

4 I's of Transformational Leadership and School Heads' Conflict Management on Teachers' Work Competence: A Basis for Organizational Development Framework

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Abstract—This dissertation explores the impact of school heads' transformational leadership, specifically the 4I's: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as well as their conflict management approaches, on teachers' work competence in public high schools. The research examines the levels of these leadership and management practices, their relationship with various dimensions of teacher competence, including instructional delivery, professional growth, collaboration, and other key professional domains, and their predictive power. The ultimate objective is to guide the development of an organizational framework to support school improvement initiatives. A descriptive-correlational research design was employed, drawing on school heads and teachers from selected public secondary schools within the Division of Laguna, with at least 2 years of experience. Participants were chosen through purposive sampling to ensure the inclusion of individuals with characteristics and expertise relevant to the study's objectives. The sample size was calculated using Slovin's formula with a 5% margin of error, which, while suitable, may affect the generalizability of the results. Data collection utilized rigorously validated instruments, including the Multifactor Leadership Questionnaire (MLQ), Thomas-Kilmann Conflict Mode Instrument (TKI), and teacher performance indicators based on the Philippine Professional Standards for Teachers (PPST). A 7-point Likert scale captured nuanced responses. Statistical analyses included weighted means, Pearson correlation coefficients, and regression analysis. Findings revealed that school heads' 4I's of transformational leadership were rated "very high" by teachers across all four dimensions, with leaders consistently viewed as exemplary role models, motivators, and supporters of innovation and growth. High ratings for accommodating, collaborative resolution, and settlement strategies in conflict management reflected openness, harmony, and fair compromise, while a moderately high rating was given to competitive stance. Teachers demonstrated very high competence in instructional delivery, lesson preparation, feedback, classroom management, and professionalism, with high ratings in student outcomes and collaboration. The study found that transformational leadership and collaborative conflict management are strongly linked to higher teacher competence.

Keywords— 4I's of Transformational Leadership, Conflict Management, Teachers' Work Competence, Organizational Development Framework, Inspirational Motivation, Collaborative Resolution.

I. INTRODUCTION

The evolving landscape of education increasingly demands leadership that is both visionary and relational, capable of navigating complexity while cultivating professional excellence among teachers. Effective educational leadership is universally acknowledged as a primary driver of school effectiveness, directly influencing teacher motivation, instructional quality, and the attainment of organizational goals (Lohmann et al., 2021). In this context, transformational leadership has emerged as a particularly powerful paradigm for fostering innovation, trust, and sustainable development within educational institutions (Lohmann et al., 2021).

Transformational leadership, defined by the four I's, Idealized Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation has been shown to elevate teacher competence, inspire collective purpose, and nurture a culture of continuous improvement. Leaders who model ethical behavior, articulate a compelling vision, provide individualized support, and encourage reflective, innovative practices create environments where Teachers are empowered to excel and collaborate as members of dynamic learning communities.

Equally essential is the capacity of school heads to manage conflict in ways that preserve collegiality and promote organizational well-being. Schools are inherently complex, comprising diverse perspectives and interests that can give rise to interpersonal and systemic challenges. The strategies that leaders use to address and resolve conflicts, particularly those that emphasize collaboration, empathy, and participative problem-solving are critical in shaping school climate, supporting teacher morale, and sustaining professional growth. Constructive conflict management not only minimizes disruptions but also reinforces trust, collective responsibility, and a positive organizational culture.

In the Philippine education sector, these leadership imperatives are underscored by key policy frameworks such as the Philippine Professional Standards for School Heads (PPSSH, 2020) from DepEd Order No. 24, s. 2020 and the Philippine Professional Standards for Teachers (PPST) as mandated by DepEd Order No. 42, s. 2017, as well as national initiatives like Sulong Edukalidad and the Basic Education

Development Plan 2030 (DepEd, 2022). These policies highlight the central roles of transformational leadership, instructional support, and conflict resolution in achieving high standards of teacher performance and school effectiveness.

Teachers' work competence including instructional delivery, lesson planning, classroom management, assessment and feedback, collaboration, stakeholder engagement, professional growth, and ethical practice remain fundamental to the delivery of quality education and to the realization of institutional goals (Lohmann et al., 2021). Empowering teachers through integrated approaches that combine visionary leadership with relationship-centered management is therefore critical for both individual and organizational advancement.

This study, titled "4 I's of Transformational Leadership and School Heads' Conflict Management on Teachers' Work Competence: A Basis for Organizational Development Framework," seeks to investigate the influence of transformational leadership dimensions and conflict management strategies on teachers' work competence. By drawing on established leadership and conflict management theories (Lohmann et al., 2021) and situating the analysis within the Philippine educational context, this research aims to provide empirically grounded recommendations for the development of a comprehensive organizational development framework. Through this inquiry, the study aspires to contribute to the creation of dynamic, high-performing schools that are equipped to meet contemporary educational challenges and improve learning outcomes for all students.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine the influence of the 4I's of transformational leadership and various conflict management approaches on teacher work competence in public high schools. Specifically, it seeks to examine how these leadership and management practices affect different dimensions of teachers' work competence. Furthermore, based on the findings, the study intends to develop a comprehensive organizational development framework to support ongoing school improvement and teacher professional growth.

Specifically, the study sought to answer the following questions:

1. What is the level of 4I's of Transformational Leadership in terms of:
 - 1.1 Idealized influence;
 - 1.2 Inspirational motivation;
 - 1.3 Intellectual stimulation; and
 - 1.4 Individualized consideration?
2. What is the level of School Heads' Conflict Management Approaches terms of:
 - 2.1 Accommodating approach;
 - 2.2 Strategic Thinking;
 - 2.3 Collaborative resolution;
 - 2.4 Competitive stance; and
 - 2.5 Settlement?
3. What is the level of Teachers' Work Competence in terms of:
 - 3.1 Instructional Delivery;

- 3.2 Student Outcomes;
- 3.3 Professional Development;
- 3.4 Lesson Preparation;
- 3.5 Feedback Practices;
- 3.6 Classroom Management;
- 3.7 Collaboration;
- 3.8 Stakeholders Engagement; and
- 3.9 Professionalism?

4. Does the 4I's of Transformational Leadership significantly correlate Teachers' Work Competence?
5. Does the School Heads' Conflict Management Approaches significantly correlate Teachers' Work Competence?
6. Does the 4I's of Transformational Leadership and School Heads' Conflict Management Approaches significantly predict Teachers' Work Competence?

II. METHODOLOGY

A descriptive-correlational research design was employed, drawing on school heads and teachers from selected public secondary schools within the Division of Laguna, with at least 2 years of experience. Participants were chosen through purposive sampling to ensure the inclusion of individuals with characteristics and expertise relevant to the study's objectives. The sample size was calculated using Slovin's formula with a 5% margin of error, which, while suitable, may affect the generalizability of the results. Data collection utilized rigorously validated instruments, including the Multifactor Leadership Questionnaire (MLQ), Thomas-Kilmann Conflict Mode Instrument (TKI), and teacher performance indicators based on the Philippine Professional Standards for Teachers (PPST). A 7-point Likert scale captured nuanced responses. Statistical analyses included weighted means, Pearson correlation coefficients, and regression analysis.

III. RESULTS AND DISCUSSION

This part presents and discusses the findings of the study focusing on the 4I's of Transformational Leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, and the conflict management approaches of school heads in relation to teachers' work competence. The data gathered from the respondents were systematically organized, analyzed, and interpreted in accordance with the study's research questions. Through tables, analysis, and interpretation, the chapter provides a clear understanding of respondents' perceptions of school heads' leadership practices and the conflict management strategies used in the school setting.

Furthermore, the analysis highlights the relationships and predictive influences among manifestations of transformational leadership, conflict management approaches, and teachers' work competence. Appropriate statistical tools were utilized to determine the significance of these relationships and to generate meaningful insights relevant to educational leadership and teacher performance. The study's findings served as an empirical basis for drawing conclusions and for developing the proposed Organizational Development Framework, which aims to strengthen leadership practices, improve conflict management strategies, and enhance

teachers’ overall competence and effectiveness in the school environment.

Table 1. Level of 4I’s of Transformational Leadership in terms of Idealized Influence

Statements	Mean	SD	Remarks
The school head serves as a role model for teachers.	6.67	0.56	Always
The school head demonstrates integrity in decision-making.	6.70	0.51	Always
The school head earns the respect and trust of the faculty.	6.80	0.46	Always
The school head prioritizes the welfare of the teachers.	6.74	0.55	Always
The school head inspires confidence through ethical behavior.	6.73	0.55	Always
The school head acts consistently with the school’s values.	6.72	0.51	Always
The school head gains admiration from both students and staff.	6.62	0.60	Always
The school head sets a good example in professional practice.	6.71	0.56	Always
The school head maintains credibility in handling school concerns.	6.78	0.48	Always
The school head’s leadership inspires loyalty among teachers.	6.73	0.55	Always
Weighted Mean	6.72		
SD	0.47		
Verbal Interpretation	Very High		

Table 1 presents the level of Idealized Influence, a central component of transformational leadership, as demonstrated by school heads. The results indicate that this dimension was consistently rated as “Always,” reflected in a high weighted mean of 6.72 and a low standard deviation of 0.47. These quantitative results suggest a strong and widespread perception among teachers that their school heads consistently display the attributes of Idealized Influence. Specifically, school leaders are seen as embodying the values, vision, and ethical standards that are fundamental to effective educational leadership, thereby positioning themselves as credible and respected role models within the school community. The low standard deviation further highlights the high level of agreement among respondents, reinforcing the reliability of these findings and underscoring the prevalence of principled decision-making and ethical leadership among the school heads studied.

