



**INTEGRATING WORKPLACE CONFLICT MANAGEMENT APPROACHES WITH
DECISION-MAKING PROCESS TO PROMOTE EFFECTIVE SCHOOL
GOVERNANCE IN ZAMBOANGA DEL NORTE DIVISION: AN
AVENUE TOWARDS HARMONIOUS LEADERSHIP**

ROSE MAY A. QUIROG

Doctor of Education

Southern Mindanao Colleges

ABSTRACT

Workplace conflict is an inevitable part of school organizations because school personnel may have different perspectives, values, priorities, and interpretations of institutional policies. When conflicts are not appropriately managed, they can affect communication, working relationships, staff morale, and the implementation of school programs. This study examined the integration of workplace conflict management approaches and administrative decision-making processes to promote effective school governance in the Division of Zamboanga del Norte. It focused on five conflict management approaches—avoiding, accommodating, compromising, competing, and collaborating—and five decision-making processes: identifying desired outcomes, gathering relevant information, considering various outcomes, making decisions, and evaluating decisions. The study employed a descriptive-survey method using a questionnaire-checklist administered to school administrators and teachers. Purposive sampling was used, and the gathered responses were analyzed through weighted mean, t-test, z-test, and Pearson product-moment correlation. The findings indicated that school administrators almost always practiced the identified conflict

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



management approaches and decision-making processes. Avoiding emerged as the most prevailing conflict management approach, while compromising was the least prevailing. In decision-making, making a decision was the most prevalent practice. Statistical results indicated significant differences between administrators' and teachers' responses concerning both workplace conflict management and decision-making. The computed correlation coefficient of $(r=0.07)$ indicated a slight, almost negligible relationship between the two variables. The findings highlight the importance of strengthening communication, consultation, collaborative problem-solving, and evidence-informed decision-making in promoting harmonious relationships and effective school governance.

Keywords: *Workplace conflict management, administrative decision-making, school governance, school administrators, teachers, harmonious leadership, Zamboanga del Norte*

INTRODUCTION

Conflict is a natural occurrence in organizations where individuals work together despite differences in their backgrounds, beliefs, values, experiences, and perspectives. In schools, disagreements may arise from competing priorities, differences in professional judgment, communication difficulties, resource allocation, and varying interpretations of policies. Although conflict is inevitable, its effects depend largely on how school leaders and personnel respond to it.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Unresolved workplace conflict can disrupt communication, weaken professional relationships, lower morale, and interfere with organizational productivity. In an educational setting, these difficulties may affect coordination among school personnel and the implementation of instructional programs. Consequently, school administrators need to address disagreements constructively rather than allow misunderstandings to develop into more serious organizational problems.

Effective conflict management requires school leaders to understand the circumstances surrounding a disagreement and select an appropriate approach. The five approaches considered in this study are avoiding, accommodating, compromising, competing, and collaborating. Each approach reflects a different way of responding to conflicting needs and interests. Their appropriate use can help school leaders maintain professional relationships, resolve concerns, and support a cooperative working environment.

Decision-making is equally important in school leadership. Administrators regularly make decisions concerning school priorities, personnel, instructional programs, stakeholder concerns, and the allocation of limited resources. Sound decisions require clearly identified objectives, relevant information, consideration of alternative outcomes, appropriate action, and evaluation of results. These processes support accountability, transparency, and responsiveness to school needs.

The importance of these leadership responsibilities is particularly evident in the Division of Zamboanga del Norte, where geographical conditions and differences in school accessibility

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



may create challenges in coordination, supervision, communication, and resource distribution.

In such circumstances, school leaders need to make context-responsive decisions while maintaining constructive relationships with teachers and other stakeholders.

Conflict management and decision-making are closely relevant to school-based management, which emphasizes shared responsibility, participation, transparency, and accountability. When school personnel are consulted and their perspectives are considered, administrators may be better positioned to understand problems, assess possible solutions, and explain decisions. Conversely, decisions made without adequate communication or consideration of stakeholder concerns may contribute to further misunderstandings.

Despite the importance of these responsibilities, administrators and teachers may perceive workplace practices differently. Administrators may consider their approaches appropriate and consistent with school objectives, while teachers may experience the same practices differently. Examining the responses of both groups can provide useful information about areas of agreement and difference in the management of workplace conflict and the implementation of administrative decisions.

