School Head's Conflict Resolution Skills, Organizational School Climate, and Teacher Work Engagement in The New Normal: An Input to Principal and Teacher Development Program

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Abstract

This study determined the school head's conflict resolution skills, organizational school climate, and teachers' work engagement among public school principals and teachers in the City Schools Division in Laguna for the school year 2020-2021. One hundred twelve (112) public school principals and one thousand forty-eight (1048) teachers were the respondents of the study. The researchers utilized a descriptive correlation study design. It made use of adopted and modified questionnaires to assess and measure the variables studied. The statistical tools used to analyze the data gathered were: Mean, standard deviation, Pearson r, and Multiple Linear Regression Analysis. Findings revealed that conflict resolution skills and organizational school climate were relevant to teachers' work engagement. The results were used to determine the principal and teachers' development program to be proposed to the School Divisions officials. The teachers' work engagement was related to the school heads' conflict resolution skills and organizational school climate. To ensure a more efficient teachers work engagement, school heads are encouraged to continue cultivating a culture of excellence in the school by exposing the teachers to relevant activities that may sustain the work engagement by means of exhibiting quality performance in teaching and learning. Also, supervisors should strengthen the performance of the teachers by providing the technical assistance needed to further improve their performance. Technical assistance should focus on curriculum delivery and the school's operation and management.

Keywords: *Conflict Resolution Skills; Development Program; New Normal; Organizational School Climate; Teacher Work Engagement.*

INTRODUCTION

The recent pandemic, COVID-19, has obviously affected everyone. Everyone was advised to stay at home to avoid being in crowded places. But the education of the youth cannot be stopped as their future lies in it. Thus, this situation gave every educational leader new challenges in decision-making. Decisions need to prioritize the health of the members of the school organization without risking the quality of education to be given to children. According to Karalis (2020), it would be worth studying once everything goes back to normal, are the implications that this pandemic has brought us, that is, what would be adjustments that need to be made in lieu of the situation, how far this situation will go, and to define the basic aspect of education in the new normal and learning

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to formal education systems and organizations despite the problems that the education system had encountered.

Work engagement is considered to have a great impact on both the employees and the organizations (Steger et al. 2013). Leaders and managers must learn new techniques in the very demanding world of business that will make their organization achieve development and eventually turn to success (Javier, 2011). One way of ensuring success in the organization is by examining the attitude of the persons involved in the organization. A good attitude towards the workplace is viewed as a positive, fulfilling, affective-motivational state of work-related well-being (Kim et al., 2013). It would be more effective if priorities were set through appropriate planning in the accomplishment of duties and responsibilities with the limitations of physical capabilities and boundaries of time. (Laguador&Agena, 2013).

This study, therefore, is concerned with principals' conflict resolution skills as it relates to organizational climate and teachers' work engagement. Employees who are engaged in a higher level of work brings them to become more productive, healthy in terms of working capacity, dedicated, and enthusiastic about doing their duties and responsibilities as part of the vigorous academic institution. A clear implication of the behaviors shown by the well-engaged employee emerged, such as trust in the organization, the willingness to work to make things better, understanding the institution's mission, vision, and goals, being respectful and helpful to co-employees, willingness to go beyond their task just to achieve their objectives and to keep up to date the development and improvement in the discipline (Robinson et al., 2004).

From this perspective, the researcher is prompted to assess the conflict resolution skills, organizational climate, and teacher work engagement during the time of pandemic in the City Schools Division in Laguna among the principals and teachers during the S.Y. 2020 – 2021, which can be used as an input to teacher development program with the used of the descriptive correlational research design which resulted to the conclusions that conflict resolutions skills and organizational school climate had a significant relationship to the teachers' work engagement.

LITERATURE REVIEW
Conflict Resolutions Skills

The roles of principals and teachers are becoming more and more difficult. Teachers were expected to teach specific content to their students to ensure that they mastered the content. But today's classrooms require teachers to be able to differentiate learning to meet the diverse needs of individually unique students. (Kinsey, 2016). In addition, they have to deal with increasing social and behavioral problems, less parental support, and lower salaries compare to the country's other employees who are equally good and skillful. (Markow & Pieters, 2012; Markow & Scheer, 2013).

Given these obstacles, it is not surprising that more and more teachers leave the profession within the first five years of their apprenticeship. School leaders can do something to create an environment where morale is high and teachers feel productive, supported and valued.

The principal, who ran the school in a caring and compassionate way, found that the teachers had high morale and created a comfortable learning and working environment for all. People who feel valued at work strive to improve the climate and culture of their entire organization.

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Daniels and Daniels (2017) stated: When school leaders trusted faculty to creatively explore new and exciting ways to deliver education, teachers empowered and engaged the teaching and learning process. As teachers creatively stepped out of the status quo, they became energized and often shared the changes and successes they experienced with their peers. We should welcome and recognize those who make an effort.

Organizational School Climate

Salamanca (2014) conducted a study to find the influence of administrative leadership of Elementary School Principals to teachers' morale and work performance. The effective of the administrative leadership of the school principals in team building, organizational culture, teachers' development and school resources were found related to teachers' morale in their sence of dignity, creativity, job and satisfaction.

