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# Review Of Conflict Management: An Exploration Of Strategies Used By School Administrators – A Systematic Review of Literature

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**Abstract** — Conflicts are inevitable in any organization, and schools are no exception. School administrators frequently encounter conflicts ranging from interpersonal disputes among staff members to larger organizational issues involving students, parents, and community stakeholders. Despite the prevalence of conflicts in educational settings, there is a noticeable gap in the literature addressing how school administrators effectively manage these conflicts. Various studies have examined the implications of conflict and the need for effective management, but few have explored school administrators' strategies in different sociocultural contexts worldwide. This literature review aims to fill this gap by exploring and synthesizing the different approaches used by school administrators to manage conflicts effectively. The purpose of this review is to provide a comprehensive analysis of the strategies used by school administrators in managing conflicts within their institutions. The review aims to gain insights into school administrators' varying approaches depending on their unique situations, resources, and institutional cultures. This review will serve as a guide for both current and aspiring school administrators in their conflict management endeavors.

The review identified various conflict management strategies employed by school administrators, each with unique strengths and limitations. These strategies include Dialogue-Based, Avoidance-Based, Collaboration-Based, Competitive or Dominating, Compromise-Based, Mediation or Third-Party Intervention, Organizational or Bureaucratic, Cultural or Relational, and Conflict Transformational Strategies. Each strategy was found to be effective in different contexts, underscoring the importance of contextual factors and situational awareness in conflict resolution. The review concludes that school administrators need a comprehensive understanding of these strategies and the ability to discern which strategy is most suitable in a given situation.

**Keywords:** *Conflicts, Management, Exploration, Strategies, Administrators*

## I. INTRODUCTION

The application of procedures, equipment, and expertise to resolve conflicts in a polite and innovative manner is known as conflict management. It involves the capacity to settle disputes amicably through the use of powerful communication techniques like aggressive speaking and active listening. Handling disagreement is a skill. It is an art form that you develop, not perfect. Having leaders who live up to their words, coaching, and skill-based training can all help people become more adept at handling conflict. Organizations can improve their ability to handle conflict and train personnel to be conflict-competent by enlisting the direct assistance of conflict resolution professionals. Effective leaders understand the value of these abilities and how they affect the productivity and well-being of their company. They are also aware that deficiency in these abilities can result in low morale, low output, and low retention rates among employees. The cost of developing conflict competent employees is a fraction of the cost of unresolved conflict (Kemal Kayıkçı et. al, 2017).

The current review of the literature seeks to close this gap by examining and combining the various strategies employed by school administrators to successfully handle conflicts. This review's objective is to offer a thorough overview of the tactics employed by school administrators to resolve disputes inside their establishments. The review seeks to provide light on the various strategies used by school administrators in light of their particular circumstances, available resources, and institutional cultures. Both seasoned and aspiring school administrators can use this evaluation as a reference as they work on their conflict resolution strategies.

An extensive review of studies on conflict management strategies employed by school administrators across diverse educational environments worldwide offers a comprehensive understanding of the approaches to addressing conflicts. This review aims to delve into the rich details provided by these studies, shedding light on the various strategies school administrators employ when faced with conflicts. The strategies are grouped into themes and are presented thematically.

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## II. REVIEW ON LITERATURE

Conflict management strategies employed by school administrators are crucial for establishing a harmonious and conducive environment for the teaching and learning process to take place. According to Greenhalgh & Chapman (1986), conflict management involves the process of removing cognitive barriers to agreement between parties. Under the Governance of Basic Education Act of 2001, school administrators manage conflicts within the school community.

Bano et al. (2013) highlight that conflicts in schools are a daily occurrence due to factors such as the large size of the institution, limited resources, and diverse populations. Given the inherent diversities within the school community, education managers and school heads must prioritize the principles and strategies of conflict management (Ajai, 2017).

This highlights the significance of cultivating conflict management skills among school administrators, as conflicts are bound to arise in educational settings. Administrators must be prepared to handle and minimize conflicts effectively. Therefore, this review summarises insights and implications regarding conflict management strategies in educational settings from various literature sources.

