

## **Conflict Management Dispositions and Adaptive Leadership Skills of Public School Administrators**

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### **Abstract:**

Examining the levels of adaptive leadership skills and conflict management dispositions among public school administrators is vital in promoting inclusive, responsive, and effective leadership in the education sector. This study investigated the perceived levels of adaptive leadership skills and conflict management dispositions of public school administrators in one medium division in the Central Philippines for the School Year 2022-2023. Seventy-two public school administrators participated after obtaining consent from the Schools Division Superintendent and respondents. Data were collected using self-made questionnaires within a descriptive research design. Findings revealed that conflict management dispositions were "high" for the collaborating style but "low" for competing, compromising, avoiding, and accommodating styles, consistent across variables. Similarly, adaptive leadership skills were rated "very high" in all six areas, including getting on the balcony, identifying the adaptive challenge, regulating distress, maintaining disciplined attention, giving the work back to people, and protecting leadership voices from below, regardless of grouping variables. Statistical analyses indicated no significant differences in adaptive leadership skills or conflict management dispositions when respondents were grouped and compared according to variables. This study highlights the importance of creating professional development plans for all school administrators focused on enhancing adaptive leadership skills and conflict management dispositions to ensure quality basic education services aligned with national and regional educational policies, plans, and standards.

**Keywords:** Adaptive Leadership Skills, Conflict Management Dispositions, Public School Administrators

### **Introduction:**

#### **Nature of the Problem**

Conflict management dispositions and adaptive leadership skills are significant facets of leading and managing people. Understanding these constructs is crucial because they help create fair and productive workplace environments for all employees. According to the Australian Government (2018), effective leadership and conflict management promote organizational performance and productivity because they represent fair and ethical practices. Hall (2020) reported that adaptive leadership skills and adequate conflict management dispositions contribute to a better economy, improved productivity, increased growth and innovation, diversity of views, more flexible working hours, a more stable workforce, happier employees, improved client targeting, better quality of life, and enhanced institutional reputation.

In contrast, poor leadership skills and inadequate conflict management often hinder equal access to rewards, opportunities, and respect, leading to conflicts that may obstruct organizational goals. For example, in Yemen, lack of cooperation among school administrators caused animosity and difficulty in achieving institutional aims (Muthanna & Sang, 2017). In Pakistan, incivility among faculty and dissatisfaction with resources led to conflict-prone attitudes (Ali et al., 2019). In Catbalogan, Philippines, teachers reported abuse of authority by a school principal in a medium division in Western Visayas (Bombo Radyo Bacolod, 2022).

These situations underscore the need for effective leadership and conflict management interventions to prevent conflicts from escalating. School leaders must therefore cultivate adaptive leadership skills and adopt adequate conflict management dispositions to maintain unity and productivity in their institutions. Motivated by these challenges, the proponent, as a teacher and aspiring school leader, undertook a study on the conflict management dispositions and adaptive leadership skills of public school administrators in one of the medium divisions in Central Philippines.

#### **Current State of Knowledge**

Conflict management dispositions refer to the various ways individuals address and resolve conflicts to prevent disputes and maintain workplace focus, including competing, collaborating, compromising, avoiding, and accommodating styles (Juneja, 2020). Research indicates that school administrators tend to favor collaborative and compromising strategies, while teachers often use avoidance tactics (Kalagbor & Nnokam, 2015; Jack & Ukaigwu, 2018). Factors such as age and gender roles also influence conflict styles: older employees are more likely to avoid conflicts with supervisors, and males typically adopt dominating styles whereas females lean toward avoidance (Yeung et al., 2020; Bordean et al., 2020). These findings underscore the complexity of conflict management and the need for adaptive strategies in organizations.

Moreover, in the Philippines, effective conflict management is vital for improving workplace dynamics, with many businesses investing in training programs that enhance communication and team conflict resolution skills, especially in major cities like Manila, Quezon City, and Cebu City (Mabunga, 2017; Elijie, 2021). School administrators recognize workplace diversity but unite to foster positive change, practicing reflective leadership by balancing active engagement with thoughtful reflection—shifting from the “dance floor” to the “balcony”—to better diagnose and resolve issues (Yap, 2023). This reflective approach reduces errors in conflict resolution and builds workplace belongingness by promoting a safe environment, open communication, and challenging assumptions (Caminong et al., 2023). Overall, conflict management training and reflective leadership contribute significantly to productive, cohesive, and well-managed educational communities.

As for adaptive leadership skills it enable leaders to navigate complex challenges by applying six core principles: stepping back to gain perspective (“getting on the balcony”), identifying adaptive challenges that require fundamental change, regulating distress to prevent overload, maintaining disciplined attention on difficult issues, delegating work to foster ownership, and protecting leadership voices from below to include diverse perspectives (Growthspace, 2022; Northouse, 2019). Reflective practices help leaders avoid misdiagnosing problems and worsening situations (Yap, 2023; Caminong et al., 2023), while recognizing that solutions must be rooted in people’s values and perspectives rather than fixed strategies (Sinusoid, 2021; Firat, 2023; Tarhan, 2022). Managing distress involves helping individuals cope with stress productively rather than eliminating it (Davenport, 2022; Naseem & Ali, 2023), and maintaining disciplined attention encourages confronting, not avoiding, difficult trade-offs and conflicts (Odongo, 2020). Empowering teams to act collaboratively and listening to marginalized voices fosters innovation and inclusion (Bakiasi, 2024; Davenport, 2022), with longer-tenured leaders often demonstrating stronger adaptive skills through open dialogue and collaborative conflict resolution (Sinusoid, 2021). This holistic approach helps leaders understand systemic interconnections and influence perspectives to make well-informed decisions (Tarhan, 2022).

Which in practice, adaptive leaders trust their people’s capacity to resolve workplace issues by providing guidance while allowing individuals to take necessary actions (Northouse, 2019). Despite the psychological distress caused by work demands, effective leaders help their teams recognize the need for change without becoming overwhelmed, managing stress within a productive range (Naseem & Ali, 2023; Davenport, 2022). They identify adaptive challenges—complex problems with no clear solutions requiring fundamental shifts—and conduct thorough diagnoses to craft appropriate responses (Sinusoid, 2021). School administrators exemplify this by encouraging subordinates to avoid distractions and maintain focus on important tasks, balancing active engagement with reflective judgment to resolve disputes objectively and foster positive change in learning communities (Yap, 2023). As Odongo (2020) stressed, leaders must guide their people to confront and overcome difficult challenges rather than ignore or divert attention from them.

