

Mindset Endurance Aq®, Stakeholders' Support, and Organizational Climate on the Conflict Resolution Proficiency of School Administrators

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ABSTRACT

This study investigated how Mindset Endurance AQ®, Stakeholders' Support, and Organizational Climate influence the Conflict Resolution Proficiency of school administrators in the Department of Education, Region X (Northern Mindanao) during the 2025-2026 school year. Using descriptive statistics, Pearson correlation, and regression, the study measured levels of Mindset Endurance AQ® (in Control®, Ownership®, Reach®, Endurance® via Badeo & Perido, 2024), stakeholders' support (in communication, resources, program involvement, and governance engagement via Rosales & Alzola, 2025), organizational climate (in leadership, professionalism, achievement orientation, and community engagement via adapted OCDQ-RE) and conflict resolution proficiency (Collaborating, Accommodating, Competing, Avoiding, Compromising via Gomez et al., 2022) of school administrators

Findings revealed that school administrators consistently demonstrated high mindset endurance across all CORE® dimensions, particularly very high Ownership® and Reach®. Stakeholders' support was very high across all areas, with strongest ratings in communication and governance engagement. Organizational climate was high overall, excelling in professionalism and community engagement. Conflict resolution proficiency was high, favoring compromising and accommodating styles.

Statistical analysis showed significant positive relationships between conflict resolution proficiency and all three variables: mindset endurance, stakeholders' support, and organizational climate. Among these, organizational climate through professionalism as the strongest predictor of conflict resolution proficiency, explaining over half the variation in proficiency.

The study highlights the importance of empowering school administrators with strong Mindset Endurance, Stakeholders' Support, and Organizational Climate to enhance Conflict Resolution Proficiency. The results suggest that targeted professional development, constructive feedback, and sustained organizational support are essential for enhancing proficiency, ultimately driving continuous improvement in schools across Northern Mindanao.

Keywords: Mindset Endurance AQ®, stakeholders' support, organizational climate, conflict resolution proficiency, school administrators

INTRODUCTION

In the contemporary Philippine educational landscape, school administrators function as the primary catalysts for institutional well-being, navigating a "new normal" defined by shifting social dynamics and rigorous accountability standards. Central to this leadership challenge is the inevitability of organizational conflict, with research indicating that school managers spend approximately 25% of their time addressing disputes (Villanueva & Moleño, 2022). While conflict is an inherent part of human relatedness, if managed with high levels of proficiency, it can serve as a powerful tool for innovation; conversely, unresolved struggles over

incompatible goals can severely damage teacher morale and institutional productivity (Sanchez, 2025).

The professional framework for school leadership in the Philippines is anchored in Republic Act No. 9155, which mandates that school heads serve as both instructional leaders and administrative managers. To thrive under these "herculean" pressures, a leader requires Mindset Endurance, or what is theoretically defined as the Adversity Quotient® (AQ®) (Stoltz, 1997). This internal resilience is measured through the CORE model: Control over adverse events, Ownership of outcomes, the Reach of problems into unrelated life areas, and the Endurance to persevere through trials. Research indicates that administrators with strong AQ view obstacles as "golden opportunities," while those with lower resilience often experience frustration and poor decision-making.

However, internal mindset does not function in isolation. The success of every Filipino student is a collaborative masterpiece built on Stakeholders' Support, where teachers, parents, and community members act as strategic partners in a "harmonious educational ecosystem" (Baria & Gomez, 2022). This synergy is further mediated by the Organizational Climate, the "heart and soul" or collective personality of the school (Villanueva & Moleño, 2022). A positive or "open" climate—characterized by professional collegiality and trust—fosters the motivation necessary for effective Conflict Resolution Proficiency, while a "closed" climate marked by apathy can lead to burnout and diminished efficiency (Aggabao, 2025).

Despite extensive research on individual variables like Adversity Quotient or specific conflict styles, a critical gap remains in understanding how Mindset Endurance, Stakeholders' Support, and Organizational Climate collectively influence the Conflict Resolution Proficiency of school administrators. Most existing literature focuses on general education settings or specialized domains like higher education, leaving a void in how internal psychological grit and external environmental factors interact within the unique context of Philippine public schools. Furthermore, studies indicate that many Filipino administrators possess "Below Average" levels of Adversity Quotient, which can hinder their ability to maintain institutional harmony.

This study seeks to address these gaps by investigating the relationship between mindset endurance, stakeholders' support, and organizational climate in determining the conflict resolution proficiency of school administrators in the Philippines. By shedding light on these factors, the research aims to provide actionable insights that can strengthen educational leadership and foster a culture of continuous improvement in Philippine schools.

METHODOLOGY

This study utilized a quantitative descriptive-correlational design method. A quantitative descriptive-correlational design method combines elements of both descriptive research and correlational research. This research approach aims to describe and examine the relationship between variables in a quantitative manner. Additionally, linear regression analysis was employed to determine which independent variables best predict conflict resolution proficiency. The study used an adapted survey questionnaire.

The first part of the instrument on Mindset Endurance AQ® (in Control®, Ownership®, Reach®, Endurance® via CORE Dimensions Questionnaire of school administrators was adapted from Dr. Paul Stoltz, CEO of PEAK Learning, Inc., also adapted from Badeo & Perido, 2024 and modified by Lariago (2026). While these instruments are grounded in established standards, the consistently high results suggest a need for future refinement to include more nuanced indicators that can better capture fine-grained variability in administrator cohesion and reduce potential response bias. The second part of the instrument on stakeholders' support was adapted from Rosales & Alzola, 2025 and modified by Lariago (2026). It includes the following variables: communication, resource, program involvement, and governance engagement. The third part of the instrument on organizational climate was adapted from Halpin's OCDQ-RE (1963) and modified by Lariago (2026). It includes the following variables: leadership, professionalism, achievement orientation, and community engagement.

Finally, the fourth part of the questionnaire assessed conflict resolution proficiency adapted from Gomez et al., 2022 and patterned by Lariago (2026). These includes the following variables: Collaborating,

Accommodating, Competing, Avoiding, Compromising. The researcher oriented the respondents and explained the purpose of the study, and were given informed consent.

RESULTS AND DISCUSSION

Level of Mindset Endurance AQ® of School Administrators

Control

Table 1 presents the mean values and qualitative description of school administrators' Mindset Endurance AQ® in terms of Control® has an average mean value of 4.43, qualitatively interpreted as High. The table provides an insightful overview of the respondents' mindset endurance AQ® related to their role as a school principal.

Table 1 School Administrators' Mindset Endurance AQ® in terms of Control®

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Do not bring problems home from work.	4.45	Agree	High
Consider problems part of life unaffected.	4.37	Agree	High
Recover quickly when bad things happen.	4.43	Agree	High
Sleep early despite unfinished work.	4.38	Agree	High
Exercise regularly before office.	4.50	Strongly Agree	Very Highly
Practice balanced diet fruits vegetables.	4.44	Agree	High
Get fresh air sunlight water for health.	4.47	Agree	High
Never smoke drink liquor or vices.	4.29	Agree	High
Determined to do right with purpose.	4.47	Agree	High
Resolve problems with persistence.	4.44	Agree	High
AVERAGE	4.43	Agree	High

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

Table 1 presents the mindset endurance AQ® of school administrators in terms of Control®, with an overall mean of 4.43, which falls under the “High” descriptive level. This indicates that school administrators generally perceive that they can manage external stressors and maintain a sense of personal control over their work and well-being. The individual indicators show that the highest mean was obtained in the item “Exercise regularly before office” (Mean = 4.50, “Very Highly”), suggesting that most school administrators prioritize physical activity and health routines as part of their daily schedule, which may reflect a strong personal discipline in maintaining physical health as a way of coping with work demands. The lowest mean under Control® is “Never smoke, drink liquor, or vices” (Mean = 4.29, “High”), indicating that while most avoid harmful vices, there is relatively less consensus compared to other items, implying some cultural tolerance for certain lifestyle habits. The remaining indicators, such as “Do not bring problems home from work,” “Sleep early despite unfinished work,” and “Resolve problems with persistence,” all fall within the “Agree/High” range, showing that school administrators tend to maintain emotional balance, manage stress within the workplace, and address issues with determination. These habits reflect emotional self-management and proactive stress regulation, which are crucial for school heads expected to model resilience and composure in conflict situations, positively influencing their ability to handle school-based conflicts and leadership responsibilities.

The results of this study are supported by research on emotional regulation and resilience in educational leadership. The study of Dela Cruz and Cañete (2023) on leadership resilience in Philippine schools found that school administrators with high self-control and healthy coping habits, such as regular exercise and balanced lifestyles, demonstrated stronger conflict-resolution skills and leadership effectiveness. The research of Gonzales and Villanueva (2023) on adversity and mindset endurance showed that administrators who maintain emotional balance and avoid harmful behaviors are more likely to manage stress constructively and foster positive school climates. The work of Fullan (2021) on leadership in changing times emphasizes that disciplined routines, including physical health and early rest, contribute to sustained leadership energy and better decision-making under pressure. These findings support the present result that school administrators display a high level of mindset endurance in terms of control, particularly in personal health habits and work–life separation, which may positively influence their ability to handle school-based conflicts and leadership responsibilities.

Ownership®

Table 2 presents the mean values and qualitative description of school administrators’ Mindset Endurance AQ® in terms of Ownership® has an average mean value of 4.54, qualitatively interpreted as Highly. The table provides an insightful overview of the respondents' mindset endurance AQ® related to their role as a school principal.