Against this background, the study examined the integration of workplace conflict management approaches with administrative decision-making processes to promote effective school governance in Zamboanga del Norte Division. Specifically, it investigated the extent to which the five conflict management approaches and five decision-making processes were practiced, determined whether the responses of school administrators and teachers differed

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



significantly, and examined the relationship between workplace conflict management and decision-making. The ultimate purpose was to provide a basis for strengthening harmonious leadership, professional relationships, and effective school governance.

MATERIALS AND METHODS

Research design

The study used the descriptive-survey method to describe existing workplace conflict management and decision-making practices in school organizations. This design was appropriate for gathering and comparing the perceptions of school administrators and teachers regarding the practices examined in the dissertation.

Respondents and sampling

The study involved school administrators and teachers in the Division of Zamboanga del Norte. The dissertation identifies 285 elementary school administrators and 2,665 teachers from the first and second congressional districts, with teachers considered eligible based on having at least five years of teaching experience. Respondents were selected through purposive sampling, specifically judgment sampling, to meet the study's stated criteria.

Editorial note: The dissertation's scope section presents these figures as respondents, but it does not clearly distinguish the total population from the final number of completed questionnaires in the material reviewed. The actual sample size should be verified before journal submission.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research instrument

Data were collected using a researcher-developed questionnaire-checklist consisting of items concerning workplace conflict management approaches and decision-making processes. The instrument was developed with guidance from the research adviser and relevant literature. It underwent a trial administration with qualified school administrators and teachers in the Dipolog Division, and suggestions from the evaluators were incorporated before the final instrument was prepared. The dissertation also reports the use of Google Forms to facilitate data collection from geographically distant respondents.

The questionnaire covered five workplace conflict management approaches:

1. Avoiding
2. Accommodating
3. Compromising
4. Competing
5. Collaborating

It also covered five decision-making processes:

1. Knowing what one wants to achieve
2. Gathering relevant information
3. Considering various outcomes

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Making a decision

5. Evaluating the decision

Data-gathering procedure

The researcher sought permission from the appropriate Schools Division Superintendent before administering the questionnaire. The instrument was distributed to school administrator respondents through an online platform and to teachers following Learning Action Cell gatherings. Respondents were given instructions on completing the questionnaire and were reminded to answer honestly. The researcher also explained the confidentiality of their responses.

Statistical treatment

The study used the following statistical procedures:

- Weighted mean to summarize responses and determine the reported extent of practice.
- t-test to examine differences between the responses of school administrators and teachers concerning workplace conflict management.
- z-test to examine differences between the two groups concerning decision-making processes.
- Pearson product-moment correlation to determine the relationship between workplace conflict management and decision-making processes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The dissertation used a six-point response scale, ranging from 1, "Never Practiced," to 6, "Always Practiced." In interpreting the findings below, the verbal equivalents reported in the dissertation are retained.

RESULTS AND DISCUSSIONS

1. Workplace conflict management approaches

The findings indicated that school administrators almost always practiced the five workplace conflict management approaches. These approaches reflect different ways of responding to disagreements and maintaining professional relationships within the school organization.

Avoiding was identified as the most prevailing approach, with an overall mean of 4.68, interpreted as "almost always practiced." The highest-rated indicator was avoiding unnecessary arguments that might disrupt workplace harmony, with an average weighted mean of 4.71. Demonstrating self-control when dealing with difficult co-workers also received a high rating of 4.70. These findings suggest that administrators commonly sought to prevent unnecessary escalation and maintain composure during workplace disagreements.

Accommodating was also reported as almost always practiced. The findings emphasized maintaining harmonious relationships, considering other people's opinions, and adjusting personal preferences when necessary for the benefit of the group. This suggests that administrators recognized the value of flexibility and relationship preservation in

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



managing workplace concerns. However, accommodation should be balanced with the need to address legitimate issues and protect organizational responsibilities.

Compromising was almost always practiced but was identified as the least prevailing conflict management approach. The findings highlighted open communication, the search for fair solutions acceptable to the parties involved, and willingness to give and take. This indicates that compromise was recognized as a way to resolve disagreements, although it was less prevalent than the other approaches.