### **Theoretical Underpinnings**

This study is anchored on two key theories: Thomas and Kilmann’s (1974) Conflict Resolution theory and Heifetz et al.’s (2009) Adaptive Leadership theory. Thomas and Kilmann’s Conflict Resolution theory categorizes conflict-handling behaviors into five styles—competition, collaboration, compromise, avoidance, and accommodation—based on levels of assertion and cooperation. Collaboration is viewed as the most effective style, promoting solutions that satisfy all parties involved, while other styles serve specific situational purposes. Public school administrators’ ability to manage conflicts using these styles is essential for maintaining workplace harmony and organizational effectiveness. Complementing this, Heifetz et al.’s Adaptive Leadership theory describes leadership as a process of mobilizing people to tackle difficult challenges through six principles, such as “getting on the balcony” and “giving the work back to people.” These skills encourage collective problem-solving and ownership, enabling educational leaders to address complex issues collaboratively and responsively.

### **Objectives**

This study aimed to determine the levels of adaptive leadership skills, and conflict management dispositions of Public School administrators in one of the medium divisions in the Central Philippines for the School Year 2022-2023. Specifically, this study sought to answer the following questions: 1) the level of conflict management dispositions of the public school administrators according to the area of competing style, collaborating style, compromising style, avoiding style, and accommodating style; 2) the level of adaptive leadership skills of public school administrators in

the area of get on the balcony, identify the adaptive challenge, regulate distress, maintain disciplined attention, give the work back to people, and protect leadership voices from below; 3) the significant difference in the level of conflict management dispositions of the public school administrators when grouped and compared according to the aforementioned variables; and 4) the significant difference in the level of adaptive leadership skills of the public school administrators when grouped and compared according to the aforementioned variables.

### **Methodology**

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

### **Research Design**

This study used a descriptive research design to assess the levels of conflict management dispositions, and adaptive leadership skills among public school administrators in a medium division in Central Philippines. This approach aimed to describe the current conditions and compare the relevant variables, providing a clear picture of the phenomena as they exist (Dudovskiy, 2017). The descriptive design was deemed appropriate because it facilitated detailed data analysis and interpretation for a comprehensive understanding of the subjects studied.

### **Study Respondents**

Respondents of this study were 72 public school administrators in the entire division. Table 1 presents the distribution of respondents by grade level.

### **Instruments**

Self-made questionnaires were used to assess respondents' levels of conflict management dispositions, and adaptive leadership skills. The conflict management dispositions included five domains—competing, collaborating, compromising, avoiding, and accommodating—also with seven items each. Adaptive leadership skills comprised six areas: getting on the balcony, identifying adaptive challenges, regulating distress, maintaining disciplined attention, giving work back to people, and protecting leadership voices, each containing five items. All items were rated on a 5-point Likert scale from 1 (very low) to 5 (very high), with responses interpreted using Pernel's (2011) nearest-integer model, categorizing scores as very high (4.50–5.00), high (3.50–4.49), moderate (2.50–3.49), low (1.50–1.99), and very low (1.00–1.49). The research instrument was subjected to validity where the content validity indices (CVI) were found acceptable in all three instruments, making the latter valid. Results were as follows: Conflict Management Dispositions (CVI=0.90), and Adaptive Leadership Skills (CVI=0.85) and for reliability the computed alpha for conflict management dispositions was 0.761, interpreted as "acceptable"; and adaptive leadership skills was 0.856, interpreted as "good."

### **Data Gathering Procedure**

Permission was secured through written communication from the School Division Superintendent. When given permission, the researcher immediately coordinated with the school administrators and administered the survey questionnaires face-to-face. Following health and safety protocols, the researcher met the target respondents at their respective institutions.

### **Data Analysis and Statistical Treatment**

Objective 1 employed the descriptive analytical scheme and mean to determine the level of conflict management dispositions.

Objective 2 utilized the descriptive analytical scheme and mean to determine the level of adaptive leadership skills.

Objective 3 utilized the comparative analytical scheme and Mann-Whitney U-Test to ascertain the significant difference in the level of conflict management dispositions of the Public School administrators when grouped and compared according to selected variables.

Objective 4 used the comparative analytical scheme and Mann-Whitney U-Test to ascertain the significant difference in the Public School administrators' level of adaptive leadership skills when grouped and compared according to selected variables.

### **Ethical Consideration**

Following the Data Privacy Act of 2012 and ethical considerations, the researcher sought the respondents' consent regarding collecting, storing, and processing information. Thus, before administering the questionnaires, the respondents were informed of the purpose of this study and were advised that their participation was purely voluntary. Likewise, they were assured of the confidentiality of the gathered data or information and that the latter was only used for this purpose. Finally, only those individuals willing to participate in this undertaking were included. Upon completion, the researcher recorded all generated data and information from the respondents for computation, tabulation, and analysis.

## Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

**Table 1**

*Level of Conflict Management Dispositions of the Public School Administrators in Competing Style*

| Competing Style<br>Items                                               | Mean        | Interpretation   |
|------------------------------------------------------------------------|-------------|------------------|
| 1. Firm in pursuing goals.                                             | 1.92        | Low level        |
| 2. Tries to win one's position.                                        | 1.79        | Low level        |
| 3. Makes some effort to get one's way.                                 | 1.76        | Low level        |
| 4. Presses to get the points that are made.                            | 1.69        | Low level        |
| 5. Tries to show the logic and benefits of one's position.             | 3.96        | High level       |
| 6. Tries to convince the other person of the merits of one's position. | 1.72        | Low level        |
| 7. Asserts one's wishes.                                               | 1.82        | Low level        |
| <b>Overall mean</b>                                                    | <b>2.10</b> | <b>Low level</b> |

Table 1 shows the level of conflict management dispositions of respondents in competing styles. The level of conflict management dispositions of the respondents in competing style obtained an overall mean score of 2.10, interpreted as "low level." While generally low, the respondents showed the highest level of disposition in "trying to show the logic and benefits of one's position" (3.96) and the very least in "pressing to get the points that are made" (1.69). The results implied that, at some point, the respondents tend to resolve issues, problems, conflicts, and other concerns by pushing their opinions and holding their grounds even at the expense of others and maintaining active resistance to the action of the other person (Chandolia & Anastasiou, 2020). Respondents address conflict directly and bluntly with the competing style of resolving disputes. They tend to be assertive and uncooperative in their dispositions. Their very goal is typically to end the conflict as quickly as possible. As noted, most individuals and organizations do not frequently observe this same conflict management style.