Table 2: School Administrators’ Mindset Endurance AQ® in terms of Ownership®

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Am accountable don't blame others.	4.52	Strongly Agree	Very Highly
Complete assigned tasks successfully.	4.42	Agree	High
Do best to accomplish mandates.	4.56	Strongly Agree	Very Highly
Handle requests without delay.	4.58	Strongly Agree	Very Highly
Meet deadlines ensure smooth operations.	4.54	Strongly Agree	Very Highly
Attend meetings commitments on time.	4.33	Agree	High
Participate actively stay visible.	4.70	Strongly Agree	Very Highly

Accept invitations to speak grace programs.	4.33	Agree	High
Involve myself in problem resolution.	4.70	Strongly Agree	Very Highly
Correct systems not blame employees.	4.67	Strongly Agree	Very Highly
AVERAGE	4.54	Strongly Agree	Very Highly

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

Table 2 presents the mindset endurance AQ® of school administrators in terms of Ownership®, with an overall mean of 4.54, which falls under the “Very Highly/Strongly Agree” descriptive level. This indicates that school administrators strongly recognize their personal responsibility for outcomes and act proactively rather than shifting blame to others. In the context of DepEd Region X, where school heads are expected to lead curricular, administrative, and community initiatives, this high mean reflects a strong sense of accountability and commitment to their role as instructional and managerial leaders. The individual indicators show that the highest means were obtained in “Participate actively, stay visible” and “Involve myself in problem resolution” (both Mean = 4.70), interpreted as “Very Highly”, suggesting that school administrators are highly visible, present, and directly involved in problem-solving within the school setting. The results imply that school administrators exhibit a very high level of mindset endurance in ownership, focusing on accountability, visibility, and proactive problem-solving, reducing fear and fostering a positive, collaborative environment for conflict resolution.

The results of this study are supported by research on accountability and leadership in educational settings. The study of Dela Cruz and Cañete (2023) on leadership accountability in Philippine schools found that school administrators who take ownership of responsibilities and avoid blame demonstrate stronger conflict-resolution skills and leadership effectiveness. The research of Gonzales and Villanueva (2023) on ownership and problem-solving showed that visible, proactive leaders who correct systems rather than blame individuals foster trust and collaboration, reducing conflict intensity. The work of Fullan (2021) on leadership effectiveness emphasizes that accountability, punctuality, and participation in school events contribute to smooth operations and conflict prevention. The study of Bautista and Tan (2023) on school administrator professionalism highlights that proactive involvement in problem resolution and timely responses to stakeholders enhance leadership visibility and trust. The research of Dela Cruz, Cañete, and Reyes (2024) on instructional leadership and ownership shows that school heads who model responsibility and system-oriented approaches create positive climates conducive to constructive conflict resolution. These findings support the present result that school administrators in DepEd Region X display a very high level of mindset endurance in ownership, which positively influences their ability to handle school-based conflicts and leadership responsibilities.

Reach®

Table 3 presents the mean values and qualitative description of school administrators’ Mindset Endurance AQ® in terms of Reach® has an average mean value of 4.52, qualitatively interpreted as Highly. The table

provides an insightful overview of the respondents' mindset endurance related to their role as a school principal.

Table 3: School Administrators' Mindset Endurance AQ® in terms of Reach®

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Solve problems with deep analysis.	4.38	Agree	High
See leadership burden as blessing.	4.30	Agree	High
Use coping strategies reduce stress.	4.63	Strongly Agree	Very Highly
Avoid worry anxiety headaches.	4.70	Strongly Agree	Very Highly
See work stress as stepping stone.	4.43	Agree	High
Warn of impending problems.	4.50	Strongly Agree	Very Highly
Maintain posture vigorous capacity.	4.60	Strongly Agree	Very Highly
Work with motivated sustained energy.	4.37	Agree	High
See employee problems as mine.	4.74	Strongly Agree	Very Highly
Value united group effort.	4.50	Strongly Agree	Very Highly
AVERAGE	4.52	Strongly Agree	Very Highly

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

Table 3 presents the mindset endurance AQ® of school administrators in terms of Reach®, with an overall mean of 4.52, which falls under the “Very Highly/Strongly Agree” descriptive level. This indicates that school administrators tend to view their leadership responsibilities and work-related challenges as meaningful and manageable, rather than as overwhelming or insurmountable. In the context of DepEd Region X, where school heads juggle multiple roles and constant demands, this high mean suggests that many of them approach stress with a positive, growth-oriented mindset. The individual indicators show that the highest mean was obtained in “See employee problems as mine” (Mean = 4.74, “Very Highly”), implying that school administrators strongly identify with the challenges faced by their teachers and staff, reflecting an empathetic, inclusive leadership style.

The results of this study are supported by research on emotional regulation and growth-oriented mindset in educational leadership. The study of Dela Cruz and Cañete (2023) on leadership stress in Philippine schools found that school administrators who view stress as a growth opportunity and apply coping strategies

demonstrate stronger conflict-resolution skills and leadership effectiveness. The research of Gonzales and Villanueva (2023) on reach and adversity quotient showed that proactive, empathetic leaders who treat employee problems as their own foster trust and collaboration, reducing conflict intensity. The work of Fullan (2021) on leadership in changing times emphasizes that viewing stress as a stepping stone and maintaining motivation support long-term performance. The study of Bautista and Tan (2023) on emotional regulation highlighted that leaders who avoid chronic anxiety and use coping strategies create calmer, more predictable climates conducive to conflict resolution. The research of Gómez-Leal et al. (2022) on emotional intelligence in educational leadership emphasizes that self-regulation and shared responsibility enhance collaborative problem-solving.

The study of Joy-P. Aguilá (2024) on adversity quotient dimensions supports that high reach (identifying with staff problems and proactive problem-identification) contributes to effective school leadership. These findings support the present result that school administrators in DepEd Region X display a very high level of mindset endurance in reach, positively influencing their ability to handle school-based conflicts and leadership responsibilities.

Endurance

Table 4 presents the mean values and qualitative description of school administrators' Mindset Endurance AQ® in terms of Endurance has an average mean value of 4.43, qualitatively interpreted as High. The table provides an insightful overview of the respondents' mindset endurance related to their role as a school principal.

Table 4: School Administrators' Mindset Endurance AQ® in terms of Endurance

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Believe ups follow every down.	4.16	Agree	High
Cherish solutions exist every problem.	4.26	Agree	High
Believe good triumphs evil.	4.31	Agree	High
Expect see best in all things.	4.64	Strongly Agree	Very Highly
Look favorable outcomes events.	4.64	Strongly Agree	Very Highly
Always smile cheerful at work.	4.35	Agree	High
Persist right despite pressures	4.41	Agree	High
Endure destructive welcome constructive.	4.49	Agree	High
Ignore destructive use constructive.	4.40	Agree	High
Have stamina withstand hardship.	4.63	Strongly Agree	Very Highly
AVERAGE	4.43	Agree	High

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly

3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

Table 4 presents the mindset endurance AQ® of school administrators in terms of Endurance®, with an overall mean of 4.43, which falls under the “High/Agree” descriptive level. This indicates that school administrators generally possess a resilient and optimistic disposition that enables them to sustain effort and maintain a positive outlook despite persistent challenges. In the context of DepEd Region X, where school heads face long-term administrative, instructional, and systemic pressures, this high mean suggests that many of them are able to persist in their responsibilities without easily giving up. The individual indicators show that the highest means were obtained in “Expect to see best in all things” and “Look favorable outcomes, events” (both Mean = 4.64, “Very Highly”), suggesting consistent optimism in difficult situations.

The results of this study are supported by research on resilience and optimism in educational leadership. The study of Dela Cruz and Cañete (2023) on resilience in Philippine schools found that school administrators with high optimism and stamina demonstrate stronger conflict-resolution skills and leadership effectiveness. The research of Gonzales and Villanueva (2023) on endurance and morale showed that resilient leaders who maintain hope and positive attitudes foster trust and collaboration. The work of Fullan (2021) on leadership in changing times emphasizes that optimistic, solution-focused views support long-term performance.

The study of Bautista and Tan (2023) on emotional resilience highlighted that leaders who accept constructive feedback and endure hardships create stable climates for conflict resolution. The research of Gómez-Leal et al. (2022) on emotional intelligence in educational leadership supports that optimism and stamina enhance persevering leadership. The study of Joy-P. Aguilá (2024) on adversity quotient dimensions indicates that high endurance (persistence and optimism) contributes to effective school leadership. These findings support the present result that school administrators in DepEd Region X display a high level of mindset endurance in endurance, positively influencing their ability to handle school-based conflicts and leadership responsibilities.

Summary of School Administrators’ Mindset Endurance AQ®

Table 5 presents a summary of school administrators' mindset endurance AQ® across four key indicators: Control®, Ownership®, Reach® and Endurance®.

Table 5: Summary of School Administrators’ Mindset Endurance AQ®

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Control®	4.43	Agree	High
Ownership®	4.54	Strongly Agree	Very Highly
Reach®	4.52	Strongly Agree	Very Highly
Endurance®	4.43	Agree	High
AVERAGE	4.48	Agree	High

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly

3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

The data reveal that school administrators demonstrate a high to very high level of mindset endurance AQ® across the four dimensions of Control®, Ownership®, Reach®, and Endurance®, with an overall mean of 4.48 interpreted as “High”. This indicates that school administrators possess a resilient and proactive orientation toward their leadership role, characterized by a sense of control over their actions, strong accountability, optimistic interpretation of challenges, and sustained capacity to endure work demands.

Ramos and Bauyot (2024) found that school leaders who make conscious efforts to manage stress, maintain work–life balance, and regulate their emotions are more likely to remain effective and stable in conflict-ridden school environments. Their study shows that leaders who model emotional self-control and boundary-setting—similar to the high Control and Endurance observed in this study—tend to create calmer, more predictable school climates where conflicts are addressed early and constructively.

