



Analysis of Conflict Management Practices and Strategies at the Elementary School Level in District Rahim Yar Khan

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Abstract

The study was intended to analyze the conflict management, practices, and strategies at the elementary school level in District Rahim Yar Khan. In this article, challenges faced by teachers and head teachers in management practices and strategies at the elementary level will be discussed, as well as dynamic management strategies to resolve issues between teachers and administration are addressed. To analyze the role of leadership in promoting quality education at the elementary level, all the male and female teachers (4128) and head teachers (316) at the elementary level from District Rahim Yar Khan were considered as population. The descriptive survey design and stratified random sampling techniques were employed to accomplish the goal. A 45-item self-structured questionnaire based on a 5-point Likert scale was utilized to collect the data from 1534 participants (1376 teachers & 158 head teachers). The collected data were analyzed by using SPSS both descriptive (mean, standard deviation, and frequency value) and inferential statistics (i.e. Independent Samples t. test and ANOVA). It is employed to know the difference between participants' opinions based on demographic variables i.e. gender, locality, designation, qualification, and teaching experience. As a result, methods and strategies for managing conflicts have a positive impact on academic performance by creating a less tense atmosphere in the classroom. In short, skillful conflict management paves the way for honest communication, collaborative decision-making, consistent feedback, and speedy resolution of problems.

Key Words: Conflict Management, Practices, Strategies, Elementary School Level



Introduction

This study aims to find out how Pakistani teachers handle their disagreements because conflict management is critical in an educational setting. It is essential to confront conflict head-on and find a way to resolve it by developing the skills necessary to handle it in an appropriate and constructive manner, forming collaborative partnerships, and developing integrative solutions. The ideal atmosphere at schools is one in which appreciation and harmony coexist, and conflicts are avoided at all costs so as not to disrupt the teaching and learning that takes place there.

As a small version of society, the school has a lot of different worldviews and ways of being, thinking, and living. This makes it a place where people can show how different people are and where a lot of fights happen (Valente, 2020). Recognizing that school causes social variation and accepting that interpersonal conflicts are unavoidable and critical first steps. Conflict is a disagreement between two or more people. It can be caused by many things, such as different ideas or competition, negative perceptions, unclear role expectations, or a failure to communicate (Ellis, 2011).

According to Aja (2013), “Conflict is an opposition or struggle between two or more forces that arise either from the pursuit of different goals or from a group of competing beliefs”. Opposition or rivalry between two or more forces is conflict. Conflict arises when two or more parties have competing claims to scarce resources or status and engage in violent conflict in order to win. Oboegbulem and Alfa (2013) state that all human relationships, including organizational ones, involve disagreements.

Schools, like other institutions, have many people with diverse personalities, thus conflicts are inevitable. If conflict leads to poor communication and work relationships, tension, argument, low team performance, and antagonism, it can hamper the schools’ capacity to function smoothly (Makaye & Ndofirepi, 2012). Conflicts can be beneficial if addressed properly. These advantages include relationship strengthening, issue and solution identification, knowledge and competence, and peace by uniting opposing parties and balancing legitimate interests. Thus, school directors need conflict management skills to run the school smoothly.

People are discouraged and unhappy when they are in a conflict because they are afraid of unknown risks (Adhiambo, 2011). Conflicts can lead to a more peaceful work environment



for educators if they are dealt with in the right way. There is no way to avoid conflict. Ramani and Zhimin (2010) say that it is theoretically impossible to settle and handle all disagreements. However, experts argue that in order to improve and minimize negative consequences, teachers and school administrators should be adequately informed about conflict and how to react or handle it (Olubunmi, 2014).

Bano et al. (2013) define *conflict management* as “removing cognitive barriers that make it hard for two parties to agree”. Structural, value, relationship, interest, and data conflict categories exist. Unequal control, the distribution of property or resources, the exercise of power and authority, obstacles to collaboration due to geography, the physical world, or the environment, and time constraints are the causes of structural disagreements. Time pressures also produce structural conflicts. Value conflicts occur when opposing views, lifestyles, philosophies, or faiths are exposed. Strong emotions, inaccurate impressions or stereotypes, ineffective communication, and unpleasant and/or recurrent actions produce relationship disagreements. Interest conflicts stem from content, procedural, and psychological rivalries. In conclusion, data disputes involve a lack of information or erroneous information, various priorities, alternative data interpretations, and different evaluation procedures (Valente, 2020). In short, conflict is unavoidable in schools; every modern institution requires conflict resolution solutions. As long as there is an objective and logical exchange of information and ideas. Armstrong (2011) stated that a joint re-examination of the various points of view can result in new or modified ideas, insights, approaches, and solutions.

