




Farida Siddique¹, Shafqat Ali² & Iffat Basit³

¹MPhil. Scholar, Department of Education, Minhaj University, Lahore, Punjab, Pakistan

²Professor, Department of Education, Minhaj University, Lahore, Punjab, Pakistan

³Assistant Professor, Department of Education, Alhamd Islamic University Islamabad, Pakistan

| KEYWORDS | ABSTRACT |
|--|---|
| Conflict Management, Motivation, Value Conflict, Task Conflict, Relationship Conflict | <p>This study investigated the impact of conflict management strategies (task, relationship, and value) on college students' motivation toward learning. A sample of 392 students from the intermediate classes in public and private colleges from urban & rural areas participated. Data were collected using a self-developed rating scale and analyzed with SPSS software. The results revealed that task conflict management showed little variations between school types, relation & value conflict management significantly affected motivation, with public schools outperforming private ones. Gender-based differences were noted in the relationship conflict management, with male respondents displaying lower motivation levels. Urban schools generally exhibited lower motivation than rural schools across all conflict resolution categories. Present results emphasized how crucial it is to use prevention approaches towards specific conflicts and to apply positive stimulation to students to promote more positive relations and thus motivate students in different educational environments. If the technologies employed where novelties' little chance of support would be available to those lacking in IT expertise.</p>  <p>2024 Journal of Social Research Development</p> |
| ARTICLE HISTORY | |
| <p>Date of Submission: 17-04-2024 Date of Acceptance: 20-05-2024 Date of Publication: 21-05-2024</p> | |
| <p>Correspondence</p> | Shafqat Ali |
| <p>Email:</p> | drshafqat.edu@mul.edu.pk |
| <p>DOI</p> | https://doi.org/10.53664/JSRD/05-02-2024-03-26-38 |

INTRODUCTION

Conflicts are an innate element of the undergraduate experience. They derive from combination of diverse perspectives, ideas, and methods among matriculated students (Chandolia & Anastasiou, 2020; Thembani & Plaatjies, 2023). In different realms, whether context may be team projects, class discussions, binary interactions, dissent forms part of college life. How these adult disagreements are wisely handled potentially carries tremendous amount of leverage; in understanding motivational

complexity of intellectual pursuit, conflict management is critical (Smith & Todd, 2001). Strategies for dealing conflict are methods that seek to resolve disputes and create atmosphere of productive learning. Three main natures of conflict necessitate skillful management at the college level: task conflicts, relationship conflicts, and value conflicts (Khalid & Fatima, 2016). Thus, the collaborative activities can foster the teamwork skills and promote positive relationship among the students. Task conflicts occur due to disagreements related to academic projects, assignments, or group work and result from differences in ideas, work approaches, or ways of solving problems. Therefore, successful management of task conflict entails establishing clear performance expectations, encouraging open communication, and facilitating constructive dialogue among the group members (Jordan & Troth, 2021). By encouraging active listening, empathy, and compromise, task conflicts can be resolved or navigated in way that pools diverse perspectives & produces more creative solutions (Jia, Ma, Wu, Wu & Jiang, 2021).

Managing the task conflicts on a college level is about how to approach and strategize for solving disagreements and disputes that arise within academic project, group assignment, or collaborative task (Adams & Plaatjies, 2021). Disputes are almost a given in educational context because of the convergence of various ideas, personalities, and skills. But constructive managing lives to create a conducive learning environment and complete tasks (Chen & Deng, 2023). The first strategy of task conflict management in college is setting clear expectation at outset. Proactive communication is also an important strategy for managing task conflicts in college. The proactive communication is about clarifying the roles, duties, and goals of the project in the beginning to limit uncertainty and avoid potential conflicts. Once everyone knows what their role is, and what common we pursue, it will be easier to solve conflicts and direct more attention to task (Ünal & Akgün, 2022). The success of conflict management strategies has an important influence on student's value in study and their motives at college level. When conflicts are managed very well, students feel sense of psychological safety therefore that they are willing to take part in a discussion, share their viewpoints, and take an intellectual risk.

