

A Comprehensive Systematic Review: Conflict Management and Teachers Work Culture

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ABSTRACT

In recent years, conflict management has received significant attention in maintaining a positive and productive work environment where unresolved conflict can lead to a toxic culture, increased stress, and reduced job satisfaction among teachers. This review synthesizes findings from multiple studies to explore the influence of organizational culture, leadership style, communication norms, and power dynamics on conflict management strategies and outcomes in schools. The literature highlights the importance of effective communication, emotional intelligence, cultural awareness, and collaborative practices in fostering a supportive work environment. Additionally, the role of organizational culture in either mitigating or exacerbating conflict is highlighted, with studies revealing that positive cultural attributes, such as inclusiveness and openness, increase the effectiveness of conflict resolution. This systematic study examines the critical role of conflict management in shaping the work culture of teachers in an educational environment. To achieve this goal, we conducted an extensive search of scholarly articles from reputable databases such as Scopus, Web of Science and Eric, focusing on studies published between 2020 and 2024. The study stream is based on the PRISMA framework. The database found (n=53) of the final primary data was analyzed. The findings of the study show that leadership style, organizational values and work environment are important in shaping conflict management practices, ultimately affecting the overall effectiveness of teachers' work culture in educational institutions. The review also identified gaps in the literature, particularly the need for more research in diverse educational contexts and the longterm effects of leadership interventions on conflict management. The insights provided by this review have significant implications for policymakers, educators, and administrators who aim to foster constructive work cultures and improve educational outcomes.

Keywords: Conflict Management, Teachers, Work Culture.

INTRODUCTION

Conflict management plays a crucial role in shaping organizational dynamics, particularly within educational settings where the interactions between teachers, administrators, and students are both frequent and complex. Effective conflict management is essential for maintaining a harmonious and productive teachers work culture, as unresolved conflicts can precipitate a toxic work culture, heighten stress levels, and diminish job satisfaction among teachers (Rahim, 2012; Thomas & Killman, 2000). This issue is particularly pressing as educational institutions become increasingly diverse and complex, underscoring the critical need for robust conflict management strategies. Teachers work culture, defined by the collective norms, values, and practices that govern professional interactions, is crucial for fostering an optimal learning environment (Handford & Leithwood, 2013; Leithwood, 2020). A positive teachers work culture is typically characterized by high levels of collaboration, job satisfaction, and overall school effectiveness. Conversely, a negative teachers work culture can result in increased absenteeism, burnout, and turnover among teachers, which adversely affects both school performance and student outcomes (Madigan & Kim, 2021).

Despite its significance, there exists a notable gap in the literature regarding how various conflict management strategies influence teachers work culture. Existing research identifies several conflict management styles, including avoidance, accommodation, competition, compromise, and collaboration, each with distinct implications for the teachers work culture within schools (Killman, 2008; Rahim, 2012). For instance,

collaborative conflict management is often associated with enhanced teamwork and communication among teachers. In real life classrooms, collaboration may involve co-teaching, joint problem solving to address student issues, or collective decision making during staff meetings. Conversely, competitive strategies may lead to power struggles, such as disagreements over resource allocation, while avoidance strategies might result in unresolved conflicts that fester and disrupt team cohesion (De Dreu & Gelfand, 2008; Jehn et al., 1997). Recent studies have highlighted the importance of understanding the factors that influence the choice of conflict management strategies in educational settings. These factors include individual characteristics such as teachers personality traits and emotional intelligence, as well as organizational elements like leadership style, school policies, and the overall organizational climate (Eisenbeiß & Giessner, 2012; Hofstede, 2011). Notably, the leadership of school principals plays a crucial role in shaping conflict management practices and, consequently, the teachers work culture. Ethical leadership, in particular, has been associated with the promotion of collaborative and constructive conflict management practices, which are conducive to a positive teachers work culture (Fullan, 2003, 2023; Howell & Avolio, 1992). Leaders who exhibit ethical behaviors, such as fairness, transparency, and respect for diverse perspectives, often create an atmosphere of trust and mutual respect. These behaviors encourage teachers to engage in open dialogue and collective problem solving, fostering collaborative conflict resolution. For example, ethical leaders may mediate disputes impartially, ensure equitable distribution of resources, and model effective communication strategies, thereby directly influencing conflict management in practice.

