



CONFLICT RESOLUTION AND PROBLEM-SOLVING IN TEACHER-PARENT-STAKEHOLDER INTERACTIONS

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ABSTRACT

Conflict resolution strategies play a vital role in maintaining harmonious relationships and effective problem-solving within school communities. This study examined the conflict resolution strategies and problem-solving skills of teachers as perceived by teachers, parents, and stakeholders, and determined their relationships with selected profile variables using a descriptive–correlational research design. Data were gathered through validated survey instruments and analyzed using descriptive statistics, analysis of variance, and correlation analysis. Findings revealed that teachers generally demonstrated positive attitudes toward conflict resolution and problem-solving, with strategies such as active listening, effective communication, empathy and understanding, mediation, and negotiation being moderately observed across all respondent groups. Teachers’ problem-solving skills, including critical thinking, analysis, creativity and innovation, decision-making, resourcefulness, and prioritization, were often practiced, though differences in perceptions among teachers, parents, and stakeholders were statistically significant. Attitude toward conflict resolution and problem solving emerged as the strongest factor influencing both competencies, while educational attainment and relevant in-service training showed moderate positive relationships; age showed a weak negative association. A very strong positive relationship was established between conflict resolution strategies and problem-solving skills, underscoring their interdependence in addressing school-related issues, with resistance to change identified as the most prominent challenge. The study recommends the establishment of regular dialogue platforms, enhanced transparency in teachers’ decision-making processes, attitude-enhancement and capacity-building programs, an integrated professional development framework, and change-management initiatives to strengthen collaborative school practices.

Keywords: *Conflict Resolution Strategies, Problem-Solving Skills, Teacher Perceptions, Parents' Perceptions, Stakeholder Involvement, Professional Development*

INTRODUCTION

The collaborative efforts of teachers, parents, and various stakeholders are essential in nurturing the intellectual, social, and emotional development of students. Through strong partnerships, schools are able to create a supportive learning environment that promotes student success. However, like any dynamic interpersonal relationship, interactions among these groups are not immune to disagreements, misunderstandings, and challenges. Consequently, the ability to address conflicts constructively and engage in effective problem-solving is vital for maintaining a productive and harmonious educational environment.

Modern education requires teachers to interact with a diverse range of stakeholders, including parents, school administrators, community organizations, and educational policy-makers. These interactions often involve differing perspectives, expectations, and values. As a result, conflicts may arise due to disagreements about educational goals, decision-making processes, or responsibilities. If not addressed properly, these conflicts can hinder collaboration and negatively affect the educational mission. Therefore, developing strategies for effective conflict resolution and collaborative problem-solving is imperative.

Conflict has been defined in various ways in the literature. According to Aja (2013), conflict refers to “opposition or competition between forces due to incompatible goals or rival opinions,” emphasizing the clashes that occur when individuals or groups pursue different objectives. Meanwhile, Oboegbulem and Alfa (2013) describe conflict as struggles over values, status, power, and resources, highlighting the deeper complexities associated with dominance, competition, and limited resources. These definitions illustrate that conflict may arise not only from differences in opinions but also from broader social and organizational dynamics.

In the context of teacher–parent–stakeholder interactions, these perspectives provide valuable insights into how conflicts develop. Disagreements may occur regarding instructional approaches, student discipline, or expectations for student achievement. In some instances, conflicts may escalate when stakeholders seek greater influence in decision-making or access to limited school resources. As educational decisions directly affect students’ futures, such tensions can become emotionally charged and complex.

Research further emphasizes that effective conflict management plays a crucial role in creating a safe and supportive school environment. Conflicts often emerge when individuals hold contrasting perceptions or viewpoints, as noted by Bano et al. (2018). These differences may lead to stress and discomfort among stakeholders, which can create an atmosphere of uncertainty and frustration within the school community

(Adhiambo & Enose, 2017). When conflicts remain unresolved, they can disrupt communication, weaken relationships, and negatively affect the teaching and learning process.

Despite these challenges, conflict does not always produce negative outcomes. When handled effectively, it can serve as a catalyst for positive change and improved collaboration. For instance, Ghafar (2019) suggests that constructive conflict management can foster peaceful coexistence and stronger working relationships among teachers and school leaders. This perspective highlights that conflict, while inevitable in organizations, can contribute to growth and innovation when addressed thoughtfully.

However, it is also important to acknowledge that not all conflicts can be completely resolved. According to Ramani and Zhimin (2010), some conflicts may persist due to structural or interpersonal complexities. The key, therefore, lies in equipping educators and school leaders with the knowledge and skills needed to understand conflict dynamics and manage them effectively. Such competencies enable educators to minimize the negative consequences of conflict and, when possible, transform disagreements into opportunities for improvement (Olubunmi, 2017; Ramani & Zhimin, 2020).

Conflicts between teachers and school leaders can also have significant implications for educational organizations. Schools, like other institutions, frequently encounter operational and interpersonal challenges (Okotoni & Okotoni, 2017). When disputes remain unresolved, they may result in disruptions to academic programs, unplanned staff transfers, strained relationships among personnel, and reduced participation in school activities. According to Oboegbulem and Alfa (2019), these consequences may also lead to hostility, suspicion, and diminished professional engagement among staff members, thereby affecting the overall effectiveness of the institution.

Several factors contribute to conflicts within schools. Msila (2018) found that unclear leadership roles among school leaders can trigger disagreements and misunderstandings. Similarly, research in Malaysia by Salleh (2019) identified inadequate resources, financial limitations, lack of facilities, heavy workloads, and dissatisfaction with management as common sources of conflict. Other studies, such as those conducted by Uchendu et al. (2019), point to factors such as personality differences, role conflicts, insufficient funding, and violations of school policies as additional triggers of disputes among school personnel.

