

Conflict Management between Teachers and Students: Case of Esperanto Private High School in Madagascar

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ABSTRACT

This study aims to understand the dynamics of management conflicts between teachers and students in school through a qualitative approach using interview techniques. This study involved teachers, students, parents, and a principal from Esperanto Private High School in Madagascar who were selected purposively to represent a variety of perspectives. This study uses a qualitative method with interviews to identify the factors that caused the conflicts and how each party proposed some solutions to manage the conflicts. The findings show that conflicts between teachers and students can appear in various forms, ranging from disagreements in teaching methods and expectations between teachers and students to student behavior problems that affect the learning process. Ineffective conflict management in school causes negative impacts, both on the learning environment and on students' emotional development. Some of the strategies found in this study include open communication, a more flexible approach from teachers, and providing space for students to actively participate in learning. With a deeper understanding of the causes and impacts of conflicts, the school has to design more effective policies to address this problem, as well as improve the quality of learning to be more inclusive and supporting student development.

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1. INTRODUCTION

Management conflict between teachers and students is a phenomenon that often occurs in various educational institutions (Brown, 2022). In the teaching and learning process, the dynamics of the relationship between teachers and students are very complex and involve various factors, both individual and environmental (Green & Matthews, 2023). Conflicts can arise due to differences of opinion, disagreements in how to learn or teach, as well as student behavior problems that disrupt the course of the educational process. According to Emynorane et al. (2024), conflicts between teachers and students can arise due to various factors, one of the main causes is differences in communication styles and teaching styles. Teachers who use methods that do not pay attention to students' individual needs can cause dissatisfaction and confusion among students. In addition, differences in expectations between teachers and students are also a significant source of conflicts (Johnson, 2022). Teachers may hope that students can follow certain rules or expectations in learning, while students may feel that these expectations are too high or unrealistic for them (Martin & Lewis, 2023). Another factor is student behavior problems that may not be following the norms expected in the learning environment (Mayer,

2012). Teachers who face students who are undisciplined or lack focus in learning often feel frustrated, and this can trigger conflict (Nguyen & Le, 2023). Conversely, students who feel pressured by rules or an overly authoritarian teaching approach may feel disrespected and try to challenge the teacher's authority (Williams, 2021). This factor is supported by Perez (2023), who stated that conflict between teachers and students can take various forms, ranging from small disputes that occur in daily interactions, to major tensions involving student dissatisfaction with teaching methods or teacher treatment. Several factors that can trigger this conflict include differences in communication styles, differences in expectations in the learning process, lack of understanding between both parties, as well as external factors such as students' problems or pressure from parents (Kritsonis, 2004). In this case, effective conflict management is very important so that the negative impact of conflict can be minimized and the learning process continues to run smoothly (Miller, 2019).

Meanwhile, conflict management is the process of managing tensions or disputes that arise between two or more parties to reach a solution that is acceptable to all parties involved. In the educational context, conflict management refers to the methods used by teachers, students, and other related parties to deal with problems that arise in their relationships. According to Smith (2021), effective conflict management aims to minimize negative impacts and optimize the results of the conflict. The importance of conflict management in the educational context cannot be underestimated. Poor conflict management can lead to detrimental situations, both for teachers and students. Teachers who are unable to handle conflict well can lose authority in the classroom, while students involved in conflict can feel pressured or even disrespected (Kelly, 2020). Therefore, a deep understanding of this conflict is needed and how to manage it in order to create a more harmonious and productive relationship between teachers and students. Furthermore, teachers as educators have an obligation to create a conducive learning atmosphere and deliver material in an effective way. However, in reality, teachers are often faced with challenges in managing the diversity of students' characters, differences in learning styles, and even behavioral problems that affect interactions in the classroom. On the other hand, students, who are often still in the character formation stage, have certain needs and expectations for the learning process, which are not always in line with the teacher's expectations. The differences between the two often trigger tension and conflict (Wong & Schaffner, 2021).

The conflict resolution approach in education involves several strategies. One approach that is often implemented is mediation, where a neutral third party such as the school principal helps teachers and students to find a mutually beneficial solution. This mediation aims to open lines of communication between the two parties and reach an agreement that is acceptable to both. In addition, a constructivism-based approach, which emphasizes the importance of cooperation and mutual understanding, is also often used to resolve conflict that arise in the teaching and learning context (Thapa et al., 2020).