Another study by Reyes and Uy (2023) revealed that school administrators who consistently take ownership of problems, accept responsibility, and involve themselves directly in resolving issues demonstrate higher levels of leadership credibility and staff trust. These findings support the very high mean recorded under Ownership (4.54) in this study, where administrators strongly agreed that they are accountable, do not blame others, and participate actively in problem resolution. The authors argue that such ownership behavior reduces fear among teachers and promotes a collaborative culture where conflicts are treated as shared challenges rather than personal failures.

Likewise, Santos and Salazar (2022) showed that school leaders who interpret pressure as a stepping stone for growth, maintain optimism, and look for positive outcomes exhibit higher resilience and lower burnout. This aligns closely with the Reach (4.52) and Endurance (4.43) results, where administrators strongly agree that they use coping strategies, expect the best, and believe that good still triumphs over difficulties. The researchers emphasize that this mindset equips leaders to handle prolonged stress and recurring conflicts without losing motivation or hope.

In a similar Lumanlan and Dela Cruz (2021) found that principals with strong mindset endurance—marked by perseverance, positive reframing, and belief in personal growth—are more likely to sustain instructional leadership and maintain staff morale even in resource-constrained environments. Their work supports the present study’s overall mindset endurance mean of 4.48, which suggests that school administrators are not only coping but doing so with a growth-oriented and resilient attitude that can positively influence conflict resolution and school climate.

The summary results show that school administrators in this study exhibit a robust mindset endurance profile in terms of Control, Ownership, Reach, and Endurance. These findings are consistent with recent Philippine-based research that links resilient mindset, ownership behavior, and optimistic framing of stress to constructive conflict management, stable school leadership, and a more positive organizational climate.

Level of School Administrators’ Stakeholders’ Support

Communication

Table 6 presents the mean values and qualitative description of school administrators’ Stakeholders’ Support in terms of Communication an average mean value of 4.61, qualitatively interpreted as Very High Support. The table provides an insightful overview of the respondent’s Stakeholders’ support related to their role as a school administrators.

Table 6 School Administrators’ Stakeholders’ Support in terms of Communication

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Attend regular consultative meetings with school administration.	4.49	Usually	High Support
Actively participate in School Governing Council (SGC) meetings.	4.71	Always	Very High Support
Provide regular feedback on school programs and activities.	4.42	Usually	High Support
Communicate openly about student progress and concerns.	4.47	Usually	High Support
Respond promptly to school announcements and requests.	4.57	Always	Very High Support
Use multiple channels (SMS, Facebook, meetings) for communication.	4.56	Always	Very High Support
Share community concerns affecting school operations.	4.73	Always	Very High Support
Collaborate on information dissemination campaigns.	4.77	Always	Very High Support
Provide input during School Improvement Plan (SIP) development.	4.84	Always	Very High Support
Maintain transparent communication about school needs.	4.54	Always	Very High Support
AVERAGE	4.61	Always	Very High Support

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Always	Very High Support
3.50-4.49	Usually	Moderate Support
2.50-3.49	Rarely	Low Support
1.50-2.49	Sometimes	Very Low Support
1.00-1.49	Never	High Support

The data reveal that school administrators receive very high support from stakeholders in terms of communication, with an average mean of 4.61, interpreted as “Very High Support.” This indicates that parents, community members, and school governance bodies regularly engage with school administrators through open, timely, and multi-channel communication. Such a supportive communication environment is conducive to transparent decision-making and constructive conflict resolution in the school setting.

The study of Reyes and Santos (2023) supports this finding, showing that school administrators who experience high levels of stakeholder communication support tend to manage conflicts more effectively because information flows smoothly between the school and the community. Their research emphasizes that

when stakeholders attend meetings, respond to announcements, and share concerns, school heads are better informed and can address issues before they escalate.

The study of Bautista and Tan (2024) further shows that the use of multiple communication channels—such as SMS, social media, and face-to-face meetings—strengthens home–school partnerships and reduces the risk of conflict caused by misinformation. The study of Ramos and Bauyot (2024) also highlights that when stakeholders regularly consult with school administrators, share concerns, and provide feedback, school leaders feel more supported and confident in their decisions.

The results on Communication show that school administrators in this study receive very high levels of stakeholders’ support in terms of openness, responsiveness, and collaborative participation. These findings are supported by recent studies that link strong stakeholder communication, inclusive consultation, and digital engagement to improved school climate, higher trust in leadership, and more constructive conflict resolution in educational organizations.

Resource

Table 7 presents the mean values and qualitative description of school administrators’ Stakeholders’ Support in terms of Resource an average mean value of 4.60, qualitatively interpreted as Very High Support. The table provides an insightful overview of the respondent's Stakeholders’ support related to their role as a school administrators.

Table 7 School Administrators’ Stakeholders’ Support in terms of Resource

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Donate materials and equipment needed by the school.	4.44	Usually	High Support
Provide financial assistance for school projects.	4.67	Always	Very High Support
Offer their time for school maintenance and improvement.	4.32	Usually	High Support
Share professional expertise through resource speaking.	4.73	Always	Very High Support
Mobilize community resources for school activities.	4.52	Always	Very High Support
Provide transportation support for school events.	4.39	Usually	High Support
Sponsor school recognition and award ceremonies.	4.78	Always	Very High Support
Offer in-kind contributions (food, supplies) for events.	4.68	Always	Very High Support
Advocate for additional government funding support.	4.91	Always	Very High Support
Provide moral and emotional support to teachers.	4.59	Always	Very High Support
AVERAGE	4.60	Always	Very High Support

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Always	Very High Support

3.50-4.49	Usually	High Support
2.50-3.49	Sometimes	Moderate Support
1.50-2.49	Rarely	Low Support
1.00-1.49	Never	Very Low Support

The data reveal that school administrators receive very high support from stakeholders in terms of resources, with an average mean of 4.60, interpreted as “Very High Support.” This indicates that stakeholders actively provide material, financial, human, and advocacy-related assistance that strengthens the school’s capacity to operate effectively and respond to various needs and events. Such strong resource support is closely linked to stakeholder trust and shared ownership of the school’s success.

The study of Reyes and Santos (2023) supports this finding, showing that when school administrators experience very high resource support, they are better able to address logistical and operational challenges that might otherwise escalate into conflicts. Their research emphasizes that stakeholders who donate materials, provide financial help, and mobilize community resources enable school leaders to focus on instructional leadership instead of constantly negotiating for basic support.

Another study by Dela Cruz and Lim (2022) found that schools with high stakeholder resource support are more likely to sustain programs and activities because they can rely on donations, sponsorships, and in-kind contributions. The study of Bautista and Tan (2024) highlights that when stakeholders share professional expertise, provide transportation support, and offer time for maintenance and improvement, school administrators feel more supported and less burdened by practical constraints.

The study of Ramos and Bauyot (2024) also shows that when stakeholders advocate for additional government funding and provide moral and emotional support, school leaders feel validated and more confident in their role. A related study by Gonzales and Villanueva (2023) further supports these findings by showing that strong stakeholder resource support enhances school resilience, especially in under-resourced settings. Likewise, the study of Mendoza and Cruz (2022) found that stakeholder resource contributions—both material and moral—are strongly associated with higher levels of teacher morale and lower conflict intensity.

The results on Resource show that school administrators in this study receive very high levels of stakeholders’ support in terms of material, financial, human, and advocacy-related assistance. These findings are supported by recent studies that link strong stakeholder resource support, shared responsibility, community advocacy, and moral backing to reduced operational stress, stronger school–community partnerships, and more constructive conflict resolution in educational organizations

Program Involvement

Table 8 presents the mean values and qualitative description of school administrators’ Stakeholders’ Support in terms of Program Involvement an average mean value of 4.47, qualitatively interpreted as High Support. The table provides an insightful overview of the respondent’s Stakeholders’ support related to their role as a school administrators.

Table 8 School Administrators’ Stakeholders’ Support in terms of Program Involvement

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Participate actively in Brigada and Pagbasa programs.	4.30	Usually	High Support
Join home visitation programs with teachers.	4.45	Usually	High Support
Support student competitions and academic contests.	4.55	Always	Very High Support

Attend parent-teacher conferences regularly.	4.65	Always	Very High Support
Volunteer as classroom assistants or tutors.	4.46	Usually	High Support
Participate in school feeding program initiatives.	4.43	Usually	High Support
Organize community learning resource centers.	4.45	Usually	High Support
Monitor student attendance and performance.	4.44	Usually	High Support
Support remedial and enrichment programs.	4.67	Always	Very High Support
Celebrate student achievements publicly.	4.33	Usually	High Support
AVERAGE	4.47	Usually	High Support

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Always	Very High Support
3.50-4.49	Usually	High Support
2.50-3.49	Sometimes	Moderate Support
1.50-2.49	Rarely	Low Support
1.00-1.49	Never	Very Low Support

The data reveal that school administrators receive high support from stakeholders in terms of program involvement, with an average mean of 4.47 (“High Support”). Stakeholders regularly participate in Brigada and Pagbasa programs, join home-visitation activities, attend parent-teacher conferences, support student competitions, volunteer as classroom assistants or tutors, and support remedial and enrichment programs. They also help organize learning resource centers, monitor student attendance and performance, and celebrate student achievements, all interpreted as High to Very High Support.

This pattern indicates that stakeholders actively engage in school-based programs rather than remaining passive observers. The study of Reyes and Santos (2023) shows that such active program involvement enhances trust and reduces misunderstandings, making conflicts easier to manage. Their findings align with the present results, where stakeholders consistently join school activities and support teaching-learning initiatives. Another study by Dela Cruz and Lim (2022) found that when stakeholders participate in remedial, enrichment, and school feeding programs, they feel a stronger sense of shared responsibility, which strengthens collaboration with school administrators. Recent work by Bautista and Tan (2024) further emphasizes that stakeholder involvement in school programs—such as attendance in conferences, competitions, and home-visitation activities—builds a supportive learning environment and reduces tension between school and community.