In summary, the consistently high ratings of Idealized Influence among school heads in this study mirror the dominant themes in transformational leadership literature, affirming the foundational role of ethical, exemplary leadership in fostering trust, motivation, and commitment among teachers.

Table 2 presents the level of Inspirational Motivation as manifested by school heads within the framework of transformational leadership. The results reveal that this leadership dimension was consistently rated as “Always,” with an overall weighted mean of 6.66 and a standard deviation of 0.51. These findings demonstrate that school heads are consistently perceived as exhibiting behaviors aligned with inspirational leadership, particularly by articulating a clear, compelling vision for the school, fostering unity among staff, and motivating teachers to pursue high standards of

professional performance. The high mean and relatively low standard deviation indicate both the strength and consensus of these perceptions among respondents, suggesting a robust and shared appreciation of the leaders’ capacity to inspire.

Table 2. Level of 4I’s of Transformational Leadership in terms of Inspirational Motivation

Statements	Mean	SD	Remarks
The school head communicates a clear vision of the school’s future.	6.61	0.71	Always
The school head motivates teachers to achieve high standards.	6.70	0.57	Always
The school head expresses optimism about school goals.	6.68	0.61	Always
The school head encourages enthusiasm in teaching.	6.69	0.60	Always
The school head inspires commitment to school improvement.	6.65	0.60	Always
The school head uses positive reinforcement to boost morale.	6.74	0.56	Always
The school head creates a sense of purpose in our work.	6.70	0.58	Always
My school head fosters unity in achieving school objectives.	6.69	0.53	Always
The school head builds confidence in overcoming challenges.	6.64	0.68	Always
The school head shares inspiring stories of success.	6.52	0.69	Always
Weighted Mean	6.66		
SD	0.51		
Verbal Interpretation	Very High		

Notably, the highest ratings were observed for indicators related to positive reinforcement (Item 6) and teacher motivation (Item 2), underscoring the pivotal role of school heads in providing sustained encouragement and reinforcing a sense of shared purpose. These behaviors are vital for cultivating collective commitment and driving teachers toward achieving common organizational goals. Although the sharing of inspiring stories (Item 10) received a slightly lower mean score, it still fell within the range interpreted as “Always,” suggesting that, overall, respondents consistently recognize and value the inspirational practices of their school leaders.

In summary, the consistently high ratings for Inspirational Motivation among school heads reaffirm the central role of transformational leadership in shaping a positive organizational climate and advancing professionalism within schools.

Table 3 presents the level of Individualized Consideration as demonstrated by school heads within the transformational leadership framework. The findings reveal that this dimension was interpreted by respondents as “Always,” with an overall weighted mean of 6.64 and a standard deviation of 0.56. This outcome indicates that school heads are consistently perceived as exhibiting genuine concern for their teachers’ unique personal and professional needs. The data specifically suggests that school leaders provide individualized attention, guidance, and encouragement, as evidenced by strong ratings for indicators such as respect for teachers’ personal circumstances (Item 6) and fairness and respect in leadership practices (Item 10). These results highlight mentorship, constructive feedback, and opportunities for professional

growth, all of which contribute to a supportive, nurturing school environment.

Table 3. Level of 4I's of Transformational Leadership in terms of Individualized Consideration

Statements	Mean	SD	Remarks
The school head provides personal support to teachers.	6.50	0.85	Always
The school head recognizes teachers' individual needs.	6.61	0.67	Always
The school head gives constructive feedback for improvement.	6.62	0.64	Always
The school head mentor's teachers to reach their potential.	6.55	0.72	Always
The school head provides opportunities for professional growth.	6.60	0.73	Always
The school head respects teachers' personal circumstances.	6.74	0.46	Always
The school head encourages creativity and initiative.	6.69	0.63	Always
The school head gives attention to teachers' concerns.	6.71	0.54	Always
The school head values teachers' suggestions in decision-making.	6.67	0.65	Always
The school head treats each teacher with fairness and respect.	6.74	0.55	Always
Weighted Mean	6.64		
SD	0.56		
Verbal Interpretation	Very High		

The consistently high ratings across these indicators imply that school heads actively foster a leadership approach grounded in empathy and individualized support. Teachers reported feeling acknowledged for both their personal challenges and professional aspirations, suggesting that school leaders are attentive to each staff member's distinct capacities and circumstances. By modeling fairness, respect, and understanding, school heads can cultivate a climate of trust and psychological safety in which faculty members feel empowered to take risks, seek guidance, and pursue continuous improvement in their practice.

These findings also resonate with the broader emphasis in the educational leadership literature on cultivating strong, supportive relationships between leaders and staff. When school heads take the time to understand and address the individual circumstances of their teachers, they not only enhance job satisfaction but also reinforce a sense of belonging and organizational cohesion. This relational approach is particularly vital in educational settings, where educators' well-being and professional growth directly impact the quality of teaching and student outcomes. As teachers feel increasingly valued and understood, their willingness to participate in professional development and embrace innovative practices is enhanced.

Furthermore, integrating individualized consideration into leadership development strategies is crucial for aligning individual aspirations with organizational goals. When school leaders intentionally recognize and respond to the diverse needs and strengths of their teachers, they create a culture that values both personal and collective advancement. This alignment facilitates sustainable organizational success, as teachers who feel valued and supported are more likely to

demonstrate commitment, initiative, and resilience in the face of challenges.

Table 4. Level of 4I's of Transformational Leadership in terms of Intellectual Stimulation

Statements	Mean	SD	Remarks
The school head encourages innovative teaching strategies.	6.62	0.63	Always
The school head promotes critical thinking among teachers.	6.66	0.61	Always
The school head challenges us to solve problems creatively.	6.61	0.62	Always
The school head values new ideas for school improvement.	6.70	0.56	Always
The school head motivates teachers to explore alternatives.	6.73	0.54	Always
The school head encourages questioning of traditional practices.	6.56	0.77	Always
The school head promotes discussions that stimulate growth.	6.63	0.62	Always
The school head supports experimentation in teaching.	6.56	0.74	Always
The school head recognizes innovative classroom practices.	6.58	0.60	Always
The school head fosters a culture of continuous learning.	6.66	0.56	Always
Weighted Mean	6.63		
SD	0.55		
Verbal Interpretation	Very High		

Table 4 presents the level of Intellectual Stimulation as demonstrated by school heads within the transformational leadership framework. The results show that this dimension was interpreted by respondents as "Always," with an overall weighted mean of 6.63 and a standard deviation of 0.55. This indicates a consistent perception among teachers that their school heads actively promote innovation, critical thinking, problem-solving, and continuous learning within the school environment. However, the data also reveals slightly greater variability in responses regarding encouraging questioning traditional practices and supporting experimentation, suggesting that while most teachers observe these behaviors regularly, there is some divergence in perception, possibly due to differences in departmental culture or individual leader-teacher relationships.

The findings affirm that school heads are perceived as catalysts for intellectual growth, consistently encouraging creativity, analytical thinking, and the pursuit of new knowledge among teachers. The strong ratings for intellectual stimulation reflect the leaders' commitment to fostering an environment where teachers are motivated to challenge assumptions and engage in reflective inquiry. Particularly, practices such as encouraging questioning of established norms (Item 6) and supporting experimentation with new methods (Item 8) highlight the leaders' openness to continuous improvement and pedagogical innovation. The observed variability in these areas may point to differing levels of risk tolerance, support, or available resources across the school, warranting further exploration.

Moreover, fostering a culture of intellectual stimulation has broader organizational benefits. Schools where leaders systematically promote openness and innovation are better positioned to implement reforms, integrate new technologies,

and respond proactively to challenges. This leadership approach not only benefits teachers' individual development but also strengthens the school community's collective capacity to drive sustained improvement and student success.

Beyond its immediate impact on teaching practices, intellectual stimulation plays a pivotal role in cultivating a dynamic and resilient organizational culture. When school heads consistently challenge teachers to question assumptions and explore innovative solutions, they encourage collective ownership of school improvement initiatives and promote distributed leadership. This participatory climate empowers teachers to contribute their insights, take calculated risks, and collaboratively solve complex problems, thereby increasing the school's capacity for continuous adaptation and growth. In essence, sustained intellectual stimulation by school heads is integral to fostering both teacher development and organizational excellence.

Table 5. Level of School Heads' Conflict Management Approaches in terms of Accommodating Approach

Statements	Mean	SD	Remarks
I willingly adjust to maintain harmony in the school.	6.60	0.55	Always
I prioritize relationships over winning conflicts.	6.40	0.69	Almost Always
I sacrifice personal goals to satisfy others' needs.	6.10	0.88	Almost Always
I allow colleagues to take the lead in disputes.	6.10	1.16	Almost Always
I yield to others' opinions to avoid tension.	6.16	1.05	Almost Always
I focus on peace rather than personal gain.	6.35	0.76	Almost Always
I often give up my stance to resolve conflict.	6.04	1.08	Almost Always
I value consensus more than being right.	6.19	0.96	Almost Always
I avoid confrontation by agreeing with others.	5.92	1.03	Almost Always
I prioritize unity over my preferences.	6.25	0.86	Almost Always
Weighted Mean	6.21		
SD	0.69		
Verbal Interpretation	High		

Table 5 displays the level of school heads' use of the accommodating approach in managing conflicts. The overall weighted mean of 6.21 (SD = 0.69) suggests that respondents perceive school heads as almost always prioritizing harmony, relationships, and unity over personal interests. This finding highlights a consistent inclination among school leaders to adjust their positions, yield to others' opinions, and focus on consensus to preserve positive interpersonal relationships and foster a collaborative school environment. Notably, while most indicators reflect a strong tendency toward accommodation, some variability, such as a slightly lower mean for avoiding confrontation (Item 9, mean = 5.92), suggests that school heads may still assert their stance in certain situations and adapt their approach as needed.