According to Tracy (2015), "When you express respect or admiration for another person, he or she feels respect and admiration for you. In human relations, we call this the Principle of Reciprocity" (p.261). Maxwell (2012a) stated, "Relationships cause people to want to be with you, but respect causes them to want to be empowered by you. Mutual respect is essential to the empowerment process" (p. 88).

Teacher Work Engagement

Quantum Workplace (2020), Increased employee engagement during health and economic crises defies expectations. However, his one explanation for these trends may be that workers are beginning to reassess their job situation as the economy slows and unemployment rises. In other words, workers are more likely to reassess their current job situation than those who lose their jobs with no other choice, as large numbers of people lose their jobs and businesses close. Indeed, in April of 2020, according to the Bureau of Labor Statistics, the number of people who voluntarily quit their jobs has fallen to its lowest level in a decade. This shows that workers are not confident in the alternatives currently available in the labor market. Workers will try to keep their current job if they are not confident of a better job in the market. Our results suggest that workers may be changing their perceptions of what their current jobs offer.

Empirical research on employee engagement is relatively new and has led to several different definitions of the construct. (e.g., Saks, 2008; Shuck, 2011). At least three models of employee engagement have been proposed, each specifying that employee engagement is a different component than other similar components (i.e., satisfaction), and some have been supported by empirical evidence (Kahn, 1990; Macey & Schneider, 2008; Maslach, Schaufeli, & Leiter, 2001; Saks, 2008; Schaufeli et al., 2002).

Bhatt, R., & Sharma, M. (2019) The conceptual framework presented in relation to employee engagement was then examined and shown to be a multidimensional construct in which employees can engage physically, cognitively, or emotionally. The survey concludes with a set of suggestions for HR managers to increase employee engagement in their companies. This study was conducted to understand the theoretical underpinnings of the concept of employee engagement. To understand current work in the field of employee engagement, a literature review was conducted and studies were considered from an academic and practical perspective.

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The review of related literature includes several resources that show a link between the leadership practices of the school head and the morale of the teachers as well as the totality of the performance of the school. There were also researches included that showed a significant relationship between conflict resolution skills of principals and academic achievement of students. Thus, the leadership practices of the school head play a vital role in handling conflict and governing the entire school; therefore, the review of related literature implies that in order to be successful school managers, they should possess both the professional and personal qualities. It is the purpose of the study to determine if the conflict management skill of the principals is present in the specific population to be studied.

RESEARCH METHOD

The researchers used a study design known as descriptive correlation. It used an adopted and modified questionnaires to assess and measure the variables studied. One hundred twelve (112) public school principals and one thousand forty-eight (1048) teachers were the respondents of the study. The statistical tools used to analyze the data gathered were: Mean, standard deviation, Pearson r and Multiple Linear Regression Analysis.

FINDINGS AND DISCUSSION

1. The levels of conflict resolutions skills of the school heads

Table 1 implies the level of conflict resolution skills of the school heads as perceived by the respondents in terms of collaborating style.

Table 1. Level of the conflict resolution skills of the school heads as perceived by the respondents in terms of collaborating style

Indicative Statement *The school head…*	Mean	SD	Scaled Response
1. investigates an issue/problem in the new normal with the subordinates to find an acceptable solution.	5.05	0.85	Almost Always
2. integrates ideas with those of the subordinates to come up with a decision jointly.	3.28	1.21	Half of the Time
3. works with subordinates to find a solution to a problem in the new normal that satisfies their expectations.	3.52	1.33	Usually
4. exchanges accurate information in the new normal with the subordinates to resolve a problem as one.	3.24	1.14	Half of the Time
5. tries to discuss all our concerns in the open so that the concerns can be resolved in the best way possible.	4.91	0.73	Almost Always
6. collaborates with the subordinates to come up with decisions acceptable to them.	4.99	0.92	Almost Always
7. tries to work with the subordinates for a proper understanding of a problem in the new normal.	4.98	0.76	Almost Always
Composite	4.28	0.51	**Average**

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Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average;2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

It manifested that almost always the school heads investigate an issue/problem in the new normal with the subordinates to find an acceptable solution which got the highest mean of 5.05, interpreted as high. While the school heads almost always work jointly with the subordinates to come up with decisions bearable to them got the second to the highest mean of 4.99, and interpreted as high. On the other hand, the school heads half of the time exchanges accurate information in the new normal with the subordinates to solve a problem together which got the lowest mean of 3.24 and interpreted as below average.

Overall, the conflict resolution skills in terms of collaborating style was 4.28, which means the school heads usually use collaborating style as a resolution skill and can be interpreted as average. This also indicates that the school head still wants a win-win solution when conflict arises in the organization. The school head tries to give and suggest solutions that will benefit both parties.

In terms of collaborating style, the results indicated that although school leaders give opportunity for people to practice a variety of collaboration skills, not all of them transfer to real-world collaborative circumstances outside of the classroom.