This helps students get more engaged in learning and increases more intrinsic motivation to explore complicated topics and discuss assumptions (Malik, Rana & Ashraf, 2023). This feeling of safety enables students to test new ideas, question assumptions, and explore complex subjects in ways that increase their contact with content and make them more motivated to learn from within. Moreover, successful task conflict handling encourages critical thought and problem-solving abilities that are essential for scholastic achievement and personal development (Shang, Li, Deng & Cheong, 2021). When pupils encounter divergent perspectives or difficulties in small group activities/cooperative undertakings, they encounter situations that require them to analyze, assess & integrate information from distinct perspectives (Adams & Plaatjies, 2021). The purpose of this study was to examine how conflict management strategies impact college students' motivation to learn by examining the task, relationship, and value conflicts with the difference among public and private, urban and rural, and male and female learners from the results, this study leads to offer the valuable suggestion for the universities to improve academic curriculum to cultivate motivated and successful learners (Chen & Deng, 2023).

Objectives of Study

1. To investigate the effect of conflict management strategies on college students' motivation toward learning.
2. To compare effectiveness of conflict management strategies in enhancing student motivation based on gender, locale, and sector.

LITERATURE REVIEW

The task conflicts, common when it comes to differences of opinion about academic tasks or team projects, are something that students and/or work professionals needs to overcome. The scholars and professionals underscore standing of setting clear expectations, promoting honest communication and enhancing dialogue between team members to help mitigate task-related conflicts (Khosravi et al., 2020). By doing this, individuals can create environments where individuals can leverage differences in perspective (Gordon-Hecker et al., 2021). Indeed, in context of Pakistan, Sajid et al. (2022) demonstrated teachers' work-family conflict had an impact on their child's performance, at school, thus showing importance of good management of school tasks in curbing potential conflicts and developing improved academic environment that recognize and celebrate unique contribution that each student brings to learning environment. Conflicts in relations due to individual attitudes or even misunderstandings significantly expose individual well-being, acceptance, and motivation to participate in scholarly activities. Researchers have emphasized necessity to enhance colleges with culture of respect, empathy and open verbal exchange to capably handle relationship conflicts (Lundy et al., 2022).

The effect of organizational justice, conflict management with compensation, work stress as well as motivation was observed on the employee performance (Wolor et al., 2020). The impact of dynamic methods of conflict management on motivation of college students to learn has been demonstrated by several studies. When conflicts are handled in the constructive ways, students develop a sense of psychological safety, encouraging them to participate actively, share ideas, and take intellectual risks (Algert et al., 2021). This, in turn, leads to more active and more challenging engagement with learning material and to greater intrinsic motivation to explore complicated subjects and questions common. In previous literature, diverse studies are conducted regarding conflict management from different perspectives. Rahim and Katz (2020) conducted a study regarding conflict management strategies concerning gender and generation. By realizing these conflict management strategies, colleges can create a supportive and inclusive learning environment that boosts student motivation and promotes academic success. In public schools, the conflict management was explored regarding position power, personality, traits, and conflict management of principals (Nawaz & Bakhsh, 2023). In study by Göregen and Raemdonck (2020), teacher conflict management methods were explored in democratic dialogue.

From Hong Kong perspective, there was conducted a comparative analysis of conflict management styles between local and expatriate managers (Wu & Bertha, 2021). In the same way, in research by Chandolia and Anastasiou (2020), the association of leadership and conflict management styles about conflict management in Epirus, NW Greece was explored. Another study explored conflict management styles related to the administrative experiences of higher secondary school principals

(Khan et al., 2020). In a study by Sharififard et al. (2020), motivation was explored with different variables like self-efficacy, stress, & academic performance with relationship of academic burnout in nursing students that make resources available to students, like counseling services or mediation programs, where they can seek support and guidance in managing conflicts effectively.. Motivation and job satisfaction with employee performance relationship were explored (Carvalho et al., 2020). In study Novitasari et al. (2020) worker family conflict and workers' performance were correlated in Covid-19 pandemic. In Pakistani context, there have been conducted different studies. Akhtar and Syeda (2021) conducted a study about conflict management styles of organizational commitment among university teachers.

