

CONFLICT MANAGEMENT STRATEGIES IN THE SCHOOL ENVIRONMENT AND THEIR IMPACT ON EDUCATIONAL PERFORMANCE

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Abstract

Conflict management strategies in the school environment include a range of approaches designed to resolve disputes and promote constructive communication between students, teachers and staff. By applying mediation techniques, negotiation and training in social-emotional skills, schools aim to reduce the incidence of conflict and promote peaceful problem solving. The research method conducted in this study uses the literature research method. The results show that effective conflict management has a significant impact on enhancing positive school climate, student engagement, and improving learning achievement. Schools that successfully integrated proactive and educative conflict management approaches in their curriculum and school policies showed a decrease in conflict incidents, an increase in students' ability to resolve conflict constructively, and better emotional well-being. In addition, this study identifies the critical role of school leadership and the participation of all stakeholders, including teachers, parents and students, in maintaining a school climate conducive to learning and positive conflict resolution.

Keywords: Strategy, Management, Conflict, School Environment, Educational Performance.

Introduction

In educational settings, conflict is an unavoidable phenomenon, arising from differences in perceptions, goals or needs between individuals, be they students, teachers, staff or other stakeholders. They can be interpersonal, intrapersonal or

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organisational in nature and can range from mild conflicts to more serious conflicts that require intervention.

Conflict management is a crucial element that enables maintaining a harmonious and productive learning environment. Effective conflict management not only reduces disruption to the learning process but also supports the development of students' social and emotional skills, such as problem solving, empathy, and communication (Alam, 2023). This, in turn, creates a positive school climate where students feel safe and supported to explore and develop their potential. Therefore, good conflict management strategies can play a significant role in improving students' academic performance and job satisfaction for teachers, while building the foundation for a more integrative and inclusive educational community (Abbas et al., 2021); (Abdelrahman, 2020).

Meanwhile, ineffective conflict management in schools can result in disruptions to the learning process, declining student academic performance, declining teacher morale and motivation, and a decline in the overall school climate. Conversely, well-managed conflict can be an opportunity for important learning and growth for students as well as teaching staff (Adedoyin & Soykan, 2023); (Alam, 2023).

Conflict in educational settings can have a significant impact on educational performance. When conflicts that occur between students, teachers, or between students and teachers are not managed well, it can create tension and insecurity in the learning environment (Alsoud & Harasis, 2021). Students involved in recurrent or intense conflict may experience stress, anxiety and decreased motivation to learn, which can reduce their concentration in class and prevent them from fully participating in academic activities. As a result, students' learning outcomes may decrease, and if this situation is not addressed, overall academic performance at school may be negatively affected (Alves et al., 2020).

On the other hand, conflict not only affects students but can also affect the performance and psychological health of educators. Teachers who are involved in constant conflicts with students or in controversies with colleagues and management may experience excessive fatigue, feel less satisfied with their work, and lose motivation in teaching (Ardito et al., 2021). This not only reduces the quality of classroom teaching, but also potentially increases absenteeism and labour rotation rates among teachers, thereby affecting educational continuity (Arnold et al., 2020). Thus, inadequately managed conflicts can undermine school culture and climate, which in turn decreases the effectiveness of the overall education system.

So far, conflict management in schools has often not received enough emphasis, with the main focus being on students' academic achievement and curriculum preparation. However, this issue has become increasingly important in recent times, as conflicts affecting educational performance have become more visible and reported. This creates a need for schools to develop and implement effective conflict

management strategies that not only defuse conflicts as they occur but also minimise the occurrence of future conflicts (Barrot et al., 2021); (Biber et al., 2021).

By understanding the forms of conflict that exist and the most effective conflict management strategies, schools can establish policies and procedures that help create a conducive learning environment for all parties. This research is important as it provides a basis for improving conflict management in the school environment which will ultimately support the improvement of overall educational performance.

Research Methods

The study conducted in this research uses the literature research method. The literature research method is a widely used approach to investigate and interpret existing information on a particular topic. This research was conducted by collecting, evaluating, and analysing relevant literature sources. (Pertivi & Weganofa, 2015); (Raco, 2018); (Rizkykawasati, 2019).

