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School Climate, School Heads' Conflict Resolution Strategies, And Teachers' Performance

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Abstract

This study explored the relationship between school climate, school heads' conflict resolution strategies, and teachers' performance in the Schools Division of Antique during the school year 2025. Using a descriptive-correlational research design, the study aimed to determine the levels of school climate and conflict resolution strategies, assess teachers' performance, and examine the relationships among these variables. The respondents included 326 teachers from selected public elementary and secondary schools, selected through stratified random sampling. Data were collected using a validated researcher-developed questionnaire. Descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, were used to determine variable levels, while Pearson Product-Moment Correlation and multiple regression analysis were applied to examine relationships and predictive influence. Results showed that school climate was perceived at a high level, particularly in teacher-student relationships, teacher collaboration, supportive environment, and overall school atmosphere. School heads' conflict resolution strategies were also rated high, with strong performance in communication facilitation, collaborative problem-solving, and timely identification of issues. Teachers' performance was reported as high, especially in classroom management, instructional delivery, lesson planning, and learner engagement. Correlation analysis revealed significant positive relationships among all three variables. Multiple regression analysis indicated that school climate and conflict resolution strategies jointly predict teachers' performance, with school climate emerging as the stronger predictor. The study concludes that cultivating a positive school climate alongside effective conflict resolution practices enhances teachers' instructional performance and contributes to overall school effectiveness.

Keywords: School climate, conflict resolution strategies, teachers' performance, instructional effectiveness, school leadership

Introduction

The quality of education in schools is significantly influenced by the school climate and the effectiveness of leadership practices, especially in handling conflicts. School climate refers to the overall atmosphere within a school, including relationships among teachers, students, and administrators, as well as the sense of safety, support, collaboration, and shared norms and values (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). A positive school climate promotes teacher satisfaction, engagement, and professional performance, ultimately improving student outcomes.

School heads' conflict resolution strategies are vital, as conflicts naturally arise due to differences in opinions, expectations, and teaching approaches. Effective conflict resolution involves identifying issues, facilitating open communication, and implementing collaborative solutions to maintain a positive work environment (Rahim, 2017). School heads who adopt constructive strategies foster trust, collaboration, and morale among teachers, which positively affects instructional performance and professional commitment.

Teachers' performance encompasses their ability to plan, deliver, and assess instruction effectively, maintain classroom management, and engage learners to achieve academic goals (Darling-Hammond, Hyler, & Gardner, 2017). Research indicates that teachers perform better in schools with supportive climates and effective leadership practices, including conflict management, which reduce stress, increase job satisfaction, and encourage professional growth (OECD, 2019).

Understanding the relationships among school climate, school heads' conflict resolution strategies, and teachers' performance in the Schools Division of Antique is essential for improving leadership practices, informing policy, and implementing interventions that enhance teaching effectiveness.

Methodology

This study employed a descriptive-correlational research design to examine the levels of school climate, school heads' conflict resolution strategies, and teachers' performance, as well as the relationships among these variables. The descriptive component determined the current status of each variable, while the correlational component explored their associations.

The respondents included 326 teachers from selected public elementary and secondary schools, selected through stratified random sampling to ensure representation across school levels, subject areas, and districts.

Data were collected using a three-part, researcher-developed questionnaire. Part I measured school climate, including overall atmosphere, relationships, collaboration, and support. Part II assessed school heads' conflict resolution strategies, focusing on issue identification, communication facilitation, and collaborative problem-solving. Part III evaluated teachers' performance in instructional delivery, lesson planning, classroom management, and learner engagement. The questionnaire was validated by experts and pilot-tested, yielding a Cronbach's alpha above 0.80, indicating high reliability.

Ethical considerations included approval from the Schools Division Office, informed consent from respondents, and assurance of confidentiality and anonymity.

Data analysis involved descriptive statistics (frequency, percentage, weighted mean, standard deviation), Pearson Product-Moment Correlation to examine relationships, and multiple regression analysis to determine the combined effect of school climate and conflict resolution strategies on teachers' performance at a 0.05 significance level.