Statement of the Problem:

The researcher found that earlier studies had been carried out in a variety of settings, but that there was not a single study that had been carried out in the area of Rahim Yar Khan in Punjab, Pakistan. Conflicts are an inevitable part of the educational environment, and they have a direct bearing on the effectiveness of both instructors and institutions. The management of the school uses a variety of conflict resolution approaches in order to address disagreements that arise between instructors, teachers and students, and between teachers and administration. As a result, it is essential to investigate the methods and approaches used by different school levels to handle and resolve disagreements. This study aimed to analyze the conflict management practices and strategies at the elementary school level in district Rahim Yar Khan.



Significance of the Study:

- This study aimed to analyze conflict management practices and strategies at the elementary school level. Therefore, the study will contribute significantly to the field of research.
- The study is helpful for the head teachers, teachers, and students at the elementary school level to know about conflict management practices and strategies.
- The study is helpful for different stakeholders of the field of education i.e. parents, policymakers, and district school administration.

Objectives of the Study:

This study had the following objectives:

- To assess the conflicts between head teachers and teachers at the elementary school level.
- To analyze the conflict management practices and strategies at the elementary school level.
- To ascertain the difference between teachers' opinions based on demographic variables i.e. gender, locality, designation, qualification, and teaching experience.
- To ascertain the difference between head teachers' opinions based on demographic variables.

Literature Review

In an educational institution, managing conflict means that people who are directly or indirectly involved in a conflict or who have been invited to do so take proactive or reactive steps to stop and control conflict. Shedrack (2006) states that conflict management can be proactive or reactive, but should consider as the study of pre-and post-containment strategies that help manage conflict between or within groups positively. Conflict regulation and management are sometimes used interchangeably. It covers prevention, resolution, and containment. It covers all aspects of effectively resolving conflict, including proactive conflict avoidance. This is also covered. Thus, conflict management involves all parties to reduce conflict's negative effects.

School conflict management and control tactics may include interaction, interaction



structuring, and external impact reduction or modification. When tensions rise, preventing interaction is the strategy. This strategy involves physically separating the participants in dispute in hopes that they will cool down and seek better solutions. When it's impossible to physically separate people, structuring the forms of contact may work. Personal therapy focuses on how the two parties are handling the situation rather than the issue itself (Armstrong, 2011).

School conflict resolution is crucial. If conflict management fails, a school may miss out on human and structural growth. It may hinder students' scholastic, intellectual, social, and moral development. School conflict management is as important as eating, a basic human need. School conflict management ensures effective teaching and learning. In a conflict-free environment, students can study and roam around without fear or concern. They participate in class and express themselves freely (Ohaka, 2017).

Andrade and Massabni (2011) say that places that train teachers should pay attention to conflicts and explain their professional context. Reflection on conflicts shows this dedication. It's important to train future teachers, but it's also important to train active teachers in conflict management, whether the conflict is small or large, which will arise in the teacher-student relationship throughout their careers. Professional development that reduces conflicts between educators and children who exhibit challenging behaviors is critical (Freire, 2020).

There are two main types of workplace conflict that have been recognized by various academics. Task- or effect-based disagreements are common. If there are challenges that arise from Task conflict, also known as cognitive conflict refers to disagreements between team members over the accomplishment of shared tasks and organizational goals. *Interpersonal conflict* refers to the second form of conflict, affect conflict. Personality disputes and emotional interactions among team members are to blame for these problems (Adeyemi, 2009). Internal and external conflicts might occur. *Intrapersonal conflict* arises when a person is dissatisfied with his or her progress toward achieving his or her goals. If the conflict is between members of the same organization, it is referred to as inter-organizational conflict (Akinnubi et al., 2012).

It's possible to think of conflict as occurring in three distinct ways: cognitive, emotional, and behavioral. By looking at the conflict from all three angles, we may better understand why it might sometimes seem to move in opposite directions (Mayer, 2008). There are four sorts of



conflicts that might occur in an organization: Differences in data, differences in structure, differences in relationships, and differences in interests all contribute to conflict (Kirkwood, 2002). Unresolved differences of opinion can result in a variety of different types of conflict resolution techniques. Conflict can arise from both a lack of and an abundance of communication. When teachers and departments don't communicate with one another, misunderstandings are more likely to develop, and conflict is more likely to ensue since they don't know what each other wants and what their goals and plans are.

School administrators and teachers can be at odds for a variety of reasons that can lead to tensions that can lead to poor student outcomes, high absenteeism and the inability to reach school goals, a toxic work environment, and a lack of trust among employees, according to studies. As a result of unresolved issues in the workplace, there is a high rate of absenteeism and turnover, as well as a lack of effort by members of the organization for long periods of time (Salleh & Adulpakdee, 2012).

There are both positive and negative outcomes to conflict. Enhance problem-solving and communication quality, increase involvement and spontaneity at work, and deepen a relationship by enhancing productivity through constructive conflicts. Open up an issue. Disagreements waste time and resources because they divert attention from more essential matters, lower morale, and split up groups, exacerbating the differences that already exist in the workplace (Bankouskaya, 2012).