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### Dialogue-Based Strategies

One of the primary conflict management strategies employed by school administrators is the use of dialogue, which emphasizes open and transparent communication between conflicting parties (Ramani & Zhimin, 2010; Deebom et al., 2012; Anashie & Kulo, 2014; Owan, 2018). These studies highlight the significance of establishing an environment where conflicting parties can openly express their views and actively listen to the perspectives of others. In a study involving conflict management strategies in Nigeria, Owan (2018) found that face-to-face discussions effectively resolved conflicts. This is also one of the effective methods for solving conflict among principals in Thailand (Salleh & Adulpakee, 2012). These face-to-face discussions helped clarify issues and promote accurate information exchange, thereby effectively preventing future misunderstandings. This underscores the vital role of effective and transparent communication and the exchange of accurate and factual information in preventing and resolving conflicts.

This is in line with the findings of Ajai (2017) that one factor influencing this strategy's effectiveness involves modifying communication patterns, a technique involving a set-out channel of communication and providing more vital and reliable information for mutual problem-solving.

### Avoidance-Based Strategies

Another conflict management strategy commonly employed by school administrators is avoidance, which entails ignoring or avoiding the conflict with the hope that it will resolve itself or become less significant over time. This approach reflects a tendency to avoid confrontation and conflict altogether. Notably, several philosophers also support this approach as a means of resolving conflicts. In a study on conflict management strategies from the perspectives of selected philosophers, Pajares (2015) found that Aristotle advocates a preventive approach by emphasizing self-control and avoiding extremes. Similarly, Sun Zi's Art of War emphasizes secret planning and strategic movements to neutralize opponents without bloodshed. Confucius and Lao Tzu also promote avoidance and non-confrontation in their teachings. Confucius emphasizes the golden rule and finding ways to prevent conflicts, while Lao Tzu suggests compromise and collaboration to achieve shared goals.

This strategy often involves pretending to be unaware that a conflict exists, postponing its resolution to an uncertain future, or agreeing to abide by the perspective of the other party regardless of personal satisfaction (Rahim, 2005; Deebom et al., 2012; Majola, 2013; Anashie & Kulo, 2014; Gyan & Offin, 2014; Sompaa, 2015; Wainaina et al., 2020; Mangulaban et al., 2022; Svargas, 2022). This is often accompanied by withdrawal, wherein the conflicting parties fail to address their concerns satisfactorily (Mangulaban, 2021).

In school administration, this can manifest as a staff member leaving the school, which the principal can facilitate through transfers or reassignments. This also involves techniques such as altering the structural and human variables within the organization, interchanging group members, creating new coordinating positions, or expanding the scope of activities (Ajai, 2017). While this approach may bring about temporary harmony, it leaves problems unresolved, which may escalate or have negative consequences in the long run.

Mangulaban (2011) found that this strategy also ranks as the second most commonly used conflict management strategy employed by principals in Central Luzon when handling problems in their schools. Additionally, Fabricante's study (2015) revealed that some school administrators attempt to avoid public arguments and confrontations with their subordinates, which is an unhealthy practice that does not project a positive image. The study further indicated that junior teachers often resort to this strategy when they conflict with senior counterparts. Similarly, staff personnel also avoid conflict with their superiors, using tactics such as withdrawal, ignoring the conflict, postponing its resolution, or pretending that the conflict does not exist (Ajai, 2017).

The avoidance strategy in conflict management is characterized by an inclination to ignore or avoid conflicts, often believing they will resolve themselves over time. While some school administrators may prefer it, it can lead to

unresolved issues and negative long-term consequences. Furthermore, the avoidance strategy in conflict management can create a highly stressful work environment, causing teachers and school personnel to feel stifled and overwhelmed.

### **Collaboration Based Strategies**

Collaboration-based strategies are vital in managing conflicts within educational settings, as they involve working with the other party, displaying cooperative and assertive behaviors, and finding acceptable solutions for all involved (Blake and Mouton, 1985, as cited by Ajai in 2017). Collaboration is regarded as one of the most effective styles for resolving conflicts. It encompasses cooperating, problem-solving, harmonizing, and building a working agreement. These strategies promote open communication, cooperation, and shared responsibility, creating a collaborative environment for successful conflict resolution.

One of the vital collaboration-based strategies is problem-solving. This focuses on reaching a peaceful settlement through honest and straightforward discussions (Steyn & Van Niekerk, 2007). It also involves negotiation to find solutions that satisfy the needs and interests of both sides. Within school-based conflict management programs, problem-solving is considered a fundamental skill (Snodgrass & Haines, 2005). It can be applied to various conflict management strategies employed by school principals and has successfully resolved conflicts among opposing parties. However, while problem-solving is highly effective, it is essential to acknowledge that one of its drawbacks is that the process, which often involves negotiations, may require a significant amount of time, which some school administrators have no time or patience for.

