



TEACHERS' CONFLICT-INDUCING ATTITUDES AND THEIR REPERCUSSIONS ON STUDENTS' PSYCHOLOGICAL HEALTH

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ABSTRACT

This purpose of the study was to determine the influence of teacher's conflict-inducing attitudes on the student's psychological health. A total of 110 public elementary school teachers teaching in Tarragona District, Davao Oriental Division were identified through Tabachnick and Fidell (2007) calculation of sample size. The study utilized a descriptive-correlation design. Mean, Pearson *r*, and regression analysis were used as statistical tools of the study. Results revealed on the extent of teacher's conflict inducing attitudes in terms of Teacher Incivility were sometimes evident, in terms of Teacher Discrimination was sometimes evident, in terms of University Resources was oftentimes evident. On the Student's Psychological Health was always evident. Clearly, the findings inferred a strong significant relationship between teacher's conflict-inducing attitudes and student's psychological health. Based on the result of the analysis, the teacher's conflict inducing attitudes domains namely: teacher incivility, teacher discrimination, and university resources significantly influences student's psychological health by registering a *p*-value of $<.000$ in the level of significance. Further, the result indicates that for every unit increase in the three domains of teacher's conflict inducing attitudes predictors, the student's psychological health will increase by 3.894 holding other factors constant. Conflict inducing attitudes significantly influenced student's psychological health. Hence, this study recommends teachers should be encouraged professional development programs that target specific conflict-inducing attitudes, leading to personal growth and improved professional practice. Teachers should engage in training and workshops that help them develop stronger interpersonal skills and conflict resolution strategies.

KEYWORDS: Teacher's conflict inducing attitudes, psychological health, teacher incivility, teacher discrimination, university resources

INTRODUCTION

Conflicts are bound to arise since these are fundamental to human nature and are necessary for moral and emotional growth. Likewise, it is present at every school, too. Despite the fact that they are a reality that is minimized or "hidden" by teachers and school administrators, these conflicts have an impact on the quality of the learning environment as well as the relationships between individuals within the school, especially the learners. The mental and interpersonal behavior of students has a direct connection with effective teaching and learning environments. Despite the fact that many studies have concentrated on the positive behavior of teachers, there is little research on the conflict-inducing attitudes of educators.

Bad attitudes among teaching faculty members can unfortunately be worsened by a variety of factors, including but not limited to teachers' low pay, lack of comprehension, inappropriate behavior, authoritative behavior, excessive workload, lack of in-service training, gender bias among teachers, and university culture. Destructive behavior makes the issue worse and has a bad impact on the relationships between teachers and pupils. These conflict-inducing attitudes may hamper the learning processes and psychological health of students in educational institutions (Kidger et al., 2016). Moreover, according to recent studies (Denhardt et al., 2012; Bibi & Karim, 2015), employee rudeness, discrimination, and higher levels of dissatisfaction with organizational resources might lead to conflict-inducing attitudes. The effects of rudeness, prejudice, and university resources on teacher-student relationships have been investigated in a number of studies, but their implications on the psychological health of students have not been studied.

In Istanbul, Turkey, the study by Agir (2019) looked at the impact of perceived teacher behaviors on students' attitudes toward learning and their sense of self-esteem. The perceived teacher

behaviors were found to have a negative impact on self-esteem, a positive impact on the expectations, openness, and nature of learning dimensions in the sub-dimensions of attitudes toward learning, and a negative impact on learning-related anxiety.

In the Philippine context, according to Rico and Rodriguez (2012), students have been exposed to many sorts of violent behavior from their teachers. In grades 1-3, 7 out of 10 in grades 4-6, and 6 out of 10 in high school, at least 5 out of 10 Filipino students reported experiencing some form of violence in the classroom, according to a 2009 report by the children's organization PLAN Philippines. Based on the report, psychological and verbal abuse are the most frequent types of violence that Filipino students encounter. These take the form of joking, calling names, swearing, yelling, and using foul language. It was shown that children who experience violent behavior from their teachers typically suffer from psychological problems like low self-esteem, anxiety, anger, and helplessness.