As a result, people may have the potential to practice talking and retaining awareness of others, but the school's architecture prevents them from doing so. These findings point to potential design opportunities for future school leaders, staff, and instructors in terms of team dynamics and responsibilities, situational and workplace awareness, and conflict resolution strategies instruction (Pan, et. al., 2017).

Table 2. Level of the conflict resolution skills of the school heads as perceived by the respondents in terms of accommodating style

Indicative Statement *The school head…*	Mean	SD	Scaled Response
1. generally satisfies the needs of the subordinates with regards to the new normal.	4.28	0.51	Usually
2. accommodates the wishes of the subordinates	5.02	0.78	Almost Always
3. gives in to the wishes of the subordinates.	3.52	1.13	Usually
4. allows concessions to the subordinates	4.81	0.98	Almost Always
5. goes along with the suggestions of the subordinates that may help in resolving problems with the new normal.	3.50	1.22	Usually
6. attempts to meet the expectations of the subordinates.	3.48	1.20	Half of the time
Composite	3.94	0.69	Average

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

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Table 2 shows the Level of the conflict resolution skills of the school heads as perceived by the respondents in terms of accommodating style. As shown in the table 9, it could be inferred that the school head almost always accommodates the wishes of subordinates. It achieved the highest mean of 5.02 and can be interpreted as high. While the school head half of the time tries to satisfy the expectations of the subordinates. It achieved the lowest mean of 3.48 and can be interpreted as below average. In general, the overall mean is 3.94, which means that the school heads usually use conflict resolution skills in terms of accommodating style.

Many school leaders still preferred this conflict resolution style as it gives peace to the organization because both parties are cooperating to resolve a certain conflict. For some school heads, accommodating style can be the absolute best choice to resolve small conflicts and move on with more important issues.

As supported by (Labrague, et.al., 2017), the results suggested that though school heads somehow perfectly manage to give resolution to the conflict of their school and their subordinate, they still had room for development, and one must always put the needs of others ahead of one's own. Although it may appear to be a weak option, accommodation can be the most effective way to overcome a minor disagreement and move on to more significant matters.

Table 3. Level of the conflict resolution skills of the school heads as perceived by the respondents in terms of competing style

Indicative Statement *The school head…*	Mean	SD	Scaled Response
1. uses influence to get the ideas accepted.	3.63	1.25	Usually
2. uses authority in time of pandemic to make a decision in their favor.	3.88	1.27	Almost Always
3. uses expertise to make a decision in their favor.	4.52	1.20	Almost Always
4. is generally firm in pursuing side of the issue.	5.00	0.75	Almost Always
5. uses power to win a competitive situation.	5.09	0.84	Almost Always
Composite	**4.42**	**0.51**	**Average**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

As shown in Table 3, the school head almost always uses power to win a competitive situation and gathered a mean of 5.09 as the highest mean among the 5 indicators and interpreted as average. While the school head is almost always in general, adamant in pursuing the side of the story gathered a mean of exactly 5.00 and ranked as the second to the highest mean among the five and can be interpreted as high. Furthermore, the school head usually uses influence to get the ideas accepted gathered the lowest mean of 3.63 and can be interpreted as average.

Generally, the overall results of the school heads using competing style as a conflict resolution gathered a composite mean of 4.42 and can be interpreted as average which means school heads usually uses competing style as a way of conflict resolution.

The table shows that the composite mean reflects the school heads competitiveness is used as a conflict management style in order to give solution to the conflict between them, their

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subordinates. It is evident that the school heads use their position in order to give authority concerning the betterment of the workplace and the school climate. With the right amount of using their position, it is very indicative that competing style is effective in managing one's conflict.

According to (Jit, et. al., 2016), School leaders should approach the disagreement immediately and honestly, with the goal of resolving it as soon as feasible. Furthermore, while quick results are important, principals should also evaluate a team's morale and productivity. If a school leader is continuously competing with others rather than compromising, he or she may limit beneficial feedback from subordinates and harm workplace relationships.

Table 4. Level of the conflict resolution skills of the school heads as perceived by the respondents in terms of avoiding style

Indicative Statement *The school head…*	Mean	SD	Scaled Response
1. tries to keep the issue with the subordinates to myself in order to avoid being "put on the spot".	4.64	1.05	Almost Always
2. avoids having open discussions with subordinates about my differences.	4.94	0.78	Almost Always
3. keeps disagreements with subordinates to a minimum.	4.99	0.84	Almost Always
4. avoids an encounter with my subordinates as conflict arises during the implementation of the new normal.	3.80	1.18	Usually
5. tries to keep disagreement with subordinates to him/herself in order to avoid hard feelings	4.59	0.47	Almost Always
6. tries to avoid unpleasant exchanges with subordinates.	4.23	1.16	Usually
Composite	**4.92**	**0.98**	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

As shown in Table 4, it manifested that the school heads almost always stay away from disagreement with subordinates which got the highest mean of 4.99 and could be interpreted as high. This only indicates that school heads rather choose to agree with their subordinates rather to have a debate and disagreement. In addition, it is revealed that the school heads almost always avoid open discussion of differences with subordinates which got the second highest mean of 4.94 and can be interpreted as high as well. It was noteworthy that school heads avoid any indifferences to end the discussion.

