

The Mediating Effect of School Culture on the Relationship between Stress and Conflict Management Styles: Basin for Intervention Program

Marilyn G. Gonzaga¹, Elizabeth M. Malonzo²

¹Doctor of Education Major in Educational Management, University of Mindanao

²Faculty of the Professional Schools, University of Mindanao

DOI : <https://doi.org/10.51583/IJLTEMAS.2025.140107>

Received: 11 January 2025; Accepted: 24 January 2025; Published: 03 February 2025

Abstract: This study investigated how school culture affects the relationship between stress levels and conflict management styles. The findings provide valuable information for establishing an intervention strategy in Region XI. The study used a quantitative research strategy, using correlational approaches for analysis. The sample included 400 teachers from Region XI. The data was collected using customized survey questions that were verified for content validity and reliability. The data were then evaluated using a variety of statistical approaches, including Mean, Pearson correlation coefficient, Multiple Regression Analysis, and Path analysis. The findings revealed a considerable reduction in stress levels, with conflict management styles scoring well. Furthermore, school culture was highly regarded. The study found strong connections among the variables, including clear links between stress levels, school culture, and conflict management styles. It also emphasized how school culture acts as a mediator in the relationship between stress and conflict management styles, providing insight into the process that connects stress levels to how disagreements are managed.

Keywords: stress, school culture, conflict management styles, stress level, teacher, SDG Indicator: Number Four (Quality Education), Philippines

I. Introduction

Conflicts are inherent in any organization, arising from incompatible goals, personality clashes, and limited resources. In schools, these conflicts can lead to stress, negatively impacting teacher well-being and organizational performance. Effective conflict management is crucial for creating a positive school environment and improving organizational outcomes.

Previous research has explored the relationship between stress, conflict management, and school culture. However, there is a limited understanding of the mediating role of school culture in this relationship, particularly in the Philippine context. This study addresses this gap by examining the mediating effect of school culture on the relationship between school leaders' dispute-resolution procedures and teacher stress levels in Region XI, Philippines.

This study aims to contribute to the existing body of knowledge by providing insights into the complex interplay between stress, conflict management, and school culture in the Philippine educational setting. The findings of this study can help school administrators and policymakers develop strategies to mitigate teacher stress and promote effective conflict management, ultimately leading to improved school environments and student outcomes.

Theoretical Framework

This research is essential for understanding the link between stress, conflict resolution strategies, and school culture among public school educators. By addressing these issues, the research contributes to forming a supportive educational environment, which is essential for improving teacher well-being and student success. This study aligns with the United Nations' Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable education for all individuals. The study enhances school culture by reducing teacher stress and improving conflict resolution procedures, fostering a positive educational environment that benefits both educators and children and aligning with the overarching objectives of SDG 4.

Conflict Theory suggests that differences in resources, status, and power distribution among societal groups cause disagreements and tensions, potentially sparking social change. In this context, stress is defined as a restricting element, a state of mental and emotional tension caused by challenging or demanding situations within an organization.

The Transactional Stress Theory posits that stress occurs when people perceive a situation as exceeding their ability to manage potential stressors. Teacher stress is influenced by workload, student behavior, and school environment. Unresolved stress can have negative impacts on both physical and mental well-being.

Conflict management is essential for organizational success, and effective conflict resolution has emerged as a critical leadership skill. School culture, defined as the shared values, beliefs, and norms that bind a school community together, plays a crucial role in teacher well-being and job satisfaction.

II. Method

Research Respondents

This study focused on public school educators in Region XI, Philippines. The sample included 400 teachers from various locations within the region. Stratified sampling was used to ensure representation from different subgroups within the population. The sample size was determined based on recommendations from previous research, which suggested an optimal range of 300 to 400 participants.

Participants were selected based on specific criteria, including being regular or permanent teachers with at least three years of service in Region XI. The study excluded teachers on leave, school administrators, retired teachers, and other non-teaching personnel to maintain a focus on classroom educators.

Material and Instrument

This research utilized three adapted questionnaires: the Conflict Management Styles Scale, the Job Stress Scale, and the School Culture Scale. The questionnaires were modified to align with the study's objectives and to ensure cultural sensitivity and relevance to the Philippine educational context. The modifications included adapting language, removing or adding items, and adjusting response scales to better reflect the local norms and practices.

The instruments were selected based on their established reliability and validity in previous research, as well as their relevance to the study's objectives. Each instrument demonstrated good internal consistency and reliability, as indicated by Cronbach's alpha values. The Cronbach's alpha for the Conflict Management Styles Scale was 0.896, for the Job Stress Scale was 0.959, and for the School Culture Scale was 0.975. These values indicated that the instruments were reliable and consistent in measuring the constructs of interest.

Design and Procedure

This research employed a quantitative, non-experimental design to examine the mediating influence of school culture on the relationship between conflict management styles and stress levels among public school educators in Region XI. The quantitative approach was chosen due to its ability to provide objective and quantifiable data on the variables of interest, allowing for statistical analysis and hypothesis testing.

Data were collected through an electronic survey administered via Google Forms. The electronic survey method was chosen due to its efficiency, cost-effectiveness, and ability to reach a large sample of participants across various locations within Region XI. The use of Google Forms ensured data security and facilitated efficient data management and analysis.

Before data collection, the researcher secured the requisite permits from the Dean of Professional Schools, the Regional Director, the Schools Division Superintendent of the Department of Education, and the Heads of the selected schools. Furthermore, informed consent was obtained from the Ethics Review Committee at the University of Mindanao.

Statistical Treatment

Data analysis involved descriptive statistics, Pearson's correlation, and path analysis. Descriptive statistics were used to summarize and describe the characteristics of the sample and the distribution of the variables. Pearson's correlation was used to examine the relationships between the variables, assessing the strength and direction of the associations. Path analysis was employed to examine the mediating influence of school culture on the relationship between conflict management styles and stress levels.

III. Results and Discussion

This section presents the findings of the study, analyzing and interpreting the data obtained through the survey questionnaires. The results are organized according to the research objectives, focusing on the levels of stress, conflict management styles, and school culture among public school educators in Region XI. Additionally, the relationships between these variables are explored, including the mediating effect of school culture.

Level of Stress Level

Table 1 presents the average scores for the stress indicators, revealing an overall mean of 1.66, which is categorized as *extremely low* with a standard deviation of 0.24. This indicates that the respondents generally reported low levels of stress. However, there were some variations within the specific indicators.

