Job satisfaction, situational leadership practices, and conflict management skills among the public secondary school teachers

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Abstract

Aim: This study examined the relationship between job satisfaction, situational leadership practices, and the conflict management skills of public secondary school teachers in the First Legislative District of the Division of Misamis Oriental during the school year 2025–2026.

Methodology: The study employed predictive-correlational research design. A total of 274 teachers were selected through proportionate stratified random sampling. Data were collected using standardized questionnaires on job satisfaction, situational leadership practices, and conflict management skills. The relationships among variables were analyzed using multiple regression analysis and structural equation modeling.

Results: The findings revealed a high level of job satisfaction among teachers, with autonomy emerging as the highest-rated dimension. Supporting leadership was the most practiced situational leadership behavior, while teachers predominantly demonstrated collaborative conflict management strategies. Autonomy was identified as the strongest predictor of teachers' conflict management skills. The structural model further indicated that job satisfaction and situational leadership practices significantly influence teachers' conflict management skills.

Conclusion: The study concludes that job satisfaction and situational leadership practices play important roles in shaping teachers' conflict management skills. Promoting professional autonomy and supportive leadership in schools may strengthen teachers' ability to manage conflicts collaboratively and contribute to a more positive and productive educational environment.

Keywords: *conflict management skills, job satisfaction, situational leadership*

INTRODUCTION

Educational institutions are complex social environments where teachers, administrators, and students interact within dynamic professional settings. These interactions often involve differences in perspectives, expectations, and practices that may lead to interpersonal conflicts. When managed constructively, conflict can encourage dialogue, collaboration, and professional growth; however, poorly managed conflict may disrupt relationships, reduce teacher morale, and negatively affect instructional effectiveness. In educational organizations, teachers' ability to manage workplace conflicts has become a critical competency that contributes to well-being and organizational stability (Bunjak et al., 2022; Aboagye et al., 2022).

Globally, organizational factors such as job satisfaction and leadership practices play a crucial role in shaping teachers' experiences and responses to workplace challenges. Teacher job satisfaction is widely recognized as a key determinant of commitment, motivation, and engagement. Studies have shown that supportive working conditions, autonomy, and recognition significantly influence teachers' satisfaction and instructional performance (Toropova et al., 2021). Similarly, leadership practices within educational institutions influence workplace climate and teacher motivation. Leadership approaches that emphasize adaptability, collaboration, and support are associated with stronger teacher engagement and more positive school environments (Thien & Adams, 2021). Recent research further indicates that conflict, when managed constructively, can enhance collaboration and professional interactions within teams, including educational settings (O'Neill et al., 2023). These organizational conditions may therefore influence how teachers respond to and manage conflicts within school settings.

Within the Philippine educational system, public secondary schools operate in contexts characterized by diverse student populations, large class sizes, and varying institutional resources. Teachers often balance instructional responsibilities, administrative tasks, and collaboration with colleagues and school leaders, which may increase the likelihood of professional disagreements and workplace tensions. In many public schools, where teachers experience heavy workloads and limited resources, job satisfaction and leadership practices may significantly influence teachers' ability to manage professional conflicts effectively.

These concerns are particularly relevant in the Division of Misamis Oriental, where public secondary school teachers work in diverse educational environments with varying administrative structures and resource availability. Teachers must navigate professional relationships with colleagues, school leaders, and students while responding to the instructional demands of the K to 12 Basic Education Program. Differences in instructional approaches, workload distribution, and institutional expectations may contribute to professional conflicts that require effective management within school settings.

Despite growing research on educational leadership and teacher job satisfaction, empirical studies examining their influence on teachers' conflict management skills remain limited. Existing studies have often examined these variables independently and within Western educational contexts, leaving limited evidence regarding their combined influence in Philippine public secondary schools.

This study therefore examined the relationship between job satisfaction and situational leadership practices and their influence on the conflict management skills of public secondary school teachers in the Division of Misamis Oriental, Philippines. By examining these factors within a local educational context, the study aims to provide empirical insights that may inform leadership practices and teacher support initiatives aimed at fostering collaborative and conflict-resilient school environments.

Review of Related Literature And Studies

Job Satisfaction of the Teachers

Teacher job satisfaction has gained increasing attention in educational research due to its influence on teachers' professional commitment and instructional effectiveness. Job satisfaction reflects teachers' perceptions of their work environment, professional autonomy, recognition, and opportunities for career development. Studies indicate that supportive working conditions and professional autonomy significantly influence teachers' job satisfaction and workplace experiences (Toropova et al., 2021). Positive workplace relationships and institutional support further contribute to teachers' professional fulfillment.

