CORRELATING SCHOOL HEADS' PHRONETIC LEADERSHIP AND CONFLICT RESOLUTION SKILLS WITH TEACHERS' WORK PERFORMANCE

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Abstract

This descriptive study aimed to determine the correlation between school heads' phronetic leadership, conflict resolution skills, and teachers' work performance in a congressional district in the Division of Negros Oriental during the School Year 2021–2022. The first set of data was collected from respondents (N-468; n=212)) using a researcher-made instrument that hurdled the stringent validity and reliability tests. Another set of secondary data on teachers' performance came from the filled Individual Performance Commitment and Review Form (IPCRF), a tool commonly used in the Philippine education system, particularly by the Department of Education (DepEd), to assess and document the performance of teachers and other educational personnel, during the same school term. The results revealed high levels of school heads' phronetic leadership and conflict resolution skills and a very satisfactory work performance of the teachers. Moreover, it was found that school heads' leadership and conflict resolution skills have significant relationship with teachers' work performance. According to these findings, a functional school grievance committee is required to support the grievance resolution process. This committee will look into and fairly resolve complaints, develop and put into place preventative measures to stop future grievances, and inform employees and the school head about the grievance system.

Keywords: Education**,** conflict resolution skills, phronetic leadership, teachers' performance, Negros Island

Bio-Profile:

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Introduction

Rationale

The success of any educational institution greatly depends on the kind of leadership of school heads. However, they also need to evolve in today's dynamic world because sticking to traditional static techniques, practices, and styles will hinder them from transforming and becoming modern-day leaders. As the contemporary world is changing quickly and is full of uncertainty, mindful leadership is considered effective and is currently practiced and used by many leaders (Nonaka & Takauchi, 2019).

With the present challenges of the educational system, phronetic leaders with good conflict resolution skills are necessary. Accordingly, Kakkar (2021) underscored that in order to become phronetic the school heads must developed the skills onjudge goodness, grasp the essence, create shared contexts, communicate the essence, exercise political will, and foster practical wisdom. Together with these attributes, they must also be proficient in handling conflicts by emphasizing nonverbal communication, playful communication, quick stress relief, emotional awareness, and conflict resolution techniques.

The sudden shift in teaching and learning modality tested these leadership and conflict resolution skills among school heads in one of the congressional districts in Central Philippines. Different challenges have put them into critical situations where decision-making is very vital in the attainment of the school's educational outcomes. In some instances, school heads need to balance school operations and the health risks to ensure continuity of education under the new normal. A concrete example is schools that opened for limited face-to-face classes where school heads need to transform classrooms into safe spaces for learners. However, it was reported that only a few of the schools were able to meet the requirements and safety standards. This means that many school heads needed to be more active in solving conflicts and leading the schools toward reopening (Segal et al., 2024).

While there were several studies conceptualizing the strong and constant interplay between leadership and conflict resolution, there still needs to be more local literature and studies showing the relationship between phronetic leadership and conflict resolution skills. Thus, this brings the subject to the researcher's interest in exploring phronetic leadership and conflict resolution skills of school heads concerning teachers' work performance.

Literature Review

School Heads' Phronetic Leadership Skills

The study on Leadership and Public Sector Reform in the Philippines conducted by Brillantes and Calina (2018) used the concept of phronetic leadership to examine the survey of university leaders. They conclude that leaders can make a difference by developing themselves and others' capacities and pushing the boundaries of continuous improvement. However, to be sustainable, public sector reforms must be complemented by reforms of institutions, structures, and procedures and anchored in behavior, values, and a common vision communicated well and owned by all.

Furthermore, the challenges encountered by the school administrators can be addressed differently depending on the style of the school leaders. As stated in the literature, managing problems and conflicts differ relative to the position of the leader. This implies that school administrators also considered their plantilla position in managing problems in school. Thus, the school administrator encountered most problems not solved with lower positions, while school leaders encountered lesser problems with the higher position. However, by enhancing the management's style in resolving issues/conflicts in school, these problems could be resolved or eliminated (Dolebo, 2019).

