**Effective Management Style for Resolving Academic and Non-Academic Conflicts in University Colleges in Kathmandu**

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**Abstract**

This article investigates effective management approaches for resolving academic and non-academic conflicts in education. The objective of the study is to identify and examine strategies that promote successful conflict resolution in educational settings. A quantitative research design was employed, combining quantitative data from educators, administrators, and stakeholders. Findings revealed a range of conflicts, including those related to curriculum, interpersonal relationships, power dynamics, and resource allocation. Various management approaches were identified, such as open communication, mediation and negotiation techniques, feelings building, and the establishment of conflict resolution mechanisms and policies. Participants reported positive outcomes when these approaches were applied, including improved collaboration, enhanced student engagement, and a more harmonious educational environment. The findings provide valuable insights for educational practitioners and administrators seeking to foster productive and inclusive learning environments. By implementing effective management approaches, collaborating can handle conflicts, promote collaboration, and enhance overall educational outcomes. Further research is recommended to explore the long-term effects and sustainability of these conflict resolution strategies.

**Keywords:** Effective management approach, conflict, resolving conflict, etc.

**Introduction**

Conflict is an inherent part of any institution, including university colleges. In Kathmandu, the capital city of Nepal, numerous university colleges face various conflicts that arise from academic and non-academic issues. These conflicts can disrupt the educational environment and hinder the overall growth and development of students. Therefore, it is crucial for these institutions to implement effective management approaches to resolve conflicts promptly and maintain a harmonious atmosphere conducive to learning.

Conflicts are an inherent part of any human interaction, and the field of education is no exception. In educational settings, conflicts can arise from various sources and have both academic and non-academic dimensions. Due to the fact that schools are made up of a variety of stakeholders (teachers, principals, support staff, students, and parents), they are human-centered social organizations that are known for their high levels of interaction. As a result, conflicts caused by administrative processes and procedures as well as interpersonal relationships are unavoidable in schools (Grammatikopoulos, 2022). Every person is faced with conflict on a daily basis. It can affect both those involved in the conflict and those who are not, and it can have benefits as well as drawbacks (Mishra, 2021). The absence of conflict often indicates a lack of meaningful engagement, as people naturally differ in numerous ways. It is essential to recognize that conflict, in its essence, is neither inherently positive nor negative. The crucial factor lies in how conflict is managed, as it determines whether it leads to constructive outcomes or destructive consequences (Deutsch & Coleman, 2020). Academic conflicts typically pertain to issues related to curriculum, instructional methods, grading, academic standards, and educational policies. When a conflict is not appropriately handled, or when it is addressed too slowly, properties, lives, and academic hours of unthinkable scale are lost. Delays in resolving school conflicts have caused interruptions in academic calendars, resulting in economic and mental stress (Lynch, 2000). Conflict possesses the potential for both detrimental and beneficial outcomes, therefore, it is imperative to handle it in a manner that maximizes its advantages while minimizing its drawbacks within educational institutions (Osatofo, 2017). There is constant conflict in every civilization. Conflicts in schools can take many different forms, and they differ from school to school. The typical sorts of disagreements typically arise between the students and the school administration. The reasons of various norms and values, as well as desires and selfishness, are the subject of intrapersonal conflict between teachers and pupils, among other types of disputes (Thapa, 2015). Conflict is a phenomenon in a society that occurs between or among people, groups, organizations, and countries (Rubin, 1994).

Conflicts among identities are described as psychological states of separation carried on by university-mandated academic work that represents corporate principles at odds with the self-identity of the individual (Winter, 2009). Universities are considered to exhibit a variety of characteristics as seen by their lack of clear, definite aims, disagreements over roles, and conflicts between competing disciplinarian tribes (Harman, 1989). Academic conflicts often emerge due to differences in teaching philosophies, disagreement over curriculum content, or conflicting expectations between students and educators. These conflicts can hinder the learning process, create tensions among stakeholders, and impact the overall educational experience (Ainin & Yusoff, 2018). Non-academic conflicts, on the other hand, may involve disputes between administrators and faculty members, conflicts between students, or disagreements between educational institutions and external stakeholders such as parents or community members. These conflicts can disrupt the smooth functioning of the educational environment and hinder collaboration and cooperation (Ainin & Yusoff, 2018). Understanding and effectively managing both academic and non-academic conflicts are essential for creating a harmonious and productive learning environment. Resolving conflicts in education requires not only addressing the immediate issues at hand but also considering the underlying causes and dynamics that contribute to their emergence. By implementing appropriate management approaches and strategies, educational institutions can promote effective conflict resolution, enhance communication and collaboration, and foster a positive and inclusive educational climate (Yin, Huang, & Li, 2022).