**Table 2**

*Level of Conflict Management Dispositions of the Public School Administrators in Collaborating Style*

| Collaborating Style<br>Items                                             | Mean        | Interpretation         |
|--------------------------------------------------------------------------|-------------|------------------------|
| 1. Always share the problem with the other person to work it out.        | 5.00        | Very high level        |
| 2. Consistently seeks the other's help to work out a solution.           | 5.00        | Very high level        |
| 3. Attempts to immediately get all concerns and issues out in the opens. | 5.00        | Very high level        |
| 4. Usually lays down one's ideas and solicits the other party.           | 5.00        | Very high level        |
| 5. Attempts to immediately work through the differences.                 | 5.00        | Very high level        |
| 6. Concerned most often with satisfying all wishes.                      | 5.00        | Very high level        |
| 7. Feels that differences are not always worth worrying about.           | 5.00        | Very high level        |
| <b>Overall mean</b>                                                      | <b>5.00</b> | <b>Very high level</b> |

Table 2 shows the respondents' level of conflict management disposition in the collaborating style. The respondents' level of conflict management disposition in the collaborating style was "very high," with a total mean score of 5.00. Thus, at the highest level, they always share the problem with the other person so that both can work it out; consistently seek the other's help in working out a solution; attempt to get all concerns and issues immediately out

in the open; lay down one's ideas and solicit the other party; immediately work through the differences; concerned with satisfying all wishes; and feel that differences are not always worth worrying about. The result suggested that respondents preferred resolving conflicts by working with the other party to find solutions that would fully address the issue or conflicts at hand with the desire to truly satisfy everyone involved (Chandolia & Anastasiou, 2020). Among conflict management styles, collaborating has been commonly observed. The study of Kalagbor and Nnokam found that most school administrators employed collaborating strategies more frequently than their teachers. Similarly, Jack and Ukaigwu's (2018) study revealed that school administrators used the collaborating or integrating strategies more than the other strategies in managing conflicts in their schools. It was concluded that school administrators were beginning to understand that conflict was inevitable in the school system, and they appreciated that it could be managed through various strategies. A relevant institutional framework was recommended to be appropriately implemented to enable the school administrators to appreciate further the emerging ideas and innovations concerning teacher and student conflict management in schools.

**Table 3**

*Level of Conflict Management Dispositions of the Public School Administrators in Compromising Style*

| <b>Compromising Styles<br/>Items</b>                            | <b>Mean</b> | <b>Interpretation</b> |
|-----------------------------------------------------------------|-------------|-----------------------|
| 1. Finds a compromise solution.                                 | 1.60        | Low level             |
| 2. Gives up some points in exchange for others.                 | 1.79        | Low level             |
| 3. Usually it proposes a middle ground.                         | 1.63        | Low level             |
| 4. Give and take some positions.                                | 1.72        | Low level             |
| 5. Finds fair combination of gains and losses for both parties. | 5.00        | Very high level       |
| 6. Finds a position that is intermediate between parties.       | 1.62        | Low level             |
| 7. Tries to get the other person to settle for a compromise.    | 1.75        | Low level             |
| <b>Overall mean</b>                                             | <b>2.16</b> | <b>Low level</b>      |

Table 3 shows the respondents' level of conflict management dispositions in the compromising style. The respondents' level of conflict management dispositions in compromising style was "low," with an overall mean score of 2.16. Despite being low on this style, the respondents had the highest level of disposition on finding the fair combination of gains and losses for both parties (5.00) while the least on finding a compromise solution (1.60). The results implied that, in resolving conflicts, the respondents preferred to offer mutually acceptable and expedient solutions that partially satisfy both parties (Chandolia & Anastasiou, 2020). With this style, the respondents encouraged each side of the conflicting parties to make significant sacrifices. In other words, neither conflicting party gets exactly what they need or want. This result confirmed Kalagbor and Nnokam's finding that most school administrators employed compromising strategies more frequently than their teachers. Likewise, Jack and Ukaigwu's (2018) study revealed that school administrators used compromising strategies more than other strategies in managing conflicts in their schools.

**Table 4**

*Level of Conflict Management Dispositions of the Public School Administrators in Avoiding Style*

| <b>Avoiding Styles<br/>Items</b>                                          | <b>Mean</b> | <b>Interpretation</b> |
|---------------------------------------------------------------------------|-------------|-----------------------|
| 1. Let others take responsibility for solving the problem.                | 1.28        | Very low level        |
| 2. Tries to soothe the other's feelings and preserve the relationship.    | 5.00        | Very high level       |
| 3. Avoids creating unpleasantness for oneself and others.                 | 1.38        | Very low level        |
| 4. Postpones the issue until one has time to think about it.              | 1.24        | Very low level        |
| 5. Avoids taking positions that would create controversy.                 | 1.31        | Very low level        |
| 6. Tries to do what is necessary to avoid tension.                        | 1.38        | Very low level        |
| 7. Believes that differences are not always worth the time and attention. | 1.42        | Very low level        |
| <b>Overall mean</b>                                                       | <b>1.85</b> | <b>Low level</b>      |

Table 4 shows the respondents' level of conflict management dispositions in avoiding style. The respondents' level of conflict management dispositions in avoiding style generated an overall mean score of 1.85, construed as "low level." Though low, the respondents showed a very high level of disposition on "soothing the other's feelings and preserving the relationship" (5.00) while the least on "postponing issues until one has had some time to think about it" (1.24). The results indicated that respondents generally did not prefer to resolve issues by delaying a deadline or decision, physically separating the opposing parties, or removing themselves from the situation (Indeed.com, 2020). This situation would allow conflicting parties to subside their negative feelings and emotions, thereby allowing the contradictory parties to think about the issue with the desire to preserve their relationships. In agreement with this result, Moreira's (2021) study

revealed that respondents in her study with higher levels of education qualifications were less avoidant than those with lower levels of educational qualifications.