Competing was also almost always practiced, with an overall mean of 4.66. Standing firm on decisions that benefited the organization, demonstrating confidence when making difficult decisions, and encouraging accountability among school personnel were among the practices highlighted. This suggests that administrators considered decisiveness and organizational interests important when resolving workplace issues. Such an approach, however, needs to be exercised with fairness and respect for the views of others.

Collaborating was described in the dissertation as a consistently practiced approach, particularly through maintaining a positive mindset during difficult times, encouraging harmony and cooperation, and building positive relationships with colleagues and supervisors. The conclusion characterized collaborating as always practiced. This finding emphasizes the importance of collective problem-solving and constructive professional relationships in school governance.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Taken together, the results indicate that school administrators used a range of conflict management approaches rather than relying on only one method. Avoiding unnecessary arguments was the most prevailing practice, while compromising was the least prevailing. The findings point to the value of selecting approaches according to the nature of the conflict, the needs of those involved, and the school's objectives.

2. Administrative decision-making processes

The findings showed that school administrators almost always practiced the five decision-making processes examined in the study. These processes covered establishing objectives, gathering information, considering alternatives, making decisions, and evaluating results.

Knowing what one wants to achieve was almost always practiced. Administrators consulted teachers and stakeholders regarding school concerns, established priorities, and aligned decisions with organizational objectives and policies. These practices suggest that identifying goals and clarifying priorities were part of administrators' efforts to promote effective school governance.

Gathering relevant information was also almost always practiced. The findings highlighted considering colleagues' suggestions and feedback, collecting accurate information before making important decisions, and consulting teachers and stakeholders. These practices are important because decisions based on relevant information and stakeholder input are more likely to reflect the needs and circumstances of the school community.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Considering various outcomes was almost always practiced. Administrators analyzed the advantages and disadvantages of alternatives, considered the effects of decisions on teachers and learners, and used critical or ethical thinking when evaluating available options. This suggests that the decision-making process included consideration of possible consequences rather than relying solely on immediate judgment.

Making a decision emerged as the most prevalent decision-making process. Administrators demonstrated confidence in implementing decisions, made timely and appropriate decisions in challenging situations, and sought to ensure fairness and transparency. The findings indicate that decisiveness was a prominent aspect of the administrative practices examined.

Evaluating the decision was also almost always practiced. Administrators reportedly accepted feedback about decisions made in the workplace, identified areas for improvement after implementation, and used evaluation results to strengthen future decisions. This reflects the importance of reviewing outcomes and using lessons learned to improve subsequent administrative action.

Overall, the findings indicate that administrators reported regular use of all five decision-making processes. Making a decision was the most prevalent practice, while knowing what one wants to achieve and gathering relevant information were identified as the least prevalent. Although these latter processes were still interpreted as almost always practiced,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



their relative ranking suggests opportunities to strengthen goal clarification and systematic information gathering.

3. Differences between administrators' and teachers' responses

The dissertation reported statistically significant differences between the responses of school administrators and teachers regarding workplace conflict management. The computed t-value was 4.207, exceeding the critical value of 2.306 at the 5% significance level with eight degrees of freedom. The reported mean values were 4.79 for administrators and 4.52 for teachers, a difference of 0.27. On this basis, the dissertation rejected the null hypothesis of no significant difference.

A significant difference was also reported for decision-making processes. The computed z-value was 7.89, exceeding the critical value of 1.96 at the 5% significance level. The dissertation reported average means of 4.76 for administrators and 4.51 for teachers, a difference of 0.25. The null hypothesis was therefore rejected according to the dissertation's analysis.

These results indicate that administrators and teachers did not assess the practices in exactly the same way. One possible interpretation is that the groups experience and evaluate administrative actions from different positions within the school organization. Administrators may focus on the purpose and implementation of decisions, while teachers may focus on how those decisions affect their daily responsibilities. This interpretation is a possible explanation, rather than a separately tested finding.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The reported differences highlight the importance of transparent communication, regular consultation, clear explanations of decisions, and opportunities for teachers to provide feedback. Such practices may help administrators identify gaps between intended management practices and staff experiences.