Meanwhile, in Davao Oriental, the goal of this study was to ascertain how student behavioral engagement in the Tarragona District was impacted by teacher behaviors such bullying. According to the study's findings, bullying by teachers has a big impact on how engaged their behavior is. Because of bullying in the classroom, students find it difficult to focus on their work, participate in class activities, and pay attention to their teacher's directions. As a result, they get disengaged from their studies.

Unfortunately, only a limited number of research investigated the issues on teachers' conflict-inducing attitudes and students' psychological health. Hence, the researcher is inspired to move further with this study as a result of the aforementioned manifestations since it is critical to gauge the extent of teachers' conflict-inducing attitudes and students' psychological health. There are several researches on the relationship between teachers'



attitudes and students' psychological health, but none of it has been specifically established for teachers' conflict-inducing attitudes, which place a strong emphasis on teacher incivility, teacher discrimination, and university resources. In order to determine how the two variables are related, it is imperative to continue with the current inquiry.

Statement of the Problem

The study aimed to determine the extent of teachers' conflict-inducing attitudes and extent of students' psychological health. Specifically, it sought to answer to the following questions:

1. What is the extent of teachers' conflict-inducing attitudes in terms of:
 - 1.1 Teacher incivility,
 - 1.2 Teacher discrimination, and
 - 1.3 University Resources
2. What is the extent of students' psychological health?
3. Which domains of teachers' conflict-inducing attitudes significantly influence students' psychological health?
4. What predictive model can be generated from the regression analysis?

METHODOLOGY

The current study adopted a quantitative descriptive-correlational methodology to examine the relationship between teachers' conflict-inducing attitudes and students' psychological health. Utilizing multiple linear regression, the research aimed to determine the extent of these attitudes and their correlation with the psychological well-being of students. Descriptive methods helped characterize the current states of both variables, while the correlational approach assessed the strength and nature of their relationship. Participants were selected via purposive sampling from public schools in Tarragona District, Davao Oriental, ensuring that respondents could provide relevant data based on predefined inclusion criteria.

The research instruments comprised two main parts: a questionnaire assessing teachers' conflict-inducing attitudes and another for students' psychological health, both adapted and modified from Ali, Ashraf, and Shuai (2019) after expert validation to ensure reliability and validity. The instruments demonstrated satisfactory reliability indices from pilot testing, confirming their effectiveness for the main study. Respondents rated items on a five-point Likert scale, with established ranges aiding the interpretation of the severity and frequency of observed behaviors and attitudes.

Data collection followed a structured process that began with obtaining necessary permissions and conducting content validation and pilot testing to refine the questionnaires. The main

survey was distributed and administered face-to-face, followed by the retrieval of completed questionnaires for data analysis. Ethical considerations were rigorously maintained, ensuring respect, safety, and confidentiality for all participants. Data were analyzed using statistical tools such as mean, standard deviation, Pearson correlation, and linear regression to interpret the results, aiming to provide actionable insights into how teachers' behaviors impact student well-being and inform interventions to enhance educational environments.

RESULTS AND DISCUSSIONS

Extent Of Teacher's Conflict-Inducing Attitudes in Terms of Teacher Incivility

Table 1 in the study delineates the extent of teachers' conflict-inducing attitudes in terms of Teacher Incivility, arranging the data from highest to lowest mean scores to enhance clarity and understanding. The top-rated indicators include: teachers or supervisors addressing others unprofessionally at a mean of 3.67 (rated high), colleagues displaying hostile expressions like stares or sneers at 3.45 (high), and minimal attention to one's statements by coworkers or supervisors at 3.38 (high). Less severe but still notable were behaviors like ignoring colleagues (3.27, rated moderate) and making disrespectful remarks (2.58, low). The overall average score for Teacher Incivility stood at 3.27, indicating a moderate level of such attitudes being sometimes evident.