The study provided implications for teaching faculty of universities in handling their conflicts with chairpersons of academic departments. In another study by Sajid et al. (2022), the effect of teachers' work-family conflict was observed on the performance of the children. In another study by Bukhari et al. (2021), academic motivation of high-achiever students was explored in the context of higher education concerning hearing-impaired students. The clearly communicate prospects for behavior and participation in classroom. By fostering a sense of ownership and accountability for learning outcomes, effective conflict management empowers students to invest more time and effort in their studies, recognizing the impact of their actions upon future success. The above-described literature highlights significance of tailoring conflict management strategies to specific educational contexts, considering factors such as the institutional type (public or private), geographic location (urban or rural) and gender-based differences. The positive feedback can help motivate students to overcome challenges and strive for improvement. Thus, by fostering a supportive and empowering learning environment where conflicts are managed constructively, educational institutions can inspire the students to become active participants in their educational journey and motivate them to achieve their full potential.

RESEARCH METHODOLOGY

To comprehensively investigate the impact of conflict management strategies on college students' motivation toward learning, a quantitative research approach was employed in this study (Weyant, 2022). The study involved a sample of 392 students enrolled in intermediate classes from both public and private educational institutions in urban and rural areas. A stratified random sampling technique was used for the selection of sample. There were 192 participants from public colleges while 200 from private colleges. The participants were also equally distributed by males (138) and females (254). In addition, the participants included 165 urban students and 227 rural students. To obtain data from the subjects, the researcher used a self-developed questionnaire and rating scale. In this connection, the questions were designed based on a detailed analysis of literature to verify that the questions were clear, the was good repeatability, and the questions were true to the nature of current study.

Before collecting data, the necessary approvals were obtained from relevant education department and institutional review boards (Creswell & Clark, 2017). Participants were informed of purpose of the study, and those who were willing to participate provided their consent. The data collected was analyzed using SPSS software. An overview of the data was generated using descriptive statistics,

including means & standard deviations as enlisted by (Muijs, 2011). Inferential statistics specifically, independent-sample t-tests were used to test the significance of differences in motivation levels between various groups including public versus private schools, male versus female students, and urban versus rural settings. For all statistical analyses, the level of significance was the common $p < 0.05$ (Field, 2018).

RESULTS OF STUDY

Table 1 Comparison of Effect of Task Conflict Management on Students' Motivation

| Schools | Students | M. | SD | t-value | Sig. level |
|---------|----------|--------|--------|---------|------------|
| Public | 192 | 3.8406 | .73919 | 1.63 | .104 |
| Private | 200 | 3.7275 | .63197 | | |

The above table presents comparison of effect of task conflict management on students' motivation toward learning at college level between public and private school students. In table, comparison is made to see comparative effectiveness of government school & private school conflict management activities to motivate students toward the learning process at the college level. Results showed that in government schools motivation level based on task conflict management (M=3.8406) is almost the same as in private schools (M=3.7275). Furthermore, significance level ($p=.104$) also highlighted that difference in motivation based on task conflict management between public & private sectors is not significant.

Table 2 Comparison of Effect of Relationship Conflict Management on Students' Motivation

| Schools | Students | M. | SD | t-value | Sig. level |
|---------|----------|--------|--------|---------|------------|
| Public | 192 | 3.7679 | .63081 | 4.497 | .000 |
| Private | 200 | 3.5083 | .50819 | | |

The above table presents a comparison of effect of relationship conflict management on students' motivation toward learning at the college level between public and private school students. In the table, the comparison is made to see comparative effectiveness of government schools and private schools' relationship conflict management activities to motivate students toward learning process at the college level. Results showed that in government schools motivation level based on relationship conflict management (M=3.7679) is better than that of private schools (M=3.5083). Furthermore, the significance level ($p=.000$) also highlighted that difference in motivation based on relationship conflict management between the public and private sectors is significant as evident from results of present research study.

Table 3 Comparison of Effect of Value Conflict Management on Students' Motivation

| Schools | Students | M. | SD | t-value | Sig. level |
|---------|----------|--------|--------|---------|------------|
| Public | 192 | 3.9334 | .73839 | 4.692 | .000 |
| Private | 200 | 3.6186 | .58401 | | |

The table presents a comparison of effect of value conflict management on students' motivation toward learning at college level between public and private school students. In table, comparison is

made to see the comparative effectiveness of government schools and private schools' value conflict management activities to motivate students to learning process at college level. Result showed that in government schools motivation level based on value conflict management (M=3.9334) is better than that of private schools (M=3.6186). Besides, significance level ($p=.000$) also highlighted that the difference in motivation based on value conflict management between the public and private sectors is significant.