4. Relationship between workplace conflict management and decision-making

The dissertation examined the relationship between workplace conflict management and administrative decision-making using the Pearson product-moment correlation coefficient. The computed correlation was $(r=0.07)$, which the dissertation interpreted as a slight or almost negligible relationship.

This result indicates that the two measured variables were only weakly associated in the reported analysis. Although both are important aspects of school leadership, the result does not establish a strong statistical relationship between the measured conflict management approaches and decision-making processes.

The finding should be interpreted cautiously. The dissertation describes the relationship as modest and suggests that the variables may contribute to their respective domains while complementing each other in practice. However, the correlation alone does not establish that integrating the two processes causes more effective school governance. Additional research with clearly documented respondent-level data and appropriate statistical procedures would help clarify the relationship.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Overall discussion

The study presents a picture of school administrators who report frequent use of conflict management and decision-making practices. Avoiding unnecessary arguments and making decisions were the most prevailing practices in their respective groups of variables. At the same time, the significant differences between administrators' and teachers' responses suggest that the two groups may not experience these practices in the same way.

The almost negligible correlation between the two variables also cautions against assuming that frequent conflict management practices necessarily coincide with stronger decision-making practices in the data. The practical implication is that school leaders should continue strengthening both areas while assessing them separately and in combination through feedback, documentation, and review of school-level outcomes.

The study's findings provide a basis for promoting more collaborative, transparent, and reflective leadership. They should not, however, be interpreted as direct proof that these practices improve learner achievement, because the reported statistical results focus primarily on respondents' perceptions of conflict management and decision-making rather than a direct measurement of learner outcomes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings reported in the dissertation, the following conclusions are drawn:

1. School administrators almost always practiced workplace conflict management approaches, including avoiding, accommodating, compromising, competing, and collaborating. Avoiding was the most prevailing approach, while compromising was the least prevailing.
2. The administrators reported almost always practicing the five decision-making processes. Making a decision was the most prevalent, while identifying desired outcomes and gathering relevant information were the least prevalent among the five processes.
3. The responses of school administrators and teachers differed significantly regarding workplace conflict management, based on the reported t-test result. This suggests that the two groups did not perceive or evaluate these practices in the same way.
4. The responses of school administrators and teachers also differed significantly regarding administrative decision-making, based on the reported z-test result. This underscores the importance of understanding teachers' perspectives alongside administrators' assessments of their own practices.
5. The reported correlation coefficient of $(r=0.07)$ indicated a slight, almost negligible relationship between workplace conflict management and decision-making processes. The result does not demonstrate a strong association between the two variables.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



6. The findings support continued efforts to strengthen communication, consultation, collaboration, fairness, and accountability in school leadership. However, the effectiveness of these practices in improving school governance and learner outcomes requires further assessment using direct organizational and learner-performance indicators.

Recommendations

Based on the study's findings and conclusions, the following recommendations are proposed:

1. Strengthen constructive conflict management. School administrators should continue preventing unnecessary arguments, maintaining self-control, and addressing workplace disagreements professionally before they escalate.
2. Promote collaborative problem-solving. Administrators should provide opportunities for teachers and other stakeholders to express their concerns, exchange perspectives, and participate in identifying mutually acceptable solutions.
3. Balance the use of conflict management approaches. Avoiding may be appropriate for minor issues or situations requiring time to cool down, but unresolved concerns should be addressed when they affect relationships, responsibilities, or school operations. Compromising and collaborating should be encouraged when appropriate.
4. Improve consultation and information gathering. Before making important decisions, administrators should consult concerned personnel, consider reliable information, clarify

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



school priorities, and examine possible consequences for teachers, learners, and other stakeholders.

5. Make decision-making transparent and accountable. School leaders should explain the rationale behind important decisions, apply policies fairly, document relevant actions, and communicate responsibilities and expected outcomes clearly.

6. Institutionalize feedback and evaluation. Schools should establish regular opportunities for teachers to comment on administrative decisions and review whether implemented actions have addressed the original concerns. Feedback should inform subsequent planning and decision-making.

7. Provide professional development. Relevant learning sessions, workshops, and Learning Action Cell activities should address conflict resolution, communication skills, collaborative leadership, evidence-informed decision-making, and mediation.

