

Understanding the Roots and Impacts of Conflict on School Culture and Behavior

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Date received: April 8, 2025

Date revised: April 28, 2025

Date accepted: May 24, 2025

Originality: 99%

Grammarly Score: 99%

Similarity: 1%

Recommended citation:

Albon, L., & Cruz, Y. (2025). Understanding the roots and impacts of conflict on school culture and behavior. *Journal of Interdisciplinary Perspectives*, 3(6), 359-372. <https://doi.org/10.69569/jip.2025.237>

Abstract. This study explored the causes and consequences of conflict and their effects on school culture behaviors within the Division of Siquijor. Several studies reviewed were more focused on the personal effects of conflict and the lack of knowledge as to the impact of conflict on the school culture behavior is the primary evidence of knowledge gap, hence, this study was conducted. A total of 125 respondents participated in the research, which utilized a descriptive-correlational design for data collection and analysis. Data were gathered through a structured survey questionnaire, and statistical treatments included mean calculations, multiple linear regression, the Mann-Whitney U-test, the Kruskal-Wallis H-test, and the DSCF Test. Key findings revealed that teachers experience conflict to a "Moderate" extent and perceive both the negative and positive consequences of conflict at a "High Degree." Additionally, the school culture behaviors were rated as "Very High." While no significant relationship was found between the extent of conflict faced by teachers and its positive consequences, a correlation was observed concerning the negative consequences.

Furthermore, no significant relationship existed between the level of conflict experienced and the overall school culture behavior. Notably, the number of teachers within a school was identified as a factor influencing variations in school culture behavior. This research highlights the intricate nature of conflict within educational environments and its subtle effects on school culture, offering valuable perspectives for future intervention strategies and policy formulation.

Keywords: School culture; Educational management.

1.0 Introduction

The dynamic and competitive nature of society today has put organizations worldwide, big or small, to face several extraordinary managerial, financial, and operational challenges. These challenges contribute to the demands on management to create a workplace that can satisfy the interests of its members, thereby improving and maintaining organizational efficiency and productivity (Newswirth et al., 2021). People, as referenced by McShane and von Glinow (2019), possess diverse perspectives, and the necessity to continually adapt to change creates opportunities for conflict to emerge. Conflict is unavoidable in all organizations. It is a natural occurrence in any work environment. It is rooted in social, economic, and political relations, particularly in the struggle over limited resources, social status, and power, which are not equally distributed in society. Though the prevailing point of view in the field is that conflict has adverse effects, Yusuf Daeng (2024) stressed that it can be a strong impetus for change within the organization.

In the current Philippine educational system, a significant issue is the risk of losing skilled teachers and their inclination to leave because of high levels of emotional exhaustion. Santos (2023) posited that teachers are experiencing negative feelings stemming from conflicting roles and find it challenging to manage the demands of their positions, leading to a depletion of energy. The adverse effects of this intention to leave will profoundly impact not only the individual teachers but also the entire organization. Additionally, Filipino teachers are being attracted to Japan by higher pay and better benefits. They encounter issues with unmanageable class sizes, leading to time-management difficulties and low wages, which contribute to poor academic performance among learners (Santos, 2023).

Review of several studies relative to conflict and its consequences was more focused on emotional effect (Asfahani, 2022); behavioral effect (Hattab, et.al, 2022); satisfaction and discontentment (Wen, et.al, 2020); and physical effect, such as stress and burnout (Sabagh, et.al, 2019). The studies above focused more on the personal effects of conflict on individuals. No studies relative to the impact of conflict on school culture behavior were mentioned in any of those studies. Hence, this study was conducted to fill in the gap. The researcher, motivated by her ambition to become a school leader, believes that conflicts among teachers significantly impact school productivity. This concern has led her to explore the critical causes of conflict in the school setting and their effects on school culture and behavior. Understanding these dynamics can help management better address the needs and interests of teachers, which will ultimately improve efficiency and maintain institutional productivity. As noted by Asfahani (2022), effective management plays a vital role in achieving the institution's desired objectives. Thus, it is the responsibility of management to create a positive work environment for teachers by ensuring their well-being and actively resolving any conflicts that may arise. The researcher is also convinced that when teachers work harmoniously together, they can combine their efforts to provide quality education. This research aligns with Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

2.0 Methodology

2.1 Research Design

This study utilized a descriptive-correlational research design. It is descriptive in the sense that it aimed to determine the causes and consequences of conflict and their influence on the school culture behavior. It is also correlational, in that variables were correlated to determine a relationship. In this study, the extent to which teachers are confronted with conflicts was correlated to the extent of consequences of disputes as well as to the school culture behavior.

2.2 Research Locale

The study was conducted in one of the municipalities in the Division of Siquijor, focusing on the public elementary and secondary schools. DepEd Siquijor is a medium-sized division comprising six (6) municipalities. Siquijor is popularly known as the "Island of Fire." The name was given to the island because of its eerie glow that appeared after dusk, caused by the swarms of fireflies darting around the luxuriant foliage. From a distance, a light produced by the mangrove trees that surround its coast can be observed. Siquijor is renowned for being the center of mystic power, mystical activities, and black magic. It is becoming one of the most popular tourist destinations in the Philippines, specifically in the Republic of the Philippines, PSA Region VII, Central Visayas, and Siquijor. In terms of instructional quality, DepEd Siquijor has successfully established a strong position, with performances that consistently exceed very satisfactory standards, both at the regional and national levels (DepEd-Siquijor, 2022).

2.3 Research Participants

The research respondents are the 125 elementary and secondary public-school teachers from the Municipality of Siquijor who were selected through sampling.