Negotiation is another crucial aspect of a collaborative-based conflict management strategy (A'genga, 2011; Wani, 2011; Salleh & Adulpakee, 2012). This involves discussions between parties to reach an agreement. School administrators employ negotiation techniques encompassing interactions, strategies, and face-to-face efforts to modify the adversaries' positions. Effective negotiation plays a vital role in limiting and resolving conflicts by prioritizing communication and coordination to develop policies that incorporate both parties' perspectives, fostering a sense of shared responsibility. This helps everyone clarify issues and exchange accurate information, which also prevents future misunderstandings. Additionally, findings from the study of Onyali & Okoye (2015) show that allowing a clear and specific intervention of one's needs, identification of a safe place for negotiation, leading parties to self-awareness, and forcing the parties to discuss their differences in an open climate are among the effective conflict management strategies utilized for promoting peace-culture in secondary schools in Nigeria.

Finally, to ensure a structured and organized approach to conflict resolution, it is essential to establish procedures that bring opposing sides together during a crisis (Onyale & Okoye, 2015). By implementing such processes, educational institutions facilitate productive negotiation, leading to coherent and organized management of conflicts.

### **Competitive or Dominating Strategies**

Competitive or dominating conflict management strategies involve one party imposing its will on the other. They can include authoritative command, forcing, punishing, and competition.

Western philosophers Thomas Hobbes and Niccolo Machiavelli are advocates of these strategies. Machiavelli promotes outsmarting and overpowering opponents, while Hobbes suggests yielding to the common good and competing through absolute power against violators, highlighting the importance of strong leadership and implementing laws and policies (Pajares, 2015). When applied to conflict management by school administrators, these philosophies advocate for the use of force.

In educational settings, the use of force in conflict resolution is often observed, where school administrators or principals employ punishments and threats to enforce compliance with resolutions (Blake & Mouton, 1985, as cited by



Ajai, 2017). This approach relies on coercive power and dominance to compel the other party to comply. Punishments such as complex tasks, corporal punishment, and suspensions are commonly used methods by school administrators (Ramani & Zhimin, 2010).

While force may resolve conflicts initially, it tends to treat the symptoms rather than address the underlying causes. There is a risk that conflicts may resurface in a more effective form later on. The forcing style typically reflects an assertive and uncooperative behavior, leading to a win-lose approach where one party emerges as the winner and the other as the loser (Blake & Mouton, 1985, as cited by Ajai, 2017).

An alternative approach under these strategies is the confrontational approach, which involves recognizing and evaluating the conflict, allowing the parties involved to identify and correct its source. This approach integrates problem-solving techniques, with conflicting parties engaging in face-to-face confrontation to resolve. An integrator plays a role in facilitating settlement by reconciling the needs of both parties (Blake & Mouton, 1985, as cited by Ajai, 2017).

Studies have indicated that dominating leadership strategies, including authoritative command and majority rule, is also prevalent in the conflict management of principals (Deebom et al., 2012; Svargas, 2022). These strategies involve exerting control and authority over the conflicting parties. Mangulabnan et al. (2022) also describe this strategy as having high concern for self and low concern for others. School administrators who exhibit this strategy prioritize winning and achieving their objectives, often ignoring or minimizing the needs and expectations of the other party involved. The study also found that dominating management strategy was the only predictor of school performance in terms of Office Performance Commitment and Review Form (OPCRF) rating, indicating that school principals who exhibited dominating conflict management strategies scored higher in their OPCRf ratings to comply with DepEd guidelines in the Philippines.

While school administrators who frequently employ a dominating approach to resolve conflicts may be viewed as authoritarian, uncaring, and solely focused on their desires, this tactic can be suitable when an immediate decision is required, and the consensus seems unattainable. The application of dominating style towards achieving the schools' goals and objectives could sometimes yield positive outcomes reflected in the schools' performance.

While these strategies may yield short-term results, they may not address the underlying causes of conflicts and can lead to an uncooperative and win-lose dynamic. Furthermore, the avoidance strategy in conflict management can create a highly stressful work environment, causing teachers and school personnel to feel stifled and overwhelmed.

