

School Administrators' Organizational Citizenship Behavior and Conflict Management Approaches in Promoting Teacher Retention

Sarah Cristine O. Pleña¹, Onofre S. Corpuz², Ramlah A. Duge³

^{1,2,3}Cotabato Foundation College of Science and Technology (CFCST)

ABSTRACT

This study aimed to examine the influence of school administrators' Organizational Citizenship Behavior (OCB) and conflict management approaches on teacher retention in selected elementary schools. A descriptive correlational research design was employed, utilizing standardized survey instruments to assess five core OCB dimensions—altruism, conscientiousness, sportsmanship, courtesy, and civic virtue—and five conflict management approaches: collaboration, compromise, avoidance, competition, and accommodation. Teacher retention was assessed through three dimensions: dynamic recruitment, targeted incentives, and career pathways. The study involved a total of 342 teacher-respondents, selected through complete enumeration technique across various schools.

Findings revealed that school administrators consistently demonstrated high to very high levels of OCB and conflict management practices. Similarly, teachers reported very high ratings across all three retention dimensions, reflecting positive perceptions of administrative leadership and institutional support. Correlation analysis identified a significant positive relationship between conscientiousness and dynamic recruitment, while courtesy showed a significant negative correlation with targeted incentives. Regression results further revealed that avoidance and collaboration significantly influenced dynamic recruitment; competition influenced targeted incentives; and compromise and accommodation significantly impacted career pathways.

Notably, conscientious administrators inspired greater teacher participation in recruitment efforts, while respectful behavior without tangible recognition appeared insufficient in boosting motivation. Additionally, strategic conflict management fostered organizational stability and professional growth, enhancing retention outcomes. However, other behavioral traits showed no significant influence, emphasizing the need for structural and policy-based support mechanisms.

In conclusion, the study underscores the need for leadership training, structured incentives, and context-sensitive conflict strategies to strengthen teacher retention systems.

Keywords: Organizational Citizenship Behavior, Conflict Management, Teacher Retention, Dynamic Recruitment, Targeted Incentives, Career Pathways

INTRODUCTION

School administrators play an important role in developing a healthy work environment that promotes teacher retention, especially given the mounting obstacles in educational institutions. Their readiness to go beyond statutory tasks through discretionary acts increases work satisfaction and teacher commitment.

At the same time, effective conflict resolution tactics are critical for resolving interpersonal and organizational conflicts and fostering a supportive workplace. Administrators that demonstrate high organizational citizenship behavior and use effective conflict resolution procedures help to reduce teacher turnover, which remains an issue in many schools.

Teachers' lived experiences offer invaluable insights into how these administrative behaviors and conflict resolution methods influence their decision to stay in the profession. Factors such as the availability of support systems, constructive feedback, and a culture of open communication are critical in retaining teachers, especially in environments where stress and burnout are common (Garcia, 2020). Locally, in various school settings, the capacity of administrators to display leadership behaviors that align with organizational goals and teacher well-being is often seen as a driving force behind high teacher retention rates. However, challenges such as insufficient training in conflict resolution and the inconsistent application of OCB principles can lead to dissatisfaction and attrition among teachers (Delos Santos, 2023).

Despite the growing attention to the importance of teacher retention, there is still a gap in understanding how school administrators' OCB and conflict management strategies directly influence teachers' decisions to remain in their positions. While many studies focus on general leadership practices, fewer explore the lived experiences of teachers and how specific administrative behaviors contribute to retention (Reyes, 2022). Furthermore, additional research is needed to explore how these factors can be leveraged to promote a supportive and productive school environment (Santos, 2022).

This study seeks to explore teachers' lived experiences in relation to school administrators' Organizational Citizenship Behavior and conflict management approaches, specifically focusing on their impact in promoting teacher retention. By examining these experiences, the research aims to provide insights into how leadership practices can be enhanced to improve teacher retention rates and create a more sustainable educational environment.

METHODS

Research Design

This study employed a descriptive-correlation design to examine school administrators' Organizational Citizenship Behavior (OCB) and conflict management approaches in relation to promoting teacher retention. This approach provided a comprehensive understanding of the extent of school administrators' OCB, focusing on elements such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. It also explored the conflict management strategies most commonly used by administrators, including collaboration, compromise, avoidance, competition, and accommodation. Additionally, the study investigated teacher retention factors such as dynamic recruitment, targeted incentives, and career pathways. This design aims to assess how these practices and approaches contributed to fostering a supportive school climate and enhanced teacher retention (Creswell & Plano, 2018).

Locale of the Study

This study was conducted at selected schools in Arakan West District, President Roxas South District and M'lang North District in Schools Division of Cotabato for the school year 2024-2025.

These districts were located in the province of North Cotabato, Philippines, and were recognized for their efforts to foster a supportive and effective educational environment. The school administrators in these districts played a critical role in promoting teacher retention through their Organizational Citizenship

Behavior (OCB) and effective conflict management strategies. By demonstrating behaviors such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, and by employing collaborative conflict resolution methods, they contributed to a positive work culture and professional growth. Various initiatives had been implemented to support teachers, aligning with the Department of Education's broader goals to enhance job satisfaction, professional engagement, and retention in the Philippine education system (DepEd, 2023).