Results and Discussion

Concept of Conflict Management

Conflict management is the process of identifying and dealing with conflict constructively and productively. The ultimate goal is to minimise the negative effects of conflict while capitalising on its potential positive effects to enhance learning and innovation (Blitz et al., 2020). In an organisational setting, conflict management includes the use of strategies and techniques designed to prevent conflict escalation and resolve interpersonal or group disputes in a way that benefits all parties involved. The goal is to create an environment where conflict can be transformed into opportunities for improvement and development (Boin et al., 2020).

Some of the main theories in conflict management include Avoidance Theory, Collaboration Theory, Competition Theory, Accommodation Theory, and Compromise Theory. Avoidance Theory focuses on conflict avoidance, where individuals or groups choose not to confront conflict directly in the hope that it will subside on its own (Bojović et al., 2020). Collaboration Theory highlights the importance of working together to find creative solutions that satisfy all parties involved. Through collaboration, individuals or groups seek a win-win solution, where the interests and needs of all parties are considered and met (Bonal & González, 2020).

On the other hand, Competition Theory regards conflict as a fight where one party must win and the other must lose, often ignoring the potential for co-operation or joint solutions. Accommodation Theory focuses on one party's attempt to fulfil the other party's interests at the expense of its own, often for the sake of maintaining relationships or calm (Bonem et al., 2020). Finally, Compromise Theory seeks a midpoint between the needs and wants of both parties, where each party accepts a solution that is less than what they want, but better than the consequences of continued conflict. All

these theories offer different perspectives on how interests can be balanced in conflict situations and how conflict can be regulated or managed to achieve more productive outcomes (Bouckaert et al., 2020).

In conflict management, various methodologies and approaches can be taken to effectively manage and resolve disputes. One widely used method is negotiation, where the parties involved directly discuss the issues and attempt to reach an agreement through dialogue (Bradley, 2021). This approach often favours open communication and demands active communication skills such as listening, compromise, and persuasive argumentation. Mediation is another method that involves a neutral third party to help both parties reach a satisfactory resolution. The mediator usually does not have decision power, but helps the parties to understand each other's viewpoints and formulate their own solutions (Bradshaw et al., 2021).

Another approach to conflict management is to use arbitration, where the resolution is decided by an arbitrator or panel that has decision-making power. Unlike mediation, decisions in arbitration are binding and must be followed by the parties to the conflict (Branicki, 2020). In the work environment, conflict management training and interpersonal skills development are also considered as preventive approaches to prevent conflict or manage it before it becomes more serious. Techniques such as collaborative problem solving, understanding of dynamic individual differences, and training in emotional intelligence promote a more synergistic organisational culture and reduce the potential for friction that can develop into conflict (Bygstad et al., 2022).

Thus, conflict management is a crucial element in maintaining harmony and effectiveness in various spheres, ranging from work environments to interpersonal relationships. Conflict management is not only about resolving conflicts that have already occurred, but also includes conflict prevention through effective communication, mutual understanding, and interpersonal skill development. Methods such as negotiation, mediation, and arbitration offer various ways to deal with conflict in a constructive manner, while education and training in conflict management provide tools for individuals and organisations to manage differences in a productive way. By applying effective conflict management principles and techniques, potential conflicts can be turned into opportunities for improvement and innovation, making organisations more adaptive, responsive and resilient.

Conflict in the Context of Education

Conflict in schools is a common phenomenon and can manifest in various forms, referring to disputes or disagreements between individuals or groups in an educational setting. One type of conflict that is often encountered is interpersonal conflict, which occurs between students and other students, students and teachers, or between teaching and educational staff (Camacho-Morles et al., 2021). This type of conflict can arise due to personality differences, academic competition, or social issues such as

bullying. Conflicts related to values and beliefs, for example related to issues of cultural or religious diversity in schools, also occur frequently and can pose special challenges in handling them because they involve sensitive factors (Chandra, 2021).

