Proficient Teachers' Transformational Leadership and Conflict Resolution to Learners' Success

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Abstract

This study aimed to determine the Teachers' Transformational Leadership and Conflict Resolution of Learners' Success. Specifically, it sought to described the level of teacher proficient transformational leadership, proficient teachers' conflict resolution, the learners' success, the significant relationship between proficient teachers' transformational leadership and the significant relationship between teachers' conflict resolution and learners' success.

To obtain a significant result, descriptive survey method was utilized where the major objective was to identify the relationship between proficient teachers' transformational leadership and conflict resolution to student success. The researcher used random sampling. Using this strategy, every person in the population had an equal probability of being chosen. The study used descriptive correlation design. The focus of the study was 164 teachers from public schools of Cluster 4 in Division of Calamba City, Calamba, Laguna. The questionnaire used was adopted and modified. The research instrument of the study consisted of three parts intended for proficient teachers. First part of the questionnaire was intended to assess the proficient transformational leadership of teachers, second part is to assess the conflict resolution style of the teachers and third part was to assess relationship between teachers' transformational leadership and conflict resolution style to learners' success.

It was found out that the transformational leadership of the teachers was very high. Also, the teachers' conflict resolution was very high. In addition, the learners' success was very high. Furthermore, a significant relationship was found between teachers' proficient transformational leadership and learner success. Lastly, a significant relationship was found out between teachers' conflict resolution and learners' success.

Based on the findings, the following conclusions were drawn that the transformational leadership and the learners' success presents that there is no significant relationship between transformational leadership and learners' success. One can infer that the level of significance, the null hypothesis there is significant between the transformational leadership and the learner's success was rejected. In addition, the conflict resolution was observed to have a relationship to the learners' success. The value obtained from the tests with extremely weak relationship. One can conclude that the level of significance, the null hypothesis states that there was no significant relationship between the conflict resolution and the learner success was accepted. It is concluded that the transformational leadership was observed to have a significant relationship to the learners' success and conflict resolution was observe to have a relationship to the learners' success.

Among the recommendations were that the school head may intensify professional development activities, particularly the LAC session, Focus Group Discussions, and In-Service Training. Teachers may continue to use different transformational leadership style in resolving conflicts between pupils and teachers. Lastly, the results of this study may be used by teacher researchers to direct future investigations, to improve teacher welfare in educational institutions and to produce more reliable results for follow-up studies.

Keywords: Teachers' Transformational Leadership; Conflict Resolution; Learners' Success

1. Introduction

Education is a cornerstone of societal progress, and at its heart lies the pivotal relationship between teachers and students. The quality of this relationship, often shaped by the leadership style of teachers, can significantly impact students' academic achievement and overall well-being. In recent years, there has been a growing interest in the role of teachers' transformational leadership and their ability to resolve conflicts effectively in educational settings. This research explores the intricate interplay between teachers' transformational leadership and conflict resolution skills and their influence on students' outcomes.

Life naturally involves conflict. Individuals, groups, or even organizations may engage in it. Conflict may be uncomfortable and occasionally even harmful, but it can also be a chance for development and education.

Transformational leadership, as first conceptualized by James MacGregor Burns, is a leadership style that focuses on inspiring and motivating followers to exceed their own expectations. It emphasizes the development of trust, respect, and a shared vision among leaders and followers. Transformational leadership in education is about empowering students to become lifelong learners, critical thinkers, and responsible citizens who are prepared to navigate the complexities of the modern world. This style of leadership can potentially have a profound impact on students' motivation, self-efficacy, and academic performance.

Concurrently, conflict resolution skills among teachers are vital to maintaining a harmonious and conducive learning environment. Educational settings often present diverse groups of students with varying backgrounds, needs, and perspectives. Consequently, conflicts can arise among students, between students and teachers, or even among teachers themselves. The manners in which these conflicts are addressed can either foster a positive, growth-oriented atmosphere or hinder students' emotional well-being and academic progress. Effective conflict resolution not only defuses tense situations but also models constructive problem-solving behaviors for students.

The relationship between teachers' transformational leadership and conflict resolution skills is intricate and multifaceted. While transformational leaders may inspire and motivate students to excel, conflicts can still emerge due to differences in goals, expectations, or communication styles. How teachers navigate and resolve these conflicts while maintaining their transformational leadership qualities is a complex and underexplored aspect of educational leadership.

On the other hand, the goal of transformational leadership is to inspire and motivate people to realize their maximum potential. A common future vision may be developed by transformational leaders, and they also enable their followers to take charge of their own education and growth.

Lastly, teachers who exhibit transformational leadership skills play a crucial role in preventing and resolving conflicts in their classrooms. By fostering mutual respect, cooperation, effective communication, active listening, empathy, and conflict resolution skills, these educators create a supportive classroom environment encourages students to collaborate and support each other, fostering a sense of belonging and reducing the likelihood of interpersonal conflicts.

1.1 Statement of the Problem

Specifically, it sought to answer the following:

1. What is the level of teacher proficient transformational LEADERSHIP of the teachers with regard to:

        1.1 Inspirational Motivation;
        1.2 Intellectual Stimulation;
        1.3 Individualized Consideration; and
        1.4 Empowering Leadership?