Educational institutions, like any other business, need to have a common vision for their employees, including what they are trying to accomplish. This necessitates the development of approaches for identifying and resolving teacher-student conflicts. Administrators' methods for resolving conflicts also rank low on the list of priorities for the majority of educators. In order to resolve conflicts with their administrators, teachers often turn to District Education Officers (or D.E.Os). Administrators, according to Okotoni (2003), must use appropriate tactics in a successful manner.

In order to help students achieve their potential, school administrators must place an emphasis on strong leadership, well-defined objectives, and the personal growth of students. Researchers looked into leadership strategies for student achievement. The improvement in academic performance has been linked to the creation of a strong school leadership team. Teachers who are intellectually stimulated and motivated are more likely to be effective



teachers, according to research (Marzano et al., 2005).

The goal of the discussion is to establish mutual respect and understanding between the parties involved in a dispute. Efforts are being made to improve preventative measures through a variety of programs and initiatives. Preventing a conflict from getting out of hand is the purpose of this method, so there must be good communication between tertiary institutions and their students and personnel.

Research Methodology

The quantitative survey design was employed to conduct the study. A questionnaire was constructed on a five-point Likert scale and validated by experts' opinions and a pilot study. The descriptive survey design was employed in this study. All the male and female elementary school teachers 4128 (2264 males and 1864 females) and 316 head teachers (171 males and 145 females) at the elementary level from Tehsils (Rahim Yar Khan, Khan Pur, Liaquatpur, and Sadiqabad) of the district Rahim Yar Khan were considered as population. Stratified random sampling was employed by the researcher to choose the sample. Finally, 1376 elementary school teachers (755 males and 621 females) and head teachers 158 (86 males and 72 females) were selected. A 45-item self-structured questionnaire was used. 1376 questionnaires were distributed among the teachers and 158 among the head teachers and 1534 finally were returned. The researcher used both descriptive statistics and inferential statistical techniques to analyze the collected data. Collected data was analyzed by SPSS and inferences were made on the basis of values.

Development of Research Tool

After reviewing the literature, the researcher found that there is no standard tool to fulfill the research purpose. As a result, the researcher created a survey using the standard 5-point Likert scale. The study was piloted, and the researcher consulted with experts to ensure the validity of the research tool. The researcher used the reliability coefficient (Cronbach's alpha) to ensure reliability.

Data Analysis Techniques:

When determining the average values of variables from collected data, descriptive analysis of the facts is important. It has one-of-a-kind elements that covered mean, standard deviation, and frequency value. Inferential statistics (i.e. Independent Samples t. test and ANOVA) is



employed to know the difference between participants' opinions on the basis of demographics i.e. gender, locality, academic qualification, professional qualification, and teaching experience.

Sample of Study

Table 1
Tehsil wise and Level wise detail of sample

District	Tehsil	Head Teachers			Elementary School Teachers		
		Male	Female	Total	Male	Female	Total
Rahim Yar Khan	Rahim Yar Khan	28	23	51	265	225	490
	Khan Pur	20	17	37	169	131	300
	Liaqat Pur	17	15	32	155	120	275
	Sadiq Abad	21	17	38	166	145	311
	Total	86	72	158	755	621	1376

Table 1 demonstrates that the sample was selected using a stratified random sampling technique. As a result, a representative sample included 158 head teachers (86 males and 72 females) from elementary schools and 1376 elementary school teachers (755 males and 621 females) at the elementary level.

Data Analysis

Software application (SPSS 20.0) used to analyze the data. The percentages and frequencies of solutions have been computed. The findings had been expressed as a proportion of entire replies. Conclusions had been reached, and guidelines have been given as a result.

Statement wise analysis of Elementary Teachers' Data

This section presents the descriptive analysis of teachers.

A) Conflict Management

Table 2
Frequency Distribution for Conflict Management

Sr .#	Statements of Questions	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)	M	SD
1	Invite all parties involved in the conflict to help manage it.	506 (36.8)	577 (41.9)	147 (10.7)	119 (8.6)	27 (2.0)	4.02	.99
2	Maintain effective communication with the people under you.	498 (36.2)	622 (45.2)	74 (5.4)	137 (10.0)	45 (3.3)	4.01	1.05
3	When there is a conflict going on, head teacher take a side.	348 (32.6)	586 (42.6)	112 (8.1)	187 (13.6)	43 (3.1)	3.88	1.10



4	When faced with a conflict, head teacher search for a just resolution.	435 (31.6)	597 (43.4)	127 (9.2)	182 (13.2)	35 (2.5)	3.88	1.07
5	Play the role of a mediator.	471 (34.2)	595 (43.2)	118 (8.6)	163 (11.8)	29 (2.1)	3.91	1.01

Table 2 explains the results of Section A (Conflict Management) of the questionnaire. With *M* (4.02) and *SD* (.99), respondents either agreed or strongly agreed (78.7%) that they invite all parties involved in the conflict to help manage it, and with *M* (4.01) and *SD* (1.05), respondents either agreed or strongly agreed (81.4%) that they maintain effective communication with the people under them. This table also elaborates that when there is a conflict going on, principals take a side, such as when respondents either agreed or strongly agreed (75.2%) with *M* (3.88) and *SD* (1.10). 75% of participants agreed that when faced with a conflict, the head teacher should search for a just resolution with *M* (3.88) and *SD* (1.07). With *M* (3.91) and *SD* (1.01), 77.4% of respondents either agreed or strongly agreed that a mediator should play the role.