Teacher job satisfaction is also associated with psychological well-being and workplace stability. Research shows that supportive leadership and positive school environments are linked to lower levels of teacher stress and emotional exhaustion (Collie, 2021). Likewise, collegial relationships and supportive school climates contribute to stronger professional motivation and teachers' intention to remain in the profession (Skaalvik & Skaalvik, 2021).

Situational Leadership of the School Heads

Situational leadership has been widely recognized as an effective leadership approach in educational management. This theory emphasizes a leader's ability to adjust leadership styles according to the competence, readiness, and needs of followers. In school settings, administrators may apply directing, coaching, supporting, and delegating behaviors to guide teachers and improve organizational performance (Northouse, 2022). Such adaptive leadership approaches enable school heads to respond to diverse organizational challenges while supporting teachers' professional development.

Research further suggests that flexible and supportive leadership practices contribute to collaborative school environments and encourage teacher participation and trust (Hallinger & Wang, 2021). Empirical evidence also indicates that effective leadership behaviors are associated with stronger teacher engagement and more positive school climates (Thien & Adams, 2021).

Conflict Management Skills

Conflict management skills are essential competencies for teachers working in complex organizational environments where interactions with colleagues and administrators frequently occur. Differences in instructional approaches, workload distribution, and professional expectations may lead to interpersonal disagreements within schools. When managed constructively, conflicts can encourage dialogue, cooperation, and collaborative problem-solving among educators, contributing to healthier professional relationships and organizational trust (Bunjak et al.,

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2022). Effective conflict management therefore plays a crucial role in maintaining positive professional relationships within educational institutions.

Various conflict management styles such as competing, collaborating, compromising, and accommodating represent different strategies individuals use to address disagreements in organizational contexts (O'Neill & McLarnon, 2021; Omisore & Abiodun, 2021). Research also indicates that cooperative conflict management approaches enhance teamwork, strengthen psychological safety, and improve team performance within organizations (Yin, 2022). These approaches therefore help foster healthy work environments where cooperation and mutual respect are encouraged.

Synthesis and Research Gap

Collectively, the reviewed literature indicated that job satisfaction, situational leadership, and conflict management skills influence teachers' professional experiences and workplace relationships. However, most studies examined these variables independently and were conducted in international contexts. Limited empirical research explored how job satisfaction and situational leadership influence teachers' conflict management skills in Philippine public secondary schools, particularly in local divisions such as Misamis Oriental.

Theoretical Framework

This study was anchored on Herzberg's Two-Factor Theory, Situational Leadership Theory, and Rahim's Conflict Management Theory, which collectively explain how workplace conditions, leadership practices, and interpersonal behaviors influence teachers' professional interactions and conflict management in educational settings.

Herzberg's Two-Factor Theory posits that employee motivation and satisfaction are influenced by two categories of factors: motivators and hygiene factors (Herzberg et al., 1959). Motivator factors such as achievement, recognition, and opportunities for professional growth enhance job satisfaction, while hygiene factors such as working conditions and organizational policies prevent dissatisfaction. In educational settings, these motivator factors may contribute to teachers' job satisfaction and professional commitment.

Situational Leadership Theory emphasizes that effective leadership depends on a leader's ability to adapt leadership styles according to the competence and readiness of followers by Hersey & Blanchard (1969). The theory identifies four leadership behaviors—directing, coaching, supporting, and delegating—which leaders use to guide and develop followers. In schools, adaptive leadership practices allow school heads to respond to teachers' needs, promote collaboration, and support professional development.

Rahim's Conflict Management Theory explains how individuals manage interpersonal disagreements through different conflict management styles, such as competing, collaborating, compromising, and accommodating (Rahim, 2002). In school organizations, these strategies influence how teachers address workplace conflicts and maintain constructive professional relationships.

Together, these theories provide the theoretical basis for examining how job satisfaction and situational leadership practices influence teachers' conflict management skills in educational settings.
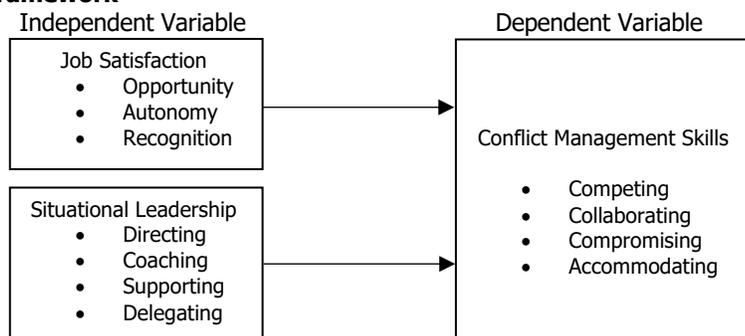
Conceptual Framework

