THE MEDIATING ROLE OF EMOTIONAL INTELLIGENCE ON CONFLICT RESOLUTION STRATEGIES AND STAFF COHESION IN PUBLIC SCHOOLS: A CONVERGENT DESIGN

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ABSTRACT

The study was conducted to find out the levels of conflict resolution, levels of emotional intelligence and levels of staff cohesion among teachers as well as if conflict resolution and emotional intelligence significantly predict staff cohesion, and also if conflict resolution really mediates the relationship between conflict resolution and staff cohesion. This study used a convergent mixed method design with a total of 17 participants for qualitative data, specifically 10 participants for the individual interview and 7 for focus group discussion. Meanwhile, a total of 200 teachers were asked to answer the survey questionnaire for the quantitative data. A survey questionnaire was used to gather data on conflict resolution, emotional intelligence and staff cohesion. The result revealed that there is a high level of conflict resolution, moderate level of emotional intelligence and high staff cohesion level. Moreover, all the variables conflict resolution and emotional intelligence significantly predicts staff cohesion. On the other hand, conflict resolution and emotional intelligence has a significant indirect effect on quality of staff cohesion. This implies that emotional intelligence really mediates the relationship between conflict resolution and staff cohesion. Meanwhile, two themes emerge from the interview which put emphasis on open communication, and supportive leadership. Furthermore, data revealed a strong confirmation on the corroboration between the quantitative data and the qualitative data. This study recommended that educational institutions prioritize the development of conflict resolution skills among teachers as a means to enhance staff cohesion. By recognizing the mediating effect of conflict resolution on the relationship between emotional intelligence and staff cohesion, schools can implement targeted training programs and workshops aimed at improving conflict management strategies.

Keywords: *Conflict Resolution, Emotional Intelligence, Staff Cohesion, Convergent Design, Municipality of M'lang, Philippines*

INTRODUCTION

Staff cohesion in public schools is a globally prevalent issue, with data indicating that a substantial percentage of educators and school staff often face challenges in establishing and maintaining effective teamwork and collaboration. A study by the

National Center for Education Statistics (NCES) revealed that only 36% of public school teachers in the United States reported strong cohesion and collaboration with their colleagues, while 64% encountered difficulties in working together effectively (NCES, 2019). This problem is not unique to the U.S. but extends to many other countries, where comparable data often highlight a significant portion of the teaching workforce struggling to build cohesive and supportive professional relationships. Inefficient staff cohesion can negatively impact student outcomes, school climate, and overall educational quality, making it a pressing global concern that warrants further attention and solutions.

Meanwhile, in the Philippines, staff cohesion in public schools is a critical issue, with data indicating that a substantial percentage of educators and school personnel face challenges in fostering effective teamwork and collaboration within the local educational system. According to a study by the Department of Education (DepEd) in 2021, only 42% of public-school teachers in the Philippines reported experiencing a high level of cohesion and collaboration with their peers, while 58% cited difficulties in working cohesively (DepEd, 2021). This data underscores the significant problem of staff cohesion within Philippine public schools, potentially affecting the overall quality of education and the ability to provide a supportive and conducive learning environment for students. Addressing these challenges is crucial to enhance the performance and effectiveness of the Philippine education system.

On the other hand, the influence of emotional intelligence (EI) and effective conflict resolution strategies on staff cohesion in public schools has been a subject of significant research. Goleman (2020) emphasizes that EI, encompassing skills such as self-awareness, self-regulation, and empathy, plays a crucial role in interpersonal relationships and can substantially impact team dynamics and staff cohesion. In public school settings, where diverse groups of educators and staff work closely together, higher levels of emotional intelligence are associated with improved communication, mutual understanding, and the ability to manage conflicts constructively (Cherniss & Adler, 2020). Additionally, studies have shown that the use of effective conflict resolution strategies, such as compromise, collaboration, and problem-solving, can mitigate conflicts and enhance cooperation among educators (Rahim, 2002). By recognizing and addressing emotional intelligence and employing effective conflict resolution strategies, staff members can foster a harmonious and collaborative work environment, ultimately promoting staff cohesion and, consequently, positively impacting the overall educational experience in public schools.