2. What is the level of proficient teachers' conflict resolution in terms of?
      2.1 Collaborative Conflict Resolution;
      2.2 Competitive Conflict Resolution;
      2.3 Accommodating Conflict Resolution;
      2.4 Avoidant Conflict Resolution; and
      2.5 Compromising Conflict Resolution?
3. What is the level of learners' success in terms of?
      3.1 Cognitive;
      3.2 Social and Emotional Development;
      3.3 Communication Skills; and
      3.4 Life Skills?
4. Does the proficient teacher's transformational leadership have a significant relationship to the learners' success?
5. Does the proficient teachers conflict resolution have significant relationship to the learners' success?

2. Methodology

To get a significant result, a certain method and design should be used in doing the study. In this study, the descriptive survey method will be utilized in this study where the major objective is to identify the relationship between school teachers transformational leadership and conflict resolution to students outcomes.

3. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the level of teachers' transformational leadership and conflict resolution to learners success.

Level of Teachers Transformational Leadership

In this study, the teachers' transformational Leadership included Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Empowering Leadership was determined by mean and standard deviation.

Transformational leaders inspire learners by painting a compelling vision of the future. They communicate clear goals and objectives, igniting passion and motivation among learners to strive for excellence. Transformational leaders encourage critical thinking, creativity, and innovation. They challenge learners to question assumptions, explore new ideas, and think outside the box, thereby enhancing cognitive abilities and problem-solving skills. Transformational leaders empower learners by delegating responsibilities and entrusting them with decision-making authority. They motivate learners to strive for excellence and contribute positively to their personal and collective success. Through visionary communication, meaningful connections, and encouragement of innovation, this autonomy fosters a sense of ownership and accountability, leading to increased self-confidence and self-efficacy.

Table 1 *Level of Transformational Leadership of the Teachers with Regards to Inspirational Motivation*

STATEMENTS	MEAN	SD	REMARKS
I have a clear vision for my goal and aspirations for guiding my decisions and actions in both	4.51	0.61	Strongly Agree

personal and professional aspect of my life.			
I expresssed my vision in a manner that excites and drives higher levels of performance.	4.62	0.55	Strongly Agree
I have understanding on the difference between intrinsic and extrinsic motivators.	4.52	0.57	Strongly Agree
I engaged in activities that are personally satisfying and rewarding.	4.66	0.55	Strongly Agree
I engaged to an external outcome or reward such as a bonus, promotion, prize or prestige.	4.67	0.54	Strongly Agree
I encouraged and demonstrated belief in an individual's capabilities and contributes insights to their career path, often leaving an indelible impact.	4.53	0.60	Strongly Agree
Weighted Mean	*4.59*		
SD	*0.33*		
Verbal Interpretation	*Very High*		

Table 1 illustrates the level of transformational LEADERSHIP of the teachers with regards to Inspirational Motivation

From the statements above, "*I engaged to an external outcome or reward such as a bonus, promotion, prize or prestige*" yielded the highest mean score *(M=4.67, SD=0.54)* and was remarked as Strongly Agree. On the other hand, the statement "*I have a clear vision for my goal and aspirations for guiding my decisions and actions in both personal and professional aspect of my life*" received the lowest mean score of responses with *(M=4.51, SD=0.61)* yet was also remarked Strongly Agree.

The level of transformational LEADERSHIP of the teachers with regard to Inspirational Motivation attained a weighted mean score of 4.59 and a standard deviation of 0.33 and was Very High among the respondents.

In the context of transformational leadership, inspirational motivation involves teachers actively motivating learners towards success by setting high expectations, providing support and encouragement, modeling positive behaviors, fostering a sense of purpose, and creating engaging learning environments. Through these efforts, transformational teachers inspire students to believe in themselves, work hard, and achieve their goals.

Table 2 illustrates the level of transformational LEADERSHIP of the teachers with regards to Intellectual Stimulation.

From the statements below, "*I connect with and nurtures the overarching impact of the team's tenure, dynamic, and diversity.*" yielded the highest mean score *(M=4.60, SD=0.58)* and was remarked as Strongly Agree. On the other hand, the statement "*I exercise to build individual skill sets for problem-solving and team collaboration*" received the lowest mean score of responses with *(M=4.48, SD=0.64)* yet was also remarked Strongly Agree.

The level of transformational LEADERSHIP of the teachers with regard to Intellectual Stimulation attained a weighted mean score of 4.54 and a standard deviation of 0.42 and was Very High among the respondents.