Figure 1. Research Paradigm

Figure 1 presents the conceptual framework of the study, illustrating the hypothesized relationships among the variables. In this model, job satisfaction and situational leadership practices are treated as the independent variables, while teachers' conflict management skills serve as the dependent variable. Job satisfaction is examined

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through the dimensions of opportunity, autonomy, and recognition, which represent teachers' perceptions of professional growth, independence in performing their duties, and acknowledgment of their contributions. Situational leadership practices of school heads are assessed through four leadership behaviors: directing, coaching, supporting, and delegating, reflecting leaders' ability to adapt their leadership styles according to teachers' needs and readiness. These organizational and leadership factors are expected to influence teachers' conflict management skills, which include competing, collaborating, compromising, and accommodating strategies used to address interpersonal disagreements within school environments.

Statement of the Problem

Educational institutions rely on collaborative relationships among teachers and school leaders to sustain effective teaching and learning environments. However, the dynamic nature of school organizations often results in interpersonal disagreements and professional tensions that may affect teachers' performance, well-being, and workplace relationships. When conflicts are not managed constructively, they may disrupt collegial cooperation, reduce job satisfaction, and negatively influence the overall school climate. As educational systems continue to face increasing instructional demands, heavy workloads, and diverse student needs, teachers' ability to manage professional conflicts effectively has become an essential competency for maintaining productive and supportive school environments.

Several organizational factors influence teachers' professional experiences and their responses to workplace challenges. Among these factors, job satisfaction and leadership practices are widely recognized as important determinants of teacher motivation, professional commitment, and workplace engagement. Teachers who experience supportive leadership and satisfactory working conditions are more likely to demonstrate positive professional attitudes and effective collaboration with colleagues. Conversely, unfavorable working conditions and ineffective leadership practices may intensify workplace tensions and contribute to difficulties in managing professional disagreements.

Within the Philippine educational context, public secondary school teachers often work under demanding conditions characterized by large class sizes, administrative responsibilities, and varying levels of institutional support. These conditions may increase the likelihood of interpersonal conflicts among teachers and between teachers and school leaders. In divisions such as Misamis Oriental, where schools operate in diverse educational environments with varying resources and administrative structures, understanding the factors that influence teachers' conflict management skills is essential for promoting positive school climates and teacher well-being.

Despite the growing body of literature on educational leadership and teacher job satisfaction, limited empirical research has examined how job satisfaction and situational leadership practices influence teachers' conflict management skills within Philippine public secondary schools. Addressing this gap may provide insights that can strengthen leadership practices and support teachers in managing professional conflicts effectively.

General Objective

To examine the relationship between job satisfaction, situational leadership practices, and conflict management skills of public secondary school teachers in the Division of Misamis Oriental.

Specific Objectives

The study sought to:
1. Determine the level of job satisfaction of the participants in terms of opportunity, autonomy, and recognition.
2. Determine the level of participants' perceptions of the situational leadership practices of their school heads in terms of directing, coaching, supporting, and delegating.
3. Determine the level of conflict management skills of the participants in terms of competing, collaborating, compromising, and accommodating.
4. Examine whether a significant relationship exists between conflict management skills and the variables of job satisfaction and situational leadership practices.
5. Determine which variables, singly or in combination, significantly predict the conflict management skills of the participants.
6. Identify the structural model that best explains the conflict management skills of the participants.

Research Questions

1. What is the level of job satisfaction of the participants in terms of:
   1.1 Opportunity
   1.2 Autonomy
   1.3 Recognition
2. What is the level of participants' perceptions of the situational leadership practices of their school heads in terms of:
   2.1 Directing
   2.2 Coaching
   2.3 Supporting
   2.4 Delegating
3. What is the level of conflict management skills of the participants in terms of:
   3.1 Competing
   3.2 Collaborating
   3.3 Compromising
   3.4 Accommodating
4. Is there a significant relationship between the participants' conflict management skills and their:
   4.1 Job satisfaction
   4.2 Situational leadership practices
5. Which variables, singly or in combination, significantly predict participants' conflict management skills?
6. What structural model best explains the conflict management skills of the participants?

Hypotheses

H01: There is no significant relationship between teachers' job satisfaction and their conflict management skills.

H02: There is no significant relationship between situational leadership practices and teachers' conflict management skills.

H03: Job satisfaction and situational leadership practices do not significantly predict teachers' conflict management skills.

H04: There is no structural model that significantly explains teachers' conflict management skills.