Respondents of the Study

The respondents of the study were the 342 school administrators and teachers from selected schools in Arakan West District, North Cotabato. The selection of respondents was based on inclusion criteria, which covered public school teachers who had rendered service for 5 to 10 years or more. The exclusion criteria included teachers from private schools, school administrators, and those who had rendered service for 4 years or less.

The selection of respondents was carried out through the complete enumeration technique. Complete enumeration, or census, involved surveying every individual within the population, ensuring comprehensive data collection without sampling errors. This technique provided a full and accurate representation of the population, which was essential for a study requiring detailed and exhaustive insights (Kothari, 2004). It was particularly appropriate given that the population size was manageable and that precision in capturing every respondent's data was crucial for obtaining valid results (Creswell, 2014).

Sampling Procedure

Sampling procedure selected a subset of the study's target population. Most studies used a smaller sample since including the whole population of interest was unfeasible. Sampling also approximated a larger population in terms of essential qualities so researchers could make inferences about the entire population (Turner, 2020).

Hence, a complete enumeration technique was used to identify the total number of respondents in this study. Specifically, a total of 342 school administrators and teachers from selected schools in Arakan West District, President Roxas South District, and M'lang North District, Cotabato for the School Year 2024–2025 served as the respondents. Complete enumeration, or a census, entailed surveying every individual within the population, guaranteeing comprehensive data collection free from sampling errors. This method offered a thorough and precise representation of the population, which was crucial for studies that demanded detailed and exhaustive insights (Kothari, 2004).

Research Instrument

The research instruments utilized in this study were adopted from various reputable sources to ensure the reliability and validity of the tools. These instruments assessed key variables related to school administrators' Organizational Citizenship Behavior (OCB), conflict management approaches, and teacher retention.

In Part 1, the level of school administrators' OCB was assessed using a questionnaire adapted from the Organizational Citizenship Behavior Scale developed by Organ (1988). This scale measured respondents' perceptions of their administrators' OCB in terms of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Moreover, conflict management approaches were assessed using an adapted version of the Thomas-Kilmann Conflict Mode Instrument (TKI), originally developed by Thomas and Kilmann

(1974). This instrument measured conflict resolution strategies such as collaboration, compromise, avoidance, competition, and accommodation. Furthermore, teacher retention was assessed using an adapted version of the Teacher Retention and Motivation Scale (TRMS), developed by Johnson (2010). This instrument measured factors contributing to teachers' decision to stay, including job satisfaction, support from administration, and overall work environment.

Data Collection and Procedure

Data collection began with the researcher securing formal permissions from the superintendent and district principals. Questionnaires were personally distributed to ensure confidentiality and data integrity, and participation was limited to respondents who signed informed consent forms.

Ethical protocols were strictly followed, including confidentiality agreements and clear communication that all shared information during FGDs should remain private among group members.

Statistical Analysis

The study employed both quantitative and qualitative analysis tools. **Mean** scores were used to assess levels of Organizational Citizenship Behavior (OCB), conflict management approaches, and teacher retention. **Spearman's Rank-Order Correlation** determined the strength and direction of relationships between OCB, conflict strategies, and retention. **Multiple Regression Analysis** identified the influence of administrators' OCB and conflict management styles on teacher retention.

Ethical Considerations

This study, School Administrators' Organizational Citizenship Behavior and Conflict Management Approaches for Promoting Teacher Retention, adhered to ethical research principles to ensure the integrity, confidentiality, and well-being of all participants. Participation in the study was entirely voluntary, and informed consent was obtained before data collection. Respondents had the right to withdraw at any stage without consequences.

Confidentiality and anonymity were strictly maintained by ensuring that no personally identifiable information was disclosed. Data were used solely for research purposes and were stored securely to prevent unauthorized access. Any potential risks associated with participation, such as emotional discomfort in sharing personal experiences, were minimized by providing a respectful and non-coercive environment.

Furthermore, the study complied with ethical guidelines set by the institution and relevant governing bodies, ensuring that all procedures upheld fairness, transparency, and respect for the rights of all participants.

RESULTS AND DISCUSSIONS

This section discusses the presentation, analysis, and interpretation of data derived from the study's statistical results. This study explored the School Administrators' Organizational Citizenship Behavior (OCB), Conflict Management Approaches, and Teacher Retention.

School Administrators' Organizational Citizenship Behavior (OCB)

The first research problem is focused on determining the extent of school administrators' Organizational Citizenship Behavior (OCB) in terms of altruism, conscientiousness, sportsmanship, courtesy, and civic

virtue.

Table 1 presents the respondents' perception of school administrators' Organizational Citizenship Behavior (OCB). Among the five dimensions, **Courtesy** received the highest mean rating ($M = 4.47$, *Very High*). This suggests that school administrators are perceived to consistently demonstrate respect, empathy, and professionalism in their interactions with teachers, students, parents, and colleagues.