Table 2 *Level of Transformational Leadership of the Teachers with Regards to Intellectual Stimulation*

STATEMENTS	MEAN	SD	REMARKS
I encourage team members and direct reports to have freedom from top-down negative consequences for trying out their new ideas.	4.57	0.59	Strongly Agree

I set aside time in the month for brainstorming innovative thinking and working on pioneering new projects.	4.51	0.64	Strongly Agree
I exercise their innovative problem-solving skills and creates an outcome for their project.	4.54	0.62	Strongly Agree
I connect with and nurtures the overarching impact of the team's tenure, dynamic, and diversity.	4.60	0.58	Strongly Agree
I exercise to build individual skill sets for problem-solving and team collaboration.	4.48	0.64	Strongly Agree
Weighted Mean	*4.54*		
SD	*0.42*		
Verbal Interpretation	*Very High*		

In the context of transformational leadership, intellectual stimulation involves teachers motivating learners towards success by encouraging critical thinking, promoting curiosity and exploration, challenging the status quo, fostering collaborative learning, and providing opportunities for growth. By fostering a culture of critical thinking, teachers empower learners to approach challenges with confidence and creativity. Through these efforts, transformational teachers empower students to become lifelong learners who can thrive in a rapidly changing world.

Table 3 *Level of Transformational Leadership of the Teachers with Regards to Individualized Consideration*

STATEMENTS	MEAN	SD	REMARKS
I concentrate on identifying employee's individual needs.	4.61	0.64	Strongly Agree
I empower followers in order to build a learning climate and mobilize support toward the goals and objectives at the senior level.	4.60	0.66	Strongly Agree
I spend time in coaching others.	4.53	0.66	Strongly Agree
I consider employees as having different needs, abilities, and aspirations from others.	4.43	0.67	Strongly Agree
I help employees develop their strengths and provide various formal training programs to improve the performance of duties.	4.48	0.62	Strongly Agree
Weighted Mean	*4.53*		
SD	*0.47*		
Verbal Interpretation	*Very High*		

Table 3 illustrates the level of transformational LEADERSHIP of the teachers with regards to Individualized Consideration.

From the statements above, "*I concentrate on identifying employee's individual needs.*" yielded the highest mean score *(M=4.61, SD=0.64)* and was remarked as Strongly Agree. On the other hand, the statement "*I consider employees as having different needs, abilities, and aspirations from others.*" received the lowest mean score of responses with *(M=4.43, SD=0.67)* yet was also remarked Strongly Agree.

The level of transformational LEADERSHIP of the teachers with regard to Intellectual Stimulation attained a weighted mean score of 4.53 and a standard deviation of 0.47 and was Very High among the respondents.

In the context of transformational leadership, individualized consideration involves teachers demonstrating a strong motivation towards learners' success by understanding their individual differences, providing personalized learning experiences, building relationships, providing individualized feedback, and supporting personal growth. They recognize and celebrate individual achievements, while also offering

guidance for improvement and growth. By providing individualized feedback, teachers empower students to reflect on their progress and take ownership of their learning. Through these efforts, transformational teachers create an inclusive and supportive learning environment where every student feels valued, supported, and empowered to succeed.

Table 4 illustrates the level of transformational LEADERSHIP of the teachers with regards to Empowering Leadership.

From the statements below, "*I prioritize communication & transparency.*" yielded the highest mean score *(M=4.56, SD=0.56)* and was remarked as Strongly Agree. On the other hand, the statement "*I delegate task with intention to employees who are the best fit for the job and whether it'll help them develop professionally.*" received the lowest mean score of responses with *(M=4.46, SD=0.53)* yet was also remarked Strongly Agree.

The level of transformational LEADERSHIP of the teachers with regard to Empowering leadership attained a weighted mean score of 4.50 and a standard deviation of 0.39 and was Very High among the respondents.

Table 4 *Level of Transformational Leadership of the Teachers with Regards to Empowering Leadership*

STATEMENTS	MEAN	SD	REMARKS
I prioritize communication & transparency.	4.56	0.56	Strongly Agree
I delegate task with intention to employees who are the best fit for the job and whether it'll help them develop professionally.	4.46	0.63	Strongly Agree
I give people authority over their work, but also involve them in higher-level company decisions.	4.49	0.66	Strongly Agree
I remove obstacles to success. These might include inefficient business processes and challenging clients or could even account for more personal matters.	4.53	0.60	Strongly Agree
I offer guidance, clarify boundaries, and agree on success indicators of its people.	4.46	0.64	Strongly Agree
I create growth opportunities, shares constructive feedback and encourages team members to push themselves professionally.	4.52	0.59	Strongly Agree
I highlight the impact of employees' work, set goals, recognize, and conduct performance review of every individual in an organization.	4.48	0.61	Strongly Agree
Weighted Mean	*4.50*		
SD	*0.39*		
Verbal Interpretation	*Very High*		

In the context of transformational leadership, empowering leadership involves teachers demonstrating a strong motivation towards learners' success by fostering autonomy, encouraging initiative, building confidence, developing leadership skills, and promoting advocacy and agency. Through these efforts, transformational teachers empower students to become self-directed learners, confident leaders, and engaged citizens who are motivated to make a positive difference in the world.

Table 5 *Composite Table of Transformational Leadership of the Teachers*

INDICATORS	WM	SD	REMARKS
Inspirational Motivation	4.59	0.33	Strongly Agree
Intellectual Stimulation	4.54	0.42	Strongly Agree

Individualized Consideration	4.53	0.47	Strongly Agree
Empowering Leadership	4.50	0.39	Strongly Agree
Overall Mean	*4.54*		
SD	*0.40*		
Verbal Interpretation	*Very High*		

Table 5 proves the composite table of transformational LEADERSHIP of the teachers.