Table 3
Frequency Distribution for Conflict Management

Sr. #	Statements of Questions	SA f(%)	A f(%)	U f(%)	D f(%)	SD f(%)	M	SD
6	Make it a priority to cultivate healthy interpersonal relationships with the employees.	412 (29.9)	659 (47.9)	113 (8.2)	163 (11.8)	29 (2.1)	3.91	1.01
7	Take the initiative when it comes to dealing with or managing conflict.	560 (40.7)	489 (35.5)	150 (10.9)	152 (11.0)	25 (1.8)	4.02	1.05
8	Work toward a solution that benefits both parties.	415 (30.2)	551 (40.0)	206 (15.0)	174 (12.6)	30 (2.2)	3.83	1.06
9	Organize trainings and seminars on how to manage conflicts.	530 (38.5)	507 (36.8)	162 (11.8)	149 (10.8)	28 (2.0)	3.98	1.05
10	Provide teachers with the tools necessary to manage conflict.	496 (36.0)	470 (34.2)	169 (12.3)	204 (14.8)	37 (2.7)	3.86	1.14

Table 3 explains the results of Section A (Conflict Management) of the questionnaire. The majority of respondents (70.8%) agreed that cultivating healthy interpersonal relationships with employees with *M* (3.91) and *SD* (1.01) should be a priority. Furthermore, 76.2% of the respondents either agreed or strongly agreed with the statement that they “take the initiative” when it comes to dealing with or managing conflict with *M* (4.02) and *SD* (1.05).

Respondents either agreed or strongly agreed (70.2%) that they work toward a solution that



benefits both parties with M (3.83) and SD (1.06), and 75.3 percent of participants agreed or strongly agreed (75.3%) that they organize pieces of training and seminars on how to manage conflicts with M (3.98) and SD (1.05). This table also elaborates that it provides teachers with the tools necessary to manage conflicts, such as when respondents either agreed or strongly agreed (80.2%) with M (3.86) and SD (1.14).

Table 4
Frequency Distribution for Conflict Management

Sr.#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
11	In order to effectively manage conflicts, adopt a collaborative strategy.	533 (38.7)	578 (42.0)	99 (7.2)	137 (10.0)	29 (2.1)	4.05	1.02
12	Find a way to end the conflict that involves reaching a compromise.	516 (37.5)	516 (37.7)	148 (10.8)	162 (11.8)	34 (2.5)	3.95	1.08
13	Choose an adversarial mode of operation when dealing with conflict.	472 (34.3)	542 (39.4)	191 (13.9)	142 (10.3)	29 (2.1)	3.93	1.03
14	Resolve the conflict by accommodating the disputing parties.	532 (38.7)	557 (40.5)	122 (8.9)	142 (10.3)	23 (1.7)	4.04	1.01
15	When a disagreement starts, try to avoid it.	425 (30.9)	552 (43.0)	158 (11.5)	172 (12.5)	29 (2.1)	3.88	1.04

Table 4 explains the results of Section A (Conflict Management) of the questionnaire. 80% of participants agreed that in order to effectively manage conflicts, one should adopt a collaborative strategy with M (4.05) and SD (1.02). Finding a way to end the conflict involves reaching a compromise with M (3.95%) and SD (1.08), according to 75.2% of respondents. Most of the respondents (73.7%) agreed that they choose an adversarial mode of operation when dealing with conflict with M (3.9%) and SD (1.03). 79.2 percent of participants agreed or strongly agreed that accommodating the disputing parties would resolve the conflict. Furthermore, 73.9% of the respondents either agreed or strongly agreed with the statement that when a disagreement starts, try to avoid it with M (3.88) and SD (1.04).

Analysis of Difference between Elementary School Teachers' Opinions regarding Conflict Management Practices and Strategies at Elementary School Level in District Rahim Yar Khan

This section describes the data analysis performed to determine the differences in teachers' perspectives based on their gender, locality, academic qualification, and professional



qualification. One-way ANOVA and a t-test on independent samples were utilised to analyse the data.

Table 5
Difference between Male and Female Elementary School Teachers' Opinions

Variables	Category	N	Mean	SD	Df	t	Sig.
Gender	Male	776	56.96	10.33	1374	4.35	.00
	Female	600	54.76	7.73			

Table 5 shows the difference between male and female elementary school teachers' opinions. There is a statistically significant difference in the views of elementary school teachers based on their gender since the computed significance value of .00 is smaller than the significance level of .05.