This systematic review seeks to address the existing gaps in the literature by providing a nuanced analysis of the relationship between conflict management and teachers work culture. By synthesizing empirical studies conducted across various educational contexts, this review aims to identify common patterns and variations in the implementation of conflict management strategies and their subsequent impact on teachers work culture. The insights gained from this review are expected to offer valuable recommendations for educational leaders and policymakers aiming to enhance the work environment in schools through effective conflict management practices (Handford & Leithwood, 2013; Leithwood, 2020; Robinson, 2007). In summary, the intersection of conflict management and teachers work culture represents a critical area of inquiry with significant implications for the well-being of teachers and the overall effectiveness of educational institutions. The following sections will first review the existing literature on conflict management strategies, then examine the impact of these strategies on teachers work culture, and finally offer recommendations for practice. This review will contribute to the existing body of knowledge by integrating current research findings and providing evidence based recommendations for fostering a positive and productive educational environment through effective conflict management.

LITERATURE REVIEW

Conflict management in educational environments is an important aspect influencing teachers work culture. Effective conflict resolution strategies contribute significantly to a positive work atmosphere, which in turn impacts teachers job satisfaction and overall performance. Research indicates that conflict management in schools can be particularly challenging due to the unique dynamics of educational settings, which often involve diverse stakeholder groups, including administrators, teachers, students, and parents. Leadership plays a central role in conflict management, with numerous studies highlighting its influence on fostering a supportive work environment. For instance, Chaudry et al. (2008) emphasize the importance of leadership competencies in managing organizational change and conflict, underlining the necessity for school leaders to possess effective conflict management skills. Similarly, Beer (2010) discusses how transformative leadership can influence workplace culture in higher education, which is applicable to school settings where similar leadership dynamics exist. These findings collectively underline that leaders equipped with conflict resolution skills are better positioned to cultivate positive work cultures. Beyond leadership, organizational culture significantly impacts conflict dynamics. McMillan et al. (2012) propose a mediation model that links organizational culture and subordinate outcomes, suggesting that a supportive organizational culture can mitigate conflicts and enhance positive outcomes. This model is particularly relevant in educational settings where organizational culture often dictates the nature of interpersonal interactions and conflict resolution processes. Cultural diversity within schools also introduces unique challenges and opportunities for conflict management. Chen et al. (2018) explore how integrating Western and Eastern values can transform cross-

cultural conflicts into collaborative opportunities. This theoretical approach is especially useful in multicultural school environments where diverse cultural perspectives may lead to conflicts. Ernstorfer et al. (2023) further propose a paradigm shift towards conflict sensitivity and sustaining peace, offering a framework that emphasizes proactive measures to foster harmonious work cultures in educational contexts. To ensure coherence and facilitate application, this review organizes the discussion into key themes: leadership and conflict management, organizational culture, and cultural diversity. By synthesizing findings across these domains, the review provides a nuanced understanding of how conflict management strategies intersect with teachers work culture, offering practical recommendations for school leaders and educators to implement effective conflict resolution practices.

Emotional intelligence plays a very important role in effective conflict management. Schlaerth et al. (2013) conducted a meta-analytical review highlighting the relationship between emotional intelligence and leaders ability to manage conflicts constructively. While their findings underscore the positive impact of emotional intelligence, the meta-analysis primarily focused on general organizational settings, potentially limiting its applicability to educational contexts. Additionally, methodological concerns, such as variations in emotional intelligence measurement tools across the studies analyzed, could influence the reliability of the conclusions drawn. Kour and Ansari (2024) further emphasize the importance of emotional intelligence in enhancing leadership effectiveness and organizational behavior. Their study, while insightful, relies heavily on self-reported data, raising questions about potential response biases. Despite these limitations, their findings remain relevant, particularly in educational settings where emotional intelligence significantly affects interactions between teachers and administrators. Real world applications of conflict management theories in educational settings have also been explored. For instance, Eameaim et al. (2009) developed a model of teacher team building in Thailand, emphasizing team cohesion's critical role in effective conflict management. However, this model generalizability to other cultural and organizational contexts warrants further investigation. Similarly, Henry et al. (2018) examine workplace incivility and dysfunction in library environments, offering valuable parallels for managing similar challenges in schools. However, the study's limited focus on library settings necessitates caution when extrapolating findings to broader educational contexts. Scheltinga et al. (2005) provide a case study on civil military cooperation in Bosnia, offering lessons on managing cultural conflicts. Although the context differs significantly from educational institutions, the principles of handling diversity and fostering cooperation are transferable. Nevertheless, the studys lack of focus on educational settings highlights the need for tailored research in this area. By critically evaluating these studies, this review provides a balanced perspective on the strengths and limitations of existing research. This approach underscores the necessity for future studies to address methodological gaps and explore context-specific applications of emotional intelligence and conflict management strategies in educational environments.