In addition, there are also structural conflicts related to school organisational systems and structures, such as resource allocation, timetabling, or school policies that students, teachers, or parents may dispute. Such conflicts often reflect dissatisfaction or differing views on how best to manage and operate the school (Chaturvedi et al., 2021). In the face of these conflicts, the importance of effective conflict management approaches, which can include mediation, negotiation and open dialogue, is crucial to creating a conducive and inclusive learning environment and teaching students important values about empathy, diversity and problem resolution (Chen & Guo, 2020).

The causes of conflict in educational settings are diverse and can stem from both inside and outside the classroom. Internal factors such as character differences, academic pressure, and lack of social skills can trigger conflict between students themselves or between students and teachers. External factors, such as parental pressure, social expectations, and social media influence, also play a role in creating tension in the school environment (Coombs, 2020). In addition, lack of clarity in school rules and policies, or differences in expectations between teaching staff and students and parents, can add to the complexity. The absence of healthy means of expression for emotions and opinions is also a frequent cause of conflict, as it increases frustration and misunderstanding (Darling-Hammond et al., 2020).

The consequences of conflict in educational settings can have a negative impact on both individuals and the education system as a whole. At the individual level, conflict can decrease students' and teachers' emotional well-being, reduce motivation to learn and damage interpersonal relationships (Dhawan, 2020). This can lead to lower learning outcomes and increased absenteeism or even dropping out of school. Meanwhile, at the system level, protracted conflict can create a toxic learning environment, disrupt the learning process, and reduce the reputation of educational institutions. Therefore, it is important for schools to have effective strategies in identifying, preventing and resolving conflict to ensure a positive learning environment and support students' academic achievement and social development (Diggele et al., 2020).

Conflict Management Strategies in Schools

Preventive and intervention measures

Preventive action in managing conflict in educational settings is essential to reduce the likelihood of problems arising and ensure a conducive learning environment. One of the main preventive measures is character education and social skills learning for students, which includes empathy, effective communication and conflict resolution. This programme can be implemented through the school curriculum or extracurricular activities (Dirani et al., 2020). In addition, training for teachers and school staff on how

to identify and manage potential conflicts is essential, including strategies to support students in managing emotions and raising awareness about diversity and inclusion. Creating clear policies regarding expected behaviour and consequences of violations is another effective preventive measure, along with the development of systems that allow students and parents to constructively raise their complaints or concerns (Dontre, 2021).

Conflict intervention, when it arises, should be swift and effective to prevent escalation. Mediation by a neutral party is often an effective way to handle differences of opinion, giving all parties the opportunity to be heard in a supportive environment (Dutta, 2020). Facilitating open dialogue between students, or between students and teachers, can help resolve misunderstandings and rebuild relationships. In more serious cases, individual or group counselling may be required for the students or staff involved. In addition, post-conflict analysis can be used to understand the root causes and adjust policies or practices to minimise the recurrence of similar situations in the future (Dwivedi et al., 2020). A transparent and fair intervention process, which takes into account the needs and feelings of all parties involved, will reinforce a positive school climate and foster a culture of mutual respect and understanding (El-Sabagh, 2021).

Training and professional development for educators

Training and professional development are essential elements in improving the quality of education and preparing educators to respond effectively to the challenges they may face in changing educational settings (Evans & Vaandering, 2022). Training programmes can cover a wide range of topics, such as the use of new technologies in learning, innovative pedagogical techniques, classroom management strategies, and approaches to inclusion and diversity. These opportunities for professional development not only improve teachers' teaching skills but also foster professional attitudes motivated by lifelong learning. Facilitating access to educational conferences, workshops and online courses on current issues in education is another way to support their development. This gives teachers the opportunity to share knowledge and experiences with their peers and update their practices with the latest educational trends (Farazmand, 2023).