The results on Program Involvement show that stakeholders provide high, sustained support in the implementation and monitoring of school programs. These findings are supported by recent studies that link active stakeholder participation in school-based programs to stronger school–community partnerships, improved student outcomes, and more constructive conflict resolution.

Governance Engagement

Table 9 presents the mean values and qualitative description of school administrators’ Stakeholders’ Support in terms of Governance Engagement an average mean value of 4.60, qualitatively interpreted as Very High Support. The table provides an insightful overview of the respondent's Stakeholders’ support related to their role as a school administrators.

Table 9 School Administrators’ Stakeholders’ Support in terms of Governance Engagement

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Actively contribute to School Improvement Plan (SIP).	4.47	Usually	High Support
Participate in budget planning and allocation discussions.	4.56	Always	Very High Support
Monitor implementation of school policies.	4.49	Usually	High Support
Provide input on curriculum enhancement programs.	4.68	Always	Very High Support
Advocate for teacher professional development.	4.69	Always	Very High Support
Support results-based performance management system.	4.53	Always	Very High Support
Participate in school-based management evaluations.	4.73	Always	Very High Support
Build trust through consistent school partnerships.	4.61	Always	Very High Support
Collaborate on disaster risk reduction management.	4.64	Always	Very High Support
Demonstrate commitment to shared school governance.	4.59	Always	Very High Support
AVERAGE	4.60	Always	Very High Support

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Always	Very High Support
3.50-4.49	Usually	High Support
2.50-3.49	Sometimes	Moderate Support
1.50-2.49	Rarely	Low Support
1.00-1.49	Never	Very Low Support

The data reveal that school administrators receive very high support from stakeholders in terms of governance engagement, with an average mean of 4.60 (“Very High Support”). Stakeholders actively contribute to the School Improvement Plan (SIP), participate in budget planning and allocation discussions, monitor the implementation of school policies, and provide input on curriculum enhancement programs. They also advocate for teacher professional development, support results-based performance management, take part in school-based management evaluations, and collaborate on disaster risk reduction and shared governance, all interpreted as “Always/Very High Support.”

This indicates that stakeholders are not just passive observers but full partners in school leadership and decision-making. The study of Reyes and Santos (2023) shows that when stakeholders are deeply involved in governance—such as participating in budget discussions, monitoring policy implementation, and engaging in evaluations—school administrators experience higher levels of accountability and fewer conflicts arising from misaligned priorities.

Another study by Dela Cruz and Lim (2022) found that stakeholder governance engagement—such as providing input on curriculum, supporting professional development, and collaborating on risk-reduction plans—strengthens shared responsibility and transparency. Recent work by Bautista and Tan (2024) further emphasizes that consistent stakeholder participation in governance processes—SIP formulation, performance management, and community partnerships—builds trust and reduces tensions between school leaders and community groups.

The results on Governance Engagement show that stakeholders provide very high, sustained support in core governance functions of the school. These findings are consistent with recent studies that link strong stakeholder governance engagement, shared decision-making, and participatory management to improved school climate, higher trust in leadership, and more constructive conflict resolution.

Table 10: Summary of School Administrators’ Stakeholders’ Support

The data in Table 10 highlight school administrators’ Stakeholders’ support across four domains: Communication, Resource, Program Involvement and Governance Engagement.

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Communication	4.61	Always	Very High Support
Resource	4.60	Always	Very High Support
Program Involvement	4.47	Usually	High Support
Governance Engagement	4.60	Always	Very High Support
AVERAGE	4.57	Always	Very High Support

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Always	Very High Support
3.50-4.49	Usually	High Support
2.50-3.49	Sometimes	Moderate Support
1.50-2.49	Rarely	Low Support
1.00-1.49	Never	Very Low Support

The data in Table 10 highlight that school administrators receive very high overall support from stakeholders, with a mean of 4.57 interpreted as “Very High Support.” Across the four domains—Communication, Resource, Program Involvement, and Governance Engagement—stakeholders consistently demonstrate active, sustained involvement in the school’s operations, programs, and decision-making processes.

Stakeholders show Very High Support in Communication (4.61), indicating that they regularly attend meetings, respond promptly to announcements, share concerns, and use multiple channels to keep lines of communication open with school administrators. This aligns with recent studies (Reyes & Santos, 2023; Bautista & Tan, 2024) showing that transparent and responsive communication reduces misunderstandings and fosters trust, which supports more constructive conflict resolution.

The Resource domain also obtains a mean of 4.60 (“Very High Support”), reflecting that stakeholders actively donate materials, provide financial and in-kind assistance, share professional expertise, and advocate for additional government funding. Dela Cruz and Lim (2022) and Ramos and Bauyot (2024) note that such resource support strengthens school capacity, reduces operational stress, and signals strong community partnership, which helps school administrators manage conflicts more calmly and effectively.

In Program Involvement (4.47, “High Support”), stakeholders regularly participate in Brigada and Pagbasa, home-visitation activities, parent-teacher conferences, student competitions, remedial and enrichment programs, and the monitoring of student performance. Recent work by Mendoza and Cruz (2022) shows that when stakeholders are actively involved in school programs, they develop a stronger sense of shared responsibility, which makes conflicts more likely to be resolved through collaboration rather than confrontation.

Stakeholders likewise show Very High Support in Governance Engagement (4.60), actively contributing to the School Improvement Plan, participating in budget planning, monitoring policy implementation, providing input on curriculum, advocating for teacher professional development, and engaging in school-based evaluations and disaster risk reduction. Gonzales and Villanueva (2023) emphasize that such deep governance engagement strengthens accountability, transparency, and shared ownership, all of which contribute to a more stable and cooperative school environment.

The summary results show that school administrators in this study receive very high and balanced support from stakeholders across communication, resources, program involvement, and governance. These findings are consistent with recent research that links strong stakeholder engagement, shared responsibility, and participatory governance to improved school climate, higher trust in leadership, and more constructive conflict resolution in educational organizations.

Level of School Administrators’ Organizational Climate

Leadership

Table 11 presents the mean values and qualitative description of school administrators’ Organizational Climate in terms of Leadership an average mean value of 4.39, qualitatively interpreted as High. The table provides an insightful overview of the respondent's organizational climate related to their role as a school administrators.

Table 10: School Administrators’ Organizational Climate in terms of Leadership

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Explore all sides of topics and acknowledge other opinions exist.	4.57	Strongly Agree	Very Highly
Treat all teachers as equals when making school decisions.	4.39	Agree	High
Am friendly and approachable when dealing with school concerns.	4.34	Agree	High
Make faculty aware of what is expected of them clearly.	4.33	Agree	High

Maintain high standards of performance for faculty.	4.59	Strongly Agree	Very Highly
Accept suggestions from faculty and implement when appropriate.	4.39	Agree	High
Am willing to make changes to improve our organization.	4.29	Agree	High
AVERAGE	4.39	Agree	High

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

The data reveal that school administrators perceive a high level of organizational climate in terms of leadership, with an average mean of 4.39 (“High”). This indicates that the leadership style within the school setting is generally democratic, approachable, and performance-oriented, creating a climate where teachers feel respected, guided, and capable of contributing to school improvement.

The highest means were obtained in “*Explore all sides of topics and acknowledge other opinions exist*” (Mean = 4.57) and “*Maintain high standards of performance for faculty*” (Mean = 4.59), both interpreted as “Very Highly/Strongly Agree.” Recent study of Bautista & Tan (2024) show that leaders who value diverse viewpoints and maintain clear standards foster a climate of fairness, trust, and continuous improvement, which supports more constructive conflict resolution.

The indicators “*Treat all teachers as equals when making school decisions*” (Mean = 4.39), “*Accept suggestions from faculty and implement when appropriate*” (Mean = 4.39), and “*Am friendly and approachable when dealing with school concerns*” (Mean = 4.34) all fall under “High/Agree.” These responses indicate that school administrators interact with teachers in a respectful, inclusive, and accessible manner, which reduces power-distance tension and encourages open dialogue. Dela Cruz and Lim (2022) emphasize that such leadership behavior builds psychological safety and reduces the likelihood of hidden resentments and escalating conflicts.

The item “*Make faculty aware of what is expected of them clearly*” (Mean = 4.33) also reflects a High/Agree level, suggesting that expectations are communicated explicitly, reducing confusion and role ambiguity. Clear goal-setting and role clarity are linked to lower conflict intensity because misunderstandings about responsibilities are minimized (Mendoza & Cruz, 2022). Similarly, the item “*Am willing to make changes to improve our organization*” (Mean = 4.29) shows that administrators are open to improvement, supporting a culture of adaptability rather than rigid control.

The results on Leadership show that school administrators perceive their leadership climate as highly supportive, fair, and performance-oriented, with openness to suggestions, respect for differences, and clear expectations. These findings are consistent with recent research that connects democratic, transparent, and standards-driven leadership to positive organizational climate, higher teacher morale, and more constructive conflict resolution in schools.

Professionalism

Table 12 presents the mean values and qualitative description of school administrators’ Organizational Climate in terms of Professionalism an average mean value of 4.56, qualitatively interpreted as Very Highly. The table provides an insightful overview of the respondent's organizational climate related to their role as a school administrators.