Methodology

Research Design

The study employed a predictive-correlational research design using structural equation modeling (SEM) to examine the relationships among job satisfaction, situational leadership practices, and conflict management skills of public secondary school teachers. Predictive-correlational designs are commonly used in educational research to determine the extent to which predictor variables explain variations in an outcome variable without manipulating conditions (Creswell & Creswell, 2018). In this study, job satisfaction and situational leadership practices served as predictor variables, while teachers' conflict management skills served as the outcome variable.

Data were collected from public secondary school teachers using adapted survey instruments that measured levels of job satisfaction, perceptions of situational leadership practices of school heads, and teachers' conflict management skills. The use of SEM enabled the simultaneous analysis of relationships among these variables and the evaluation of the structural model that best fits the observed data. This approach provided empirical insights that may inform leadership practices and teacher support initiatives in educational settings (Fraenkel et al., 2019).

Population and Sampling

The participants of this study were 274 public secondary school teachers drawn from an estimated population of 945 teachers in the First Legislative District of the Division of Misamis Oriental, Philippines. The district consists of 10 municipalities with 32 public secondary schools, where teachers serve diverse student populations within the K to 12 Basic Education Program. Teachers were selected as participants because they are directly involved in school organizational processes and professional interactions that may influence job satisfaction, perceptions of leadership practices, and conflict management behaviors.

A proportionate stratified random sampling technique was employed to determine the number of teacher participants from each school. This sampling method ensured that teachers from different schools were proportionally represented in the study, thereby improving the representativeness of the sample and minimizing

sampling bias. The approach allowed the researcher to obtain a balanced sample reflecting the distribution of teachers across the secondary schools in the district.

Research Instruments

The data for this research study were collected through a self-administered survey. A set of questionnaires with three parts was utilized to gather data for this study, measuring the job satisfaction, situational leadership practices, and conflict management skills of public secondary school teachers. These questionnaires were adapted and modified instruments for a job satisfaction survey by Spector (1985), an instrument for situational leadership by Hersey & Blanchard (1969), and an instrument for conflict management skills by the Thomas–Kilmann Conflict Mode Instrument (TKI) (1974).

Instrument validity was established through expert review. An Ed.D. in Educational Leadership and Management evaluated content relevance, a Ph.D. in Quantitative Research assessed methodological rigor, and a Ph.D. in English Language reviewed clarity and cultural appropriateness. Reliability was tested using McDonald's Omega (ω) on a pilot sample of 30 non-participant secondary school teachers. The results showed high internal consistency: Job Satisfaction (ω = .954), Situational Leadership Practices (ω = .981), and Conflict Management Skills (ω = .937), confirming the instruments' reliability for measuring the intended constructs.

Data Collection

Data were collected from public secondary school teachers in the First Legislative District of the Division of Misamis Oriental using a structured survey questionnaire. Prior to data collection, the researcher coordinated with school administrators to facilitate the distribution of the questionnaires to the selected teacher participants. The questionnaires were administered personally by the researcher with clear instructions regarding the purpose of the study and the completion procedures.

Data collection was conducted during the first semester of the school year 2025-2026. Participants were given sufficient time to complete the survey, after which the accomplished questionnaires were retrieved by the researcher. The collected responses were then organized and prepared for statistical analysis to examine the relationships among job satisfaction, situational leadership practices, and conflict management skills.

Treatment of Data

Descriptive statistics, including mean and standard deviation, were used to determine the levels of job satisfaction, situational leadership practices, and conflict management skills among public secondary school teachers. Pearson product–moment correlation was applied to examine the relationships among the variables. Multiple regression analysis was conducted to identify which independent variables significantly predict teachers' conflict management skills.

Furthermore, structural equation modeling (SEM) using path analysis was employed to examine the direct and indirect effects of job satisfaction and situational leadership practices on teachers' conflict management skills. The adequacy of the proposed structural model was evaluated using model fit indices, including the Chi-square to degrees of freedom ratio (χ^2/df), Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA).

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Prior to data collection, ethical approval was obtained from the institutional research ethics committee, and permission to conduct the study was secured from the Schools Division Office of Misamis Oriental and the participating school administrators. Participation in the study was voluntary, and informed consent was obtained from all teacher participants before the administration of the survey questionnaire.

Confidentiality and anonymity of the participants were ensured by removing all personally identifiable information from the dataset. All collected data were securely stored and used solely for research purposes in accordance with the Data Privacy Act of 2012. Participants were also informed of their right to withdraw from the study at any stage without penalty.

RESULTS and DISCUSSION

This section reports the findings of the study and provides the corresponding analysis and interpretation of the data in relation to the research objectives.