Effective communication is also key in conflict management. According to Harris (2022), there are five main styles in managing conflict: avoid, adapt, compete, compromise, and collaborate. In the context of teacher-student relationships, open and honest communication can help both parties understand each other's views and needs. Teachers who use a more flexible approach in communicating with students can reduce the likelihood of conflict, while students also feel valued and cared for. In addition, parents have a very important role in managing conflict between teachers and students. Open communication between school and parents can help resolve problems that arise in the classroom more effectively. According to Sahlberg (2020), parental involvement in children's education can improve students' academic performance and reduce the possibility of conflict. Parents who are actively involved in monitoring their children's progress at school tend to be able to work together with teachers to overcome problems that arise, both related to student behavior and academic aspects (Hargie, 2011).

Finally, the school principal as a leader who sets policies and creates school culture also has a role that supports constructive conflict resolution. The school principal should provide training to teachers on how to manage conflict in the classroom and support them in dealing with student problems (Wong & Schaffner, 2021). To achieve this, the school principal needs to ensure that there is a transparent reporting system and a clear conflict resolution mechanism in the school, which involves all parties, including students, parents and teaching staff.

2. METHOD

2.1. Qualitative approach

This study uses a qualitative approach with the interview technique and documentation studies aimed at exploring a deeper understanding of a phenomenon from various parties involved in management conflict at school. The interview technique was chosen because it can provide deeper insight into the perceptions, experiences and subjective views of teachers, students, parents and school principal regarding the conflicts that occurred while the documentation studies were chosen as it allow researchers to access existing and structured

data in the form of official documents, reports, archives, policies, or other relevant records This study was conducted at Esperanto Private High School which is located in the south-west of Madagascar.

2.2. Research design

This study uses a case study design with a focus on one school, namely the Esperanto Private High School in Milenaka, Madagascar, to get a clearer and more in-depth picture of management conflict between teachers and students.

2.3. Research sample

The research sample consists of:

- 10 teachers who teach at the school, selected purposively to cover a variety of subjects and teaching experience.
- 20 students from various grade levels, selected purposively to represent various levels of experience and interaction with teachers.
- 10 parents, selected based on their relationships with students experiencing conflicts, to understand parents' perspectives on conflict management in school.
- School principal as the main policy makers involved in decision making and conflict management at the institutional level

2.4. Data collection technique

Data was collected using semi-structured interview techniques. Researchers used an interview guide containing open questions to explore respondents' opinions, experiences and perceptions. Interviews were conducted directly with each group (teachers, students, parents, school principal) with an average time of 30-45 minutes per interview. In addition, some important documents were analyzed and those documents include school policies, discipline reports, and other records that provide further context regarding how conflicts were formally handled. This helps confirm and provide additional evidence to existing findings.

3. RESULTS AND DISCUSSION

3.1. Results

Based on the data analysis and the interviews with various parties, namely students, teachers, parents and the school principal, it can be concluded that conflicts between teachers and students arise due to differences in expectations, values, and ineffective communication. Teachers have certain expectations for student behavior and performance, while students also have different needs and perspectives on how to learn and interact. Tension can arise due to misunderstandings, such as when students feel restricted or not understood by the teacher, or when the teacher feels students do not respect authority and rules in the classroom. Additionally, external factors such as academic pressure, students' problems, or cultural differences can also exacerbate conflict, making communication and understanding more difficult.

To overcome conflicts between teachers and students, it is very important to strengthen open communication and mutual respect. Teachers need to listen to students' views and feelings with empathy, while students are also invited to respect authority and rules in the classroom. Conflict resolution can be done through constructive dialogue, where both parties can express feelings and find mutual solutions that are mutually beneficial. In addition, implementing a more inclusive approach based on understanding students' backgrounds and needs can help prevent conflicts from arising. Social and emotional skills training, for both teachers and students, can also promote more harmonious relationships in the classroom.

3.1.1. Causes of Conflicts between Teachers and Students

Based on the interviews with various informants, the conflict comes from the learning style. Some students learn best by listening, while others prefer more hands-on or visual methods. This can lead to conflict when they feel like they are not being taught in the way that is best for them. Second, personal differences. Some students are simply more competitive than others. Whether it's a desire to stand out or simply to be the best, this type of competition can lead to conflict. Next, the level of competence between students. When students have different ability levels, it can be difficult for the teacher to create lessons that challenge everyone without frustrating those who struggle to understand. In addition, lack of motivation can also cause conflicts in class. Students may be less motivated to learn if they are not interested in the subject or personally don't like their teacher. If the subjects learnt are not interesting, students may lose interest and become disruptive.