Table 12: School Administrators’ Organizational Climate in terms of Professionalism

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Teachers work cooperatively and support each other professionally.	4.46	Strongly Agree	Very Highly
They approach their teaching responsibilities with enthusiasm.	4.71	Strongly Agree	Very Highly
They respect the professional competence of their colleagues.	4.51	Strongly Agree	Very Highly
They communicate cooperatively during faculty meetings.	4.73	Strongly Agree	Very Highly
They exercise sound professional judgment in their work.	4.55	Strongly Agree	Very Highly
They go beyond basic requirements to help students succeed.	4.37	Agree	High
They provide strong professional support for their colleagues	4.42	Agree	High
AVERAGE	4.56	Strongly Agree	Very Highly

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

The data reveal that school administrators perceive a very high level of organizational climate in terms of professionalism, with an average mean of 4.56 (“Very Highly/Strongly Agree”). This indicates that teachers within the school are viewed as cooperative, enthusiastic, and committed to maintaining high standards of professional conduct in their work.

The highest means were obtained in “*They communicate cooperatively during faculty meetings*” (Mean = 4.73) and “*They approach their teaching responsibilities with enthusiasm*” (Mean = 4.71), both interpreted as “Very Highly/Strongly Agree.” These items suggest that teachers interact respectfully and collaboratively during meetings and show genuine enthusiasm toward their work, which contributes to a positive and supportive professional environment. Recent studies (Reyes & Santos, 2023; Gonzales & Villanueva, 2023)

show that cooperative communication and enthusiasm in the faculty correlate with lower interpersonal tensions and more constructive conflict resolution.

The indicators *“Teachers work cooperatively and support each other professionally”* (Mean = 4.46), *“They respect the professional competence of their colleagues”* (Mean = 4.51), and *“They exercise sound professional judgment in their work”* (Mean = 4.55) all fall under *“Very Highly/Strongly Agree,”* indicating that teachers collaborate, value one another’s expertise, and apply sound judgment in their practice. Dela Cruz and Lim (2022) emphasize that such professional respect and collaborative behavior reduce competition-based conflicts and promote a culture of mutual support.

The items *“They go beyond basic requirements to help students succeed”* (Mean = 4.37) and *“They provide strong professional support for their colleagues”* (Mean = 4.42) fall under *“High/Agree,”* reflecting that teachers often exceed minimum expectations and willingly assist their peers. Mendoza and Cruz (2022) note that when teachers extend help beyond formal duties and provide professional support, conflicts are more likely to be resolved through collegial dialogue rather than blame or avoidance.

The results on Professionalism show that school administrators perceive the organizational climate as highly professional, cooperative, and enthusiastic, with strong collegial support and respect among teachers. These findings are consistent with recent research that links high teacher professionalism, cooperative communication, and mutual support to positive school climate, stronger team cohesion, and more constructive conflict resolution.

Achievement Orientation

Table 13 presents the mean values and qualitative description of school administrators’ Organizational Climate in terms of Achievement Orientation an average mean value of 3.97, qualitatively interpreted as High. The table provides an insightful overview of the respondent’s organizational climate related to their role as a school administrators.

Table 13: School Administrators’ Organizational Climate in terms of Achievement Orientation

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Our school maintains high academic standards consistently.	4.16	Agree	High
Students demonstrate mutual respect toward each other.	3.77	Agree	High
Students perform well academically despite challenges.	3.96	Agree	High
Parents actively support high academic expectations.	3.99	Agree	High
Students work diligently to improve their performance.	4.01	Agree	High
Academic achievements are recognized and celebrated.	3.95	Agree	High
Parents advocate for continuous school improvement.	3.96	Agree	High
AVERAGE	3.97	Agree	High

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High

2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

The data reveal that school administrators perceive a high level of organizational climate in terms of achievement orientation, with an average mean of 3.97 (“High”). This indicates that the school generally maintains a culture that values academic performance, student effort, and recognition of achievement, even though some areas are closer to the mid-range of the scale.

The highest mean was obtained in “*Our school maintains high academic standards consistently*” (Mean = 4.16), interpreted as “High/Agree,” suggesting that school administrators believe the institution upholds clear and consistent expectations for learning outcomes. This aligns with recent studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) showing that schools with stable academic standards tend to experience fewer conflicts over grades, promotions, and program quality because expectations are clear and predictable.

The indicator “*Students perform well academically despite challenges*” (Mean = 3.96) and “*Students work diligently to improve their performance*” (Mean = 4.01) also fall under “High/Agree,” indicating that administrators observe students striving to do better even when facing difficulties. Gonzales & Villanueva (2023) note that when students are seen as making sincere effort, conflicts about underachievement are more likely to be framed as opportunities for support rather than punishment.

The item “*Students demonstrate mutual respect toward each other*” (Mean = 3.77) reflects a high but relatively lower level of agreement, suggesting that while respect is generally present, there is still room for improvement in student–student interactions. Bautista & Tan (2024) argue that school climates that explicitly promote respect and recognition of achievements reduce bullying-related conflicts and create a more positive learning environment.

The remaining indicators—“*Parents actively support high academic expectations*” (Mean = 3.99), “*Academic achievements are recognized and celebrated*” (Mean = 3.95), and “*Parents advocate for continuous school improvement*” (Mean = 3.96)—all fall within the “High/Agree” range. These items show that parents expect strong performance from students, respond positively when progress is acknowledged, and support ongoing school improvement. Mendoza & Cruz (2022) highlight that when parents and school administrators share a common focus on academic achievement, conflicts related to performance expectations are more likely to be resolved through dialogue and collaboration.

The results on Achievement Orientation show that school administrators perceive the organizational climate as conducive to academic effort, recognition, and continuous improvement, though not at the highest extreme of the scale. These findings are consistent with recent research that links clear academic standards, recognition of achievement, and parent–school alignment to more constructive conflict resolution and a performance-oriented school culture.

Community Engagement

Table 14 presents the mean values and qualitative description of school administrators’ Organizational Climate in terms of Community Engagement an average mean value of 4.62, qualitatively interpreted as Very Highly. The table provides an insightful overview of the respondent's organizational climate related to their role as a school administrators.

Table 14: School Administrators’ Organizational Climate in terms of Community Engagement

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Parents actively participate in school improvement efforts.	4.57	Strongly Agree	Very Highly

Community members support our school's educational goals.	4.63	Strongly Agree	Very Highly
PTA meetings have strong parent attendance and involvement.	4.67	Strongly Agree	Very Highly
Parents volunteer time and resources for school activities.	4.70	Strongly Agree	Very Highly
Local government supports our school's programs and initiatives.	4.77	Strongly Agree	Very Highly
Community partnerships enhance our learning programs.	4.67	Strongly Agree	Very Highly
Parents communicate regularly about student progress.	4.74	Strongly Agree	Very Highly
AVERAGE	4.62	Strongly Agree	Very Highly

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

The data reveal that school administrators perceive a very high level of organizational climate in terms of community engagement, with an average mean of 4.62 (“Very Highly/Strongly Agree”). This indicates that the school enjoys strong support and collaboration from parents, community members, and local government, which contributes to a positive and inclusive school environment.

The highest means were obtained in “*Parents communicate regularly about student progress*” (Mean = 4.74) and “*Parents volunteer time and resources for school activities*” (Mean = 4.70), both interpreted as “Very Highly/Strongly Agree.” These items suggest that parents are not only present but actively involved in monitoring and supporting their children’s learning while also contributing time and resources to school programs. Recent studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) show that such active parent involvement strengthens trust, reduces parent–school conflicts, and supports a more harmonious learning environment.

The indicators “*Community members support our school’s educational goals*” (Mean = 4.63), “*PTA meetings have strong parent attendance and involvement*” (Mean = 4.67), and “*Community partnerships enhance our learning programs*” (Mean = 4.67) all fall under “Very Highly/Strongly Agree.” These responses indicate that the community sees the school’s mission as its own and participates in school activities and governance. Gonzales & Villanueva (2023) emphasize that strong community–school partnerships reduce tensions over resource allocation and program implementation, making conflicts more likely to be resolved through negotiation and compromise.

The item “*Local government supports our school’s programs and initiatives*” (Mean = 4.77) shows the highest level of agreement, suggesting that school administrators perceive full backing from local authorities in terms of policies, programs, and resources. Bautista & Tan (2024) note that when local government and school leaders coordinate closely, conflicts related to infrastructure, funding, and policy compliance are addressed more constructively and systematically.

The remaining indicator, “*Parents actively participate in school improvement efforts*” (Mean = 4.57), also falls under “Very Highly/Strongly Agree,” reflecting that parents are engaged in planning and implementing school-wide improvement activities. Mendoza & Cruz (2022) highlight that such participation fosters shared ownership and reduces resistance to change, which supports smoother conflict resolution during policy or

program transitions.

The results on Community Engagement show that school administrators perceive the organizational climate as highly collaborative and supportive, with strong, consistent involvement from parents, community members, and local government. These findings are consistent with recent research that links strong community engagement, active partnerships, and regular communication to positive school climate, higher trust in leadership, and more constructive conflict resolution in educational organizations.

Table 15: Summary of School Administrators’ Organizational Climate

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Leadership	4.39	Agree	High
Professionalism	4.56	Strongly Agree	Very Highly
Achievement Orientation	3.97	Agree	High
Community Engagement	4.62	Strongly Agree	Very Highly
AVERAGE	4.39	Agree	High

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly
3.50-4.49	Agree	High
2.50-3.49	Neutral	Moderately
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

The data in Table 15 highlight that school administrators perceive an overall high level of organizational climate, with a mean of 4.39 (“High”). Across the four domains—Leadership, Professionalism, Achievement Orientation, and Community Engagement—the school environment is characterized by supportive leadership, strong teacher professionalism, a focus on academic effort, and very active community involvement.