Table 1. Level of Participants' Job Satisfaction

Sub-construct	Mean	SD	Interpretation
Opportunity	4.26	.593	High
Autonomy	4.32	.589	High
Recognition	4.18	.611	High
Overall Mean	4.25	.541	High

Table 1 presents the mean scores for the level of job satisfaction of public secondary school teachers in the First Legislative District of the Division of Misamis Oriental. As shown in table, the overall mean score for job satisfaction was M = 4.25 (SD = .541), indicating a high level of job satisfaction among the participants. Among the sub-constructs, autonomy obtained the highest mean (M = 4.32), followed by opportunity (M = 4.26) and recognition (M = 4.18). These results suggest that teachers perceive a supportive work environment that provides professional autonomy, opportunities for development, and recognition for their contributions.

The high level of autonomy reported by teachers indicates that they experience flexibility and independence in their professional roles, which can contribute to stronger motivation and engagement in their teaching responsibilities. Autonomy allows teachers to make decisions related to instructional practices and professional development, which may enhance their sense of professional competence and satisfaction within the school environment.

This finding is consistent with studies showing that teachers who experience greater autonomy in instructional decision-making report higher levels of job satisfaction and professional engagement. Teachers who have greater influence over classroom practices and professional development opportunities demonstrate stronger motivation and commitment to their profession (Toropova et al., 2021). Likewise, supportive working conditions and professional recognition significantly contribute to teachers' job satisfaction and long-term commitment to teaching (Skaalvik & Skaalvik, 2021). Recent research also indicates that teacher efficacy and support from school leadership are positively associated with teachers' job satisfaction and professional engagement within schools (Hatlevik, 2024). These findings suggest that promoting autonomy and recognition can strengthen teachers' motivation and professional commitment.

From an educational perspective, the results highlight the importance of providing teachers with opportunities for professional growth and autonomy in instructional decision-making. School leaders who create supportive environments that recognize teachers' contributions and encourage professional independence can foster greater teacher satisfaction and engagement, ultimately enhancing teaching effectiveness and promoting positive school climates.

Table 2. Level of Participants' Perception on the Situational Leadership Practices of Their School Heads

Sub-construct	Mean	SD	Interpretation
Directing	4.39	.600	Highly Practiced
Coaching	4.44	.551	Highly Practiced
Supporting	4.47	.556	Highly Practiced
Delegating	4.41	.599	Highly Practiced
Overall Mean	4.43	.52	Highly Practiced

Table 2 presents the mean scores for teachers' perceptions of the situational leadership practices of their school heads in the First Legislative District of the Division of Misamis Oriental. As shown in table, the overall mean score for situational leadership practices was M = 4.43 (SD = .52), indicating that situational leadership behaviors are highly practiced among school heads. Among the four dimensions, supporting obtained the highest mean (M = 4.47), followed by coaching (M = 4.44), delegating (M = 4.41), and directing (M = 4.39). These findings suggest that teachers perceive their school heads as frequently providing encouragement, professional guidance, and support that facilitate teachers' professional growth and autonomy.

The high rating for supporting and coaching behaviors indicates that school heads tend to emphasize mentoring, collaboration, and professional development when interacting with teachers. Such leadership practices

may foster a supportive work environment where teachers feel empowered to improve their instructional practices while receiving appropriate guidance from school leaders. These results highlight the importance of adaptive leadership in promoting teacher engagement and strengthening professional relationships within schools.

This finding aligns with studies emphasizing the importance of adaptive leadership in educational settings. Supportive and collaborative leadership behaviors enhance teacher engagement and professional commitment (Thien & Adams, 2021). Similarly, leadership approaches that integrate support, coaching, and delegation strengthen professional relationships and improve teacher motivation (Hallinger & Wang, 2021). Leaders who adapt their leadership styles to teachers' needs also promote greater teacher satisfaction, collaboration, and instructional effectiveness (Nguyen et al., 2022). Recent research further highlights that responsive leadership practices play a key role in strengthening teacher motivation, professional collaboration, and overall school effectiveness (Leithwood et al., 2023).

From an educational perspective, the findings highlight the role of school leaders in fostering supportive professional environments that encourage teacher participation and development. By applying situational leadership practices that integrate guidance, coaching, and empowerment, school heads can enhance teacher morale, improve instructional practices, and cultivate positive school cultures that support effective teaching and learning.