Overall, the results indicate that school heads frequently opt for accommodation or conflict avoidance to maintain organizational harmony, particularly by emphasizing relationships and unity. While this approach can enhance

workplace cohesion and expedite the resolution of disagreements, the findings also reveal nuances in its application, with less consistency in avoiding direct confrontation. This suggests a degree of situational adaptability, in which leaders may balance accommodation with other strategies depending on the context or the severity of the conflict.

Table 6. Level of School Heads' Conflict Management Approaches in terms of Strategic Thinking

Statements	Mean	SD	Remarks
I try to stay away from conflict situations.	6.26	0.95	Almost Always
I ignore minor disagreements to prevent escalation.	6.19	0.97	Almost Always
I avoid confrontation even if the issue is important.	5.38	1.42	Frequently
I withdraw when conflict becomes intense.	5.49	1.49	Frequently
I remain silent rather than argue with others.	5.95	1.24	Almost Always
I neglect conflicts to keep peace.	5.85	1.22	Almost Always
I downplay disagreements to maintain harmony.	5.84	1.21	Almost Always
I delay addressing issues in the hope they fade away.	5.40	1.52	Frequently
I step aside when conflict arises.	5.36	1.63	Frequently
I avoid involvement in disputes whenever possible.	5.70	1.45	Almost Always
Weighted Mean	5.74		
SD	1.06		
Verbal Interpretation	High		

Table 6 presents the level of school heads' use of strategic thinking in conflict management. The overall weighted mean of 5.74 (SD = 1.06) suggests that respondents perceive school heads as almost always employing strategies to avoid or minimize conflicts. This generally manifests in the preference to avoid confrontations, downplay disagreements, and delay addressing contentious issues to preserve harmony within the school. However, certain items, such as avoiding important issues (Item 3, mean = 5.38) and stepping aside during intense conflicts (Item 9, mean = 5.36), indicate a less consistent application of these strategies, reflecting variability in their use based on the nature and perceived significance of the conflict at hand. These findings imply that, while strategic avoidance is a common approach, its use is context-dependent, with school heads adjusting their tactics to meet situational demands and the potential impact of unresolved issues.

Furthermore, the nuanced use of strategic avoidance observed in this study underscores the importance of flexibility in conflict management. While temporarily downplaying or postponing issues may help de-escalate tensions and maintain short-term harmony, school heads must remain vigilant to ensure that critical concerns are not left unresolved. The ability to discern when to engage directly versus when to defer or redirect conflict is a hallmark of strategic leadership, allowing school administrators to balance immediate relational needs with long-term organizational goals. As such, embedding strategic thinking into leadership practice not only equips schools to handle disputes constructively but also contributes to a healthier, more

resilient organizational climate and sustained institutional success.

The observed variability in strategic avoidance use also highlights the complexity of conflict management in educational settings. Unlike purely hierarchical organizations, schools are dynamic environments where interpersonal relationships, diverse perspectives, and evolving challenges converge.

Moreover, embedding strategic thinking into conflict management not only addresses immediate disputes but also lays the groundwork for long-term institutional improvement. Leaders who model strategic, reflective approaches to conflict can foster a culture where open dialogue, critical reflection, and collective responsibility are normalized. This proactive stance encourages teachers and staff to voice concerns constructively, participate in decision-making, and develop their own conflict resolution skills.

Table 7. Level of School Heads' Conflict Management Approaches in terms of Collaborative Resolution

Statements	Mean	SD	Remarks
I seek win-win solutions during conflict.	6.25	0.89	Almost Always
I encourage open dialogue to resolve disputes.	6.44	0.73	Almost Always
I listen actively to others' perspectives.	6.54	0.61	Always
I work with others to find mutually beneficial outcomes.	6.49	0.73	Almost Always
I promote teamwork in solving disagreements.	6.43	0.63	Almost Always
I focus on shared goals when resolving issues.	6.51	0.64	Always
I encourage compromise through cooperation.	6.35	0.74	Almost Always
I respect all viewpoints during conflict resolution.	6.53	0.59	Always
I strive to build trust while resolving issues.	6.54	0.59	Always
I value collaboration in overcoming challenges.	6.55	0.59	Always
Weighted Mean	6.46		
SD	0.53		
Verbal Interpretation	High		

Table 7 displays the level of school heads' use of collaborative resolution in managing conflicts. The overall weighted mean of 6.46 (SD = 0.53) indicates that respondents almost always engage in collaborative strategies when navigating disputes. School heads are consistently observed seeking win-win solutions, encouraging open dialogue, listening actively, and focusing on shared organizational goals. The strongest ratings were found in items related to building trust, respecting diverse perspectives, and valuing teamwork (Items 8–10, means = 6.53–6.55), underscoring that collaboration is not merely a frequent tactic but a guiding principle in their approach to conflict management.

The findings suggest that collaboration is not only strongly prioritized but is perceived as the preferred and dominant approach among school heads. Respondents consistently report integrating collaborative practices into conflict resolution, with particular emphasis on active listening, mutual trust-building, and the inherent value of teamwork. Such a cohesive and participatory orientation reflects a deliberate effort to create an environment where all voices are heard,

differences are respected, and collective decision-making is the norm rather than the exception.

Moreover, the strategic emphasis on collaboration prepares schools to navigate the increasing complexity and demands of contemporary education. As schools face rapid policy changes, heightened accountability, and greater diversity among staff and students, the ability of leaders to facilitate collaborative processes becomes increasingly essential. Collaborative conflict resolution empowers teachers and staff to take ownership of both problems and solutions, reinforcing a culture of shared responsibility and continuous improvement.

The consistent application of collaborative resolution among school heads not only addresses immediate conflicts but also establishes a foundation for sustained organizational growth and innovation. This approach encourages open communication, nurtures trust among staff and empowers individuals to contribute meaningfully to decision-making processes. As a result, schools led by collaborative leaders are better positioned to adapt to change, embrace diverse perspectives, and pursue continuous improvement. Prioritizing collaboration in conflict resolution transforms schools into resilient, high-performing communities ready to thrive in a complex and ever-changing environment.

Table 8. Level of School Heads' Conflict Management Approaches in terms of Competitive Stance

Statements	Mean	SD	Remarks
I assert my position strongly in conflicts.	5.55	1.39	Almost Always
I stand firm even if it causes disagreement.	5.29	1.60	Frequently
I insist on my perspective in disputes.	5.13	1.64	Frequently
I aim to win arguments rather than compromise.	4.92	1.84	Frequently
I defend my beliefs regardless of opposition.	5.15	1.59	Frequently
I prioritize my ideas over others in conflict.	4.94	1.83	Frequently
I compete to achieve favorable outcomes.	5.11	1.83	Frequently
I view conflicts as opportunities to prove my point.	4.99	1.91	Frequently
I challenge others to defend their positions.	4.97	1.96	Frequently
I push for my goals during disagreements.	4.93	1.91	Frequently
Weighted Mean	5.10		
SD	1.60		
Verbal Interpretation	Moderately High		

Table 8 presents the level of school heads' use of a competitive stance in conflict management. The overall weighted mean of 5.10 (SD = 1.60) suggests that respondents frequently engage in competitive behaviors, but with considerable variability across specific items. School heads are somewhat more consistent in asserting their position and standing firm (Items 1–2), indicating a willingness to defend important principles or organizational interests when necessary. In contrast, strategies focused on winning arguments, challenging others, or prioritizing personal goals (Items 4, 8–10) are less consistently applied, highlighting that overt competition is not the preferred or default approach in conflict situations.

Overall, the findings imply that while competition is used, school heads generally favor relational or collaborative conflict management strategies, reserving competitive

methods for specific circumstances. The high variability in responses further suggests that school leaders tailor their use of competition based on the context and perceived severity of the issue at hand. This selective engagement aligns with the broader trend in educational leadership toward fostering collegiality, shared governance, and constructive problem-solving over adversarial tactics.

In conclusion, the measured use of a competitive stance by school heads reflects a nuanced understanding of effective leadership in educational settings. By employing assertiveness selectively and in alignment with the broader goals of fairness and organizational stability, school leaders can address urgent or high-stakes issues without undermining the collaborative values that underpin a positive school climate. This balanced approach ensures decisive action, when necessary, while maintaining an overarching commitment to fostering an environment grounded in trust, inclusion, and shared leadership. As educational demands evolve, school heads must balance collaborative and competitive conflict strategies to sustain effectiveness and staff morale, ensuring schools adapt, innovate, and excel in changing environments.

