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RESEARCH JOURNAL OF PSYCHOLOGY



## Managing Conflicts in Schools: A Stakeholder's Analysis for Students, Teachers and Administrators

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### ***Abstract***

*The purpose of this paper is to examine conflict management in schools. The paper will explore the nature of conflicts in schools, their origin and explanations proposed by the researches. In addition the researcher will investigate the implications of that the stakeholders involved; namely, the students, teachers and administrators. The researcher formulated the following hypotheses 1) Aggressive children particularly those who are rejected by the peer group, experience multiple difficulties in encoding and interpreting cues in social interactions. 2) Training students in conflict management interventions facilitate a positive appraisal of conflicting situations, offering effective mediums for their resolution and convincing motivation for their applications. 3) It is predicted that teachers high in self-reported classroom management efficacy (CMEFF) and security of attachment (low on avoidance, anxiety) will validate the use of positive classroom management strategies (e.g., integrating, compromising), resulting in positive conflict management in classes more than insecure teachers and those low in CMEFF. 4) Administrators' (leaders) behaviors that involve higher levels of emotional management will be strongly related to improved levels of job performance. 5) In addition, higher levels of inspiration and communication of vision by leaders will be directly associated with lower levels of intimidation by the staff members. The analysis revealed a strong relationship in all except the first hypothesis through the rigorous content examination.*

**Keywords:** *conflicts, stakeholders, students, teachers, administrators, evolution, competencies, emotional intelligence (EI), growth, classroom management efficacy (CMEFF)*

### **Introduction**

“Conflict occurs when one or more people cannot agree on a subject. People generally experience conflicts when needs, instincts and desires counteract. These different needs, instincts, points of views and perception cause conflicts. We all live through occasional conflicts for thinking in a different way. This is part of being human.” Conflicts are inevitable when people work together in groups. If conflicts bring disagreement, tension and social disorder and violence, this will be a disavowable outcomes. At times, these conflicts many leads to positive outcomes, in the form of self-awareness and deep insights. There are some mutual positive outcomes among contradictory parties, or between two groups in contradiction with one another. Therefore, as conflicts are inevitable part of all human relationships, therefore resolving conflicts improves and strengthens a working relationship (Ayoko & Callan, 2010).

Not only can conflicts arise among individuals, groups in society, but these can transpire in all kinds of organizations among individuals and their team members, like government or private, and establishments such as educational institutions such as schools and colleges. Where ever there is a social group divide, be it among students and teachers in the form of class differentials, or between the management and teachers, or teachers and students, these conflicts tend to occur. In fact, categorizing people into groups is enough to produce discrimination which is perhaps one of the root causes of conflicts experienced by people living in groups at large (Bagwell & Coie, 2004). The present article analyses the conflicts in an educational environment. The researcher explores a body of literature to understand the origin of conflicts, its correct perception and how they can be dealt with via their managements in terms of reducing the effects where they tend to escalate through effective training of interventions to both the students and the administration. In addition, attention

has been paid to the gender differences that occur and the implications for in-group and out-group behaviors via evolutionary explanations (Friedman et al., 2000).

One of the main reasons the researcher chose this topic is that during her experience teaching college students in some of the prestigious educational institutes of Pakistan, she realized that there is a deficit in the implementation of conflict management strategies and competencies in the field of education. Currently, though some conflict management strategies are being employed, however, there are poorly timed and administered in a disorganized manner (Heris & Heris, 2011). Therefore, the researcher has ventured out to encompass her understanding in the area of question and if possible, suggest suitable remedies, and salvage the educational system which appears to be taking a downhill root.

This paper explores conflict in schools and the first section examines the conflict process within educational institutions and the roles and perspective of the stakeholders namely the students, educators and school leaders during the various stages of the conflict process from the inception to resolution. Based on the literature and observations of school-based interactions, this research aims to identify the limitations of addressing conflicts as well as a potential to explore alternatives that contribute towards a more peaceful and effective learning environment. Through addressing potential gender differences, in-group bias, and systemic shortcomings, in order to present strategies and solutions to containing them and sustains schooling conflicts (Hill, 2009).

Conflict is an inevitable component of human relations, occurring when individual or group needs, perceptions, or aspirations contradict one another. In reality, though, conflicts are generally remain neglected and they deepen due to biases, gender-differences, leading to communication failure and power struggles. This research studies school-based conflicts and their nature, as well as the potential ways of conflict resolution through a more formal and timely approach.