Table 3. Level of Participants' Conflict Management Skills

Sub-construct	Mean	SD	Interpretation
Competing	3.87	.756	High
Collaborating	4.45	.568	High
Compromising	4.35	.614	High
Accommodating	4.28	.6	High
Overall Mean	4.24	.540	High

Table 3 presents the mean scores for teachers' conflict management skills in terms of competing, collaborating, compromising, and accommodating. As shown in table, the overall mean score for conflict management skills was M = 4.24 (SD = .540), indicating that public secondary school teachers demonstrate a high level of conflict management competence. Among the four dimensions, collaborating obtained the highest mean (M = 4.45), followed by compromising (M = 4.35) and accommodating (M = 4.28), while competing obtained the lowest mean (M = 3.87). These findings suggest that teachers tend to favor cooperative approaches that emphasize dialogue, shared decision-making, and mutually beneficial solutions when addressing workplace conflicts.

The high ratings for collaborating and compromising indicate that teachers prioritize cooperation and collective problem-solving when conflicts arise in school environments. These approaches promote professional respect among colleagues, strengthen teamwork, and contribute to a positive school climate. Research shows that collaborative conflict management strategies enhance interpersonal relationships and organizational trust within workplaces (Bunjak et al., 2022). Similarly, cooperative conflict management approaches foster constructive dialogue and improve teamwork within organizations (De Dreu & Gelfand, 2008). Recent studies further indicate that cooperative conflict management styles support team collaboration and innovation by promoting psychological safety and mutual respect among members (Yin, 2022).

From an educational perspective, the findings highlight the importance of promoting collaborative conflict management practices within schools. School leaders who encourage open communication, shared problem-solving, and respectful dialogue can help create supportive professional environments that strengthen collegial relationships and enhance instructional collaboration among teachers.

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Table 4. Relationship between the Participants' Conflict Management Skills with Job Satisfaction, and Situational Leadership

Variables	N	R	Effect Size	P-Value	Interpretation
Overall Conflict Management Skills	274	1000	---	---	---
Overall Performance	274	.491	Moderate	.000	Significant
Autonomy	274	.605	Large	.000	Significant
Recognition	274	.575	Large	.000	Significant
Overall Job Satisfaction	274	.616	Large	.000	Significant
Directing	274	.469	Moderate	.000	Significant
Coaching	274	.486	Moderate	.000	Significant
Supporting	274	.533	Large	.000	Significant
Delegating	274	.526	Large	.000	Significant
Overall Situational Leadership	274	.556	Large	.000	Significant

Table 4 presents the correlation analysis examining the relationship between teachers' conflict management skills and the variables of job satisfaction and situational leadership practices. The results revealed significant positive relationships between conflict management skills and the dimensions of job satisfaction. Overall job satisfaction showed a large positive correlation with conflict management skills (r = .616, p < .001). Similarly, autonomy (r = .605, p < .001) and recognition (r = .575, p < .001) demonstrated strong associations with conflict management competence. These findings suggest that teachers who experience greater professional autonomy and recognition are more likely to manage workplace conflicts constructively.

The findings also revealed significant relationships between conflict management skills and situational leadership practices of school heads. Moderate to large correlations were observed with leadership dimensions such as directing (r = .469, p < .001), coaching (r = .486, p < .001), supporting (r = .533, p < .001), and delegating (r = .526, p < .001). The overall situational leadership score likewise showed a large positive correlation with teachers' conflict management skills (r = .556, p < .001). These results suggest that adaptive leadership practices involving guidance, support, and empowerment may enhance teachers' ability to address interpersonal conflicts effectively.

These findings align with previous research emphasizing the role of leadership and workplace conditions in shaping teachers' professional interactions. For instance, Toropova, Myrberg, and Johansson (2021) reported that supportive working conditions and professional autonomy significantly influence teachers' job satisfaction and workplace behavior. Similarly, Bunjak, Černe, and Wong (2022) found that constructive leadership and positive organizational climates strengthen employees' ability to manage workplace conflicts through cooperative and problem-solving approaches. In educational contexts, such practices foster collaboration and strengthen professional relationships within schools.

From an educational perspective, the results highlight the importance of leadership practices and working conditions that support teachers' autonomy and recognition. When teachers perceive supportive leadership and experience satisfaction in their professional roles, they are more likely to manage conflicts constructively and maintain positive collegial relationships. These conditions contribute to healthier school climates that promote collaboration, trust, and effective teaching practices.