On the other way around, the school heads usually avoid an encounter with their subordinates as conflict arises during the implementation of the new normal which got the lowest mean of 3.80 and could be interpreted as average. It can be said that as a way of avoidance, school heads do not show up to their subordinates to avoid conflict and new conflict to arise. All things considered, the table garnered a composite mean of 4.92, which implies that school heads highly use avoidance to give solution to the conflict. For other leaders, avoiding the conflict could be the

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best solution to resolve it. Avoiding issues and letting it be forgotten by both parties is the most convenient resolution style for them.

This finding may infer that the leaders of schools lack both courage and regard for their subordinates. School heads simply pretend that the disagreement never happened or doesn't exist by avoiding it. Avoiding conflict means being impenetrable and obstinate while discreetly evading an issue or just departing from a potentially dangerous scenario. Conflict avoidant people must at least evaluate their alternatives when developing a strategic plan (Edet, et. al., 2017).

Table 5. Level of the conflict resolution skills of the school heads as perceived by the respondents in terms of compromising style

Indicative Statement *The school head…*	Mean	SD	Scaled Response
1. I find a middle course to resolve an impasse related to the new normal.	4.96	0.97	Almost Always
2. I usually propose a middle ground for breaking deadlocks	4.67	0.95	Almost Always
3. In problems related to new normal, I negotiate with my subordinates so that a compromise can be reached	4.89	0.87	Almost Always
4. I use "give and take" so that a compromise can be made.	4.71	1.07	Almost Always
Composite	**4.73**	**0.46**	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High; 3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

Table 5 indicates the Level of the conflict resolution skills of the school heads as perceived by the respondents in terms of compromising style. It appeared in the table that the indicator number 1 which states that "The school head find a middle course to resolve an impasse related to new normal." got the highest mean of 4.96 which means "almost always" and can be interpreted as high. The indicative statement number 2 which is "The school head usually propose a middle ground for breaking deadlocks" got the lowest mean of 4.67 with a scaled response of "almost always" and can be interpreted as high as well.

An overall mean of 4.37 denoted that the school head highly use compromising style as a conflict resolution skill. The high overall mean of this style indicates that school heads find an expedient, mutually acceptable solution that partially satisfies both conflicting parties.

It is supported by (Saiti, 2015) as School conflicts are common, and when they do occur, they are mostly linked to both interpersonal and organizational factors. Making a compromise is a huge step in resolving a problem. When both sides are looking for common ground, they employ both boldness and consideration. You School heads agree to focus on the bigger issues and leave the lesser ones go; this approach speeds up the resolution process.

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2. Levels of school organizational climate

Table 6 shows the level of organizational climate in terms of collegial leadership.

Table 6. Level of school organizational climate in terms of collegial leadership

Indicative Statement	Mean	SD	Scaled Response
1. In this new normal, the principal explores all sides of topics and admits that other opinions exist.	4.96	0.93	Almost Always
2. The principal treats all faculty members as his or her equal during the time of pandemic.	5.05	0.92	Almost Always
3. The principal is friendly and approachable in dealing with concerns in the new normal.	4.90	0.87	Almost Always
4. The principal makes the faculty aware of what is expected of them.	5.04	0.88	Almost Always
5. The principal maintains high standards of performance.	5.07	0.83	Almost Always
6. The principal is accepting suggestions from the faculty and put it into operation.	5.02	0.78	Almost Always
7. The principal is willing to make changes to adapt with the new normal.	4.73	1.09	Almost Always
Composite	4.97	0.39	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

It could be observed from the table that the indicative statement "The principal maintains definite standards of performance." achieved the highest mean of 5.07 and responded as almost always and can be considered as high, followed by the indicative statement "The principal treats all faculty members as his or her equal during the time of pandemic." with a mean of 5.05 whose scaled response is "almost always" and can be considered as high while "The principal is willing to make changes to adapt with the new normal." received the lowest overall mean of 4.73 with a scaled response of "almost always" and can be considered as high as well. The overall composite mean was 4.97 which can be interpreted as high.

An overall mean of 4.97 obtained the high level of collegial leadership is effective as it is noted that collegiality is a modern, efficient and practical form of leadership in times of new normal, but it never works entirely on its own; rather it interacts with other modes of leadership in participation of the principals, school staffs, and teachers.

In a collegial leadership model, policy is set and decisions are made through a discourse process that leads to consensus (Bush, 2013). The sharing of authority is based on expertise and a mutual understanding of the school's shared vision. Collaborative methods advocate authority for expertise that enables trainers to collaborate through shared values and develop decision-making skills based on their expertise. This means that trainers should be primarily responsible if they are meaningfully and collaboratively involved in the decision-making process. As a result, collegiality

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can be defined as the manner that teachers and principals share common values, goals, accountability, and a sense of trust based on congeniality (Sergiovanni, 2019).