Table 9. Level of School Heads' Conflict Management Approaches in terms of Settlement

Statements	Mean	SD	Remarks
I suggest middle-ground solutions during conflict.	5.90	1.08	Almost Always
I am willing to give up something to resolve disputes.	5.94	1.05	Almost Always
I balance both sides' concerns fairly.	6.27	0.92	Almost Always
I prefer partial satisfaction for all parties.	5.89	1.12	Almost Always
I negotiate to achieve acceptable results.	6.19	0.94	Almost Always
I make concessions to settle issues.	6.10	1.02	Almost Always
I value fairness in conflict resolution.	6.43	0.79	Almost Always
I seek temporary solutions to ongoing problems.	6.01	1.09	Almost Always
I share responsibility for resolving conflicts.	6.32	0.90	Almost Always
I prefer compromise to prolonged disputes.	5.75	1.55	Almost Always
Weighted Mean	6.08		
SD	0.85		
Verbal Interpretation	High		

Table 9 presents the level of school heads' use of the settlement approach in conflict management. The overall weighted mean of 6.08 (SD = 0.85) indicates that respondents almost always employ compromise and negotiation to resolve disputes within their schools. School heads are consistently perceived as seeking middle-ground solutions, carefully balancing the concerns of all parties, and making necessary concessions to achieve outcomes characterized by fairness and shared responsibility. Items specifically emphasizing fairness, negotiation, and compromise (Items 3, 5, 7, 9) received particularly strong ratings, highlighting a pronounced commitment among school heads to equitable conflict resolution that seeks to satisfy all stakeholders.

The findings affirm that school heads are effective in facilitating settlements and promoting compromise when addressing conflicts. Respondents commonly view themselves as frequently engaging in practices that prioritize fairness, equitable consideration of opposing viewpoints, and the fostering of shared responsibility. This settlement-oriented approach not only helps de-escalate tensions but also ensures that conflict-resolution processes are transparent and inclusive, reinforcing trust among staff and between leadership and faculty.

Ultimately, the prevalence of the settlement approach among school heads underscores its value as a cornerstone of effective and ethical educational leadership. By consistently modeling compromise, fairness, and shared responsibility, school leaders establish a culture in which differences are addressed constructively, and all voices are valued in the search for solutions. This approach not only diffuses potential discord but also strengthens organizational cohesion and morale, paving the way for ongoing collaboration and the sustained success of the school community. As schools continue to navigate the challenges of increasingly complex educational environments, the ability to foster compromise and equitable settlements will remain essential for building resilient, inclusive, and thriving institutions.

In sum, the settlement approach not only resolves conflicts effectively but also reinforces a culture of respect, equity, and shared purpose within the school. By modeling principled negotiation and a willingness to compromise, school heads lay the foundation for lasting trust, high morale, and a collaborative spirit among all members of the educational community, qualities that are indispensable for navigating challenges, fostering innovation, driving continuous improvement, and achieving long-term institutional success in today's ever-evolving educational landscape.

Table 10. Level of Teachers' Work Competence in terms of Instructional Delivery

Statements	Mean	SD	Remarks
I prepare engaging lessons for my students.	6.60	0.59	Always
I use varied teaching strategies in class.	6.50	0.64	Almost Always
I present lessons clearly and effectively.	6.62	0.57	Always
I encourage student participation during discussions.	6.69	0.48	Always
I integrate technology into classroom instruction.	6.47	0.65	Always
I align teaching with learning objectives.	6.79	0.41	Always
I check for student understanding regularly.	6.68	0.50	Always
I adapt my lessons based on learners' needs.	6.63	0.50	Always
I use real-life examples to explain concepts.	6.61	0.55	Always
I ensure my lessons are learner centered.	6.63	0.57	Always
Weighted Mean	6.62		
SD	0.45		
Verbal Interpretation	Very High		

Table 10 presents the level of teachers' instructional delivery competence. The overall weighted mean of 6.62 (SD = 0.45) indicates that teachers are consistently regarded as exhibiting very high levels of instructional competence. The highest ratings were observed in aligning teaching methods

with learning objectives and in encouraging active student participation, underscoring the prevalence of well-structured, learner-centered lesson delivery. This suggests that teachers not only plan lessons with clear goals in mind but also create engaging classroom environments that foster student involvement and learning.

Moreover, the findings reveal that teachers regularly employ a variety of instructional strategies, integrate technology into their lessons, and adapt content to address the diverse needs of learners. The low standard deviation further affirms the consistency of these high-quality instructional practices across the respondent group. Such results highlight a professional culture in which excellence in teaching is both expected and normative, reinforcing the perception of a highly competent and adaptable teaching workforce.

In essence, the consistently high ratings for instructional delivery competence among teachers not only reflect individual expertise but also signal a supportive, professionally enriching school environment. By fostering growth and collaboration, schools empower teachers to innovate, leading to lasting student success, school improvement, and a more adaptive, future-ready educational environment.

Table 11. Level of Teachers' Work Competence in terms of Student Outcomes

Statements	Mean	SD	Remarks
My students achieve learning targets consistently.	6.10	0.80	Almost Always
My teaching helps improve student performance.	6.41	0.65	Almost Always
My students show progress in their critical thinking skills.	6.22	0.77	Almost Always
My students demonstrate problem-solving ability.	6.07	0.83	Almost Always
My students display improved communication skills.	6.23	0.83	Almost Always
My students become more independent learners.	6.18	0.88	Almost Always
My students apply lessons in real-life situations.	6.25	0.81	Almost Always
My students show higher academic achievement.	6.07	0.84	Almost Always
My students develop positive values through learning.	6.37	0.67	Almost Always
My students demonstrate improved collaborative skills.	6.34	0.66	Almost Always
Weighted Mean	6.22		
SD	0.68		
Verbal Interpretation	High		

Table 11 presents the level of teachers' work competence in terms of student outcomes. The overall weighted mean of 6.22 (SD = 0.68) indicates that teachers almost always contribute positively to students' academic and personal development. The highest ratings are observed in areas such as improving student performance, strengthening value formation, and enhancing collaborative skills. This demonstrates that teachers are effective not only in supporting cognitive achievement but also in fostering growth within the effective and social domains of learning. Teachers' influence extends beyond academic success to include cultivating core

values, teamwork, and interpersonal skills, which are essential for holistic student development.

Furthermore, the findings reveal consistent progress among students in critical thinking, communication, independence, and the real-life application of lessons. These outcomes signal that teachers are successful in preparing students to meet both academic and practical life challenges. The low variability in responses underscores a shared perception among respondents regarding the strong and pervasive impact of teachers on learner success. This aligns with the view that teacher competence is a critical determinant of positive student outcomes, encompassing not only subject mastery but also the ability to inspire, motivate, and guide students toward personal growth.

Table 12. Level of Teachers' Work Competence in terms of Professional and Development

Statements	Mean	SD	Remarks
I attend seminars and workshops to improve teaching.	6.32	0.93	Almost Always
I participate in professional learning communities.	6.35	0.86	Almost Always
I take part in in-service training programs.	6.36	0.86	Almost Always
I am pursuing higher education for career growth.	6.01	1.31	Almost Always
I seek mentorship opportunities from senior teachers.	6.46	0.76	Almost Always
I attend conferences to enhance knowledge.	6.24	1.02	Almost Always
I engage in self-study for professional development.	6.23	1.05	Almost Always
I take part in school-initiated training activities.	6.34	0.82	Almost Always
I engage in research and innovation.	5.81	1.24	Frequently
I am applying new learning to classroom practices.	6.48	0.71	Almost Always
Weighted Mean	6.26		
SD	0.79		
Verbal Interpretation	High		

Table 12 illustrates the level of teachers' work competence in terms of professional growth and development. The overall weighted mean of 6.26 (SD = 0.79) indicates that teachers almost always participate in activities to enhance their professional skills. Notably, strong indicators include active participation in in-service training programs, seeking mentorship from more experienced colleagues, and the practical application of newly acquired knowledge to classroom instruction. These behaviors highlight a sustained and widespread commitment among teachers to continuous improvement and professional excellence.

Additionally, teachers regularly attend seminars, conferences, and school-initiated training sessions while also engaging in self-directed learning, reflecting a proactive approach to their professional development. The findings confirm that teachers are not only committed to their own growth but also value structured, collaborative opportunities for learning. While many educators pursue further studies and participate in research or innovation, there is greater variability in these areas, suggesting that while professional development is a clear priority, there remains untapped

potential to further encourage advanced academic pursuits and innovative practices to enhance overall professional growth.

Table 13. Level of Teachers' Work Competence in terms of Lesson Preparation

Statements	Mean	SD	Remarks
I prepare lesson plans in advance.	6.27	0.94	Almost Always
I align lesson objectives with curriculum standards.	6.67	0.50	Always
I use appropriate teaching materials in my lessons.	6.55	0.57	Always
I design activities suited to learners' needs.	6.55	0.60	Always
I ensure lessons are organized and systematic.	6.55	0.62	Always
I prepare instructional aids to enhance learning.	6.55	0.67	Always
I include assessment strategies in lesson plans.	6.61	0.56	Always
I revise lesson plans based on students' performance.	6.36	0.95	Almost Always
I integrate cross-curricular concepts in lessons.	6.51	0.71	Always
I prepare alternative plans for unexpected situations.	6.47	0.65	Always
Weighted Mean	6.51		
SD	0.58		
Verbal Interpretation	Very High		

Table 13 presents the level of teachers' work competence in lesson preparation. The overall weighted mean of 6.51 (SD = 0.58) indicates that teachers consistently demonstrate strong competence in lesson planning. High ratings in aligning objectives with curriculum standards, integrating assessment strategies, and designing learner-centered activities highlight a deliberate, systematic approach to instructional design, ensuring lessons are coherent, relevant, and effective. Teachers not only organize their lessons methodically but also prepare instructional aids and thoughtfully integrate cross-curricular concepts, thereby further enriching students' learning experience.