2.4 Research Instrument

The tool used in the study is a survey questionnaire. The questionnaire consists of five parts. Part I contains the Disclosure Statement, while Part II focuses on the profile. Part III, adopted from Vilendrer (2024), addresses the causes of conflict. Part IV covers the consequences of conflict, and finally, Part V, adopted from Christopher Wagner's School Culture Triage Survey, measures school culture behavior. The questionnaire is a standardized

one. However, it still underwent a dry run to ensure its consistency. The instrument was administered twice, with a two-week gap between the initial and second administrations. Results revealed a coefficient stability of 0.95 (information conflict), 0.94 (value conflict), 0.91 (interest conflict), 0.93 (relational conflict), 0.89 (structural conflict), 0.95 (positive consequences), and 0.96 (negative consequences). For the School Culture Triage Survey, there was no mention as to its internal consistency. A 5-point scale was used to determine the causes of conflict.

2.5 Data Gathering Procedure

Before the study was conducted, the researcher sought the permission of the Dean of the Graduate School Program to conduct the study in the Division of Siquijor. Upon approval, the researcher then requested the consent and acceptance of the Schools Division Superintendent of the Siquijor Division. She likewise sought the permission of the Public Schools District Supervisor as well as the school heads of the schools covered in the study. The final version of the questionnaire was attached to the letter requesting perusal and approval. The researcher personally distributed the instrument to the heads of different schools for dissemination to the teachers. A visit schedule was established to administer the questionnaire, ensuring that the respondents would not face any inconveniences or be unprepared. The purpose and objectives of the study were communicated to the respondents to encourage their support and cooperation. Additionally, the confidentiality of the results was assured to the respondents to ensure they felt comfortable sharing their genuine feelings and opinions.

2.6 Data Analysis Procedure

The researcher employed several tools for data analysis: Mean, this was used to determine the causes and consequences of conflict as well as the school culture behavior; Multiple Linear Regression, this tool was utilized to determine relationships and the significant predictors of the consequences of conflict as well as the school culture behavior among the independent or explanatory variables; Mann-Whitney U-test, this tool was used to test significant differences in school culture behaviors among schools categorized by type, with the assumption that the data are not normally distributed; Kruskal-Wallis H-Test, this tool was used to test for significant differences in the school culture behaviors of schools categorized by the number of teachers. It was chosen because the data are independent, consist of more than two groups, and do not follow a normal distribution: Dwass-Steel-Critchlow-Fligner Test. This procedure is a two-sided, nonparametric procedure that provides family-wise error rate protection. It was used after significance was found from the Kruskal-Wallis test.

2.7 Ethical Considerations

To reduce potential risk, the researcher considered the privacy and dignity of the participants or respondents in protecting the confidentiality of the information. Research ethics were upheld and observed throughout the study. The researcher adhered to the ethical guidelines outlined by the Ethics Committee of Foundation University. A consultation was pursued to ensure that the research issue is clearly sound, significant, and ethically sound. Additionally, the researcher exhibited a nonjudgmental attitude at some point during the research process. Additionally, the researcher collected the data without any modification. Information was supplied with proper citations.

3.0 Results and Discussion

3.1 Extent to which Teachers are Confronted by Conflict

Information Conflict

Table 1 shows the extent to which teachers face information conflicts. The data indicate a "Moderate" level of information conflict for teachers, with an average weighted mean of 2.88. While the overall conflict is moderate in magnitude, its intensity varies.

Table 1. *Extent to which Teachers are Confronted with Information Conflict (n=125)*

Indicators	Mean	Interpretation
1. No clear instruction is given when a task is assigned.	3.14	ME
2. Information is insufficient and the group has different views.	2.95	ME
3. Information disparities are not cleared up.	2.91	ME
4. Disagreement over what data is relevant.	2.83	ME
5. No sufficient time is given to be heard in a respectable environment.	2.59	LE
Aggregate Mean	2.88	ME

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

The result of the conflict, although moderate, suggests that the primary source of information conflict is

insufficient information resulting from imperfections in the communication process, which in turn leads to misunderstandings among the members. As cited by Butalid (2021), incorrect, distorted, and ambiguous information would develop conflict. Similarly, Herrity (2023) stated that conflict arises when there is a disruption in communication flow at work. When an employee lacks the necessary information to perform their job, they may draw incorrect conclusions. Additionally, if an employee misinterprets what a colleague or superior says, it can lead to internal conflicts in the workplace. In a study conducted by Kilag et al. (2024), it was found that hurtful comments, misunderstandings, failure to meet obligations, miscommunication, and inadequate delegation of tasks were significant causes of conflict. However, these disputes were successfully resolved through effective communication and mediation from friends and co-workers. Thus, conflict can be managed and positively influenced by effective conflict resolution strategies.

Values Conflict

Table 2 presents the extent to which teachers are confronted by value conflict. The data reflect a “Moderate” extent, as evidenced by the average of 2.71, which is slightly lower in magnitude compared to the informational conflict confronting teachers.

Table 2. *Extent to which Teachers are Confronted with Values Conflict (n=125)*

Indicators	Mean	Interpretation
1. Values are not discussed with each other.	3.01	ME
2. Someone imposes or claims exclusive rights to a set of values.	2.80	ME
3. Rules are ambiguous and not clear.	2.74	ME
4. Values are imposed on others.	2.58	LE
5. Belief system is incompatible.	2.41	LE
Aggregate Mean	2.71	ME

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

The results indicate that teachers are generally not faced with conflicts related to values. A study by Butalid (2021) revealed that aspects of school culture among teachers, such as professionalism, collegiality, and self-efficacy, are practiced from a high to a very high extent in their schools. Value conflict in public organizations is not as intense as described by Jensen et al. (2021), who argued that the missions of public organizations are typically framed in terms of both classic values and economic values for their members to pursue. This mission statement reflects the organization’s desirable outcomes and outlines the prioritized values that the collective aims to achieve. They noted that value conflict in public organizations often arises from goal ambiguity, where goals are not discussed among members. This finding suggests that schools must establish shared values and objectives that are openly discussed and understood by every member, fostering a sense of collective achievement. Aguirre (2023) emphasizes that providing teachers with equal opportunities and empowering them with a shared vision and mission can enhance their commitment to work. This empowerment leads to increased motivation, productivity, and task-oriented behavior.