**Table 5**

*Level of Conflict Management Dispositions of the Public School Administrators in Accommodating Style*

| <b>Accommodating Styles<br/>Items</b>                                                                           | <b>Mean</b> | <b>Interpretation</b> |
|-----------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. Tries to stress those upon which both parties agree rather than negotiate the things on which both disagree. | 4.31        | High level            |
| 2. Sacrifices one's wishes for the wishes of the other person.                                                  | 1.01        | Very low level        |
| 3. Soothes the other's feelings and preserve the relationship.                                                  | 1.11        | Very low level        |
| 4. Tries not to hurt the other's feelings.                                                                      | 1.14        | Very low level        |
| 5. If it makes the other person happy, allow them to maintain their views.                                      | 1.08        | Very low level        |
| 6. If the other's position seems essential to them, then try to meet their wishes.                              | 1.13        | Very low level        |
| 7. Considers other person's wishes.                                                                             | 1.07        | Very low level        |
| <b>Overall mean</b>                                                                                             | <b>1.55</b> | <b>Low level</b>      |

Table 5 shows the respondents' level of conflict management dispositions in accommodating style. The respondents' level of conflict management dispositions in accommodating style obtained a mean score of 1.55, interpreted as "low level." Although low, the respondents showed the highest level of disposition of "stressing those things upon which both parties agree rather than negotiate the things on which both disagree" (4.31) while very low on "sacrificing one's wishes for the wishes of the other person" (1.01). Results in this regard implied that respondents generally did not prefer to resolve conflicts, issues, problems, and other concerns by accommodating concerns of "others first" instead of giving one's interests top priority (Chandolia & Anastasiou, 2020). In other words, they did not favor resolving conflicts by giving in to the opposing party. However, one may need to use an accommodating conflict style or attitude when interacting with someone with a strong or abrasive personality. In contrast to this result, school managers in Epirus, Greece, frequently observe this conflict management style to effectively tackle school conflicts (Chandolia & Anastasiou, 2020).

**Table 6**

*Level of Adaptive Leadership Skills of the Public School Administrators in Getting on the Balcony*

| <b>Get on the Balcony<br/>Items</b>                                                                       | <b>Mean</b> | <b>Interpretation</b>  |
|-----------------------------------------------------------------------------------------------------------|-------------|------------------------|
| 1. Step back and assess the dynamics of the people involved when difficulties emerge in the organization. | 5.00        | Very high level        |
| 2. Observe the parties involved and assess what is really going on amidst challenging situations.         | 5.00        | Very high level        |
| 3. Step out of the dispute to gain perspective on a difficult situation.                                  | 5.00        | Very high level        |
| 4. Does not lose sight of the "big picture" during difficult situations.                                  | 5.00        | Very high level        |
| 5. Listen to what the other person is really saying in the case of disagreements.                         | 5.00        | Very high level        |
| <b>Overall mean</b>                                                                                       | <b>5.00</b> | <b>Very high level</b> |

Table 6 reveals that the respondents demonstrated a very high level of adaptive leadership skills in "getting on the balcony," with a mean score of 5.00. This indicates their strong ability to step back, observe, and assess organizational dynamics objectively during difficult situations. These leaders-maintained awareness of diverse perspectives and upheld a common goal of fostering positive change in their learning communities. Such reflective practice, as described by Yap (2023), allows leaders to shift between action and observation, helping them make informed decisions and avoid misdiagnosing problems. The findings align with Caminong et al. (2023), who noted that reflective leadership promotes workplace belongingness by fostering a safe space for communication and encouraging the examination of beliefs and assumptions.

**Table 7**

*Level of Adaptive Leadership Skills of the Public School Administrators in Identifying the Adaptive Challenge*

| <b>Identify the Adaptive Challenge<br/>Items</b> | <b>Mean</b> | <b>Interpretation</b> |
|--------------------------------------------------|-------------|-----------------------|
|--------------------------------------------------|-------------|-----------------------|

|                                                                                                                |             |                        |
|----------------------------------------------------------------------------------------------------------------|-------------|------------------------|
| 1. Bring conflicts into the open when people try to avoid controversial organizational issues.                 | 5.00        | Very high level        |
| 2. Encourage people to discuss significant issues.                                                             | 5.00        | Very high level        |
| 3. Encourage people to resolve problems when events trigger strong emotional responses between and among them. | 5.00        | Very high level        |
| 4. Allow people to use their expertise to resolve among themselves when struggling with a value conflict.      | 5.00        | Very high level        |
| 5. Allow people to resolve differences when struggling with intense conflicts.                                 | 5.00        | Very high level        |
| <b>Overall mean</b>                                                                                            | <b>5.00</b> | <b>Very high level</b> |

Table 7 shows the level of adaptive leadership skills of the respondents in identifying the adaptive challenge. The respondents' level of adaptive leadership skills in identifying the adaptive challenge obtained a total mean score of 5.00, interpreted as a "very high level." Identifying the adaptive challenge involves respondents' skills to bring conflicts into the open when people try to avoid controversial organizational issues, encourage people to discuss significant issues, encourage people to resolve problems when events trigger strong emotional responses between and among them, allow people to use their expertise to decide among themselves when struggling with a value conflict; and enable people to resolve differences when working with intense conflicts. The result indicated that respondents knew precisely what they would do in identifying adaptive challenges. In this instant case, adaptive challenges are issues, problems, or concerns with unknown solutions that necessitate a fundamental change to be solved. This process requires leaders to diagnose and seek appropriate treatment to solve such challenges (Sinusoid, 2021). In agreement with this mode of action, Firat (2023) averred that leaders must search for "correct answers or solutions" in people's values, perspectives, and goals, not strategy. This premise is supported by Tarhan's (2022) systems model, which holds that leaders should consider the interplay between knowing and understanding the big picture, influencing others' perspectives, and being aware of the system's connections to make well-informed decisions.