School Heads' Conflict Resolution Skills

Several studies on conflict management styles and school performance have been conducted locally and abroad. The study of Gan (2014) examined the conflict management styles and personality types of administrators in state universities in Samar Island. Major findings showed that most school administrators perceived themselves with the faculty and nonteaching staff as avoiders. School administrators think that conflict should be avoided in favor of harmony and that conflicts may damage the harmonious relationship of the group. They fear that if the conflict continues, someone will get hurt, and the relationship will be ruined. Thus, avoiders should avoid the issues over which the conflict is taking place and from the persons they are in conflict with. The study concluded that school administrators, faculty, and nonteaching staff shared the same views regarding the avoider conflict management style. However, a significant difference was noted between the perception of the school administrators and the faculty and nonteaching staff on the school administrators' compromiser, accommodator, controller, and collaborator conflict management styles, and these respondents showed varying perceptions over the conflict management styles manifested by school administrators.

In another study, Pitogo (2014) determined the competencies and management styles of the school administrators of state universities and colleges. The findings revealed that the level of competence of the school administrators in terms of management capabilities, communication skills, human resource management, financial management, and administrative planning was very satisfactory. To varying degrees, the school administrators of SUCs exhibit the four management styles (separated, related, dedicated, and integrated management) as classified by Reddin (2014). styles. However, the dedicated management style is the most dominant.

Teachers' Work Performance

The study of Talon (2017) aimed to find out the predictive models of the managerial performance of the school principals in the central and noncentral schools of Samar with the end view of formulating a proposed managerial capability enhancement program. The study revealed that in the central schools, the principals, supervisors, and teachers rated them as very satisfactory in performing their planning and leading functions while organizing and controlling. A significant difference was noted in their descriptive ratings. The principals rated themselves as outstanding in organizing and controlling functions, while their supervisors and teachers rated them very satisfactory. In the noncentral schools, the three groups of respondents rated the principals as very satisfactory in performing their four managerial functions. The total mean perception of the three groups of respondents in the central and noncentral schools on the personal attributes, management styles, and managerial was described as often manifested, and

environmental factors were described as highly manifested. However, the political environment was the sole factor under environmental factors perceived as moderately manifested.

Objectives

This study aimed to determine the school heads' phronetic leadership, conflict resolution skills, and teachers' work performance in a congressional district in Central Philippines during the School Year 2021–2022. Specifically, this study sought to determine 1) school heads' phronetic leadership according to judging goodness, grasping the essence, creating shared contexts, communicating the essence, exercising political will, and fostering practical wisdom in others; 2) school heads' conflict resolution skills according to quick stress relief, emotional awareness, nonverbal communication, and playful communication; 3) teachers' work performance when grouped by age, length of service, and educational attainment; 4) if there is a significant relationship between the school heads' phronetic leadership and conflict resolution skills with teachers' work performance.

Hypothesis

There is no significant relationship between school heads' phronetic leadership, conflict resolution skills, and teachers' work performance.

Theoretical Underpinnings

This study is anchored on Fiedler's (1967) Contingency Theory of Leadership which argued that a leader's effectiveness is determined by how well the leadership style matches the situation. This theory is based on the premise that each one has a leadership style and that group effectiveness depends on an appropriate match between a leader's style and the demands of the situation. Thus, effective leadership is contingent on matching the leader's style to the right setting. Furthermore, this theory believes that success in the undertaking is often a combination of the attributes of the leader and the attributes of the challenge or conflict. It ignores the dichotomy of someone being a "good" or "bad" leader and instead focuses on the traits shown in every situation. Needless to say, effective leadership is contingent upon how one responds to the conflicts experienced by the organization.