The indicator with the highest mean score was *control* with a value of 1.80, still falling within the *low* category. This suggests that teachers may experience some level of stress related to their perceived control over their work environment and responsibilities. In contrast, the indicator with the lowest mean rating was *demand* with a value of 1.50, categorized as *very low*. This indicates that teachers generally felt that the demands of their jobs were manageable.

The indicators of *control* and *role* had the highest average ratings, 1.80 and 1.71, respectively, both falling within the *low* category. This suggests that while overall stress levels were low, specific areas such as control and role clarity might require attention to further reduce teacher stress.

These findings are consistent with previous research by Hofman and Miller (2020), who found that excessive stress can negatively impact teachers' well-being and performance. Addressing these specific areas of concern could contribute to a more positive and supportive work environment for teachers.

Table I Level of Stress Level

Indicators	SD	Mean	D.E.
Demands	0.46	1.50	Very Low
Control	0.43	1.80	Low
Support	0.36	1.59	Very Low
Relationship	0.40	1.70	Very Low
Role	0.42	1.71	Very Low
Change	0.38	1.65	Very Low
Overall	0.24	1.66	Very Low

It is therefore necessary to quantify stress and identify potential areas of concern, so there can be necessary environmental or personal changes to improve stressful situations. In cases where it is not possible to change the stressful situation, people should learn stress management techniques to reduce or eliminate the harmful effects of prolonged exposure to stress.

Level of Conflict Management Styles

The second objective was to determine the level of conflict management styles which was measured through a survey questionnaire with the following indicators: conflict management styles with indicators: collaboration, competition, avoidance, accommodation, and compromise. Shown in Table 2 are the data on the level of conflict management styles. Computations yield a grand mean of 4.36 or very high with a standard deviation of 0.34 and this indicates that the conflict management styles are always manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.56 or very high is *collaborating*.

Table II Level of Conflict Management Styles

Indicator	SD	Mean	D.E.
Collaborating	0.46	4.56	Very High
Competing	0.52	4.37	Very High
Avoiding	0.50	4.14	High
Accommodating	0.37	4.27	Very High
Compromising	0.49	4.48	Very High
Overall	0.34	4.36	Very High

In contrast, the indicator with the lowest mean rating of 4.14 or still high is avoiding. The two highest items were collaborating and compromising. With a mean rating of 4.56 and 4.48 or very high. This indicates concern for self and others. Compromisers consider what to barter and talk to another party about their situation. It could be suggested to use an integration style in case of conflict for education organizations. But is not possible to use an integrating style in any condition hence sometimes compromising style is suggested when resolutions are not generated in the integrating style.

It is in line with the views of various authors Boyatzis, Rockfors, and Jack, 2019; Cherniss and Goleman, 2001; and Swart et al., 2010) who said that teacher who has a high knowledge of themselves can respond adequately and optimally to specific situations, including inner thoughts and interactions with others. Teachers will be more personally and professionally competent, confident, effective, and happy.

Level of School Culture

The third objective of this study was to determine the level of school culture among public school educators in Region XI. School culture encompasses the shared values, beliefs, norms, and practices that shape the school environment and influence the interactions among its members. It plays a crucial role in teacher well-being, job satisfaction, and overall school effectiveness.

To assess school culture, a survey questionnaire was administered to the participants, measuring various indicators of school culture, including collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, learning partnership, and efficacy factor. These indicators represent different facets of school culture that contribute to a positive

and supportive work environment for teachers.

Table 3 presents the data on the level of school culture, revealing a grand mean of 4.28, categorized as "very high," with a standard deviation of 0.30. This indicates that the school culture is generally perceived positively by the teachers, with high levels of collaboration, support, and shared purpose. Among the various indicators, two items stood out with the highest mean ratings: "leaders value teachers' ideas" and "teachers understand the mission of the school." These items reflect the importance of leadership support, teacher collaboration, and a shared understanding of the school's goals in fostering a positive school culture.

The high level of school culture observed in this study is consistent with the findings of several authors who have emphasized the importance of school culture in promoting teacher satisfaction, motivation, and effectiveness. Phillips (1996), Phillips and Wagner (2002), and Wagner and Masden-Copas (2002) highlighted the role of shared beliefs, attitudes, and behaviors in shaping school culture and creating a sense of community among teachers.

Furthermore, the importance of consensus and open communication in establishing a positive school culture was underscored. When teachers feel valued, supported, and involved in decision-making processes, they are more likely to be engaged and committed to their work, contributing to a more positive and productive school environment.

Table III Level of School Culture

Items	SD	Mean	D.E.
Leaders value teachers' ideas.	0.57	4.56	Very High
Leaders trust the professional judgments of teachers.	0.62	4.54	Very High
Leaders are taking time to praise teachers who perform well.	0.58	4.34	Very High
Leaders are allowing teachers in the decision-making process.	0.71	4.37	Very High
Leaders are facilitating teachers working together.	0.87	4.07	High
Teachers are being kept informed on current issues in the school.	0.67	4.04	High
My involvement in policy or decision-making is being taken seriously.	0.60	4.53	Very High
Teachers are being rewarded teacher for experimenting with new ideas and techniques.	0.68	4.05	High
Leaders support risk-taking and innovation in teaching.	0.73	4.33	Very High
Administrators are protecting instruction and planning time.	0.86	4.07	High
Teachers are being encouraged to share ideas.	0.67	4.04	High
Teachers have opportunities for dialogue and planning across grades and subjects.	0.59	4.49	Very High
Teachers are spending considerable time planning together.	0.62	4.51	Very High
Teachers are taking time to observe each other teaching.	0.58	4.36	Very High
Teachers are generally being aware of what other teachers are teaching.	0.67	4.37	Very High
Teachers are working together to develop and evaluate programs and projects.	0.84	4.11	High
Teaching practice disagreements are being voiced openly and discussed.	0.73	4.03	High
Teachers are utilizing professional networks to obtain information and resources for classroom instruction.	0.63	4.42	Very High
Teachers are regularly seeking ideas from seminars, colleagues, and conferences.	0.69	4.16	High
Professional development is being valued by the faculty.	0.73	4.25	Very High
Teachers are maintaining a current knowledge base about the learning process.	0.84	4.14	High