Courtesy, as a key element of OCB, involves tactful communication, active listening, and conflict-sensitive dialogue, particularly in challenging situations. Such behavior fosters an inclusive, supportive environment rooted in mutual understanding and psychological safety. When administrators model respectful and considerate conduct, they encourage open dialogue, build trust, and support collaborative problem-solving within the school community.

This result highlights that courtesy is a foundational trait of effective school leadership. As supported by Lee and Henderson (2023), courtesy in professional settings enhances job satisfaction and reduces workplace conflict by promoting a climate of mutual appreciation and emotional intelligence.

Table 1. Organizational Citizenship Behavior (OCB) of School Administrators as Perceived by Teachers

OCB Dimension		Mean	Description
Altruism		3.99	High
Conscientiousness		4.45	Very High
Sportsmanship		4.44	Very High
Courtesy		4.47	Very High
Civic Virtue		4.44	Very High
Overall Weighted Mean		4.36	Very High

Level	Range	Description
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Fair
2	1.81 – 2.60	Slight
1	1.00 – 1.80	Very Slight

Conflict Management Approaches

Table 2 presents the respondents' perception of school administrators' conflict management approaches. Among the five strategies, **Competition** received the highest mean rating ($M = 4.48$, *Very High*). This indicates that school leaders are perceived as assertive and goal-driven in addressing conflicts, prioritizing high standards and performance outcomes.

In this context, competition does not imply hostility but rather a results-oriented mindset, one that promotes excellence, innovation, and accountability. Respondents viewed administrators as individuals who strive to lead by example, exhibiting ambition and encouraging others to do the same. Such a leadership style may push teachers and staff to improve instructional quality and maintain a strong commitment to student success.

According to Rivera and Alvarado (2023), competitive leadership, when balanced with fairness, can drive school improvement by reinforcing a culture of excellence, innovation, and performance. These finding underscores how strategic competition can positively shape school culture when accompanied by clear goals and professional support structures.

Table 2. Conflict Management Approaches as Perceived by the Teachers

Conflict Management Approaches	Mean	Description
Collaboration	4.46	Very High
Avoidance	4.45	Very High
Compromise	4.45	Very High
Competition	4.48	Very High
Accommodation	4.45	Very High
Weighted Mean	4.46	Very High

Level	Range	Description
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Fair
2	1.81 – 2.60	Slight
1	1.00 – 1.80	Very Slight

Teacher Retention

Table 3 illustrates the respondents' perception of school administrators' practices that promote teacher retention. Two variables shared the highest weighted mean ($M = 4.46$, *Very High*): **Dynamic Recruitment** and **Targeted Incentives**. These results reflect a strong recognition of school leaders' efforts to attract, support, and retain high-quality teachers. Dynamic Recruitment was perceived as effective due to practices such as onboarding, mentoring, and inclusive hiring approaches. These efforts foster a supportive entry into the school system, making new teachers feel welcomed and prepared. As Navarro and Santiago (2023) emphasize, structured mentorship and adaptive hiring not only boost retention but also cultivate a culture of community and long-term commitment. Meanwhile, Targeted Incentives, such as professional growth opportunities and positive recognition, also received a very high rating. These incentives make teachers feel valued and motivated. The respondents viewed personalized reward systems as key to boosting morale and aligning professional development with individual career goals. This is supported by Dela Cruz and Bautista (2023), who found that tailored incentive programs reduce teacher turnover and foster a culture of appreciation and achievement. Together, these findings highlight the importance of intentional leadership practices in strengthening teacher retention, particularly through recruitment strategies and incentive systems that address both professional and emotional needs.

Table 3. Teacher retention strategies as perceived by the teachers

Teacher Retention Strategy	Mean	Description
Dynamic Recruitment	4.46	Very High
Targeted Incentives	4.46	Very High
Career Pathways	4.44	Very High
Weighted Mean	4.45	Very High

Level	Range	Description
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Fair
2	1.81 – 2.60	Slight
1	1.00 – 1.80	Very Slight

Relationship between school administrators' Organizational Citizenship Behavior (OCB) and teacher retention

Table 4 presents the correlation results between the five dimensions of Organizational Citizenship Behavior (OCB) and the three indicators of teacher retention—dynamic recruitment, targeted incentives, and career pathways. The purpose of this analysis is to determine which aspects of administrators' OCB significantly relate to efforts in retaining teachers. The data reveal specific patterns of association that provide insights into the leadership behaviors that can either support or limit teacher retention initiatives.

Altruism

The correlation results indicate no significant relationship between altruism and any of the teacher retention indicators ($p > 0.05$). While altruism—characterized by voluntary assistance and helping behaviors—fosters collegiality and goodwill, it may not directly influence recruitment strategies, incentive structures, or career development unless coupled with systematic support (Lopez & Del Mundo, 2023).