8. Monitor progress in school governance. Schools may use staff feedback, records of workplace concerns, participation in decision-making, and implementation reviews to assess whether leadership practices are becoming more constructive and responsive.

9. Conduct further research. Future studies should clarify the actual number of respondents, verify the statistical computations and assumptions, and examine whether conflict management and decision-making practices are associated with measurable school-level outcomes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VIII, Issue I

August 2026

Available online at <https://www.instabrightgazette.com>



10. Use cautious, evidence-based claims about learner outcomes. If the intention is to establish an impact on learner achievement, future research should include appropriate learner-performance data and a design capable of assessing that relationship. The present study's reported findings alone do not establish a causal effect on academic achievement.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

A. Books

Bass, B. M. (1985). Leadership and performance beyond expectations. Free Press.

Frecher, R. F. (1988). Leadership approach and behavior. McGraw-Hill.

Freund, J. E. (1984). Modern elementary statistics (6th ed.). Prentice Hall.

Leveriza, J. P. (1990). Supervisory leadership. National Bookstore.

Padua, R. N., & de Guzman-Santos, R. (1998). Fundamentals of educational research and data analysis. Katha Publishing Co., Inc.

Ruiz, M. B. (1988). Evaluation and measurement in Philippine school. RP Publishing Corporation.

Sevilla, C. G. (1992). Research methods. Rex Bookstore.

Vroom, V. H., & Jago, A. G. (1988). The new leadership: Managing participation in organizations. Prentice Hall.

B. Internet Resources

BetterUp. (n.d.). Leadership resources. <https://www.betterup.com>

University of Minnesota Libraries Publishing. (n.d.). Open textbook resources. <https://open.lib.umn.edu>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



TeacherVision. (n.d.). Teaching and educational resources. <https://www.teachervision.com>

Reliable Plant. (n.d.). How to motivate and inspire your people in difficult times.

<https://www.reliableplant.com/read/18525/how-to-motivate-inspire-your-people-in-difficult-times>

Management Study Guide. (n.d.). Leadership resources.

<https://www.managementstudyguide.com>

12most. (2011, September 22). 12 essential leadership traits.

<https://12most.com/2011/09/22/12-essential-leadership-traits/>

C. Unpublished Master's Theses

Balansag, E. L. (2010). Methods of influencing teachers for decision making by the school leaders in R.T. Lim District: An essence to effective management. Unpublished master's thesis, Southern Mindanao Colleges, Pagadian City.

Barrientos, N. M. (2016). Creativity of educational managers in [title incomplete in the original bibliography]. Unpublished master's thesis, Southern Mindanao Colleges, Pagadian City.

Colastre, M. E. E. (2006). Multi-disciplinary approaches applied by the teachers in Tukuran West District: Its contributions to pupils' academic development. Unpublished master's thesis, Southern Mindanao Colleges, Pagadian City.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Mandalupa, N. B. (2004). Classroom management practiced by the teachers of Dumingag II

District: Its relevance to an innovative process. Unpublished master's thesis, Southern Mindanao Colleges, Pagadian City.

Perez, J. T. (2008). Conflict resolution strategies for a Siay District: Its applicability to sustain effective school management. Unpublished master's thesis, Southern Mindanao Colleges, Pagadian City.

Valdez, E. (2009). Personnel management of the school administrators in Pagadian City secondary schools: Its suitability to effective administration and supervision. Southern Mindanao Colleges, Pagadian City.

D. Unpublished Doctoral Dissertations

Booc, A. C. (2008). Leadership skills correlates to the traits for the development of secondary school heads in quality management. Unpublished dissertation, Southern Mindanao Colleges, Pagadian City.

Penales, E. B. (2005). Roles and management functions of elementary school principals as instructional leaders in the Division of Zamboanga del Sur: Its significance to effective management. Unpublished doctoral dissertation, Southern Mindanao Colleges, Pagadian City.

Tan, M. D. (2013). Synchronizing creative mentality to articulating leadership challenge for technological innovation in the Division of Zamboanga Sibugay: Its advantages to educational transformation. Unpublished thesis, Southern Mindanao Colleges, Pagadian City.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