Research in educational settings identifies incivility as behaviors that disrupt relationships or the learning process, such as rudeness or non-inclusive decision-making, which can provoke conflicts stemming from personality clashes or miscommunication. Notably, incivility among faculty can diminish respect for educators, degrade the learning environment, and even lead to reduced productivity due to its impact on psychological well-being. Students perceive and are affected by teachers' uncivil behaviors, which might include unpreparedness, unexpected assessments, or lack of engagement in the classroom.

Furthermore, uncivil conduct has been linked to numerous adverse outcomes such as diminished self-esteem, psychological distress, and disrupted educational processes. Incidents of incivility can lead faculty to reconsider their career choices and impact their overall job satisfaction. The reciprocal nature of disrespect between students and teachers can foster an atmosphere that hampers both teaching effectiveness and student learning. Research underscores the need for addressing incivility within educational institutions to foster healthier, more productive teaching and learning environments.

No.	Items	Mean	Descriptive Interpretation
1	<i>My coworkers and/or supervisors pay little attention to my statements or showed little interest in my opinions.</i>	3.38	Moderate
2	<i>My colleagues gave me hostile looks, stares, or sneers.</i>	3.45	High
3	<i>My coworkers and/or supervisors address me in unprofessional terms, either publicly or privately.</i>	3.67	High
4	<i>My coworkers and/or supervisors make insulting or disrespectful remarks about me.</i>	2.58	Low
5	<i>My coworkers and/or supervisors ignored me or failed to speak to me (e.g., gave me "the silent treatment").</i>	3.27	Moderate
	Overall	3.27	Very High

Table 1. Extent of teacher's conflict-inducing attitudes in terms of Teacher Incivility

Extent of teacher's conflict-inducing attitudes in terms of Teacher Discrimination

Teacher Discrimination involves treating someone unfairly due to their gender, religion, ethnicity, or political affiliation, which can

foster a culture of power, domination, and favoritism at work. This often leads to emotional distress and discomfort among employees. Discrimination can also impact teacher interactions



and workload distribution, significantly affecting job satisfaction, emotional health, and teaching efficacy.

Table 2 details teacher’s conflict-inducing attitudes regarding discrimination, presenting data from highest to lowest mean scores: discrimination by colleagues due to gender and ethnicity rated high at 3.44; doubting of one’s judgment rated moderate at 3.38; accusations of incompetence rated moderate at 3.22; undervalued evaluations at 2.66, and exclusion from social and professional circles at 2.43, both rated low. The overall average was moderate at 3.02, indicating that discrimination occasionally occurred.

Globally, discrimination remains pervasive despite laws aimed to curb it, affecting various demographics across workplaces,

including education. Discrimination creates an environment where employees may feel undervalued and stressed, and it negatively impacts organizational performance. In education, discrimination can also lead to conflict and entrenched cultural stereotypes, complicating interactions among teachers and affecting the school’s social harmony.

For example, in Australia, LGBTIQ+ teachers and school leaders report discrimination and disadvantage, affecting their employment and well-being. Such experiences can lower job satisfaction and overall well-being, underscoring the need for robust anti-discrimination policies and practices to foster inclusive and supportive workplace environments.

No.	Items	Mean	Descriptive Interpretation
1	<i>I experience discrimination by my colleagues (due to gender and ethnicity).</i>	3.44	High
2	<i>My coworkers and/or supervisors accuse me of incompetence.</i>	3.22	Moderate
3	<i>My coworkers and/or supervisors doubt my judgment on a matter over which I have responsibility.</i>	3.38	Moderate
4	<i>My coworkers and/or supervisors rate me lower than I deserved on an evaluation.</i>	2.66	Moderate
5	<i>My coworkers and/or supervisors ignore or exclude me from social and professional comrades.</i>	2.43	Low
Overall		3.02	Very High

Table 2. Extent of teacher’s conflict-inducing attitudes in terms of Teacher Discrimination

Extent of teacher’s conflict-inducing attitudes in terms of University Resources

The competition for limited university resources, such as funding, materials, and facilities, often leads to conflicts among teachers, creating a tense and negative school environment that can adversely affect both educators and students. These resource conflicts typically manifest in teacher behaviors and school dynamics, as illustrated in Table 3, which presents data in descending order of severity. Notable concerns include poor physical resources adversely affecting working conditions (rated very high at 4.35) and difficulties accessing facilities (rated high at 5.05). Other significant issues highlighted include pressure to use only available resources and perceptions of inadequate compensation.