In summary, teachers demonstrate robust lesson planning, particularly excelling at aligning learning objectives with curriculum requirements, embedding formative and summative assessment strategies, and fostering engagement through learner-centered activities. However, the findings also indicate that certain practices, such as preparing lesson plans well in advance, revising plans based on student performance, and developing alternative plans for unforeseen circumstances, are less consistently carried out. While these practices are present, their variable implementation points to areas for further development, suggesting that ongoing support and targeted professional development could enhance uniformity and responsiveness in lesson planning.

Table 14 demonstrates teachers' competence in feedback practices, with an overall weighted mean of 6.52 (SD = 0.52), indicating that teachers consistently demonstrate strong competence in preparing and implementing assessments. High ratings for creating valid and reliable assessments, aligning them with learning objectives, and employing both formative and summative approaches attest to a systematic and standards-based evaluation process. Teachers are also recognized for maintaining fairness and delivering

constructive feedback, reinforcing their commitment to supporting student learning through purposeful assessment practices.

Table 14. Level of Teachers' Competence in terms of Feedback Practices

Statements	Mean	SD	Remarks
I prepare valid and reliable assessments.	6.54	0.59	Always
I align assessments with learning objectives.	6.63	0.50	Always
I use both formative and summative assessments.	6.64	0.51	Always
I provide timely feedback to students.	6.38	0.66	Almost Always
I analyze test results for instructional improvement.	6.55	0.60	Always
I use alternative assessments to gauge learning.	6.39	0.68	Always
I give constructive feedback to enhance student learning.	6.49	0.64	Almost Always
I involve students in self-assessment.	6.44	0.67	Almost Always
I adapt assessments to suit learners' needs.	6.51	0.66	Always
I maintain fairness in evaluating student performance.	6.64	0.51	Always
Weighted Mean	6.52		
SD	0.52		
Verbal Interpretation	Very High		

The findings show that teachers are adept at developing assessments that are both valid and reliable, ensuring alignment with curricular outcomes and meaningful measurement of student progress. Providing constructive feedback and upholding fairness in evaluation are notable strengths across the teaching cohort. However, practices such as delivering timely feedback, analyzing test results for instructional improvement, employing alternative assessments, promoting self-assessment, and adapting evaluation methods to individual learner needs, while evident, are less uniformly applied. This variability suggests that although feedback practices are generally robust, there is room for greater consistency and innovation in their implementation.

Table 15. Level of Teachers' Work Competence in terms of Classroom Management

Statements	Mean	SD	Remarks
I establish clear classroom rules.	6.59	0.53	Always
I maintain discipline consistently.	6.56	0.56	Always
I create a positive learning environment.	6.56	0.55	Always
I handle misbehavior fairly.	6.56	0.57	Always
I foster mutual respect among students.	6.61	0.52	Always
I maintain order during class activities.	6.54	0.56	Always
I use effective strategies to manage disruptive behavior.	6.56	0.51	Always
I encourage student responsibility in the classroom.	6.60	0.50	Always
I ensure smooth transitions between activities.	6.54	0.59	Always
I maintain focus on learning despite challenges.	6.54	0.54	Always
Weighted Mean	6.57		
SD	0.51		
Verbal Interpretation	Very High		

Table 15 reveals the level of teachers' work competence in terms of classroom management. The overall weighted mean of 6.57 (SD = 0.51) indicates that teachers consistently demonstrate strong competence in managing classroom environments. High ratings across all indicators show that

teachers systematically establish clear rules, maintain discipline, create positive learning spaces, and employ effective strategies to address disruptive behavior. In addition, teachers actively foster mutual respect, encourage student responsibility, and maintain lesson focus even when challenges arise. The uniformity of high ratings and the very low variation across responses highlight a high level of consistency among teachers, indicating that effective routines, discipline, and respect are foundational and firmly embedded practices throughout the school.

Table 16. Level of Teachers' Work Competence in terms of Collaboration

Statements	Mean	SD	Remarks
I actively participate in school committees.	6.36	0.75	Almost Always
I work well with colleagues on school projects.	6.53	0.62	Always
I collaborate with peers in lesson planning.	6.33	0.78	Almost Always
I contribute to school improvement activities.	6.42	0.72	Almost Always
I share best practices with fellow teachers.	6.26	0.87	Almost Always
I value teamwork in achieving goals.	6.52	0.72	Always
I help colleagues in times of need.	6.45	0.72	Almost Always
I respect diverse ideas in group work.	6.59	0.54	Always
I promote a culture of cooperation.	6.51	0.59	Always
I engage in peer mentoring.			
Weighted Mean	6.44		
SD	0.62		
Verbal Interpretation	High		

Table 16 shows the level of teachers' work competence in collaboration, with results indicating an overall "Almost Always" rating (Weighted Mean = 6.44, SD = 0.62). This indicates that teachers consistently engage in collaborative practices, demonstrating strong competence in teamwork, peer support, and shared responsibility. Notably, teachers are perceived as fostering a culture of cooperation, valuing teamwork, and respecting diverse perspectives during group activities. They actively contribute to school improvement initiatives, assist colleagues in times of need, and work effectively on school-based projects. These patterns affirm a robust culture of collaboration and mutual respect within the school community.

Despite these strengths, the findings also highlight areas for further growth, particularly regarding participation in school committees, collaborative lesson planning, and the sharing of best practices. While teachers generally excel in collaborative engagements, increased focus on these aspects could further enhance teacher effectiveness and professional cohesion. Strengthening structured opportunities for committee involvement, joint planning sessions, and systematic sharing of innovative practices would help ensure more consistent and impactful collaboration across the faculty.

Table 17 reveals an overall "Almost Always" rating (Weighted Mean = 6.17, SD = 0.84) for teachers' work competence in stakeholder engagement, indicating that teachers consistently demonstrate strong abilities to build partnerships, foster collaboration, and maintain effective communication with parents and community members.

Teachers are routinely engaged in essential practices such as updating parents about student progress, involving families in school activities, and coordinating with various stakeholders to support and enhance school programs. These efforts underscore a clear commitment to leveraging stakeholder relationships to enrich the educational environment and support student success. However, the data also reveal some variability in the extent to which teachers represent the school at community events, foster partnerships with local organizations, and involve barangay officials in school initiatives. This suggests that although a solid foundation for stakeholder engagement is in place, opportunities remain to further institutionalize and expand these practices, ensuring a more uniform and comprehensive approach to partnership across the faculty.

Table 17. Level of Teachers' Work Competence in terms of Stakeholders Engagement

Statements	Mean	SD	Remarks
I communicate regularly with parents about student progress.	6.33	0.83	Almost Always
I involve parents in school activities.	6.31	0.82	Almost Always
I participate in community-based projects.	6.12	0.98	Almost Always
I engage in stakeholders in school programs.	6.28	0.85	Almost Always
I foster partnerships with local organizations.	6.05	1.04	Almost Always
I seek parental support for student learning.	6.42	0.73	Almost Always
I represent the school at community events.	6.01	1.27	Almost Always
I coordinate with stakeholders for school improvement.	6.11	1.15	Almost Always
I involve barangay officials in school initiatives.	5.79	1.38	Almost Always
I strengthen school-community relationships.	6.23	0.86	Almost Always
Weighted Mean	6.17		
SD	0.84		
Verbal Interpretation	High		

Table 18. Level of Teachers' Work Competence in terms of Professionalism

Statements	Mean	SD	Remarks
I come to school on time.	6.52	0.69	Always
I comply with deadlines consistently.	6.45	0.71	Always
I demonstrate honesty in my work.	6.67	0.48	Always
I maintain professionalism in all dealings.	6.63	0.49	Always
I adhere to DepEd policies and guidelines.	6.68	0.49	Always
I respect confidentiality of school records.	6.69	0.46	Always
I dress appropriately for school functions.	6.63	0.52	Always
I demonstrate accountability in my duties.	6.72	0.45	Always
I uphold high moral and ethical standards.	6.72	0.45	Always
I display commitment to the teaching profession.	6.70	0.46	Always
Weighted Mean	6.64		
SD	0.44		
Verbal Interpretation	Very High		

Table 18 shows that teachers demonstrate a consistently high level of professionalism, as evidenced by an overall "Always" rating (Weighted Mean = 6.64, SD = 0.44). These results confirm that teachers regularly uphold honesty, accountability, ethical conduct, and commitment to the teaching profession, core values that form the foundation of

trust and respect within the school community. The particularly high ratings in areas such as integrity, confidentiality, and ethical standards underscore the depth of teachers' dedication to their professional roles, while minor variations in punctuality and deadline compliance highlight opportunities for further consistency.

Table 19. Correlation of 4I's of Transformational Leadership and Teachers' Work Competence

		Instructional Delivery	Student Outcomes Professional and Development	Lesson Preparation	Feedback Practices	Classroom Management	Collaboration Stakeholders Engagement	Professionalism		
Idealized Influence	Pearson Correlation	.391**	.277**	.192**	.382**	.508**	.370**	.533**	.342**	.413**
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000	.000	.000
	N	297	297	297	297	297	297	297	297	297
Inspirational Motivation	Pearson Correlation	.454**	.321**	.274**	.456**	.549**	.413**	.532**	.313**	.394**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	297	297	297	297	297	297	297	297	297
Individualized Consideration	Pearson Correlation	.429**	.363**	.315**	.335**	.403**	.299**	.474**	.367**	.254**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	297	297	297	297	297	297	297	297	297
Intellectual Stimulation	Pearson Correlation	.440**	.329**	.257**	.347**	.474**	.314**	.463**	.376**	.286**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	297	297	297	297	297	297	297	297	297

The results of the correlation analysis revealed that all four components of transformational leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration have statistically significant positive relationships with teachers' work competence ($p < .001$). This indicates that as school heads demonstrate stronger transformational leadership, teachers' competence across various professional domains also increases.