Organizational culture and power dynamics play significant roles in conflict management. Hu et al. (2018) explore how organizational power distance orientation affects conflict management, emphasizing the need for an understanding of power dynamics in educational settings. McMillan et al. (2012) also highlight the influence of organizational culture on conflict outcomes, suggesting that a positive culture can lead to better conflict resolution. These studies underline the importance of cultivating a supportive organizational culture and understanding power dynamics to manage conflicts effectively in schools. The review of literature on conflict management and teachers work culture underscores the multifaceted nature of conflict resolution in educational settings. Effective conflict management strategies are essential for fostering a positive work environment, enhancing job satisfaction, and improving overall educational outcomes. The integration of theoretical frameworks, emotional intelligence, practical applications, and insights into organizational culture provides a comprehensive understanding of how to manage conflicts effectively in schools.

MATERIAL AND METHODS

Identification

This study used a systematic review approach to identify a substantial body of relevant literature. Keywords were carefully selected based on an initial analysis of the research topic. Similar terms were identified using dictionaries, thesauri, encyclopedias, and prior research to ensure comprehensive keyword coverage and

improve search accuracy. Search strings were developed for the Web of Science, Scopus, and Eric databases. These strings combined primary keywords and synonymous terms using Boolean operators to ensure the search results were aligned with the research questions. For example, terms such as "conflict management," "work culture," and "teacher work environment" were integrated using logical operators like *AND* and *OR* to construct an optimal search string. The rationale for selecting these terms was informed by previous literature highlighting the core concepts of the study. As a result, 313 articles relevant to the research questions were retrieved from the three databases during the initial phase of the systematic review. The specific search strings used are detailed in Table 1.

Table 1. The search string

<p><i>Scopus</i></p>	<p>TITLE-ABS-KEY (("conflict management" OR "conflict resolution" OR "conflict handling") AND ("work culture" OR "workplace culture" OR "organizational culture" OR "teacher work environment")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SUBJAREA , "SOCI"))</p> <p><i>Date Of Access: July 2024</i></p>
<p><i>WoS</i></p>	<p>ALL=(("conflict management" OR "conflict resolution" OR "conflict handling") AND ("work culture" OR "workplace culture" OR "organizational culture" OR "teacher work environment")) and 2020 or 2021 or 2022 or 2023 or 2024 (Publication Years) and Article (Document Types) and English (Languages)</p> <p><i>Date Of Access: July 2024</i></p>
<p><i>Eric</i></p>	<p>q=(+"conflict+management"+OR+"conflict+resolution"+OR+"conflict+handling"+)AND+(+"work+culture"+OR+"workplace+culture"+OR+"organizational+culture"+OR+"teacher+work+environment"+)&ff1=dtySince_2020&ff2=pubJournal+Articles</p> <p><i>Date Of Access: July 2024</i></p>

Screening

The screening process aimed to refine the initial pool of potentially relevant research items by evaluating their alignment with predefined research questions. This step involved a systematic review of the collected literature to ensure relevance and quality. Content related criteria were carefully applied to include research items addressing the study's core focus, such as conflict management and its interplay with work culture in educational settings. At this stage, duplicate records were identified and removed to ensure the uniqueness of the data. In the first stage of screening, 226 publications were excluded based on general exclusion criteria, such as irrelevance to the research questions or duplication. In the second stage, 61 articles underwent a detailed review, where specific inclusion and exclusion criteria were applied. These criteria included the following: 1) Language: Publications were limited to English to maintain consistency and accessibility. 2) Time Frame: Only studies published between 2020 and 2024 were considered to ensure the inclusion of recent and relevant findings. 3) Literature Type: Peer reviewed journal articles were prioritized, while reviews, books, book chapters, and conference proceedings were excluded to focus on empirical evidence. Additionally, the relevance of titles, abstracts, and full texts was carefully assessed during this stage. Any papers failing to meet these criteria, such as lacking significant relevance to the research goals or full text access, were excluded. This process resulted in the rejection of 87 publications due to duplication. Table 2 summarizes the inclusion and exclusion criteria applied during the screening process, ensuring a rigorous and transparent selection mechanism. After completing the screening, a refined dataset of 61 articles was retained for the subsequent eligibility evaluation.