Table 4 Comparison of Effect of Conflict Management on Students' Motivation

| Schools | Students | M. | SD | t-value | Sig. level |
|---------|----------|--------|--------|---------|------------|
| Public | 192 | 3.8473 | .60595 | 4.10 | .000 |
| Private | 200 | 3.6181 | .49599 | | |

The above table presents a comparison of the effect of conflict management on students' motivation toward learning at college level between public and private school students. In table, comparison is made to see comparative effectiveness of government schools, private schools' conflict management activities to motivate students toward the learning process at the college level. Results showed that government schools' motivation level based on conflict management (M=3.8473) is better than that of private schools (M=3.6181). Furthermore, the significance level ($p=.000$) also highlighted that the difference in the motivation based upon the conflict management between the public and private sectors is significant.

Table 5 Comparison of Effect of Task Conflict Management on Students' Motivation

| Gender | Students | M. | SD | t-value | Sig. level |
|--------|----------|--------|--------|---------|------------|
| Male | 138 | 3.7348 | .70790 | -1.021 | .308 |
| Female | 254 | 3.8091 | .67698 | | |

The above table presents comparison of effect of task conflict management on students' motivation towards learning at college level between male and female school students. In table, comparison is made to see comparative effectiveness of male schools and female school task conflict management activities to motivate students toward the learning process at the college level. Results showed that in male schools' motivation level based on task conflict management (M=3.7348) is almost same as in the female schools (M=3.8091). Furthermore, significance level ($p=.308$) also highlighted that the difference in motivation based on task conflict management between male and female schools is not significant.

Table 6 Comparison of Effect of Relationship Conflict Management on Students' Motivation

| Gender | Students | M. | SD | t-value | Sig. level |
|--------|----------|--------|--------|---------|------------|
| Male | 138 | 3.5282 | .64065 | -4.696 | .002 |
| Female | 254 | 3.8937 | .54563 | | |

The above table presents a comparison of effect of relationship conflict management on students' motivation towards learning at college level between male and female school students. In the table, comparison is made to see comparative effectiveness of male schools, female schools' relationship conflict management activities to motivate students toward the learning process at te college level.

Results showed that in male schools' motivation level based on relationship conflict management (M=3.5282) is less than in female schools (M=3.8937). Furthermore, the significance level (p=.002) highlighted that difference in motivation based on relationship conflict management amid male & female schools is significant.

Table 7 Comparison of Effect of Value Conflict Management on Students' Motivation

| Gender | Students | M. | SD | t-value | Sig. level |
|--------|----------|--------|--------|---------|------------|
| Male | 138 | 3.7081 | .68688 | -1.387 | .166 |
| Female | 254 | 3.8079 | .67768 | | |

The above table presents comparison of effect of value conflict management on students' motivation towards learning at college level between male and female school students. In table, comparison is made to see comparative effectiveness of male schools & female school value conflict management activities to motivate students toward the learning process at the college level. Results showed that in male schools' motivation level based on the value conflict management (M=3.7081) is almost the same as in the female schools (M=3.8079). Furthermore, significance level (p=.166) also highlighted that the difference in motivation based on value conflict management between male and female schools is not significant.

Table 8 Comparison of Effect of Conflict Management on Students' Motivation

| Gender | Students | M. | SD | t-value | Sig. level |
|--------|----------|--------|--------|---------|------------|
| Male | 138 | 3.6570 | .56628 | -1.906 | .057 |
| Female | 254 | 3.7702 | .55934 | | |

The above table presents a comparison of the effect of conflict management on students' motivation towards learning at the college level between male and female school students. In the table, the comparison is made to see the comparative effectiveness of male schools and female schools' conflict management activities to motivate students toward learning process at the college level. Results showed that in male schools' motivation level based on conflict management (M=3.6570) is almost the same as in female schools (M=3.7702). Besides, the significance level (p=.057) also highlighted that the difference in motivation based on conflict management between male and female schools is not significant.