Given the inevitability of conflict in organizations, school leaders play a crucial role in managing and resolving disputes effectively. As emphasized by Bhabit and Hampson (2018), the central task of management is to address conflicts rationally by maximizing their potential benefits while minimizing their negative consequences. Achieving this requires a clear understanding of the root causes of conflict and the implementation of appropriate management strategies.

Educational leadership, particularly at the school level, is inherently complex and multifaceted. Building leaders such as principals, assistant principals, and deans frequently encounter intricate and open-ended situations that demand strong problem-solving skills. These challenges often involve balancing multiple stakeholder interests while addressing issues related to student behavior, staff concerns, parental involvement, school culture, and instructional leadership. Effective leaders must therefore carefully analyze each situation before determining the most appropriate course of action (Bronstein & Fitzpatrick, 2018).

Recognizing the importance of these competencies, leadership preparation programs increasingly emphasize the development of problem-solving skills among aspiring educational leaders. Studies such as that of Deluca et al. (2017) highlight how graduate leadership programs that incorporate real-world scenarios can enhance the problem-solving abilities of future school leaders.

Within the context of the District of Zumarraga, data indicate a notable decline in the interaction between schools and their stakeholders. Participation rates were recorded at 37 percent during the School Year 2019–2020, 39 percent during the School Year 2020–2021, and approximately 41 percent during the School Year 2021–2022, based on consolidated data from the School Monitoring, Evaluation, and Adjustment form (District PROMEDS, 2022). This trend suggests weakening engagement between schools and their stakeholders, which may be partly attributed to misunderstandings and conflicts that affect the quality of these relationships.

This situation highlights the urgent need to strengthen teacher–parent–stakeholder interactions. School programs and initiatives largely depend on the active participation and support of stakeholders; thus, maintaining strong relationships is essential for their success. Understanding how conflicts arise and how they can be resolved through effective problem-solving strategies is, therefore, critical.

Consequently, this study sought to examine the strategies used to resolve conflicts and the problem-solving skills employed in addressing disputes among teachers, parents, and stakeholders. By gaining deeper insights into these mechanisms, the study aimed to contribute to the revitalization of collaborative partnerships within the school community. Ultimately, fostering a supportive educational environment required strengthening teacher–parent interactions through effective communication, mutual respect, and collaborative problem-solving. When these elements were present, schools were better positioned to sustain productive partnerships that supported student learning and overall educational success.

Research Questions

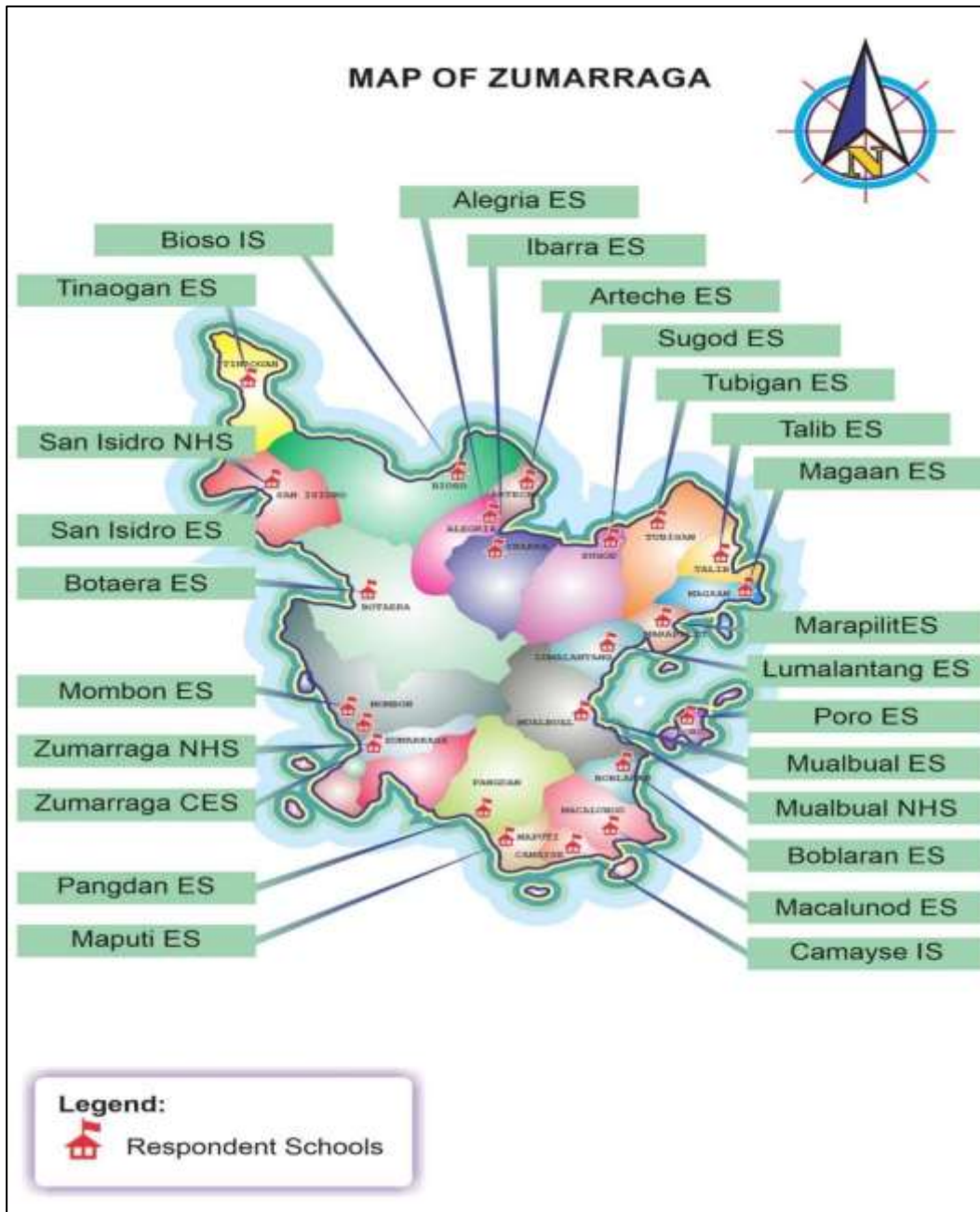
This research determined the conflict resolution and problem-solving among teacher-parent-stakeholder interactions in the District of Zumarraga Schools Division of Samar, during the School Year 2024-2025. Specifically, this study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following variates:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 gross monthly family income;
 - 1.4 highest educational attainment;
 - 1.5 number of years as teacher;
 - 1.6 relevant in-service trainings;
 - 1.7 performance rating based on the latest IPCRF; and
 - 1.8 attitude toward conflict resolution and problem solving?
2. What are the conflict resolution strategies employed by the teacher-respondents in dealing with conflict as perceived by the teacher-, parent-, and stakeholder-respondents according to the following:
 - 2.1 active listening;
 - 2.2 effective communication;
 - 2.3 empathy and understanding;
 - 2.4 mediation; and
 - 2.5 negotiation?
3. What are the problem-solving skills exemplified by the teacher-respondents toward school-related issues as perceived by the teacher-, parent-, and stakeholder-respondents according to the following:
 - 3.1 critical thinking;
 - 3.2 analysis;
 - 3.3 creativity and innovation;
 - 3.4 decision-making;
 - 3.5 resourcefulness; and
 - 3.6 prioritization?
4. Is there a significant difference between the perception of the teacher-, parent-, and stakeholder-respondents themselves in terms of the following:
 - 4.1 conflict resolution strategies; and
 - 4.2 problem-solving skills?
5. Is there a significant relationship between the profile variates of teacher-respondents and their:
 - 5.1 conflict resolution strategies; and
 - 5.2 problem-solving skills?
6. Is there a significant relationship between the conflict strategies employed by the teacher-respondents and their problem-solving skills?
7. What are the challenges encountered by the teacher-respondents in dealing with school-related conflicts?
8. What intervention program may be developed based on the results of this study?