School administrators perceive Leadership as High (4.39), indicating that leaders are generally approachable, inclusive, and committed to maintaining high performance standards while being open to faculty input. This aligns with recent studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) showing that fair, democratic leadership reduces role ambiguity and interpersonal tensions, supporting more constructive conflict resolution.

The domain Professionalism obtains the highest mean of 4.56 (“Very Highly/Strongly Agree”), reflecting that teachers are seen as cooperative, respectful, and enthusiastic in their work, with strong support for colleagues and sound professional judgment. Gonzales & Villanueva (2023) emphasize that such professional climate reduces competition-based conflicts and promotes collegial problem-solving, which is consistent with the present findings.

The Achievement Orientation mean of 3.97 (“High”) suggests that the school maintains clear academic standards, students are generally diligent, and academic performance is recognized and supported by

parents. Bautista & Tan (2024) show that when expectations are clear and achievements are celebrated, conflicts around grades, promotions, and program quality are more likely to be resolved through dialogue rather than blame.

Finally, Community Engagement scores the highest among the four domains at 4.62 (“Very Highly/Strongly Agree”), indicating that parents, community members, and local government are highly involved in school improvement efforts, regularly communicate about student progress, and actively support school programs. Mendoza & Cruz (2022) highlight that strong community engagement fosters shared ownership, reduces misunderstandings, and creates a more cooperative climate where conflicts are managed through partnership rather than confrontation.

The summary results show that school administrators perceive their organizational climate as generally positive, professional, achievement-oriented, and strongly supported by the community. These findings are consistent with recent research that links supportive leadership, high teacher professionalism, clear academic standards, and strong community engagement to positive school climate, higher trust in leadership, and more constructive conflict resolution in educational organizations.

Level of School Administrators’ Conflict Resolution Proficiency

Collaborating

Table 16 presents the mean values and qualitative description of school administrators’ Conflict Resolution Proficiency in terms of Collaborating an average mean value of 4.50, qualitatively interpreted as Very High Proficiency.

Table 16: School Administrators’ Conflict Resolution Proficiency in terms of Collaborating

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Investigate school issues together with teachers to find acceptable solutions.	4.36	High	High Proficiency
Integrate my ideas with teachers' ideas to make joint decisions.	4.48	High	High Proficiency
Work with teachers to find solutions that satisfy everyone's expectations.	4.46	High	High Proficiency
Exchange accurate information with teachers to resolve problems together.	4.52	Very Highly	Very High Proficiency
Discuss all concerns openly so they can be resolved in the best way.	4.51	Very Highly	Very High Proficiency
Collaborate with teachers to reach decisions acceptable to everyone.	4.56	Very Highly	Very High Proficiency
Work with teachers to gain proper understanding of organizational problems.	4.60	Very Highly	Very High Proficiency
AVERAGE	4.50	Very Highly	Very High Proficiency

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Very Highly	Very High Proficiency
3.50-4.49	High	High Proficiency
2.50-3.49	Moderately	Moderate Proficiency
1.50-2.49	Low	Low Proficiency
1.00-1.49	Very Low	Very Low Proficiency

The data reveal that school administrators demonstrate a very high level of conflict resolution proficiency in terms of collaborating, with an average mean of 4.50 (“Very High Proficiency”). This indicates that school administrators generally approach conflicts through joint problem-solving, shared decision-making, and open communication with teachers rather than imposing solutions unilaterally.

The highest mean was obtained in “*Work with teachers to gain proper understanding of organizational problems*” (Mean = 4.60), interpreted as “Very Highly/Very High Proficiency,” suggesting that administrators prioritize deep understanding of issues by involving teachers in the analysis and discussion. This aligns with recent studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) that show collaborative leadership reduces miscommunication and builds trust, making conflicts more likely to be resolved constructively.

The indicators “*Collaborate with teachers to reach decisions acceptable to everyone*” (Mean = 4.56), “*Exchange accurate information with teachers to resolve problems together*” (Mean = 4.52), and “*Discuss all concerns openly so they can be resolved in the best way*” (Mean = 4.51) all fall under “Very Highly/Very High Proficiency.” These responses indicate that school administrators actively share information, listen to teachers’ perspectives, and seek consensus in their decisions, which supports a cooperative and non-confrontational conflict-resolution style.

The results on Collaborating show that school administrators perceive themselves as highly proficient in collaborative conflict resolution, characterized by joint investigation, information sharing, open discussion, and consensus-driven decisions. These findings are consistent with recent research that links collaborative conflict-resolution style, inclusive decision-making, and open communication to positive school climate, stronger teacher–administrator relationships, and more constructive handling of disputes.

Accommodating

Table 17 presents the mean values and qualitative description of school administrators’ Conflict Resolution Proficiency in terms of Accommodating an average mean value of 4.57, qualitatively interpreted as Very High Proficiency.

Table 17: School Administrators’ Conflict Resolution Proficiency in terms of Accommodating

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Generally, satisfy teachers' organizational needs.	4.50	Very Highly	Very High Proficiency
Accommodate teachers' wishes when appropriate.	4.52	Very Highly	Very High Proficiency
Give in to teachers' wishes to maintain harmony.	4.60	Very Highly	Very High Proficiency

Allow concessions to teachers when needed.	4.78	Very Highly	Very High Proficiency
Follow teachers' suggestions for problem resolution.	4.77	Very Highly	Very High Proficiency
Attempt to meet teachers' expectations.	4.67	Very Highly	Very High Proficiency
Yield to teachers' preferences to preserve relationships.	4.66	Very Highly	Very High Proficiency
AVERAGE	4.57	Very Highly	Very High Proficiency

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Very Highly	Very High Proficiency
3.50-4.49	High	High Proficiency
2.50-3.49	Moderately	Moderate Proficiency
1.50-2.49	Low	Low Proficiency
1.00-1.49	Very Low	Very Low Proficiency

The data reveal that school administrators demonstrate a very high level of conflict resolution proficiency in terms of accommodating, with an average mean of 4.57 (“Very High Proficiency”). This indicates that school administrators frequently prioritize harmony and relationship-preservation by adjusting their decisions to meet teachers’ needs, accepting suggestions, and yielding when appropriate.

The highest means were obtained in “*Allow concessions to teachers when needed*” (Mean = 4.78) and “*Follow teachers’ suggestions for problem resolution*” (Mean = 4.77), both interpreted as “Very Highly/Very High Proficiency.” These items suggest that school administrators are willing to compromise and adopt teachers’ recommendations to maintain peace and cooperation, which is consistent with recent studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) showing that accommodating behavior can reduce immediate conflict intensity and strengthen trust, especially when relationships are more important than strict adherence to position.

The results on Accommodating show that school administrators perceive themselves as highly proficient in yielding, making concessions, and aligning with teachers’ suggestions to maintain harmony and preserve relationships. These findings are consistent with recent research that links accommodating conflict-resolution style, relational sensitivity, and willingness to compromise to positive school climate, stronger teacher–administrator relationships, and reduced overt conflict, although it may require careful balancing with assertive leadership to avoid over-accommodation.

Competing

Table 18 presents the mean values and qualitative description of school administrators’ Conflict Resolution Proficiency in terms of Competing an average mean value of 4.33, qualitatively interpreted as High Proficiency.

Table 18: School Administrators’ Conflict Resolution Proficiency in terms of Competing

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Use my influence effectively to gain teacher support for my	4.23	High	High Proficiency

ideas.			
Leverage my authority decisively during critical school challenges.	4.31	High	High Proficiency
Apply my expertise confidently to guide important decisions.	4.36	High	High Proficiency
Maintain firm resolve when pursuing essential school priorities.	4.59	Very Highly	Very High Proficiency
Utilize my leadership position to achieve critical objectives.	4.32	High	High Proficiency
Stand confidently behind my position when necessary.	4.30	High	High Proficiency
Advocate strongly for solutions that serve the school's best interests.	4.22	High	High Proficiency
AVERAGE	4.33	High	High Proficiency

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Very Highly	Very High Proficiency
3.50-4.49	High	High Proficiency
2.50-3.49	Moderately	Moderate Proficiency
1.50-2.49	Low	Low Proficiency
1.00-1.49	Very Low	Very Low Proficiency

The data reveal that school administrators demonstrate a high level of conflict resolution proficiency in terms of competing, with an average mean of 4.33 (“High Proficiency”). This indicates that school administrators are generally willing to assert themselves, use their authority, and stand firm on important decisions when necessary, while still operating within a predominantly cooperative and relationship-oriented leadership style.

The highest mean was obtained in “*Maintain firm resolve when pursuing essential school priorities*” (Mean = 4.59), interpreted as “Very Highly/Very High Proficiency,” suggesting that administrators consistently hold ground on core objectives even when there is disagreement or pushback. This aligns with recent studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) that show effective school leaders sometimes need to take decisive stances to protect school standards, policies, and long-term goals.

The indicators “*Use my influence effectively to gain teacher support for my ideas*” (Mean = 4.23), “*Leverage my authority decisively during critical school challenges*” (Mean = 4.31), “*Apply my expertise confidently to guide important decisions*” (Mean = 4.36), “*Utilize my leadership position to achieve critical objectives*” (Mean = 4.32), and “*Stand confidently behind my position when necessary*” (Mean = 4.30) all fall under “High/High Proficiency.” These responses indicate that administrators assert themselves when needed, rely on their expertise, and use their leadership role to push through difficult decisions, but not in a consistently dominating or confrontational manner.

The results on Competing show that school administrators perceive themselves as proficient in asserting their authority, defending key priorities, and influencing decisions, but primarily as a secondary or situational style, not as their default. These findings are consistent with recent research that links balanced use of assertive behavior, strong advocacy for school goals, and situational decisiveness to effective leadership and more constructive conflict resolution in educational organizations.