### **Compromise-Based Strategies**

Compromise-based strategies, such as compromising and accommodation, are commonly employed in conflict management to reach a middle ground that partially satisfies both parties involved (Ajai, 2017). These strategies require moderate cooperation and assertiveness and involve a series of compromises.

In compromising, everyone must listen to and share each other's needs while trying to understand the opponent's perspective (Salleh & Adulpakee, 2012). This approach is advantageous when educational resources are scarce and demands exceed the available resources. By agreeing to share the limited resources equally, the parties can achieve mutual benefits and create a win-win situation. To promote transparency, education administrators and school principals should judiciously allocate resources based on need, clearly communicate the criteria or sharing formula, and modify reward contingencies (Ajai, 2017).

Another compromise-based strategy is accommodation (Gyan & Offin, 2007; Steyn & Van Niekerk, 2007; Majola, 2013), where one group meets the interests of the other at its own cost. Principals in technical colleges adopt the accommodating strategy in managing conflict for effective administration in Anambra State, Nigeria (Mbah et al., 2021). The study also found that strategies involved in accommodation include high encouraging concern for others and low concern for oneself, playing down disputing issues, discouraging issues that may lead to disagreement, bringing up ideas that are similar to the one on the ground to both groups, laying emphasis on areas of agreement rather than areas of

difference, maintaining stable positive social relationships, deriving personal satisfaction from meeting the needs of others, intensifying disputing issues, and showing a class difference.

Collective bargaining is another compromise-based strategy where each party articulates their demands and engages in dialogue to explore and exploit the other side's values (Wani, 2011). This involves a negotiation process where both parties present their arguments and discuss the merits and drawbacks of their claims.

On the other hand, obliging or smoothing strategies are employed in conflict management to minimize conflicts and emphasize areas of agreement or common ground. These strategies prioritize maintaining harmony and accommodating the needs of others. For instance, obliging involves individuals prioritizing pleasing others and maintaining harmony, even if it means disregarding their viewpoints (Owan, 2018). The goal is to avoid escalating conflicts by accommodating the desires and perspectives of others.

These strategies create opportunities for finding common ground between conflicting parties, minimize conflicts, and promote positive interactions. However, it is important to recognize that while compromise-based strategies can effectively manage conflicts, they may not always fully address the needs and interests of both parties and underlying issues may persist.

### **Mediation or Third-Party Intervention Strategies**

Conflict management in educational settings often involves the participation of a neutral third party to facilitate the resolution process, commonly known as mediation (Wani, 2011). This is widely recognized as an effective method for addressing conflicts between parties by assisting a neutral mediator who guides participants through a systematic process of identifying disputed issues, developing options, considering alternatives, and reaching a consensual settlement that accommodates their needs. This voluntary and confidential approach fosters open communication, cooperation, and the exploration of possible solutions.

Studies conducted in educational contexts have demonstrated the effectiveness of mediation in resolving conflicts. For instance, mediation techniques have been commonly used to address conflicts between head teachers and teachers, highlighting their practical applicability in educational settings (Wainaina et al., 2020).

The effectiveness of mediation and third-party intervention strategies in managing conflicts lies in their ability to enhance communication and preserve relationships among conflicting parties (Wani, 2011). These provide a structured framework that promotes open dialogue, active listening, and the expression of concerns. By encouraging participants to clarify misunderstandings and explore underlying interests and needs, mediation facilitates a deeper understanding of each party's perspective.

Moreover, mediation empowers participants by giving them a voice in the resolution process and fostering a sense of ownership over the outcomes. Mediation increases satisfaction and compliance with the agreed-upon resolution by actively involving individuals in crafting settlements. This strategy also offers the flexibility to explore creative solutions that may not be available through other conflict resolution strategies, such as arbitration or legal proceedings. It allows for addressing not only immediate issues but also underlying causes of conflicts.

Mediation stands out over other conflict resolution strategies for its emphasis on voluntary participation, confidentiality, participant empowerment, and non-adversarial dialogue and cooperation (Wani, 2011; Owan, 2018). Its flexible and collaborative problem-solving approach makes it a valuable tool for managing conflicts in various contexts, including educational settings.

Mediation is an effective strategy for managing conflicts in educational settings. It enhances communication, preserves relationships, empowers participants, and enables creative and mutually satisfactory resolutions. Educational institutions and conflict managers can benefit from incorporating mediation and third-party intervention strategies into

their practices to create a positive and collaborative environment conducive to conflict resolution. The literature strongly supports the effectiveness of mediation in managing conflicts and promoting constructive outcomes,

### **Organizational or Bureaucratic Strategies**

Organizational or bureaucratic strategies are utilized in conflict management to leverage the structures, rules, and policies within an organization. These strategies aim to establish order and provide a framework for resolving conflicts effectively.