Locale of the Study

Figure 1 shows the map of the locale of the study, the District of Zumarraga, Schools Division of Samar.

Figure 1
The Map Showing the Locale of the Study



METHODOLOGY

The study employed a quantitative descriptive–correlational and comparative research design to examine the conflict resolution and problem-solving strategies in teacher–parent–stakeholder interactions in the District of Zumarraga, Schools Division of Catbalogan City, during the School Year 2024–2025. Data were collected using a

structured survey questionnaire, which was validated by the Panel of Oral Examiners of the Graduate School at Samar Colleges, Inc. to ensure face, content, and construct validity. The instrument consisted of five parts: the demographic profile of respondents; attitudes toward conflict resolution and problem-solving; conflict resolution strategies such as active listening, communication, empathy and understanding, mediation, and negotiation; problem-solving skills including critical thinking, analysis, creativity and innovation, decision-making, resourcefulness, and prioritization; and a checklist identifying the problems encountered in conflict resolution and problem-solving. The respondents included teachers, parents, and stakeholders from selected elementary and secondary schools in the district, chosen through random sampling using the fishbowl technique, with the sample size determined through Slovin's formula. Before data collection, permission was secured from the Schools Division Office, the District Supervisor, and school principals. The researcher personally administered the questionnaires, provided instructions to respondents, and ensured the completeness of responses. The collected data were tabulated and analyzed using descriptive statistics such as frequency count, percentage, mean, median, weighted mean, and mean absolute deviation, while inferential statistics including ANOVA, Spearman rank correlation, point-biserial correlation, eta correlation, and Cramér's V-test were used to determine relationships among variables and to compare the responses of teachers, parents, and stakeholders in terms of their conflict resolution strategies and problem-solving skills.

RESULTS AND DISCUSSION

The following were the salient findings of the study:

1. The majority of the teacher-respondents are in the 42-46 age group, which accounts for 31.51% of the sample. The mean age is 40.75 years, while the median is slightly higher at 42.00 years, suggesting a slight skew towards the younger end of the age distribution. The mean absolute deviation of 4.5651 years indicates that the ages are relatively clustered around the average. In terms of gender, the sample is heavily female-dominated, with 118 female respondents compared to only 28 male respondents.

2. The overwhelming majority of the teacher-respondents are married, comprising 89.04% of the sample. The remaining 10.96% of teachers are single. This indicates that the teaching staff in the study is predominantly composed of married individuals.

3. The vast majority of the teacher-respondents, specifically 64.38%, have a gross monthly family income ranging from ₱30,000 to ₱34,999.

4. The majority of the teacher-respondents, at 52.74%, have a post-graduate education, specifically holding units in a graduate program. This indicates that more than half of the teachers in the study have pursued higher education beyond their undergraduate degrees.