Conscientiousness

A significant positive correlation was found between conscientiousness and dynamic recruitment ($r = 0.149^*$, $p = 0.018$). This implies that administrators who are diligent, dependable, and detail-oriented help foster an environment that attracts and integrates new teachers. Conscientious leaders set high standards and model professional accountability, which in turn enhances institutional appeal and retention (Lopez & Del Mundo, 2023).

Sportsmanship

No significant correlation was found between sportsmanship and the teacher retention variables ($p > 0.05$). Although maintaining a positive attitude despite challenges is valuable for morale, it may not strongly influence retention outcomes unless linked with concrete initiatives such as mentoring or advancement opportunities.

Courtesy

Interestingly, a significant negative correlation emerged between courtesy and targeted incentives ($r = -0.159^*$, $p = 0.011$). This may suggest that in contexts where politeness and accommodation are emphasized, tangible reward systems could be underutilized or perceived as insufficient. As noted by Lopez and Del Mundo (2023), teachers are more responsive to structured, merit-based incentives than to interpersonal gestures alone.

Civic Virtue

Civic virtue, reflecting administrators' involvement in school governance and concern for institutional well-being, did not show a significant relationship with any retention indicators. While it contributes to a culture of shared leadership, its effect on retention likely depends on how visibly it supports teacher development and recognition pathways. These findings underscore that while all dimensions of OCB contribute to a positive school culture, conscientiousness stands out as the most impactful in terms of supporting teacher recruitment and retention. Conversely, relying solely on interpersonal niceties like courtesy may not fulfill teachers' expectations for meaningful recognition and growth.

Table 4. Relationship between school administrators' Organizational Citizenship Behavior (OCB) and teacher retention.

ORGANIZATIONAL CITIZENSHIP BEHAVIOR		TEACHER RETENTION		
		Dynamic Recruitment	Targeted Incentives	Career Pathways
Altruism	Correlation Coefficient	0.034	-0.007	-0.070
	Sig. (2-tailed)	0.594	0.917	0.265
Conscientiousness	Correlation Coefficient	0.149*	0.020	-0.003
	Sig. (2-tailed)	0.018	0.752	0.964
Sportsmanship	Correlation Coefficient	0.096	-0.045	-0.021
	Sig. (2-tailed)	0.126	0.472	0.734
Courtesy	Correlation Coefficient	0.043	-0.159*	-0.005
	Sig. (2-tailed)	0.498	0.011	0.940
Civic Virtue	Correlation Coefficient	0.076	0.036	-0.054
	Sig. (2-tailed)	0.230	0.573	0.392

*Significant at 5%

Influence of school administrators' Organizational Citizenship Behavior (OCB) on teacher retention

Organizational Citizenship Behavior (OCB) on Dynamic Recruitment

Table 5 presents the summary of regression results showing the influence of each Organizational Citizenship Behavior (OCB) dimension on the three key indicators of teacher retention: Dynamic Recruitment, Targeted Incentives, and Career Pathways. The table highlights the corresponding t -values, which indicate the extent to which each OCB trait predicts teacher retention outcomes. The discussion that follows examines the influence of each OCB variable individually, based on its statistical significance and practical implications.

Altruism

Altruism did not have a significant influence on any of the teacher retention components, as reflected by low t -values across all three outcomes. While altruistic behavior contributes to a positive school climate, it appears insufficient on its own to drive measurable changes in recruitment, incentives, or career advancement.

Conscientiousness

This dimension had a significant positive influence on Dynamic Recruitment ($t = 2.319, p = 0.021$), suggesting that school leaders who are responsible, dependable, and task-focused can motivate teachers to participate in recruiting new staff. This aligns with Santos and Villareal (2023), who highlighted the link between conscientious leadership and institutional engagement. However, its influence on Targeted Incentives and Career Pathways was not statistically significant.

Sportsmanship

Sportsmanship approached significance in influencing Dynamic Recruitment ($t = 1.785$), hinting at a potential role. Nonetheless, it was not significant in any domain, implying that tolerance and avoiding complaints, while admirable traits, may not strongly motivate teacher retention behaviors on their own.

Courtesy

Courtesy showed a significant negative influence on Targeted Incentives ($t = -2.396, p = 0.017$), indicating a counterintuitive relationship. Administrators perceived as overly polite or accommodating may unintentionally reduce the perceived impact of formal incentive systems, leading to a mismatch between recognition and teacher motivation. This finding echoes Lopez and Del Mundo (2023), who observed that excessive collegiality can sometimes be perceived as a substitute for meaningful, tangible support. No significant effect was found for the other domains.

Civic Virtue

This dimension did not significantly influence any of the retention indicators. Although civic virtue reflects participation in organizational life and decision-making, it may require complementary factors (e.g., institutional recognition) to translate into retention-related outcomes.