Avoiding

Table 19 presents the mean values and qualitative description of school administrators’ Conflict Resolution Proficiency in terms of Avoiding an average mean value of 4.26, qualitatively interpreted as High Proficiency.

Table 19: School Administrators’ Conflict Resolution Proficiency in terms of Avoiding

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Keep issues with teachers to myself to avoid being "put on the spot."	4.24	High	High Proficiency
Avoid open discussions with teachers about our differences.	4.14	High	High Proficiency
Keep disagreements with teachers to a minimum.	4.32	High	High Proficiency
Avoid direct encounters with teachers when conflicts arise.	4.42	High	High Proficiency
Keep disagreements with teachers to myself to avoid hard feelings.	4.38	High	High Proficiency
Try to avoid unpleasant exchanges with teachers.	4.22	High	High Proficiency
Postpone addressing conflicts until they resolve themselves.	4.30	High	High Proficiency
AVERAGE	4.26	High	High Proficiency

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Very Highly	Very High Proficiency
3.50-4.49	High	High Proficiency
2.50-3.49	Moderately	Moderate Proficiency
1.50-2.49	Low	Low Proficiency
1.00-1.49	Very Low	Very Low Proficiency

The data reveal that school administrators demonstrate a high level of conflict resolution proficiency in terms of avoiding, with an average mean of 4.26 (“High Proficiency”). This indicates that administrators frequently use avoidance as a strategy by keeping disagreements to themselves, minimizing direct confrontations, and postponing open discussions with teachers when conflicts arise. While this behavior helps maintain surface harmony, it also suggests that some school heads prefer indirect or delayed handling of disputes rather than addressing them immediately and directly.

The item “*Avoid direct encounters with teachers when conflicts arise*” (Mean = 4.42) shows the highest level of agreement under this style, implying that administrators often choose to sidestep face-to-face conflict episodes to maintain a calm atmosphere. This aligns with research (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) which notes that avoidance can temporarily reduce tension but may also allow underlying issues to persist or escalate if not eventually resolved. Similarly, the indicators “*Try to avoid unpleasant exchanges with teachers*” (Mean = 4.22) and “*Keep disagreements with teachers to a minimum*” (Mean = 4.32) suggest a preference for maintaining polite distance and reducing visible friction, which can protect short-term relationships but may hinder deeper problem-solving.

The item “*Postpone addressing conflicts until they resolve themselves*” (Mean = 4.30) reflects a tendency to delay intervention, which can be effective when emotions are high but risky when issues are structural or recurring. Gonzales & Villanueva (2023) emphasize that excessive postponement may lead to unresolved grievances affecting teacher morale. Additionally, “*Keep issues with teachers to myself to avoid being ‘put on the spot’*” (Mean = 4.24) and “*Keep disagreements with teachers to myself to avoid hard feelings*” (Mean = 4.22) highlight that administrators often internalize conflicts rather than ventilate them, possibly reflecting sensitivity to relational consequences.

The results on Avoiding show that school administrators perceive themselves as highly proficient in sidestepping and delaying conflict, suggesting a conflict-management style that prioritizes peacekeeping and emotional comfort over immediate confrontation. These findings are consistent with recent studies that link moderate avoidance to short-term stability but also caution that consistent or chronic avoidance may undermine trust and resolution effectiveness if not balanced with more confrontative approaches when necessary.

Compromising

Table 20 presents the mean values and qualitative description of school administrators’ Conflict Resolution Proficiency in terms of Compromising an average mean value of 4.76, qualitatively interpreted as Very High Proficiency.

Table 20: School Administrators’ Conflict Resolution Proficiency in terms of Compromising

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Find a middle course to resolve conflicts with teachers.	4.74	Very Highly	Very High Proficiency
Usually propose middle ground for breaking deadlocks	4.83	Very Highly	Very High Proficiency
Negotiate with teachers so compromises can be reached.	4.75	Very Highly	Very High Proficiency
Use "give and take" so compromises can be made.	4.93	Very Highly	Very High Proficiency
Seek mutually acceptable solutions where both sides give something.	4.93	Very Highly	Very High Proficiency
Propose split-the-difference solutions with teachers.	4.77	Very Highly	Very High Proficiency
Make mutual concessions to reach agreements.	4.69	Very Highly	Very High Proficiency
AVERAGE	4.76	Very Highly	Very High Proficiency

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Very Highly	Very High Proficiency
3.50-4.49	High	High Proficiency
2.50-3.49	Moderately	Moderate Proficiency
1.50-2.49	Low	Low Proficiency

1.00-1.49	Very Low	Very Low Proficiency
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The data reveal that school administrators demonstrate a very high level of conflict resolution proficiency in terms of compromising, with an average mean of 4.76 (“Very High Proficiency”). This indicates that school administrators strongly prefer to resolve conflicts through mutual concessions, negotiation, and finding middle-ground solutions that balance the interests of all parties involved.

The highest means were obtained in “Use ‘give and take’ so compromises can be made” (Mean = 4.93) and “Seek mutually acceptable solutions where both sides give something” (Mean = 4.93), both interpreted as “Very Highly/Very High Proficiency.” These items suggest that school administrators consistently frame conflict as a shared problem requiring reciprocal adjustment rather than a win-lose contest. This aligns with recent studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) that show compromise-oriented leaders are more likely to maintain stable relationships while still achieving acceptable outcomes from both sides.

The indicator “Usually propose middle ground for breaking deadlocks” (Mean = 4.83) also reflects a very high level of agreement, indicating that administrators actively suggest balanced solutions when disagreements reach an impasse. Gonzales & Villanueva (2023) note that this behavior helps prevent prolonged conflicts and supports continued cooperation, especially in team-based and highly relational school environments.

The results on Compromising show that school administrators perceive themselves as highly proficient in finding balanced, mutually acceptable solutions to conflicts with teachers. These findings are consistent with recent research that links compromise-oriented conflict-resolution style, mutual concessions, and negotiation skills to positive school climate, stronger teacher-administrator relationships, and more effective handling of disputes in educational organizations.

Table 21: Summary of School Administrators’ Conflict Resolution Proficiency

The data in Table 21 highlight school administrators’ Conflict Resolution Proficiency across five domains: Collaborating, Accommodating, Competing, Avoiding and Compromising

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Collaborating	4.50	Very Highly	Very High Proficiency
Accommodating	4.57	Very Highly	Very High Proficiency
Competing	4.33	High	High Proficiency
Avoiding	4.26	High	High Proficiency
Compromising	4.76	Very Highly	Very High Proficiency
AVERAGE	4.48	High	High Proficiency

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Very Highly	Very High Proficiency
3.50-4.49	High	High Proficiency
2.50-3.49	Moderately	Moderate Proficiency

1.50-2.49	Low	Low Proficiency
1.00-1.49	Very Low	Very Low Proficiency

The data in Table 21 highlight that school administrators demonstrate an overall high level of conflict resolution proficiency, with a mean of 4.48 (“High Proficiency”). Across the five conflict-resolution styles—Collaborating, Accommodating, Competing, Avoiding, and Compromising—administrators show strongest tendencies toward compromising and accommodating, while still maintaining notable use of collaboration, competition, and avoidance.

The highest mean was recorded in Compromising (4.76), interpreted as “Very High Proficiency,” indicating that school administrators most frequently resolve conflicts through mutual concessions, negotiation, and middle-ground solutions. This aligns with studies (Reyes & Santos, 2023; Dela Cruz & Lim, 2022) that show leaders who actively seek compromise build stronger, more sustainable relationships while still achieving acceptable outcomes from both sides. The Accommodating mean of 4.57 (“Very High Proficiency”) further shows that administrators frequently yield, make concessions, and prioritize harmony to preserve relationships with teachers.

The Collaborating mean of 4.50 (“Very High Proficiency”) indicates that school administrators also strongly favor joint problem-solving, open discussion, and shared decision-making, which supports trust and reduces adversarial perceptions. Mendoza & Cruz (2022) note that collaborative and compromise-based approaches are strongly linked to positive school climate and constructive conflict resolution.

Administrators also show moderately high use of Competing (4.33) and Avoiding (4.26), both interpreted as “High Proficiency.” The use of Competing suggests that school heads assert themselves, use their authority, and stand firm on essential priorities when necessary, while Avoiding reflects a tendency to sidestep or delay direct confrontation to maintain surface calm. Gonzales & Villanueva (2023) and Bautista & Tan (2024) emphasize that such a balanced mix of styles—combining assertiveness with relationship-preserving strategies—supports effective leadership and flexible conflict management, especially in complex school environments.

The summary results show that school administrators perceive themselves as highly proficient in multiple conflict-resolution styles, with a strong preference for compromising and accommodating, supported by collaborative and assertive behaviors, and occasional use of avoidance. These findings are consistent with recent research that links balanced, adaptive conflict-resolution behavior—especially compromising, collaborating, and accommodating—to positive school climate, stronger teacher–administrator relationships, and more constructive handling of conflicts in educational organizations.

Correlation on the School Administrators’ Mindset Endurance, Stakeholders’ Support and Organizational Climate on the Conflict Resolution Proficiency

Table 22 reveals the relationships of school administrators’ Conflict Resolution Proficiency with the Mindset Endurance, Stakeholders’ Support and Organizational Climate.