5. The majority of the teacher-respondents, specifically 30.14%, have between 7 to 9 years of teaching experience. This indicates that the largest portion of the teachers in the study falls within a mid-career range.

6. The data on in-service training for teacher-respondents indicates that training is most frequently attended at the local level. Teachers participate in school-level trainings "oftentimes" (weighted mean of 3.38) and in district-level trainings "oftentimes" (weighted mean of 3.06). Participation decreases as the scope of the training widens. Division-level training is also attended "oftentimes" (weighted mean of 2.74). However, teachers reported that they "never" attend trainings at the regional (weighted mean of 1.21) and national (weighted mean of 1.14) levels.

7. The majority of the teacher-respondents, at 58.90%, have an Individual Performance Commitment and Review Form (IPCRF) rating of 3.50 - 4.49, which is classified as "Very Satisfactory."

8. The teachers in this study demonstrate a strong, overall positive attitude toward conflict resolution and problem-solving, with a grand weighted mean of 4.43, which is interpreted as "Agree." The data shows a particular strength in their approach to conflicts, as they "Strongly Agree" with the importance of having an open mind and using positive, respectful communication, both with a weighted mean of 4.55. However, the lowest-rated statement was "I work to prevent conflicts before they escalate, whenever possible," with a weighted mean of 4.14, indicating that while they are effective at resolving conflicts once they arise, their focus on proactive prevention is slightly less pronounced.

9. The results indicated that active listening as a conflict resolution strategy among the teacher-respondents is moderately observed, as shown by the grand weighted mean of 4.29. This suggests that teachers fairly apply active listening when managing conflicts, though its practice is not yet consistently strong across situations. Among the indicators, the statement "I respond with empathy, showing that I understand the speaker's point of view, even if I don't agree with it" obtained the highest weighted mean and was likewise interpreted as moderately observed.

10. The findings revealed that effective communication as a conflict resolution strategy among the teacher-respondents was moderately observed, as reflected by the grand weighted mean of 4.31.

11. The findings indicated that empathy and understanding as conflict resolution strategies employed by the teacher-respondents were moderately observed, as reflected by the grand weighted mean of 4.27. Among the indicators, the statement "I responded to others with empathy, showing that I genuinely cared about their feelings and concerns" obtained the highest weighted mean of 4.47 and was likewise interpreted as moderately observed.

12. The findings showed that mediation as a conflict resolution strategy employed

by the teacher-respondents was moderately observed, as indicated by the grand weighted mean of 4.35. This suggested that teachers fairly applied mediation techniques when dealing with conflict, although these practices were not consistently demonstrated at a high level. Among the indicators, the statement “I used a facilitative approach, guiding discussions and helping parties explore their interests and options” obtained the highest weighted mean of 4.49 and was likewise interpreted as moderately observed.

13. The findings indicated that negotiation as a conflict resolution strategy employed by the teacher-respondents was moderately observed, as reflected by the grand weighted mean of 4.29. This suggested that teachers fairly applied negotiation strategies when managing conflicts, though these practices were not consistently demonstrated at a high level. Among the indicators, the statement “I used effective communication skills, such as clear and concise language, to convey my points persuasively” obtained the highest weighted mean of 4.45 and was likewise interpreted as moderately observed.

14. The results showed that active listening as a conflict resolution strategy, as perceived by the parent-respondents, was moderately observed among the teacher-respondents, as indicated by the grand weighted mean of 3.86. This suggested that teachers were fairly attentive and responsive when listening to concerns during conflict situations, from the parents’ perspective. However, the finding also implied that active listening was not consistently demonstrated at a high level, indicating the need for further strengthening of this strategy to improve teacher–parent communication and conflict resolution.

15. The findings revealed that effective communication as a conflict resolution strategy, as perceived by the parent-respondents, was moderately observed among the teacher-respondents, as reflected by the grand weighted mean of 3.95. This indicated that teachers fairly demonstrated effective communication when addressing conflicts with parents, though these behaviors were not consistently evident at a high level. The result suggested that while teachers showed an adequate level of clarity and openness in communication, there remained room for improvement to further strengthen teacher–parent interactions and enhance conflict resolution effectiveness.

16. The findings indicated that empathy and understanding as conflict resolution strategies, as perceived by the parent-respondents, were moderately observed among the teacher-respondents, as shown by the grand weighted mean of 3.89. This suggested that teachers fairly demonstrated empathy and understanding when dealing with conflicts involving parents; however, these behaviors were not consistently evident at a high level. The result implied that while teachers showed an adequate concern for parents’ feelings and perspectives, there was still a need to further strengthen empathetic and understanding responses to improve teacher–parent relationships and conflict resolution outcomes.

17. The findings showed that mediation as a conflict resolution strategy, as perceived by the parent-respondents, was moderately observed among the teacher-

respondents, as indicated by the grand weighted mean of 3.88.

18. The findings indicated that negotiation as a conflict resolution strategy, as perceived by the parent-respondents, was moderately observed among the teacher-respondents, as reflected by the grand weighted mean of 3.99.

19. The findings revealed that active listening as a conflict resolution strategy, as perceived by the stakeholder-respondents, was moderately observed among the teacher-respondents, as evidenced by the grand weighted mean of 4.20.

20. The findings indicated that effective communication as a conflict resolution strategy, as perceived by the stakeholder-respondents, was moderately observed among the teacher-respondents, as reflected by the grand weighted mean of 4.22.

21. The findings revealed that empathy and understanding as conflict resolution strategies, as perceived by the stakeholder-respondents, were moderately observed among the teacher-respondents, as shown by the grand weighted mean of 4.18.