Table 5. Summary of Influence of OCB Dimensions on Teacher Retention Indicators

OCB Dimension	Dynamic Recruitment (t -value)	Targeted Incentives (t -value)	Career Pathways (t -value)
Altruism	0.520 (ns)	-0.123 (ns)	-0.676 (ns)
Conscientiousness	2.319 (<i>sig</i>)	0.902 (ns)	0.089 (ns)
Sportsmanship	1.785 (ns)	-1.532 (ns)	-0.172 (ns)
Courtesy	1.505 (ns)	-2.396 (<i>sig</i>)	-0.064 (ns)
Civic Virtue	0.885 (ns)	-0.601 (ns)	-0.640 (ns)

Legend:

sig – significant at 0.05 level

ns – not significant

Organizational Citizenship Behavior (OCB) on Targeted Incentives

The gleaned data in Table 6 disclose the combined contribution of school administrators' Organizational Citizenship Behavior (OCB) on teacher retention in terms of targeted incentives. The regression model yielded an F-value of 1.777 and a p-value of 0.118, indicating that the overall model is not statistically significant at the 5% level. Since the p-value exceeds the threshold of 0.05, the null hypothesis is retained, suggesting no significant collective influence of the OCB dimensions on teachers' retention through targeted incentive programs.

Furthermore, the model's coefficient of determination (R^2) is 0.035, which means that only 3.5% of the variance in targeted incentives is explained by the five OCB variables—altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The remaining 96.5% is influenced by other factors not captured in the model, such as administrative incentive structures, institutional reward systems, or teachers' individual motivational drivers.

Among all OCB predictors, courtesy ($\beta = -0.157$, $p = 0.015$) was the only variable found to have a significant influence, leading to the rejection of the null hypothesis for this predictor alone. Interestingly, this relationship was negative, suggesting that as school administrators display higher levels of courtesy, teachers' engagement with or perception of targeted incentives may decline. This could indicate a possible mismatch between interpersonal diplomacy and the tangible recognition of effort, where courtesy may be perceived as a substitute for formal reward mechanisms.

The remaining predictors—altruism, conscientiousness, sportsmanship, and civic virtue—did not show significant influences on targeted incentives, with p-values well above 0.05. This suggests that while these behaviors may foster positive school climates, they do not directly translate into the development or effectiveness of structured incentive programs for teacher retention.

These findings align with the study of Bautista and Lorenzo (2023), who emphasized that while positive organizational behavior is crucial for school culture, the success of retention strategies such as incentives depends more on transparent criteria, perceived fairness, and alignment with professional goals. Courtesy alone, though valuable in maintaining respectful relations, may not substitute for systemic recognition and merit-based rewards.

Table 6. Influence of school administrators' Organizational Citizenship Behavior (OCB) on teacher retention in terms of Targeted Incentives.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.023	.502		10.015	.000
	Altruism	-.018	.049	-.024	-.374	.709
	Conscientiousness	.014	.064	.015	.223	.824
	Sportsmanship	-.064	.067	-.063	-.966	.335
	Courtesy	-.158	.064	-.157	-2.448*	.015
	Civic Virtue	.097	.066	.096	1.477	.141

$R^2 = 0.035$
 $F = 1.777$
 $\text{Prob} = 0.118$

Organizational Citizenship Behavior (OCB) on Career Pathways

Table 7 discloses the overall contribution of school administrators' Organizational Citizenship Behavior (OCB) on teacher retention in terms of career pathways. The regression analysis yielded an F-value of 0.501 and a p-value of 0.776, indicating that the model is not statistically significant at the 5% level. As the probability value is well above 0.05, the null hypothesis is retained, suggesting no significant overall influence of the OCB dimensions on teacher retention as it relates to career development opportunities. The model also produced a very low coefficient of determination ($R^2 = 0.010$), indicating that only 1.0% of the variance in perceptions of career pathways can be explained by the combined OCB variables. This means that 99.0% of the variation is due to factors not included in the current model, such as access to formal advancement frameworks, institutional support for postgraduate studies, mentorship programs, or performance evaluation systems.

Additionally, none of the five OCB indicators—altruism, conscientiousness, sportsmanship, courtesy, and civic virtue—emerged as statistically significant predictors, as all their p-values exceeded 0.05. For example, conscientiousness ($\beta = 0.076$, $p = 0.252$) and civic virtue ($\beta = -0.058$, $p = 0.381$) showed no substantial predictive power regarding teacher retention through career advancement.

These results imply that while OCB traits are essential to maintaining a collegial and collaborative school culture, they do not directly influence how teachers perceive or engage in career pathway opportunities. Teachers' retention based on career progression appears to be more closely tied to institutional structures, such as promotion systems, leadership development initiatives, and formal career guidance, rather than administrators' interpersonal behaviors alone.

This conclusion echoes the findings of Domingo and Herrera (2023), who asserted that effective career pathway systems require clear, objective criteria and strategic support mechanisms that go beyond the presence of positive organizational behaviors. While OCB enriches the overall environment, it may lack the structural force necessary to drive teachers' long-term career planning and retention decisions.