The chosen theory is suitable because it provides concrete support that school heads' leadership and concrete resolution skills are important to teachers' performance. According to Nanjundeswaraswamy and Swammy (2017), leadership styles affect employees' performance and productivity. The study believes it is decidedly insufficient for leaders to only be charged with making key decisions because they need to make the right decision based on moral standards, especially in situations beyond expectations. Thus, practical wisdom is crucial in managing conflicts and carrying out resolutions to achieve harmony in the organization. Thus, this theory is considered to support the claims of the current study that conflict exists among school organizations. The conflict resolution skills of the school administrators are of the essence in dealing with these conflicts and may vary at a certain level.

Methodology

This section presents, analyzes, and interprets the data gathered to find answers to the objectives of this research paper.

Research Design

This study used the descriptive quantitative research design consistent with its aim of determining the school heads' phronetic leadership and conflict resolution skills in relation to teachers' work performance. This design is deemed most appropriate for this paper as it can use a wide variety of research methods to investigate one or more variables (McCombes, 2023).

According to Nassaji (2015), descriptive research is a method that concerns itself with present phenomena in terms of conditions, practices, beliefs, processes, relationships, or trends. Descriptive research gathers information about prevailing conditions or situations for description and interpretation.

Respondents

This research paper used the stratified-random sampling technique to determine the sample size (N=468; n=212. To obtain the percentage, the respondents from each stratum were divided by the total number of respondents and multiplied by the sample size. Respondents were randomly selected from each stratum using the lottery technique.

Data Gathering Instrument

A researcher-made survey questionnaire as used to gather the data to determine the levels of school heads' phronetic leadership and conflict resolution skills. The instrument consists of two areas: phronetic leadership and conflict resolution skills, with seven subcomponents each specified in the objective section on p. 5. Teachers' performance used secondary data through their Individual Performance Commitment and Review Form (IPCRF) per Department of Education guidelines. Please discuss the role of IPCRF being your secondary data for clarity.

Can you present here the Rating Scale and its equivalent Verbal Interpretation here. To support the results of your MEAN

Instrument Validity and Reliability

The research instrument was subjected to face validation from five experts in the field of education, where it obtained a validity index of 4.84, deemed excellent and henceforth valid. It was likewise tested for reliability by 30 respondents, where it obtained a score of 0.953, duly interpreted as excellent and henceforth reliable. You may rephrase this one to avoid repetition of the words used.

Data Gathering Procedure

Protocols were strictly observed before the data were collected by seeking first the approval of the Schools Division Superintendent and school heads and teacher-respondents concerned. In the research environment, the researcher explained the content, purpose, and survey instructions. In observance of health and safety protocols, some of the questionnaires were sent through messengers, group chats, and emails.

Data Analysis and Statistical Treatment

Objective 1 used the descriptive analytical scheme and mean as a statistical tool to determine the level of school heads' phronetic leadership according to judging goodness, grasping the essence, creating shared contexts, communicating the essence, exercising political will, and fostering practical wisdom in others. Objective 2 also used the descriptive analytical scheme and mean as a statistical tool to determine the level of school heads' conflict resolution skills according to quick stress relief, emotional awareness, nonverbal communication, and playful communication. Furthermore, objective 3 used the descriptive analytical scheme and mean as a statistical tool to determine the level of teachers' work performance when grouped by age, length of service, and educational attainment. Finally, objective 4 used the correlational analytical scheme and Pearson Correlation as a statistical tool to determine if there is a significant relationship between the school heads' phronetic leadership and conflict resolution skills with teachers' work performance.

Ethical Considerations

The research procedure was in accordance with R.A. 10173, otherwise known as the Data Privacy Act of 2012, which ensures that all private and confidential information the respondents provide is protected. This was conducted in accordance with ethical principles of health and safety, anonymity, confidentiality, and honesty. It followed legal and proper procedures set by the Division of Negros Oriental. Finally, the data collected were kept private until the completion of the study and thereafter deleted to avoid unauthorized access.