22. The findings indicated that mediation as a conflict resolution strategy, as perceived by the stakeholder-respondents, was moderately observed among the teacher-respondents, as reflected by the grand weighted mean of 4.21.

23. The findings showed that negotiation as a conflict resolution strategy, as perceived by the stakeholder-respondents, was moderately observed among the teacher-respondents, as indicated by the grand weighted mean of 4.17.

24. The findings indicated that critical thinking as a component of problem-solving skills exemplified by the teacher-respondents toward school-related issues was often practiced, as reflected by the grand weighted mean of 4.32. This suggested that teachers frequently applied critical thinking skills when addressing school-related concerns. Among the indicators, the statement “I actively identified and questioned assumptions that might be influencing my understanding of the problem” obtained the highest weighted mean of 4.55 (always practiced).

25. The findings revealed that analysis as a component of problem-solving skills exemplified by the teacher-respondents toward school-related issues was often practiced, as indicated by the grand weighted mean of 4.31. Notably, the statements “I ensured that I gathered all relevant data and information related to the problem before conducting any analysis” and “I used a structured and organized approach to break down complex problems into more manageable components” both obtained the highest weighted means of 4.45 and were likewise interpreted as often practiced.

26. The findings indicated that creativity and innovation, as components of problem-solving skills exemplified by the teacher-respondents toward school-related issues, were often practiced, as reflected by the grand weighted mean of 4.27. Among the indicators, the statement “I encouraged team members to explore and appreciate

multiple perspectives, which could lead to innovative solutions that considered diverse viewpoints” obtained the highest weighted mean of 4.47 and was likewise interpreted as often practiced.

27. The findings revealed that decision-making as a component of problem-solving skills exemplified by the teacher-respondents toward school-related issues was often practiced, as indicated by the grand weighted mean of 4.31. This suggested that teachers frequently demonstrated sound decision-making when addressing school concerns. Among the indicators, the statement “I struck a balance between analytical thinking and intuition, recognizing that both could play a role in effective decision-making” obtained the highest weighted mean of 4.43 and was likewise interpreted as often practiced.

28. The findings indicated that resourcefulness as a component of problem-solving skills exemplified by the teacher-respondents toward school-related issues was often practiced, as reflected by the grand weighted mean of 4.26. Among the indicators, the statement “I approached problems with creativity, looking for unconventional and innovative solutions when resources were limited” obtained the highest weighted mean of 4.42 and was likewise interpreted as often practiced.

29. The findings showed that prioritization as a component of problem-solving skills exemplified by the teacher-respondents toward school-related issues was often practiced, as indicated by the grand weighted mean of 4.33. Among the indicators, the statement “I considered input from stakeholders and team members when prioritizing issues, taking their perspectives into account” obtained the highest weighted mean of 4.41 and was likewise interpreted as often practiced.

30. The findings indicated that critical thinking as a component of problem-solving skills, as perceived by the parents, was often demonstrated by the teacher-respondents in addressing school-related issues, as reflected by the grand weighted mean of 3.70.

31. The findings revealed that analysis as a component of problem-solving skills, as perceived by the parents, was often demonstrated by the teacher-respondents in addressing school-related issues, as indicated by the grand weighted mean of 3.66.

32. The findings indicated that creativity and innovation as components of problem-solving skills, as perceived by the parents, were often demonstrated by the teacher-respondents in addressing school-related issues, as reflected by the grand weighted mean of 3.61.

33. The findings showed that decision-making as a component of problem-solving skills, as perceived by the parents, was often demonstrated by the teacher-respondents in addressing school-related issues, as indicated by the grand weighted mean of 3.64.

34. The findings indicated that resourcefulness as a component of problem-solving skills, as perceived by the parents, was often demonstrated by the teacher-respondents in addressing school-related issues, as reflected by the grand weighted mean of 3.56.

35. The findings revealed that prioritization as a component of problem-solving skills, as perceived by the parents, was often demonstrated by the teacher-respondents in addressing school-related issues, as shown by the grand weighted mean of 3.62.

36. The findings indicated that critical thinking as a component of problem-solving skills, as perceived by the stakeholders, was often demonstrated by the teacher-respondents in addressing school-related issues, as reflected by the grand weighted mean of 4.19.

37. The findings revealed that analysis as a component of problem-solving skills, as perceived by the stakeholders, was often demonstrated by the teacher-respondents in addressing school-related issues, as indicated by the grand weighted mean of 4.19.

38. The findings indicated that creativity and innovation as components of problem-solving skills, as perceived by the stakeholders, were often demonstrated by the teacher-respondents in addressing school-related issues, as reflected by the grand weighted mean of 4.16.

39. The findings showed that decision-making as a component of problem-solving skills, as perceived by the stakeholders, was often demonstrated by the teacher-respondents in addressing school-related issues, as indicated by the grand weighted mean of 4.12.

40. The findings indicated that resourcefulness as a component of problem-solving skills, as perceived by the stakeholders, was often demonstrated by the teacher-respondents in addressing school-related issues, as reflected by the grand weighted mean of 4.12.

41. The findings revealed that prioritization as a component of problem-solving skills, as perceived by the stakeholders, was often demonstrated by the teacher-respondents in addressing school-related issues, as indicated by the grand weighted mean of 4.15.

42. The results of the analysis indicated that there was a significant difference in the perceptions of the teacher-, parent-, and stakeholder-respondents regarding the conflict resolution strategies employed by the teacher-respondents. The null hypothesis, which stated that there was no significant difference among these groups, was therefore rejected. This decision was supported by the computed p-value of 0.000, which was lower than the level of significance, and an F-value of 42.499, indicating that the variations in perceptions among the three groups were statistically meaningful rather than due to chance.