Table 9 Comparison of Effect of Task Conflict Management on Students' Motivation

| Locality | Students | M. | SD | t-value | Sig. level |
|----------|----------|--------|--------|---------|------------|
| Urban | 165 | 3.5133 | .65561 | -7.009 | .000 |
| Rural | 227 | 3.9789 | .64458 | | |

The above table presents comparison of effect of task conflict management on students' motivation toward learning at college level between urban and rural school students. In table, the comparison is made to see the comparative effectiveness of urban and rural schools' task conflict management activities to motivate students toward the learning process at the college level. Results showed that in the urban schools' motivation level based on task conflict management (M=3.5133) is less than in

rural schools (M=3.9789). Furthermore, the significance level (p=.000) also highlighted that the difference in motivation based upon task conflict management between urban and rural schools is significant from results.

Table 10 Comparison of Effect of Relationship Conflict Management on Students' Motivation

| Locality | Students | M. | SD | t-value | Sig. level |
|----------|----------|--------|--------|---------|------------|
| Urban | 165 | 3.4988 | .54097 | -4.015 | .000 |
| Rural | 227 | 3.7347 | .59752 | | |

The above table presents a comparison of effect of relationship conflict management on students' motivation toward learning at college level between urban and rural school students. In the table, the comparison is made to see the comparative effectiveness of urban and rural schools' relationship conflict management activities to motivate students toward learning process at the college level. Results showed that in urban schools' motivation level based on relationship conflict management (M=3.4988) is less than in rural schools (M=3.7347). Still, significance level (p=.000) also highlighted that difference in motivation based on relationship conflict management between urban and rural schools is significant.

Table 11 Comparison of Effect of Value Conflict Management on Students' Motivation

| Locality | Students | M. | Std. D. | t-value | Sig. level |
|----------|----------|--------|---------|---------|------------|
| Urban | 165 | 3.5104 | .64492 | -6.870 | .000 |
| Rural | 227 | 3.9635 | .64455 | | |

The above table presents a comparison of the effect of value conflict management on the students' motivation towards learning at college level between urban and rural school students. In the table, the comparison is made to see comparative effectiveness of urban and rural schools' value conflict management activities to motivate students toward the learning process at college level. Results showed that urban schools' motivation level based on value conflict management (M=3.5104) is less than rural schools (M=3.9635). Furthermore, the significance level (p=.000) also highlighted that the difference in motivation based on value conflict management between urban and rural schools is the significant.

Table 12 Comparison of Effect of Conflict Management on Students' Motivation

| Locality | Students | M. | SD | t-value | Sig. level |
|----------|----------|--------|--------|---------|------------|
| Urban | 165 | 3.5075 | .51409 | -7.081 | .000 |
| Rural | 227 | 3.8924 | .54342 | | |

The above table presents a comparison of the effect of conflict management on students' motivation toward learning at the college level between urban and rural college students. In table, comparison is made to see comparative effectiveness of urban and rural college conflict management activities to motivate students toward the learning process at the college level. The results revealed that, in comparison to rural colleges, the motivation level in urban colleges is significantly lower at p=.000 level due to conflict management with a mean (M) of 3.5075 in the comparison to a mean of 3.8924 from rural colleges.

DISCUSSION

Results show that motivation is affected somewhat consistently by how well students manage task conflicts that this effect does not differ greatly across different types of schools. While task conflicts are inherent in academic collaborations, when things get difficult and students must deal with these conflicts, some ways of performing as a student like effectively managing task conflicts, it does not significantly differ amid public schools and private schools. This is consistent with other reported research: operating like a thinking student, communicating clearly, and assigning responsibilities, helping students discuss problems that come up (Stanley & Algert, 2007). It is worth mentioning, but, that motivation in urban schools was lower than in rural schools for task conflict management. Perhaps resource availability, class size, and/or cultural dynamics associated with implementing task conflict management strategies in an urban environment are influenced by these factors, which affect efficacy. A more tailored intervention program for urban schools could be developed through additional investigation that identifies specific contextual factors that lead to this outcome. The results of the study make it very clear that if you can effectively manage the relationship conflict, students will be more motivated to learn. It did not seem to matter what angle we looked at it from, and we compared all different categories: public vs. private schools, rural vs. urban settings & male vs. female students.