From the indicators above, "*Inspirational Motivation*" yielded the highest weighted mean score *(M=4.59, SD=0.33)* and was remarked as Strongly Agree. This is followed by "*Intellectual Stimulation*" with a weighted mean score *(M=4.54, SD=0.42)* and was also remarked as Strongly Agree. On the other hand, the indicator "*Empowering Leadership*" received the lowest weighted mean score of responses with *(M=4.50, SD=0.39)* yet was also remarked Strongly Agree.

The level of transformational LEADERSHIP of the teachers attained an overall mean score of 4.54 and a standard deviation of 0.40 and was Very High among the respondents.

Level of Conflict Resolution

Conflict resolution is of paramount importance in various aspects of life, including personal relationships, workplaces, communities, and educational settings. Engaging in conflict resolution processes provides individuals with an opportunity to develop and refine their conflict resolution skills. Effective conflict resolution helps to preserve and strengthen relationships by addressing underlying issues and fostering understanding between parties involved. When conflicts are left unresolved, they can disrupt workflow, decrease morale, and hinder progress towards goals. By resolving conflicts constructively, individuals can avoid resentment and build trust, leading to healthier and more positive relationships. Conflict resolution encourages collaboration and teamwork by facilitating open communication and problem-solving. When conflicts are addressed promptly and constructively, individuals can work together to find mutually beneficial solutions, leading to greater efficiency and productivity.

In effective conflict resolution is paramount in various aspects of life because it helps preserve and strengthen relationships, promotes collaboration and teamwork, enhances efficiency and productivity, develops conflict resolution skills, and creates a positive organizational culture. By addressing conflicts constructively, in a timely manner, individuals can minimize disruptions, maintain focus on tasks, individuals and organizations can foster healthier, more positive relationships and achieve greater success in their endeavors.

Table 6 *Level of Conflict Resolution in Terms of Collaborative Conflict Resolution*

STATEMENTS	MEAN	SD	REMARKS
I am concerned with the satisfaction of every individual.	4.32	0.70	Strongly Agree
I support open discussion of issues, task proficiency, equal distribution of work among the team members, better brainstorming, and development of creative problem solving.	4.41	0.66	Strongly Agree
I have collaborate skill including the ability to use active or effective listening.	4.20	0.78	Strongly Agree
I confront situation in a non-threatening way, analyze input, and identify underlying concerns.	4.43	0.69	Strongly Agree
Weighted Mean	*4.34*		
SD	*0.49*		
Verbal Interpretation	*Very High*		

Table 6 illustrates the level of conflict Resolution of the teachers with regards to Collaborative

Resolution.

From the statements above, "*I confront situation in a non-threatening way, analyze input, and identify underlying concerns.*" yielded the highest mean score *(M=4.30, SD=0.69)* and was remarked as Strongly Agree. On the other hand, the statement "*I have collaborate skill including the ability to use active or effective listening.*" received the lowest mean score of responses with *(M=4.20, SD=0.78)* yet was also remarked Strongly Agree.

The level of conflict Resolution of the teachers with regard to Collaborative Resolution attained a weighted mean score of 4.34 and a standard deviation of 0.49 and was Very High among the respondents.

Table 7 *Level of Conflict Resolution in Terms of Competitive Conflict Resolution*

STATEMENTS	MEAN	SD	REMARKS
I am highly assertive with minimal cooperativeness and goal to win in every situation.	4.35	0.89	Strongly Agree
I have to take quick action, make unpopular decisions, handle vital issues, or when one needs protection in a situation where noncompetitive behavior can be exploited.	4.28	0.86	Strongly Agree
I develop the ability to argue and debate, use your rank or position, assert your opinions and feelings, and learn to state your position and stand your ground.	4.16	0.95	Strongly Agree
Weighted Mean	*4.27*		
SD	*0.77*		
Verbal Interpretation	*Very High*		

Table 7 illustrates the level of conflict Resolution of the teachers with regards to Competitive Conflict Resolution

From the statements above, "*I am highly assertive with minimal cooperativeness and goal to win in every situation.*" yielded the highest mean score *(M=4.35, SD=0.89)* and was remarked as Strongly Agree. On the other hand, the statement "*I develop the ability to argue and debate, use your rank or position, assert your opinions and feelings, and learn to state your position and stand your ground.*" received the lowest mean score of responses with *(M=4.16, SD=0.95)* yet was also remarked Strongly Agree.

The level of conflict Resolution of the teachers with regard to Competitive Conflict Resolution attained a weighted mean score of 4.27 and a standard deviation of 0.77 and was Very High among the respondents.

In addition, the statement indicates that, based on the responses from the teachers, the average level of competitive conflict resolution is very high, with relatively low variability among respondents. This suggests that the teachers generally demonstrate a strong ability to address conflicts using competitive strategies, which may involve asserting their own interests and goals at the expense of others in conflict situations.