Table 7. Level of school organizational climate in terms of teacher's professionalism

Indicative Statement	Mean	SD	Scaled Response
1. Teachers help and support each other, especially during the time of pandemic.	4.68	0.88	Almost Always
2. Teachers do their jobs with enthusiasm despite being in the new normal.	4.69	0.98	Almost Always
3. Teachers respect the professional competence of their colleagues.	4.98	0.89	Almost Always
4. Faculty members communicate in a cooperative manner during the time of pandemic.	5.13	0.83	Almost Always
5. Teachers in this school exercise professional judgment.	4.90	0.86	Almost Always
6. Teachers "go the extra mile" with their students to cope up with the new normal.	5.03	0.90	Almost Always
7. Teachers provide strong social support for colleagues.	5.00	0.92	Almost Always
Composite	**4.91**	**0.43**	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High; 3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

Table 7 shows the Level of school organizational climate in terms of teacher's professionalism. This aspect plays an important role in school organizational climate as the teachers help to build and establish a working space of professionalism. It can be seen from the results that "The interactions between faculty members are cooperative during the time of pandemic." which yielded the highest mean of 5.13 indicated as almost always and interpreted as high. "Teachers "go the extra mile" with their students to cope up with new normal." (5.03) ranked second and indicated as almost always and can be interpreted as High. On the other hand, "Teachers help and support each other especially during the time of pandemic." (4.68) got the lowest mean however indicated the same as the highest mean as almost always and interpreted as high as well. As reflected in the table, the overall mean along teacher's professionalism was 4.91, which means teachers professionalism have an impact on the level of school organizational climate.

At the individual level, professionalism is defined as the general attributes that a professional must possess. In other words, it refers to the attitudes and behaviors that people in a particular profession may exhibit, such as their belief in their work, their long-term commitment to their job, and their ability to make decisions based on their expertise. Early childhood teachers, like any professionals, have the knowledge and attitude associated with their job as a result of extensive training.

According to Saracho and Spodek (2018), the professionalism of an early childhood teacher is critical to the teacher's ability to deliver quality child care. Furthermore, the professional attitudes and opinions of teachers have an impact on the quality of early childhood programs. It has

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been highlighted that, despite having a solid educational program and atmosphere, educational results are ultimately dependent on the teachers who administer them. As a result, early childhood teachers' professionalism may be a critical aspect in achieving a high degree of teacher-child engagement during the teaching and learning process.

Table 8. Level of school organizational climate in terms of achievement press

Indicative Statement	Mean	SD	Scaled Response
1. The school sets high standards for academic performance even with the new normal setup.	5.06	0.72	Almost Always
2. Students show respect with each other despite being in the new normal setup.	4.76	1.09	Almost Always
3. Students perform well despite being on distance learning so they can get good grades.	4.72	0.83	Almost Always
4. Parents exert pressure to maintain high standards in the new normal.	4.64	1.01	Almost Always
5. Students try hard to improve on their works despite having limited supervision from the teachers.	4.67	0.86	Almost Always
6. Academic achievement is recognized and acknowledged by the school in the new normal.	4.62	1.01	Almost Always
7. Parents press for school improvement.	4.94	0.91	Almost Always
8. Students in this school can achieve the goals that have been set for them despite new norms in learning.	5.04	0.87	Almost Always
Composite	**4.81**	**0.41**	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

Table 8 shows the Level of school organizational climate in terms of achievement press. The findings show that the indicative statement "The school sets high standards for academic performance even with the new normal setup." with a mean of 5.06 interpreted as high indicated as almost always and followed by indicative statement number 8 "Students in this school can achieve the goals that have been set for them despite new norms in learning." with a mean of 5.04 and the almost always scaled response and a high interpretation. However, the indicative statement "Academic achievement is recognized and acknowledged by the school in the new normal." had the lowest overall mean of 4.62 which denoted as almost always and interpreted as high as well.

The overall mean was 4.81 and interpreted as almost always and can be interpreted as high. It can be inferred that School organization has a high level in terms of achievement press. This indicates that teachers are still setting higher goals in the new normal, and students are still ready and responding positively with the challenges of these goals. The school head is always there to supply the resources and exert influence in attaining these goals.

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Table 9. Level of school organizational climate in terms of community engagement

Indicative Statement	Mean	SD	Scaled Response
1. The school sets high standards for academic performance even with the new normal setup.	4.86	0.94	Almost Always
2. Students show respect with each other despite being in the new normal setup.	4.58	1.20	Almost Always
3. Students perform well despite being on distance learning so they can get good grades.	4.67	0.85	Almost Always
4. Parents exert pressure to maintain high standards in the new normal.	4.53	1.06	Almost Always
5. Students try hard to improve on their works despite having limited supervision from the teachers.	4.57	0.91	Almost Always
Composite	**4.64**	**0.57**	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

Table 9 shows the Level of school organizational climate in terms of community engagement. It can be gleaned in the table that the indicative statement number 1 "The school sets high standards for academic performance even with the new normal setup." Gained with the highest mean of 4.86 and indicated as almost always and can be interpreted as High. Next to it is the indicative statement number 3 "Students perform well despite being on distance learning so they can get good grades." with a mean of 4.67 as almost always and interpreted as high got the second to the highest mean score while the indicative statement number 4 "Parents exert pressure to maintain high standards in the new normal." yielded the lowest mean of 4.53 and indicated as almost always and interpreted as high. Based on the findings of the study, the overall mean was 4.64 which explained that the Level of school organizational climate in terms of community engagement was relatively high. The responses of the respondents evidently seen that the level of school organization is partially developed because of the community engagement the school heads and teachers participated in.