Results and Discussion

This section presents, analyzes, and interprets the data collected to determine the school head's phronetic leadership, conflict resolution skills, and teachers' work performance. It delves into the data to uncover patterns, relationships, and significant insights while addressing the research questions and objectives. It aims to provide a complete understanding of the research findings and their implications.

Table 1
Level of Phronetic Leadership of the School Heads in Judging Goodness

Items	Mean	Interpretation
The school head...		
1. Follows moral principles and a solid philosophical foundation	4.26	High Level
2. Has a sense of social responsibility	4.30	High Level
3. Sees the problem in the long term	4.11	High Level
4. Conducts in the interest of the common good for all	4.35	High Level
5. Decides what is good and acts on it in every situation	4.31	High Level
Overall mean	**4.27**	**High Level**

Table 1 shows the level of school heads' phronetic leadership in terms of judging goodness, where it obtained an overall mean of 4.27, which is interpreted as "high." Crossan et al. (2017) emphasized that smart leaders could skillfully balance their own interests and those of others and that their judgments are typically driven by an ethical desire to promote the greater good.

Item number 4 on the conduct in the interest of the common good for all got the highest mean of 4.35 interpreted to mean high level. This indicates that the school's general welfare is one of the school heads' top priorities.

Table 2
Level of Phronetic Leadership of the School Heads in Grasping the Essence

Items	Mean	Interpretation
The school head...		
1. Can quickly grasp the key points hidden in much information	4.13	High Level
2. Can sense what a particular situation demands and act accordingly	4.13	High Level
3. Can make accurate predictions about how things will turn out according to intuition	4.11	High Level
4. Acts appropriately by anticipating future situations	4.10	High Level
5. Pays attention to detail and persists in pursuing an outcome relentlessly	4.22	High Level
Overall mean	**4.14**	High Level

Table 2 shows the level of school heads' phronetic leadership in grasping the essence with an overall mean of 4.14 (high level). Shotter and Tsoukas (2014) conform that phronetic leaders are described as individuals who, when seeking solutions to problems driven by the idea of achieving the common good, have developed an appealing capacity to intuitively understand the main characteristics of ambiguous circumstances and build a landscape of alternative response ways.

Item 5 on school heads paying attention to detail and persist in pursuing an outcome relentlessly has obtained the highest mean of 4.22 interpreted to mean high level. This result would seem to suggest that school heads focus on every aspect of the plan, activities, or programs and ensure that the target can be achieved accordingly.

Table 3
Level of Phronetic Leadership of the School Heads in Creating Shared Contexts

Items	Mean	Interpretation
The school head...		
1. Can create opportunities for members of the organization to share their stories and experiences	4.13	High Level
2. Can interact well with the sharer while the other members share knowledge and experience	4.19	High Level
3. Can lead employees to continuously learn, communicate, share, and make common progress	4.19	High Level
4. Encourages and creates a good atmosphere for sharing implicit and explicit knowledge throughout the organization	4.21	High Level
5. Fosters and nurtures sharing of emotions and different points of view	4.16	High Level
Overall mean	**4.18**	**High Level**

Table 3 shows the level of phronetic leadership of the school heads in the area of creating shared contexts with an overall mean of 4.18, interpreted to mean high. This supports Rabacal et al. (2020), which reported that school principals could create shared context with a mean of 4.37.

Obtaining the highest mean of 4.21 was item number 4 on the need for school heads to encourage and create a good atmosphere for sharing implicit and explicit knowledge throughout the organization. This would seem to suggest that most school heads in the research environment value healthy discourse on matters but are unlikely to divulge personal experiences.

Table 4
Level of Phronetic Leadership of the School Heads in Communicating the Essence

Items	Mean	Interpretation
The school head...		
1. On communication, we can easily get along with each other	4.28	High Level
2. Has a vivid imagination and language	4.11	High Level
3. Can put the personal experience into words that are easily understood	4.21	High Level
4. Communicates the message clearly and understandably	4.21	High Level
5. Can clearly express and communicate things' essence and incorporate metaphors to clarify the objective and vision	4.16	High Level
Overall mean	**4.19**	**High Level**

Table 4 shows the level of school heads' phronetic leadership in terms of communicating the essence with an overall mean of 4.19, interpreted as a high level. This shows that school heads had established healthy communication with teachers.