Table 2. The selection criterion is searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2020 – 2024	< 2020
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject	Social science	Besides Social science

Eligibility

The eligibility phase involved a meticulous assessment of the 61 articles identified during the earlier screening process. This step aimed to confirm that each article met the inclusion criteria and aligned with the research objectives of the study. A comprehensive review of titles, abstracts, and, where necessary, the full text of each article was conducted to ensure relevance and quality. During this evaluation, eight articles were excluded for the following reasons:

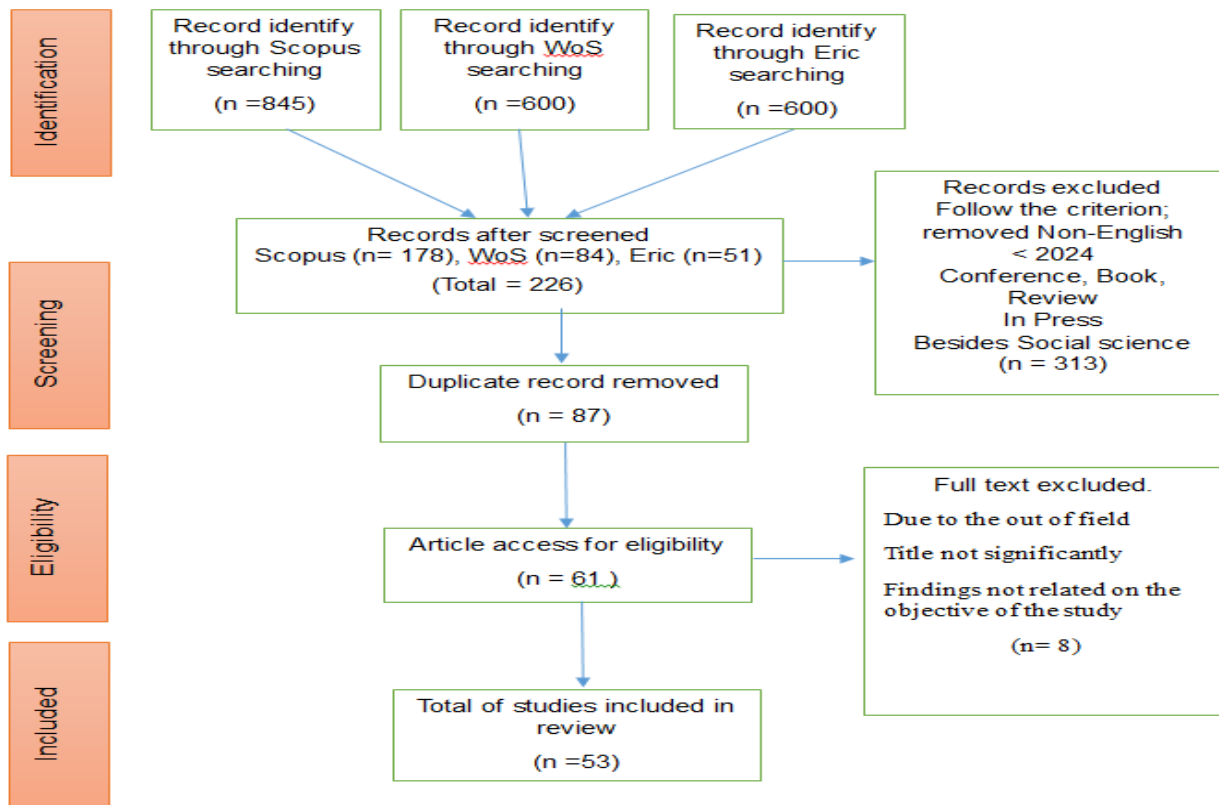
- *Irrelevance to the Study's Scope:* Articles that were outside the thematic focus of the research were discarded.
- *Misaligned Titles:* Papers with titles that did not adequately reflect the study's objectives were excluded.
- *Abstract Discrepancies:* Articles with abstracts that lacked relevance to the research aims were removed.
- *Full-Text Accessibility Issues:* Papers that were unavailable in full text or lacked empirical evidence were omitted.