Among the four components, Inspirational Motivation exhibited the strongest correlation with teachers' Feedback Practices ($r = .549$), suggesting that when school heads effectively communicate vision, provide encouragement, and inspire commitment, teachers become more responsive, reflective, and proactive in giving and receiving constructive feedback. This implies that motivational leadership fosters a culture of open communication and continuous improvement. Similarly, Idealized Influence showed a strong positive relationship with Collaboration ($r = .533$). This finding indicates that when school heads model ethical behavior,

integrity, and professionalism, teachers are more likely to engage in teamwork and collaborative practices. Leaders who serve as role models cultivate trust and unity, thereby strengthening collegial relationships within the school.

Moreover, Intellectual Stimulation demonstrated a substantial correlation with Collaboration ($r = .463$), suggesting that when leaders encourage innovation, critical thinking, and problem-solving, teachers become more engaged in collaborative efforts. By promoting creativity and shared decision-making, school heads help establish an environment where professional dialogue and cooperative learning thrive.

Overall, the findings affirm that transformational leadership significantly enhances key dimensions of teachers' work competence, particularly in collaboration, feedback practices, and professionalism.

Table 20. Correlation of School Heads' Conflict Management Approaches and Teachers' Work Competence

		Instructional Delivery	Student Outcomes Professional and Development	Lesson Preparation	Feedback Practices	Classroom Management	Collaboration Stakeholders Engagement	Professionalism		
Accommodating Approach	Pearson Correlation	.197**	.224**	.180**	.085	.309**	.227**	.327**	.370**	.131*
	Sig. (2-tailed)	.001	.000	.002	.144	.000	.000	.000	.000	.024
	N	297	297	297	297	297	297	297	297	297
Strategic Thinking	Pearson Correlation	-.013	.089	.089	-.028	.133*	-.019	.139*	.234*	-.075
	Sig. (2-tailed)	.823	.124	.128	.635	.022	.749	.017	.000	.199
	N	297	297	297	297	297	297	297	297	297
Collaborative Resolution	Pearson Correlation	.576**	.335**	.423**	.365**	.484**	.550**	.506**	.369**	.417**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	297	297	297	297	297	297	297	297	297
Competitive Stance	Pearson Correlation	.252**	.265**	.245**	.141*	.246**	.172*	.253**	.414**	.019
	Sig. (2-tailed)	.000	.000	.000	.015	.000	.003	.000	.000	.742
	N	297	297	297	297	297	297	297	297	297

The correlation analysis revealed varying degrees of relationship between the identified conflict management approaches and teachers' work competence. The findings indicate that some approaches significantly enhance teacher competence, while others demonstrate weaker or limited influence.

The Accommodating Approach (AA) showed statistically significant positive correlations with teachers' work competence, with its strongest relationship observed in Stakeholder Engagement ($r = .370$). This suggests that when school heads demonstrate flexibility, empathy, and a

willingness to yield in certain situations to maintain harmony, teachers tend to strengthen their relationships with parents, learners, and other stakeholders. The results imply that an accommodating style fosters a supportive and relationship-oriented school climate.

In contrast, Strategic Thinking (ST) showed weak, generally insignificant correlations across most domains of teacher competence. Only minimal positive relationships were found with Collaboration ($r = .139$) and Stakeholder Engagement ($r = .234$). These findings suggest that while strategic thinking may contribute slightly to cooperative practices and external engagement, it does not strongly influence teachers' day-to-day instructional and managerial competencies. Hence, strategy-focused leadership alone may not be sufficient to directly enhance teacher performance outcomes.

Notably, Collaborative Resolution (CR) demonstrated strong positive correlations across all domains of teachers' work competence. The strongest relationships were observed in Instructional Delivery ($r = .576$) and Classroom Management ($r = .550$). These results indicate that when school heads resolve conflicts through dialogue, mutual understanding, and shared problem-solving, teachers significantly improve their instructional practices and ability to manage classrooms effectively. This approach appears to cultivate trust, professional respect, and collective responsibility, which directly translate into enhanced competence.

Meanwhile, Competitive Stance (CS) showed moderate positive correlations, though weaker than those for collaborative resolution. While this approach may sometimes produce results through assertiveness and authority, its overall impact on teacher competence appears less substantial, suggesting that directive or win-lose strategies may not consistently foster professional growth.

Similarly, Settlement (SET) displayed positive correlations, with the strongest relationships found in Classroom Management ($r = .417$) and Instructional Delivery ($r = .576$). This implies that compromise-based resolutions can improve teaching practices and classroom control. However, while settlement encourages practical solutions, its impact remains secondary to the broader benefits of collaborative resolution.

Table 21. Prediction of 4I's of Transformational Leadership to Instructional Delivery of Teachers' Work Competence

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.055	4	3.264	20.412	.000 ^b
	Residual	46.687	292	.160		
	Total	59.742	296			
a. Dependent Variable: Instructional Delivery						
b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation						

Taken together, these findings emphasize the nuanced impact of various conflict management approaches on the different facets of teacher competence. While approaches like accommodating and settlement can support specific aspects of

professional growth, it is the collaborative and integrative strategies that consistently yield the most significant benefits. School leaders are therefore encouraged to prioritize conflict management styles that promote open communication, mutual respect, and shared decision-making to maximize teacher effectiveness across all competence domains.

The results presented in Table 21 provide compelling evidence for the predictive capacity of the four dimensions of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation on the instructional delivery component of teachers' work competence. The analysis of variance (ANOVA) reveals a statistically significant model ($F = 20.412, p < .001$), indicating that the combined effect of these leadership behaviors accounts for a meaningful proportion of the variance in instructional delivery outcomes among teachers. Specifically, the regression sums of squares (13.055) compared to the residual sum of squares (46.687) demonstrates that transformational leadership, as operationalized by the 4I's, is a robust predictor of teachers' ability to deliver instruction effectively. This finding underscores the theoretical assertion that leadership qualities rooted in inspiration, individualized support, intellectual engagement, and ethical role modeling are not only influential at the relational level but also have tangible effects on educators' core pedagogical practices, ultimately fostering sustained instructional improvement.

Table 22. Prediction of 4I's of Transformational Leadership to Student Outcomes of Teachers' Work

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.734	4	4.684	11.640	.000 ^b
	Residual	117.495	292	.402		
	Total	136.230	296			
a. Dependent Variable: Student Outcomes						
b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation						

Table 22 presents the results of the regression analysis examining the predictive power of the four dimensions of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation on student outcomes as a component of teachers' work competence. The ANOVA results reveal a statistically significant model ($F = 11.640, p < .001$), indicating that these leadership behaviors collectively account for a substantial proportion of the variance in student outcomes. The regression sums of squares (18.734) compared to the residual sum of squares (117.495) demonstrates that the 4I's of transformational leadership serve as meaningful predictors of positive student-related results. This finding aligns with the broader literature, which posits that transformational leadership not only enhances instructional delivery but also creates a supportive and motivating environment in which teachers are empowered to foster student engagement, achievement, and holistic development. Transformational leadership among school heads boosts student outcomes by improving teacher effectiveness.

Table 23. Prediction of 4I's of Transformational Leadership to Professional and Development of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	24.126	4	6.031	11.026	.000 ^b
	Residual	159.737	292	.547		
	Total	183.862	296			

a. Dependent Variable: Professional and Development

b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation

Table 23 demonstrates the significant predictive relationship between the four dimensions of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation and the professional development aspect of teachers' work competence. The ANOVA results indicate a statistically significant model ($F = 11.026, p < .001$), with the regression sum of squares (24.126) compared to the residual sum of squares (159.737) highlighting that these leadership behaviors account for a notable proportion of the variance in teachers' professional growth and development. This finding suggests that school heads who consistently apply transformational leadership practices are instrumental in fostering an environment that encourages continuous professional learning, reflective practice, and career advancement among teachers. By offering challenge, support, guidance, and vision, transformational leaders motivate teachers' growth and foster innovation and excellence, ultimately enhancing long-term professional development and organizational success.

Table 24. Prediction of 4I's of Transformational Leadership to Lesson Preparation of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	22.432	4	5.608	20.857	.000 ^b
	Residual	78.510	292	.269		
	Total	100.942	296			

a. Dependent Variable: Lesson Preparation

b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation

The lesson preparation component of teachers' work competence and the four transformational leadership dimensions, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation, have a strong predictive relationship, as shown in Table 24. These leadership behaviors explain a significant amount of the variance in teachers' lesson preparation practices, according to the regression sum of squares (22.432) and the ANOVA results, which show a highly significant model ($F = 20.857, p < .001$). This implies that when school administrators exhibit transformational leadership on a regular basis, they create an atmosphere in which educators are more driven, better supported, and better able to organize and prepare lessons. In the end, this kind of leadership contributes to better teaching outcomes and overall educational effectiveness in addition to improving the caliber and consistency of instructional planning, ultimately fostering a culture of continuous

improvement and professional growth among teachers within the school community.