**Table 8**

*Level of Adaptive Leadership Skills of the Public School Administrators in Regulating Distress*

| <b>Regulate Distress<br/>Items</b>                                                   | <b>Mean</b> | <b>Interpretation</b>  |
|--------------------------------------------------------------------------------------|-------------|------------------------|
| 1. Help people work through difficulties when uncertain about organizational change. | 5.00        | Very high level        |
| 2. Encourage people to address issues when disturbed by unresolved conflicts.        | 5.00        | Very high level        |
| 3. Comfort people as they work through intense issues.                               | 5.00        | Very high level        |
| 4. Show how confident you are in tackling challenging problems.                      | 5.00        | Very high level        |
| 5. Be firm and steady amidst any organizational storm.                               | 5.00        | Very high level        |
| <b>Overall mean</b>                                                                  | <b>5.00</b> | <b>Very high level</b> |

Table 8 shows the level of adaptive leadership skills of the respondents in regulating distress. The level of adaptive leadership skills of the respondents in regulating distress was "very high level," with an overall mean score of 5.00. Adaptive leadership skills in this area include the respondents' ability to help their people work through difficulties when the latter feel uncertain about organizational change, encourage people to address issues when disturbed by unresolved conflicts, comfort people as they work through intense issues, show confidence in tackling challenging problems; and stand firm and steady amidst any organizational storm. The results implied that respondents could keep their people from becoming overloaded with stress-related issues, problems, conflicts, tasks, or constraints (Northouse, 2019). In their study, Naseem and Ali (2023) confirmed that work demand constraints significantly impacted the increase in psychological distress. In the instant case, the respondents could lead and help their people recognize the necessity for change without being overburdened by the need for the change itself. As adaptive leaders, the respondents likewise needed to monitor the stress that their people have been experiencing and keep it within the productive range. Accordingly, Davenport (2022) averred that the end goal in applying this behavior is not to relieve the stress that people are experiencing but to help them learn to work through the stressors in their ways.

**Table 9**

*Level of Adaptive Leadership Skills of the Public School Administrators in Maintaining Disciplined Attention*

| <b>Maintain Disciplined Attention<br/>Items</b>                              | <b>Mean</b> | <b>Interpretation</b> |
|------------------------------------------------------------------------------|-------------|-----------------------|
| 1. Enable people to focus on issues they try to avoid in complex situations. | 5.00        | Very high level       |

|                     |                                                                                   |             |                        |
|---------------------|-----------------------------------------------------------------------------------|-------------|------------------------|
| 2.                  | Challenge people to concentrate on the "hot" topics during organizational change. | 5.00        | Very high level        |
| 3.                  | Let people avoid confronting complex issues, as it is a reasonable thing to do.   | 5.00        | Very high level        |
| 4.                  | Thrive to help people find new ways of coping with organizational problems.       | 5.00        | Very high level        |
| 5.                  | Let people avoid troublesome issues to keep things moving forward.                | 5.00        | Very high level        |
| <b>Overall mean</b> |                                                                                   | <b>5.00</b> | <b>Very high level</b> |

Table 9 shows the level of adaptive leadership skills of the respondents in maintaining disciplined attention. The level of adaptive leadership skills of the respondents in maintaining disciplined attention was "very high level," garnering a total mean score of 5.00. Specific skills involved in this particular area include the respondents' ability to enable people to focus on issues they are trying to avoid in complex situations, challenge people to concentrate on the "hot" topics during organizational change, let people avoid confronting complex issues as it is a reasonable thing to do; thrive on helping people find new ways of coping with organizational problems; and let people avoid issues that are troublesome to keep things moving forward. Results indicated that respondents could encourage their respective people in their workplaces to focus on things they needed to do insofar as challenging tasks were concerned. By maintaining disciplined attention, the respondents helped their people address change and not stay away from it (Northouse, 2019). In this context, avoidance may take various forms. People in the workplace may ignore the problem, issue, or concern. They may blame authorities or fellow workers. They may choose to attack those who want to address the problem. They may pretend that said problem, issue, or concern does not exist, and/or people may decide to work hard in areas that are not, in any way, related to the problem. Following these circumstances, Odongo (2020) maintained that leaders should get their people to confront tough and rigid trade-offs or bargains in values, protocols, and power. Subsequently, this will prevent the problem, conflict, or issue from being divisive and superficial.

**Table 10**

*Level of Adaptive Leadership Skills of the Public School Administrators in Giving the Work Back to People*

| <b>Give the Work Back to People<br/>Items</b> |                                                                                      | <b>Mean</b> | <b>Interpretation</b>  |
|-----------------------------------------------|--------------------------------------------------------------------------------------|-------------|------------------------|
| 1.                                            | Allow employees to discuss when struggling with a decision.                          | 5.00        | Very high level        |
| 2.                                            | Encourage people to think of answers to resolving issues.                            | 5.00        | Very high level        |
| 3.                                            | Encourage employees to take initiative in defining and solving problems.             | 5.00        | Very high level        |
| 4.                                            | Allow people to provide solutions to organizational issues.                          | 5.00        | Very high level        |
| 5.                                            | Empower people to discuss and decide on organizational challenges and uncertainties. | 5.00        | Very high level        |
| <b>Overall mean</b>                           |                                                                                      | <b>5.00</b> | <b>Very high level</b> |

Table 10 shows the level of adaptive leadership skills of the respondents in giving work back to people. The level of adaptive leadership skills of the respondents in giving the work back to people obtained a total mean score of 5.00, construed as a "very high level." With this result, the respondents, therefore, allowed their employees to discuss when struggling with a decision, encouraged their people to think for answers in resolving issues, encouraged their employees to take the initiative in defining and solving problems, allowed people to provide solutions on organizational issues; and empower their people to discuss and decide on organizational challenges and uncertainties. The results implied that respondents empowered their people to lead the way to change. In other words, they trusted their respective people's capacity that they (people) could deliver and complete their tasks, such as resolving problems, conflicts, or issues that transpired in the workplace. As leaders, the respondents only provide direction toward the completion of these tasks, while the people themselves should be the ones to take the necessary steps and actions (Northouse, 2019). Moreover, Davenport (2022) postulated that since adaptive challenges cannot be dealt with and overcome alone, forming a coalition of allies with the required skills and the will to do the work and complete the tasks is necessary.

**Table 11**

*Level of Adaptive Leadership Skills of the Public School Administrators in Protecting Leadership Voices from Below*

| <b>Protect Leadership Voices from Below</b> |             |                       |
|---------------------------------------------|-------------|-----------------------|
| <b>Items</b>                                | <b>Mean</b> | <b>Interpretation</b> |

## Collaborating

| Variable                     | Category | N  | Mean Rank | Mann Whitney U test | p-value | Sig level | Interpretation  |
|------------------------------|----------|----|-----------|---------------------|---------|-----------|-----------------|
| Age                          | Younger  | 34 | 36.50     | 646.00              | 1.00    | 0.05      | Not Significant |
|                              | Older    | 38 | 36.50     |                     |         |           |                 |
| Sex                          | Male     | 25 | 36.50     | 587.50              | 1.00    |           | Not Significant |
|                              | Female   | 47 | 36.50     |                     |         |           |                 |
| Length of Service            | Shorter  | 31 | 36.50     | 635.50              | 1.00    |           | Not Significant |
|                              | Longer   | 41 | 36.50     |                     |         |           |                 |
| Number of Trainings Attended | Few      | 31 | 36.50     | 635.50              | 1.00    |           | Not Significant |
|                              | Many     | 41 | 36.50     |                     |         |           |                 |

Table 13 indicates no significant difference in the respondents' use of the collaborating conflict management style when grouped by age, sex, length of service, or number of trainings. This suggests that public school administrators generally shared a common disposition toward resolving conflicts collaboratively—working with others to find mutually beneficial solutions that satisfy all parties involved (Chandolia & Anastasiou, 2020). As supported by Jack and Ukaigwu (2018), the collaborative approach is increasingly favored in organizational settings, reflecting a growing acknowledgment among the respondents that while conflicts are inevitable, they can be effectively managed through cooperation and dialogue.