Item no. 1 on the need to get along with one another obtained the highest mean of 4.28, likewise interpreted to mean high level. This would suggest about the existence of a positive and collaborative relationship between school heads and their teachers. It is a healthy sign to keep a friendly working environment that values open communication between and among co-workers.

Table 5
Level of Phronetic Leadership of the School Heads in Exercising Political Will

Items	Mean	Interpretation
The school head...		
1. Can use necessary political means to obtain the common good	4.00	High Level
2. Strives to understand all the contradictions in human nature, like good & bad, civility & incivility, and optimism & pessimism, and fuse them depending on the situation	4.07	High Level
3. Is imaginative in the way they lead people to do better	4.11	High Level
4. Can pool the wisdom of others and solve problems collectively	4.10	High Level
5. Is good at timing and can take action at the right time	4.02	High Level
Overall mean	**4.19**	**High Level**

Table 5 presents the level of phronetic leadership of the school heads in the area of exercising political will. The result obtained an overall mean of 4.19 which suggest a high level. This could indicate that the school heads had established good governance and

were able to run the school smoothly. This result corroborates Rabacal et al. (2020), which revealed that the school principals' ability to exercise political power was also very high.

As illustrated in the above table, the highest and lowest mean scores appear unremarkable since they are both interpreted as high levels. Nonetheless, in plain language, the high level of phronetic leadership of the school heads in exercising political will means that the school leaders are effectively applying practical wisdom in their decision-making, particularly when it comes to implementing policies and taking action for the benefit of the school.

Table 6
Level of Phronetic Leadership of the School Heads in Fostering Practical Wisdom in Others

Items	Mean	Interpretation
The school head...		
1. Can live by and lead by example	4.17	High Level
2. Attaches great importance to the practical training of employees	4.18	High Level
3. Can delegate authority and encourage subordinates to participate in more management decisions actively	4.26	High Level
4. Can set a good example in work and life	4.19	High Level
5. Attaches great importance to the cultivation of leadership of the members of the organization	4.12	High Level
Overall mean	**4.09**	**High Level**

Table 6 illustrates that the level of phronetic leadership of the school heads in the area of fostering practical wisdom in others is high, with a mean of 4.09. It suggests that the school heads had lived as good examples to the teachers. A similar result was found in Rabacal et al. (2020) study about the school principals' ability to foster practical wisdom in other principals, with a mean of 4.43 which is also at a high level.

As illustrated in the above table, the highest and lowest mean scores appear unremarkable since they are both interpreted as high levels. However, the high level of phronetic leadership of the school heads in fostering practical wisdom in others means that the school leaders are effectively nurturing and developing the ability of others—such as teachers, staff, and students—to apply practical wisdom in their own decision-making and actions.

School Heads' Conflict Resolution Skills

The variables included in conflict resolution skills are quick-to-stress relief, emotional awareness, nonverbal communication, and playful communication, which are presented in the succeeding tables. The textual presentation follows each tabular presentation of data to discuss the results.

Table 7
Level of School Heads Conflict Resolution Skills in Terms of Quick Stress Relief

Items	Mean	Interpretation
The school head...		
1. Remains relaxed and focused in tense situations	4.01	High Level
2. Is not emotionally overwhelmed in challenging situations	4.02	High Level
3. Has self-control	4.17	High Level
4. Manages sensory response to arguments	4.10	High Level
5. Finds soothing things a relief	4.14	High Level
Overall mean	**4.09**	**High Level**

Table 7 presents the results of the level of conflict resolution skills in terms of the area of quick stress relief. The school heads' level of conflict resolution skills in terms of this area is high, with an overall mean of 4.09. This means that the school heads manifest composure in times of stress. This result conforms to the findings of Jit et al. (2016) that in the workplace, service leaders tend to be persuasive, patient, and modest and choose an employee-centric approach to resolve conflict, regardless of whether they play the role of a third-party mediator/arbitrator or directly face conflicts with subordinates.