Furthermore, Butalid (2021) highlights that through collegiality, teachers can innovate and learn to value teamwork, focusing on collective objectives. On the other hand, Hattab et al. (2022) pointed out that when individuals have conflicting ideas and values, they may avoid interaction, which can result in communication breakdowns, distorted perceptions, competition among goals, and the prioritization of individual goals over group goals. Additionally, Weingart et al. (2023) indicated that intrateam conflict arises when members hold differing views, values, or face interpersonal incompatibilities. This is particularly likely in teams composed of members from various sectors, functional areas, disciplines, or diverse backgrounds. They suggest fostering collaboration within teams by creating a team-oriented environment and encouraging members to be more collaborative. Overall, these findings present a challenge to leaders across various fields: recognizing that no two individuals are alike. As McShane and von Glinow (2019) stated, differences among people, such as training, values, beliefs, and experiences, can be significant sources of conflict. Differentiation is a primary source of conflict, making it essential for leaders to reduce differences by increasing commonality and creating shared experiences.

Interest Conflict

Table 3 reflects the extent to which teachers are confronted by interest conflict. Data revealed that teachers are confronted by an interest conflict at a “Moderate” extent, evident in the average of 2.69. To summarize, teachers are not so much confronted by interest conflict as indicated in the result. The result implies that there must be an equitable distribution of funds, resources, and time for the interest of the group.

Table 3. *Extent to which Teachers are Confronted with Interest Conflict (n=125)*

Indicators	Mean	Interpretation
1. There is dissatisfaction over issues of money, resources or time.	2.85	ME
2. There is no competition over perceived on actual incompatible needs.	2.78	ME
3. Goals or organizational goals are incompatible with one's goals.	2.73	ME
4. Goals of one person interfere with other person's goal.	2.56	LE
5. One's interest is sacrificed to satisfy other's needs.	2.53	LE
Aggregate Mean	2.69	ME

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

Relational Conflict

Table 4 presents the extent to which teachers experience relational conflict. The data indicate that teachers face relational conflict to a “low” extent, with an average weighted score of 2.54.

Table 4. *Extent to which Teachers are Confronted with Relational Conflict (n=125)*

Indicators	Mean	Interpretation
1. Misperception occurs within a group.	2.60	LE
2. Communication is not properly disseminated.	2.56	LE
3. There is a feeling of distrust within the group.	2.53	LE
4. There is the presence of strong, negative emotions.	2.51	LE
5. Somebody who is in action is motivated by malice or has an intent to harm others.	2.50	LE
Aggregate Mean	2.54	LE

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

Data indicate that teachers experience a mutual relationship. According to Vilendrer (2024), these issues often lead to what are termed unrealistic or unnecessary conflicts, which can arise even when objective preconditions for conflict, such as limited resources or mutually exclusive goals, are absent. Instead, these conflicts stem from intense emotions like jealousy, mistrust, hatred, and dissatisfaction, which are influenced by perceptions, poor communication, stereotypes, and similar factors. Relationship conflicts often intensify disputes, causing them to escalate. Additionally, Mohamed (2020) noted that this type of conflict may emerge from interpersonal tension among employees within the organization. It is fundamentally rooted in the individuals involved. According to Kujick (2019), employees tend to perform better when the issues that bother them are addressed. He suggested that management should identify the key factors causing employee dissatisfaction. Management needs to understand the nature of these complaints and how employees interact with one another. Similarly, Castellini (2022) emphasized that management must be aware of the factors crucial to employees' job satisfaction, as these contribute to a more positive attitude toward their work. In line with this, Asfahani (2022) further suggested that management should create a better work environment for team members by prioritizing their well-being, clearly defining their roles, and managing workplace relational conflicts. This can be achieved by implementing balanced job designs and descriptions.

Meanwhile, Tabassi et al. (2024) proposed the application of a relational leadership approach to enhance cooperation among team members and promote conflict-avoiding behaviors. Their research revealed a positive association between these practices and improved team coordination and performance. Additionally, Arendt et al. (2024) noted that when individuals collaborate in teams, they ideally share a mutual understanding of both task-related aspects and the fundamental social rules and norms that govern their interactions. Their findings highlight the significance of a shared relational model approach among team members, which fosters perceptions of justice, mitigates conflict, and enhances team viability within organizational settings. This relational model approach advocates for the use of social rules and norms to guide interactions, thereby preventing relational conflicts. It includes a distinct moral motive that sets expectations for fairness and appropriate behavior in social interactions. Furthermore, Kohm and Nance (2023) supported the notion that cultivating positive relationships among team members acts as a cohesive force, promoting collaboration and support within the organization while preventing conflicts. Relationships can be strengthened through social bonding, team-building activities, and the establishment of norms for everyone to follow.

Structural Conflict

Table 5 illustrates the extent to which teachers encounter structural conflict within the organization. The data indicate a "Moderate" level of structural conflict, with an average weighted score of 2.82.

Table 5. *Extent to which Teachers are Confronted with Structural Conflict (n=125)*

Indicators	Mean	Interpretation
1. Management constraint is present.	2.92	ME
2. Resources or opportunities are limited.	2.87	ME
3. Rules are overlapping.	2.81	ME
4. Task assignment is not based on the degree of specialization.	2.77	ME
5. There is the presence of oppressive behavior exerted on others.	2.75	ME
Aggregate Mean	2.82	ME

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

According to McShane and von Glinow (2019), several factors can lead to structural conflict, including management constraints, limited resources, incompatible goals, role ambiguity, differentiation, and communication issues. Vilendrer (2024) further posited that these factors often arise from aggressive interpersonal relations and are frequently influenced by external forces impacting the parties involved in the dispute. He suggests that resolving these structural problems requires identifying the underlying issues and taking steps to change them. In the studies by Suan (2020) and Herrity (2023), it was disclosed that structural problems such as unfairness, unequal distribution of power and resources, favoritism, oppressive patterns of interaction, time constraints, and geographical or environmental factors can lead to conflict. Although teachers experience structural conflict to a moderate extent, the findings suggest that it must be addressed promptly to prevent escalation into more serious issues. Vilendrer (2024) reiterated that identifying the structural problems and working to change the external factors that contribute to conflict can help resolve these issues, as they often stem from external sources. He also emphasizes that if structural disputes remain unresolved, they can act as a catalyst for escalating violent conflict.