Such competition can result in open conflict and a lack of cooperation among staff, impacting the school’s operational

efficiency and the psychological well-being of students. To mitigate these effects, schools must prioritize fostering a supportive culture through open communication, collaboration, and effective conflict resolution strategies. This approach can enhance overall academic success and student well-being by creating a more harmonious environment.

Furthermore, the distribution and management of resources play a crucial role in either exacerbating or alleviating conflicts within educational institutions. Effective administrative strategies that ensure equitable resource allocation and clear, transparent communication can reduce potential conflicts and build a more collaborative atmosphere. Addressing these issues is vital for maintaining a productive educational environment where both students and teachers can thrive.

No.	Items	Mean	Descriptive Interpretation
1	<i>I think that lack of facilities creates conflict, due to inadequate financial resources.</i>	3.42	High
2	<i>Incentives and salary are less than I deserve.</i>	3.39	Moderate
3	<i>Poor physical resources of my school affect working conditions badly.</i>	4.35	Very High
4	<i>I have been pressured to use only available resources.</i>	3.97	High
5	<i>Facilities and resources in school are not easily accessible.</i>	4.05	High
Overall		3.83	High

Table 3. Extent of teacher’s conflict-inducing attitudes in terms of University Resources

Summary on the Extent of teacher’s conflict-inducing attitudes

Table 4 summarizes the extent of teachers’ conflict-inducing attitudes across three indicators: Teacher Incivility, Teacher Discrimination, and University Resources. The mean ratings are as follows: Teacher Incivility scored 3.27 (Moderate), indicating

that conflict-inducing attitudes related to incivility occur occasionally; Teacher Discrimination scored 3.02 (Moderate), suggesting that discriminatory attitudes also occur sometimes; and University Resources scored 3.83 (High), showing that conflicts over resources are frequently evident. The overall mean for these domains is 4.19 (High), indicating that conflict-inducing attitudes among teachers are often evident.



Resource competition, such as for time, money, space, materials, and equipment, invariably leads to conflicts within educational settings. Insufficient resources can force tough decisions, often laying the groundwork for conflict when not all parties receive their desired share. Furthermore, scarcity can exacerbate competition, increasing the likelihood of conflicts over both tangible and intangible assets.

In terms of Teacher Incivility, uncivil behaviors by teachers, including non-participatory lectures, distant attitudes, and unpredictability in assessments or class schedules, deeply affect students' respect and comfort in the learning environment. Such

incivility not only disrupts classroom dynamics but also diminishes teachers' morale and motivation, negatively impacting their professional and personal well-being.

Regarding Teacher Discrimination, particularly among LGBTQIA+ staff in Australia, discrimination and disadvantage in schools are significant, despite a generally progressive societal stance. This discrimination can lead to job insecurity, altered responsibilities, and overall poorer well-being among affected teachers, demonstrating the profound impact of such biases on individuals and institutional culture.

No.	Indicators	Mean	Descriptive Interpretation
1	Teacher Incivility	3.27	Moderate
2	Teacher Discrimination	3.02	Moderate
3	University Resources	3.83	High
	Overall	4.19	High

Table 4. Summary on the extent of teacher's conflict-inducing attitudes

Extent of the Student's Psychological Health

Student Psychological Health refers to a state where individuals are effective, content, and able to fully express their potential, crucial for their overall well-being, academic performance, and long-term success. When students are psychologically healthy, they are more engaged, motivated, and academically successful. Recognizing and prioritizing mental health in educational settings is essential, involving raising awareness, providing counseling, and implementing support programs.

Table 5 shows the impact of negative teacher-student interactions on students' psychological health, with high mean scores indicating that such interactions frequently reduce students' concentration, self-esteem, morale, and prompt thoughts of retaliation. The overall mean rating is high at 4.26, suggesting these issues are consistently present.