Table 8 *Level of Conflict Resolution in Terms of Accommodating Conflict Resolution*

STATEMENTS	MEAN	SD	REMARKS
I am low assertive and high in cooperativeness.	4.44	0.72	Strongly Agree
I take time to listen to both parties and understand their perspectives.	4.57	0.65	Strongly Agree
I try to find a mutually beneficial solution that takes into account both of their wants and needs.	4.48	0.73	Strongly Agree

I understand and accommodates and try to find a solution that works for both the customer and the company.	4.57	0.66	Strongly Agree
I am flexible and try to negotiate a price that works for both parties.	4.50	0.81	Strongly Agree
Weighted Mean	*4.51*		
SD	*0.47*		
Verbal Interpretation	*Very High*		

Table 8 illustrates the level of conflict Resolution of the teachers with regards to Accommodating Conflict Resolution.

From the statements above, "*I take time to listen to both parties and understand their perspectives..*" yielded the highest mean score *(M=4.57, SD=0.65)* and was remarked as Strongly Agree. On the other hand, the statement "*I am low assertive and high in cooperativeness.*" received the lowest mean score of responses with *(M=4.44, SD=0.72)* yet was also remarked Strongly Agree.

The level of conflict Resolution of the teachers with regard to Collaborative Resolution attained a weighted mean score of 4.51 and a standard deviation of 0.47 and was Very High among the respondents.

Table 9 *Level of Conflict Resolution in Terms of Avoidant Conflict Resolution*

STATEMENTS	MEAN	SD	REMARKS
I allow for time to think and gather information so rushed decisions are not made.	4.65	0.55	Strongly Agree
I give everyone a chance to "cool down," collect themselves, and regain perspective.	4.46	0.71	Strongly Agree
I help maintain positive working relationships.	4.24	0.81	Strongly Agree
Weighted Mean	*4.45*		
SD	*0.49*		
Verbal Interpretation	*Very High*		

Table 9 illustrates the level of conflict Resolution of the teachers with regards to Accommodating Conflict Resolution.

From the statements above, "*I allow for time to think and gather information so rushed decisions are not made.*" yielded the highest mean score *(M=4.65, SD=0.55)* and was remarked as Strongly Agree. On the other hand, the statement "*I help maintain positive working relationships.*" received the lowest mean score of responses with *(M=4.24, SD=0.81)* yet was also remarked Strongly Agree.

The level of conflict Resolution of the teachers with regard to Collaborative Resolution attained a weighted mean score of 4.45 and a standard deviation of 0.49 and was Very High among the respondents.

The statement suggests that the teachers surveyed exhibited a high level of proficiency in collaborative conflict resolution, as indicated by their high weighted mean score and relatively low standard deviation. This indicates that, overall, the surveyed teachers demonstrated a strong ability to resolve conflicts collaboratively, suggesting a positive and constructive approach to addressing conflicts within their professional contexts. This implies that they are adept at working together with others to address and resolve conflicts in a cooperative and constructive manner, which is beneficial for maintaining positive relationships and promoting a harmonious environment within their educational settings.

Table 10 illustrates the level of conflict Resolution of the teachers with regards to Compromising Conflict Resolution.

Table 10 *Level of Conflict Resolution in Terms of Compromising Conflict Resolution*

STATEMENTS	MEAN	SD	REMARKS
I lead to resolutions that are "good enough" so the	4.32	0.71	Strongly Agree

focus can return to more important or pressing matters.			
I allow conflicts to be resolved quickly.	4.35	0.72	Strongly Agree
I reduce tension and ease the strain on otherwise positive working relationships. I lead to resolutions that are "good enough" so the focus can return to more important or pressing matters	4.54	0.64	Strongly Agree
Weighted Mean	*4.40*		
SD	*0.51*		
Verbal Interpretation	*Very High*		

From the statements above, "*I reduce tension and ease the strain on otherwise positive working relationships.*" yielded the highest mean score *(M=4.54, SD=0.64)* and was remarked as Strongly Agree. On the other hand, the statement "*I lead to resolutions that are "good enough" so the focus can return to more important or pressing matters.*" received the lowest mean score of responses with *(M=4.32, SD=0.71)* yet was also remarked Strongly Agree.

The level of conflict Resolution of the teachers with regard to Compromising Conflict Resolution attained a weighted mean score of 4.40 and a standard deviation of 0.51 and was Very High among the respondents.

Table 11 proves the composite table of Conflict Resolution of the teachers

From the indicators above, "*Accommodating Conflict Resolution*" yielded the highest weighted mean score *(M=4.51, SD=0.47)* and was remarked as Strongly Agree. This is followed by "*Avoidant Conflict Resolution*" with a weighted mean score *(M=4.45, SD=0.49)* and was also remarked as Strongly Agree. On the other hand, the indicator "*Collaborative Conflict Resolution*" received the lowest weighted mean score of responses with *(M=4.34, SD=0.49)* yet was also remarked Strongly Agree.

The level of conflict resolution of the teachers attained an overall mean score of 4.55 and a standard deviation of 0.51 and was Very High among the respondents.