3.2 Extent of Consequences of Conflict as Perceived by Teachers

Positive Consequences

Table 6 illustrates the perceived degree of positive consequences of conflict among teachers. The average score indicates that teachers view the positive outcomes of conflict at a “High” level, with a value of 3.98. While all positive consequences are perceived as high, they do vary in magnitude.

Table 6. *Extent of the Positive Consequences of Conflict as Perceived by Teachers (n=125)*

Indicators	Mean	Interpretation
1. Once the conflict is resolved, pent-up tensions, suppressed emotions, and frustration are relieved.	4.03	HD
2. Conflict makes the individual more aware and more understanding of the existing problem.	4.02	HD
3. Conflict energizes the individual to be more creative and to experiment with new ideas.	4.01	HD
4. Once the conflict is resolved, the individual becomes more committed.	4.00	HD
5. Performance tends to improve more when there is conflict among members.	3.96	HD
6. Conflict motivates a person to adopt new forms of behavior to attain desired goals.	3.94	HD
7. Conflict helps thresh out differences and clarifies issues and goals, which result in new procedures, norms, and rides.	3.93	HD
Aggregate Mean	3.98	HD

Note: 4.21 – 5.00 (Very High Degree, VHD), 3.41 – 4.20 (High Degree, HD), 2.61 – 3.40 (Moderate Degree, MD), 1.81 – 2.60 (Low Degree, LD), 1.00 – 1.80 (Very Low Degree, VLE)

Firstly, teachers identified that “once the conflict is resolved, pent-up tensions, suppressed emotions, and frustration are relieved,” with a $w\bar{x}$ of 4.03. This finding aligns with Kujiek's (2019) assertion that when conflicting parties express their opinions and reach a close agreement, it leads to the release of strain and tension. Conversely, unresolved conflict can breed discontentment and create mental strain, as noted by Wen et al. (2021). Secondly, teachers felt that “conflict makes individuals more aware and understanding of the existing problem,” resulting in a $w\bar{x}$ of 4.02. This aligns with Adam's (2019) perspective that conflict can drive change within an organization. When team members identify the existing issues, it can prompt necessary modifications to prevent the problem from escalating. Thirdly, another perceived positive consequence of conflict is that “it energizes individuals to be more creative and experiment with new ideas,” scoring a $w\bar{x}$ of 4.01. This supports the notion presented by Tutor Help Desk (2024), which states that conflict can foster a high degree of cohesion as group loyalty and commitment increase. When group members unite to address challenges, they can take proactive steps to resolve problems. Adams (2019) also suggests that conflicts arising from healthy competition can enhance creativity and innovation among organizational members. In fourth place, teachers perceived that “once the conflict is resolved, individuals become more committed.” This finding is supported by Kujiek (2019), who indicated that people tend to work better when the issues bothering them are resolved. Aguire (2023) also

found that providing teachers with equitable opportunities and empowering them with a shared vision and mission increases their commitment. As a result, they become more motivated, productive, and focused on tasks. Other positive consequences of conflict perceived by teachers, all rated at a “High” degree, include: “performance tends to improve more when there is conflict among members” ($w\bar{x}$ of 3.96), “conflict motivates individuals to adopt new behaviors to achieve desired goals” ($w\bar{x}$ of 3.94), and “conflict helps clarify issues and goals, leading to new procedures and norms” ($w\bar{x}$ of 3.93). These findings align with Adams’ (2019) suggestion that realigning goals towards common objectives fosters teamwork among competing parties. Team members become more inventive, creative, and innovative as they work towards shared goals.

Negative Consequences

Based on the feedback from the teachers, the data in Table 7 indicates a generally negative perception of the consequences of conflict. While McShane and von Glinow (2019) argued that conflict can have advantages, they suggest that it often leads to more negative outcomes when not resolved appropriately. The table reveals that teachers perceive the negative consequences of conflict to be significant, with an average weighted response ($w\bar{x}$) of 4.02. However, the results vary in terms of severity. The highest concerns include the belief that “conflict can reduce group effectiveness” and “conflict can reduce group cohesiveness,” which received the highest $w\bar{x}$ values of 4.12 and 4.11, respectively. This aligns with the assertion by McShane and von Glinow (2019) that conflict may undermine team cohesion. It can distract employees from their tasks and, in some cases, lead them to withhold their valuable skills, knowledge, and resources.

Table 7. *Extent of the Negative Consequences of Conflict as Perceived by Teachers (n=125)*

Indicators		Mean	Interpretation
1.	Conflict can reduce group effectiveness.	4.12	HD
2.	Conflict reduces group cohesiveness.	4.11	HD
3.	Conflict breeds discontent which acts to dissolve common ties.	4.06	HD
4.	Conflict retards communication.	4.00	HD
5.	Cooperation and teamwork deteriorate if conflict lasts for a long period of time.	3.99	HD
6.	Conflict brings group functioning to a halt and threatens the group’s survival.	3.93	HD
7.	Conflict among members will subordinate the primary of group goals.	3.92	HD
Aggregate Mean		4.02	HD

Note: 4.21 – 5.00 (Very High Degree, VHD), 3.41 – 4.20 (High Degree, HD), 2.61 – 3.40 (Moderate Degree, MD), 1.81 – 2.60 (Low Degree, LD), 1.00 – 1.80 (Very Low Degree, VLE)

Following this, the next perceived negative consequence is that “conflict breeds discontent, which dissolves common ties,” with a $w\bar{x}$ of 4.06. This finding is supported by the research of Wen et al. (2020), which suggests that conflict can foster discontent and lead to mental strain. The emotional exhaustion resulting from energy depletion affects not only the teachers but also the entire organization. Another significant consequence of conflict identified is that “conflict retards communication.” This finding concurs with the study by Hattab et al. (2022), which revealed that conflict can lead to a breakdown in communication. When individuals hold conflicting views, they may avoid interacting with each other.