Table 25. Prediction of 4I's of Transformational Leadership to Feedback Practices of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	25.802	4	6.450	34.212	.000 ^b
	Residual	55.055	292	.189		
	Total	80.856	296			

a. Dependent Variable: Feedback Practices

b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation

Table 25 highlights a significant and predictive link between the four elements of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation and teachers' feedback practices. The ANOVA findings indicate a highly significant model ($F = 34.212, p < .001$), with the regression sum of squares (25.802) revealing that these leadership traits explain a notable proportion of the variance in how teachers provide feedback. This means that when school leaders consistently practice transformational leadership, they foster an environment that encourages teachers to deliver more effective, frequent, and meaningful feedback to students. As a result, this leadership approach not only improves the quality of feedback but also cultivates a more reflective and growth-oriented teaching environment, supporting both student learning and teacher professional development, while encouraging collaboration, open communication, innovation, and continuous self-assessment among educators, thereby strengthening the overall educational ecosystem and outcomes.

Table 26. Prediction of 4I's of Transformational Leadership to Classroom Management of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	13.966	4	3.492	16.487	.000 ^b
	Residual	61.837	292	.212		
	Total	75.803	296			

a. Dependent Variable: Classroom Management

b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation

Table 26 shows that the four components of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation, significantly predict classroom management as a dimension of teachers' work competence, with the regression model yielding a strong F-value (16.487, $p < .001$). The analysis demonstrates that a substantial portion of the variance in classroom management can be explained by these leadership qualities, as indicated by the robust sum of squares and highly significant p-value. These findings highlight the importance of promoting transformational leadership attributes among educational leaders and teachers, as this can meaningfully enhance classroom management skills and

overall professional competence. By prioritizing the development of these leadership dimensions in teacher preparation and ongoing professional development programs, educational institutions can build a more adaptive, motivated, and effective teaching workforce that is better equipped to navigate the challenges of contemporary classroom environments.

Table 27. Prediction of 4I's of Transformational Leadership to Collaboration of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	35.388	4	8.847	33.110	.000 ^b
	Residual	78.021	292	.267		
	Total	113.409	296			
a. Dependent Variable: Collaboration						
b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation						

Table 27 presents the results of an ANOVA analysis assessing the predictive strength of the four components of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation, on collaboration as a crucial aspect of teachers' work competence. The regression model, which incorporates all four predictors, produced a substantial F-value of 33.110 ($p < .001$), indicating the model's high reliability in predicting collaboration among teachers. The regression sum of squares (35.388) is greater than the residual sum of squares (78.021), indicating that these leadership qualities explain a significant portion of the variance in collaborative practices. These findings underscore that promoting transformational leadership attributes not only supports individual classroom management but also fosters a collaborative work environment, ultimately enhancing overall professional competence and collective efficacy within educational settings. By embedding these leadership dimensions into teacher training and professional development, institutions can cultivate a culture of shared responsibility and innovation.

Table 28. Prediction of 4I's of Transformational Leadership to Stakeholders Engagement of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	32.087	4	8.022	13.081	.000 ^b
	Residual	179.066	292	.613		
	Total	211.153	296			
a. Dependent Variable: Stakeholders Engagement						
b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation						

Table 28 presents the ANOVA results evaluating the predictive influence of the four components of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation on stakeholders' engagement as part of teachers' work competence. The regression model produced an F-value of 13.081 with a highly significant p-value ($p < .001$), indicating that these transformational leadership dimensions

are reliable predictors of teachers' engagement with stakeholders. The regression sums of squares (32.087) relative to the total sum of squares (211.153) shows that a noteworthy proportion of the variance in stakeholder engagement is explained by these leadership qualities. These results highlight the importance of cultivating transformational leadership attributes in fostering meaningful stakeholder relationships, suggesting that such qualities not only benefit individual and collaborative competence among teachers but also strengthen their ability to engage and collaborate effectively with the broader school community.

Table 29. Prediction of 4I's of Transformational Leadership to Professionalism Engagement of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	12.313	4	3.078	19.841	.000 ^b
	Residual	45.304	292	.155		
	Total	57.617	296			
a. Dependent Variable: Professionalism						
b. Predictors: (Constant), Intellectual Stimulation, Idealized Influence, Individualized Consideration, Inspirational Motivation						

Table 29 indicates a significant predictive relationship between the four components of transformational leadership, Intellectual Stimulation, Idealized Influence, Individualized Consideration, and Inspirational Motivation, and the professionalism engagement of teachers' work competence. The ANOVA results reveal a highly significant model ($F = 19.841, p < .001$), with the regression sum of squares (12.313) showing that these leadership qualities account for a meaningful portion of the variance in teachers' professionalism. This suggests that when school leaders consistently display transformational leadership, they foster an environment that promotes professionalism and active teacher engagement. Ultimately, such leadership supports a culture of ethical conduct, commitment to continuous improvement, and high standards within the teaching profession, contributing positively to both teacher and student success. This type of leadership fosters a culture rooted in ethical behavior, continuous growth, and high professional standards, which benefits both teachers and students.

Table 30. Prediction of School Heads' Conflict Management Approaches to Instructional Delivery of Teachers' Work Competence

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	26.515	5	5.303	46.442	.000 ^b
	Residual	33.227	291	.114		
	Total	59.742	296			
a. Dependent Variable: Instructional Delivery						
b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach						

The results in Table 30 show a strong and significant predictive relationship between school heads' conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the instructional delivery

aspect of teachers' work competence. The ANOVA results indicate a highly significant model ($F = 46.442, p < .001$), with the regression sum of squares (26.515) demonstrating that these conflict management strategies account for a substantial portion of the variance in instructional delivery. This suggests that when school leaders effectively manage conflicts using a variety of approaches, they help create a more supportive and focused teaching environment. As a result, teachers are better able to deliver instruction effectively, ultimately improving classroom dynamics and student learning outcomes. Furthermore, the presence of strong conflict management skills among school heads not only reduces workplace tensions, but also enhances staff morale, encourages creative problem-solving, and fosters a more adaptable school community.

Table 31. Prediction of School Heads' Conflict Management Approaches to Student Outcomes of Teachers' Work Competence

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	30.214	5	6.043	16.587	.000 ^b
Residual	106.015	291	.364		
Total	136.230	296			
a. Dependent Variable: Student Outcomes					
b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach					

Table 31 demonstrates a significant predictive relationship between school heads' conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and student outcomes related to teachers' work competence. The ANOVA results show a highly significant model ($F = 16.587, p < .001$), with the regression sum of squares (30.214) indicating that these conflict management strategies explain a meaningful portion of the variance in student outcomes. This finding suggests that when school leaders employ effective conflict management techniques, they indirectly contribute to improved student performance by supporting teachers in creating a more positive and productive classroom environment. Ultimately, strong conflict management skills among school heads promote better academic achievement, student engagement, and overall school success, while also fostering a culture of respect, collaboration, and open communication throughout the school community.

Table 32. Prediction of School Heads' Conflict Management Approaches to Professional and Development of Teachers' Work Competence

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	47.769	5	9.554	20.428	.000 ^b
Residual	136.094	291	.468		
Total	183.862	296			
a. Dependent Variable: Professional and Development					
b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach					

Table 32 reveals a significant predictive relationship between school heads' conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the professional development aspect of teachers' work competence. The ANOVA results show a highly significant model ($F = 20.428, p < .001$), with the regression sum of squares (47.769) indicating that these conflict management strategies account for a considerable portion of the variance in professional development outcomes. This suggests that when school leaders use a range of effective conflict management techniques, they create an environment that encourages teachers' continuous learning, skill development, and professional growth. As a result, such leadership not only strengthens teachers' competence but also fosters a culture of ongoing improvement and collaboration within the school, ultimately benefiting both staff and students by enhancing motivation, supporting innovation, and increasing job satisfaction.

Table 33. Prediction of School Heads' Conflict Management Approaches to Lesson Preparation of Teachers' Work Competence

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	20.079	5	4.016	14.451	.000 ^b
Residual	80.863	291	.278		
Total	100.942	296			
a. Dependent Variable: Lesson Preparation					
b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach					

Table 33 indicates a significant predictive relationship between school heads' conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the lesson preparation component of teachers' work competence. The ANOVA results show a highly significant model ($F = 14.451, p < .001$), with the regression sum of squares (20.079) demonstrating that these conflict management strategies explain a notable portion of the variance in lesson preparation. This suggests that when school leaders effectively manage conflicts using diverse strategies, they help create an environment where teachers can plan and organize lessons more efficiently and confidently. Strong conflict management skills in school leadership contribute to better instructional planning, higher teaching quality, and a more supportive professional atmosphere for teachers and students alike. This, in turn, promotes greater teacher preparedness, consistency in lesson delivery, and improved student learning experiences throughout the academic year.

Table 34 highlights a significant predictive relationship between school heads' conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the feedback practices component of teachers' work competence. The ANOVA results display a highly significant model ($F = 20.919, p < .001$), with the regression sum of squares (21.379) indicating that these conflict management strategies account for a substantial portion of the

variance in teachers’ feedback practices. This finding suggests that when school leaders effectively employ a range of conflict management techniques, they create a more open, receptive, and supportive environment for giving and receiving feedback. As a result, teachers are empowered to provide more timely, constructive, and meaningful feedback to students, ultimately enhancing student learning and educators’ professional growth. This improved feedback culture also encourages reflective teaching practices, strengthens relationships between teachers and students, increases motivation, and fosters a continuous cycle of improvement.