## **Literature Review**

### **The Origins of Intergroup Conflict; where are they rooted? Evolutionary Explanation**

When understanding what conflict is exactly, one cannot ignore the evolutionary explanations and understand whether these are psychological, biological, social are due to our evolutionary design. For example, some researchers outline the recent finding in evolutionary psychology, social psychology, biology and anthropology explaining the depth of evolutionary processes in intergroup conflict in shaping the behaviors genders (Friedman et al., 2000). A rigorous qualitative and quantitative analysis was executed to examine group conflicts tendencies. These trends also exist in the school environment, since both genders undergo puberty, conflicts are escalated in this phase of development, which roughly starts from 12 years. Indeed, intense conflicts like bullying and even cyber bullying occur commonly these days amongst children and teenagers. Although the researchers have hypothesized that group inclination is an adaptive response to threat of coalitional aggression and intergroup conflict perpetrated by „warrior males“ in both ancestral and modern environments affecting both males and females differently: yet, these type of group dynamics are observed amongst students and teachers (Heris & Heris, 2011). The study provides rigorous analysis via cross cultural analysis through ethnographical studies, while biological and psychological intergroup conflict is explored through the integration of evolutionary and examining predictions made by experiments in social psychology to gain

insights of the prevalence of intergroup conflict and why men are the primary agents and targets of this. The researchers outline the implications for both theory development and managing intergroup conflicts in the society at large.

### **Student Conflict**

In order to understand the conflict that student's experience, the focus will be on the gender differences in intergroup aggression that exist among children and teenagers' orientations and response to conflicts. Indeed, research posits sex differences by examining the evolutionary psychology: the male warrior hypothesis, which states that men (most arguably boys), possess psychological mechanisms enabling them to form coalitions capable of planning, initiating and executing acts of aggression on members of outgroups.<sup>5</sup> They argue that the male warrior hypothesis provides suggestions for interventions to improve intergroup relations, which are targeted specifically at male-to-male interactions. This is because they are the most likely perpetrators and targets of intergroup aggression and prejudice.

Additional research centers on the issue of understanding student conflict in the social interactions of children and teenagers (Kiralp et al., 2009). As conflicts occur in any close intimate relationship, student friendships are no exception to this rule. A central issue that's concentrated on is how aggressive children's friendship differs from nonaggressive children, even though aggressive children may have one close friend, despite lacking social skills. Moreover, these children do not have strong ties with school and hence their close friendships occur outside of schools. Additionally, these children have little or no adult supervision of parents and teachers (Kuhnle et al., 2010). The researchers conclude from their research that aggressive boys are expected to have friendship with a bullying style of interaction and with less developed skills in emotional regulation. Non aggressive boys on the contrary are characterized by greater: positive engagement, reciprocity and on-task behavior, while interacting with aggressive boys and their friends (LaRusso & Selman, 2011). Additionally, more rule breaking behavior was employed by aggressive boys than their counterpart non aggressive boys when encountering conflicting situations. Although both aggressive and nonaggressive boys have fun while interacting with their best friends, yet the friends of aggressive children entice each other towards rule breaking behavior than nonaggressive boys.

Moving on to the evolutionary explanations female student conflict orientation, that the threat of sexual aggression may have uniquely shaped women's psychology of prejudice and this has carried over effects on intergroup conflicts (McDonald et al., 2012). Hence their responses to conflict are more a defense against sexual coercion against outgroup men. Interestingly, such patterns of behaviors are commonly seen amongst girls in schools, particularly around the age groups of children experiencing puberty, there is usually an increase on aggressive encounters in schools, as boys fight with other boys on the safety of their beloved girl. Girls respond to such threats as they avoid encounters which put them at increased risk of sexual coercion (Morris-Rothschild & Brassard, 2006). Another explanation for understanding conflicting situations experienced by girls is that aggression is more frequently displayed by some girls and as such these girls report higher levels of relational aggression while interacting with their friends. Mechanisms such as these often are used to foster antisocial behaviors when they interact with each other during conflicting situations (Mura et al., 2010).

Early adolescence is particularly marked by increased interpersonal conflicts (Palanci & Okutan, 2010). Therefore, middle school can play a supportive role to foster conflict management strategies to encounter interpersonal problems such as gossip, ostracism, romantic disputes and harassment.

### **Teacher Conflict**

Education is, on the first priority for progressive and developing countries especially for third world ones, it is imperative to understand conflict management applications in the area of education at all levels, among staff and the management. Special programs can provide much needed awareness into the origins, understanding, propose strategies for efficacy and thereby foster a healthier psychosocial development for everyone in and beyond the educational environment.