Table 8
Level of Conflict Resolution Skills in Terms of Emotional Awareness

Items	Mean	Interpretation
The school head...		
1. Can manage emotions	4.09	High Level
2. Can truly express emotions	4.06	High Level
3. Reacts to the argument with ease and manner	4.33	High Level
4. Shows empathy	4.15	High Level
5. Can manage conflicts without violence of all forms	4.28	High Level
Overall mean	**4.18**	**High Level**

Table 8 shows the results of the level of conflict resolution skills in terms of the area of emotional awareness. It depicts that school heads' level conflict resolution skills in terms of emotional awareness are high, with an overall mean of 4.18. It could suggest that the school head exhibits emotional maturity in dealing with conflicts. This result is supported by the study of Yang (2015) on the relationship between the behavior of trait emotion, instantaneous emotion and conflict framework, and conflict management, wherein positive emotional traits and momentary positive emotions are related to the framework of compromise.

Table 9

Level of Conflict Resolution Skills in Terms of Nonverbal Communication

Items	Mean	Interpretation
The school head…		
1. Maintains eye contact when speaking in dialogue or focused-group discussion about the conflict	4.39	High Level
2. Is observant of gestures	4.29	High Level
3. Can establish trust and get to the root of the problem	4.19	High Level
4. Has a calm tone of voice	4.34	High Level
5. Has a facial expression that usually helps defuse a heated exchange	4.17	High Level
Overall mean	**4.28**	**High Level**

Table 9 illustrates the results of the level of conflict resolution skills in terms of the area of nonverbal communication. The data presented showed that the school heads have a high level of conflict resolution skills in this area, which has an overall mean of 4.28. This result implies that school heads' conflict resolution skills are good and helpful in showing nonverbal cues. More than that, the high level of conflict resolution skills in terms of nonverbal communication means that individuals, such as school heads, teachers, or other members of the school community, are very effective in using nonverbal cues to manage and resolve conflicts.

Table 10

Level of Conflict Resolution Skills in Terms of Playful Communication

Items	Mean	Interpretation
The school head…		
1. Uses humor to reduce tension and anger at times	4.13	High Level
2. Resolves arguments using positive and encouraging words	4.17	High Level
3. Communicates with appropriate playful words in dealing with disagreements and misunderstandings	4.05	High Level
4. Is friendly towards everyone without creating a flap	4.23	High Level
5. It is pleasant to put situations into perspective	4.19	High Level
Overall mean	**4.15**	**High Level**

Table 10 shows the results of the level of conflict resolution skills in terms of the area of playful communication. The data present a high level of conflict resolution skills in this area, with an overall mean of 4.15. The result suggests that the school heads maintain a friendly and light atmosphere during conflict resolution through humor and words of wisdom and encouragement.

Overall, high conflict resolution skills in terms of playful communication indicate that individuals are skilled at using a light-hearted approach to manage conflicts effectively, fostering a positive and constructive environment for resolution.

Level of Teachers' Performance

This portion discusses teachers' performance using the IPCRF 2020–2021, presented in the succeeding tables. A textual presentation follows each tabular presentation of data to discuss the results.

Table 11

Level of Teachers Performance during the School Year 2020–2021

Variable	Category	Mean	Interpretation
Age	Younger (below 39 years old)	4.11	Very Satisfactory
	Older (39 years old & above)	4.57	Outstanding
Length of Service	Shorter (below 10 years)	4.59	Outstanding
	Longer (10 years & above)	4.14	Very Satisfactory
Educational Attainment	Lower (Bachelor's Degree)	4.18	Very Satisfactory
	Higher (with Master Units–Doctor Degree)	4.45	Very Satisfactory

Table 11 reveals the results of the level of teachers' performance during the school year 2020–2021. The data show that in the age group, the younger age had a very satisfactory performance with a mean of 4.11, while the older group had an outstanding performance with a mean of 4.57. Overall, the data highlight a performance disparity between the age groups, with the older group performing at a higher level according to the given ratings.

