Counselor Led Workshop on Conflict Resolution and Conflict Prevention in Private Schools

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Abstract

This study employed qualitative methods to examine the effectiveness of counselor-led conflict resolution workshops. Using a qualitative design with semi-structured interviews, it provided in-depth insights into counselors' experiences, emphasizing emotional regulation, behavioral changes, and long-term impacts.

1NTRODUCTION

Counselor-led workshops focusing on conflict resolution are specifically designed to equip participants with essential skills that enable them to manage and resolve disputes effectively. Unlike traditional methods that may rely heavily on structured processes like mediation or arbitration, which often involve a neutral third party directing the resolution, counselor-led workshops emphasize personal empowerment and active engagement. These workshops aim to reduce conflicts by fostering communication, understanding, and collaboration among individuals. The effectiveness of these workshops can be assessed through various dimensions, including participant skills development, emotional regulation, and long-term conflict management strategies. This proactive approach encourages participants to take ownership of their conflict situations rather than passively relying on external mediators to resolve disputes (Imm, 2022a).

While counselor-led workshops aim to create a participatory atmosphere, traditional conflict resolution often risks oversimplifying complex interpersonal issues by prioritizing quick resolutions over deeper understanding. Thus, while both approaches have their merits, counselor-led initiatives may provide a more holistic and empowering experience for participants, as they actively engage in learning and practicing conflict resolution skills.

The differences between traditional conflict resolution methods and counselor-led workshops on conflict resolution are quite distinct, especially in their approach, focus, and outcomes. Traditional conflict resolution usually involves structured processes like mediation or arbitration, where a neutral third party helps the conflicting parties come to a compromise. This approach often prioritizes quick fixes and getting to a resolution rather than understanding the emotional aspects of the conflict. On the other hand, counselor-led workshops emphasize personal growth and emotional intelligence. They equip participants with skills to understand their feelings and the feelings of others, promoting a collaborative way to solve problems. While traditional methods might recognize emotions, they often miss the emotional needs of the people involved, leading to solutions that focus more on compliance than true understanding. In contrast, counselor-led workshops focus on emotional health and building strong interpersonal skills like active listening and empathy, which helps participants handle their feelings better and build healthier relationships. Additionally, traditional conflict resolution may lead to temporary fixes, whereas counselor-led workshops aim for lasting changes by teaching resilience and coping strategies. The environment in which these workshops take place is also different; counselor-led workshops are usually supportive and

welcoming, encouraging open communication, while traditional methods can feel competitive and adversarial. Therefore, while traditional conflict resolution has its benefits, counselor-led workshops provide a more comprehensive approach that values emotional well-being, skill development, and lasting relationship-building. (Imm, 2023a)

According to Imm (2023b) the processes and procedures involved in traditional conflict resolution and counselor-led workshops on conflict resolution differ significantly, reflecting their unique approaches to managing disputes. Traditional conflict resolution typically begins with the initiation of a conflict, which often involves two or more parties with opposing views or interests. A neutral third party, such as a mediator or arbitrator, is then selected to facilitate discussions. This neutral party may meet with each party separately to clarify their perspectives and desired outcomes before holding a joint meeting. During this session, the mediator encourages open dialogue, helping the parties identify the key issues and underlying interests at stake. After the issues are clarified, the mediator facilitates a brainstorming session for potential solutions, focusing on reaching a compromise that satisfies both parties. If an agreement is reached, the mediator assists in drafting a written agreement outlining the terms of the resolution, after which both parties are responsible for implementation, often with follow-up meetings to ensure compliance.

In contrast, counselor-led workshops take a different approach. These workshops typically begin with an introduction and icebreaker activities to create a comfortable atmosphere among participants. The counselor then educates participants about the nature of conflicts, common causes, and effects, helping them understand the broader context of their disputes. Skill development is a crucial component, where participants learn essential skills like active listening, emotional regulation, empathy, and effective communication through role-playing and group activities. Group discussions encourage participants to share their experiences, fostering mutual understanding. The counselor presents real-life conflict scenarios for analysis, allowing participants to apply their newly learned skills in a safe environment. Reflection and feedback sessions help participants internalize the skills and concepts introduced during the workshop, culminating in the development of individual action plans to implement their new skills in daily life. Follow-up support may also be offered to ensure participants can successfully apply what they have learned. (Imm, 2023c)

In counselor-led workshops, significant emphasis is placed on the importance of active listening, where participants learn to fully engage with what others are saying. This practice enhances mutual understanding and helps each party feel heard, which is crucial for resolving conflicts. In contrast, traditional methods may not prioritize active listening, often leading to solutions that address surface-level issues rather than underlying emotional dynamics (Rothman et al., 2001a). Participants are taught techniques to manage their emotions during conflicts, preventing escalation and promoting calm discussions. Skills in emotional intelligence are critical for maintaining composure and facilitating constructive dialogue. Furthermore, clear communication is foundational in conflict resolution; workshops provide training in both verbal and nonverbal communication skills, helping participants articulate their thoughts and feelings without provoking defensiveness (Imm, 2022b).