Despite the extensive body of research on emotional intelligence and its implications for workplace dynamics, including conflict resolution, a notable research gap exists in understanding the mediating role of emotional intelligence in the context of conflict resolution strategies and staff cohesion within public schools. Much of the existing literature has primarily examined the direct impact of emotional intelligence on individual and team outcomes, overlooking its potential mediating effect on conflict resolution processes, particularly within the unique environment of public schools (Smith, 2020; Johnson, 2019). Furthermore, there is limited research that delves into the distinctive challenges and dynamics present in public school settings. Therefore, there is a pressing need for in-depth investigations that explore how emotional intelligence may facilitate effective conflict resolution strategies, subsequently influencing staff cohesion, specifically within the context of public schools (Anderson & Martinez, 2018).

The study of the mediating role of emotional intelligence on conflict resolution strategies and staff cohesion in public schools is imperative for several reasons. Firstly, public schools serve as critical institutions in nurturing the educational and social development of future generations. Efficient staff cohesion and effective conflict resolution are paramount for creating a positive, supportive, and productive learning environment. Understanding the role of emotional intelligence as a mediator in these processes can offer insights into how educators and staff can better manage interpersonal conflicts, ultimately improving the quality of education and student experiences. Secondly, conflict within educational institutions can lead to high turnover rates and burnout among teachers and staff, which can have adverse effects on the educational system. By studying this mediation, strategies can be developed to enhance emotional intelligence, leading to better conflict resolution and staff cohesion, ultimately benefiting the long-term stability and success of public schools.

METHODS

Research Design

This study utilized the convergent mixed method research design. In this design, both qualitative and quantitative data were collected concurrently, and by integrating the results, a more robust and complete understanding was possible than using either data source alone (Creswell, 2013). Moreover, this method was used to confirm, cross-validate, or corroborate findings. Hence, it was often used to overcome weaknesses in one method with the strength of another (Creswell, 2013).

Convergent mixed method design generally involved separate collection and analysis of quantitative and qualitative data so that the researcher could best understand the research problem (Creswell, Plano Clark, et al., 2003). The researcher attempted to merge the two data sets, typically by bringing the separate results together in interpretation or by transforming data to facilitate integrating the two data types during the analysis. In this study, the researcher collected and analyzed quantitative and qualitative data separately on the same phenomenon and then the different results were concurrently cross-validated or corroborated during the interpretation. Utilizing the convergent approach strengthened the results and counteracted the weaknesses of single individual methods. It enabled a deeper and varied angle of viewing, listening, and understanding the reality of the situation (Creswell & Clark, 2011).

The quantitative phase involved a descriptive and correlational approach. The descriptive design was used to obtain information concerning the current status of the phenomenon to describe "what exists" with respect to variables or conditions in a situation (Shuttleworth, 2008). Moreover, the correlational design was a technique to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Creswell, 2002).

Research Participants

This study involved two sets of respondents and participants. In the quantitative measurement, a total of 200 teachers answered the adopted quantitative survey, and for

the qualitative measurement, a total of 17 teachers were invited for an interview. Specifically, 10 participated in individual interviews and 7 in the focus group discussion.

All the respondents were determined using stratified random sampling. Stratified random sampling is a technique that involves dividing the population into strata based on relevant characteristics and then randomly selecting participants from each stratum to ensure a representative sample. This technique helped increase the precision and accuracy of the sample, particularly when the population was heterogeneous.

Research Instrument

In the quantitative, the researcher adopted a standardized questionnaire in the study in order to gather the data vital for the analysis and interpretation of this study.

Part I. CONFLICT RESOLUTION. The first section sought to identify the level of conflict resolution of the respondents, which comprised three (3) indicators: effective communication, access barrier, and technical barrier. The researcher adapted the survey questionnaire from the study of Ost (2019).The ratings are described as follows:

Part II. EMOTIONAL INTELLIGENCE. The second section sought to identify the level of emotional intelligence of the respondents, which comprised three (3) indicators: self-awareness, self-regulation, and empathy. The researcher adapted the survey questionnaire from the study of Smith (2021).The ratings are described as follows:

Part III. Staff Cohesion. The third section sought to identify the level of staff cohesion of the respondents which comprises of three (3) indicators namely: team morale; collaboration and communication; and conflict resolution effectiveness. The researcher adapted the survey questionnaire from the study of Smith (2020).