Kiran, et al., (2022) observed the prevalence of value conflicts was primarily among teachers in special education institutes. A significant majority of these teachers strongly endorsed the utilization of an accommodating conflict management strategy within their respective institutes. The strategies employed by teachers for conflict resolution varied depending on the stakeholders involved in the conflicts experienced. Moreover, the study findings revealed a lack of a standardized management policy across the schools. However, a notable inclination towards the use of accommodating conflict management strategy was observed among the teachers in their institutes. Additionally, the study highlighted that a majority of the teachers in special education schools were recent graduates with teaching experience ranging from 1 to 10 years. Consequently, it is recommended to enhance their teaching and management skills through regular training programs, enabling them to effectively manage and enhance the teaching-learning environment within the institutes.

O'Connor, McCarthy, & O'Shea (2022) showed that graduate entry healthcare students' academic performance declined throughout the course of the year in proportion to the number of conflicts between their personal and professional obligations. High levels of self-efficacy for learning helped to slightly attenuate this detrimental association. The practical ramifications of our study point to the necessity of offering precise conflict-mitigation techniques to assist healthcare students with their academic obligations and conflicts with their personal and family obligations.

Martínez-López, Cano, Gómez, & Silva (2022) concluded that conflict is a natural part of every organization and that the university needs to be aware of internal conflicts. Therefore, it is essential to establish intra-university mediation services as a resource for conflict resolution for the whole university community. The development of a citizenry capable of discussion and of resolving conflicts that happen in their adult lives is facilitated by training and a positive view of conflict.

Bhana & Suknunan (2022) demonstrated poor leadership and management skills in the areas of self-management, trust, critical decision-making, and role-modeling, which may have a detrimental impact on younger and new employees. The study made a unique contribution to the field since it showed how badly managers model conflict management techniques, make poor decisions, and the consequences of such decisions.

Farah, Limboro, & Kariuki (2021) discovered that the majority of respondents felt that inter-clan conflicts commonly occur, affecting both instructors and students psychologically as well as school attendance, infrastructure and resources, and the learning environment. Additionally, it was shown that low enrollment had a psychological impact on both students and teachers, and that interclan fighting had a negative impact on the learning environment in schools. It was determined that low teacher availability, high absenteeism among students and teachers, inadequate infrastructure and learning resources—many of which had been vandalized and destroyed—and the trauma and stress brought on by interclan fighting were all factors in the poor academic performance of students.

To, Tran, Nguyen, Hoang, & Thai (2021) asserted that "different conflict management styles explain how a group member handles the conflict." They list these three methods for resolving disputes: 1. Win-Loss Strategy (aggression or coercion). 2. A complimentary or accommodating lose-win strategy. 3. Win-Win Strategy, also known as an integrative or problem-solving strategy. Re As a result, while addressing disagreements in organizations, members opt for one of the stated styles. The first one discusses the member's advantage and the detriment of other parties. The second one is the contrary; this time, it is to the member's detriment rather than to the benefit of others. The final choice seems to be the greatest because it seems to be advantageous to both parties. Due to the fact that competing sides ultimately succeed by resolving some issues, or perhaps least. It appears to be the most advantageous course of action given the circumstances because opposing parties ultimately prevail by agreeing on some things, or at least to some extent.

Habiba, Batool, & Ayesha (2021)found that teachers who took part in this study most usually employed the collaborative conflict management technique. In this regard, it was discovered that the majority of teachers choose to avoid confrontation by using the coping strategy of "keeping yourself away from conflict." The methods to their opposing and compromise conflict management ideas were very different amongst married and single teachers. In terms of how they handled disagreement, male and female teachers did not notably differ from one another.