Table 6
Difference between Elementary School Teachers' Opinions by Locality

Variables	Category	N	Mean	SD	Df	t	Sig.
Sector	Urban	816	57.70	9.60	1373	8.32	.00
	Rural	559	53.53	8.38			

Table 6 shows the difference between elementary school teachers by locality. Average scores for urban educators (57.70) are marginally higher than those for rural educators (53.53). Differences in opinion between urban and rural elementary school teachers are statistically significant, as the estimated significance value of .00 is smaller than the tabulated significance threshold of 0.05.

Table 7
Difference between Elementary School Teachers' Opinions by Academic Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	473.21	3	157.73	1.80	.14
Within Groups	119725.69	1372	87.26		
Total	120198.91	1375			

Table 7 indicates the difference between elementary school teachers' opinions by academic qualification. The estimated significance value (.14) exceeds the 0.05 threshold required for significance. This demonstrates that there is no statistically significant difference between the



opinions of elementary school teachers of varying levels of education. The hypothesis is supported by the F value (1.80).

Table 8

Difference between Elementary School Teachers' Opinions by Professional Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1508.58	2	754.29	8.72	.00
Within Groups	118690.32	1373	86.44		
Total	120198.91	1375			

Table 8 indicates the difference between elementary school teachers' opinions by professional qualification. The significance level (0.05) is higher than the calculated significance value (.00). This demonstrates that elementary school teachers' perspectives vary significantly depending on their level of education and experience. The claim is supported by the F value as well (8.72).

Table 9

Difference between Elementary School Teachers' Opinions by Teaching Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	124.61	3	41.53	.47	.70
Within Groups	120074.30	1372	87.51		
Total	120198.91	1375			

Table 9 indicates the difference between elementary school teachers' opinions by teaching experience. The significance level of 0.05 is lower than the calculated value of significance (.70). This demonstrates that elementary school teachers' perspectives do not vary significantly with years of experience in the classroom. The F-value is likewise encouraging, coming in at .47.

Statement Wise Analysis of Head Teachers' Data

A) Conflicts

Table 10

Frequency Distribution for Conflicts

Sr. #	Statements of Questions	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	It is possible to operate without experiencing any kind of conflict.	44 (27.8)	71 (44.9)	7 (4.4)	29 (18.4)	7 (4.4)	3.73	1.18
2	There have been any disagreements between the members of your employees in the past.	43 (27.2)	76 (48.1)	9 (5.7)	23 (14.6)	7 (4.4)	3.79	1.12
3	The stakes were particularly high in this conflict.	40 (25.3)	74 (46.8)	18 (11.4)	22 (13.9)	4 (2.5)	3.78	1.05



4	This was a relatively minor conflict to begin with.	40 (25.3)	83 (52.5)	18 (11.4)	14 (8.9)	3 (1.9)	3.90	.94
5	You have ever gotten in a disagreement with one of your fellow employees.	49 (31.0)	84 (53.2)	11 (7.0)	11 (7.0)	3 (1.9)	4.04	.91

Table 10 explains the results of Section A (Conflict) of the questionnaire. Respondents either agreed or strongly agreed (72.7%) that it is possible to operate without experiencing any kind of conflict with M (3.73) and SD (1.18), and 75.3 percent of participants agreed or strongly agreed with the statement that there have been any disagreements between members of your employees in the past with M (3.79) and SD (1.12). This table also elaborates that the stakes were particularly high in this conflict, as 72% of respondents agreed with M (3.78) and SD (1.05). The majority of participants (77.8%) agreed or strongly agreed that this was a minor conflict to begin with (M: 3.90) and SD: 0.94). The majority of respondents (84.2%) agreed or strongly agreed that they have ever disagreed with one of their co-workers, with M (4.04) and SD (.91).

Table 11
Frequency Distribution for Conflicts

Sr. #	Statements of Questions	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
6	You have managed it.	60 (38.0)	54 (34.2)	25 (15.8)	17 (10.8)	2 (1.3)	3.96	1.04
7	The problem was resolved.	51 (32.3)	63 (39.9)	25 (15.8)	16 (10.1)	3 (1.9)	3.90	1.02
8	It is even still around.	65 (41.5)	52 (32.9)	23 (14.6)	12 (7.6)	6 (3.8)	4.00	1.10
9	You believe that disagreement has an impact on performance.	51 (32.3)	57 (36.1)	25 (15.8)	21 (13.3)	4 (2.5)	3.82	1.10
10	You believe that teaching staff should receive training in how to manage conflicts.	64 (40.5)	65 (41.5)	8 (5.1)	19 (12.0)	2 (1.3)	4.07	1.02

Table 11 explains the results of Section A (Conflict) of the questionnaire. Most of the respondents (72.2%) either agreed or strongly agreed that they have managed it with M (3.96) and SD (1.04). Furthermore, 72.2% of the respondents either agreed or strongly agreed with the statement that the problem was resolved with M (3.90) and SD (1.02). 75.4% of respondents agreed that it is even still around with M (4.00) and SD (1.10), and 68.4% of the participants agreed with the statement that they believe disagreement has an impact on performance with M (3.82) and SD (1.10). This table also elaborates that they believe that teaching staff should receive training in how to manage conflicts, as indicated by 82% of



respondents who either agreed or strongly agreed with M (4.07) and SD (1.02).