Additionally, other negative consequences of conflict perceived to have a “High” degree of impact include “cooperation and teamwork deteriorate,” “conflict halts group functioning and threatens group survival,” and “conflicts undermine primary group goals,” with $w\bar{x}$ values of 3.99, 3.93, and 3.92, respectively. These results are consistent with findings by Strouse and Reed (2021) and Newsham et al. (2022), which suggested that conflict can lead to workforce instability and decreased productivity. Furthermore, Hattab et al. (2022) noted that in extreme situations, members may cease working altogether, leading to a halt in group functioning that threatens the organization’s survival.

3.3 Teachers’ Perception of the School Culture Behavior Present in School

Professional Collaboration

Table 8 presents teachers' perceptions of school culture behavior regarding professional collaboration. The data indicates that the school culture behavior related to professional collaboration is rated as "Very High," with an average weighted mean of 4.45. This finding suggests that professional collaboration is consistently evident in schools, as reflected in the weighted mean range of 4.41 to 4.50. There is strong collaboration among teachers concerning student behavior, instructional strategies, curriculum issues, decision-making, scheduling, and planning.

Table 8. *Perception of Teachers as to the School Culture Behavior Present in their School in terms of Professional Collaboration (n=125)*

Indicators		Mean	Interpretation
1.	The student behavior code is a result of collaboration and consensus among staff.	4.50	VHE
2.	Teachers and staff discuss instructional strategies and curriculum issues.	4.49	VHE
3.	The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	4.43	VHE
4.	Teachers and staff are involved in the decision-making process with regard to materials and resources.	4.42	VHE
5.	Teachers and staff work together to develop the school schedule.	4.41	VHE
Aggregate Mean		4.45	VHE

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

In contrast, Butalid (2021) found that teachers rated their school's culture behavior related to professional collaboration as "High," which is slightly lower than the findings of the current study. However, they reported that collaboration was highly effective in terms of workloads and scheduling. This supports the assertion by McShane and von Glinow (2019) that individuals instinctively seek a balance between work and life. People tend to respond to situations they perceive as challenging or threatening to their well-being. Thus, this collaborative culture is consistently observed in organizations. Similarly, the study by Alferez and Belleza (2023) also indicated that the respondents rated their school culture behavior as very high. They found that professional collaboration has a positive predictive value for intercultural effectiveness among respondents, emphasizing that collaboration is essential for fostering a supportive and learning-oriented school culture. It facilitates the sharing of ideas, practices, and resources to address challenges.

Furthermore, Kohm and Nance (2023) claimed that effective collaboration requires dedicated time and space. They recommend creating opportunities for teachers to meet by allocating specific time for collaboration. Additionally, fostering positive relationships can act as a cohesive force, strengthening both cooperation and a supportive school culture.

Affiliative Collegiality

Table 9 presents teachers' perceptions of the school culture behaviors related to affiliative collegiality. The data indicate that teachers rated their affiliative collegiality as "High," with an average score of 4.20.

Table 9. *Perception of Teachers as to the School Culture Behavior Present in their School in terms of Affiliative Collegiality (n=125)*

Indicators		Mean	Interpretation
1.	Teachers and staff visit/talk/meet outside of school to enjoy each other's company.	4.24	VHE
2.	Our school reflects a true "sense" of community.	4.23	VHE
3.	Our school supports and appreciates the sharing of new ideas by members of our school.	4.22	VHE
4.	Teachers and staff tell stories of celebrations that support the school's values.	4.18	HE
5.	There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.	4.17	HE
6.	Our school schedule reflects frequent communication opportunities for teachers and staff.	4.16	HE
Aggregate Mean		4.20	HE

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

These results demonstrate a high level of collegiality among teachers. A similar finding was reported in a study by Butalid (2021), which revealed that teachers' collegiality is indeed high. She noted that a strong and healthy collegial relationship among teachers is a crucial component of school effectiveness and teacher development. Dillon (2023) emphasized that teachers' ideas and responsibilities should be shared in a supportive manner to make their work more meaningful and to enhance the school system in ways that resonate with their lives. Additionally, Aguirre (2023) highlighted that a school culture characterized by positive relationships among teachers promotes high standards of behavior.

Furthermore, Butalid (2021) pointed out that the leadership style of the school head can significantly influence school culture behaviors related to affiliative collegiality. She concluded that when affiliative collegiality is high, teachers tend to perform better, experience greater job satisfaction, and demonstrate higher commitment to their organization. Overall, she believes that collegiality is essential for teachers' professional development and is critical for fostering an effective and productive organization. In her research, Suyo (2021) also noted that teachers' positive perceptions of their school leader's behavior can influence their commitment to their jobs. School leaders who are trained in effective leadership practices are more likely to foster a positive school culture.

Self-determination/Self-efficacy

Table 10 presents teachers' perceptions of the school culture behavior about self-efficacy and self-determination. The data indicates that teachers' self-efficacy is rated as "Very High," with an average score of 4.22. This reflects a robust cultural behavior, as teachers enjoy and willingly choose their careers, demonstrate interdependence among colleagues, value one another, and engage with the school community to find solutions to problems. The scores for these aspects range from 4.21 to 4.26, indicating a very high level of agreement.