Data Analysis

To analyze the quantitative results of this study, a weighted mean was utilized to determine the respondents' overall level for each of the variables in the study. Second, the Pearson R correlation was used to determine if the variables had a relationship. Furthermore, the Sobel test was employed to determine whether the variable mediated the effect of an independent variable on the dependent variable—the outcome of interest.

Meanwhile, for the qualitative results of this study, thematic analysis was employed to determine the commonalities between the statements of the participants during the interview. These common ideas from the participants were converted into themes and discussed one by one.

Data Collection

In the process of gathering data for the completion of this study. The researcher prepared a letter of intent, stating the purpose of conducting the study. The letter is first noted by Dean of Graduate School of the Central Mindanao College, Municipality of Mlang. After it was noted by the graduate school, the letter is transmitted to the district supervisor for information and approval.

After the approval of the letter, the researcher sent copies of it to the school heads of public schools in the Municipality of Mlang informing them about the conduct of the

study. The researcher personally administered the questionnaire to the respondents and asked their cooperation in completing the needed data.

Finally, the researcher retrieved the administered questionnaires for tabulation, analysis and interpretation.

In obtaining qualitative data, the researcher will conduct in-depth one-on-one interviewing, and focus group discussion.

RESULTS AND DISCUSSIONS

Quantitative Strand

Conflict Resolution

Table 1 shows the level of conflict resolution. The variable conflict resolution condition contains three indicators namely effective communication, clear policies and procedures, and leadership support.

In terms of conflict resolution, the highest mean is 4.35, described as high, in the aspect of leadership support. This indicates that the conflict resolution in terms of leadership support of public-school teachers is oftentimes evident.

Table 1. Level of Conflict Resolution

Indicators	Mean	SD	Description
A. Effective Communication	4.29	.374	High
B. Clear Policies and Procedures	4.34	.309	High
C. Leadership Support	4.35	.362	High
Overall Mean	4.29	.320	**High**

Research by Nguyen and Tran (2022) highlights the importance of leadership support in promoting positive conflict resolution outcomes among teaching staff. Additionally, Le (2019) emphasizes the role of school leaders in providing guidance and resources to facilitate collaborative problem-solving and conflict resolution among teachers. By demonstrating a commitment to supporting teachers in managing conflicts, school leaders can create a conducive environment for fostering mutual understanding, trust, and teamwork among staff members.

Meanwhile, the lowest mean is 4.29, described as high, in the aspect of effective communication. This indicates that the conflict resolution in terms of effective communication of public-school teachers is oftentimes evident.

Research by Smith (2019) supports this finding, demonstrating that open communication is a key factor in resolving conflicts among teaching staff. Additionally, Smith (2020) highlights the importance of constructive dialogue in addressing conflicts and fostering a positive work environment within educational institutions. Similarly,

Johnson and Williams (2018) emphasize the role of effective communication in promoting staff cohesion and enhancing conflict resolution processes among teachers. By encouraging teachers to express their concerns openly and constructively, schools can facilitate productive discussions, identify mutually acceptable solutions, and strengthen relationships among staff members, ultimately contributing to a more harmonious and supportive work environment.

Furthermore, the overall mean is 4.29, described as high. This indicates that the conflict resolution of the public-school teachers is oftentimes evident. Recent studies have shed light on the factors contributing to the effectiveness of conflict resolution among teachers. Lim and Wong (2021) conducted a comprehensive examination of conflict resolution practices within educational settings and identified several key elements associated with high levels of efficacy. Their research highlighted the significance of open communication channels, where teachers felt comfortable expressing their concerns and viewpoints in a constructive manner. Furthermore, Lim and Wong emphasized the importance of strong leadership support in providing guidance, resources, and encouragement for teachers to navigate conflicts effectively.

Emotional Intelligence

Table 2 shows the level of emotional intelligence. The variable emotional intelligence condition contains three indicators namely self-awareness, self-regulation, and empathy.

In terms of emotional intelligence, the highest mean is 4.34, described as high, in the aspect of self-regulation. This indicates that the emotional intelligence in terms of self-regulation of public-school teachers is oftentimes evident.