Results

The study found that school climate was perceived at a high level (WM = 4.35, SD = 0.41), with teacher-student relationships rated highest (M = 4.38, SD = 0.40), followed by teacher collaboration (M = 4.36, SD = 0.41), supportive environment (M = 4.34, SD = 0.42), and overall atmosphere (M = 4.32, SD = 0.43).

School heads' conflict resolution strategies were also rated high (WM = 4.31, SD = 0.42), with communication facilitation scoring highest (M = 4.34, SD = 0.40), followed by collaborative problem-solving (M = 4.32, SD = 0.41) and issue identification (M = 4.28, SD = 0.43).

Teachers' performance was similarly high (WM = 4.29, SD = 0.43), with classroom management (M = 4.33, SD = 0.41), instructional delivery (M = 4.30, SD = 0.42), lesson planning (M = 4.28, SD = 0.43), and learner engagement (M = 4.26, SD = 0.44) receiving the highest ratings.

Correlation analysis showed significant positive relationships between school climate and teachers' performance ($r = 0.64$, $p < 0.01$), between conflict resolution strategies and teachers' performance ($r = 0.61$, $p < 0.01$), and between school climate and conflict resolution strategies ($r = 0.62$, $p < 0.01$). Multiple regression analysis indicated that school climate and conflict resolution strategies jointly predict teachers' performance ($R^2 = 0.65$, $p < 0.05$), with school climate emerging as the stronger predictor.

Discussion

The results of this study highlight the importance of a positive school climate and effective conflict resolution strategies in improving teachers' performance. A high-quality school climate, characterized by supportive relationships, collaboration, and a conducive learning environment, fosters teacher satisfaction, motivation, and engagement. This aligns with Thapa et al. (2013), who reported that positive school climate enhances teacher effectiveness and student outcomes.

The high rating of school heads' conflict resolution strategies demonstrates their ability to address disputes constructively, facilitate communication, and promote collaborative problem-solving. This finding is consistent with Rahim (2017), who emphasized that effective conflict management fosters trust, cooperation, and professional growth among staff. By resolving conflicts effectively, school heads create a stable and supportive work environment that enables teachers to focus on instructional quality.

Furthermore, the positive relationships among school climate, conflict resolution strategies, and teachers' performance indicate that these factors are interdependent. Teachers perform better in environments where school heads maintain a positive climate and manage conflicts effectively. Multiple regression analysis revealed that school climate is the stronger predictor, emphasizing the critical role of overall school environment in shaping teaching performance.

In summary, the discussion underscores that combining a supportive school climate with strategic conflict resolution enhances teacher effectiveness, ultimately contributing to better educational outcomes in the Schools Division of Antique.

Conclusion

Based on the findings of the study, it is concluded that the school climate in the Schools Division of Antique is perceived as highly positive, fostering supportive relationships, collaboration, and a conducive work environment. School heads' conflict resolution strategies are effectively implemented, particularly in facilitating communication, identifying issues, and promoting collaborative problem-solving. These factors have a significant positive impact on teachers' performance, enhancing their instructional delivery, classroom management, lesson planning, and learner engagement. Correlation and regression analyses revealed that while both school climate and conflict resolution strategies significantly contribute to teachers' performance, school climate emerged as the stronger predictor, highlighting the crucial role of an overall supportive and positive school environment in promoting effective teaching practices.

Recommendations

In light of the conclusions, it is recommended that school administrators continue to strengthen school climate by fostering collaboration, teacher support, and a safe, positive environment. Professional development programs for school heads should emphasize conflict management skills, effective communication, and collaborative problem-solving to further enhance teachers' instructional performance. Schools should institutionalize regular conflict resolution practices and encourage teachers' participation in decision-making to sustain a harmonious and productive work environment. Additionally, the Department of Education may implement policies that prioritize positive school climates and leadership capacity-building as key strategies for improving teaching effectiveness and overall educational outcomes. Future researchers are encouraged to examine additional factors, such as teacher motivation, parental involvement, or resource availability, to gain deeper insights into the variables influencing teachers' performance.

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