Instead, there seems to have been only one real useful condition for motivation: if you can make it so that student can manage their relationship conflict well. As far as relationship conflict management strategies are concerned, public schools outdid their private counterparts in terms of motivation outcomes. For public schools, this result highlights value of established infrastructure and resources, which may help create climate of respect, empathy & open communication, all of which are critical for successfully handling interpersonal conflicts (Oetzel et al., 2003). In addition, the study found that different relationship conflict management strategies varied in effectiveness for males versus females with important implications for making interventions more targeted to the unique nature, challenges & dynamics of intrapersonal conflict among male students. Since male student incentive levels in intrapersonal conflict are lower than those of female students, college and career readiness interventions must be tailored to male students to better help them address these challenges. By including and addressing these gender-specific nuances we can create atmosphere of inclusiveness for both students. Interestingly, relationship conflict was more likely to be resolved by rural schools than urban schools. Therefore, this seems consistent with the suggestion that the small, interrelated social world of the rural schools may have better problem-solving access to interpersonal support (Sajid et al., 2022).

This study shows just how important effective value conflict management is in increasing students' motivation to learn. The comparisons to other public schools and private educational systems and urban schools and rural institutions revealed a dramatic difference in the level of motivation about the value conflict management strategies. Public schools showed better survival than private. This indicates that public schools might have an infrastructure or more resources that promote building of safe place for students to participate in discussions, agree to disagree, and build an understanding of where other person is coming from (Rose et al., 2022). This finding will show the private schools

that they could learn and take the practices of best implemented by the public schools and learn to adapt to school. Regarding value conflict management, rural schools displayed higher motivation levels in comparison to urban schools. This observation is in line with viewpoint that in rural close-knit communities, there may be a priority for shared values and cultural traditions, which would be grounds for effective strategies for handling value-based conflicts (Kaduma, 2024). Still, it may be necessary for more research to be completed so that cultural dynamics, and contextual factors, to be made evident. About 93% of districts serve rural schools, so the opportunity for conflict within the rural schools is high.

Main Findings & Conclusions

1. The college student's motivation to learn is impacted by all forms of conflict management (task, relationship, value & overall conflict). Therefore, based on how well the disagreements are handled in both public and private schools, investigation shows disparities in motivation levels.
2. It is clear from comparing public and private schools that there are variations in how dispute resolution influences students' motivation. Relationship & value conflict management exhibit notable differences amid two types of schools showing superior incentive outcomes, but task conflict management does not change much between them.
3. The results of the analysis show that there are no appreciable differences in the motivation levels of male and female students when it comes to task and value conflict resolution. Based on interpersonal conflict management, there is noteworthy distinction in motivation levels of male and female pupils, with the former demonstrating lower levels of drive.
4. Based on the conflict resolution techniques, it is evident that there are notable disparities in motivation levels amid urban and rural schools. In general, urban schools are less motivated than rural schools in all categories of dispute resolution.
5. Relationship conflict management is extremely effective, as showed by fact that it reliably demonstrates statistically significant changes in motivation levels amid public and private schools, male and female schools, and urban and rural schools.
6. Value conflict management is important in affecting students' motivation towards learning, as evidenced by the consistent significant changes in motivation levels between comparisons.
7. Public and private schools, as well as urban and rural schools, differ significantly in terms of motivation when it comes to total conflict management, which includes task, interpersonal, and value conflicts.

CONCLUSION

Task conflict management approaches have rather sure implications for various school types, while relationship and value conflict management principles are especially significant for perceiving the motivation of students. This research noted clear differences in the productivity of relationship and value conflict management principles concerning public schools and private schools. Public schools show better motivation repercussion. This hints at the opportunity to gain from public school's frame and structure and prop up a raised culture of empathy, respect, and transparency thus managing relationship and value-based conflicts amid students more successfully. It is worth noting, still, that

as for relationship conflict management gender-based disparities that emerged the will to reach compromise is notably less in males than in females, as the presence of other individual is critically high and time we spend with someone will bring the kind of stress we are subject, so it is vital to plan an intervention program regarding student subgroup-specific dynamics with coping of problems and social scenarios, so we can build equivalent and motivating-supportive surrounding with all these factors in mind.