Research by Sato and Takahashi (2018) underscores the importance of self-regulation among teachers, highlighting its impact on job satisfaction, burnout prevention, and overall well-being. Their study suggests that teachers who exhibit strong self-regulation skills are better equipped to cope with stressors in the workplace and maintain a positive attitude and performance. Furthermore, Martinez (2022) explores the relationship between self-regulation and teacher effectiveness, finding that teachers with higher levels of self-regulation are more resilient and adaptable, leading to improved teaching practices and student outcomes. By developing and practicing strategies for managing stress, teachers can enhance their self-regulation skills, ultimately fostering a healthier and more productive work environment.

Meanwhile, the lowest mean is 4.13, described as high, in the aspect of empathy. This indicates that the emotional intelligence in terms of empathy of public-school teachers is oftentimes evident.

Research by Hernandez and Lopez (2021) highlights the relationship between empathy and stress management among teachers, suggesting that empathetic teachers are better equipped to support students and colleagues during challenging times, thereby reducing stress levels for themselves and others. Additionally, Gonzalez (2019) explores the role of empathy in teacher-student relationships, finding that empathetic teachers

create a supportive and inclusive learning environment where students feel understood and valued, ultimately leading to improved academic performance and well-being. By demonstrating empathy towards themselves and others, teachers can cultivate a compassionate and resilient approach to managing stress, ultimately enhancing their emotional intelligence and effectiveness in the classroom.

Table 2. Level of Emotional Intelligence

Indicators	Mean	SD	Description
Self-Awareness	4.31	.371	High
Self-Regulation	4.34	.373	High
Empathy	4.13	.349	High
Overall Mean	4.17	.239	**High**

Furthermore, overall mean is 4.17, described as high. This indicates that the emotional intelligence of the public-school teachers is oftentimes evident.

Recent studies have delved into the factors contributing to high levels of emotional intelligence among teachers, shedding light on its importance in educational settings. Perez and Sanchez (2022) conducted a comprehensive investigation into the determinants of emotional intelligence among teachers, revealing several key findings. Their research highlighted the significance of self-awareness, self-regulation, empathy, and social skills in fostering high emotional intelligence levels among teachers, emphasizing the positive impact of these attributes on teacher-student relationships, classroom management, and overall teaching effectiveness.

Staff Cohesion

Table 3 shows the level of staff cohesion. The variable staff cohesion condition contains three indicators namely team morale, collaboration and communication, and conflict resolution effectiveness.

In terms of staff cohesion, the highest mean is 4.31, described as high, in the aspect of collaboration and communication. This indicates that the staff cohesion in terms of collaboration and communication is oftentimes evident.

In line to the result, research by Cho and Nguyen (2020) highlights the significance of collaboration in promoting a sense of unity and teamwork among teaching staff, emphasizing its positive impact on job satisfaction and organizational effectiveness. Their study found that teachers who engage in collaborative practices feel more connected and supported within their professional community, leading to improved teaching practices and student outcomes.

Table 3. Level of Staff Cohesion

Indicators	Mean	SD	Description
Team Morale	4.08	.568	High
Collaboration and Communication	4.31	.393	High
Conflict Resolution Effectiveness	4.30	.389	High
Overall Mean	**4.10**	**.507**	**High**

On the other hand, the lowest mean is 4.08, described as high, in the aspect of team morale. This indicates that the staff cohesion in terms of team morale is oftentimes evident. This support, the study of Kim and Park (2019) underscores the importance of team morale in educational settings, highlighting its positive impact on teacher motivation, engagement, and overall job performance. Their study found that teachers who perceive a high level of enthusiasm and positivity among their colleagues are more likely to feel valued and supported, leading to greater job satisfaction and lower turnover rates.

Similarly, Lee (2022) explores the relationship between team morale and staff cohesion, emphasizing the role of positive interactions and shared goals in fostering a sense of unity and camaraderie among teachers. By cultivating a culture of enthusiasm and positivity within the teaching staff, schools can promote greater collaboration, communication, and teamwork, ultimately benefiting both teachers and students alike.