43. The results of the analysis showed that there was a significant difference in the perceptions of the teacher-, parent-, and stakeholder-respondents regarding the problem-solving skills exemplified by the teacher-respondents. Thus, the null hypothesis stating that there was no significant difference among the perceptions of the three

groups was rejected. This conclusion was supported by the computed p-value of 0.000, which was lower than the level of significance, and the high F-value of 137.245, indicating that the differences in perceptions were statistically significant and not due to random variation.

44. The survey results indicated that selected profile variables of the teacher-respondents were significantly related to their conflict resolution strategies. Specifically, age, highest educational attainment, relevant in-service training, and attitude toward conflict resolution and problem solving showed significant correlations with teachers' conflict resolution strategies. Among these variables, attitude toward conflict resolution and problem solving exhibited a very strong positive correlation ($\rho = 0.923$, p-value = 0.000), suggesting that teachers with more positive and proactive attitudes tended to demonstrate more effective conflict resolution strategies. Highest educational attainment ($\rho = 0.438$, p-value = 0.000) and relevant in-service trainings ($\rho = 0.434$, p-value = 0.000) showed moderate positive correlations, indicating that higher levels of education and participation in relevant professional development were associated with better conflict resolution practices. In contrast, age showed a weak negative correlation ($\rho = -0.324$, p-value = 0.000), implying that as age increased, there was a slight tendency for conflict resolution strategies to be less frequently or less effectively applied. Meanwhile, other profile variables such as sex, civil status, gross monthly family income, number of years as a teacher, and latest performance rating based on the IPCRF did not show any significant relationship with teachers' conflict resolution strategies.

45. The survey results showed that several profile variables of the teacher-respondents were significantly related to their problem-solving skills. In particular, age, gross monthly family income, highest educational attainment, relevant in-service trainings, and attitude toward conflict resolution and problem solving exhibited significant correlations with teachers' problem-solving skills. Among these, attitude toward conflict resolution and problem solving demonstrated a very strong positive correlation ($\rho = 0.924$, p-value = 0.000), indicating that teachers who possessed more positive and proactive attitudes toward handling conflicts and problems tended to exhibit stronger problem-solving skills. Relevant in-service trainings showed a moderate positive correlation ($\rho = 0.405$, p-value = 0.000), suggesting that participation in professional development activities contributed meaningfully to teachers' ability to address school-related issues. Highest educational attainment displayed a weak positive correlation ($\rho = 0.377$, p-value = 0.000), while age revealed a weak negative correlation ($\rho = -0.366$, p-value = 0.000), implying that problem-solving skills slightly declined as age increased. Lastly, gross monthly family income showed a very weak positive correlation ($\rho = 0.175$, p-value = 0.038), indicating a minimal association with teachers' problem-solving skills. In contrast, other profile variables such as sex, civil status, number of years as a teacher, and latest performance rating based on the IPCRF did not show any significant relationship with problem-solving skills.

46. The results of the analysis revealed a significant relationship between the conflict resolution strategies employed by the teacher-respondents and their problem-solving skills. Hence, the null hypothesis stating that there was no significant relationship

between these variables was rejected. This conclusion was supported by the computed p-value of 0.000, which was lower than the level of significance, and a very strong positive Spearman rho correlation ($\rho = 0.957$). This finding indicated that teachers who demonstrated more effective and well-developed conflict resolution strategies also tended to exhibit higher levels of problem-solving skills, suggesting a close and direct association between the two competencies.

47. The findings revealed that the challenges encountered by the teacher-respondents in dealing with school-related conflicts were moderately a problem, as reflected by the grand weighted mean of 3.75. This indicated that teachers experienced a noticeable, though manageable, level of difficulty when addressing conflicts in the school setting. Among the identified challenges, the statement “People may resist change, even if it’s necessary for resolution or problem-solving, due to fear of the unknown or reluctance to let go of the status quo” obtained the highest weighted mean of 4.02 and was likewise interpreted as moderately a problem, suggesting that resistance to change posed the most prominent challenge for teachers. Conversely, the statement “Personal biases and prejudices can influence perceptions and decision-making, leading to unfair resolutions” registered the lowest weighted mean of 3.46, which was interpreted as a problem, indicating that while bias was present, it was perceived as less problematic compared to other challenges.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The teacher-respondents in this study are generally middle-aged, predominantly female, and largely married, with most belonging to a moderate-income bracket and possessing postgraduate units, indicating a relatively mature and academically inclined teaching workforce. The majority are in the mid-career stage, with 7 to 9 years of teaching experience, and demonstrate satisfactory to very satisfactory performance based on their IPCRF ratings. Professional development activities are mainly concentrated at the school and district levels, with limited exposure to regional and national trainings, suggesting opportunities for broader professional growth. Overall, the teachers exhibit a strong and positive attitude toward conflict resolution and problem-solving, particularly in maintaining open-mindedness and respectful communication. However, while they are generally effective in managing conflicts, there remains a need to further strengthen proactive conflict prevention practices to enhance overall school harmony and effectiveness.