Also, regardless of type of conflict resolution between females and males had a simple interaction that a significantly higher motivation was found in rural than urban schools between all headings of conflict resolution and expressively over females, whether it is rural or urban there is a personal factor to the will of being motivated and it measure that is related to creating a personal relation with someone, so further research should be done how approving factors for motivation of research-through rural, urban and intermediate structure, although the construction measurement may be involved to urban structure. The constant and extreme effects of management of conflicts among relationships toward motivation levels of students through several comparisons emphasize crucial role it plays throughout the academic career. Thus, educational institutions must prioritize effective strategies for positive relationships amid people, open communication, and resolutions met with conflicts. Also, most vital reason for results that were presented was due to educational settings with culture of tolerance, openness & inclusivity. If institutions proactively take steps to increase inclusive discussions & acknowledge multiple perspectives, then ability of any institution to engage usefully in value collision will increase; so, motivation of students lies in understanding different viewpoints that are exposed to them.

Recommendations

1. The relationship conflict resolution should be given top priority since it has a big influence on students' motivation to learn.
2. The student motivation is affected differently by task, relational and value-based conflict management strategies. To optimize the motivation outcomes, schools must customize their conflict management procedures to target types of disputes.
3. Given the notable difference in the motivation levels observed, schools should think about implementing gender-specific strategies to address relationship conflicts, even though there are no significant differences in motivation levels between male and female students in terms of task and value conflict management.

REFERENCES

- Adams, G., & Plaatjies, B. (2021). Managing Conflict to be Functional between Principals and Teachers in South African Schools. *Universal Journal of Educational Research*, 9(6), 1244-1249.
- Akhtar, N., & Syeda, S. H. (2021). Conflict management styles as predictors of organizational commitment in university teachers. *Journal of Behavioural Sciences*, 31(1), 98.
- Algert, N. T., Yep, C. L.-H., Rogers, K. S., & Stanley, C. A. (2021). Conflict Management and Dialogue in Higher Education. *IAP*.

- Bukhari, S., Butt, S., & Muhammad, Y. (2021). Understanding Academic Motivation of High Achieving Students with Hearing Impairment in Higher Education: A Qualitative Study. *Global Sociological Review*, VI (III), 17-25. In.
- Chandolia, E., & Anastasiou, S. (2020). Leadership and conflict management styles are associated with the effectiveness of school conflict management in the Region of Epirus, NW Greece. *European Journal of Investigation in Health, Psychology and Education*, 10(1), 455-468.
- Chen, X., & Deng, Y. (2023). A novel combination rule for conflict management in data fusion. *Soft Computing*, 27(22), 16483-16492.
- Creswell, J. W., & Clark, V. L. P. (2017). Designing and conducting mixed methods research. *Sage publications*.
- da Cruz Carvalho, A., Riana, I. G., & Soares, A. (2020). Motivation on job satisfaction and employee performance. *International research journal of management, IT and social sciences*, 7(5), 13-23.
- Gordon-Hecker, T., Schneider, I. K., Shalvi, S., & Bereby-Meyer, Y. (2021). Leaving with something: When do people experience an equity–efficiency conflict? *Journal of Behavioral Decision Making*, 34(2), 213-227.
- Göregen, M., & Van Raemdonck, V. (2020). Conflict management methods for teachers: The case of democratic dialogue in the flemish educational landscape. *EDULEARN, 20 Proceedings*,
- Jia, J., Ma, G., Wu, Z., Wu, M., & Jiang, S. (2021). Unveiling impact of task conflict on construction project performance: Mediating role of knowledge integration. *Journal of Management in Engineering*, 37(6), 04021060.
- Jordan, P. J., & Troth, A. C. (2021). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. In *Emotion and Performance* (pp. 195-218). CRC Press.
- Kaduma, K. D. (2024). Compliance toward ethical leadership among school principals: A synthesis of qualitative research-based evidences.
- Khalid, S., & Fatima, I. (2016). Conflict types and conflict management styles in public and private hospitals. *Pakistan Armed Forces Medical Journal*, 66(1), 122-126.
- Khan, s. R., Aatta, M. A., & Gul, M. (2020). Conflict management styles concerning administrative experience of principal at higher secondary school level. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(9), 8759-8767.
- Khosravi, P., Rezvani, A., & Ashkanasy, N. M. (2020). Emotional intelligence: A preventive strategy to manage destructive influence of conflict in large scale projects. *International Journal of Project Management*, 38(1), 36-46.
- Lundy, B. D., Collette, T. L., & Downs, J. T. (2022). The effectiveness of indigenous conflict management strategies in localized contexts. *Cross-Cultural Research*, 56(1), 3-28.
- Malik, A., Rana, H., & Ashraf, R. (2023). Emotional Intelligence and Conflict Resolution as a Predictor of Resilience in Rescue Workers. *Life and Science*, 4(3), 9-9.
- Muijs, D. (2011). Researching leadership: Towards a new paradigm. In *International Handbook of Leadership for Learning* (pp. 115-125). *Springer*.
- Nawaz, R., & Bakhsh, S. A. (2023). Position Power, Personality Traits And Conflict Management Of Government Higher Secondary School Principals. *Journal of Positive School Psychology*, 1417-1421.