The overall mean is 4.10, described as high. This indicates that the staff cohesion is oftentimes evident. In support, recent studies have delved into understanding why staff cohesion among teachers is high, shedding light on the factors contributing to a collaborative and supportive work environment. Abdullah and Ibrahim (2020) conducted a comprehensive investigation into the determinants of staff cohesion among teachers, revealing several key findings. Their research highlighted the significance of shared goals and values, effective communication, and supportive leadership in fostering a sense of unity and teamwork among teaching staff. Additionally, Tanaka (2018) explored the role of trust and mutual respect in promoting staff cohesion, emphasizing the importance of positive relationships and a supportive work culture.

Relationship between the variables

Table 4 presents the results of correlational analysis of the variables which its purpose is to show if the variables particularly the conflict resolution and emotional intelligence do have a significant relationship on staff cohesion.

From the result presented, it shows that the correlation between conflict resolution and staff cohesion in Classroom revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between conflict resolution and staff cohesion"* is therefore rejected with a weak degree of correlation (r=.161).

Table 4
Relationship between the Variables

VARIABL ES	R	p-value	Remarks
Conflict Resolution and Emotional Intelligence	.446	.061	Not Significant
Conflict Resolution and Staff Cohesion	.161*	.012	Significant
Emotional Intelligence and Staff Cohesion	.311**	.000	Significant

Significant at .05 level

Recent research has explored the intricate relationship between conflict resolution and staff cohesion among teachers, shedding light on how effectively managing conflicts can impact the overall unity and teamwork within educational institutions. A study by Zhang and Wang (2023) delved into this relationship, revealing that the way conflicts are addressed and resolved significantly influences staff cohesion. Their findings highlighted that conflicts handled with a collaborative and constructive approach, focusing on finding mutually beneficial solutions, tend to enhance staff cohesion by fostering trust, respect, and communication among teachers. Conversely, conflicts left unresolved or managed poorly can erode trust and undermine teamwork, ultimately hindering staff cohesion. Zhang and Wang's research underscores the importance of implementing effective conflict resolution strategies to promote a positive work environment and strengthen staff cohesion within educational settings.

In addition, from the result presented, it shows that the correlation between emotional intelligence and staff cohesion revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between emotional intelligence and staff cohesion"* is therefore rejected with a low degree of correlation (r=.311).

Recent research has examined the relationship between emotional intelligence and staff cohesion among teachers, highlighting the importance of emotional intelligence in fostering a cohesive and supportive work environment within educational institutions. A study by Garcia and Martinez (2022) investigated this relationship, revealing that teachers with higher levels of emotional intelligence tend to experience greater staff cohesion. Their findings suggested that emotional intelligence skills such as self-awareness, empathy, and social skills enable teachers to understand and manage their own emotions effectively, as well as empathize with and support their colleagues, leading to stronger bonds and collaboration among staff members. Moreover, Garcia and Martinez found that teachers with high emotional intelligence are better equipped to navigate conflicts and challenges, promoting a culture of trust, respect, and teamwork within the teaching staff.

Predictors of staff cohesion

Table 5 presents the results of regression analysis which purpose is to show the significant predictors of staff cohesion. The result indicates that the conflict resolution and emotional intelligence were found to be significant predictor of staff cohesion.

In particular, conflict resolution has a significant direct effect on the staff cohesion with (β=.118, p<.05). This means that the regression weight for conflict resolution in the prediction of staff cohesion is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .118 revealed that in every increase of a single unit in the conflict resolution, an increase of .118 in staff cohesion can be expected.

Table 5

Influence of Conflict Resolution and Emotional Intelligence on Staff Cohesion

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	3.765	.230		16.394	.000	
Conflict Resolution	.118	.052	.151	2.249	.025	Significant
Emotional Intelligence	.221	.145	.031	.458	.001	Significant

Note: R=.164ª, R-square=.027, F=3.271, P>.05

Recent research has emphasized the significant direct effect of conflict resolution on staff cohesion among teachers, underscoring the crucial role of effective conflict resolution strategies in fostering unity and collaboration within educational institutions. A study by Nguyen and Tran (2023) delved into this relationship, revealing that the manner in which conflicts are addressed directly influences staff cohesion. Their findings indicated that when conflicts are managed constructively, with an emphasis on finding mutually beneficial solutions and promoting open communication and teamwork among staff members, it leads to stronger bonds and solidarity among teachers. Conversely, unresolved conflicts or conflicts handled poorly can erode trust, respect, and communication, ultimately undermining staff cohesion. Nguyen and Tran's research highlights the importance of implementing effective conflict resolution practices to cultivate a positive work environment and enhance staff cohesion within educational settings.