Table 14

*Difference in the Level of Conflict Management Dispositions of the Public School Administrators on Compromising when grouped and compared according to Aforementioned Variables*

| Compromising                 |          |    |           |                     |         |           |                 |
|------------------------------|----------|----|-----------|---------------------|---------|-----------|-----------------|
| Variable                     | Category | N  | Mean Rank | Mann Whitney U test | p-value | Sig level | Interpretation  |
| Age                          | Younger  | 34 | 38.40     | 581.50              | 0.461   | 0.05      | Not Significant |
|                              | Older    | 38 | 34.80     |                     |         |           |                 |
| Sex                          | Male     | 25 | 33.30     | 507.50              | 0.338   |           | Not Significant |
|                              | Female   | 47 | 38.20     |                     |         |           |                 |
| Length of Service            | Shorter  | 31 | 39.02     | 557.50              | 0.369   |           | Not Significant |
|                              | Longer   | 41 | 34.60     |                     |         |           |                 |
| Number of Trainings Attended | Few      | 31 | 41.73     | 473.50              | 0.062   |           | Not Significant |
|                              | Many     | 41 | 32.55     |                     |         |           |                 |

Table 14 shows that there was no significant difference in the respondents' use of the compromising conflict management style when grouped by age, sex, length of service, or number of trainings attended. This suggests that public school administrators commonly preferred resolving conflicts through mutually acceptable and expedient solutions, where each party makes concessions (Chandolia & Anastasiou, 2020). They generally encouraged involved parties to make sacrifices, even if it meant that no one fully got what they wanted. This aligns with Jack and Ukaigwu's (2018) findings, which indicated that compromising strategies were frequently used in managing workplace conflicts.

**Table 15**

*Difference in the Level of Conflict Management Dispositions of the Public School Administrators on Avoiding when grouped and compared according to Aforementioned Variables*

## Avoiding

| Variable                     | Category | N  | Mean Rank | Mann Whitney U test | p-value | Sig level | Interpretation  |
|------------------------------|----------|----|-----------|---------------------|---------|-----------|-----------------|
| Age                          | Younger  | 34 | 35.99     | 628.50              | 0.834   | 0.05      | Not Significant |
|                              | Older    | 38 | 36.96     |                     |         |           |                 |
| Sex                          | Male     | 25 | 36.28     | 582.00              | 0.945   |           | Not Significant |
|                              | Female   | 47 | 36.62     |                     |         |           |                 |
| Length of Service            | Shorter  | 31 | 35.53     | 605.50              | 0.717   |           | Not Significant |
|                              | Longer   | 41 | 37.23     |                     |         |           |                 |
| Number of Trainings Attended | Few      | 31 | 40.95     | 497.50              | 0.096   |           | Not Significant |
|                              | Many     | 41 | 33.13     |                     |         |           |                 |

Table 15 indicates no significant difference in the use of the avoiding conflict management style among respondents when grouped by age, sex, length of service, or number of trainings attended. This suggests that school administrators generally shared similar tendencies in not favoring avoidance as a conflict resolution strategy. As supported by Indeed.com (2020), they typically did not resort to delaying decisions, physically separating conflicting parties, or withdrawing from the situation. However, the avoiding style was occasionally used to allow emotions to settle and give parties time for reflection, aiming to preserve goodwill and improve relationships.

**Table 16**

*Difference in the Level of Conflict Management Dispositions of the Public School Administrators on Accommodating Style when grouped and compared according to Variables*

| Accommodating       |          |    |           |                     |         |           |                 |
|---------------------|----------|----|-----------|---------------------|---------|-----------|-----------------|
| Variable            | Category | N  | Mean Rank | Mann Whitney U test | p-value | Sig level | Interpretation  |
| Age                 | Younger  | 34 | 36.28     | 638.50              | 0.928   | 0.05      | Not Significant |
|                     | Older    | 38 | 36.70     |                     |         |           |                 |
| Sex                 | Male     | 25 | 35.02     | 550.50              | 0.641   |           | Not Significant |
|                     | Female   | 47 | 37.29     |                     |         |           |                 |
| Length of Service   | Shorter  | 31 | 37.45     | 606.00              | 0.721   |           | Not Significant |
|                     | Longer   | 41 | 35.78     |                     |         |           |                 |
| Number of Trainings | Few      | 31 | 38.53     | 572.50              | 0.445   |           | Not Significant |
|                     | Many     | 41 | 34.96     |                     |         |           |                 |

Table 16 shows the difference in the level of conflict management dispositions of respondents in accommodating style when grouped and compared according to variables. When grouped and compared according to variables, the computed values showed no significant difference in the respondents' conflict management dispositions on accommodating style. The results indicated that, without regard to respondents' age, sex, length of service, and number of trainings attended, they did not show disparity in not using accommodating to manage conflicts. As noted in Table 10, the respondents generally did not prefer to manage conflicts, issues, problems, and other concerns by accommodation (Chandolia & Anastasiou, 2020). They did not favor an accommodating style in resolving disputes by giving in to either of the opposing parties involved in any of the issues that occurred in the workplace. On the other hand, the respondents use the accommodating conflict style with individuals with strong and abrasive personalities.