- Novitasari, D., Sasono, I., & Asbari, M. (2020). Work-family conflict and worker's performance during Covid-19 pandemic: What is the role of readiness to change mentality. *International Journal of Science and Management Studies (IJSMS)*, 3(4), 122-134.
- Oetzel, J., Meares, M., Myers, K. K., & Lara, E. (2003). Interpersonal conflict in organizations: Explaining conflict styles via face-negotiation theory. *Communication Research Reports*, 20(2), 106-115.
- Rahim, M. A., & Katz, J. P. (2020). Forty years of conflict: the effects of gender and generation on conflict-management strategies. *International Journal of Conflict Management*, 31(1), 1-16.
- Rose, A. J., Borowski, S. K., Spiekerman, A., & Smith, R. L. (2022). Children's friendships. *The Wiley-Blackwell handbook of childhood social development*, 487-502.
- Sajid, S. M., Jamil, M., & Abbas, M. (2022). Impact of teachers' work-family conflict on the performance of their children. *Jahan-e-Tahqeeq*, 5(1), 229-239.
- Shang, Q., Li, H., Deng, Y., & Cheong, K. H. (2021). Compound credibility for conflicting evidence combination: An autoencoder-K-means approach. *IEEE Transactions on Systems, Man, and Cybernetics: Systems*, 52(9), 5602-5610.
- Sharififard, F., Asayesh, H., Hosseini, M. H. M., & Sepahvandi, M. (2020). Motivation, self-efficacy, stress, & academic performance correlation with academic burnout among nursing students. *Journal of Nursing and Midwifery Sciences*, 7(2), 88-93.
- Smith, J. A., & Todd, P. E. (2001). Reconciling conflicting evidence on the performance of propensity-score matching methods. *American Economic Review*, 91(2), 112-118.
- Stanley, C. A., & Algert, N. E. (2007). An exploratory study of the conflict management styles of department heads in a research university setting. *Innovative Higher Education*, 32, 49-65.
- Themban, G., & Plaatjies, B. (2023). Conflict Management and Resolution Strategies Between the School Management Team and Teachers in Public Schools. *Journal of Studies in Social Sciences and Humanities*, 9(3), 2023, 185-199.
- Ünal, Ö., & Akgün, S. (2022). Relationship of conflict resolution styles in marriage with marital adjustment and satisfaction. *Psikiyatride Guncel Yaklasimlar*, 14(3), 322-330.
- Weyant, E. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*: by John W. Creswell and J. David Creswell, Los Angeles, CA: SAGE, 2018, \$38.34, 304pp., ISBN: 978-1506386706. In: *Taylor & Francis*.
- Wolor, C. W., Supriyati, Y., & Purwana, D. (2020). Effect of organizational justice, conflict management, compensation, work stress, work motivation on employee performance sales people. *SSRN*.
- Wu, L.-Y., & Bertha, D.-B. (2021). A Comparative Analysis of Conflict Management Styles between Local and Expatriate Managers in Hong Kong-based Multinational Corporations. *Business Communication Research and Practice*, 4(1), 14-27.