The faculty values school improvement.	0.73	4.03	High
Teachers are supporting the mission of the school.	0.62	4.39	Very High
The school's mission is to provide a clear sense of direction for teachers.	0.63	4.53	Very High
Teachers understand the mission of the school.	0.59	4.40	Very High
The school's mission statement reflects the values of the community.	0.67	4.37	Very High
Teaching performance reflects the mission of the school.	0.84	4.11	High
Teachers are trusting each other.	0.73	4.03	High
Teachers are willing to help out whenever there is a problem.	0.63	4.43	Very High
Teachers' ideas are being valued by other teachers.	0.70	4.16	High
Teachers are working cooperatively in groups.	0.73	4.24	Very High
Teachers and parents have common expectations for student performance.	0.84	4.12	High
Parents are trusting teachers' professional judgments.	0.73	4.02	High
Teachers and parents are communicating frequently about student performance.	0.60	4.42	Very High
Students generally accept responsibility for their schooling, for example, they are engaged mentally in class and complete homework assignments.	0.57	4.50	Very High
My success or failure in teaching students is due primarily to factors beyond my control rather than to my efforts and ability.	0.57	4.54	Very High
I feel it is a waste of time to try to do my best as a teacher.	0.60	4.54	Very High
I am certain I am making a difference in the lives of students.	0.59	4.40	Very High
The attitudes and habits my students are bringing to my class greatly reduce their chances of academic success.	0.65	4.30	Very High
Many of the students I am teaching are not capable of learning the material I am supposed to teach them.	0.72	4.37	Very High
I feel responsible for the students I am teaching but not for others in the school.	0.87	4.06	High
In this school, I am experiencing the following as a direct result of my student's academic success or failure: public recognition in meetings of the faculty or the larger community, in school publications, or in the mass media.	0.66	4.03	High
Teachers are being expected to help maintain discipline in the entire school, not just their classroom.	0.60	4.53	Very High
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) and/or drug or alcohol use in this school is interfering with my teaching.	0.68	4.04	High
I have been successful in providing the kind of education I wanted to give students in my classes this year.	0.53	4.27	Very High
Overall	0.30	4.28	Very High

Significance of the Relationship between Stress Level and School Culture

Table 4 presents the results of the analysis examining the relationship between stress level and school culture. The analysis aimed to determine whether there was a statistically significant association between these two variables. The relationship was tested at a 0.05 level of significance, which is a common threshold used in research to determine statistical significance. The results revealed

a significant negative relationship between stress level and school culture. This indicates that as teacher stress levels increase, the quality of school culture tends to decrease. This finding suggests that reducing stress among teachers is crucial to fostering a more positive and collaborative school environment.

The negative relationship between stress level and school culture can be explained by several factors. When teachers experience high levels of stress, they may be less likely to engage in collaborative activities, communicate effectively with colleagues, or participate in school improvement initiatives. Stress can also lead to negative emotions and behaviors, which can affect the overall school climate.

Conversely, a positive school culture can act as a buffer against stress. When teachers feel supported, valued, and respected by their colleagues and administrators, they are more likely to cope effectively with stress and maintain a positive outlook. A positive school culture can also promote collaboration, communication, and a sense of community, which can further reduce stress levels. The findings of this study are consistent with previous research, which has shown a link between teacher stress and negative school outcomes. For example, Febriantina, Marsofiyati, and Aliyyah (2020) found that teacher stress was associated with lower job satisfaction, decreased motivation, and increased turnover intentions. These negative outcomes can ultimately affect student learning and achievement.

Therefore, it is essential for school administrators to prioritize the creation of a positive and supportive school culture. This can be achieved through various strategies, such as promoting teacher collaboration, providing opportunities for professional development, and fostering a sense of community among staff members. By reducing teacher stress and improving school culture, schools can create a more positive and productive learning environment for both teachers and students.

Table IV Significance of the Relationship between Levels of Stress Level and School Culture

Stress Level	School Culture
	Overall
Demands	-.112* (0.026)
Control	-.628* (0.000)
Support	-.142* (0.004)
Relationship	-.111* (0.026)
Role	-.461* (0.000)
Change	-.483* (0.000)
Overall	-.560* (0.000)

*Significant at 0.05 significance level

Significance of the Relationship between School Culture and Conflict Management Styles

This analysis aimed to explore the relationship between school culture and conflict management styles among public school educators in Region XI. School culture, encompassing the shared values, beliefs, and norms within a school, can significantly influence how individuals approach and resolve conflicts. Understanding this relationship is crucial for promoting positive conflict resolution strategies and fostering a harmonious school environment.

The results of the analysis, depicted in Table 5, revealed a positive and significant relationship between school culture and conflict management styles. This indicates that a positive school culture is associated with more collaborative and constructive approaches to conflict resolution. In schools with a strong culture of collaboration, trust, and mutual respect, teachers are more likely to engage in open communication, seek mutually beneficial solutions, and work together to address conflicts effectively.

This positive relationship can be attributed to several factors. A positive school culture fosters a sense of belonging and shared purpose among teachers, encouraging them to work together towards common goals. It also promotes trust and open communication, creating a safe space for individuals to express their concerns and perspectives without fear of judgment or reprisal. Additionally, a positive school culture often emphasizes the importance of collaboration and problem-solving, providing teachers with the skills and support necessary to navigate conflicts constructively.

The findings of this study are consistent with previous research, which has highlighted the role of school culture in shaping conflict resolution behaviors. For example, Peterson (2002) found that schools with a strong culture of collaboration and trust were more likely to have positive conflict outcomes. Similarly, Kythreotis, Pashiardis, and Kyriakides (2010) found that school leadership styles and culture influenced student achievement, suggesting that a positive school environment can promote positive behaviors and outcomes.

However, it is important to acknowledge that school culture is not the only factor influencing conflict management styles. Individual factors, such as personality, past experiences, and personal values, can also play a role. Additionally, the specific

nature of the conflict and the context in which it occurs can influence how individuals choose to address it.

Despite these other factors, the findings of this study underscore the importance of fostering a positive school culture to promote constructive conflict management styles. School administrators and policymakers should prioritize initiatives that strengthen school culture, such as promoting teacher collaboration, providing opportunities for professional development, and fostering a sense of community among staff members. By creating a positive and supportive school environment, schools can empower teachers to navigate conflicts effectively and contribute to a more harmonious and productive workplace.

Table IV Significance of the Relationship between Levels of School Culture and Conflict Management Styles

School Culture	Conflict Management Style					
	Collaborating	Competing	Avoiding	Accommodating	Compromising	Overall
Overall	.199* (0.00)	.241* (0.00)	.617* (0.00)	.498* (0.00)	.553* (0.00)	.574* (0.00)

*Significant at 0.05 significance level

The overall results indicate a positive correlation between school culture and conflict management styles, with a correlation coefficient of .574 and a p-value less than .05. This suggests that an improvement in school culture is likely to lead to an improvement in conflict management styles. This finding aligns with Peterson's (2002) assertion that school culture influences how individuals think, feel, and act within the school environment, impacting every aspect of the school, including conflict management styles. Kythreotis, Pashiardis, and Kyriakides (2010) further support this notion, highlighting the influence of school leadership styles and culture on student achievement, implying that a positive school culture can promote positive behaviors and outcomes.