Table 5. Multiple Regression on the Significant Influence of Job Satisfaction and Situational Leadership on Conflict Management Skills of the Participants

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		Interpretation
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	1.25	.225		5.576	.000			Significant
Opportunity	.002	.067	.002	.026	.980	.377	2.653	Not Significant
Autonomy	.258	.075	.282	3.429	.001	.306	3.268	Significant
Recognition	.202	.075	.228	2.707	.007	.290	3.443	Significant
Directing	-.150	.077	-.167	-1.950	.052	.281	3.553	Not Significant
Coaching	-.086	.095	-.087	-.897	.371	.218	4.598	Not Significant
Supporting	.132	.086	.136	1.525	.128	.261	3.828	Not Significant

Table 5 presents the results of the multiple regression analysis examining the extent to which job satisfaction and situational leadership practices significantly predict teachers' conflict management skills.

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The regression model was statistically significant, $F(10, 263) = 22.17$, $p < .001$, indicating that the predictors collectively explain a meaningful proportion of the variance in teachers' conflict management skills. The model yielded an R^2 value of .457, suggesting that approximately 45.7% of the variance in teachers' conflict management skills can be explained by the combined influence of job satisfaction and situational leadership variables.

Among the predictors, autonomy ($\beta = .282$, $p = .001$) and recognition ($\beta = .228$, $p = .007$) were found to significantly predict teachers' conflict management skills. This suggests that teachers who experience greater professional independence and acknowledgment of their contributions are more likely to demonstrate stronger abilities in managing interpersonal conflicts constructively. In contrast, opportunity and the situational leadership dimensions (directing, collaborating, and supportive behaviors) did not show statistically significant predictive effects in the model.

These findings align with recent studies highlighting the influence of professional autonomy and recognition on teachers' professional behavior and workplace interactions. For example, Collie (2021) emphasized that supportive work environments that promote teacher autonomy contribute significantly to teachers' well-being and professional functioning. Likewise, Nguyen, Pham, and Nguyen (2022) found that teachers who perceive greater recognition and professional respect from school leadership demonstrate stronger collaboration and conflict management behaviors within school organizations.

From an educational perspective, the results emphasize the importance of leadership practices that empower teachers and recognize their professional contributions. When teachers experience autonomy and recognition within their work environment, they are more likely to engage constructively with colleagues and effectively manage workplace conflicts. Strengthening these organizational conditions may therefore contribute to improved professional relationships, collaboration, and overall school effectiveness.

Structural model that best fits the conflict management skills

Table 6 presents the regression weights for Structural Model 2 of teachers' conflict management skills in the first legislative district of the Misamis Oriental Division. The results confirm that job satisfaction is the strongest predictor of conflict management skills ($\beta = .551$, $p < .001$), indicating that a 1-point increase in job satisfaction is associated with a .551-unit increase in CMS. SLPR was not a significant predictor of CMS ($\beta = -.412$, $p = .120$).

Table 6. Regression Weights of Structural Model 2 on Conflict Management Skills

Path			Estimate	S.E.	C.R.	Beta	P-value	Interpretation
CMS	<---	JS	.532	.120	4.442	.551	***	Significant
CMS	<---	SLPR	-.376	.242	-1.554	-.412	.120	Not Significant
RE	<---	JS	1.104	.066	16.836	.872	***	Significant
AU	<---	JS	1.051	.063	16.582	.861	***	Significant
OP	<---	JS	1.000			.814		Construct Reference
SU	<---	SLPR	.918	.053	17.336	.843	***	Significant
CO	<---	SLPR	.943	.050	18.674	.876	***	Significant
DI	<---	SLPR	1.000			.851		Construct Reference
COM	<---	CMS	1.000			.617		Construct Reference
COL	<---	CMS	1.134	.114	9.918	.930	***	Significant
COMP	<---	CMS	1.094	.114	9.580	.830	***	Significant
ACC	<---	CMS	.996	.105	9.442	.724	***	Significant

At the indicator level, job satisfaction strongly predicted recognition ($\beta = .872$, $p < .001$), autonomy ($\beta = .861$, $p < .001$), and opportunity ($\beta = .814$, used as a construct reference). Situational leadership practices significantly predicted supporting ($\beta = .843$, $p < .001$) and coaching ($\beta = .876$, $p < .001$), with directing (DI) as the construct reference.

Finally, CMS predicted several conflict management strategies significantly: collaboration ($\beta = .930$, $p < .001$), compromising ($\beta = .830$, $p < .001$), and accommodating ($\beta = .724$, $p < .001$), with competing (COM) as the reference. It can be concluded that higher CMS is positively associated with constructive conflict management approaches, such as collaboration, compromise, and accommodation. These results are consistent with Al Kabbani and Dalati's (2025) review and subsequent models on constructive conflict management, where collaborating, compromising, and accommodating lie at the heart of these strategies because they foster cooperation, relationship quality, and sustainable decisions, but competing and avoiding are mostly less constructive when compared to overall situations, except for special cases. Leaders with more CMS are those who usually follow these constructive strategies.