Table 11 *Composite Table of Conflict Resolution*

INDICATORS	WM	SD	REMARKS
Collaborative Conflict Resolution	4.34	0.49	Strongly Agree
Competitive Conflict Resolution	4.27	0.77	Strongly Agree
Accommodating Conflict Resolution	4.51	0.47	Strongly Agree
Avoidant Conflict Resolution	4.45	0.49	Strongly Agree
Compromising Conflict Resolution	4.40	0.51	Strongly Agree
Overall Mean	*4.55*		
SD	*0.51*		
Verbal Interpretation	*Very High*		

The statement suggests that, based on the mean score and standard deviation provided, the surveyed teachers exhibited a high level of proficiency in conflict resolution. The "Very High" rating among the respondents indicates that the majority of teachers demonstrated strong skills in managing and resolving conflicts, which is beneficial for maintaining positive relationships, promoting collaboration, and fostering a conducive learning environment within educational settings.

Level of Learners Success

Achieving success in learning fosters personal growth by enhancing self-confidence, self-esteem, and resilience. As learners overcome challenges and accomplish goals, they develop a sense of competence and agency, which are vital for navigating life's complexities. Success in learning directly correlates with

academic achievement. When learners excel in their studies, they gain the knowledge, skills, and qualifications necessary to pursue further education and career opportunities.

Table 12 *Level of Learners' Success in Terms of Cognitive Skills*

STATEMENTS	MEAN	SD	REMARKS
Students lack cognitive development affected the attention and causes divided focus.	4.32	0.71	Strongly Agree
Students lack cognitive development affected the long-term and short-term memory and causes him/her in remembering the task.	4.41	0.65	Strongly Agree
Students lack cognitive development affected the logic and reasoning causes him/her in brainstorming and problem-solving.	4.27	0.75	Strongly Agree
Students lack cognitive development affected the auditory and visual processing causes him/her in decoding sounds and images.	4.44	0.68	Strongly Agree
Students lack cognitive development affected the processing speed causes him/her interpret information quickly.	4.43	0.74	Strongly Agree
Weighted Mean	*4.37*		
SD	*0.52*		
Verbal Interpretation	*Very High*		

Table 12 illustrates the level of learners success in terms of Cognitive Skills.

From the statements above, "*Students lack cognitive development affected the auditory and visual processing causes him/her in decoding sounds and images.*" yielded the highest mean score *(M=4.44, SD=0.68)* and was remarked as Strongly Agree. On the other hand, the statement "*Students lack cognitive development affected the logic and reasoning causes him/her in brainstorming and problem-solving.*" received the lowest mean score of responses with *(M=4.27, SD=0.75)* yet was also remarked Strongly Agree.

The level of learners' success with regard to Cognitive attained a weighted mean score of 4.37 and a standard deviation of 0.52 and was Very High among the respondents.

Table 13 *Level of Learners' Success in Terms of Social and Emotional Development Skills*

STATEMENTS	MEAN	SD	REMARKS
Students lack skills in recognizing someone if is sad, and asking if they were okay.	4.47	0.72	Strongly Agree
Students lack in expressing him/herself with friends in different way than with your parents.	4.32	0.73	Strongly Agree
Students lack understanding of someone's thought and feelings, and being able to relate to others.	4.48	0.71	Strongly Agree
Weighted Mean	*4.42*		
SD	*0.61*		
Verbal Interpretation	*Very High*		

Table 13 illustrates the level of learners' success in terms of Social and Emotional Development.

From the statements above, "*Students lack understanding of someone's thought and feelings, and being able to relate to others.*" yielded the highest mean score *(M=4.48, SD=0.71)* and was remarked as Strongly Agree. On the other hand, the statement "*Students lack in expressing him/herself with friends in different way than with your parents..*" received the lowest mean score of responses with *(M=4.32, SD=0.73)*

yet was also remarked Strongly Agree.

The level of learners' success with regard to Social and Emotional Development attained a weighted mean score of 4.37 and a standard deviation of 0.52 and was Very High among the respondents.

The statement indicates that, according to the assessment data, learners demonstrated a high level of success in social and emotional development. The "Very High" rating among the respondents implies a strong consensus among those surveyed regarding the positive outcomes achieved by learners in this area. Such success in social and emotional development is crucial for learners' overall well-being, interpersonal relationships, and academic performance.

Table 14 *Level of Learners' Success in Terms of Communication Skills*

STATEMENTS	MEAN	SD	REMARKS
Students fail to connect through verbal communication.	4.37	0.79	Strongly Agree
Students fail to connect through non-verbal communication.	4.30	0.79	Strongly Agree
Students fail to connect through written communication.	4.38	0.79	Strongly Agree
Students fail to connect through listening.	4.41	0.84	Strongly Agree
Students fail to connect through visual communication.	4.38	0.81	Strongly Agree
Weighted Mean	*4.37*		
SD	*0.66*		
Verbal Interpretation	*Very High*		

Table 14 illustrates the level of learners success in terms of Communication Skills.

From the statements above, "*Students fail to connect through listening.*" yielded the highest mean score *(M=4.41, SD=0.84)* and was remarked as Strongly Agree. On the other hand, the statement "*Students fail to connect through non-verbal communication.*" received the lowest mean score of responses with *(M=4.30, SD=0.79)* yet was also remarked Strongly Agree.