However, despite the evidence supporting the link between school culture and conflict management styles, school culture is still not widely considered a determining factor in conflict management styles. This may be because educational issues are often viewed primarily through the lens of educational psychology, with a focus on the classroom environment and didactic methods, rather than considering the broader school culture.

Significance of the Relationship between Stress Level and Conflict Management Styles

Table 6 presents the results of the analysis examining the relationship between stress level and conflict management styles. The analysis aimed to determine if a statistically significant association existed between these variables, using a 0.05 level of significance. The results showed a significant relationship between stress level and conflict management styles, with an overall correlation coefficient of 0.684, significant at the 0.05 level. This suggests a significant relationship between stress levels and conflict management styles.

Specifically, when the indicators of stress level were correlated with conflict management styles, not all indicators were significant at the 0.05 level. Demands had a correlation coefficient of .062 (not significant), control with -.828 (significant), support with -.143 (significant), and relationship with .017 (not significant). Role and change showed significant correlation coefficients of -.857 and -.626, respectively, as reflected by the p-value of .000.

These findings align with Vallasamy, Muhadi, & Retnam (2023), who found that stress can negatively affect team performance, productivity, and workplace culture, potentially leading to employee turnover and organizational instability. Conversely, Wirawan (2020) suggests that well-managed conflict can foster creativity and innovation. This highlights the importance of school principals receiving conflict management training to effectively diagnose and resolve conflicts, contributing to a more stable and innovative school environment.

Table VI Significance of the Relationship between Levels of Stress Level and Conflict Management Styles

Stress Level	Conflict Management Style					
	Collaborating	Competing	Avoiding	Accommodating	Compromising	Overall
Demands	-.014 (0.778)	.085 (0.090)	.104* (0.037)	.048 (0.343)	-.007 (0.895)	.062 (0.214)
Control	-.173* (0.001)	-.254* (0.000)	-.951* (0.000)	-.834* (0.000)	-.853* (0.000)	-.828* (0.000)

Support	-.022 (0.661)	.045 (0.367)	-.164* (0.001)	-.159* (0.001)	-.239* (0.000)	-.143* (0.004)
Relationship	.028 (0.575)	.041 (0.415)	-.023 (0.642)	.043 (0.386)	-.022 (0.663)	.017 (0.729)
Role	-.635* (0.000)	-.860* (0.000)	-.666* (0.000)	-.450* (0.000)	-.458* (0.000)	-.857* (0.000)
Change	-.172* (0.001)	-.080 (0.110)	-.589* (0.000)	-.669* (0.000)	-.804* (0.000)	-.626* (0.000)
Overall	-.291* (0.000)	-.304* (0.000)	-.657* (0.000)	-.585* (0.000)	-.679* (0.000)	-.684* (0.000)

*Significant at 0.05 significance level

Mediation Analysis of the Three Variables

Table 7 presents the results of the regression analysis conducted to investigate the mediating role of school culture in the relationship between stress level and conflict management styles. The analysis was based on the framework proposed by Baron and Kenny (1986), which outlines four steps for establishing mediation. Step 1 examines the relationship between the independent variable (stress level) and the dependent variable (conflict management styles). The results showed a significant negative relationship between stress level and conflict management styles ($\beta = -.771, p < .001$), indicating that higher stress levels were associated with less collaborative conflict management styles.

Step 2 assesses the relationship between the independent variable (stress level) and the mediator (school culture). The results revealed a significant negative relationship between stress level and school culture ($\beta = -.723, p < .001$), suggesting that higher stress levels were associated with a less positive school culture.

Step 3 examines the relationship between the mediator (school culture) and the dependent variable (conflict management styles). The results showed a significant positive relationship between school culture and conflict management styles ($\beta = .314, p < .001$), indicating that a more positive school culture was associated with more collaborative conflict management styles.

Finally, Step 4 assesses the indirect effect of the independent variable (stress level) on the dependent variable (conflict management styles) through the mediator (school culture). The results showed a significant indirect effect ($\beta = -.227, 95\% \text{ CI} = -.331 \text{ to } -.138$), indicating that school culture partially mediated the relationship between stress level and conflict management styles. These findings suggest that school culture plays a crucial role in mitigating the negative impact of stress on conflict management styles. A positive school culture can buffer the effects of stress, promoting more collaborative and constructive approaches to conflict resolution.

Figure 1 visually depicts the mediation model, showing the direct and indirect effects of stress level on conflict management styles. The effect size of the indirect effect was calculated to be $-.227$, indicating a moderate mediating effect of school culture. This study validates the significance of school culture as a mediator in the connection between stress levels and conflict management approaches. By fostering a positive school culture, schools can empower teachers to manage stress effectively and navigate conflicts constructively, contributing to a more harmonious and productive work environment.

Table VII Mediating Effect: Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
→ SL SC	-.723	-.560	.054	-13.507	***
→ SC CMS	.314	.278	.047	6.647	***
→ SL CMS	-.771	-.529	.061	-12.638	***

Table VIII Total, Direct, And Indirect Effects

Effect	<i>b</i>	95% CI
Total	-0.9979	-1.1027 to -0.8931
Direct	-0.7708	-0.8910 to -0.6506
Indirect (mediation)	-0.2271	-0.3307 to -0.1384

IV- Stress Level (SL)

DV- Conflict Management Styles (CMS)

MV- School Culture (SC)

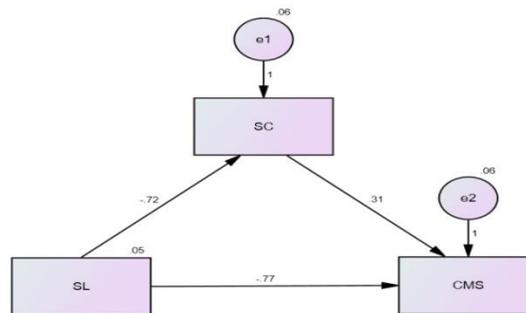


Fig 1. The Mediating Effect of School Culture on the Relationship between Stress Level and Conflict Management Style

III. Conclusion and Recommendation

The research examined the mediating role of school culture in the association between stress levels and conflict management approaches among public school teachers in Region XI. The results indicated that school culture significantly influences the association between stress and conflict management styles. The study indicated that a constructive school culture decreases stress levels in educators and fosters the implementation of effective conflict resolution tactics, including collaboration and compromise. These findings highlight the significance of cultivating a friendly and collaborative educational atmosphere to improve teachers' well-being and their capacity to resolve disagreements effectively.