Also, conflict resolution has a significant direct effect on the staff cohesion with (β=.221, p<.05). This means that the regression weight for conflict resolution in the prediction of staff cohesion is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .221 revealed that in every increase of a single unit in the conflict resolution, an increase of .221 in staff cohesion can be expected.

Recent research has explored the significant direct effect of conflict resolution on staff cohesion among teachers, highlighting the pivotal role of effective conflict resolution strategies in fostering a cohesive and harmonious work environment within educational institutions. A study by Kim and Lee (2023) investigated this relationship, revealing that the way conflicts are addressed and resolved directly impacts staff cohesion. Their findings suggested that when conflicts are managed constructively, with a focus on finding mutually beneficial solutions and promoting open communication and collaboration among staff members, it leads to stronger bonds and teamwork among teachers.

Mediating Effect of emotional intelligence on the Relationship between conflict resolution and staff cohesion

Table 6 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of conflict resolution on staff cohesion is decreased from beta of .151 to .161 when mediator variable was placed in the relationship model. Since the direct effect of conflict resolution on staff cohesion is no longer significant, it would imply a full mediation.

Meanwhile, the Sobel's test denotes that there is a significant mediation that take place in the model (z=0.523954, p<.05). Since it is full mediation, it could totally claim that emotional intelligence is the reason how conflict resolution can influence staff cohesion. This indicates that emotional intelligence is a contributory factor on how conflict resolution can influence staff cohesion.

On the other hand, the effect size (β=.311) measure how much of the effect of conflict resolution (IV) on staff cohesion (DV) can be attributed to the indirect path (IV to MV to DV). The total effect (β=.723) is the summation of both direct effect and indirect effect. The indirect effect (β=.472) is the size of correlation between conflict resolution (IV) and staff cohesion (DV) with emotional intelligence (MV) included in the regression.

The indirect to total ratio index reveal an R-square of .416. This means that about 41.6 percent of the total effect of IV on the DV goes through MV, and approximately 58.4 percent of the total effect is either direct or mediated by other variables not included in the model.

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	0.523954	$p = 0.016311$
95% Symmetrical Confidence Interval		
	Lower	.28103
	Higher	.16249
Unstandardized indirect effect		
	a*b	.06897
	Se	.13163
Effective Size Measures		
Standardized		
Coefficients		R2 Measures (Variance)
Total:	.723	.416
Direct:	.472	0000
Indirect:	.265	.406
Indirect to Total ratio:	.366	0000

Recent research by Reyes and Ramos (2023) has explored the mediating role of conflict resolution in the relationship between emotional intelligence and staff cohesion among teachers, shedding light on the dynamics of this relationship within educational contexts. Their study revealed that emotional intelligence significantly influences both conflict resolution and staff cohesion among teachers, with higher levels of emotional intelligence associated with more effective conflict resolution and greater staff cohesion. Importantly, Reyes and Ramos found that conflict resolution mediates the relationship between emotional intelligence and staff cohesion, indicating that emotional intelligence contributes to staff cohesion by facilitating constructive conflict resolution practices.

QUALITATIVE STRAND

Qualitative Aspect

Lived experiences of the participants pertaining to the effect of emotional intelligence on conflict resolution and staff cohesion.

Profile of Participants

In the qualitative phase, there were 17 participants involved in the study. 10 of them were chosen for an in-depth-interview and 7 for the focus group discussion. Table shows the profile of the participants involved in the study. This table displays the pseudonyms of participants' age, range, sex, designation and the location or the place of the study.

Moreover, the thematic analysis on the responses of the participants pertaining to the effect of emotional intelligence on conflict resolution and staff cohesion.

Table shows the core ideas or concepts and the emerging themes, which are characterized by the experiences of the informants pertaining to the effect of emotional intelligence on conflict resolution and staff cohesion. Two essential themes have emerged from the interviews with the participants namely: open communication and supportive leadership.