To better understand the causes of conflicts between teachers and students, the case of Esperanto Private High School in Madagascar, it will be explained in detail at the following table 1 the perceptions identified by teachers, students, parents, school principal as the key informants of this study.

Table 1. Causes of conflicts between teachers and students

Informants	Causes of conflicts
Students	<ul style="list-style-type: none"> - Teacher too serious - Teacher having specific student as his/her close friend - An incomprehensible explanation - Intolerant, non-negotiable teacher - Lack of appreciation given by the teacher - Lack of motivation - Teachers giving bad mark to students - Punishment for a fault that is not committed - Personal problem with the teacher
Teachers	<ul style="list-style-type: none"> - Bavardage - Undisciplined students - Insolence - Non accomplishment of homework - Disruption - Lack of cooperation with the students' parents - Psychological and family problems - Influence of the technology - Discrimination and unequal treatment of students
Parents	<ul style="list-style-type: none"> - Lack of follow-up from parents - Unstable family situation - Lack of time to review lessons - Lack of morals and motivation given by the parents - Lack of communication between parents and teachers - Influence of the environment at home
Principal	<ul style="list-style-type: none"> - Lack of communication between teacher-students and teacher-parents - Lack of classroom management skills - Lack of motivation and morale - Weak school discipline - Failure of the first meeting with students

3.1.2. Solutions for handling Conflicts between Teachers and Students

Conflict management in the classroom is important because uncontrolled conflict can be seriously harmful to both parties (teachers and students). Conflicts are likely to generate a distressing atmosphere in the classroom. Resolving a conflict is above all allowing both entities to understand what they are experiencing and helping them find within themselves and by themselves the solutions to manage it and control its effects in the moment of dispute, but also whenever problems arise.

During the interview session, all the informants agreed that good communication is one of the best ways to resolve conflict. To better understand this, we will classify at the following Table 2 the solutions proposed by each level of informants:

Table 2. Solutions for handling conflicts between teachers and students

Informants	Solutions
Students	<ul style="list-style-type: none"> - Teacher behaviour improvement - Reduce distance between teacher-students - The teacher must be tolerant - All the problems should be solved in the classroom - Improving classroom management - Teacher should always show a good example to his/her students
Teachers	<ul style="list-style-type: none"> - Sense of appreciation - Students must recognize their mistakes - Parents and teachers must have the same vision - Insertion of morals and general motivation at the lesson delivery - Students should be responsible and respectful - Teachers should be well organized
Parents	<ul style="list-style-type: none"> - Parents responsibility on following up the evolution of their children - Talk about the importance of Education to students - Parents should show respect to the teachers - Parents must appreciate and recognize the efforts of each teacher - Parents must encourage and motivate their children.
Principal	<ul style="list-style-type: none"> - Strengthening the academic and pedagogical skills of the teachers - Inclusion of life skills in school's curriculum - Providing more classroom management to teachers - Increase collaboration between parents and teachers - Strengthening of the school discipline

3.2. Discussion

3.2.1. The Importance of Communication in Conflict Resolution

Conflict resolution is one of the key aspects in managing the dynamics of the relationship between teachers and students. Conflicts that arise in the classroom often stem from a lack of understanding or misunderstanding between the two parties (Adams & Thomson, 2020). Therefore, effective communication becomes a bridge that allows each party to convey their feelings, opinions and needs. Without clear and open communication, simple problems can escalate into greater tensions, preventing constructive resolution (Iaoli et al., 2023). Basically, communication allows teachers and students to understand each other's perspectives. When teachers and students talk to each other clearly about their feelings, they can identify the root causes of problems. For example, when a student feels treated unfairly or is frustrated with a given assignment, open communication can help the teacher understand the issues underlying the student's feelings. By understanding the reasons behind the behavior or feelings, teachers can propose more appropriate and wise solutions. Apart from that, good communication also provides an opportunity for both parties to express their needs and hopes. In many conflicts, one party feels misunderstood or unappreciated, which can make the situation worse. With clear communication, students can express their dissatisfaction without fear or threat, while teachers can also explain policies or reasons behind the decisions they make. This will reduce the potential for misinterpretation which could trigger further conflict (Miller & Manderino, 2021).