Table 7. Influence of school administrators' Organizational Citizenship Behavior (OCB) on teacher retention in terms of Career Pathways.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	4.482	.508	8.826	.000
	Altruism	-.024	.049	-.031	.630
	Conscientiousness	.075	.065	.076	.252
	Sportsmanship	-.030	.067	-.029	.655
	Courtesy	.029	.065	.029	.660
	Civic Virtue	-.058	.067	-.058	.381

$R^2 = 0.010$
 $\text{Prob} = 0.776$
 $F = 0.501$

Relationship between school administrators' conflict management approaches and teacher retention

Table 8 presents the correlation results between school administrators' conflict management approaches and teacher retention across three dimensions: dynamic recruitment, targeted incentives, and career pathways. The findings highlight which specific approaches are statistically associated with teacher retention factors.

Collaboration

The collaboration approach showed **no statistically significant correlation** with any of the teacher retention variables. Although the correlation coefficient for dynamic recruitment was $r = 0.108$ ($p = 0.087$), it did not reach the 0.05 significance threshold. Similarly, the coefficients for targeted incentives and career pathways were negative and not significant ($r = -0.072$, $p = 0.256$ and $r = -0.018$, $p = 0.773$, respectively). This implies that while collaboration may enhance team cohesion and morale, it does not directly influence teacher retention outcomes in this study's context.

Compromise

A **significant positive correlation** was observed between compromise and career pathways ($r = 0.135$, $p = 0.031$), leading to the rejection of the null hypothesis for this variable. This indicates that when administrators employ compromise—balancing differing views and offering mutual concessions—teachers are more likely to perceive accessible and fair career progression within the institution. However, compromise did not show a significant association with dynamic recruitment ($r = 0.074$, $p = 0.242$) or targeted incentives ($r = 0.072$, $p = 0.254$), suggesting its influence is more specific to professional development opportunities rather than recruitment or rewards.

Avoidance

Avoidance demonstrated a **highly significant positive relationship** with dynamic recruitment ($r = 0.200$, $p = 0.001$), suggesting that administrators who tactfully avoid conflict—potentially to maintain harmony or reduce tension—may foster a school environment that supports recruitment efforts. The positive climate created by such strategic avoidance could encourage teachers to participate in recruitment initiatives.

However, its correlation with targeted incentives ($r = 0.010$, $p = 0.875$) and career pathways ($r = 0.060$, $p = 0.346$) was not significant, indicating limited influence in these aspects.

Competition

The competitive style showed **no significant correlation** with any of the teacher retention variables. The correlation coefficients were $r = 0.082$ ($p = 0.195$) for dynamic recruitment, $r = 0.098$ ($p = 0.118$) for targeted incentives, and $r = -0.070$ ($p = 0.267$) for career pathways. These findings imply that a conflict style focused on winning or asserting dominance may not contribute positively to teacher retention, potentially due to its association with tension or decreased collaboration.

Accommodation

Accommodation also yielded **non-significant results** across all teacher retention dimensions. The coefficients were $r = 0.002$ ($p = 0.980$) for dynamic recruitment, $r = -0.066$ ($p = 0.297$) for targeted incentives, and $r = 0.104$ ($p = 0.097$) for career pathways. Although the correlation with career pathways

approached significance, it was still above the threshold. This suggests that while accommodating administrators may foster goodwill, their approach does not strongly influence teachers' decisions to stay based on incentives or advancement opportunities.

The findings highlight that only **avoidance** (on dynamic recruitment) and **compromise** (on career pathways) showed significant relationships with teacher retention dimensions. These results support the findings of Delgado and Sison (2023), who emphasized that effective conflict management must be contextually applied. Constructive use of avoidance may reduce organizational stress, while compromise may encourage inclusive practices and professional growth—both of which support retention.

Table 8. Relationship between school administrators' conflict management approaches and teacher retention.

CONFLICT MANAGEMENT APPROACHES		TEACHER RETENTION		
		Dynamic Recruitment	Targeted Incentives	Career Pathways
Collaboration	Correlation Coefficient	0.108	-0.072	-0.018
	Sig. (2-tailed)	0.087	0.256	0.773
Compromise	Correlation Coefficient	0.074	0.072	0.135*
	Sig. (2-tailed)	0.242	0.254	0.031
Avoidance	Correlation Coefficient	0.200**	0.010	0.060
	Sig. (2-tailed)	0.001	0.875	0.346
Competition	Correlation Coefficient	0.082	0.098	-0.070
	Sig. (2-tailed)	0.195	0.118	0.267
Accommodation	Correlation Coefficient	0.002	-0.066	0.104
	Sig. (2-tailed)	0.980	0.297	0.097

** Highly Significant

*Significant at 5%

Significant Influence Between School Administrators'

Conflict Management Approaches and Teacher Retention

Conflict Management Approaches on Dynamic Recruitment

Table 9 presents a summary of the regression analyses conducted to determine the influence of school administrators' conflict management approaches on teacher retention across three key domains: **Dynamic Recruitment**, **Career Pathways**, and **Targeted Incentives**. Each domain represents a strategic component in retaining teachers, and the analysis explores how five conflict management styles—**collaboration**, **compromise**, **avoidance**, **competition**, and **accommodation**—impact these domains. The table includes the standardized beta coefficients and corresponding *t*-values for each approach, offering a comparative view of their relative influence and statistical significance in the context of promoting teacher retention.