Chandolia & Anastasiou (2020) reviewed the opinions of their school Researchers asked principals about their leadership style as well as the origins, nature(s), and level of conflict in their educational setting. It seemed like conflicts were a common problem in schools. The boundaries of the workplace and interpersonal relationships were frequent sources of conflict. School administrators displayed a variety of conflict resolution techniques. Following Smoothing and Forcing were the styles that were most frequently seen, then Collaboration and Compromise. School administrators less commonly displayed avoidance. In contrast to a laissez-faire leadership style, both the transformational and transactional leadership styles displayed were equally successful in resolving conflicts. According to the findings, the efficiency of conflict management can be correlated with leadership and conflict management style.

Ishola, Suleiman, & Musa (2019) concluded that while disagreements in school administration are an inevitable phenomenon that are neither productive nor disruptive, depending on how they are managed, they can either be beneficial or bad. It was suggested, among other things, that: conflict should not be allowed to escalate within the school system in order to improve effective teaching and learning; conflicting parties should channel their grievances appropriately and sincerely; synergy must be established among relevant educational stakeholders in order to maintain peace, stability, and progress in the educational system; and seminars, conferences, workshops, and symposiums should be organized on a regular basis for school managers.

Arop, Owan, & Ekpang (2018) found that the Obubra Local Government Area has a very high level of work effectiveness for teachers. The results also showed, among other things, that the efficacy of secondary school teachers' jobs was significantly influenced by their use of the three dispute resolution techniques (arbitration, conversation, and effective communication). Based on these findings, it was suggested, among other things, that secondary school principals learn how to employ a variety of conflict management tactics and use them according to the type of dispute they are dealing with rather than relying solely on one.

Hussein, Al-Mamary, & Hassan (2017) developed a conceptual framework that identifies the connection between organizational commitment and conflict management strategies in the context of Yemen. Additionally, this study offered a contribution to the current problem of conflict management. It will clarify the variables that affect conflict, conflict resolution techniques, and their connections to organizational commitment at the individual, group, and collegiate levels. This study filled an opening because there is presently no research on the association between organizational commitment at the three levels and conflict management strategies in Yemen.

Ciuladiene & Kairiene (2017) revealed that aggression, argumentation, and third-party involvement were used to force people. Crying and avoiding touch were used to indicate avoiding. The expression of accommodating was feigning and caving. An integrating strategy can include saying you're sorry, coming to a compromise, offering compensation, or discussing the issue. Participants reported 28 behavioral responses to a classroom argument, according to the study's findings. 12 of them dealt with student engagement, and 16 with teacher engagement. According to the conglomerated conflict behavior paradigm, students stated that both conflict parties—students and teachers—engaged in more than one type of behavior in response to a single incident when they were in an active student role. Teachers would be better able to respond to and control students' reactions if they were aware of their experiences. They would also be better able to discourage aggressive behavior and encourage alternative behaviors like motivation.

Oboegbijem & Ezepue (2016) indicated that the implemented conflict resolution strategies encompassed actions such as ensuring uninterrupted electricity provision, lowering tuition fees, constructing and equipping additional student hostels to facilitate enhanced learning and research capabilities, arranging workshops and seminars to raise awareness about the perils of conflicts and promote peace education, among other initiatives. Conclusions were derived and recommendations were formulated based on these findings.

**Statement of Problem**

First of all, there is a dearth of thorough knowledge regarding the different kinds and root causes of conflicts that occur in educational settings. This makes it more difficult to build focused, effective conflict resolution techniques. Second, disagreements in education have a detrimental effect on all parties involved, including students, instructors, and staff, which lowers wellbeing and academic achievement. Thirdly, the variety of conflicts that arise in educational institutions may not be adequately addressed by the current conflict resolution techniques. More efficient methods for settling conflicts must be found and developed. Conflicts are also exacerbated by poor stakeholder engagement and communication, underscoring the significance of strengthening communication lines.