INDICATOR	CORRELATION VALUE	PROBABILITY
Mindset Endurance	.402	0.000
Control	.342	0.000
Ownership	.388	0.000
Reach	.431	0.000

Endurance	.423	0.000
Stakeholders' Support	.550	0.000
Communication	.447	0.000
Resource	.533	0.000
Program Involvement	.556	0.000
Governance Engagement	.449	0.000
Organizational Climate	.714	0.000
Leadership	.650	0.000
Professionalism	.715	0.000
Achievement Orientation	.577	0.000
Community Engagement	.421	0.000

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

The data from Table 22 reveal significant positive correlations between school administrators' conflict resolution proficiency and each of the three main predictors: mindset endurance, stakeholders' support, and organizational climate. All correlation values are statistically significant at the 0.01 level ($p = 0.000$), indicating that these relationships are strong and not due to chance. Among the three, organizational climate shows the strongest association with conflict resolution proficiency, followed by stakeholders' support, and then mindset endurance, suggesting that the school environment and stakeholder relationships play a more prominent role than the individual mindset factor in shaping conflict resolution skills.

Mindset Endurance and Conflict Resolution Proficiency

The overall correlation between mindset endurance and conflict resolution proficiency is $r = 0.402$, indicating a moderate positive relationship. Within mindset endurance, the sub-dimensions show reach ($r = 0.431$) and endurance ($r = 0.423$) having the strongest links, followed by ownership ($r = 0.388$) and control ($r = 0.342$). This suggests that administrators who are more optimistic, resilient, and oriented toward growth under pressure tend to be more proficient in resolving conflicts constructively. This pattern is consistent with the research of Dela Cruz and Cañete (2023), who found that school administrators with higher resilience and emotional regulation capacities demonstrated stronger conflict-resolution behaviors, particularly in compromising and accommodating styles. Similarly, the study of Fullan (2001) emphasizes that school leaders need a growth mindset to navigate complex interpersonal dynamics, supporting the idea that mindset endurance contributes to more intentional and constructive conflict handling.

Stakeholders' Support and Conflict Resolution Proficiency

The correlation between stakeholders' support and conflict resolution proficiency is $r = 0.550$, indicating a moderately strong positive relationship. Within stakeholders' support, the highest coefficients appear in program involvement ($r = 0.556$) and resource support ($r = 0.533$), followed by governance engagement ($r = 0.449$) and communication ($r = 0.447$). This suggests that administrators who receive active participation in school programs, sufficient material and financial support, and meaningful involvement in governance processes tend to manage conflicts more constructively. The research of Bautista and Tan (2023) on stakeholder engagement in Philippine schools shows that stronger stakeholder support is linked to higher

school leadership effectiveness and lower conflict intensity. Likewise, the study of Fullan (2021) highlights that stakeholder inclusion and collaboration create a culture where conflicts are less adversarial and more likely to be resolved through dialogue rather than confrontation.

Organizational Climate and Conflict Resolution Proficiency

The strongest correlation appears between organizational climate and conflict resolution proficiency, with an overall $r = 0.714$. Within organizational climate, professionalism ($r = 0.715$) and leadership ($r = 0.650$) show the highest links, followed by community engagement ($r = 0.577$) and achievement orientation ($r = 0.421$). This indicates that administrators who perceive a positive, professionally healthy, and community-involved environment tend to score higher in conflict resolution proficiency. The research of Gonzales and Villanueva (2023) on organizational climate and conflict management in schools shows that a supportive, collegial climate with strong leadership and professional relationships fosters constructive conflict-resolution behaviors. The findings of Dela Cruz and Cañete (2023) likewise suggest that positive organizational climate acts as a buffer to conflict escalation and supports more integrative and compromising conflict-handling styles among school administrators.

These findings underscore that conflict resolution proficiency among school administrators is not an isolated personal trait but is strongly intertwined with their mindset endurance, stakeholders' support, and organizational climate. The research of Dela Cruz and Cañete (2023), combined with the work of Fullan (2001, 2021) and Gonzales and Villanueva (2023), supports the present result that administrators who are resilient, well-supported by stakeholders, and embedded in a positive organizational environment are more likely to engage in constructive conflict resolution that improves school functioning and relationships.

This suggests that efforts to enhance conflict resolution proficiency should not focus only on training administrators in techniques, but also on strengthening the supportive systems and climate around them, as these factors are strongly linked to how they actually manage conflict in practice.

Variables that Best Predict the Conflict Resolution Proficiency of School Administrators

Table 23 reveals the regression analysis of the study's mindset endurance, stakeholders' support and organizational climate on the conflict resolution proficiency of school administrators.

Table 23: Predictor variables of school administrators' conflict resolution proficiency

Predictors Variables	Unstandardized Coefficient	Sty Error	Standardized Coefficient Beta	T-Value	Probability
Constant	2.291	.124		18.514	.000
Organizational Climate Professionalism	.476	.027	.715	17.683	.000

$R = .715$ $R^2 = .511$ $F = 312.68$ Probability = .000

Probability value that indicates significance at the 0.05 level.

Table 23 shows that organizational climate (specifically the sub-dimension Professionalism) is the best predictor of school administrators' conflict resolution proficiency. The regression model yields a strong positive correlation ($R = 0.715$) between organizational climate and conflict resolution proficiency, with $R^2 = 0.511$, meaning that about 51.1% of the variation in conflict resolution proficiency can be explained by organizational climate alone. The unstandardized coefficient (B) of 0.476 and the standardized coefficient (Beta) of 0.715 for organizational climate (professionalism) indicate that higher levels of professionalism and overall positive organizational climate are strongly associated with higher conflict resolution proficiency. The t-value of 17.683 and the p-value of 0.000 show that this predictor is highly statistically significant, and

the F-statistic of 312.68 with a p-value of 0.000 confirms that the overall regression model is significant. This suggests that organizational climate is the strongest predictor among the variables considered, even though mindset endurance and stakeholders' support were positively correlated with conflict resolution proficiency in earlier analysis.

These findings are supported by the research of Dela Cruz and Cañete (2023), who found that organizational climate strongly influences conflict resolution skills and teacher engagement, with positive climates fostering constructive conflict handling. Gonzales and Villanueva (2023) also show that school administrators in supportive, collegial environments with strong professionalism are more proficient in conflict resolution. The study of Dela Cruz, Cañete, and Reyes (2024) on organizational climate and teacher engagement further supports this, indicating that positive climates enhance leadership effectiveness and conflict resolution skills. The work of Bautista and Tan (2023) on stakeholder engagement in Philippine schools shows that supportive climates reduce conflict intensity and improve leadership outcomes. The research of Fullan (2021) emphasizes that organizational support structures, including leadership and professionalism, are critical for enhancing leadership effectiveness and conflict resolution proficiency. The study of Gonzales, Villanueva, and Dela Cruz (2023) on organizational climate and conflict management in schools also supports the present result that organizational climate, especially professionalism, is the best predictor of conflict resolution proficiency among school administrators in DepEd Region X.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions are drawn:

School administrators' high mindset endurance across CORE dimensions (Control, Ownership, Reach, Endurance) enables them to reframe conflicts constructively and persist through challenges, making effective conflict resolution a natural extension of their resilient leadership.

Very high stakeholders' support in Communication, Resources, Governance engagement, and Program involvement provides essential external buffers that empower administrators to balance competing and accommodating conflict styles while strengthening school-community partnerships.

High organizational climate, particularly very high Professionalism and Community engagement, creates collegial trust environments that foster preference for integrative resolution approaches like compromising and collaborating over avoidance.

Organizational climate emerges as the strongest predictor of conflict resolution proficiency, as supportive leadership structures and professional norms enable administrators to manage disputes constructively and drive school improvement.

Although conflict resolution proficiency is generally very satisfactory, administrators would benefit from targeted training in technical collaborating skills to further strengthen their preference for integrative over competitive styles.

In light of the findings and conclusions, several recommendations are put forward to enhance conflict resolution proficiency among school administrators in the Department of Education, Region X.

For DepEd Regional Officials, institutionalize Organizational Climate Descriptive Questionnaire (OCDQ-RE) assessments as part of annual School Improvement Plans (SIPs), with targeted interventions for low Professionalism/Leadership scores. Implement performance-based incentives rewarding high proficiency via Gomez et al. (2022) assessments, alongside mandatory Thomas-Kilmann integrative training.

For Schools Division Superintendents and Public Schools District Supervisors, link climate improvements to proficiency outcomes through regular monitoring and DepEd grievance protocols. Allocate resources for CORE Dimensions workshops (Adversity Response) and stakeholder forums (Rosales & Alzola, 2025), ensuring high Professionalism correlates with reduced disputes and stronger School Governance Council

(SGC) engagement.

School heads should form Conflict Resolution Committees with staff and parents for compromising/collaborating protocols per DepEd ADR guidelines.

Stakeholders, including parents and community leaders, should actively engage in governance and resource support, buffering conflicts as per regression findings.

For teachers and staff, participate in climate-building initiatives to foster collegial trust, enhancing integrative styles.

Future researchers should expand the study to include school administrators from different regions, school levels (elementary to senior high), and educational systems (public, private, SUCs) to improve generalizability of findings on mindset endurance, stakeholder support, and organizational climate. A mixed-methods approach using surveys, interviews, and case studies—alongside objective indicators like documented conflict outcomes, staff satisfaction surveys, or workplace harmony measures—would provide deeper understanding of their influence on conflict resolution proficiency in practice. Longitudinal studies may help determine causal relationships over time.

Educational authorities and higher education institutions offering Educational Leadership programs should design professional development programs focused on emotional resilience, communication skills, collaborative leadership, and creating positive organizational climates; revise curricula for conflict simulations using validated instruments (Gomez et al., 2022; Rosales & Alzola, 2025), incorporating AQ® training and OCDQ-RE interventions per RA 9155.

Implementing these recommendations will cultivate resilient leadership, transforming conflicts into school improvement opportunities in Northern Mindanao, aligned with DepEd's MATATAG agenda.

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