2. The results show that the conflict resolution strategies employed by the teacher-respondents—namely active listening, effective communication, empathy and understanding, mediation, and negotiation—were consistently moderately observed across all indicators. This indicates that teachers generally demonstrated these strategies in managing conflicts, reflecting a fair and acceptable level of competence in handling interpersonal issues within the school setting. Teachers were particularly noted for empathetic responses, facilitative approaches during mediation, and the use of clear

and persuasive communication in negotiation; however, these strengths were not demonstrated at a consistently high level. Overall, while the teachers displayed the essential skills needed for conflict resolution, the findings suggest a need for continuous enhancement and reinforcement of these strategies to ensure their more consistent and effective application in various conflict situations.

3. The perceptions of the parent-respondents indicate that the conflict resolution strategies employed by the teacher-respondents—specifically active listening, effective communication, empathy and understanding, mediation, and negotiation—were moderately observed across all indicators. This suggests that teachers were generally attentive, communicative, empathetic, and fair when managing conflicts involving parents; however, these strategies were not consistently demonstrated at a high level. While parents recognized teachers' efforts to listen, communicate clearly, show understanding, facilitate resolution, and negotiate concerns, the findings highlight the need for further strengthening of these skills to improve consistency and effectiveness.

4. The perceptions of the stakeholder-respondents indicate that the conflict resolution strategies employed by the teacher-respondents—namely active listening, effective communication, empathy and understanding, mediation, and negotiation—were consistently moderately observed across all areas. This suggests that teachers generally demonstrated the essential skills needed to manage conflicts involving stakeholders, including attentiveness, clear communication, empathy, facilitation, and negotiation. However, these strategies were not consistently practiced at a high level, indicating opportunities for further development. Overall, the findings highlight the need to strengthen and sustain these conflict resolution practices to enhance collaboration, trust, and effective engagement between teachers and stakeholders within the school community.

5. The teacher-respondents consistently demonstrated strong problem-solving skills in addressing school-related issues, as all major components—critical thinking, analysis, creativity and innovation, decision-making, resourcefulness, and prioritization—were often practiced. The findings show that teachers frequently applied analytical and reflective thinking, systematically gathered and processed information, encouraged diverse perspectives, made sound decisions by balancing logic and intuition, utilized creativity when resources were limited, and effectively prioritized concerns by considering stakeholder input. Notably, questioning assumptions, using structured analytical approaches, fostering innovation through collaboration, and inclusive prioritization emerged as key strengths.

6. The perceptions of the parent-respondents indicate that the teacher-respondents often demonstrated key problem-solving skills when addressing school-related issues. These competencies included critical thinking, analysis, creativity and innovation, decision-making, resourcefulness, and prioritization, all of which were consistently rated as often practiced, though at relatively moderate levels compared to teachers' self-perceptions. This suggests that parents generally recognized teachers' efforts to think critically, analyze situations, make decisions, use available resources,

and set priorities effectively. However, the comparatively lower weighted means imply that these skills were not always evident or consistently applied from the parents' perspective, highlighting opportunities to further strengthen transparency, communication, and collaborative problem-solving between teachers and parents to enhance shared understanding and confidence in teachers' problem-solving practices.

7. The perceptions of the stakeholder-respondents indicate that the teacher-respondents often demonstrated essential problem-solving skills in addressing school-related issues. These skills included critical thinking, analysis, creativity and innovation, decision-making, resourcefulness, and prioritization, all of which obtained relatively high weighted means. This suggests that, from the stakeholders' perspective, teachers frequently applied logical reasoning, systematic analysis, innovative thinking, sound judgment, effective use of resources, and appropriate prioritization when resolving school concerns. Overall, the findings reflect a favorable assessment of teachers' problem-solving competencies, indicating that these skills were consistently evident and contributed positively to effective school operations and stakeholder engagement.

8. The study established that there was a statistically significant difference in the perceptions of teachers, parents, and stakeholders regarding the conflict resolution strategies employed by the teacher-respondents. The rejection of the null hypothesis, supported by a p-value of 0.000 and an F-value of 42.499, confirms that the differences in viewpoints among the three groups were meaningful and not attributable to chance. This finding suggests that teachers' self-assessments of their conflict resolution practices may differ from how these strategies are perceived by parents and other stakeholders, highlighting the importance of strengthening communication, shared understanding, and collaborative evaluation of conflict management practices within the school community.

9. The findings revealed a statistically significant difference in the perceptions of teachers, parents, and stakeholders regarding the problem-solving skills demonstrated by the teacher-respondents. The rejection of the null hypothesis, supported by a p-value of 0.000 and a high F-value of 137.245, indicates that the variations in perceptions among the three groups were substantial and not due to random chance. This result suggests that teachers' self-perceptions of their problem-solving abilities may differ from how these skills are viewed by parents and stakeholders, underscoring the need for greater alignment through effective communication, collaborative engagement, and shared reflection on problem-solving practices within the school community.

10. The study established that selected profile variables of the teacher-respondents were significantly related to their conflict resolution strategies, with attitude toward conflict resolution and problem solving emerging as the strongest influencing factor. The very strong positive correlation indicates that teachers who possess a positive, proactive, and solution-oriented attitude are more likely to demonstrate effective conflict resolution strategies in school settings. Moreover, the moderate positive relationships of highest educational attainment and relevant in-service training suggest that continued academic preparation and professional development play

important roles in enhancing teachers' conflict management capabilities. Conversely, the weak negative relationship with age implies a slight decline in the frequent or effective use of conflict resolution strategies as age increases, though this effect was minimal. The absence of significant relationships between conflict resolution strategies and variables such as sex, civil status, income, years of teaching experience, and performance rating further suggests that effective conflict resolution is more strongly shaped by mindset and professional learning rather than demographic or employment-related factors.