Table 12
Frequency Distribution for Conflicts

Sr.#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
11	You seek the assistance of the teaching faculty and staff when mediating conflicts.	53 (33.5)	51 (32.3)	25 (15.8)	23 (14.6)	6 (3.8)	3.77	1.17
12	You report any conflicts that occur to the authorities.	54 (34.2)	66 (41.8)	18 (11.4)	19 (12.0)	1 (0.6)	3.96	.99
13	Authorities provide assistance.	41 (25.9)	92 (58.2)	8 (5.1)	11 (7.0)	6 (3.8)	3.95	.96
14	There are times when disagreements about the learning activities lead to conflict.	35 (22.2)	76 (48.1)	23 (14.6)	21 (13.5)	3 (1.9)	3.75	1.00
15	We should consider policy to be a potential source of conflict.	32 (20.3)	77 (48.7)	34 (21.5)	12 (7.6)	3 (1.9)	3.77	.92

Table 12 explains the results of Section A (Conflict) of the questionnaire. 65.8% of the participants agreed that they seek the assistance of the teaching faculty and staff when mediating conflicts subject to M (3.77) and SD (1.17). With M (3.96) and SD (.99), 76.0% of respondents either agreed or strongly agreed that they report any conflicts to authorities. Most of the respondents (84.1%) either agreed or strongly agreed that authorities provide assistance with M (3.95) and SD (.96). Majority of the participants (70.3%) either agreed or strongly agreed that there are times when disagreements about the learning activities lead to conflict with M (3.75) and SD (1.00). Furthermore, 69% of the respondents either agreed or strongly agreed with the statement that we should consider the policy to be a potential source of conflict with M (3.77) and SD (.92).

B) Conflict Management Strategies

Table 13
Frequency Distribution for Conflict Management Strategies

Sr.#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	Invite all parties involved in the conflict to help manage it.	32 (20.3)	77 (48.7)	34 (21.5)	12 (7.6)	3 (1.9)	3.77	.92
2	Maintain effective communication with the people under you.	60 (38.0)	69 (43.5)	14 (8.9)	13 (8.2)	2 (1.3)	4.08	.95
3	When there is a conflict going on, you take a side.	64 (40.5)	65 (41.1)	14 (8.9)	11 (7.0)	4 (2.5)	4.10	.99
4	When faced with a conflict, you search for a just resolution.	62 (39.2)	71 (44.9)	10 (6.3)	13 (8.2)	2 (1.3)	4.12	.94
5	Play the role of a mediator.	77 (48.7)	65 (41.1)	6 (3.8)	9 (5.7)	1 (0.6)	4.31	.84



Table 13 explains the results of Section B (Conflict Management Strategies) of the questionnaire. With M (3.77) and SD (.92), 69% of the respondents either agreed or strongly agreed that they invite all parties involved in the conflict to help manage it, and with M (4.08) and SD (.95). Majority of the respondents (81.5%) agreed that they maintain effective communication with the people under them. This table also elaborates that when there is a conflict going on, people take sides, such as when respondents (81.6%) either agreed or strongly agreed with M (4.10) and SD (.99). The participants (84.1%) either agreed or strongly agreed that when faced with a conflict, they search for a just resolution with M (4.12) and SD (.94). 89.8% of respondents either agreed or strongly agreed that they would play the role of a mediator with M (4.31) and SD (.84).

Table 14
Frequency Distribution for Conflict Management Strategies

Sr.#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
6	Make it a priority to cultivate healthy interpersonal relationships with the employees.	49 (31.0)	82 (51.9)	9 (5.7)	16 (10.1)	2 (1.3)	4.01	.94
7	Take the initiative when it comes to dealing with or managing conflict.	55 (34.8)	75 (47.5)	9 (5.7)	17 (10.8)	2 (1.3)	4.03	.97
8	Work toward a solution that benefits both parties.	69 (43.7)	60 (38.0)	6 (3.8)	21 (13.3)	2 (1.3)	4.09	1.05
9	Organize trainings and seminars on how to manage conflicts.	68 (43.0)	44 (27.8)	25 (15.8)	15 (9.5)	6 (3.8)	3.96	1.14
10	Provide teachers with the tools necessary to manage conflict.	35 (22.2)	60 (38.0)	26 (16.5)	29 (18.4)	8 (5.1)	3.53	1.17

Table 14 explains the results of Section B (Conflict Management Strategies) of the questionnaire. Most of the respondents (82.9%) either agreed or strongly agreed that it should be a priority to cultivate healthy interpersonal relationships with the employees with M (4.01) and SD (.94). Furthermore, 82.3% of the respondents either agreed or strongly agreed with the statement that “take the initiative” when it comes to dealing with or managing conflict with M (4.0%) and SD (.97). 81.7% of participants either agreed or strongly agreed that they should work toward a solution that benefits both parties with M (4.09) and SD (1.05), and 70.8% of respondents either agreed or strongly agreed with the statement that they should organize training and seminars on how to manage conflicts with M (3.96) and SD (1.14). This table also elaborates that it provides teachers with the tools necessary to manage conflicts, such as when 60.2% of respondents either agreed or strongly agreed with M (3.53)



and SD (1.17).