Moreover, the study revealed that workload, control, and job clarity significantly influence teachers' stress levels. Elevated stress levels adversely affect teacher efficacy and student outcomes, underscoring the necessity for stress mitigation strategies. The moderating influence of school culture suggests that improving the school environment could mitigate the adverse impacts of stress and foster a more effective and productive work atmosphere for educators.

According to the findings of this research, school administrators and policymakers must prioritize the establishment and enhancement of a healthy school culture that fosters collaboration, mutual respect, and professional development among educators. A supportive setting can markedly diminish teachers' stress levels, hence promoting the use of effective conflict management measures. To do this, schools should establish stress management programs, including the organization of seminars on stress reduction strategies and the provision of mental health services.

Furthermore, continuous professional development should be provided to assist educators in refining their conflict resolution and stress management abilities, thus augmenting their well-being and classroom efficacy. Researchers advocate for future studies to employ a mixed-methods approach, integrating qualitative and quantitative data, to enhance comprehension of the relationships among stress, school culture, and conflict management strategies. This method may yield significant insights into the complexities of teacher experiences and the environmental elements affecting these dynamics.

Furthermore, school administrators should consider integrating stress management and conflict resolution strategies into the broader educational framework to provide educators with a healthy and productive work environment. By adopting these recommendations, educational institutions can create an environment that promotes teachers' professional growth and improves students' academic performance.

Proposed Intervention

Rationale

The work environment of teachers is vital; after all, the working environment of teachers is the learning condition of students, and the unproblematic environment in which to teach is also the comfortable environment in which to learn. High satisfaction and low

intention to leave the teaching profession are high among teachers in schools with favorable working conditions, regardless of student demographics and the socioeconomic background of the teachers. Schools’ organizational characteristics have been the subject of a growing body of research.

Despite growing recognition of the critical nature of working conditions, researchers have only recently begun to understand how various aspects of the workplace affect teachers’ ability to teach effectively, to relieve stress with their role and assignment, and their willingness to remain in their school and profession. Thus, those who use the collaborating style may prefer to assert their views while also inviting other opinions. They welcome differences, identify all main concerns, generate options, and typically search for a solution that meets as many concerns as possible.

General Objective

The general objective of this intervention program is to use techniques such as relaxation, meditation, cognitive behavioral therapy, mindfulness training, and exercise programs, as well as education and interpersonal skill development.

Persons Involved and Their Responsibilities

Implementing the enhancement program would not have been possible without the help of the following individuals: the school principal, school heads, and secondary school teachers involved in the remediation program in Region XI, Philippines.

Table 9 shows the intervention program's timetable, including the general objectives, specific objectives, activities, and expected outcomes.

Table IX Intervention program's timetable

TIME FRAME	GENERAL OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES
	<i>After the session, teachers will be able to:</i>		
DAY 1	School administrators need to understand the school’s environment to enhance teachers' commitment and develop policies that are consistent with the academic curriculum. To gain a better understanding of those aspects of work environments that are believed to have a significant impact on teaching. Promote effective teaching for all students, especially those from low-income families, cannot be achieved by merely offering financial rewards or through compelling teachers to reassign.	ORIENTATION Disseminate the research results and orient teachers on the school’s environment to enhance the commitment.	Understand the school’s environment to enhance the commitment of the teachers.
		WEBINAR: CONTENT AND PEDAGOGICAL ENHANCEMENT OF THE TEACHERS	PEDAGOGY AND CONTENT KNOWLEDGE ASSESSMENT
	Create mutual agreement; those who use the competing style may prefer to control the outcome, discourage disagreement, or insist on their view prevailing or “winning.” Develop a shared understanding of school culture in their school. Develop initiative(s) aimed at improvement in school culture. Each group will determine these, which could include introducing a new policy, practice, or procedure	Setting the context – the school (pre-PAR interviews only) Understand the root of your anxiety. Building self-esteem, cognitive therapy, exposure therapy, structured problem solving, medication, and support groups. Workshop/Hands-On Understand the root of your anxiety. Setting the context – the school (pre-PAR interviews only) Bring the Involved Parties Together to Talk	CALM Tools for Living), and web-based tracking Monitor and Follow Up Get to Know the Parents

Program Flow

Webinar: Content and Pedagogical Enhancement of Teachers

Table X Program Flow

Time	Activity	Person In charge
8:00 AM – 9:00 AM	Registration	Secretariat
9:00 AM – 9:15 AM	Preliminaries	Technical Team
9:15 AM – 9:20 AM	Welcome Remarks	School Head
9:20 AM – 9:25 AM	The Rationale of the Activity	Master Teacher Parents
9:25 AM – 9:30 AM	Introduction of Guest Lecturer	Technical Team
9:30 AM – 11:00 AM	Lecture: CAPABILITY BUILDING OF TEACHERS	The Speaker
11:00 AM – 12:00 PM	WORKSHOP PROPER	The Participants
12:00 PM – 1:00 PM	LUNCH	
1:00 PM – 3:30 PM	WORKSHOP PROPER	Facilitators
3:30 PM – 4:00 PM	Presentation of Outputs	Team Representatives
4:00 PM – 4:50 PM	Critiquing & Open Forum	The Speaker & Facilitators
4:50 PM – 5:00 PM	Closing Rites	Facilitators

Acknowledgment

The researcher expresses gratitude to the individuals and institutions who supported this dissertation, including Dr. Allan G. Farnazo, Regional Director of Region XI, for his approval and support; the dissertation panel, chaired by Dr. Jocelyn B. Bacasmot, for their guidance; Dr. Eugenio S. Guhao, Jr., for his mentorship; Dr. Elizabeth M. Malonzo, the researcher's adviser, for her tireless support; Dr. Lorna T. General for her technical guidance; Dr. Easter Jean U. Pelayo for her encouragement; the University of Mindanao community for fostering a nurturing academic environment; and the researcher's family and friends for their unwavering support..