As a result of this rigorous eligibility assessment, a total of 53 articles were deemed suitable for further analysis. These selected articles were retained to ensure a focused and meaningful contribution to the study's systematic review and research outcomes.

Data Abstraction and Analysis

An integrative analysis was conducted in this study to examine and synthesise quantitative research designs, with the primary goal of identifying relevant topics and subtopics related to the research objectives. The data abstraction process began with the collection of 53 publications, which were systematically reviewed for material aligned with the study's themes, as shown in Figure 1. The analysis included a thorough evaluation of methodologies and findings from studies related to the Communications and Multimedia Act 1998 and the Content Code, although these references were examined critically for their applicability to the research context. The authors collaborated to develop themes grounded in the evidence, recording their analyses, interpretations, and any unresolved issues in a detailed log throughout the process. Any inconsistencies in the themes were addressed through discussion and re-analysis, ensuring a consensus among the authors. The research aimed to address two core questions: (1) How do leadership skills influence the effectiveness of conflict management in educational settings? and (2) What role does organisational culture play in shaping conflict management strategies and outcomes in schools? This rigorous and iterative approach ensured clarity and coherence in the development of themes and the interpretation of findings.

Fig 1. Flow diagram of the proposed searching study



Source: Own elaboration.

RESULT AND FINDING

This systematic literature review reveals critical themes regarding the role of leadership skills in enhancing the effectiveness of conflict management within educational settings. The findings underscore the significance of communication and interpersonal skills, emotional intelligence, cultural awareness, conflict resolution styles, and the development of organizational culture. These aspects collectively contribute to effective conflict management practices in response to the research question: “How do leadership skills influence the effectiveness of conflict management in educational settings?”

Communication and Interpersonal Skills

The studies reviewed consistently highlight the centrality of communication and interpersonal skills in fostering effective conflict resolution. Omodan (2023) asserts that elements such as open communication, active listening, and collaboration are foundational for establishing a constructive culture of conflict management within academic contexts. These practices enable educational leaders to address conflicts transparently and cooperatively. Similarly, Hastie and Barclay (2021) demonstrate that early-career midwives who received teamwork training acquired robust social and emotional competencies essential for resolving conflicts effectively. Such findings emphasize the need for educational leaders to prioritize these skills to cultivate a culture conducive to positive conflict management.

Emotional Intelligence

Emotional intelligence (EI) emerges as a vital leadership attribute in navigating the complexities of conflict management. According to Kour and Ansari (2024), leaders with higher EI levels show significant improvements in organizational climate, communication, decision-making, and conflict resolution. Rehman (2020) further identifies a substantial connection between emotional intelligence and stress management among university educators. These insights underscore that emotionally intelligent leaders are better positioned to manage conflicts constructively, reduce occupational stress, and achieve more favorable outcomes.

Cultural Awareness and Inclusivity

In diverse educational settings, cultural awareness and inclusivity are essential for effective conflict management. Chen et al. (2018) reveal that American managers who integrated Western and Eastern cultural values were more adept at resolving cross-cultural conflicts with Chinese employees. Eddington et al. (2020) also highlight the importance of leaders facilitating conversations that drive inclusivity and equity within organizations. These studies underscore that leaders who understand and respect cultural differences can foster harmonious environments and handle conflicts constructively.

Conflict Resolution Styles

Leadership conflict resolution styles significantly influence the effectiveness of conflict management. Cooperative approaches, as discussed by Hu et al. (2018), mitigate the adverse effects of cultural differences on performance, whereas competitive strategies tend to escalate these challenges. Li et al. (2008) further note that different combinations of leadership traits and behaviors lead to distinct conflict resolution styles. Such findings suggest that aligning conflict resolution approaches with leadership characteristics and situational contexts enhances their effectiveness.