Table 15
Frequency Distribution for Conflict Management Strategies

Sr. #	Statements of Questions	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
11	In order to effectively manage conflicts, adopt a collaborative strategy.	43 (27.2)	54 (34.2)	23 (14.6)	37 (23.4)	1 (0.6)	3.63	1.13
12	Find a way to end the conflict that involves reaching a compromise.	43 (27.2)	49 (31.0)	15 (9.5)	44 (27.8)	7 (4.4)	3.48	1.27
13	Choose an adversarial mode of operation when dealing with conflict.	53 (33.5)	82 (51.9)	12 (7.6)	9 (5.7)	2 (1.3)	4.10	.86
14	Resolve the conflict by accommodating the disputing parties.	42 (26.6)	70 (44.3)	16 (10.1)	26 (16.5)	4 (2.5)	3.75	1.09
15	When a disagreement starts, try to avoid it.	35 (22.2)	75 (47.5)	20 (12.7)	23 (14.6)	5 (3.2)	3.70	1.06

Table 15 explains the results of Section B (Conflict Management Strategies) of the questionnaire. 61.4% of participants either agreed or strongly agreed that in order to effectively manage conflicts, one should adopt a collaborative strategy with *M* (3.63) and *SD* (1.13). With an *M* of 3.48 and an *SD* of 1.27, 58.2% of respondents either agreed or strongly agreed that finding a way to end the conflict involves reaching a compromise. Most of the respondents (85.4%) either agreed or strongly agreed that one should choose an adversarial mode of operation when dealing with conflict with *M* (4.10) and *SD* (.86). Participants (70.9%) either agreed or strongly agreed that accommodating the disputing parties with *M* (3.75) & *SD* (1.09) would resolve the conflict. Furthermore, 69.7% of the respondents either agreed or strongly agreed with the statement that when a disagreement starts, try to avoid it with *M* (3.70) and *SD* (1.06).

Analysis of Difference between Head Teachers' Opinions Regarding Conflict Management Practices and Strategies: Comparative Analysis of Schools at Various Levels

This section discloses the data analysis used to determine the differences in the perspectives of head teachers based on their gender, locality, highest degree, professional degree, teaching experience, and administrative experience. One-way ANOVA and a t-test on independent samples were utilized to analyze the data.



Table 16
Difference between Male and Female Head Teachers' Opinions

Variables	Category	N	Mean	SD	Df	T	Sig.
Gender	Male	84	91.04	17.38	156	6.88	.00
	Female	74	106.58	9.17			

Table 16 shows the difference between male and female head teachers' opinions. Female head teachers, on average, had a somewhat higher score (106.58) than their male counterparts (91.04). However, the calculated significance value of .000 is less than the significance level of 0.05, indicating a statistically significant difference between the viewpoints of the head teachers based on gender.

Table 17
Difference between Head Teachers' Opinions by Locality

Variables	Category	N	Mean	SD	Df	T	Sig.
Locality	Urban	67	89.82	18.39	156	5.89	.00
	Rural	91	104.58	10.53			

Table 17 shows the difference between head teachers by locality. The average score of rural head teachers (104.58) is just over a point higher than that of urban school head teachers (89.82). There is a statistically significant difference in the perspectives of urban and rural school head teachers, as indicated by the computed significance value .00 is less than the significance level of 0.05.

Table 18
Difference between Head Teachers' Opinions by Academic Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	356.45	3	118.81	.453	.71
Within Groups	40386.08	154	262.24		
Total	40742.53	157			

Table 18 indicates the difference between head teachers' opinions by academic qualification. The computed value of significance (.71) is larger than the threshold of 0.05. Statistical analysis reveals no discernible variation in the viewpoints of school head teachers with respect to the level of education. F-value (.45) also lends credence to the claim.



Table 19
Difference between Head Teachers' Opinions by Professional Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	81.75	1	81.75	.31	.57
Within Groups	40660.78	156	260.64		
Total	40742.53	157			

Table 19 indicates the difference between head teachers' opinions by professional qualification. The significance value (.57) is larger than the threshold (0.05). This demonstrates a statistically significant dissimilarity in the viewpoints of head teachers with different levels of education and experience. The claim is also supported by the F value (.31).

Table 20
Difference between Head Teachers' Opinions by Teaching Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	371.38	3	123.79	.472	.70
Within Groups	40371.15	154	262.15		
Total	40742.53	157			

Table 20 indicates the difference between head teachers' opinions by teaching experience. The significance level of 0.05 has been exceeded by the computed significance value of .70. This demonstrates that there is no discernible trend in attitudes among head teachers with respect to years in the classroom. The F-value is likewise encouraging, coming in at .47.