One such strategy is maintaining government policy (Sompa, 2015), which involves adhering to the established policies and guidelines set by the government. This ensures that conflicts are managed in accordance with the overarching rules and regulations governing the educational system.

The bureaucratic approach is another strategy employed in the school system (Blake & Mouton, 1985, as cited by Ajai, 2017), emphasizing the utilization of line and staff structures for conflict resolution. Vertical and horizontal communication channels play a crucial role in this approach. For instance, school principals can delegate authority to vice-principals and senior teachers to address conflicts and report to them. This strategy encourages participation from subordinates and instills a sense of belonging. It can be a diplomatic technique for principals and administrators to mitigate conflicts by cautioning against disruptive behaviors. The approach requires parties to transcend their differences by offering compliments, extending specific offers of assistance, and emphasizing common characteristics of mutual interest among staff.

The introduction of super-ordinate goals is a collaborative approach that demands the cooperative efforts of all parties involved to achieve a common objective (Ajai, 2017). This approach emphasizes the importance of harmonious relationships among staff members, whether in conflict or not, as they strive to achieve a mutually desired goal. Organizational or bureaucratic strategies play a significant role in managing conflicts. These strategies involve maintaining government policy, adopting a bureaucratic approach that utilizes communication structures and delegation of authority, and introducing super-ordinate goals to foster cooperation. By leveraging the organizational framework and policies, conflicts can be addressed effectively, promoting a harmonious and productive work environment.

### **Cultural or Relational Strategies**

Studies have highlighted the significance of cultural and relational strategies employed by school administrators in conflict management. One notable cultural strategy is establishing a culture of civility (Anashie & Kulo, 2014), which promotes respectful and constructive interactions among the parties involved. This approach fosters a positive and harmonious environment where conflicts can be addressed effectively. This is similar to integration as another cultural strategy that emphasizes the inclusion of diverse perspectives and experiences. By valuing and integrating different viewpoints, administrators can create a sense of belonging and mutual respect, contributing to conflict resolution (Mangulaban et al., 2022).

Additionally, establishing procedures for bringing together opposing sides is crucial for effective conflict management. By providing a structured framework for dialogue and negotiation, administrators can facilitate productive discussions and encourage the resolution of conflicts through open communication and understanding. Furthermore, instilling firmness in pursuing one's side of the issue can be an important cultural strategy. While compromise is essential, administrators should also assert their position and advocate for their interests to ensure a fair and balanced resolution.

The familial approach, which involves school principals visiting the homes of conflicting teachers to understand and address the issues at hand, is an example of a relational strategy in conflict resolution (Nurfaza et al., 2020). This approach recognizes the unique nature of each individual and promotes effective communication and understanding.



Administrators can establish a foundation for trust and collaboration by fostering a personal connection and demonstrating empathy.

Moreover, leading parties to self-awareness and building good communication with subordinates are important relational strategies in conflict management. Encouraging self-reflection and promoting open communication lines can facilitate conflict resolution by enhancing mutual understanding and fostering positive relationships (Steyn & Niekerk, 2007).

The studies mentioned above emphasize the significance of cultural and relational strategies in conflict management by school administrators. These strategies, such as establishing a culture of civility and integration, and employing the familial approach, contribute to creating a positive and respectful environment where conflicts can be effectively addressed. These strategies can be incorporated within the Philippine context where conflicts and their management are nuanced with cultural context.

### **Conflict Transformational Strategies**

The last theme under conflict management strategies of school administrators from the reviewed literature is the conflict transformation strategies. These strategies aim to transform the nature of conflicts themselves.

One prominent approach under these strategies is reconciliation which involves changing the value systems and images of conflicting parties to the extent that they develop common preferences, ultimately eliminating the conflict (Wani, 2011). This approach promotes understanding, empathy, and shared goals among the parties involved.

The use of separation devices is another transformational strategy employed by administrators. This approach involves creating physical or symbolic spaces that allow conflicting parties to temporarily disengage from the conflict, enabling them to gain perspective and reflect on their positions. Furthermore, clarifying inter-dependencies is vital in conflict transformation. By highlighting the interconnectedness and interdependence of various factors, administrators can help conflicting parties recognize the implications of their actions and encourage collaborative problem-solving (Gyan & Offin, 2007).