Furthermore, mentoring and coaching programmes are an important part of professional development, as they help new educators navigate the early challenges of their teaching career and support the development of more proficient skills for all educators. Mentoring sessions aimed at developing specific teaching skills, time management, and effective communication can make educators more efficient and effective in their duties (Fernandez & Shaw, 2020). In addition, focusing on teacher well-being through professional development programmes, such as stress management and relaxation techniques, is also important for creating a supportive work environment and increasing job satisfaction. Providing adequate resources and support for professional

development demonstrates an educational institution's commitment to excellence in teaching and learning, while recognising and valuing the important role educators play in shaping students' futures (Folger et al., 2021).

The role of leadership in managing conflict

Leadership plays a crucial role in conflict management in any organisation, including educational settings. An effective leader understands the importance of a proactive approach in identifying and addressing conflicts before they escalate into bigger problems. Through communicative and inclusive leadership, leaders can create a safe environment for their members to raise concerns and issues without fear (Formosa et al., 2020). They also build trust and maintain openness, which enables collaborative problem-solving. By listening to all parties involved and using negotiation skills, they mediate situations fairly and objectively, implementing sustainable solutions that look after everyone's interests. Effective leadership in managing conflict also includes the ability to recognise and address the cause of the conflict, whether it is a communication problem, a difference in values, or an external stress factor that affects interactions between individuals in the organisation (Fullan, 2023).

In addition, leaders who are effective in managing conflict often act as role models, practising the behaviours they expect from others, both in terms of communicating in an empathetic, assertive and constructive manner, and in showing empathy and understanding for individual differences (Furlong, 2020). They instill a culture of respect for diversity and inclusiveness, encouraging the development of conflict resolution skills across the organisation. By supporting initiatives such as social and emotional skills training, and workshops on cultural sensitivity and intercultural communication, leaders demonstrate their commitment to building a co-operative and supportive environment. Active engagement in conflict management not only resolves disputes but also contributes to building stronger teams, improving morale and job satisfaction, and strengthening the organisation's capacity to innovate and grow (García-Morales et al., 2021).

Impact of Conflict Management on Educational Performance

Impact on student learning outcomes

The direct impact of effective conflict management in educational settings on student learning outcomes cannot be underestimated. When conflict within a classroom or school is managed in a constructive and fair manner, students tend to feel more secure and supportive, creating an environment conducive to learning. Students' stable and positive emotional state is essential for effective learning as it affects concentration, motivation and engagement in the learning process (Gaur et al., 2020). Students who are in an environment with well-managed conflict are more likely to take risks in learning, participate in class discussions, and explore new ideas, all aspects that

are vital for deep learning and critical skill development. Moreover, when students are taught conflict management skills and effective communication as part of the curriculum or school culture, they develop better social and emotional competencies that benefit their learning, facilitate effective group co-operation and teamwork, and enhance their ability to cope with challenges both inside and outside the learning environment (Gelles et al., 2020).

Furthermore, a learning environment free from unresolved conflict can have a lasting impact on student learning outcomes. This includes improvements in academic achievement, such as improved grades and basic competencies, as students have more energy and mental resources to focus on learning rather than coping with interpersonal tension or anxiety (González-Pérez & Ramírez-Montoya, 2022). Students also learn to be more effective problem solvers, a skill they apply in academic learning situations as well as in everyday life. When teachers and school staff demonstrate effective conflict management and build a positive school culture, students model these behaviours, reinforcing a culture of mutual respect and cooperation that directly enhances their learning experience. Thus, good conflict management not only creates a more comfortable and safe environment but also actively underpins higher educational attainment and students' personal development (Robinson et al., 2020).

Impact on teacher satisfaction and well-being

Effective conflict management in educational settings has a significant impact on teacher satisfaction and well-being. Teachers who operate in an environment with a good conflict management system feel more supported by the school administration and their colleagues. When inevitable conflicts arise, they have confidence that the issue will be dealt with in a fair and constructive manner (Griffin, 2022). This reduces work-related stress and frees up mental energy to focus on teaching and professional development. With this reduced stress load, teachers can perform their duties more effectively, produce higher quality teaching sessions, and have more time and energy to support students' individual needs. A positive, solution-oriented work environment also increases job satisfaction as it reinforces feelings of professional autonomy and recognises each teacher's contribution to the school community (Hadar et al., 2020).