As the school head continue to engage in community mobilize movement toward inclusive education and providing the school organization a conducive learning environment that will set a bar of standards to a high level of school organization (Pillay, et. al., 2015).

3. Levels of teachers work engagement

Table 10. Level of teacher work engagement in terms of physical

Indicative Statement	Mean	SD	Scaled Response
1. I put up a lot of effort in my work in the new normal.	4.61	1.00	Almost Always
2. I put out my best effort in my work in the new normal.	5.00	0.88	Almost Always
3. I allocate a lot of energy to my job in the new normal.	5.00	0.88	Almost Always

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Indicative Statement	Mean	SD	Scaled Response
4. I make every effort to do my work well in the new normal.	5.12	0.79	Almost Always
5. I work as hard as I can to do my work job in the new normal.	4.94	0.76	Almost Always
6. I exert a lot of energy on my job in the new normal.	5.11	0.79	Almost Always
Composite	4.96	0.46	High

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

It could be inferred in Table 10 the Level of teacher work engagement in terms of physical. The indicator 4 "I try my hardest to perform well on my job in the new normal." yielded the highest mean of 5.12, indicated as almost always and interpreted as high. while the indicator 6 "I try my hardest to perform well on my job in the new normal." yielded the second to the highest mean of 5.11 denoted as almost always and interpreted as high. Moreover indicator 2 "I exert my full effort to my job in the new normal." And indicator 3 "I devote a lot of energy to my job in the new normal." have the same mean score of 5.00, indicated as almost always and interpreted as high. On the other hand, indicator 1 "I work with intensity on my job in the new normal." Yielded the lowest mean of 4.61, indicated as almost always and interpreted as high It appeared on the table that the overall mean of 4.96 denoted that the Level of teacher work engagement in terms of physical is high.

The result indicates that even in the new normal, teachers are exerting extra efforts to make teaching and learning meaningful and fruitful. Teachers are physically fit to take the challenges brought about by the pandemic in the field of education.

In a research conducted by Cunningham and Cordeiro (2015), they believe that the "leader needs to be prepared to deal with the inevitable social, cultural, economic, technological, bureaucratic, and political obstacles that can block improvements efforts"

On the contrary, Greenfield (2016) disagrees, arguing that efficient and effective administration is impossible without efficient and effective leadership, and that good school leadership must meet five requirements: moral, social, educational, managerial and political. The effectiveness of a school is determined by the school head's performance, according to the researchers (Aitken, 2015).

Table 11. Level of teacher work engagement in terms of emotional

Indicative Statement	Mean	SD	Scaled Response
1. I am enthused about my work in the new normal.	4.90	1.04	Almost Always
2. I am enthusiastic about my work in the new normal.	5.03	0.85	Almost Always
3. My employment piques my interest in the new normal.	4.82	1.00	Almost Always
4. I am proud of my job.	4.83	0.87	Almost Always
5. I feel great about my job in the new normal.	4.64	1.09	Almost Always
6. I am excited about my job in the new normal.	4.72	0.90	Almost Always

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Indicative Statement	Mean	SD	Scaled Response
Composite	**4.83**	**0.51**	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

It could be inferred in Table 11 the Level of teacher work engagement in terms of emotional. The indicator 2 achieved the highest mean of 5.03 indicated as almost always and interpreted as high while the indicator 5 yielded the lowest mean of 4.64 denoted almost always and interpreted as high as well achieved the lowest mean score among the table. It appeared on the table that the overall mean of 4.83 denoted that the level of Level of teacher work engagement in terms of emotional is high. Teachers are emotionally stable to handle problems in the new normal. They are well oriented and well trained for the new setup in education. They may fill confuse at times but overall they are well prepared emotionally to the situation.

Stoltz (2010) says that enabling the human mind to effectively deal with an expanding number of adverse events is an even greater issue, as it necessitates the strengthening and evolution of the human operating system to deal with the increasing demands of information, skills, abilities, and experiences. Individually acquired knowledge and abilities cannot be properly exploited unless they are fully absorbed and incorporated into the system.