Effective communication in conflict contexts also involves the ability to listen actively. Not only is it important for teachers to speak, but it is also very important for them to listen to students with empathy and full attention (Johnson & Walker, 2022). When students feel heard and understood, they are more likely to be open to accepting solutions or compromises offered by the teacher. Listening well also allows teachers to pick up on nuances in students' feelings that may not be expressed directly. Successful conflict resolution often depends on how well both parties manage communication in the process (Hernández & Hernández 2023). In many cases, teachers who avoid communication or communicate confrontationally will make the situation worse. In contrast, teachers who use respectful and empathetic communication tend to reduce tension and help students feel more valued. This also encourages the creation of better relationships between teachers and students, which in turn facilitates the achievement of more effective resolutions (Singh & Chaudhary, 2021). One of the keys to effective communication is the use of clear and unambiguous language. Teachers need to choose their words carefully, especially when dealing with students who may be sensitive to certain criticisms or comments (García & García, 2020). Using empathetic language, such as "I understand why you feel that way," can help defuse tension, while judgmental or authoritarian language can actually make things worse.

Moreover, non-verbal communication also plays an important role in conflict resolution. Body gestures, facial expressions, and tone of voice can influence how messages are delivered and received. Teachers who maintain eye contact and use calm, open facial expressions can create a more supportive atmosphere for students. Conversely, an attitude that appears cold or aggressive in communication can exacerbate conflict and make students feel uncomfortable or insecure (Johnson, 2020). Ultimately, effective communication is a two-way process that not only requires teachers to speak clearly, but also requires them to be good listeners. Teachers who are able to manage communication wisely not only resolve existing conflicts, but also build more positive and respectful relationships with students. Thus, the importance of communication in conflict resolution lies not only in the technical aspects of speaking and listening, but also in the ability to build strong and trusting relationships between teachers and students (Singh & Chaudhary, 2021).

3.2.2. The Role of Emotions in Teacher-Student Conflict

Emotions play an important role in Teacher-Student Conflict. Emotions influence how teachers and students respond to conflict situations, as well as how they interact with each other. When conflict arises, poorly managed emotions can make matters worse, make the situation more tense, and prevent constructive resolution (Miller & Manderino, 2021). For teachers, managing their own emotions is key to resolving conflict effectively. An angry or frustrated teacher may respond to the situation in a more authoritarian or confrontational manner, which can actually exacerbate tensions. In contrast, teachers who are able to maintain composure and control their emotions, even in stressful situations, tend to be more effective in resolving conflict (Carter & Stevens, 2021). When teachers remain calm, students feel more appreciated and are more likely to open up and seek more positive solutions. Apart from that, students' emotions also play a big role in teacher-student conflicts. Students who feel angry, anxious, or disappointed will often respond to conflict with unproductive behavior, such as withdrawing, fighting back, or acting aggressively (Smith & Sharp, 2016). When students feel emotional, they may have difficulty listening or thinking rationally, making conflict resolution more difficult. Therefore, it is important for teachers to recognize students' emotions and provide the necessary support so that they can manage their feelings in a more constructive way (Kaufman, 2019).

Emotions can also influence the perceptions of both parties in a conflict. Students who feel treated unfairly or underappreciated may develop negative feelings toward the teacher, making the situation worse. Likewise, teachers who feel misunderstood or unappreciated may perceive student behavior as a form of resistance or insult (Palladino & Voigt, 2022). Feelings of anger or frustration can exacerbate conflict if not managed properly. For example, if a teacher or student feels unappreciated, they may react in an excessive manner, which in turn exacerbates tensions. For example, students who feel ignored may become more aggressive in their actions, while teachers who feel offended may respond harshly. In conditions like this, it is important for both parties to take time to calm down and then discuss the problem with a cool head.