Organizational Culture Shaping

Leaders play a main role in shaping organizational culture to support conflict management. Sarkar and Garg (2020) report that fostering a culture of spirituality and nonviolence contributes to preventing and managing conflicts effectively. Additionally, Zada et al. (2023) emphasize the positive influence of servant leadership in cultivating values such as open communication and inclusivity, which create environments conducive to constructive conflict resolution. These findings highlight that nurturing a supportive organizational culture is key to conflict management success.

The Role of Organizational Culture in Conflict Management

An analysis of the relationship between organizational culture and conflict management, framed by the question, “What role does organizational culture play in shaping conflict management strategies and outcomes in schools?”. The themes reveals in the complex ecosystem of educational institutions, organizational culture emerges as a silent yet powerful force shaping how conflicts are managed and resolved. Imagine a school where leadership inspires collaboration; this is the foundation upon which constructive conflict resolution is built. Leaders equipped with digital organizational skills and a collaborative approach set the tone for fostering trust and teamwork (Eameaim et al., 2009; Ertürk, 2022). However, even with strong leadership, the absence of effective communication can act as a stumbling block. As Bras et al. (2024) observed that poor communication erodes trust and prevents the formation of a safety culture essential in schools.

At its core, the values and beliefs of an organization act as a moral compass. Schools that embrace inclusivity and respect, as highlighted by Omodan (2023), nurture environments where conflicts become opportunities for growth. Conversely, institutions trapped in toxic value systems, as cautioned by Smith and Fredricks-Lowman (2020), often perpetuate harmful dynamics, stalling any attempts at resolution. Adding to this complexity, power dynamics within the school can act as invisible barriers, limiting equitable conflict management. Küçük (2019) emphasize that dismantling these hierarchies is key to effective solutions.

However, it is collaboration that transforms conflict from a challenge to a collective opportunity. Schools thrive when open dialogues and mutual problem solving are prioritized (Eameaim et al., 2009; Omodan, 2023). Beyond the structural and procedural aspects, the emotional climate in school plays an important role. A positive emotional environment, as emphasized by Rehman (2020), alleviates stress and reduces the likelihood of conflict escalation. By cultivating emotional intelligence and practicing nonviolence, as Sarkar et al. (2020) suggest that schools can create a harmonious space that overcomes disagreements. Together, these elements weave a compelling narrative of how organizational culture shapes conflict management, making it both a challenge and a foundation for a thriving educational community.

DISCUSSION

The findings from this systematic review underscore the multifaceted role of organizational culture in influencing conflict management within educational settings. Leadership style emerges as a critical factor, with studies such as those by Eameaim et al. (2009) and Ertürk (2022) highlighting how leaders' approaches to conflict and communication significantly shape the conflict culture within schools. Effective use of technology and collaborative communication models are essential for fostering a constructive conflict resolution environment. Leaders who model collaborative and open communication tend to promote more effective conflict resolution strategies throughout their organizations.

Communication norms also play an important role in conflict management. Ineffective communication is identified as a barrier to creating a safe and supportive culture, as noted by Bras et al. (2024). This finding is supported by Eameaim et al. (2009), who demonstrate that effective communication practices are crucial for teamwork and conflict resolution in educational institutions. Therefore, institutions must prioritize improving communication practices to enhance conflict management outcomes.

Organizational values and beliefs further influence conflict management strategies. The review reveals that entrenched values can perpetuate destructive conflict patterns, as illustrated by Smith & Fredricks-Lowman (2020). Conversely, fostering a culture of diversity, inclusivity, and respect, as highlighted by Omodan (2023b), is key to effective conflict resolution. This underscores the importance of aligning organizational values with constructive conflict management practices to promote a positive organizational culture.

Power dynamics within educational organizations also significantly affect conflict management. Küçük & Konuk (2023) and Smith & Fredricks-Lowman (2020) highlight that power imbalances can exacerbate conflicts and hinder effective resolution. Addressing these imbalances and promoting equitable power relations are crucial for improving conflict management outcomes and creating a more balanced organizational environment.