Whereas, much of the research in the area of classroom management has emphasized on what teachers do in the classroom to maximize student compliance, however, the research has failed to address the intrapersonal variables of the teachers themselves, as to why teachers use certain conflict management styles and their classroom management efficacy in the use of specific conflict management styles (Sahenk, 2010). In addition very limited research has been done in the area of attachment styles in the working model of relationships, and hence may determine conflict styles (Tajfel, 1970). Research indicates that teachers classroom management efficacy (CMEFF) was closely associated with those styles of conflict management which include concern for self and concern for others (Turnuklu et al., 2009). Other research suggests that highly CMEFF teachers evaluate themselves to better cope with stressors, such as conflict with their students, and are less sensitive to their own deficiencies. This permits them to employ conflict management strategies effectively, benefiting both themselves and the students (Rahmadayanti et al., 2021). Additionally, if teachers are worried about their relationship with their students and their colleagues that this too will reduce focusing on meeting their daily goals of teaching (Khadija, 2022).

Teachers encounter conflict similar to students, among their colleagues and sometimes with their superiors in charge. In trying to stipulate the understanding of teacher conflict management strategies, research outlines the important relationship between the emotional intelligence (EI) and conflict management strategies. In addition, Potential mediators include the more cooperative and forgiving coping style for teachers with high EI. On the basis of their findings, it is proposed that teachers who are high on EI and social skills will be deeply engaged to find a solution that works for everyone involved to deal with conflicts amongst students or amongst teachers and students (Ertürk, 2022). They even play a role in helping create friendly space in their classrooms to allow expression and promote effective communication and creative problem-solving skills. The researchers finally propose the implementation of special programs for the skill acquisition of EI and understanding of possible conflicting situations for conflict management.

### **Administrative Conflict**

The ability to successfully resolve conflict is an important skill for school administrators to develop. A major reason for this is that administrators are faced with conflict between individual needs and organizational needs, requiring them to spend a major part of their time applying conflict management strategies. In trying to attempt these, the "appropriate" management strategy in a given situation is dependent upon the correct identification of the



origin of conflict, their participants and the relationships between the two conflicting parties, for effective conflict resolution. Primarily, these strategies must reduce the dysfunctional dimension of conflict in order to capitalize on the functionality for everyone's benefit. Consequently, conflict anticipation and detection should always constitute good conflict management expertise. Many researches have concluded that there is a correlation between the conflict resolution strategies used by the school administrator and the school employing CMEFF in the form of empathy, communication and being flexible. Besides openness to change, emotional, cognitive awareness, and the school managing process with students, school activities, teachers and families, and the difficulties emerged in the social environment were also found to be correlated to the school management's problem-solving ability (Shanka & Thuo, 2017). Infact as administrators or principals of an educational institutional are nothing less than leaders that bring about change, hence all research looking into the aspects of leadership styles most aptly applies to them. For this purpose, administrators or leaders who demonstrate EI during their interactions need not only to regulate their own emotions but have not only to regulate the emotions of others as well. EI competencies assist in modulating emotions and are so important to leaders, and hence administrators who are able to remain calm and composed, have powerful influences not only on the subordinates such as teachers but on the students themselves. In addition, not only are such remedies provide a modeling framework for teachers but this invariably will have trickle down effects on the students modulating their own emotions (Rahmadayanti et al., 2021). Additionally, effective administrators who are able to provide emotional leadership are also able to develop good relationships with their teachers and are able to propose pragmatic solutions in disputing conditions.

One of the factors that underlies the success of a school is conflict resolution strategies of administrators. Most principals well aware of the stress involved in their work and the demands on them, EI, interpersonal and intrapersonal skills and stress management are extremely essential that they should be equipped with. Research suggests that problem solving skills of administrators are affected more by situational factors than by dispositional factors (Naidoo, 2019). EI is the most important personality trait of principals and is related to emotional regulation, self- awareness (meta-cognitive processes), their resolve and how they affect administrators and teachers in the decision-making process.

In addition, some research has outlined the factors associating administrators' roles in managing the team work of teachers (Harris, 2019). Some research indicates that teamwork increases innovation and job satisfaction, while other research indicates that this teamwork does not always bring success to organizations. Research suggests that conflict may lead to desirable outcomes such as innovation and alternatively, also undesirable social outcomes such as animosity (Himmetoglu et al., 2020). Findings dictate that team members' reactions to conflict have significant impact on team outcomes and that their reactions to conflict are associated with task performance and bullying. Altogether, research indicates that destructive reactions to conflict, rather than positive reactions to conflict, appear to be more prominent to team (teachers) members and leaders (administrators) and the perception of these destructive reactions to conflict which is more successful in predicting outcomes in teams.