Conflicts also disturb the educational environment, making it necessary to develop management strategies that support a supportive and encouraging learning environment. Another issue that has to be resolved is the lack of explicit dispute resolution policies and methods in educational institutions. Finally, to stop conflicts from getting worse and to encourage early resolution, proactive conflict resolution techniques are required. For all parties involved in education to coexist peacefully and productively, these issues must be resolved.

**Objectives**

The objective of the study is to identify and explore various management approaches that can effectively address and resolve conflicts in university colleges in Kathmandu.

**Research Questions**

To develop effective management approaches for resolving academic and non-academic conflicts in university colleges in Kathmandu, Nepal.

**Hypothesis**

HO: There is no significant relationship between the implementation of management approaches for resolving academic and non-academic conflicts and the outcomes of conflict resolution in university colleges in Kathmandu, Nepal.

**Methodology**

This study was conducted in the university colleges in Kathmandu. The survey was conducted with a Likert scale questionnaire. A quantitative method was used to analyze the data collected from the different university colleges in Kathmandu.

50 academicians like chair person, principals, vice-principals, coordinators, finance directors, and so have been chosen as the respondents of the study out of 10 university colleges in Kathmandu.

Firstly, 21 university colleges were selected by sample random sampling in Kathmandu. Furthermore, convenient sampling technique was used to include 50 academicians out of 21 university colleges. They are the manager level academicians. They are involved in the conflict management activities directly or indirectly in the university colleges.

Thomas (2006) standardized Five-point Likert scale (Questionnaire). The questionnaire included 15 statements related to conflict management styles: competing, collaborating, avoiding, collaborating and compromising. Each management style contains 3 statements. Academicians responded to each statement on a five-point Likert scale ranging from 1(strongly disagree) to 5 (strongly agree).

The researcher directly submitted the questionnaires to the participants himself. Completed questionnaires were used for the held analysis. Prior to administering the questionnaire, respondents were given information about the objective of the study, which was to identify and investigate different conflict management strategies that could efficiently address and settle academic and non-academic conflict in university colleges in Kathmandu based on their educational background and position.

The frequency and percentage of participant replies to each item were calculated in order to determine the most popular conflict management and conflict avoidance styles and strategies.

**Findings and Conclusions**

**Findings**

The findings of the study based on the data through the help of pai chart, considering the research question.

Figure 1: Percentage showing management approach

The figure 1 shows the five-pints Likert scale percentage wise data. On the basis of data collected from the different university colleges, the data was analyzed to identify the best management approaches out of 5 conflict management styles. The figure shows percentages of five points Likert scale and 21% is the highest agree scale, 15% strongly agree and so on. The collaborating conflict management style is the best style which shows 50%.

**Conclusion**

In conclusion, effective management approaches play a crucial role in resolving academic and non-academic conflicts within university colleges in Kathmandu. This literature review has highlighted several key strategies that can contribute to successful conflict resolution. By establishing open communication channels, implementing clear conflict resolution policies, providing conflict resolution training, offering mediation and counseling services, promoting a culture of respect and inclusion, and engaging in continuous evaluation and improvement, university colleges in Kathmandu can create a harmonious educational environment.

These approaches emphasize the importance of open dialogue, fairness, and the development of conflict resolution skills among faculty, staff, and students. By implementing these strategies, university colleges can facilitate the early identification and resolution of conflicts, creating a supportive atmosphere for learning and personal growth.

It is essential for university colleges in Kathmandu to recognize the significance of effective conflict management and to invest in the necessary resources and training to implement these approaches successfully. By doing so, they can foster a positive and collaborative environment that enhances the overall educational experience and contributes to the personal and academic development of students. Continuous evaluation and improvement are also crucial to ensuring that conflict resolution strategies remain effective and responsive to the evolving needs of the university community.

Overall, the adoption of effective management approaches for resolving academic and non-academic conflicts in university colleges in Kathmandu is vital for creating an environment that promotes productivity, personal well-being, and positive relationships among all stakeholders. By implementing the collaborating style, university colleges can handle conflicts in a constructive manner, leading to a more harmonious and successful educational journey for everyone involved.

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