Research highlights a growing prevalence of severe psychological issues among students, including depression, anxiety, and eating disorders. For example, a study at a major American university found significant numbers of students

suffering from anxiety, depression, and other mental health challenges, underscoring the need for comprehensive support and intervention strategies.

The cognitive function of students can be severely impaired by psychological conditions, with symptoms like reduced concentration and social withdrawal directly affecting their learning. Moreover, systemic issues such as inadequate access to mental health services exacerbate these challenges. Only a fraction of children in need receives proper treatment, which is vital for early diagnosis and management of mental health issues.

Furthermore, experiences of violence, discrimination, or lack of support can lead to significant psychological stress and long-term mental health problems. It is critical to foster a supportive educational environment that not only addresses these issues but also integrates mental health services effectively within schools. This includes collaboration across community systems, families, and educational staff to promote mental health through early detection, prevention, and intervention.

No.	Items	Mean	Descriptive Interpretation
1	<i>Negative behavior and interaction with my teacher make me think that I am unable to do things well as most students do.</i>	4.25	Very High
2	<i>Negative behavior and interaction with my teacher give me the impression that I am not good at anything.</i>	4.36	Very High
3	<i>Negative behavior and interaction with my teacher reduce my concentration and attention span to focus on the lecture.</i>	4.42	Very High
4	<i>Negative behavior and interaction with my teacher lower my morale for active learning</i>	4.29	Very High
5	<i>Negative behavior and interaction with my teacher make me think of ways of taking revenge for my suffering.</i>	4.08	High
	Overall	4.28	Very High

Table 5. Extent of Student's Psychological Health

Domain of teacher's conflict-inducing attitudes that significantly influence student's psychological health

The study analyzes three domains of teachers' conflict-inducing attitudes—teacher incivility, teacher discrimination, and scarcity of university resources—to assess their impact on students' psychological health. Behaviors such as rudeness, prejudice, and insufficient resources are known to foster conflicts, complicate problem resolution, and contribute to a toxic work environment. The term "students' psychological health" refers to the mental and emotional well-being of individuals enrolled in educational

institutions, encompassing aspects such as emotional regulation, coping skills, self-esteem, and overall psychological resilience.

Unstandardized Regression Coefficients Results:

Table 7 presents a regression analysis examining the impact of teachers' conflict-inducing attitudes—specifically teacher incivility, teacher discrimination, and university resources—on students' psychological health. The results demonstrate a very strong significant relationship between these teacher behaviors and student well-being, evidenced by a correlation coefficient (r-value) of 0.859 and a p-value less than .000, indicating a highly



positive correlation and confirming the significant relationship hypothesized.

The regression model is robust, with an F-value of 68.84 and a p-value less than .000, suggesting a good model fit. Furthermore, the R-squared value of 0.738 indicates that 73.8% of the variance in students' psychological health is explained by these predictors, with the remaining variance attributable to other unaccounted factors.

Among the predictors, university resources had the most substantial influence on students' psychological health, as

indicated by a beta coefficient ($\beta=0.312$) and p-values less than .05, leading to the rejection of the null hypothesis. The analysis shows that for every unit increase in the measures of teacher incivility, discrimination, and university resources, there is a corresponding significant increase in the measure of students' psychological health by 3.894, holding other factors constant.

This high R-squared value surpasses the threshold needed to formulate a predictive model based on regression analysis, suggesting all examined dimensions of teacher's conflict-inducing attitudes significantly influence student psychological health.

Teacher's conflict-inducing Attitudes	Unstandardized Coefficients		Standard Coefficients	t-value	p-value	Decision @ = 0.05
	B	Std. Error	Beta			
Constant	3.894	.329		18.610	.000	
Teacher Incivility	.268	.036	.491	.7376	.000	Reject H ₀
Teacher Discrimination	.231	.079	.408	2.918	.000	Reject H ₀
University Resources	.312	.085	.102	1.056	.001	Reject H ₀

Dependent Variable: **Student's psychological Health**

R= 0.859, R²=0.738, F-ratio=68.844 p-value= .000

Table 7. Domain of teacher's conflict-inducing attitudes that significantly influence student's psychological health