The level of learners success with regard to Communication Skills attained a weighted mean score of 4.37 and a standard deviation of 0.52 and was Very High among the respondents.

Table 15 illustrates the level of learners success in terms of Life Skills.

Table 15 *Level of Learners Success in Terms of Life Skills*

STATEMENTS	MEAN	SD	REMARKS
Students don't have self-awareness.	3.82	0.93	Strongly Agree
Students don't have empathy.	3.84	0.86	Strongly Agree
Students don't have critical thinking.	3.77	0.86	Strongly Agree
Students don't have creative thinking.	3.73	0.91	Strongly Agree
Students don't have decision-making.	3.69	0.90	Strongly Agree
Students don't have problem-solving.	3.72	0.93	Strongly Agree
Students don't have effective communication.	3.76	0.96	Strongly Agree
Students don't have interpersonal relationships.	3.69	0.94	Strongly Agree
Students don't have coping mechanism for stress.	3.84	0.89	Strongly Agree
Students don't have coping mechanism for emotions.	3.73	0.91	Strongly Agree
Weighted Mean	*4.70*		
SD	*0.45*		

Verbal Interpretation   *Very High*

From the statements above, "*Students don't have empathy.*" yielded the highest mean score *(M=3.84, SD=0.86)* followed by "*Students don't have coping mechanism for stress.*" and was remarked as Strongly Agree. On the other hand, the statement "*Students fail to connect through non-verbal communication.*" received the lowest mean score of responses with *(M=4.30, SD=0.79)* yet was also remarked Strongly Agree.

The level of learners' success regarding Life Skills attained a weighted mean score of 4.70 and a standard deviation of 0.45 and was Very High among the respondents.

Based on the responses from the respondents, the average level of learners' success in life skills is perceived to be very high, with relatively low variability among respondents. This suggests that the learners excel in various life skills that are crucial for their personal growth, social interactions, and overall well-being, indicating a strong foundation for success in different aspects of life.

Table 16 *Composite Table of Learners' Success*

INDICATORS	WM	SD	REMARKS
Cognitive	4.37	0.52	Strongly Agree
Social and Emotional Development	4.42	0.61	Strongly Agree
Communication Skills	4.37	0.66	Strongly Agree
Life Skills	3.76	0.66	Strongly Agree
Overall Mean	*4.23*		
SD	*0.61*		
Verbal Interpretation	*Very High*		

Table 16 proves the composite table of Learning Success.

From the indicators above, "*Social and Emotional Development*" yielded the highest weighted mean score *(M=4.42, SD=0.61)* and was remarked as Strongly Agree. This is followed by "*Cognitive*" with a weighted mean score *(M=4.37, SD=0.52)* and was also remarked as Strongly Agree. Then "*Communication Skills*" with a weighted mean score *(M=4.37, SD=0.66)* and was also remarked as Strongly Agree. On the other hand, the indicator "*Life Skills*" received the lowest weighted mean score of responses with *(M=3.76, SD=0.66)* yet was also remarked Strongly Agree.

The level of learners' success attained an overall mean score of 4.23 and a standard deviation of 0.61 and was Very High among the respondents.

The overall mean score of 4.23 represents the average level of learners' success across all domains considered in the study. The standard deviation of 0.61 measures the dispersion or variability of responses around the overall mean score of 4.23. A smaller standard deviation indicates that responses are closer to the mean, suggesting less diversity in the perception of learners' success among the respondents. This suggests that the learners excel across multiple domains, indicating a comprehensive and well-rounded level of achievement and proficiency.

Table 17 presents the significant relationship between the transformational leadership and the learners' success.

The *Inspirational Motivation, Intellectual Stimulation, Individualized Consideration and Empowering Leadership* of the transformational leadership was observed to have a significant relationship to the *Cognitive*, *Social and Emotional Development*, *Communication Skills* and *Life Skills*. This is based on the computed r values obtained from the tests with very weak to moderate relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings below, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the transformational leadership and the learner's success*" is rejected. it suggests that there is indeed a significant relationship between transformational leadership and learners' success. This implies that transformational leadership does have a meaningful impact on learners' success, as evidenced by the statistical analysis conducted.

Table 18 *Significant Relationship Between the Transformational Leadership and the Learners Success*

		Cognitive	Social and Emotional Development	Communication Skills	Life Skills
Inspirational Motivation	Pearson Correlation	0.142	0.099	0.084	0.168
	Sig. (2-tailed)	0.000	0.002	0.000	0.000
	N	163	163	163	163
	Strength	*Very Weak*	*Very Weak*	*Very Weak*	*Very Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*NS*
Intellectual Stimulation	Pearson Correlation	0.488	0.551	0.496	0.333
	Sig. (2-tailed)	0.000	0.005	0.000	0.000
	N	163	163	163	163
	Strength	*Moderate*	*Moderate*	*Moderate*	*Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
Individualized Consideration	Pearson Correlation	0.288	0.318	0.58	0.398
	Sig. (2-tailed)	0.001	0.038	0.000	0.000
	N	163	163	163	163
	Strength	*Weak*	*Weak*	*Moderate*	*Weak*
	Analysis	*Significant*	*Significant*	*Significant*	*NS*
Empowering Leadership	Pearson Correlation	0.321	0.315	0.371	0.364
	Sig. (2-tailed)	0.004	0.124	0.009	0.000
	N	163	163	163	163
	Strength	*Weak*		*Weak*	*Weak*
	Analysis	*Significant*	*NS*	*Significant*	*NS*