Good emotional management also includes the ability to empathize. Teachers who have empathy can feel and understand students' emotions, which allows them to provide the necessary emotional support (Robinson & Clark, 2022). When teachers show empathy for students' feelings, they help students feel accepted and valued, which in turn makes students more open to discussing and finding solutions together. Empathy also helps reduce emotional tension, so that conflict resolution becomes easier to achieve. Additionally, social skills involving managing emotions are essential in preventing and resolving conflict. Teachers who have good social skills tend to be better able to manage their interactions with students, reduce the possibility of conflict, and can handle differences of opinion in a productive way (Brown & Lee, 2020). Likewise, students who are trained to recognize and manage their emotions will be better able to express their feelings in more constructive ways, thereby reducing the potential for conflict. Finally, it is important to remember that emotions are not something to be avoided or hidden, but rather to be managed well. In conflicts between teachers and students, uncontrolled emotions can damage relationships and exacerbate tensions, while good emotional management can pave the way for better understanding and more effective solutions. With the ability to manage their own emotions, both teachers and students can create a more harmonious classroom, where conflict can be resolved in a respectful and supportive manner (Davis, 2019).

3.2.3. Constructive Approach for Conflict Resolution

The constructive approach to resolve conflict is a method that focuses on finding a satisfactory solution for all parties involved in the conflict. This approach emphasizes cooperation, understanding, and open communication to identify the root of the problem and find ways to resolve it productively (Hernández & Hernández 2023). In the context of the relationship between teachers and students, a constructive approach plays a major role in creating a supportive climate for problem solving, without involving violence or authoritarian actions. One of the main principles of the constructive approach is the avoidance of destructive confrontation. In many conflicts, both teachers and students are often trapped in a pattern of blaming each other and acting defensively, which actually makes the situation worse (Johnson, 2020). A constructive approach, on the other hand, encourages both parties to work together to identify problems and find solutions together (Chavez & Evans, 2021). In this way, conflicts can be resolved in a more positive and productive way without damaging the relationship between teachers and students.

Constructive conflict resolution also involves a deep understanding of each party's perspective. Teachers and students are expected to listen to each other with empathy and try to see problems from the perspective of the person they are talking to (Foster, 2020). For example, if a student misbehaves in class, a teacher using a constructive approach will try to understand the reasons behind the behavior, such as academic stress or personal problems. By understanding students' feelings and needs, teachers can provide more appropriate solutions and help students feel valued. This approach also emphasizes the importance of collaboration in resolving conflict (Singh & Chaudhary, 2021). Instead of dictating solutions or unilateral decisions, teachers who use a constructive approach will involve students in the problem-solving process. Teachers and students work together to find solutions that are acceptable to both. By providing opportunities for students to participate in problem solving, a constructive approach helps strengthen students' sense of responsibility for their behavior, as well as build trust between teachers and students (Robinson & Clark, 2022).

One technique in a constructive approach is the use of open dialogue. This dialogue aims to create space for both parties to talk about existing problems without fear or threat (White & Edwards, 2022). Teachers who use open dialogue will ask questions that trigger reflection and thought, so students feel more valued and heard. In this process, both parties can develop a clearer understanding of the situation at hand and find relevant solutions. Apart from that, a constructive approach also involves good emotional management during the conflict resolution process. When high emotions influence the communication process, conflicts tend to be protracted and difficult to resolve. In a constructive approach, teachers and students are expected to recognize each other's emotions and calm themselves before continuing the discussion. By remaining calm, both parties can communicate more effectively and find solutions with a clearer mind (Johnson & Johnson, 2019).

A constructive approach to conflict resolution also prioritizes learning and growth. Every conflict that occurs is an opportunity to learn, both for teachers and students (Gonzalez, 2021). Through constructive solutions, teachers can teach students important skills in managing differences of opinion, effective communication, and problem solving. Students who engage in positive conflict resolution processes will

develop social and emotional skills that are valuable for their lives outside of school. Ultimately, implementing a constructive approach can create a more harmonious and supportive environment in schools. When conflicts are resolved in a respectful manner, both teachers and students feel more valued, which strengthens their relationships (Baker & Thomas, 2020). This not only solves existing problems, but also prevents similar conflicts from arising in the future. With a constructive approach, schools can create a more positive climate, where each individual feels safe to express their opinions and feelings, and work together to face challenges.

