Conflict Management among Students in School

Dr. Talware S.L.
Department of Psychology
Dr.B.A.M.U.Aurangabad

Dr. Ashtaputre A.A.
Department of Psychology
Dr.B.A.M.U.Aurangabad

Dr. Ambhore A.M.
Department of Psychology
Dr.B.A.M.U.Aurangabad

Dr. Bhutekar S.V.
Department of Psychology
Dr.B.A.M.U.Aurangabad

Dr. Bochare B. R.
Department of Psychology
Dr.B.A.M.U.Aurangabad

Dr. Sheikh M. R.
Department of Psychology
Dr.B.A.M.U.Aurangabad

Dr. Taur A. D.
Department of Psychology
Dr.B.A.M.U.Aurangabad

Abstract

Most studies have shown that learners' misbehaviors and classroom management are one of the biggest challenges and concerns of teachers (Farmahini Farahani, M., & Ziaeiyan Alipour, F.2012). It involves allowing both parties to express their points of view, interests, and provide ways to find acceptable solutions. Present research focus on conflict management among students in school, for the present purpose some research papers were studied. on the basis of research review it can be concluded that conflict management is very important part in the schools if there is no proper management of conflict among students teachers will not be able to teach, and learners will not be able to learn. Nowadays, the educational psychologists believe that effective classroom management can promote the learners' learning opportunities.

Background

In recent years, conflict situations are a frequent reality in Portuguese schools, and their identification, understanding, and management characterize a continuous concern area for the psychologists and education science professionals, fundamentally because of their impact on the teachers' performance. These conflicts affect the quality of the learning environment and the teachers' performance. In this sense, emotions affect the teacher–student relationship and help to understand the classroom climate profile (Meyer and Turner, 2007). Integrating is a conflict management strategy also called for collaboration, cooperation, or problem solving, where there is a concern to satisfy one's own interests and those of the others. According to Rahim (2002), individuals who use this strategy manage conflicts directly and cooperatively, seeking to solve in collaboration with the other. It is important to state that it is a strategy that expresses a conduct orientation characterized by high cooperation and high assertiveness (Medina and Munduate, 2005). This strategy requires openness, information exchange, and analysis of differences between the parties, to reach a solution that satisfies those involved in the conflict (Rahim, 2002). Dominating strategy is characterized by a high concern for own interests and low concern for the others, reflecting the attempt to satisfy one's own interests without consideration of the interests of the other (Rahim, 2002). By using this strategy, the teacher seeks to achieve his goals by sacrificing the students', feeling that conflict can be controlled by mastering and suppressing the student's needs and expectations. This is characterized by a high assertiveness and lack of cooperation, in which the acquisition of objectives is viewed with supremacy over the interests of the other party (Medina and Munduate, 2005).

The obliging strategy represents the willingness to satisfy the benefits of the others while neglecting one's own interests (Rahim, 2002), that is, when the teacher, in the presence of classroom conflict, values the interests of the students over his/her interests. When this strategy is adopted, the teacher faces the conflict passively and complacently, following the students' decisions. It is a conflict management strategy in which cooperation is high and assertiveness is low (Medina and Munduate, 2005). In avoiding strategy, the individual ignores or neglects the interests of both parties, avoids getting involved in the conflict, and allows occurrences to follow their course without attempting to conflate to the satisfaction of the interests of either party (Rahim, 2002). In the classroom, by using this strategy, the teacher demonstrates low concern for the students' own goals and objectives, staying out of the situation that causes the conflict, or remains neutral in the classroom.

This strategy is characterized by a low degree of assertiveness and a low degree of cooperation, where neither its interests nor those of its opponents are satisfied (Medina and Munduate, 2005). Compromising strategy represents the attempt to satisfy, moderately and partially, the interests of all those involved in the conflict (Rahim, 2002).

Related studies

Conflict between students is a common problem in the schools. If they are not supervised and controlled in a practical way, it can prevent school from reaching its goals and objectives and will have negative impact on school climate. One of the approaches for reducing conflict between individuals or groups at home or in the school or work place is mediation. Teaching students conflict management and resolution skills may provide them with necessary tools to solve their own conflict in a productive and practical way. This kind of training can also improve students` self-esteem , self-confidence, and communication skills.Main thrust of this paper is on the exploration of the history of mediation and explain essential elements of adult and peer mediation programs. **Shahmohammadi, N. (2014).**