Collaborative practices are essential for effective conflict management. Studies by Eameaim et al. (2009) and Omodan (2023) emphasize the importance of cooperation and collaboration in building effective teams and resolving conflicts. Organizational cultures that prioritize collaboration foster environments where conflicts are managed constructively, leading to more positive outcomes.

The emotional climate within an organization also impacts conflict dynamics and outcomes. Rehman (2020) and Sarkar and Garg (2020) demonstrate that a positive emotional climate, characterized by empathy and emotional intelligence, supports effective conflict management and prevents conflicts. Cultivating a supportive emotional climate is therefore crucial for effective conflict resolution and maintaining a healthy organizational environment.

Limitations and Future Research

This systematic review provides information about the intersection of organizational culture and conflict management but is constrained by several limitations that warrant attention. A significant methodological concern is the reliance on self-reported data, which is susceptible to biases such as social desirability and retrospective inaccuracies. These limitations undermine the reliability of findings and necessitate future research to incorporate more objective measures, including direct observations and peer assessments. Furthermore, the contextual focus on higher education settings restricts the generalizability of results to K-12 environments, where unique operational dynamics and stakeholder relationships demand dedicated investigations. Expanding research to diverse educational levels will ensure broader applicability of insights across varying contexts.

Future research must also diversify its methodological approaches, moving beyond a predominant reliance on longitudinal studies. While such studies are valuable for understanding long-term impacts, complementary methods like experimental designs and mixed-methods research can offer richer perspectives on leadership development and conflict resolution. Practical challenges, such as resource constraints and resistance to

cultural shifts, remain underexplored, highlighting the need for actionable recommendations to address these barriers. Additionally, the integration of stakeholder perspectives, including those of students, teachers, and parents, alongside intersectional considerations such as gender and socioeconomic factors, is crucial for fostering inclusivity in future research.

An important avenue for further exploration is the role of technology in conflict management. The increasing prevalence of digital tools, virtual communication platforms, and AI-driven systems in educational settings presents opportunities for innovation in conflict resolution. Simultaneously, the influence of cultural norms, values, and specific dimensions such as rituals and informal networks on organizational culture and leadership styles requires deeper examination. Addressing these gaps through diverse methodologies, inclusive frameworks, and a focus on cultural and technological dynamics will significantly enhance the practical relevance of research findings, paving the way for more effective conflict management strategies across educational contexts.

CONCLUSION

This systematic review underscores the pivotal role of organizational culture in shaping conflict management within educational settings. Key dimensions such as leadership style, communication norms, organizational values and beliefs, power dynamics, collaborative practices, and emotional climate are critical in influencing how conflicts are addressed and resolved. The findings reveal that educational leaders must develop the necessary competencies in these areas to foster environments where conflicts are managed constructively. By doing so, leaders can enhance organizational performance and create a positive educational experience for all stakeholders. The review also provides a foundation for future research by identifying gaps in the existing literature. Future studies should explore the long-term impacts of leadership development programs on conflict management and examine the interplay of cultural diversity in shaping conflict resolution practices. This is particularly important in understanding the unique dynamics of educational institutions operating in varied cultural and geographical contexts. By expanding the scope of research to include these elements, a more nuanced understanding of conflict management can be achieved.

Methodologically, this review contributes by employing rigorous search strategies and synthesizing diverse data sources, thus advancing the standards for systematic reviews in conflict management studies. It highlights the importance of integrating evidence based approaches and offers a framework for future research to build upon. However, it is essential to acknowledge potential challenges in the practical implementation of these strategies. Leaders may encounter resistance to change, limited resources, or deeply entrenched organizational norms that hinder the adoption of effective conflict management practices. Recognizing and addressing these barriers is essential to ensure the successful integration of constructive conflict resolution strategies. Additionally, this review suggests actionable steps for educational leaders to strengthen their competencies. For instance, participation in professional development programs, fostering collaborative environments, and encouraging open communication can significantly enhance their ability to manage conflicts effectively. These measures not only address immediate issues but also contribute to the long term development of a constructive organizational culture.

Finally, by adopting a holistic perspective that integrates diverse cultural dimensions and leadership strategies, educational institutions can transform conflict into opportunities for growth, innovation, and collaboration. These findings highlight the transformative potential of organizational culture and leadership in conflict management, offering a pathway toward more effective and inclusive educational environments.

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