The study explored the extent to which school administrators' conflict management approaches influence teacher retention across three domains: dynamic recruitment, career pathways, and targeted incentives. Regression analyses for each domain revealed statistically significant models, highlighting the relevance of leadership strategies in shaping teachers' retention-related attitudes and decisions.

In terms of Dynamic Recruitment, the overall model was statistically significant ($F = 8.267$, $p = 0.000$) with an R^2 of 0.143, indicating that 14.3% of the variation in teachers' engagement in recruitment efforts could be attributed to the administrators' conflict management approaches. Among the predictors, avoidance ($\beta = 0.330$, $p = 0.000$) and collaboration ($\beta = 0.128$, $p = 0.034$) emerged as significant factors. The positive effect of avoidance suggests that administrators who tactfully sidestep non-essential conflicts may cultivate a calm, supportive environment conducive to trust and participation in promotional activities. Meanwhile, collaborative leadership fosters inclusivity and shared responsibility, increasing teachers' sense of belonging and willingness to advocate for the institution. These results align with Garcia and Padua (2023), who noted that strategic avoidance and proactive collaboration are instrumental in promoting engagement and positive workplace culture.

With regard to Career Pathways, the model was also significant ($F = 4.023$, $p = 0.002$) and had an R^2 of 0.075, showing that 7.5% of the variance in retention related to professional growth could be explained by the conflict management styles. Compromise ($\beta = 0.146$, $p = 0.020$) and accommodation ($\beta = 0.207$, $p = 0.001$) stood out as significant predictors. The significance of compromise implies that when administrators value shared decision-making and mutual understanding, teachers feel a greater sense of fairness and opportunity for growth. Accommodation, on the other hand, reflects the administrators' empathy and willingness to adjust, which fosters an environment where teachers feel supported in their career advancement. These results are consistent with Villanueva and Mercado (2023), who emphasized that compromise and individualized support are key to nurturing retention through professional development.

In the domain of Targeted Incentives, the regression model also showed statistical significance ($F = 2.867$, $p = 0.016$), albeit with a lower R^2 of 0.055. The only conflict management approach with a significant influence was competition ($\beta = 0.200$, $p = 0.002$), suggesting that when administrators set high standards and reward excellence, teachers are more likely to stay in an environment that recognizes and motivates high performance. Competitive yet fair environments may inspire innovation and dedication among teachers. These results echo the findings of Alcantara and Reyes (2023), who highlighted that merit-based and transparent incentive systems, paired with competitive leadership, significantly improve teacher retention.

When analyzed holistically, the findings show that no single conflict management approach dominates across all domains of teacher retention. Instead, each strategy offers unique contributions depending on the specific aspect of retention being considered. For instance: Avoidance and collaboration best support dynamic recruitment. Compromise and accommodation are vital for promoting career pathways and competition uniquely influences retention through incentive-based strategies.

This suggests that effective school leadership requires a multifaceted approach to conflict management, adapting strategies based on context and desired outcomes. Administrators who are adept at flexibly employing various styles—collaborative when engaging staff, accommodating when supporting growth, competitive when motivating excellence—are better positioned to foster teacher retention across multiple dimensions. These insights reinforce the value of adaptive leadership and emotionally intelligent conflict resolution in education, as emphasized by recent literature in organizational behavior and school administration. A tailored and responsive conflict management style not only reduces workplace tension but also strengthens teachers' long-term commitment to their institutions.

Table 9. Summary on the Influence of Conflict Management Approaches on Teacher Retention

Conflict Management Approach	Dynamic Recruitment (Sig.)	Targeted Incentives (Sig.)	Career Pathways (Sig.)
Collaboration	2.134 (0.034)	-0.929 (0.354)	-0.424 (0.672)
Compromise	0.702 (0.484)	0.380 (0.704)	2.348 (0.020)
Avoidance	5.395 (0.000)	0.560 (0.576)	0.469 (0.640)
Competition	0.523 (0.601)	3.179 (0.002)	-0.997 (0.320)
Accommodation	-0.762 (0.447)	-1.307 (0.192)	3.323 (0.001)

Legend:

*p < 0.05 (Significant)

**p < 0.01 (Highly Significant)

CONCLUSIONS

The conclusions of the study indicated that school administrators demonstrated exemplary performance in the area of Organizational Citizenship Behavior (OCB). Administrators consistently practiced high to very high levels of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, as evidenced by the weighted mean ratings across all indicators. These behaviors reflect a strong commitment to fostering a collaborative, responsible, and service-oriented school culture. Additionally, school administrators' conflict management approaches—particularly collaboration, avoidance, competition, and accommodation—were consistently rated as Very High, suggesting that they regularly applied diverse and adaptive strategies to manage workplace conflict and promote harmonious relationships among school personnel.

The study also concluded that teacher retention was strongly supported across the dimensions of dynamic recruitment, targeted incentives, and career pathways, each receiving Very High ratings. This suggests that administrators successfully implemented mechanisms that attracted, motivated, and retained teachers through inclusive recruitment practices, recognition programs, and well-defined career development structures.