**Table 17**

*Difference in the Level of Adaptive Leadership Skills of the Public School Administrators on Getting on the Balcony when grouped and compared according to Aforementioned Variables*

| Get on the Balcony |          |    |           |                     |         |           |                 |
|--------------------|----------|----|-----------|---------------------|---------|-----------|-----------------|
| Variable           | Category | N  | Mean Rank | Mann Whitney U test | p-value | Sig level | Interpretation  |
| Age                | Younger  | 34 | 36.50     | 646.00              | 1.00    | 0.05      | Not Significant |

|                     |         |    |       |        |      |                 |
|---------------------|---------|----|-------|--------|------|-----------------|
|                     | Older   | 38 | 36.50 |        |      |                 |
| Sex                 | Male    | 25 | 36.50 | 587.50 | 1.00 | Not Significant |
|                     | Female  | 47 | 36.50 |        |      |                 |
| Length of Service   | Shorter | 31 | 36.50 | 635.50 | 1.00 | Not Significant |
|                     | Longer  | 41 | 36.50 |        |      |                 |
| Number of Trainings | Few     | 31 | 36.50 | 635.50 | 1.00 | Not Significant |
|                     | Many    | 41 | 36.50 |        |      |                 |

Table 17 shows the difference in the respondents' level of adaptive leadership skills in getting on the balcony when grouped and compared according to variables. The *p*-values revealed that no significant difference existed in the respondents' level of adaptive leadership skills in getting on the balcony when grouped and compared according to variables. These results implied that respondents, regardless of age, sex, length of service, and number of trainings attended, shared similar degrees of adaptive leadership skills on "get on the balcony." In other words, despite having different personal characteristics and orientations, the respondents unanimously knew how to step back and assess the dynamics of their people when facing any form of difficulties and challenges in their respective organizations. They knew how to listen to their people who came from diverse backgrounds with different views and perspectives while united for common purposes. Their ability to step back from the action gave them an objective and fair perspective (Yap, 2023). Subsequently, this mode of action gave the respondents a more vivid picture of the situation as the basis for making and crafting well-informed decisions and courses of action.

**Table 18**

*Difference in the Level of Adaptive Leadership Skills of the Public School Administrators on Identifying the Adaptive Challenge when grouped and compared according to Aforementioned Variables*

| Identify the Adaptive Challenge |          |    |           |                     |         |           |                 |
|---------------------------------|----------|----|-----------|---------------------|---------|-----------|-----------------|
| Variable                        | Category | N  | Mean Rank | Mann Whitney U test | p-value | Sig level | Interpretation  |
| Age                             | Younger  | 34 | 36.50     | 646.00              | 1.00    | 0.05      | Not Significant |
|                                 | Older    | 38 | 36.50     |                     |         |           |                 |
| Sex                             | Male     | 25 | 36.50     | 587.50              | 1.00    |           | Not Significant |
|                                 | Female   | 47 | 36.50     |                     |         |           |                 |
| Length of Service               | Shorter  | 31 | 36.50     | 635.50              | 1.00    |           | Not Significant |
|                                 | Longer   | 41 | 36.50     |                     |         |           |                 |
| Number of Trainings             | Few      | 31 | 36.50     | 635.50              | 1.00    |           | Not Significant |
|                                 | Many     | 41 | 36.50     |                     |         |           |                 |

Table 18 shows the difference in the respondents' level of adaptive leadership skills in identifying the adaptive challenge when grouped and compared according to variables. The computed values revealed no significant difference in the respondents' adaptive leadership skills in identifying the adaptive challenge when grouped and compared according to variables. The results suggested that respondents, notwithstanding their age, sex, length of service, and number of trainings attended, did not necessarily differ in the execution of their adaptive leadership skills, particularly in identifying adaptive challenges in their respective workplaces. In other words, the respondents shared similar skills in taking conflicts into the open when others tried to avoid the latter. On the other hand, they encouraged their people to discuss issues and even used their expertise to find solutions. Accordingly, Tarhan (2022) maintained that organizational leaders should consider the interplay between knowing and understanding adaptive challenges, influencing their people's perspectives, and being aware of the system's connections to make well-informed decisions.

**Table 19**

*Difference in the Level of Adaptive Leadership Skills of Public School Administrators on Regulating Distress when grouped and compared according to Aforementioned Variables*

| Regulate Distress |          |    |           |                     |                 |           |                 |
|-------------------|----------|----|-----------|---------------------|-----------------|-----------|-----------------|
| Variable          | Category | N  | Mean Rank | Mann Whitney U test | <i>p</i> -value | Sig level | Interpretation  |
| Age               | Younger  | 34 | 36.50     | 646.00              | 1.00            | 0.05      | Not Significant |

|                     |         |    |       |        |      |                 |
|---------------------|---------|----|-------|--------|------|-----------------|
|                     | Older   | 38 | 36.50 |        |      |                 |
| Sex                 | Male    | 25 | 36.50 | 587.50 | 1.00 | Not Significant |
|                     | Female  | 47 | 36.50 |        |      |                 |
| Length of Service   | Shorter | 31 | 36.50 | 635.50 | 1.00 | Not Significant |
|                     | Longer  | 41 | 36.50 |        |      |                 |
| Number of Trainings | Few     | 31 | 36.50 | 635.50 | 1.00 | Not Significant |
|                     | Many    | 41 | 36.50 |        |      |                 |

Table 19 shows the difference on the respondents' adaptive leadership skills in regulating distress when grouped and compared according to variables. When grouped and compared according to variables, the  $p$ -values showed no significant difference in the respondents' adaptive leadership skills in regulating distress. Results indicated that respondents, regardless of age, sex, length of service, and number of trainings attended, had a standard level of adaptive leadership skills, specifically on regulating distress (i.e., very high level). With this, the respondents collectively demonstrated their abilities to assist their people in the face of difficulties or conflicts in the workplace and showed confidence in resolving the latter. Moreover, the results indicated that respondents could keep their people from becoming overloaded with stress-related issues, problems, conflicts, tasks, or constraints (Northouse, 2019). Accordingly, Naseem and Ali (2023) maintained that work demand constraints significantly impacted people, causing increased psychological distress.