In addition, when conflict is managed well, it creates conditions for teachers' emotional well-being to improve. They are more likely to feel valued, heard and respected, factors that are important components of psychological well-being. Teachers spend most of their time in interaction with students and colleagues, so a harmonious environment greatly affects their mental health (Hadgraft & Kolmos, 2020). When long-term conflicts and interpersonal disputes are managed effectively, levels of anxiety and depression among teachers can be reduced, leading to lower absenteeism and less need for stress-related sick leave. Consequently, this not only improves teachers' individual well-being but also positively affects the stability and consistency of

students' learning experiences, thus creating a more productive and stimulating learning environment for all learners (Hidayat, 2009).

Impact on school climate

Effective conflict management significantly contributes to the creation and maintenance of a positive school climate. Positive school climate is defined as the quality and characteristics of school life related to norms, values, interpersonal relationships, teaching and learning practices, and organisational structures. In schools where conflict is managed with an approach that promotes dialogue, openness and fairness, there is more effective communication between students, teachers and school staff (Hofer et al., 2021). This more open and inclusive climate encourages greater participation of the whole school community in making decisions and in the learning process itself. As a result, the school becomes a place where people feel safe and supported, reinforcing a higher sense of ownership and involvement in all aspects of school life (Huang et al., 2020). In such an environment, students and teachers are more likely to see the school as a place that supports differences, values individual uniqueness, and resolves conflicts in a constructive way, which in turn promotes harmony and contentment (Huber & Helm, 2020).

A positive school climate, reinforced by effective conflict management, also plays an important role in improving student learning outcomes and teacher professional development. Schools that have a positive climate tend to see a decrease in negative behaviours such as violence, bullying and vandalism, which are significant barriers to student learning and well-being (Haddar et al., 2023). Conversely, environments that encourage empathy, respect and shared understanding create the right conditions for effective learning. Teachers and students who feel safe and valued show increased motivation, creativity and engagement, all of which are necessary for learning and innovation (Tuhuteru et al., 2023). Thus, through character education and social-emotional skill development integrated in conflict management, schools not only improve their school climate but also lay important foundations for students' long-term academic and personal success (Aslan & Pong, 2023).

Conclusion

Conflict management in an educational context, it has been shown that proactive and positive approaches to conflict have a major impact on all aspects of school life. Research shows that structured education and training in conflict resolution and communication skills for teachers and students can reduce the incidence of conflict and improve individuals' ability to handle difficult situations more effectively. Research published in renowned educational journals reflects that good conflict management practices not only positively influence school climate and culture, but also contribute to better student learning outcomes, including improved academic achievement and the

development of higher social-emotional skills. The impact is broad and ranges from improvements in interpersonal relationships within the school to the strengthening of support systems for effective teaching and learning.

In addition, the findings from this study also demonstrate the importance of school leadership in implementing and maintaining effective conflict management practices. Leadership that is committed to building a positive and inclusive culture is likely to create an environment where issues and conflicts can be dealt with in a productive way and make the learning process more enjoyable for all. The research also underscores the importance of collaboration between teachers, staff, students and parents in the development and implementation of effective conflict resolution strategies, emphasising that the participation and support of a broad group of stakeholders can enhance the success of conflict interventions. The study generally confirms that schools that prioritise learning and positive conflict management practices will see long-term benefits, both in terms of students' educational experience and employee well-being.

This research contributes to the existing literature by expanding the understanding of the impact of learning and conflict management in educational contexts. By focusing on the effectiveness of proactive and positive approaches to conflict management, the findings add strong evidence supporting the theory that schools that implement systematic conflict resolution programmes are not only able to handle internal conflict more effectively, but also improve school climate, student engagement, and academic achievement. It fills a gap in the literature by providing insights into how character education and social-emotional skill development, integrated in conflict resolution strategies, can play a critical role in creating a conducive learning environment. Therefore, this study offers a new framework that can be used by educational practitioners and policy makers to design, implement and evaluate conflict management programmes that aim to improve educational outcomes and the overall well-being of the school community.

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