Moreover, as previous findings indicate that effective team leaders (administrators) with more transformational styles (e.g. inspiration and vision) were better at managing negative events that affected the team (Martin 2019). Furthermore, teachers or team members who have a negative perception of their leaders' emotional management competencies as bullies

may react destructively in conflicting situations. Therefore, leaders or administrators with emotional management behaviors need to be cautious so that they are not perceived negatively by their teaching staff or subordinates. Here, the moderating role of transformational leadership in managing conflicts is considered (Martin 2019). Team leaders and administrators who have enhanced emotional management competencies are possibly able to diminish destructive reactions to conflicts and intimidation among staff members (teachers). Not to mention, the teachers are likely to carry on the same effect to the students. Hence, leadership is a powerful moderator of team outcomes of performance and they connect team members in meaningful ways to reaching team goals. Therefore, transformational leadership style adopted by the administrators has a significant role in the management of emotions as well as the emotional consequences of the teachers.

## **Methodology**

### **Objective**

The purpose of this paper is to examine conflict management in schools.

### **Research Question**

The researcher ventured to explore the nature of conflicts in schools, their origin and their explanations. In addition, to investigate the implications of the stakeholders involved; namely, the students, teachers and administrators and to offer suitable interventions for executions.

### **Hypotheses**

The researcher formulated the following hypotheses based on prior researches and the issues in question:

- 1) Aggressive children particularly those who are rejected by their peers, will experience various difficulties in encoding and interpreting cues in social interactions.
- 2) Training students in conflict management interventions facilitate a positive appraisal of conflicting situations, offering effective mediums for their resolution and convincing motivation for their applications.
- 3) It is predicted that teachers high in self-reported classroom management efficacy (CMEFF) and security of attachment (low on avoidance, anxiety) will validate the use of positive classroom management strategies (e.g., integrating, compromising), resulting in positive conflict management in classes more than insecure teachers and those low in CMEFF.
- 4) Administrators (leaders) behaviors that involve higher levels of emotional management will be strongly related to improved levels of job performance.
- 5) Higher levels of inspiration and communication of vision by leaders will be directly associated with lower levels of intimidation by the staff members.

### **Procedure**

The present paper investigates to provide a comprehensive analysis of the empirical studies, to demonstrate conflicts and their management in educational settings, encountered by the

stakeholders: students, teachers and administrators. The researcher collected prime source information from online journals, those found on [www.sciencedirect.com](http://www.sciencedirect.com). The researcher then scrutinized and identified necessary information from the research articles to validate the formulated hypotheses. The current investigation is prepared through a rigorous content analysis.

## **Analysis and Discussion**

In the present research analysis, the researchers had compiled the hypothesis based on prior research. For the case of argument, the researcher will examine the findings suggested by each of these hypotheses and provide suitable evidence and discussions systematically.

In endeavoring to understand the causes of conflicts experienced by the students, the researcher hypothesized that aggressive children particularly those who are rejected by their peers, will experience various difficulties in encoding and interpreting cues in social interactions.

The reason for selecting this hypothesis is connected with the proposition of the male warrior hypothesis which is: "A first implication of this emerging perspective is that humans, particularly men, may possess psychological mechanisms enabling them to form coalitions capable of planning, initiating and executing acts of aggression on members of outgroups (with the ultimate goal of acquiring or protecting reproductive resources)." (Marshall, 2018).

The male warrior hypothesis makes various suggestions for interventions to improve intergroup relations and in doing so it proposes interventions when men are faced with out-group coalition threat, specifically targeted at male-to-male interactions because they are the most likely perpetrators and targets of intergroup prejudice and aggression. The content analysis results stipulated that however that, aggressive children do not show consistent perceptual bias in their assessment leading to poor conflict management. Prior research provides a number of explanations for these findings as aggressive children overestimate their own competence and status, and deny negative evaluations by peers towards them to protect themselves of the negative feedback (Victor, 2017). Thus, displaying peer rejection in the form of dismissing these points of views and reducing the effects of negative evaluations from peers.

The researcher had hypothesized that training students in conflict management interventions facilitate a positive appraisal of conflicting situations, offering effective mediums for their resolution and convincing motivation for their applications. There is abundant data to substantiate this hypothesis and appear to highlight the importance of the perception of the environment by students as a determining factor in choosing a conflict management technique.