Additionally, in terms of length of service, the shorter-tenured group obtained an outstanding performance rating of 4.59. In contrast, the longer-tenured group obtained a weighted mean of 4.14, which is very satisfactory. This data entails that even the new teachers in service can perform accordingly. This data suggests that despite having longer service, the longer-tenured group is not performing as highly as the shorter-tenured group, pointing to potential areas for improvement or adjustment in practices for the more experienced members. These areas might include motivation and fresh perspectives. The shorter-tenured group might bring fresh perspectives, higher motivation, or enthusiasm, which could contribute to their outstanding performance.

In summary, the data suggest that teachers with higher degrees have a slightly higher performance rating within the "very satisfactory" category, which may reflect the positive impact of advanced education on teaching performance. However, both groups are performing well, and the difference in performance is not that extreme.

Relational Analysis Between the School Heads' Level of Phronetic Leadership and Teachers' Performance

This section discusses whether or not a significant relationship existed between the school heads' level of phronetic leadership and teachers' performance.

Table 12
Relationship between the Level of Phronetic Leadership of School Heads and Teachers' Performance

Correlates	r	*p*-value	Level of Significance	Interpretation
Phronetic leadership of school heads	0.212	0.002	0.05	Significant
Teachers' work performance				

Table 12 discloses the relationship between the phronetic leadership of school heads and teachers' performance. As shown in the table, there is a positive significant correlation between the level of phronetic leadership of school heads and teachers' performance, obtaining an *R-value* of 0.212 and a *p*-value of 0.002. Correspondingly, the result likewise calls for the rejection of the null hypothesis stated in the objectives section of this research paper.

Relational Analysis Between the School Heads' Level of Conflict Resolution Skills and Teachers' Performance

This part discusses whether or not a significant relationship exists between the school heads' conflict resolution skills and teachers' performance.

Table 13
Relationship between the Level of Conflict Resolution Skills of School Heads and Teachers' Performance

Correlates	r	*p*-value	Level of Significance	Interpretation
School heads' conflict resolution skills	0.176	0.010	0.05	Significant
Teachers' performance				

Table 13 summarizes the analysis of the relationship between conflict resolution skills of the school heads and teachers' performance. The data shows a positive significant correlation between the level of conflict resolution skills of the school heads and teachers' performance, with an *r*-value of 0.176 and a *p*-value of 0.010. Correspondingly, the result likewise calls for the rejection of the null hypothesis stated in the objectives section of this research paper.

Conclusion

In general, the study's findings reflect a high level of school heads' phronetic leadership, an indication that they are effectively demonstrating practical wisdom in their respective leadership roles and responsibilities. Moreover, the high level of school heads' conflict resolution skills suggests that these leaders are exceptionally skilled at managing and resolving conflicts with their school environment. Meanwhile, a very satisfactory work performance rating signifies that teachers are performing well above the minimum requirements, consistently delivering high-quality work and positively impacting their students and the school environment. As a final point, school heads' phronetic leadership and conflict resolution skills were found to have correlation with teachers' work performance, which means that there is a relationship between the way school leaders exercise practical wisdom and resolve conflicts and the overall performance of teachers. These results call for the creation of a committee on conflict management to facilitate the earliest possible time for the resolution of disputes between individuals before they eventually reach the attention of school heads.

Conflict of Interest

In relation to my study titled "Correlating School Heads' Phronetic Leadership and Conflict Resolution Skills with Teachers' Work Performance," I hereby declare that there are no conflicts of interest. I have no financial, personal, or professional relationships that could be perceived as influencing the outcomes or conclusions of this research. All aspects of the study, including data collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this area.

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