Table 12. Level of teacher work engagement in terms of cognitive

Indicative Statement	Mean	SD	Scaled Response
1. At work in the new normal, my mind is focused on my job.	4.81	1.00	Almost Always
2. At work in the new normal, I pay a lot of attention to my job.	4.84	0.99	Almost Always
3. At work in the new normal, I concentrate on my job.	4.79	0.96	Almost Always
4. At work in the new normal, I focus a great deal of attention on my job.	4.87	0.89	Almost Always
5. At work in the new normal, I am absorbed in my job.	4.80	0.90	Almost Always
6. At work in the new normal, I dedicate a lot of attention to my job.	5.01	0.85	Almost Always
Composite	**4.85**	**0.50**	**High**

Legend: 5.50 – 6.00 – Always Very High; 4.50 – 5.49 – Almost Always High;3.50 – 4.49 – Usually Average; 2.50 – 3.49 – Half of the Time   Below Average; 1.50 – 2.49 – Occasionally Low; 1.00 – 1.49 – Never Very Low

Table 12 presents the Level of teacher work engagement in terms of cognitive. The indicator 6 "At work in the new normal, I devote a lot of attention to my job." yielded the highest mean of 5.01 and denoted as almost always and interpreted as high. On the other hand, the indicator 3 "At work in the new normal, I concentrate on my job." yielded the lowest mean of 4.79 denoted as almost always and interpreted as high. It appeared on the table that the overall mean of 4.85 denoted that

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the Level of teacher work engagement in terms of cognitive is high. Through online seminars and trainings conducted by the Department of Education through regional, division and district offices, teachers are knowledgeable enough with the new system that they are facing.

Booth (2017) in her article entitled "Instructional Leadership for the 21st Century" emphasized that school leaders must create a caring and supportive environment. The leader who possesses the elements of compassion and integrity can establish a proactive atmosphere that is centered on wellness. Krug as cited by Ludwig & Eacott (2017) emphasized that the primary service that a school offers is instruction. Therefore, it is imperative that school leaders have awareness on all subject areas and the special needs of each.

5. **Significant relationship between school head's conflict resolution skills and teacher work engagement**

Table 13. Test of significant relationship between school head's conflict resolution skills and teacher work engagement

Conflict Resolution Skills	Work Engagement		
	Physical	Emotional	Cognitive
Collaborating	-.025	.115**	.042
Accommodating	-.037	.071*	.011
Competing	.097**	.153**	.022
Avoiding	.240**	.003	.060*
Compromising	.178**	.041	.095**

**Correlation is significant at .01 level
* Correlation is significant at .05 level

Table 13 revealed the correlation results between the work engagement and conflict resolution skills. It could be gleaned that the work engagement practices in terms of physical is highly significant along competing (.097), avoiding (.240) and it is significant along compromising leadership style (.178) at .01 levels.

Moreover, the work engagement in terms of emotional is highly significant along collaborating (.115), and competing (.153) at .01 level. On the other hand, the work engagement practices in terms of emotional is highly significant along accommodating (.071) at .05 significant level.

In addition, the work engagement in terms of Cognitive is highly significant along avoiding (.060) at .05 significant level while the work engagement practices in terms of cognitive is highly significant along compromising (.095) at .01 levels.

Since most of the work engagement showed a significant relationship with conflict resolution skills, this implies that the work engagement was attributed to the conflict resolution skills of the school heads. This means that the high implementation of teacher work engagement in terms of physical, emotional, and cognitive significantly matter on the conflict resolution skills of school heads. This can be gleaned that the higher the teacher work engagement, the higher will be more effective of school heads conflict resolution skills.

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According to the findings of Samoei (2014), the majority of principals and instructors agree that the principals always orient new personnel on the school's vision, mission, and core values. They are also given information on the school's culture and architectural layout. The department heads and topics pertaining to their subject area are introduced to the new teachers. The principals oversee curriculum timetabling to ensure that all subjects are timetabled and that the required amount of lessons are adhered to. Principals oversee curriculum timetabling to ensure that no clashes occur in classrooms where one teacher is required to teach two courses in the same period. The data also suggest that principals keep track on their pupils' academic progress. Through the heads of departments, they supervise the frequent testing of pupils.

5. Significant relationship between organizational school climate and teacher work engagement

Table 14 shows the test of significant relationship between school head's conflict resolution skills and teacher work engagement

Table 14. Test of significant relationship between organizational school climate and teacher work engagement

Organizational Climate	Work Engagement		
	Physical	Emotional	Cognitive
Collegial Leadership	.527**	.001	.123**
Teacher's Professionalism	.701**	.102**	.050
Achievement Press	.573**	.154**	.130**
Community Engagement	.368**	.114**	.027

**Correlation is significant at .01 level
* Correlation is significant at .05 level

Table 14 presents the correlation results between the teacher work engagement and organizational school climate. It could be gleaned on the table that the teacher work engagement in terms of physical is highly significant along collegial Leadership (.527), Teacher's professionalism (.701), achievement press (.573), and community engagement (.368) at .01 levels.

In addition, the teacher work engagement in terms of emotional is highly significant along Teacher's Professionalism (.102), achievement press (.130), at .01 levels.

It can be gleaned from the table that the teacher work engagement in terms of Physical, emotional, and cognitive showed a significant relationship to organizational school climate in terms of Collegial Leadership, Teacher's professionalism, achievement Press, and community engagement. This implies that the teacher work engagement was attributed to the organizational school climate. This implies that the higher the physical, emotional, and cognitive of teaching work engagement, the higher level of organizational school climate.

Organizational trust is vital for both stakeholders and companies since achieving goals in an organization with trust difficulties will be difficult (Yilmaz, 2014).