Habibi et al., reported the effects of conflict management intervention training, and the two questionnaires administered before and after the intervention program of the students. Thus the proposed conflict management interventions improved the cognitive, emotional and social dynamics that characterize conflict. It gave students better understanding of the environment, while facilitating a positive reading of the episodes of conflict, and providing advanced instruments for their resolution in addition to stronger motivation to apply them. The findings are suggestive of that educational intervention programs for conflict management are strong indicators of improved reading of episodes and it provides an



advanced instrument for their resolution encouraging their applications in the school environment. (Habibi et al., 2018)

Another hypothesis from prior research (Wieczorek & Manard, 2018) is to understand the processes of conflict management from the perspectives of teachers in an educational environment stipulated that teachers high in self-reported classroom management efficacy (CMEFF) and are secure in their attachment style (low on avoidance, anxiety) will validate the use of positive classroom management strategies (e.g., integrating, compromising), resulting in positive conflict management in classes more than insecure teachers and those low in CMEFF. Results of the investigation revealed that teachers with self-reported secure attachment styles were significantly over-represented in the high integrating category. More than half of the securely attached teachers were in the high integrating category, in contrast, significantly few teachers who of teachers with preoccupied attachment styles were high integrators. In addition, as anxiety over relationships increases, interpersonal conflict causes unregulated stress in the individual because the individual does not feel capable of adequately handling the conflict, and is concerned about damaging the relationship with the disputant. Teachers as a consequence of this unregulated effect use less constructive conflict management strategies in their classes. The results of this study take by (Adhikari & Shrestha, 2023). indicated that teachers who endorsed items that reflected a high degree of attachment avoidance and anxiety were less inclined to use integrating conflict management strategies. Consequently, these teachers are low in CMEFF and EI and are at increased risk for engaging in counterproductive teacher–student relationships and increased interpersonal conflict.

The hypothesis observing the powerful contribution of the administrative conflict in a school environment that) administrator (leaders) behaviors that involve higher levels of emotional management will be strongly related to improved levels of job performance. (Chen & Guo, 2020). The findings are consistent with the proposed hypothesis in the sense that destructive reactions to conflict, rather than positive reactions to conflict, have significant effects on team outcomes (task related and in social interactions). Indeed, there is a possibility that the experience of conflict that elicits a productive reaction is not as noticeable as those that elicit destructive reactions to conflict in teachers (teams). Additionally, prior research demonstrates that people respond differently to positive and negative stimuli and negative events tend to elicit stronger negative emotions than positive ones (Karakose et al., 2021).

Furthermore, the hypothesis pertaining to administrative conflict is that the extent to which staff members are intimidated will be negatively correlated to the degree by which the leaders communicate vision and inspire the staff (Kanwal et al., 2019). Specifically, the results indicate that leader's competency in emotions management behaviors and other transformational behaviors such as creating a vision are important for managing and leading teams. Indeed research concedes that transformational leaders (are more) likely to improve group performance the research endorsed this fact that teams that reported higher levels of destructive reactions to conflict, but had leaders with high levels of inspiration and communication of vision, reported increased levels of team task performance (Razak et al., 2018). The findings are also consistent with the research indeed research has demonstrated that transformational leadership successfully predicted higher project quality (Liebowitz & Porter, 2019). In addition many researches further endorse the findings of the study in the way that effective team leaders with more transformational styles (e.g. inspiration and vision) were better at managing conflicting situations the team (Ni et al., 2018).

## **Interventions**

The researchers have outlined important implications from the content analysis and organized the following recommendations:

Some researchers have proposed educational interventions that have been found to be effective in conflict management in schools (Li et al., 2020). These interventions promote an increased awareness on the cognitive, emotional and social dynamics that characterize conflict (Lufungulo et al., 2021). It gives a better understanding of the environment and facilitates a positive reading of the episodes of conflicts in the students empowering them with advance instruments for their resolution in addition to stronger motivation to apply them.

Furthermore, to reduce negative effects of the friendships of aggressive children, earlier studies have also researched on the effects of conflict resolution and peer-mediation training on high school students' conflicts (Lodi et al., 2021). The implications are profound: First, peer-mediation can be a useful tool in resolving student conflicts across different cultural settings. Second, peer-mediation might also be useful in helping the students acquire the necessary skills to manage their conflicts by mediating their actual conflicts, and, thus preventing conflicts. Moreover, as the nomination and selection of the peer mediator students by the students themselves they were able to trust and confide in the mediators.