Identifying a safe place for negotiation is an essential element of conflict transformation. Administrators should create an environment where conflicting parties feel secure and comfortable expressing their perspectives, enabling constructive dialogue and negotiation.

Persuasion and compromise are also integral to conflict transformation. Persuasion aims to influence individuals' perceptions and guide them towards a different perspective, fostering openness to alternative viewpoints (Wani, 2011). Meanwhile, compromise involves finding mutually acceptable solutions that require reciprocal concessions from conflicting parties.

Lastly, developing compensatory mechanisms for threatening stresses and strains is important in conflict transformation. Administrators should implement strategies and support systems that help individuals cope with the challenges and pressures associated with conflicts, promoting resilience and well-being within the school community.

Conflict transformation strategies, including reconciliation, confrontation, separation devices, clarification of inter-dependencies, identification of safe negotiation spaces, persuasion, compromise, and compensatory mechanisms, offer practical approaches for school administrators in managing conflicts. Administrators can foster positive change and work towards long-term resolution and harmonious school environments by actively engaging with conflicts, understanding their root causes, and promoting understanding and collaboration among the parties involved.

Conflict management in educational settings is a crucial task for school administrators. School administrators' conflict management strategies in educational settings are diverse and multidimensional. Several key themes have emerged through a comprehensive review of the literature on conflict management strategies employed by school



administrators. This includes dialogue-based strategies, avoidance-based strategies, collaboration-based strategies, competitive or dominating strategies, compromise-based strategies, mediation or third-party intervention strategies, organizational or bureaucratic strategies, cultural or relational strategies, and transformational conflict strategies.

While some strategies may bring short-term resolutions, collaborative and compromise-based approaches foster understanding, cooperation, and long-term harmonious environments more effectively.

### III. CONCLUSIONS

The review concludes that school administrators need a comprehensive understanding of these strategies and the ability to discern which strategy is most suitable in a given situation.

Most of the processes of reducing cognitive obstacles to agreement between parties are an element of handling disputes, but few are implemented. Conflicts within the school community are handled by administrators in accordance with the Governance of Basic Education Act of 2001.

Compromise-based strategies, such as compromising and accommodation, are commonly employed in conflict management. Dialogue-based strategies are most commonly used, which emphasize open and transparent communication between conflicting parties. Collaboration-based strategies are vital in managing conflicts within educational settings, as they involve working with the other party. Competitive or dominating conflict management strategies are least implemented because they involve one party imposing its will on the other. Mediation, or third-party intervention strategies, is widely recognized as an effective method for addressing conflicts between parties by assisting a neutral mediator who guides participants through a systematic process of identifying disputed issues, developing options, considering alternatives, and reaching a consensual settlement that accommodates their needs.

### IV. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made for school administrators in managing conflicts in educational settings:

1. School administrators should not rely solely on one conflict management strategy. Instead, they should learn and apply various appropriate strategies based on the conflict's nature. This flexibility allows administrators to address conflicts effectively and choose the most suitable approach for each situation.
2. For administrators, Conflict management strategies should be integrated what the best and appropriate into the training programs conducted by educational departments, such as the Department of Education (DepEd). By equipping administrators with the necessary skills and knowledge, they can effectively fulfill their duties and responsibilities as school heads, including managing conflicts in a constructive manner.
3. School administrators should regularly apply democratic principles and create an environment of open treatment towards others through a combination of promoting fairness, respect, and transparency in decision-

making processes and interactions. There should be regular staff meetings, good communication network and the teachers' and administration' code of conduct should be made available to all.

4. Before applying conflict management strategies, administrators should apply appropriate programs based on the identify the actual causes and nature of conflicts among the entire school staff. This understanding allows administrators to address the root issues and select appropriate conflict management strategies that align with best practices, such as win-win conflict management strategies. By demonstrating impartiality and avoiding favoritism, administrators can ensure that everyone involved in the conflict feels heard and treated fairly.

5. Besides conflict management strategies, it is also important to regularly incorporate preventive measures. Regular meetings should be held where aggrieved parties can voice their grievances, and administrators should consider inviting resource persons from the DepEd office or other relevant stakeholders to provide guidance and support. Regular consultations with prefects or designated individuals can also help identify and address potential conflict areas before they escalate.

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