Table 10. Perception of Teachers as to the School Culture Behavior Present in their School in terms of Self-determination/Self-efficacy (n=125)

Indicators		Mean	Interpretation
1.	People work here because they enjoy and choose to be here.	4.26	VHE
2.	School members are interdependent and value each other.	4.25	VHE
3.	The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	4.24	VHE
4.	Members of our school community seek alternatives to problems/issues rather than reporting what we have always done.	4.21	VHE
5.	When something is not working in our school the faculty and staff predict and prevent rather than react and repair.	4.18	HE
6.	Members of our school community seek to define the problem/issues rather than blame others.	4.17	HE
Aggregate Mean		4.22	VHE

Note: 4.21 – 5.00 (Very High Extent, VHE), 3.41 – 4.20 (High Extent, HE), 2.61 – 3.40 (Moderate Extent, ME), 1.81 – 2.60 (Low Extent, LE), 1.00 – 1.80 (Very Low Extent, VLE)

These results suggest that school leaders place a great deal of trust in their teachers. School heads are confident in their teachers' abilities to perform well and complete assigned tasks. This finding aligns with Abusubhiah et al.'s (2023) assertion that individuals with high self-efficacy beliefs are more likely to exert greater effort in facing challenges. He also highlighted that the autonomy teachers have in making instructional decisions and the interdependence fostered within the organization can significantly influence their motivation and belief in their abilities. The current results are notably higher than those found by Butalid (2021), who reported a high level of self-efficacy among teachers. However, they expressed that their self-efficacy was "Very High" about their work. Teachers indicated that they are happy, committed, and determined to remain in the profession. Furthermore, Cherry (2023) argued that the self-efficacy beliefs individuals hold influence their thoughts, feelings, and behaviors. She points out that individuals with high self-efficacy tend to have a deeper interest in their activities and suggests that self-efficacy is a skill that should be strengthened and enhanced.

3.4 Relationship Between Conflict and Consequences

Positive Consequences of Conflict

Table 11 presents the analysis of the significant relationship between the extent to which teachers confront conflicts and the positive consequences that may arise. Using multiple linear regression analysis, the results revealed that there is no significant relationship between the extent of conflict and positive consequences, as indicated by a p-value of 0.233, which is greater than the significance level of 0.05. Furthermore, the coefficient of determination (R^2) is 0.05, which is very small and insufficient to predict the outcome partially. To explain in percentage terms, only 5.5% of the variability in the dependent variable (y) can be associated with the variability in the independent variable (x), or vice versa.

Table 11. Influence of the extent of conflicts on positive consequences

Predictors	Estimate	SE	t	p
Intercept	3.50	0.20	17.00	<.001
Information Conflict	0.16	0.11	1.49	.138
Value Conflict	0.06	0.12	0.54	.590
Interest Conflict	-0.01	0.12	-0.11	.911
Relational Conflict	-0.11	0.15	-0.75	.452
Structural Conflict	-0.05	0.08	0.62	.532

Note: R = .23, R^2 = .05, Adjusted R^2 = .01, F = 1.39, p = .233

These findings indicate that the extent to which teachers experience conflict is not significantly related to the positive consequences of that conflict. Therefore, the data does not provide sufficient evidence to reject the null hypothesis. The conflicts experienced by teachers do not influence the positive outcomes that could result from conflict. According to Adams (2019), when conflicts are resolved effectively, they can be beneficial. They can accelerate organizational change, prompt modifications to policies and procedures, foster goal alignment,

enhance problem-solving, clarify issues, increase participant involvement and commitment, and lead to better decisions or outcomes. The key lies in managing conflict to maximize its positive effects.

Additionally, Kilag et al. (2024) emphasized the necessity of conflict management in their study, highlighting its significance, particularly in the relationship between administrators and those they supervise. They unveiled that disputes could be successfully resolved through effective communication and mediation of friends and co-workers. Conflict can be effectively managed and influenced. This result affirmed the statement of McShane and von Glinow (2019) that conflict, though advantageous, can produce more adverse outcomes if not properly resolved. They further argued that even a moderately low level of disagreement can tatter the fabric of workplace relations. In the same stance, Ladreit et al. (2024) cited that the negative effects of conflict are larger and more persistent compared to the positive effects, partly reflecting a sharper impact of higher intensity. The effect of conflicts stretches well beyond economics, causing immense human suffering, death, and increased fragility and food insecurity.

Additionally, a study conducted by Wen et al. (2020) disclosed that due to the negative emotions as a result of conflict, faculty members find themselves unable to control and balance the demands of each role, resulting in energy depletion. Emotional exhaustion affects not only the faculty members but also the entire organization as a whole. This result indicates that conflict, no matter its intensity, can lead to positive outcomes when managed constructively. As Conroy (2023) emphasized, practical conflict resolution skills can strengthen relationships, enhance communication, improve decision-making, boost creativity, and foster a deeper understanding of diverse perspectives. This occurs because individuals are encouraged to discuss and consider different viewpoints openly.

Negative Consequences of Conflict

Table 12 presents a test examining the significant relationship between the extent to which teachers face conflicts and the negative consequences that arise from these conflicts. Through Multiple Linear Regression analysis, the results reveal a significant relationship between these two variables, indicated by a p-value of 0.030, which is less than the significance level of 0.05. Additionally, the R² value of 0.97 means that it is sufficient to predict the outcomes to some extent. In percentage terms, 9.74% of the variability in the negative consequences of conflict (y) is associated with the variability in the extent to which teachers are confronted by conflicts (x), and vice versa. These results allow the rejection of the null hypothesis stating that no relationship exists between the extent of conflicts encountered by teachers and their negative consequences.