References

1. R. Adkins, "Conflict management styles assessment," 2006. [Online]. Available: <https://facultyombuds.ncsu.edu/files/2015/11/Conflict-management-styles-quiz.pdf>
2. O. H. M. Alkarabsheh, A. H. Jaaffar, P. Wei Fong, D. A. Attallah Almaaitah, and Z. H. Mohammad Alkharabsheh, "The relationship between leadership style and turnover intention of nurses in the public hospitals of Jordan," *Cogent Bus. Manag.*, vol. 9, no. 1, p. 2064405, 2022, doi: 10.1080/23311975.2022.2064405.
3. S. K. Al-Takhayneh, W. Karaki, R. A. Hasan, B. L. Chang, J. M. Shaikh, and W. Kanwal, "Teachers' psychological resistance to digital innovation in Jordanian entrepreneurship and business schools: Moderation of teachers' psychology and attitude toward educational technologies," *Front. Psychol.*, vol. 13, p. 1004078, 2022, doi: 10.3389/fpsyg.2022.1004078.
4. M. Amzaleg and A. Masry-Herzallah, "Cultural dimensions and skills in the 21st century: The Israeli education system as a case study," *Pedagogy, Cult. Soc.*, vol. 30, no. 5, pp. 765-785, 2022, doi: 10.1080/14681366.2021.1875052.
5. D. Andrews, B. Nonnecke, and J. Preece, "Electronic survey methodology: A case study in reaching hard-to-involve Internet users," *Int. J. Hum.-Comput. Interact.*, vol. 16, no. 2, pp. 185–210, 2003, doi: 10.1207/S15327590IJHC1602_04.
6. V. Arghode, A. Lathan, M. Alagaraja, K. Rajaram, and G. N. McLean, "Empathic organizational culture and leadership: conceptualizing the framework," *Eur. J. Train. Dev.*, vol. 46, no. 1/2, pp. 239-256, 2022, doi: 10.1108/EJTD-01-2020-0016.
7. F. Ashraf, G. Zareen, and M. Yıldırım, "Religious self-regulation, self-determination, resilience, and conflict management strategies in a community sample of international Muslim students in Pakistan," *J. Relig. Spiritual. Soc. Work*, pp. 1-23, 2023, doi: 10.1080/15426432.2023.2269822.
8. S. T. P. Awar and W. Vinitwatanakhun, "The Relationship Between Teachers' Perceptions Towards Human Resource Management and School Climate at Myint-Mo Education Foundation (MEF) in Myanmar," *Scholar: Hum. Sci.*, vol. 12, no. 1, p. 219, 2020.
9. J. Balafkan, O. Kaveh, A. Hosseinnataj, L. M. Jouybari, and M. A. Heidarigorji, "Relationship Between Resilience and Conflict Management Styles From the Perspective of Pre-hospital Emergency Medicine Operational Staff: A Descriptive Cross-sectional Study," *J. Nurs. Midwifery Sci.*, in press.

10. S. Barnová, S. Treľová, S. Krásna, E. Beňová, L. Hasajová, and G. Gabrhelová, "Leadership styles, organizational climate, and school climate openness from the perspective of Slovak vocational school teachers," *Societies*, vol. 12, no. 6, p. 192, 2022, doi: 10.3390/soc12060192.
11. R. M. Baron and D. A. Kenny, "The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations," *J. Pers. Soc. Psychol.*, vol. 51, no. 6, pp. 1173–1182, 1986, doi: 10.1037/0022-3514.51.6.1173.
12. Z. Begham, R. Vahdat Bourashan, and M. Hassani, "The Effect of Participative Management and Self-regulation on Conflict Management of Managers with Mediate Role of Spiritual Transcendence," *Iran. J. Educ. Sociol.*, vol. 4, no. 1, pp. 68-77, 2021.
13. R. E. Boyatzis, E. M. Rockfors, and A. Jack, "Self-awareness in the educational environment: Enhancing personal and professional growth," *Educ. Leadersh. Adm.*, vol. 22, pp. 45-60, 2019.
14. M. Brinton, "Implications from the diagnosis of a school culture at a higher education institution," *Educ. Leadersh. Adm.*, vol. 20, pp. 113-130, 2007.
15. P. Bruce, C. Bruce, V. Hrymak, N. Hickey, and P. Mannix McNamara, "Staff stress and interpersonal conflict in secondary schools—implications for school leadership," *Societies*, vol. 12, no. 6, p. 186, 2022, doi: 10.3390/soc12060186.
16. C. Burger, "School bullying is not a conflict: the interplay between conflict management styles, bullying victimization, and psychological school adjustment," *Int. J. Environ. Res. Public Health*, vol. 19, no. 18, p. 11809, 2022, doi: 10.3390/ijerph191811809.
17. Changing Minds, "Quota sampling," 2012. [Online]. Available: https://changingminds.org/explanations/research/quota_sampling.htm
18. R. P. Chaplain, "Stress and psychological distress among trainee secondary teachers in England," *Educ. Psychol.*, vol. 28, no. 2, pp. 195–209, 2008, doi: 10.1080/01443410701491858.
19. C. Cherniss and D. Goleman, *The emotionally intelligent manager: How to develop and use emotional intelligence in leadership and management*. Harvard Business Review Press, 2001.
20. S. Chris, "Innovations in Educational Technology: Trends and Implications," *J. Educ. Res.*, vol. 45, no. 2, pp. 123–145, 2021.
21. R. J. Collie and C. F. Mansfield, "Teacher and school stress profiles: A multilevel examination and associations with work-related outcomes," *Teach. Teach. Educ.*, vol. 112, p. 103759, 2022, doi: 10.1016/j.tate.2022.103759.
22. J. W. Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*, 4th ed. Sage Publications, 2013. Crossman and P. Harris, "Job satisfaction of secondary school teachers," *Educ. Manag. Adm. Leadersh.*, vol. 34, no. 1, pp. 29–46, 2006, doi: 10.1177/1741143206059538.
23. E. Dontigney, "Conflict resolution strategies," *Conflict Resolution*, Dec. 06, 2018. [Online]. Available: <https://mob.home.blog/2018/12/06/conflict-resolution-strategies/>
24. *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*, 4th ed. Pearson Education, 2011.
25. C. Edwards-Groves, P. Grootenboer, and K. Rönnerman, "Facilitating a culture of relational trust in school-based action research: Recognising the role of middle leaders," *Educ. Action Res.*, vol. 24, no. 3, pp. 369–386, 2016, doi: 10.1080/09650792.2015.1076729.
26. M. T. K. Farooqi, S. Ali, and S. Ahmed, "Effects of school principals' conflict management styles on teachers' job performance," *Bull. Educ. Res.*, vol. 45, no. 3, pp. 19–34, 2023.
27. S. Febriantina, M. Marsofiyati, and R. R. Aliyyah, "How school culture and teacher's work stress impact on teacher's job satisfaction," *Int. J. Learn. Teach. Educ. Res.*, vol. 19, no. 8, pp. 409-423, 2020, doi: 10.26803/ijlter.19.8.22.
28. S. L. Gupton and G. A. Slick, *Highly Successful Women Administrators: The Inside Stories of How They Got There*. Thousand Oaks, CA: Corwin Press, 1996.
29. K. C. Herman, W. M. Reinke, and C. L. Eddy, "Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context Theory," *J. Sch. Psychol.*, vol. 78, pp. 69–74, 2020, doi: 10.1016/j.jsp.2019.12.003.
30. S. Hofman and J. Miller, "The impact of teacher stress on student performance: An analysis of the consequences of chronic stress among educators," *J. Educ. Psychol.*, vol. 112, no. 4, pp. 615-628, 2020.
31. W. K. Hoy, C. J. Tarter, and R. B. Kottkamp, *Open Schools/Healthy Schools: Measuring Organizational Climate*. New York, NY: Routledge, 2019.
32. B. Hussein, M. S. Ibrahim, and F. Ismael, "The influence of Perceived Leadership Styles on Employee Commitment: The Mediating Role of Conflict Management," *Int. J. Humanit. Educ. Dev.*, vol. 4, no. 1, pp. 43-60, 2022, doi: 10.22161/jhed.4.1.5.
33. J. Imperial, D. V. Madrigal, and D. P. D. Dioso, "Temperament Types and Conflict Management Styles of School Heads in the Public Secondary Schools: An Explanatory Sequential Mixed Method Inquiry," *Technium Soc. Sci. J.*, vol. 47, p. 46, 2023, doi: 10.47577/tssj.v47i1.9499.
34. R. A. Işık and Y. Kaya, "The relationships among perceived stress, conflict resolution styles, spousal support, and marital satisfaction during the COVID-19 quarantine," *Curr. Psychol.*, vol. 41, no. 6, pp. 3328-3338, 2022, doi: 10.1007/s12144-020-00976-6.