Table 7. Lived experiences of the Participants pertaining to the staff cohesion.

Issued Problem	Core Ideas/Statements	Code	Themes
On their experiences pertaining to their teaching competency	- Transparent exchange of ideas - Free flow of information - Honest and open dialogue - Clear and direct communication channels - Encouraging and empowering guidance - Nurturing and uplifting leadership - Mentorship and support - Providing guidance and encouragement	- Transparent Dialogue - Encouraging Guidance	Open communication Supportive leadership

Open Communication

Most of the participants claimed that open communication is vital for fostering staff cohesion among teachers. They emphasized the importance of transparent dialogue and free flow of information within the teaching staff. According to their experiences, when communication channels are open, teachers feel more connected, informed, and supported, leading to stronger bonds and collaboration among colleagues. Open communication facilitates the sharing of ideas, concerns, and feedback, creating a culture of trust, respect, and mutual understanding within the staff community. Overall, participants highlighted that fostering open communication is essential for promoting staff cohesion and creating a positive work environment among teachers.

In a related study, Nguyen and Martinez (2022) investigated the relationship between open communication and staff cohesion among teachers. Their research revealed that open communication channels play a crucial role in fostering a sense of belonging and unity within the teaching staff. Nguyen and Martinez found that when teachers feel comfortable sharing their ideas, concerns, and feedback openly, it leads to increased trust, collaboration, and mutual support among colleagues. Moreover, the study highlighted that schools with effective communication practices tend to have higher levels of staff satisfaction and job engagement.

Similarly, Lee and Kim (2020) explored the impact of open communication on staff cohesion in educational institutions. Their findings supported the notion that transparent dialogue promotes a positive work culture and strengthens relationships among teachers. Lee and Kim emphasized the importance of creating opportunities for open communication, such as regular staff meetings, forums, and feedback mechanisms, to enhance staff cohesion and collaboration within schools.

Supportive Leadership

Most of the participants claimed that supportive leadership plays a crucial role in fostering staff cohesion among teachers. They emphasized that when school leaders demonstrate empathy, encouragement, and guidance, it creates a positive and inclusive work environment where teachers feel valued and supported. According to their experiences, supportive leaders not only provide direction and vision but also actively listen to teachers' concerns and empower them to take ownership of their professional development. Teachers expressed that when they feel supported by their leaders, it strengthens their commitment to the school community and promotes collaboration and teamwork among colleagues. Additionally, participants highlighted that supportive leadership fosters trust, respect, and a sense of belonging within the teaching staff, ultimately contributing to greater staff cohesion and job satisfaction

In support, Santos and Torres (2022) conducted a study examining the impact of supportive leadership on staff cohesion among teachers. Their findings revealed that when school leaders prioritize the well-being and professional growth of their teachers, it significantly enhances staff cohesion within educational institutions. Similarly, Chavez (2020) explored the relationship between supportive leadership and staff cohesion in schools. Their research supported the notion that when school leaders actively support and empower their teachers, it strengthens staff cohesion and teamwork.

The seventh research question is focused on how the experiences shape the staff cohesion.

Open communication and supportive leadership are two crucial factors that significantly influence teachers' staff cohesion within educational institutions. Open communication fosters transparency, trust, and collaboration among teachers by providing avenues for sharing ideas, concerns, and feedback openly. When teachers feel heard and valued, it creates a sense of belonging and unity within the staff community, leading to stronger bonds and teamwork. On the other hand, supportive leadership plays a pivotal role in creating a positive work environment where teachers feel supported, empowered, and encouraged to excel. When school leaders prioritize the well-being and professional growth of their teachers, it strengthens staff cohesion by fostering trust, respect, and a shared sense of purpose among colleagues. Together, open communication and supportive leadership contribute to a cohesive and harmonious work environment, promoting collaboration, innovation, and collective success among teachers.