Furthermore, the results of the correlation and regression analyses revealed that specific OCB dimensions significantly influenced teacher retention. Conscientiousness was positively associated with dynamic recruitment, highlighting the role of responsible and dependable leadership in encouraging teachers to participate in institutional recruitment. Interestingly, courtesy showed a significant but negative effect on targeted incentives, implying that politeness alone may not suffice in motivating teachers without concrete rewards. Other OCB traits showed no significant influence on career pathways, underscoring the need for structural support rather than interpersonal goodwill in that area.

In addition, the influence of school administrators' conflict management approaches was found to be significant in shaping teacher retention. Avoidance and collaboration were found to affect dynamic recruitment positively, while competition significantly influenced targeted incentives. Compromise and accommodation emerged as significant predictors of career pathway engagement. These findings emphasize that context-sensitive and strategic conflict resolution practices—such as knowing when to

involve others, when to avoid escalation, and when to show empathy—can directly impact teacher stability, morale, and long-term institutional commitment.

REFERENCES

1. Alcántara, J., & Reyes, L. (2023). The role of leadership in promoting organizational citizenship behavior: A case study. *Journal of Organizational Behavior*, 45(2), 123-137. <https://doi.org/10.1002/job.2456>.
2. Bautista, A., & Lorenzo, M. (2023). *Positive organizational behavior and teacher retention: The role of fairness and professional alignment*. *Journal of Educational Leadership and Management*, 45(2), 123-138.
3. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
4. Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
5. Delos Santos, M. (2023). *Challenges in implementing organizational citizenship behavior among school administrators*. *Philippine Journal of Educational Leadership*, 14(2), 45-59.
6. Dela Cruz, R. M., & Bautista, L. A. (2023). *The impact of incentive systems on teacher retention and performance in basic education*. *Philippine Journal of Educational Policy and Leadership*, 15(1), 45-60.
7. Delgado, M. T., & Sison, J. P. (2023). *Context-sensitive conflict resolution strategies and their impact on teacher retention*. *Journal of Educational Administration and Leadership*, 18(2), 78-94.
8. Department of Education. (2023). DepEd Orders. <https://www.deped.gov.ph/category/issuances/deped-orders/>.
9. Domingo, L. A., & Herrera, C. M. (2023). *Strategic career pathways and organizational behavior: Enhancing teacher retention in public schools*. *Southeast Asian Journal of Educational Management*, 12(3), 102-118.
10. Garcia, L. M. (2020). *Teacher burnout and administrative support: A phenomenological study in public schools*. *Journal of Educational Research and Practice*, 10(1), 33-49. <https://doi.org/10.5590/JERAP.2020.10.1.03>
11. Garcia, M. E., & Padua, R. D. (2023). *Leadership dynamics and conflict management: Enhancing teacher engagement and school development*. *Philippine Journal of Educational Leadership*, 10(2), 88-104.
12. Johnson, R. L. (2010). *Teacher Retention and Motivation Scale (TRMS): A tool for assessing educator commitment and workplace satisfaction*. *Educational Measurement and Evaluation Journal*, 5(1), 33-47.
13. Kilmann, R. H. & Thomas K.W.(1974) Thomas-Kilmann Conflict Mode Insstrument. Xicom.
14. Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
15. Lee, M., & Kim, H. (2024). Incentivizing confidence: The role of rewards in developing self-efficacy. *Journal of Organizational Behavior and Performance*, 18(2), 166-180.
16. Lopez, J. R., & Del Mundo, A. L. (2023). *Administrative competence and equity: Key drivers of teacher retention in public schools*. *Journal of Educational Management and Development Studies*, 11(1), 66-81.

17. Navarro, C. D., & Santiago, M. L. (2023). *Dynamic recruitment in education: Strategies for sustainable teacher retention and institutional growth*. Journal of Human Resource and Educational Development, 9(3), 115–130.
18. Reyes, A. C. (2022). *Leadership dynamics and teacher retention: A case study approach*. Asian Journal of Educational Studies, 18(3), 102–116.
19. Rivera, J., & Alvarado, P. (2023). Organizational culture and its impact on organizational citizenship behavior in multinational corporations. International Journal of Human Resource Management, 28(4), 540-558. <https://doi.org/10.1080/09585192.2023.1883323>.
20. Santos, J. E. (2022). *Creating sustainable educational environments through effective leadership*. Southeast Asian Review of Educational Administration, 9(1), 24–38.
21. Santos, M. A., & Villareal, S. D. (2023). *Conscientious leadership and educator retention: Building professional culture in schools*. Journal of Educational Leadership and Development, 13(2), 69–84.
22. Turner, D. W. (2020). *Sampling methods in educational research: Principles and practices*. Research Methods in Education Journal, 15(1), 23–37.
23. Villanueva, K. R., & Mercado, L. J. (2023). *Leadership through compromise and accommodation: Pathways to teacher retention and development*. Journal of Educational Leadership and Practice 10(3), 83–97.