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Significant Relationship Between the Conflict Resolution and the Learners' uccess

		Cognitive	Social and Emotional Development	Communication Skills	Life Skills
Collaborative Conflict Resolution	Pearson Correlation	0.53	0.392	0.24	0.012
	Sig. (2-tailed)	0.413	0.088	0.654	0.000

	N	163	163	163	163
	Strength				*Very Weak*
	Analysis	*NS*	*NS*	*NS*	*Significant*
Competitive Conflict Resolution	Pearson Correlation	0.425	0.448	0.341	0.203
	Sig. (2-tailed)	0.058	0.007	0.117	0.000
	N	163	163	163	163
	Strength		*Moderate*		*Weak*
	Analysis	*NS*	*Significant*	*NS*	*Significant*
Accommodating Conflict Resolution	Pearson Correlation	0.439	0.353	0.347	0.021
	Sig. (2-tailed)	0.000	0.074	0.006	0.000
	N	163	163	163	163
	Strength	*Moderate*		*Weak*	*Very Weak*
	Analysis	*Significant*	*NS*	*Significant*	*NS*
Avoidant Conflict Resolution	Pearson Correlation	0.083	0.063	0.033	-0.06
	Sig. (2-tailed)	0.163	0.679	0.202	0.000
	N	163	163	163	163
	Strength				*Very Weak*
	Analysis	*NS*	*NS*	*NS*	*Significant*
Compromising Conflict Resolution	Pearson Correlation	0.103	0.034	0.007	0.083
	Sig. (2-tailed)	0.577	0.738	0.578	0.000
	N	163	163	163	163
	Strength				*Very Weak*
	Analysis	*NS*	*NS*	*NS*	*Significant*

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 18 presents the significant relationship between the conflict resolution and the learners success

The *Collaborative Conflict Resolution, Competitive Conflict Resolution, Accommodating Conflict Resolution, Avoidant Conflict Resolution and Compromising Conflict Resolution* of the conflict resolution was observed to have a significant relationship to the *Learners' success*. This is based on the computed r values obtained from the tests with very weak to weak relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the conflict resolution and the learners success*" is accepted which incites that there is no significant relationship between them.

4. Conclusion and Recommendations

Reliable with the results of this study, the following conclusions were reached.

1. The Inspirational Motivation, Intellectual Stimulation, Individualized Consideration and Empowering Leadership of the transformational leadership was observed to have a relationship to the Cognitive, Social and Emotional Development, Communication Skills and Life Skills. There exists a strong correlation between many facets of personal growth and the constituents of transformational leadership, namely Empowering Leadership, Individualized Consideration, Intellectual Stimulation, and Inspirational Motivation. In particular, these leadership attributes improve Life Skills and Communication Skills while also having a favorable impact on Cognitive, Social, and Emotional Development. By promoting a growth mindset and resilience, inspirational motivation can enhance cognitive development by inspiring people to reach their full potential. Intellectual growth and problem-solving skills are fostered by intellectual stimulation, which pushes people to think critically and imaginatively. By identifying and addressing each person's particular needs and strengths, individualized consideration helps to develop social and emotional intelligence. Empowering leadership gives people the confidence to take charge and make choices, which helps them develop crucial life skills like independence, responsibility,

2. The Collaborative Conflict Resolution, Competitive Conflict Resolution, Accommodating Conflict Resolution, Avoidant Conflict Resolution and Compromising Conflict Resolution of the conflict resolution was observed to have a relationship to the Learners' success. The success of learners is influenced by several conflict resolution strategies, including cooperative, competitive, accommodating, avoidant, and compromise. Collaborative conflict resolution fosters critical thinking, cooperation, and communication—all of which are necessary for both professional and academic development. Ambition and excellence are fueled by competitive conflict resolution, but it must be balanced with respect for one's peers. While accommodating conflict resolution can occasionally result in putting one's own demands last, it also promotes empathy and peace. It is vital to educate proactive conflict management since avoidant conflict resolution might reduce tensions in the short term but increases the likelihood of long-term unresolved problems. By practicing compromise and conflict resolution, students can become more adaptable and skilled negotiators who can uphold healthy relationships. Gaining knowledge of and using these techniques improves learners' performance in a variety of spheres of life.

Based on the findings and conclusion the following recommendations are proposed:

1. The school head may intensify professional development activities, particularly the LAC session, Focus Group Discussions, and In-Service Training.

2. Teachers may continue to use different transformational leadership style in resolving conflicts between pupils and teachers.

3. Future researchers may use this for direct investigations, to improve teacher welfare in educational institutions and to produce more reliable results for follow-up studies.

Reference:

"Transformational Leadership Theory by James MacGregor Burns."expanded by Bernard M. Bass. 2022. https://www.mindtools.com/aljalad/transformational-leadership