**Table 20**

*Difference in the Level of Adaptive Leadership Skills of the Public School Administrators on Maintaining Disciplined Attention when grouped and compared according to Aforementioned Variables*

| Maintain Disciplined Attention |          |    |           |                     |            |           |                 |  |
|--------------------------------|----------|----|-----------|---------------------|------------|-----------|-----------------|--|
| Variable                       | Category | N  | Mean Rank | Mann Whitney U test | $p$ -value | Sig level | Interpretation  |  |
| Age                            | Younger  | 34 | 36.50     | 646.00              | 1.00       | 0.05      | Not Significant |  |
|                                | Older    | 38 | 36.50     |                     |            |           |                 |  |
| Sex                            | Male     | 25 | 36.50     | 587.50              | 1.00       | 0.05      | Not Significant |  |
|                                | Female   | 47 | 36.50     |                     |            |           |                 |  |
| Length of Service              | Shorter  | 31 | 36.50     | 635.50              | 1.00       | 0.05      | Not Significant |  |
|                                | Longer   | 41 | 36.50     |                     |            |           |                 |  |
| Number of Trainings            | Few      | 31 | 36.50     | 635.50              | 1.00       | 0.05      | Not Significant |  |
|                                | Many     | 41 | 36.50     |                     |            |           |                 |  |

Table 20 shows the difference in the respondents' adaptive leadership skills in maintaining disciplined attention when grouped and compared according to variables. When grouped and compared according to variables, the  $p$ -values revealed no significant difference in the respondents' adaptive leadership skills in maintaining disciplined attention. The results implied that respondents, notwithstanding their age, sex, length of service, and number of trainings attended, had similar levels of adaptive leadership skills in terms of maintaining disciplined action (i.e., very high level). Thus, the respondents collectively showed their ability to shield their people from any forms of stress brought by work-related challenges and/or changes. They can guide their people in finding new ways to cope with organizational problems and keep things moving forward. By maintaining disciplined attention, the respondents helped their people address change and avoid it (Northouse, 2019). Likewise, Odongo (2020) postulated that organizational leaders should get their people to confront demanding and challenging tasks.

**Table 21**

*Difference in the Level of Adaptive Leadership Skills of the Public School Administrators on Giving the Work Back to People when grouped and compared according to Aforementioned Variables*

| Give the Work Back to People |          |    |           |                     |            |           |                 |  |
|------------------------------|----------|----|-----------|---------------------|------------|-----------|-----------------|--|
| Variable                     | Category | N  | Mean Rank | Mann Whitney U test | $p$ -value | Sig level | Interpretation  |  |
| Age                          | Younger  | 34 | 36.50     | 646.00              | 1.00       | 0.05      | Not Significant |  |
|                              | Older    | 38 | 36.50     |                     |            |           |                 |  |

|                     |         |    |       |        |      |                 |
|---------------------|---------|----|-------|--------|------|-----------------|
| Sex                 | Male    | 25 | 36.50 | 587.50 | 1.00 | Not Significant |
|                     | Female  | 47 | 36.50 |        |      |                 |
| Length of Service   | Shorter | 31 | 36.50 | 636.50 | 1.00 | Not Significant |
|                     | Longer  | 41 | 36.50 |        |      |                 |
| Number of Trainings | Few     | 31 | 36.50 | 635.50 | 1.00 | Not Significant |
|                     | Many    | 41 | 36.50 |        |      |                 |

Table 21 shows the difference in the respondents' adaptive leadership skills in giving the work back to people when grouped and compared according to variables. The computed values showed no significant difference in the respondents' adaptive leadership skills in giving the work back to people when grouped and compared according to variables. Results in this regard indicated that respondents, regardless of their age, sex, length of service, and number of trainings attended, shared a standard level of adaptive leadership skills in giving the work back to its people, that is, to a very high level. In other words, the respondents, in general, had given their people the liberty to deliberate on problems, issues, conflicts, and concerns that required practical solutions. Thus, respondents were able to empower their people to affect positive changes in their respective workplaces. As organizational leaders and managers, the respondents provided their people with the necessary direction and supervision toward completing their assigned tasks. In contrast, the people took the required steps and actions (Northouse, 2019). In addition, Davenport (2022) maintained that people should work as a team to accomplish their assigned tasks.

**Table 22**

*Difference in the Level of Adaptive Leadership Skills of the Public School Administrators on Protecting Leadership Voices from Below when grouped and compared according to Variables*

| Protect Leadership Voices from Below |          |    |           |                     |         |           |                 |
|--------------------------------------|----------|----|-----------|---------------------|---------|-----------|-----------------|
| Variable                             | Category | N  | Mean Rank | Mann Whitney U test | p-value | Sig level | Interpretation  |
| Age                                  | Younger  | 34 | 36.50     | 646.00              | 1.00    | 0.05      | Not Significant |
|                                      | Older    | 38 | 36.50     |                     |         |           |                 |
| Sex                                  | Male     | 25 | 36.50     | 587.50              | 1.00    | 0.05      | Not Significant |
|                                      | Female   | 47 | 36.50     |                     |         |           |                 |
| Length of Service                    | Shorter  | 31 | 36.50     | 635.50              | 1.00    | 0.05      | Not Significant |
|                                      | Longer   | 41 | 36.50     |                     |         |           |                 |
| Number of Trainings                  | Few      | 31 | 36.50     | 635.50              | 1.00    | 0.05      | Not Significant |
|                                      | Many     | 41 | 36.50     |                     |         |           |                 |

Table 22 shows the difference in the respondents' adaptive leadership skills in protecting leadership voices from below when grouped and compared according to variables. The *p*-values revealed that no significant difference existed in the level of adaptive leadership skills of the respondents on protecting leadership voices from below when grouped and compared according to variables. The results implied that, notwithstanding their age, sex, length of service, and number of trainings attended, respondents had shown similar adaptive leadership skills in protecting leadership voices from below (i.e., very high level). Based on the results, the respondents managed to create a democratic working environment wherein a free market of ideas was encouraged. A working environment wherein everyone was allowed to speak and the right to be heard. In other words, the respondents took time to listen and bring ideas, views, and perspectives from people who can give their best and affect positive changes (Northouse, 2019). Accordingly, Davenport (2022) maintained that organizational leaders need to provide time and space for all their people, regardless of personal backgrounds and orientations, to share their views, sentiments, or perspectives to give due respect to their thoughts.

## Conclusions

The study found that most respondents were experienced public school administrators with extensive training who preferred a collaborative approach to conflict management, while less favoring competing, compromising, avoiding, and accommodating styles. Their adaptive leadership skills were very high across key areas such as reflection, problem diagnosis, stress regulation, focus, empowerment, and protecting diverse leadership voices, with no significant differences based on demographic variables. These leaders emphasized "win-win" solutions, avoided direct confrontation or sacrifices, and rejected delay or yielding in conflict resolution. They exhibited reflective, adaptive, attentive, democratic leadership and strong listening skills, fostering safe and positive work environments while trusting their teams to address challenges independently. It is recommended that professional development plans and targeted training programs be implemented to strengthen these leadership and conflict management skills,

involving both administrators and employees, with future research encouraged to expand on these findings for enhanced leadership effectiveness in education.

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