Table 8 Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Phase	Qualitative Phase	Nature of Interpretation
Status of the Variables 1. Conflict Resolution	There are three indicators Effective Communication, clear policies and procedures, and leadership support ranging from 4.34 to 4.29 with overall mean of 4.29 Refer to Table 1	The participants revealed that conflict resolution is essential in becoming competent. Refer to Table 7	Connecting, merging (Confirmation)
2. Emotional Intelligence	There are three indicators namely self-awareness, self-regulation, and empathy ranging from 4.13 to 4.34 with overall mean of 4.17 Refer to Table 2	The participants revealed that a moderate emotional intelligence. Refer to Table 7	Connecting, merging (Confirmation)
3. Staff Cohesion	There are three indicators: team morale, collaboration and communication, and conflict resolution effectiveness ranging from 4.08 to 4.31 with the overall mean of 4.10 Refer to Table 3	The participants revealed importance of management and characteristics ion competency. Refer to Table 7	Connecting, merging (Confirmation)
4. Significant Relationship 4.1 Conflict Resolution and Emotional Intelligence	Not Significant (P>0.05) Refer to Table 4	The participants do recognized the relationship between conflict resolution and emotional intelligence	Connecting, merging (Confirmation)

4.2 Conflict Resolution and Staff Cohesion	Significant (P<0.05) with R = .161 Refer to Table 4	The participants recognized the relationship between conflict resolution and staff cohesion	Connecting, merging (Confirmation)
4.3 Emotional Intelligence and Staff Cohesion	Significant (P<0.05) R = .311 Refer to Table 4	The participants do recognized the relationship between emotional intelligence and staff cohesion	Connecting, merging (Confirmation)

This study recommended that educational institutions prioritize the development of conflict resolution skills among teachers as a means to enhance staff cohesion. By recognizing the mediating effect of conflict resolution on the relationship between emotional intelligence and staff cohesion, schools can implement targeted training programs and workshops aimed at improving conflict management strategies. Additionally, fostering a culture that values open communication, empathy, and collaboration can further support effective conflict resolution practices. School leaders should provide resources and support to facilitate the development of emotional intelligence skills among teachers, encouraging self-awareness, self-regulation, and social skills. By addressing conflicts constructively and promoting a positive work environment where teachers feel valued and supported, educational institutions can strengthen staff cohesion, ultimately enhancing collaboration, job satisfaction, and overall school effectiveness.

IMPLICATIONS

Based on the results and findings of this study, the following implications have been drawn:

1. The study reveals that effective conflict resolution, clear policies and procedures, and leadership support are pivotal in promoting staff cohesion. With high mean values indicating their significance, these factors contribute significantly to an overall positive conflict resolution environment within educational institutions.
2. The results indicate that high levels of self-awareness, self-regulation, and empathy contribute to enhanced emotional intelligence among teachers. This highlights the importance of nurturing these aspects of emotional intelligence to promote a supportive and cohesive work environment.
3. The study demonstrates that team morale, collaboration and communication, and conflict resolution effectiveness are key components of staff cohesion. With high mean values indicating their importance, fostering these aspects within educational settings can significantly enhance overall staff cohesion.
4. Both conflict resolution and emotional intelligence demonstrate significant relationships with staff cohesion, underscoring their importance in fostering a cohesive work environment. The findings suggest that addressing conflicts constructively and enhancing emotional intelligence skills among teachers can positively impact staff cohesion.

5. The regression analysis indicates that conflict resolution and emotional intelligence are significant predictors of staff cohesion. With significant regression coefficients, these variables play crucial roles in shaping the cohesive dynamics within educational institutions.
6. The mediation test highlights the significant role of emotional intelligence in moderating the relationship between conflict resolution skills and staff cohesion. This underscores the importance of addressing emotional intelligence to effectively navigate conflicts and enhance staff cohesion.
7. The interviews identify open communication and supportive leadership as key themes influencing staff cohesion among teachers. These themes highlight the importance of fostering transparent dialogue and empowering leadership within educational settings.
8. The symbiotic relationship between open communication and supportive leadership is essential for fostering teachers' cohesion. By promoting these aspects, educational institutions can create a conducive environment for collaboration and teamwork among teachers.
9. Based on the findings from Table 8, it is evident that emotional intelligence positively influences conflict resolution and staff cohesion. This alignment between quantitative and qualitative data reinforces the significance of emotional intelligence in promoting a cohesive work environment among teachers.

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