Thank you for embracing the culture of research with us!

Legend:
OP-Opportunity
AU-Autonomy
RE-Recognition
JS-Job Satisfaction
DI-Directing
CO-Coaching
SU-Supporting
SLPR-Situational Leadership Practices
COM=Competing
COL-Collaborating
COMP-Compromising
ACC-Accommodating
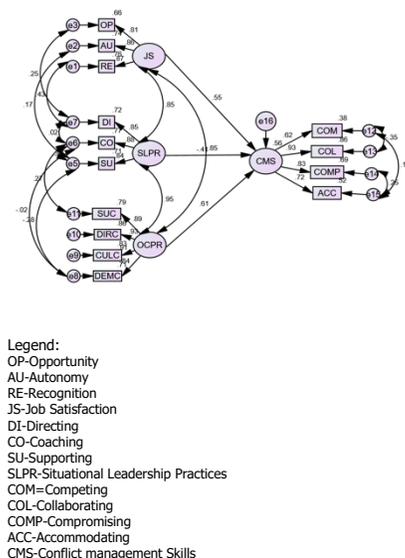CMS-Conflict management Skills

Figure 2. *Structural Model of Conflict Management Skills*

The Structural Model examined the relationships among conflict management skills (CMS), job satisfaction (JS), and situational leadership practices (SLP). The model included job satisfaction indicators such as opportunity (OP), autonomy (AU), and recognition (RE), as well as situational leadership dimensions including directing (DI), coaching (CO), and supporting (SU). Conflict management skills were represented through strategies such as competing (COM), collaborating (COL), compromising (COMP), and accommodating (ACC). In this model, CMS was treated as the outcome variable influenced by job satisfaction and leadership practices. The structural model therefore illustrates how organizational conditions and leadership behaviors relate to teachers' conflict management skills within school settings.

This convergence of model fit indices within acceptable criteria supports the validity of the structural model of teachers' conflict management skills and highlights its utility in educational research. By aligning with existing literature and methodological standards, the research makes a substantial attempt to understand the complex interaction patterns that promote teachers' effectiveness in educational settings.

Consequently, these results illuminate the importance of utilizing multiple fit indices. To comprehensively evaluate the findings, it is important to reinforce the argument for continued exploration of structural equation modeling in educational research, as highlighted by the recent study of Wang and Wang (2019). The high level of statistical support lent by the above fit indices assures stakeholders that the model has implications for improving educational practices and ultimately teacher effectiveness.

Conclusions

The findings of the study revealed that teachers demonstrated high levels of job satisfaction, situational leadership perceptions, and conflict management skills. Teachers particularly reported strong levels of autonomy and recognition in their professional roles, which were significantly associated with their ability to manage workplace conflicts constructively. The results also showed that teachers commonly applied collaborative and compromising strategies in addressing interpersonal disagreements, reflecting a culture of cooperation and shared responsibility within schools.

Furthermore, the study confirmed significant relationships among job satisfaction, situational leadership practices, and conflict management skills. Autonomy and recognition emerged as significant predictors of teachers' conflict management skills, suggesting that teachers who feel professionally independent and valued by school leadership are better able to address workplace conflicts effectively. These findings highlight the importance of supportive leadership practices and positive working conditions in fostering constructive professional relationships within educational institutions.

Overall, the study underscores the need for school leaders and policymakers to promote professional autonomy, recognize teachers' contributions, and implement leadership practices that support teachers' professional growth. Strengthening these organizational conditions can contribute to healthier school environments, stronger collegial relationships, and improved school effectiveness.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Policymakers may strengthen policies that support teacher autonomy and professional recognition, as these factors significantly influence teachers' conflict management skills. Policies promoting supportive working conditions and effective leadership practices may improve teachers' ability to manage workplace conflicts constructively.
2. Department of Education (DepEd) officials may enhance professional development programs that promote empowering leadership practices, particularly those that support autonomy, recognition, and supportive leadership. Integrating conflict management training into leadership and teacher development programs may further strengthen teachers' conflict resolution skills.
3. School administrators may sustain leadership practices that promote teacher autonomy and recognition of professional contributions, as these conditions foster positive professional relationships and constructive conflict management within schools.
4. Teachers may continue applying collaborative conflict management approaches, particularly collaborating and compromising strategies, to maintain positive working relationships with colleagues and school leaders.
5. Future researchers may replicate this study in other educational contexts and examine additional factors influencing teachers' conflict management skills, such as emotional intelligence, organizational climate, teacher resilience, or school culture.

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