11. The findings demonstrated that selected profile variables of the teacher-respondents were significantly associated with their problem-solving skills, with attitude toward conflict resolution and problem solving emerging as the most influential factor. The very strong positive correlation highlights that teachers who maintained positive, proactive, and solution-oriented attitudes were more likely to exhibit stronger problem-solving abilities in addressing school-related concerns. Furthermore, the moderate positive relationship with relevant in-service training underscored the importance of continuous professional development in enhancing teachers' capacity to analyze situations and generate effective solutions. Although the highest educational attainment and gross monthly family income showed positive associations, their influence on problem-solving skills was relatively minimal. The weak negative correlation with age suggested a slight decline in problem-solving skills as age increased, though the effect remained limited. Overall, the absence of significant relationships with sex, civil status, years of teaching experience, and performance ratings indicated that teachers' problem-solving skills were shaped more by mindset and ongoing professional learning than by demographic or tenure-related factors.

12. The findings established a strong and statistically significant relationship between the conflict resolution strategies employed by the teacher-respondents and their problem-solving skills, leading to the rejection of the null hypothesis. The very strong positive correlation indicated that teachers who consistently applied effective conflict resolution strategies were likewise more capable of demonstrating higher levels of problem-solving skills in addressing school-related issues. This close association underscored the interdependent nature of these competencies, suggesting that the ability to manage and resolve conflicts effectively enhances teachers' capacity to analyze situations, make sound decisions, and implement appropriate solutions. Overall, the result emphasized the importance of strengthening conflict resolution strategies as a means of fostering improved problem-solving skills among teachers.

13. The findings showed that the challenges encountered by the teacher-respondents in addressing school-related conflicts were moderately problematic, indicating that while difficulties were evident, they remained manageable within the school context. Resistance to change emerged as the most significant challenge, suggesting that teachers often faced obstacles when stakeholders were reluctant to accept new approaches or solutions necessary for effective conflict resolution and problem-solving. On the other hand, personal biases and prejudices were perceived as less problematic, though still present, implying that they posed a comparatively lower

impact on teachers' conflict management efforts. Overall, the results highlighted the need for strategies and support mechanisms that would help teachers address resistance to change while further minimizing the influence of bias in resolving school-related conflicts.

Recommendations

Anchored on the conclusions drawn from the findings, the following recommendations are offered:

1. Establish regular dialogue platforms. Since there were significant differences in the perceptions of teachers, parents, and stakeholders regarding conflict resolution strategies, it is recommended that school administrators establish regular dialogue platforms such as stakeholder forums, feedback surveys, and collaborative meetings. These mechanisms can help harmonize perceptions, promote transparency, and ensure that conflict resolution practices are clearly communicated and consistently understood by all parties.

2. Enhance visibility and documentation of teachers' decision-making processes. In view of the significant differences in perceptions regarding teachers' problem-solving skills, schools are encouraged to enhance visibility and documentation of teachers' decision-making processes. Sharing best practices, success stories, and problem-solving initiatives through reports or school assemblies may help parents and stakeholders better appreciate and understand teachers' efforts in addressing school-related concerns.

3. Prioritize attitude-enhancement programs. Given that attitude, educational attainment, and relevant in-service training were significantly related to conflict resolution strategies, school leaders should prioritize attitude-enhancement programs, continuous professional development, and advanced studies. Mentoring systems and targeted training activities should also be strengthened, especially for older teachers, to mitigate the slight decline in the application of conflict resolution strategies associated with age.

4. Institutionalize regular capacity-building programs. Since similar profile variables were found to be significantly related to problem-solving skills, it is recommended that schools institutionalize regular capacity-building programs focused on analytical thinking, creativity, and decision-making. Support for participation in seminars, workshops, and graduate studies should be sustained to further enhance teachers' problem-solving competencies.

5. Adopt an integrated professional development framework. Considering the very strong relationship between conflict resolution strategies and problem-solving skills, schools should adopt an integrated professional development framework that simultaneously develops both competencies. Training programs should emphasize the interdependence of effective conflict management and systematic problem-solving to

improve teachers' overall performance in handling school-related issues.

6. Implement change-management initiatives and leadership support systems. In light of the finding that teachers moderately experience challenges in dealing with conflicts, particularly resistance to change, it is recommended that school administrators implement change-management initiatives and leadership support systems. Workshops on managing resistance, fostering openness to change, and minimizing personal biases should be conducted to help teachers address conflicts more effectively and confidently.

7. Future studies may explore similar variables using mixed-methods or qualitative approaches to gain deeper insights into teachers' lived experiences in conflict resolution and problem solving. Researchers are also encouraged to include a wider range of respondents, such as students and school administrators, or conduct comparative studies across different school levels or regions to further validate and enrich the findings of the present study.

Compliance with Ethical Standards

This study strictly adhered to established ethical standards in the conduct of research. Before the collection of data, formal permission was obtained from the appropriate authorities, including the Schools Division Office and the respective school heads of the participating schools. The participation of teachers, parents, and stakeholders was entirely voluntary, and informed consent was secured after clearly explaining the purpose, procedures, and significance of the study.

The respondents were assured that their responses would remain confidential and anonymous. No identifying information was included in any part of the report to protect the privacy of the participants. All data gathered was used solely for academic and research purposes and was handled with the utmost care to maintain data privacy and integrity.

Furthermore, the researcher ensured that the study was conducted without any form of coercion, bias, or misrepresentation. Participants were given the freedom to decline or withdraw from the study at any stage without any consequences. All information and findings were reported honestly, accurately, and responsibly in accordance with accepted ethical research principles.

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