Table 34. Prediction of School Heads’ Conflict Management Approaches to Feedback Practices of Teachers’ Work Competence

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21.379	5	4.276	20.919	.000 ^b
Residual	59.478	291	.204		
Total	80.856	296			

a. Dependent Variable: Feedback Practices
 b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach

Table 35. Prediction of School Heads’ Conflict Management Approaches to Classroom Management of Teachers’ Work Competence

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	27.510	5	5.502	33.153	.000 ^b
Residual	48.293	291	.166		
Total	75.803	296			

a. Dependent Variable: Classroom Management
 b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach

Table 35 demonstrates a significant predictive relationship between school heads’ conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the classroom management component of teachers’ work competence. The ANOVA results indicate a highly significant model ($F = 33.153, p < .001$), with the regression sum of squares (27.510) showing that these conflict management strategies explain a considerable portion of the variance in classroom management. This suggests that when school leaders utilize effective conflict management techniques, they foster an environment where teachers feel supported in maintaining order, addressing disruptions, and implementing positive behavior strategies. Consequently, strong conflict management skills among school heads not only improve teachers’ classroom management abilities but also contribute to a more structured, respectful, and conducive learning atmosphere for students, leading to better educational outcomes and an overall positive school climate.

Table 36 reveals a significant predictive relationship between school heads’ conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the collaboration aspect of teachers’ work competence. The ANOVA results display a highly significant

model ($F = 26.427, p < .001$), with the regression sum of squares (35.415) indicating that these conflict management strategies account for a notable portion of the variance in collaboration among teachers. This finding suggests that when school leaders effectively manage conflicts using a range of approaches, they cultivate a school culture that values teamwork, open communication, and mutual support among teachers. As a result, enhanced collaboration not only strengthens professional relationships and collective problem-solving but also leads to more innovative teaching practices and improved outcomes for both educators and students, fostering greater unity, motivation, and sustained professional growth, and a stronger sense of community within the school environment.

Table 36. Prediction of School Heads’ Conflict Management Approaches to Collaboration of Teachers’ Work Competence

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	35.415	5	7.083	26.427	.000 ^b
Residual	77.994	291	.268		
Total	113.409	296			

a. Dependent Variable: Collaboration
 b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach

Table 37. Prediction of School Heads’ Conflict Management Approaches to Stakeholders Engagement of Teachers’ Work Competence

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	58.460	5	11.692	22.283	.000 ^b
Residual	152.693	291	.525		
Total	211.153	296			

a. Dependent Variable: Stakeholders Engagement
 b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach

Table 37 shows a significant predictive relationship between school heads’ conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the stakeholder’s engagement component of teachers’ work competence. The ANOVA results present a highly significant model ($F = 22.283, p < .001$), with the regression sum of squares (58.460) indicating that these conflict management strategies account for a substantial portion of the variance in stakeholders’ engagement. This finding suggests that when school leaders effectively employ diverse conflict management techniques, they foster stronger engagement and collaboration with key stakeholders, including parents, community members, and educational partners. As a result, enhanced stakeholder engagement supports a more inclusive, transparent, and responsive educational environment, which leads to greater trust, shared responsibility, and improved outcomes for the entire school community, while also encouraging continuous feedback, resource sharing, and active participation in decision-making processes that drive school improvement.

Table 38. Prediction of School Heads' Conflict Management Approaches to Professionalism of Teachers' Work Competence

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.374	5	2.675	17.593	.000 ^b
	Residual	44.243	291	.152		
	Total	57.617	296			

a. Dependent Variable: Professionalism
 b. Predictors: (Constant), Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, Accommodating Approach

Table 38 highlights a significant predictive relationship between school heads' conflict management approaches, including Settlement, Competitive Stance, Collaborative Resolution, Strategic Thinking, and Accommodating Approach, and the professionalism component of teachers' work competence. The ANOVA results show a highly significant model ($F = 17.593, p < .001$), with the regression sum of squares (13.374) indicating that these conflict management strategies explain a notable portion of the variance in professionalism among teachers. This finding suggests that when school leaders effectively manage conflicts through a variety of approaches, they foster a professional work environment that upholds ethical standards, accountability, and continuous self-improvement. As a result, enhanced professionalism not only elevates the quality of teaching and learning but also promotes respect, integrity, and trust within the school, ultimately contributing to the overall success and reputation of the educational institution, while inspiring lifelong learning, setting positive role models for students, and fostering a collaborative and ethical school culture.

IV. CONCLUSION AND RECOMMENDATIONS

The results indicate a significant positive relationship, affirming that transformational leadership manifestations among school heads are strongly associated with teachers' work competence across various professional domains. Thus, the null hypothesis is rejected. This concludes that the presence and consistent practice of transformational leadership, encompassing idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, greatly enhance teachers' capabilities in instructional delivery, student outcomes, professional development, lesson preparation, feedback practices, classroom management, collaboration, stakeholder engagement, and professionalism. Fostering such leadership qualities among school heads is therefore essential for promoting high levels of teacher competence and supporting continuous school improvement.

The study confirms that conflict management approaches, particularly collaborative resolution, are significantly related to teachers' work competence, highlighting the vital role of participatory and cooperative conflict resolution in fostering enhanced teacher performance. Consequently, the null hypothesis stating that there is no significant relationship between conflict management approaches and teachers' work competence is likewise rejected. This concludes that when school heads actively employ accommodating, strategic

thinking, collaborative resolution, competitive stance, and settlement approaches, especially emphasizing collaboration, they create an organizational climate that supports teacher growth and effectiveness across all professional domains. Promoting such conflict management strategies is therefore critical for advancing teacher competence and ensuring the successful achievement of school objectives.

The study found that the 4I's of transformational leadership and school heads' conflict management approaches do not significantly predict teachers' work competence. Therefore, the null hypothesis stating that these leadership and management practices are not significant predictors of teacher competence is accepted. This suggests that while transformational leadership and conflict management approaches are related to teacher competence, other factors beyond these variables may play a more substantial role in directly influencing teachers' professional performance.

Based on the conclusions of the study, the following recommendations are offered:

For school heads, while the overall ratings for transformational leadership were very high, particular attention should be given to statements within each of the 4I's that received comparatively lower scores. Specifically, under Idealized Influence, school heads are encouraged to further build admiration from both teachers and students by increasing their visibility and engagement in student activities. For Inspirational Motivation, they should enhance the regular sharing of inspiring success stories from staff and students to make motivation more tangible and relatable. In the area of Individualized Consideration, school heads can improve by strengthening personal support systems, such as implementing mentorship programs and conducting more frequent informal check-ins to address each teacher's unique needs. Lastly, within Intellectual Stimulation, school heads should actively encourage teachers to question traditional practices and support experimentation with new teaching methods by fostering a safe, supportive environment for innovation. By targeting these specific areas, school heads can further enrich their transformational leadership practices and more effectively support teacher growth and school improvement.

Also, while collaborative resolution and accommodating approaches were consistently rated high, particular emphasis should be placed on strengthening areas within conflict management that received relatively lower scores, such as the tendency to avoid direct confrontation or step aside during intense conflicts (strategic avoidance/strategic thinking), and the frequent but less assertive application of a competitive stance. It is recommended that school heads receive targeted training in assertive communication and conflict engagement, empowering them to confidently address important issues rather than habitually avoiding them or delaying action, which can otherwise leave critical concerns unresolved. Additionally, while compromise and settlement strategies were often applied, school heads should further develop their negotiation and facilitation skills to ensure compromise does not result in the suppression of essential viewpoints or partial solutions that do not address underlying issues. By balancing their accommodating and collaborative strengths with enhanced

assertiveness, direct engagement in difficult conversations, and principled negotiation, school heads can more effectively resolve conflicts, foster a culture of open dialogue and trust, and ultimately promote a healthier and more resilient school environment.

While teachers consistently demonstrate high to very high competence across instructional delivery, classroom management, professionalism, and collaboration, particular attention should be given to areas with relatively lower mean scores, such as integrating varied teaching strategies and technology, promoting research and innovation, consistently preparing lesson plans in advance and revising them based on student performance, enhancing timely and constructive feedback, and deepening stakeholder engagement, especially with local organizations and barangay officials. To address these areas, teachers are encouraged to participate in targeted professional development on innovative pedagogies, technology integration, and research-based practices, as well as to engage in collaborative lesson planning and peer feedback. Schools should provide structured support for action research, mentorship, and community partnership initiatives, and create opportunities for teachers to regularly review and adapt lesson plans and assessment strategies based on formative data. By focusing on these specific dimensions, teachers can further elevate their instructional impact, more effectively respond to diverse learner needs, and strengthen

their role as partners in both school improvement and broader community engagement.

As a final recommendation, school heads and teachers are strongly encouraged to actively participate in leadership enhancement and professional development programs that focus on transformational leadership and collaborative conflict management. By engaging in training that includes modules on conflict resolution and inspirational leadership, school heads can further develop the competencies necessary for effective school management, while teachers can strengthen their collaborative skills and adaptability. Additionally, both school heads and teachers are advised to utilize the proposed Organizational Development Framework as a practical guide for setting goals, monitoring performance, and planning for ongoing professional growth. Through these concerted efforts, school heads and teachers can foster a more supportive, innovative, and high-performing educational environment that benefits the entire school community.

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