Within the organization, trust is the foundation for harmonious and productive relationships, successful cooperation, and communication (Baier, 2016). The employee's performance and

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productivity will improve in such an environment. As a result, organizational trust can be considered a variable that influences the success of an organization.

Teachers that are enthusiastic about their jobs can help change their schools into effective and efficient institutions. Table 15 shows test of significant prediction of school head's conflict resolution skills and organizational school climate on teacher work engagement

Table 15. Test of significant prediction of school head's conflict resolution skills and organizational school climate on teacher work engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta		Sig.
1	(Constant)	4.370	.101		43.354	.000
	Compromising	.108	.021	.149	5.099	.000
2	(Constant)	2.609	.149		17.547	.000
	Compromising	.071	.020	.098	3.661	.000
	Collegial Leadership	.063	.028	.072	2.254	.024
	Teacher Professionalism	.144	.029	.184	4.956	.000
	Achievement Press	.191	.030	.233	6.257	.000

Step 1: F (1, 1150) = 25.996; p < .01; Adj. R² = .021   *Dependent Variable: Work Engagement*
Step 2: F (4, 1147) = 72.850; p < .01; Adj. R² = .200

A two-stage hierarchical stepwise multiple regression was conducted with teacher work engagement as the dependent variable. The parameters of conflict resolution skills were entered at stage one of the regressions then the parameters of organizational climate were entered at stage two. The hierarchical multiple regression revealed that at Stage one, Compromising contributed significantly to the regression model $F(1, 1150) = 25.996$, $p < .01$ and accounted for 2.1% of the variation in Work Engagement. Introducing the school's organizational climate explained an additional 18.0% of variation in Work Engagement and this change in R^2 was significant, $F(4, 1147) = 72.850$, $p < .01$. When all independent variables were included in stage two of the regression model, they accounted for 20% of the variance in Work Engagement. Hence, the models suggest a combined effect of compromising (conflict resolution skill) and collegial leadership, teacher professionalism, and achievement press (organizational climate) on teacher work engagement. The final regression model yielded a regression equation of

TWE = 2.609 + .071C + .063CL + .144TP + .191AP where

TWE is the predicted teacher work engagement;
C is the compromising;
CL is the collegial leadership;
TP is the teacher professionalism; and
AP is the achievement press.

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The equation above further justifies that for every 1-unit increase in compromising, there is .071 units increase in teacher work engagement holding other independent variables constant. Moreover, for every 1-unit increase in collegial leadership score, there is a corresponding .063 units increase in teacher work engagement keeping the other factors fixed. For every 1-unit increase in teacher professionalism score, there is a corresponding .114 units increase in teacher work engagement keeping the other factors constant. Finally, for every 1-unit increase in achievement press score, there is a corresponding .191 units increase in teacher work engagement keeping the other factors fixed.

Work engagement is defined by Bakker et al. (2018) as a "positive, gratifying, and successfully motivated state of work-related subjective well-being." Work engagement is a key indicator of the quality of one's working life. Furthermore, it is crucial in determining behaviors such as labor transfer, aversion to work, and absenteeism (Aryee, 2014). As a result, it is conceivable to conclude that employee work engagement is a critical element in determining employee performance and productivity.

Employees' positive sentiments regarding their employment and companies can influence work engagement. These attitudes include a low level of intent to leave their job, job happiness, and organizational engagement.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn: (1) There is a significant relationship between the school heads' conflict resolution skills and teachers' work engagement. Thus, the hypothesis is rejected. (2) There is a significant relationship between a school's organizational climate and teachers' work engagement. Thus, the hypothesis is rejected. (3) The school heads conflict resolution skills and organizational school climate singly and in combination predict teachers' work engagement. With this, the hypothesis is rejected.

Recommendations

Based on the conclusions drawn, the following recommendations are hereby given: (1) School heads are encouraged to continue cultivating a culture of excellence in the school by updating the teachers through relevant activities that may sustain the work engagement by means of exhibiting quality performance in teaching and learning. (2) Teachers may be motivated to increase their productivity through the assistance provided by the DepEd Officials. (3) Supervisors may enhance the performance of the teachers by providing the technical assistance needed to further improve their performance. Technical assistance should focus on curriculum delivery and the school's operation and management. (4) Adoption and funding of the output of the study may be considered by the officials to see its applicability in the school context. (5) Similar studies may be conducted by future researchers considering the variables not covered by the present study.

LIMITATION & FURTHER RESEARCH

This research study focused on determining the relationship between and among school head's conflict resolution skills and the organizational school climate, which include collegial leadership, teacher professionalism, academic press, and community engagement), organizational

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school climate, and teacher work engagement (e.g., physical, emotional and cognitive work engagement) during the time of pandemic in the City Schools Division in the Province of Laguna. It aimed to provide insightful input to the proposed teacher development program.

The respondents were the school heads and teachers in the City Divisions of Binan City, Santa Rosa City, Cabuyao City, and Calamba City during the school year 2020-2021. To reduce the heterogeneity of the study area, while preserving the meaningfulness of the units of analysis, the study is delimited to the City Divisions in the 1st and 2nd congressional Districts of Laguna.

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