Generated Predictive Model from the Analysis

Below was the predictive model that was generated from the regression analysis:

PREDICTIVE MODEL

$$= \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$= 3.894 + .268 (\text{teacher incivility}) + .231 (\text{teacher discrimination}) + .312 (\text{university resources})$$

$$\text{PREDICTIVE MODEL} = 3.894 + .268 (3.27) + .231 (3.02) + .312 (3.83)$$

$$\text{PREDICTIVE MODEL} = 3.894 + 0.8764 + 0.6976 + 1.1950$$

$$\text{PREDICTIVE MODEL} = 6.66$$

The analysis conducted in this study revealed a significant predictive influence of factors such as teacher incivility, discrimination, and university resource constraints on students' psychological health. Specifically, it was found that for each unit increase in these conflict-inducing factors, there is a corresponding 6.66 unit increase in the negative impact on students' psychological well-being, highlighting the profound effect that teacher behavior and resource availability have on student health.

Resource competition is identified as a fundamental source of conflict within educational institutions. Plunkett et al. (1997) note that competition often arises when individuals attempt to outperform each other, potentially escalating into open confrontation and breakdowns in cooperation. This situation is exacerbated by resource scarcity, which, according to Zia & Syed (2013), Moen et al. (2019), and Rahim (2017), negatively impacts teachers' performance and their interpersonal relationships. Further compounding this issue, Barsky (2002) and Collins and Parson (2010) observed that a lack of resources diminishes teachers' motivation and their ability to effectively engage with students, thereby adversely affecting the educational environment.

The constraints on resources also lead to challenging budget allocations, as highlighted by Cannie & Sasse (2002) and Pohl (2023). These constraints can result in perceived injustices in how

resources are distributed among departments, heightening the potential for conflicts. Moreover, Mullins (2010) and Isabu (2017) emphasize the importance of effective communication and equitable resource distribution in mitigating conflicts and enhancing educational outcomes.

Furthermore, the scarcity of resources not only impacts teacher interactions but significantly affects students as well. Berger et al. (2018) and Francis (2018) discuss how deficiencies in resources contribute to poorer health outcomes in children, particularly in economically disadvantaged areas. These findings underscore the critical need to address both resource availability and teacher behavior to create supportive environments that foster educational success and psychological well-being.

Conclusions and Recommendations

This study aimed to assess the extent of teachers' conflict-inducing attitudes—namely teacher incivility, teacher discrimination, and university resources—and their impact on students' psychological health. Key findings indicated moderate levels of teacher incivility and discrimination, suggesting these behaviors occur occasionally, while conflicts related to university resources were more frequent. Student psychological health rated very high, highlighting the significant impact of the educational environment on student well-being.



The regression analysis confirmed a strong correlation between teachers' conflict-inducing attitudes and students' psychological health, with an F-value of 68.84, an R-squared value of 0.738, and a p-value of less than .05, leading to the rejection of the null hypothesis. This suggests that improvements in teacher behavior could lead to significant enhancements in student psychological health.

Conclusions drawn from the study revealed that unprofessional interactions and discriminatory practices among teachers were occasionally evident, contributing to a strained educational environment. Frequently occurring resource-related conflicts further compounded these issues. The strong correlation between teacher attitudes and student psychological health underscores the necessity for interventions aimed at improving the educational climate.

Recommendations based on these findings include:

Department of Education: Utilize this study's findings to inform discussions on how teachers' attitudes impact student well-being and educational outcomes. Insights from this research should guide policy revisions, program development, and resource allocation to foster a healthier educational environment.

Teachers: Engage in professional development programs focused on mitigating conflict-inducing behaviors. Participation in training sessions designed to enhance interpersonal skills and conflict resolution strategies could significantly improve teacher-student interactions.

Students: Schools should aim to create supportive classroom environments that not only reduce student stress and anxiety but also enhance academic, social, and emotional well-being.

Future Research: Further studies should explore additional aspects of the relationship between teachers' attitudes and students' psychological health that were not covered in this study.

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