3.2.4. The Influence of School Culture on Conflict

School culture includes the values, norms, behavior and attitudes that are accepted and upheld by the school community, whether by teachers, students and other school staff. This culture can create an environment that supports conflict resolution in a healthy way, or conversely, exacerbate tensions and prolong existing conflicts (Carter & Stevens, 2021). Schools with a positive and inclusive culture tend to have lower levels of conflict because students feel valued and heard. In such a culture, open communication and mutual respect form the basis of daily interactions, which helps reduce the likelihood of conflict. Students who feel appreciated by their teachers and fellow students will be more likely to avoid behavior that triggers conflict, and will collaborate more easily in solving problems (Brown & Lee, 2020). On the other hand, schools with a culture that does not support open communication or that tends to ignore students' feelings can exacerbate existing conflicts and tensions. School culture also influences how students and teachers respond to differences of opinion (Palladino & Voigt, 2022). In schools with a culture that values diversity and individual differences, conflicts that occur are often seen as opportunities for learning and growth. For example, differences in views between teachers and students can be resolved through constructive dialogue and mutual understanding. In contrast, in schools with cultures that prioritize conformity or absolute obedience, differing views may be viewed as a threat, exacerbating conflict and leading to authoritarian or punitive solutions (Chavez & Evans, 2021).

In some schools, a culture that emphasizes strict discipline and hierarchy can create tension between teachers and students. When school culture emphasizes rigid rules without giving students space to express their feelings or opinions, students who feel pressured or disrespected may respond in more aggressive or passive-aggressive ways (White & Edwards, 2022). This type of culture can also cause students to feel uncomfortable talking to their teachers about personal or academic issues, which in turn can increase the likelihood of unresolved conflict. One important aspect of school culture is the leadership role of the principal and teaching staff. Principals who lead by example and encourage a culture of inclusion and mutual respect can create a more harmonious climate in schools (Jones & Roberts, 2019). Strong leadership in building a positive school culture will encourage teachers and students to overcome their differences in healthy and productive ways. Conversely, if principals and teaching staff do not practice the values they preach, or even engage in unsupportive behavior, this can exacerbate conflict and affect the way conflict is handled in schools.

In addition, a school culture that supports parental and community involvement can also influence how conflict at school is resolved. In schools where parents actively participate in school activities and support open communication between home and school, conflicts that occur are easier to resolve because there is greater support for resolving problems (Davis, 2019). By involving parents in the conflict resolution process, both teachers and students feel that they are not alone in facing problems, so they can find more holistic and effective solutions. Schools with cultures that emphasize social and emotional values, such as empathy, a sense of responsibility, and communication skills, are also more successful at preventing and resolving conflict. Giving instructions to students about social skills, such as how to negotiate, manage emotions, and communicate effectively, can reduce tensions and facilitate resolving conflicts in a more peaceful manner. When students are taught to manage their feelings and understand the feelings of others, they are better able to avoid behavior that could trigger conflict or damage relationships with their teachers and peers (Jones & Roberts, 2019). Finally, it is important to realize that a school culture based not only on strict rules, but also on understanding, respect, and collaboration, will be more effective in reducing conflict and strengthening relationships between teachers and students. A culture that supports diversity, mutual respect, and constructive conflict management can create a safer and more comfortable environment for learning, where conflict can be resolved in a way that does not damage interpersonal relationships (Foster, 2020). By building a positive school culture, we create a strong foundation for more effective and sustainable conflict resolution.

4. CONCLUSION

Conflict management between teachers and students is an important aspect that influences the quality of education in school. Conflicts that occur in the educational environment are often triggered by various factors, such as differences in communication styles, incompatibility of teaching methods with student learning styles, and student behavior problems. This conflict, even though it is normal in social interactions, can have a

negative impact on the classroom atmosphere and learning process if not well managed. Therefore, it is important for teachers and students to have a clear understanding of the causes of conflict and the strategies that can be used to resolve it.

Effective conflict resolution requires a constructive approach, which focuses not only on solving momentary problems, but also on long-term understanding between teachers and students. Good conflict management can be achieved through open communication, flexibility in teaching methods, and implementing policies that support the creation of harmonious relationships between teachers and students. Apart from that, the involvement of parents and school principals in this process is also very important to provide more comprehensive support in overcoming problems that arise.

Implementing appropriate conflict management strategies will not only reduce the negative impact of conflict, but can also increase student motivation and performance. Students who feel heard and appreciated will be more motivated to be involved in the learning process, while teachers who are trained in managing conflict will be more effective in creating a conducive classroom atmosphere. This can ultimately create a more productive and positive learning environment, which supports students' academic and social development.

Overall, effective conflict management between teachers and students requires a deep understanding of the dynamics of relationships in the classroom, as well as the application of constructive communication and problem-solving techniques. By managing conflict well, schools can create an environment that not only supports academic achievement, but also the development of students' character, which is very important for preparing them to face future challenges.

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