Table 21
Difference between Head Teachers' Opinions by Administrative Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	912.63	3	304.21	1.17	.32
Within Groups	39829.89	154	258.63		
Total	40742.538	157			

Table 21 indicates the difference between head teachers' opinions by administrative experience. The computed value of significance (.32) is higher than the threshold of 0.05. This demonstrates that there is no discernible trend in attitudes among head teachers with respect to years in the classroom. The hypothesis is supported by the F value (1.17).



Discussion

The study sought to investigate conflict management practices and strategies at the elementary school level in the district of Rahim Yar Khan. The results demonstrate that elementary school conflict management is essential to preventing and resolving disagreements. The head teacher proposes mediation, open conversation, and better working relationships to resolve problems. Hold dispute resolution workshops to encourage participants to think cooperatively. Qualified school principals influence their staff more (Kember, 2016).

A recent study found that faculty administration was crucial to educational endeavors. Principals hire and manage instructors to staff their institutions. According to research, teachers and principals must understand and handle conflict to improve their schools and students' lives (Olubunmi, 2014; Uchendu et al., 2013).

This research shows that school administration is a constant battle for any principal, especially one with so much to accomplish and so little time because of their responsibilities. However, different conflict management methods exist. School administrators may change the structure or curriculum. Enlisting a third party, reassessing incentives, and communicating more are strategies. Increasing participation is effective in conflict management and it is essential for positive change, and minimizing negative effects.

Confrontation can stress and inhibit learning. A South African study on school leadership and conflict resolution indicated that schools with rising disputes focused on preventing violence rather than pursuing their goal and vision (Bush & Glover, 2016). Ending conflict requires open communication, constructive criticism, and evidence-based decision-making. Conflict resolution improves morale and productivity (Abdul, 2015). Conflict-free workplaces improve employee engagement, innovation, and output.

Conflict management allows honest communication, collaborative decision-making, consistent feedback, and fast problem-solving. Greek education researchers have discovered that conflict avoidance is an appropriate conflict technique in addition to negotiation, and Greek school administrators agree with this because they prefer negotiation to settle problems (Saiti, 2015). Methods and strategies for managing conflicts have a positive impact on academic performance by creating a less tense atmosphere in the classroom.



According to the results of this research, school administration is a never-ending struggle for any principal due to the weight of their obligations. Despite this, there are a number of other approaches that can be used to manage conflict. School administrators may opt to make structural or pedagogical adjustments.

Conclusion

The first objective of the study was to assess the conflicts between head teachers and teachers at the elementary level. Most respondents agreed that most conflicts arise due to disagreement, learning activities, workload distribution, status, and the heads' policy.

The second objective was to analyze the conflict management practices and strategies at the elementary school level. The majority of respondents defended their approach to conflict management by saying they included everyone with a stake in the issue. Keep lines of communication open with the team; take on the role of peacemaker; foster positive interactions among the staff; do their part to solve the problem; and maintain peace when tensions arise. Hold seminars and workshops on conflict resolution, give educators the resources they need to resolve conflicts, embrace a cooperative approach, accommodate the parties involved, and work to predict and prevent the onset of conflict.

The third objective of the study was to ascertain the difference between teachers' opinions based on demographic variables, i.e., gender, locality, designation, and qualification. The findings revealed a statistically significant difference in elementary school teachers' opinions based on gender, locality, and professional qualification, but no difference based on academic qualification or teaching experience.

The fourth objective of the study was to ascertain the difference in head teachers' opinions on the basis of demographic variables, i.e., gender, locality, designation, and qualifications. The result revealed that there is a statistically significant difference between head teachers' opinions based on gender, locality, and professional qualification, but that there is a statistically insignificant difference between head teachers' opinions based on academic qualification, teaching experience, and administrative experience.

As a result, it is possible to conclude that head teachers use dynamic management strategies to resolve issues between teachers and administration at the elementary level of schools in Rahim Yar Khan.



Recommendations

1. Based on the study's findings, the majority of respondents are of the view that head teachers should invite all parties involved in the conflict to help manage it. It's recommended that managing a conflict effectively requires input from all involved parties.
2. It is highly recommended that head teachers must maintain effective communication with the teachers working under them.
3. Head teachers should play the role of mediators.
4. Most of the respondents argued that it should be a priority to cultivate healthy interpersonal relationships with the employees.
5. The majority of respondents believed that organizations should hold training and seminars on conflict resolution.
6. It is highly recommended that to effectively manage conflicts, you adopt a collaborative strategy.
7. There should be a way to end the conflict that involves reaching a compromise.
8. There must be training in a civic sense for students in school.
9. There should be a resolution of the conflict by accommodating the disputing parties.
10. It is highly recommended that, when a disagreement starts, try to avoid it.

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