Table 12. *Influence of the extent of conflicts on negative consequences*

Indicators	Estimate	SE	t	p
Intercept	3.35	0.25	13.12	<.001
Information Conflict	0.25	0.13	1.84	.048
Value Conflict	0.24	0.15	1.54	.026
Interest Conflict	-0.03	0.14	0.21	.827
Relational Conflict	0.09	0.19	0.51	.611
Structural Conflict	0.08	0.10	0.88	.377

Note: R = .31, R² = .09, Adjusted R² = .05, F= 2.56, p= .030

Data indicate that among the types of conflicts, informational conflict and value conflict are significantly associated with the negative consequences of conflict, as represented by p-values of 0.048 (informational conflict) and 0.026 (value conflict), both of which are below the 0.05 significance threshold. This suggests that informational and value conflicts are significant predictors of the negative consequences of conflict. From these findings, one can deduce that the greater the extent of informational and value conflicts that teachers face, the more severe the negative consequences they experience. This finding supports Faris's (2019) assertion that communication is at the heart of workplace conflict. When tasks are assigned without clear instructions, it can lead to misunderstandings and conflict. Without proper information, colleagues may misinterpret each other's communications, resulting in misunderstandings. Similarly, Herrity (2023) emphasized that conflict arises when communication at work is disrupted; an employee may draw incorrect conclusions when lacking critical information needed to perform their job effectively. In addition, Hattab et al. (2022) highlighted that conflict can lead to communication breakdowns, distorted perceptions, competition for goals, and the prioritization of individual objectives over group goals. When individuals have conflicting ideas, they may avoid engaging with one another.

Furthermore, the study by Cain and Plessis (2020) on teachers' perceptions of conflict consequences concluded that conflict is generally experienced as an opposing force, resulting in defiant attitudes, intolerance, poor cooperation and teamwork, strained relationships, division, low morale, compromised work ethics, and a negative impact on overall wellness. Additionally, Ladreit et al. (2024) emphasized that the negative implications of conflict are more significant and persistent, reflecting a sharper impact from higher-intensity conflicts. Meanwhile, Guerra et al. (2020) found a significant relationship between conflict and its negative consequences. Their results indicated that relationship conflict diminishes both private and public sector employees' job satisfaction and affective well-being. In terms of task conflict, it was found to reduce job satisfaction and negatively impact the well-being of employees in private organizations. At the same time, this dysfunctional effect did not occur in public organizations, where the culture of support moderated the impact of task conflict. Overall, the extent to which teachers confront conflicts has negative consequences in their lives. As noted by Ladreit et al. (2024), the effects of conflict extend well beyond economic considerations, causing significant human suffering, increased fragility, food insecurity, and even loss of life.

3.5 Relationship Between Conflict and School Culture Behavior

Table 13 presents the results of a test examining the relationship between the extent to which teachers experience conflicts and the behavior of school culture. A Multiple Linear Regression analysis was conducted to determine if any relationship exists between these variables. The results indicate that there is no significant relationship, as evidenced by a p-value of 0.608, which exceeds the established level of significance of 0.05. Furthermore, the Coefficient of Determination (R^2) value of 0.02 is too low to predict any meaningful outcome. Specifically, only 2.94% of the variability in the dependent variable (school culture behavior) can be attributed to the variability in the independent variable (extent of conflict confronting teachers), and vice versa. Consequently, the data did not provide enough evidence to reject the null hypothesis, which states that no relationship exists between the extent of conflict teachers face and school culture behavior. It is important to note that the behavior of school culture is not influenced by the extent of conflict encountered by teachers.

Table 13. *Influence of the extent of conflicts on school culture behavior*

Indicators	Estimate	SE	t	p
Intercept	4.48	0.19	22.42	<.001
Information Conflict	0.00	0.10	0.03	.972
Value Conflict	0.06	0.12	0.53	.591
Interest Conflict	0.00	0.11	0.04	.968
Relational Conflict	-0.04	0.14	-0.27	.787

Note: R = .17, R^2 = .02, Adjusted R^2 = .01, F = 0.72, p = .608

The study by Butalid (2021) supports this finding, as she disclosed that having a strong, positive culture in school can lead to improvements in processes for achieving goals. She further cited that a positive school culture stimulates improvement in work, better collegial collaboration, and receptiveness to change for improvement that will build commitment and dedication among its members. The study by Guerra et al. (2020) revealed that the negative impact of task conflict in public organizations is mitigated by the organization's culture, which acts as a moderating factor. Additionally, Monsanto (n.d.) highlighted that understanding school culture is essential for transforming the school into an environment where students can thrive academically and where teachers can continuously improve. The moderate level of conflict experienced by teachers, as indicated in Table 1.6, may be linked to the very high extent of positive school culture behaviors reflected in Table 3.4. This suggests that a stronger positive school culture can lead to reduced conflict among teachers. In other words, when a school exhibits strong and positive cultural behaviors, conflicts are more easily resolved. Moreover, the findings support Dillon's (2023) assertion that school culture plays a crucial role in enhancing teachers' quality of life. A positive school culture can mitigate the negative impacts of social media, affecting both students and teachers. It influences the processes by which teaching and learning occur. Furthermore, Kohm and Nance (2023) maintained that fostering positive relationships among team members serves as adhesive support for a collaborative and nurturing school environment, thus preventing conflict from arising. Kroc (2023) added that conflicts in the workplace can stem from differing goals, values, beliefs, interests, needs, expectations, work styles, communication styles, and resource allocation—all of which are integral elements of school culture.

3.6 Differences in the School Culture Behavior when Grouped According to Profile

Type of School

Table 14 presents a test examining the significance of differences in school culture behavior when categorized by school type (small vs. large). The Mann-Whitney U-test was employed due to indications of a violation of normality assumptions, as shown by the Shapiro-Wilk normality test result ($W = 0.94$) with a p-value of .001.

Table 14. Differences in the School Culture Behavior when Grouped According to the Type of School ($n=125$)

School Type	N	$\bar{x}$	t	Mann-Whitney U	df	p	Remark
Small	73	4.29	0.27	1944	123	.966	Not Significant
Large	52	4.26					

Level of Significance = 0.05; Normality Test Using Shapiro-Wilk, $W=9436$, $p=0.001$ (Note: A low p-value suggests a violation of normality)

The results of the test show no significant difference in school culture behavior based on school type, as evidenced by a p-value of 0.96, which exceeds the significance level of 0.05. The data reveal that small schools have a mean score of 4.29 in school culture behavior, while large schools have a mean score of 4.26. This results in a negligible difference of 0.025, which is not significant and does not support the rejection of the null hypothesis, which states that no significant difference exists in school culture behavior when categorized by school type. This finding is further supported by Behtoui and Stromberg (2024), who argued that schools, regardless of size, can foster an effective culture if strong alliances are built among teachers, students, parents, and community members. Although the test results did not show significant differences, it is noteworthy that small schools exhibited higher school culture behavior. This observation aligns with the findings of Gregory and Smith (n.d.), who suggested that in smaller schools, scheduling is less rigid, allowing for more interaction between students and teachers during free time.