the physical environment of the schools appeared healthy and competition for limited resources was rare, intergroup and interpersonal relations were major sources of interpersonal conflict. It was also found that management issues, personnel practices, work structure, employee development, cultural differences and ethical concerns were major causes of interpersonal conflicts *Crossfield, D., & Bourne, P. A. (2018)*.conflict can encourage creativity, adaptation, and school innovation. There are several styles of conflict management that can be used in the handling conflict in schools. The limitation of this research is that it only addresses conflict management in certain cases at school. The application of conflict management in schools will ultimately improve the harmony of relations between school members and increase the effectiveness of the school so that it precisely and effectively achieves desired goals. **Larasati, R., & Raharja, S. (2020, February).**principals and teachers use avoidance and accommodation strategies for effective management of conflicts in secondary schools, and their related implications in the internal school management. Thus, the resolution is based on applying the appropriate strategy of conflict resolution based on the prevailing nature of the conflicts and circumstances surrounding the conflict situation **EDO, B., & OMUNAKWE, C. (2021).**

A collaborative approach to conflict management, we argue, may enhance levels of trust and cooperation between the president and the board. Collaboration may be an especially useful strategy for resolving and/or regulating conflicts and loosening the grip of dissension where confrontation involves stakeholders with differential power and resource. **Ghaffar, A. (2009).**Major conflict management strategies included; building leadership skills, following rules and regulations. embracing change, wise allocation of recourses, involvement in decision making, providing opportunities for training, and understanding individual differences and roles, In case of disputes, techniques included; discussions, punishing, forcing, compromising, avoidance, and ignorance. This study concluded that school leaders need to understand the sources of conflicts and have a mechanism in place for staff to voice their concerns. Additionally, leaders need to continuously build leadership competences, be open to change, involve and provide staff with opportunities for growth. Besides, schools leaders should look for ways to acquire and expand funding sources. **Shanka, E. B., & Thuo, M. (2017)**

Conflict is both constructive as well as destructive and it depends on how it is dealt with which will make it either positive or negative. Furthermore, it appears that there are several types of conflict and these are interpersonal, intrapersonal, intergroup, intragroup and interorganisational. Additionally, there are many causes of conflict and it is important that these causes be analysed and understood because without this, it would be difficult to deal with conflict. It also appears that there are varied ways of handling a conflict situation and the principals should be able to judge the situation so that they can use an appropriate method of resolving a problem. There are two approaches to solving problems: the first is rational problem-solving and it involves definition of the problem, generation of alternative solution, evaluation and selection of alternatives and implementation and follow up on the solution. The second approach is the creative problem-solving. It is used to improve the first two steps of the rational problem- solving. **Mofolo, R. (2004).**

Conclusion

Disruptive behavior in classrooms is a significant challenge for learning in schools and risk factor for the students' academic achievement and a significant source of teachers' work related stress. Most studies have shown that the learners' misbehaviors and classroom management are one of the biggest challenges and concerns of

Conflict Management among Students in School

Dr. Talware S.L., Dr. Ashtaputre A.A., Dr. Ambhore A.M., Dr. Bhutekar S.V., Dr. Bochare B. R., Dr. Sheikh M. R. and Dr. Taur A. D.

teachers. on the basis of research review it can be concluded that conflict management is very important part for schools if there is no proper management of conflict among students teachers will not be able to teach, and learners will not be able to learn. Nowadays, the educational psychologists believe that effective classroom management can promote the learners' learning opportunities.

References

Farmahini Farahani, M., & Ziaeiyan Alipour, F. (2012). Faculty members' teaching quality based on the Mycourse scale from the student's viewpoint. *Education Strategies in Medical Sciences*, *5*(3), 157-161.

1) Shahmohammadi, N. (2014). Conflict management among secondary school students. *Procedia-Social and Behavioral Sciences*, *159*, 630-635.

2) Crossfield, D., & Bourne, P. A. (2018). Management of interpersonal conflict between principals and teachers in selected secondary schools in Bermuda. *Insights Anthropol*, *2*(1), 90-104.

3) Larasati, R., & Raharja, S. (2020, February). Conflict Management in Improving Schools Effectiveness. In *3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)* (pp. 191-197). Atlantis Press.

4) EDO, B., & OMUNAKWE, C. (2021). Principals' Conflict Resolution Strategies on Effective Management of Secondary Schools in Port Harcourt Metropolis.

5) Shanka, E. B., & Thuo, M. (2017). Conflict Management and Resolution Strategies between Teachers and School Leaders in Primary Schools of Wolaita Zone, Ethiopia. *Journal of Education and Practice*, *8*(4), 63-74.

6) Ghaffar, A. (2009). Conflict in Schools: Its Causes & Management Strategies. *Journal of Managerial Sciences*, *3*(2).

7) Mofolo, R. (2004). *Conflict management practices of the high school principals in the Maseru town* (Doctoral dissertation, University of the Free State).