35. U. Kalkan, F. Altınay Aksal, Z. Altınay Gazi, R. Atasoy, and G. Daglı, "The relationship between school administrators' leadership styles, school culture, and organizational image," *Sage Open*, vol. 10, no. 1, p. 2158244020902081, 2020, doi: 10.1177/2158244020902081.
36. M. Kızıloğlu, "The impact of school principal's leadership styles on organizational learning: Mediating effect of organizational culture," *Bus. Manag. Stud.*, vol. 9, no. 3, pp. 822-834, 2021, doi: 10.15295/bmij.v9i3.1802.
37. Kythreotis, P. Pashiardis, and L. Kyriakides, "The influence of school leadership styles and culture on students' achievement in Cyprus primary schools," *J. Educ. Adm.*, vol. 48, no. 2, pp. 218-240, 2010, doi: 10.1108/09578231011027860.
38. R. S. Lazarus and S. Folkman, *Stress, appraisal, and coping*. Springer Publishing Company, 2011.
39. İ. Limon, U. Dilekç, and S. Demirer, "The Mediating Role of Initiative Climate on the Relationship between Distributed Leadership and Organizational Resilience in Schools," *Int. J. Contemp. Educ. Res.*, vol. 8, no. 1, pp. 128-144, 2021, doi: 10.33200/ijcer.816529.
40. S. Liu and J. Ramsey, "The impact of teacher workload and working conditions on job satisfaction," *Teach. Teach. Educ.*, vol. 24, no. 5, pp. 1240-1252, 2008, doi: 10.1016/j.tate.2007.05.003.
41. Y. Liu, M. Ş. Bellibaş, and S. Gümüş, "The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration," *Educ. Manag. Adm. Leadersh.*, vol. 49, no. 3, pp. 430-453, 2021, doi: 10.1177/1741143220929941.
42. J. S. Ma, "The Effect of Early Childhood Teacher's Styles for Conflict Management Type on Cooperative Organizational Culture," *J. Korea Academia-Industrial Coop. Soc.*, vol. 22, no. 1, pp. 495-501, 2021, doi: 10.5762/KAIS.2021.22.1.495.
43. N. Malik, "A study on occupational stress experienced by private and public bank employees in Quetta City," *Afr. J. Bus. Manag.*, vol. 5, no. 8, pp. 3063-3070, 2011, doi: 10.5897/AJBM10.1535.
44. Manaf and M. Z. Omar, "Improvement School Effectiveness through Culture and School Climate," *Int. J. Soc. Sci. Humanit. Invent.*, vol. 4, no. 2, pp. 3289-3298, 2017, doi: 10.18535/ijsshi/v4i2.06.
45. T. Mangulabnan, R. I. D. Rosa, and D. S. Vargas, "Effects Of Leadership Styles And Conflict Management Strategies On School Performance In The Philippines," *J. Posit. Sch. Psychol.*, vol. 6, no. 8, pp. 7638-7657, 2022.
46. V. Msila, "Conflict management and transformation's impact on school progress: A case study of two schools," *Int. J. Educ. Organ. Leadersh.*, vol. 26, no. 2, pp. 57-71, 2019, doi: 10.18848/2329-1656/CGP/v26i02/57-71.
47. M. P. O'Driscoll and C. L. Cooper, "Coping with work stress: A review and critique," in *Coping with work stress: A review and critique*, P. Dewe, M. O'Driscoll, and C. L. Cooper, Eds. Wiley-Blackwell, 2010, pp. 1-20.
48. K. Peterson, "The professional development of principals: Innovations and opportunities," *Educ. Adm. Q.*, vol. 38, no. 2, pp. 213-232, 2002, doi: 10.1177/0013161X02382006.
49. G. Phillips, *Classroom rituals for at-risk learners*. Vancouver, BC: Educserv, British Columbia School Trustees Publishing, 1996.
50. G. Phillips and C. Wagner, *School culture assessment*. Vancouver, BC: Mitchell Press, Agent 5 Design, 2003. Rahim, "Governance and Good Governance-A Conceptual Perspective," *J. Public Adm. Gov.*, vol. 9, no. 3, pp. 133-142, 2019, doi: 10.5296/jpag.v9i3.15071.
51. M. A. Rahim, *Managing Conflict in Organizations*, 5th ed. Routledge, 2019.
52. N. V. Rubilar and L. B. Oros, "Stress and burnout in teachers during times of pandemic," *Front. Psychol.*, vol. 12, p. 756007, 2021, doi: 10.3389/fpsyg.2021.756007.
53. N. Rüzgar, "Conflict Management Styles In Educational Organizations," *Turk. Stud. - Econ. Finance, Politics*, vol. 17, no. 4, 2022, doi: 10.7827/TurkishStudies.60379.
54. F. Şahin, E. Sönmez, E. R. Emre, and O. Erdoğan, "The Relationship between Supportive School Culture and Teacher Job Satisfaction: Mediating Role of Professional Network Intentions," *Gazi Univ. Gazi Educ. Fac. J.*, vol. 43, no. 2, pp. 1191-1217, 2023, doi: 10.17152/gefad.1155462.
55. Z. Shafait, Z. Yuming, and U. F. Sahibzada, "Emotional intelligence and conflict management: an execution of organizational learning, psychological empowerment and innovative work behavior in Chinese higher education," *Middle East J. Manag.*, vol. 8, no. 1, pp. 1-22, 2021, doi: 10.1504/MEJM.2021.112335.
56. S. Sibajene, "An analysis of school-community conflict management strategies in selected primary schools of Livingstone district," *Doctoral dissertation*, The University of Zambia, 2022.
57. D. Skupnjak, "Conflict resolution and assertiveness skills," *Varaždin Teach. Digit. J. Educ. Teach.*, vol. 3, no. 3, pp. 98-116, 2020, doi: 10.31902/vv.3.2020/7.
58. B. A. Soomro, U. N. Saraih, and T. S. T. Ahmad, "Personality traits and conflict management styles via job performance in higher education," *J. Appl. Res. High. Educ.*, vol. 15, no. 4, pp. 1069-1094, 2023, doi: 10.1108/JARHE-08-2021-0302.
59. J. Swart, K. Lombard, and H. de Jager, "Exploring the relationship between time management skills and the academic achievement of African engineering students – A case study," *Eur. J. Eng. Educ.*, vol. 35, no. 1, pp. 79-89, 2010, doi: 10.1080/03043790903477459.
60. M. Taylor and T. Miller, "Machine learning for policymakers," *Belfer Center for Science and International Affairs*, 2017. [Online]. Available: <https://www.belfercenter.org/publication/machine-learning-policymakers>
61. V. E. Terrazola, "DepEd, DOH to address teacher suicides," *Manila Bulletin*, Sep. 19, 2018. [Online]. Available: <https://mb.com.ph/2018/09/19/dep-ed-doh-to-address-teacher-suicides/>