Additionally, students in small schools tend to receive a reasonable amount of attention, and their performance is typically average compared to that of students in larger schools. Similarly, Behtoui and Stromberg (2024) noted that small schools can create a nurturing environment where all students have the opportunity to engage meaningfully. In these smaller settings, students benefit from a dynamic curriculum that promotes their active participation in activities tailored to their individual needs, helping to build their confidence. While smaller schools have their advantages, it is generally found that the overall school culture and behavioral dynamics are similar, regardless of whether a school is small or large.

Number of Teachers

Table 15 presents an analysis of the significant differences in school culture behavior based on the number of teachers. The Kruskal-Wallis H-test was employed to determine whether significant differences exist in school culture behavior across different teacher groupings. The results indicate a considerable difference, with a p-value of less than 0.001, which is significantly lower than the 0.05 significance level. When examining the mean scores based on the number of teachers, the data revealed the following: schools with nine teachers or fewer had a mean score of 4.535; schools with 10 teachers had a mean score of 3.879; schools with 11 teachers received a mean score of 3.986; and those with 12 or more teachers had a mean score of 4.258 in their school culture behavior.

Table 15. Differences in the School Culture Behavior when Grouped According to the Number of Teachers ($n=125$)

No. of Teachers in School	n	$\bar{x}$	H	df	p	Remarks
9 & below	44	4.53	19.54	3	<.001	Significant
10	14	3.87				
11	15	3.98				
12 & above	52	4.25				
No. of Teachers Computed Values and Remarks						
9 vs. 10:		W = -5.5718; p<.001 (significant)				
9 vs. 11:		W = -4.4042; p=0.010 (significant)				
9 vs. 12:		W = -3.1567; p=.115 (not significant)				
10 vs. 11:		W = 0.8974; p=.921 (not significant)				
10 vs. 12:		W = 3.1979; p=.107 (not significant)				
11 vs. 12:		W = 1.9601; p=.508 (not significant)				

Level of Significance = 0.05

A post hoc analysis using the DSCF pairwise comparison was conducted to identify differences in school culture behavior related to the number of teachers. The results showed significant differences between schools with nine

teachers and those with 10 teachers, as well as between schools with nine teachers and schools with 11 teachers, with p-values of $< .001$ and 0.010 , respectively. These results suggest that schools with fewer teachers tend to exhibit higher levels of positive school culture behavior. This finding aligns with the study by Lee and Loeb (2019), which revealed that teachers in smaller schools tend to have better relationships with their students, colleagues, and community members. They often participate in essential community functions, enjoy a family-like atmosphere, and can closely attend to students' needs. Teachers in smaller schools generally possess a more positive attitude towards their responsibility for students' learning. However, it is concerning that the majority of enrollment in the Philippine education system currently leads to overcrowded classrooms, placing significant burdens on teachers. Today's educators are experiencing emotional exhaustion and energy depletion, making it difficult for them to balance their roles effectively. This imbalance adversely affects their performance and intentions to continue in their roles, resulting in role conflict (Wen et al., 2020).

Additionally, Ekaette et al. (2020) emphasized that a high teacher-to-pupil ratio creates severe challenges for teachers managing oversized classes. According to Wen et al. (2020), converting all schools to what is known as a "reasonable class size" could alleviate the burden of overcrowded classrooms on teachers. Furthermore, Chuktu et al. (2024) found that parents are significantly satisfied with the services provided in schools that maintain a low Teacher-Pupil Ratio (TPR). A lower TPR enables teachers to manage their classes more effectively, leading to improved teaching and learning outcomes. The current state of the Philippine educational system may be a significant contributing factor to the decline of education in the country. Teachers are often stressed and overwhelmed by oversized classes, which can lead to emotional exhaustion and energy depletion. As noted by Santos (2023), this situation increases the risk of losing committed and talented teachers due to unmanageable class sizes.

4.0 Conclusion

Conflict is natural in any organizational environment; it is inevitable. It may sometimes be advantageous or disadvantageous depending on how leaders manage conflict to bring about a positive effect. Although teachers are confronted with conflicts at a "moderate" level, this can still damage workplace relationships and hinder their productivity in activities. Conflict produces more adverse outcomes if not adequately resolved. Hence, it must be addressed immediately to prevent it from escalating. Information conflict and value conflict are significant predictors of the negative consequences of conflict due to insufficient information and faulty communication processes, which in turn will lead to other forms of conflict. Indeed, effective communication is at the heart of workplace conflict. Employees are more productive when their concerns are addressed. Therefore, it is a challenge for school leaders to identify the key factors that contribute to teacher dissatisfaction or disagreements, which can ultimately lead to conflict. As the saying goes, "Only a contented cow produces the best milk." School leaders must foster an environment grounded in a positive school culture and a supportive climate. This approach can encourage improvements in work, enhance collegial collaboration, promote receptiveness to change, and build teacher commitment and dedication, all of which contribute to better school performance. By creating a happy workplace for teachers, we can help the educational system achieve and sustain national development goals related to quality education. This study could serve as a reference for future researchers who wish to improve the school culture of their institution.

5.0 Contributions of Authors

The authors confirm their equal contribution to every part of this research. All authors reviewed and approved the final version of this paper.

6.0 Funding

This research did not receive funding from any funding agency.

7.0 Conflict of Interests

This study has no conflict of interest of any sort.

8.0 Acknowledgment

Unbounded appreciation and heartfelt gratitude is extended to Dr. Yvonne P. Cruz, the researcher's adviser and statistician, for her guidance, patience, help, commitment, and motivation throughout this study.

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