Besides, reported engagement in fewer behavioral risks also was associated with attending schools with more supportive teachers ("conflict resolution climates") than with less supportive ones (Blaik Hourani et al., 2021). In addition, the students' perception of teachers in providing a supportive environment contributed positively (George & Wooden, 2023).

Today's rapidly evolving competitive challenging business environment has left its effects on education as well. Hence, administrators need to recognize the need for the organizations specifically educational institutes to quickly adapt to these shifts (Allam & Martin, 2021). In doing so administrators need to understand that conflicts are going to emerge as a consequence of the organizational changes which are imperative to execute (Dogan, 2016). Thus, administrators who develop skills in team building, managing change initiatives, effectively communicating interventions, addressing stakeholder responses, and sustaining these in long-term effectiveness are more likely to enhance overall educational performance (Gichohi, 2015).

The research draws attention to the role of conflict management skills as well as problem solving skills among school administrators (Kyriakides et al., 2015). Research is suggestive of the need to train team leaders (school administrators) in emotions management skills while developing their competency in transformational behaviors (Ali et al., 2014).

Furthermore, specialized programs focused on enhancing emotional intelligence (EI) among administrators could foster a more supportive work environment for teachers (Amanchukwu & Ololube, 2015). By strengthening their understanding of conflict dynamics and management strategies, such initiatives would help mitigate the negative impacts of disputes and promote a more harmonious school climate (Hill, 2009).

## **Limitations**

The current analytical paper has the following limitations:

- 1) The data was collected from scrutinizing existing research and no empirical data was collected in the process.
- 2) Furthermore, another area that was excluded in this paper is to explore conflict management with respects to power differentials in an educational environment.
- 3) Additionally, the researcher would have liked to add richness to the content analysis by adding more researches but time constraints limited such endeavors.
- 4) Nonetheless, the scope of the study is limited and analyses existing research to address the research hypotheses which is more a qualitative analysis.
- 5) An empirical study would be needed to examine proposed interventions and the effects they leave on the stakeholders' students, teachers and administration Potential directions for future study might investigate power, culture, and long-term effects of conflict management initiatives.
- 6) Finally, this paper argues for a skills-based, integrated approach to conflict resolution that encompasses and unifies the goodwill of stakeholders and effectively supports the development of an educational system that serves stakeholders' decisions and ensures that conflicts act as accelerators, not inhibitors, of the educational process.

## **Conclusion**

School conflicts are a natural result of dealing with people and groups who have different views, desires and values (students, teachers, administrators). While these create stress, they also offer opportunities for growth through developing interpersonal skills with better communication, and increased bonding (closeness) amongst members encountering conflicts, when we develop better coping skills and respond well to conflicts (Amanchukwu & Ololube, 2015). This study highlights the importance of successful conflict resolution in the promotion of a positive school environment. Not only that, they also seeds for hyper-learning environment facilitating intrinsic motivation, growth mindset, developing life-long learners., promoting holistic learning.

The findings suggest that the utility of promoting targeted multilevel interventions (e.g., conflict resolution programs for students, EI for teachers, transformational leadership for school administrators) to reduce harmful effects and facilitate positive exchanges.

Specialized programs, for example for (antagonistic) and socially rejected children, can change perceptions of conflicts and also teach skills for positive problem-solving skills. Teachers are aided in classroom management effectiveness and in decreasing disruptive behaviors by EI training and secure attachment practice. Charismatic and transformational leaders within school environments like the Principals are instrumental in demonstrating and modelling how to deal effectively with conflicts; motivate not only teachers but students and the entire staff at all levels of management., and create a supportive learning environments. The paper also highlights systemic deficiencies in existing processes to manage conflicts and calls for structured, timely, and stakeholder-responsive measures.

Another important conclusion that teachers to strive hard to provide support for students as these will have carry over effects on the execution of conflict management effectively in a school environment.

Increasing teachers' knowledge in the area, different styles of conflict management strategies would serve as an appropriate base for any teacher education workshop or seminar, particularly if it is coupled with the use of didactic instruction and role playing. For example, role play scenarios can be developed by facilitators and alternative ways of addressing various situations.

To conclude, classroom management efficacy (CMEFF) training augments the success of any such program. Some data suggests that early adolescents who reported using more cooperative and fewer aggressive conflict resolution strategies also reported to engage in fewer personal health risk behaviors.

When we champion EI and CMEFF in schools, conflicts provide growth opportunities, resulting in a progressive positive learning environments.

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