62. L. L. Torres, "School organizational culture and leadership: theoretical trends and new analytical proposals," *Educ. Sci.*, vol. 12, no. 4, p. 254, 2022, doi: 10.3390/educsci12040254.
63. O. Unal and S. Akgün, "Conflict resolution styles as predictors of marital adjustment and marital satisfaction: An actor-partner interdependence model," *J. Fam. Stud.*, vol. 28, no. 3, pp. 898-913, 2022, doi: 10.1080/13229400.2020.1824159.
64. S. K. Vallasamy, S. U. Muhadi, and S. K. V. Retnam, "Underlying factors that contributed to job stress in an organization," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 13, no. 5, pp. 1239-1250, 2023, doi: 10.6007/IJARBS/v13-i5/17051.
65. F. Vallone, E. Dell'Aquila, P. Dolce, D. Marocco, and M. C. Zurlo, "Teachers' multicultural personality traits as predictors of intercultural conflict management styles: Evidence from five European countries," *Int. J. Intercult. Relat.*, vol. 87, pp. 51-64, 2022, doi: 10.1016/j.ijintrel.2022.02.002.
66. C. Wagner and P. Masden-Copas, "An audit of the culture starts with two handy tools," *J. Staff Dev.*, vol. 23, no. 3, pp. 42-53, 2002.
67. D. Wang and Y. Liu, "The effect of political skill on relationship quality in construction projects: The mediating effect of cooperative conflict management styles," *Proj. Manag. J.*, vol. 52, no. 6, pp. 563-576, 2021, doi: 10.1177/875697282111038.
68. J. Wilson, "The Impact of Teacher Stress on Student Performance: A Comprehensive Review," *J. Educ. Psychol.*, vol. 114, no. 3, pp. 345-367, 2022.
69. H. Wirawan, M. Jufri, and A. Saman, "The effect of authentic leadership and psychological capital on work engagement: The mediating role of job satisfaction," *Leadersh. Organ. Dev. J.*, vol. 41, no. 8, pp. 1139-1154, 2020, doi: 10.1108/LODJ-10-2019-0433.
70. J. Xia, M. Wang, and S. Zhang, "School culture and teacher job satisfaction in early childhood education in China: the mediating role of teaching autonomy," *Asia Pac. Educ. Rev.*, vol. 24, no. 1, pp. 101-111, 2023, doi: 10.1007/s12564-022-09786-6.
71. H. Yaşar and M. Sağsan, "The mediating effect of organizational stress on organizational culture and time management: A comparative study with two universities," *SAGE Open*, vol. 10, no. 2, p. 2158244020919507, 2020, doi: 10.1177/2158244020919507.
72. H. Yuan, X. Zhang, and Z. Zhao, "Teacher stress and teacher self-efficacy: Relations and consequences," in *Education and the Future*, Springer, 2010, pp. 57-67, doi: 10.1007/978-90-481-9098-3_5.
73. G. A. Yukl, *Leadership in Organizations*, 9th ed. Pearson, 2018.
74. Z. J. M. Yusoff, F. M. Jaafar, and N. H. Zolkipli, "Authentic Leadership and Conflict Management among Youth in Malaysia: The Mediating Role of Resilience," *Kurd. Stud.*, vol. 12, no. 2, pp. 5365-5385, 2024, doi: 10.58262/ks.v12i2.5365-5385.
75. N. Zakaria, A. Ahmad, and N. Azman, "Conflict Management Styles and Organizational Commitment: A Study Among Perbadanan Kemajuan Negeri Selangor Employees," *Int. J. Prof. Bus. Rev.*, vol. 8, no. 9, pp. e03568-e03568, 2023, doi: 10.26668/businessreview/2023.v8i9.3568.
76. L. Zhang, P. Bu, and H. Liu, "Work engagement, emotional disorders, and conflict management styles in pediatric nurse: A mediating effect model," *Nurs. Open*, vol. 10, no. 4, pp. 2264-2272, 2023, doi: 10.1002/nop2.1457.