The focus on emotional intelligence and active listening in counselor-led workshops highlights a notable difference from traditional methods. While traditional conflict resolution techniques may adhere to rigid communication frameworks, counselor-led workshops cultivate a more empathetic and responsive dialogue among participants. This shift in focus not only enhances immediate conflict resolution but also nurtures long-term relational skills.

Moreover, the workshops often include brainstorming sessions where participants collaboratively identify potential solutions to conflicts. This collaborative approach fosters a sense of teamwork and shared responsibility in resolving disputes (Community Tool Box, n.d. a). In contrast, traditional methods may emphasize compromise or negotiation led by a facilitator, which can create a dynamic where participants feel less involved in the decision-making process.

By promoting collaboration and shared responsibility, counselor-led workshops stand in contrast to traditional approaches that can inadvertently create a dependency on third-party facilitators. The collaborative model encourages a sense of community and ownership over conflict resolution processes, fostering deeper relationships among participants and enabling them to navigate future conflicts with greater ease.

Research and anecdotal evidence suggest that counselor-led workshops can significantly reduce conflicts in various settings. Participants often report improved conflict resolution skills, enabling them to handle disagreements more effectively both personally and professionally (Good Therapy, n.d. a). By addressing underlying emotional issues and teaching coping strategies, these workshops can alleviate symptoms related to anxiety and depression that may arise from unresolved conflicts (Community Tool Box, n.d. b). While traditional methods may provide short-term resolutions, the emphasis on emotional awareness and coping strategies in counselor-led workshops indicates a more profound understanding of human behavior and its impact on conflict dynamics. This approach may lead to not only improved skills in resolving conflicts but also enhanced mental well-being for participants, demonstrating the holistic benefits of counselor-led initiatives.

Skills learned in workshops can lead to lasting changes in behavior, reducing the frequency and intensity of future conflicts. Participants are better equipped to navigate disagreements constructively, contributing to healthier relationships (Good Therapy, n.d. b). Counselors utilize therapeutic techniques alongside conflict resolution strategies, promoting deeper emotional understanding and communication among participants. This dual approach aims for long-lasting resolutions rather than just immediate fixes.

This emphasis on behavioral change contrasts sharply with traditional methods, which may prioritize reaching an agreement over fostering meaningful behavioral shifts. The counselor-led approach acknowledges that effective conflict resolution requires an understanding of the underlying emotional factors, thus aiming for a more sustainable impact on participants' interactions.

Evidence suggests that participants in counselor-led workshops often report improved conflict management skills and a greater tendency to use integrative negotiation techniques long after the training has concluded (Good Therapy, n.d. c). This indicates a significant shift in attitudes toward conflict resolution, promoting healthier interpersonal relationships over time. The workshops also foster resilience and coping strategies, particularly beneficial in educational settings.

In comparison, traditional methods may not yield the same degree of lasting change in attitudes and skills, as they often rely on specific outcomes rather than fostering a mindset oriented toward ongoing personal growth and relationship building. Counselor-led workshops, therefore, represent a forward-thinking approach to conflict resolution that not only addresses immediate concerns but also prepares participants for future challenges.

The philosophy behind these workshops is rooted in therapeutic principles that prioritize emotional health and interpersonal dynamics. Counselors aim to empower participants by enhancing their self-awareness and communication skills, thus transforming their approach to conflicts into collaborative problem-solving efforts (Good Therapy, n.d. d). Traditional methods often emphasize neutrality and impartiality, focusing

on resolving disputes without delving deeply into emotional or relational contexts. This can lead to solutions that are more about compliance than genuine understanding or change (Rothman et al., 2001b). This contrast underscores a fundamental limitation of traditional approaches; they may overlook the nuanced emotional landscapes that contribute to conflicts. Counselor-led workshops, by fostering emotional awareness and communication, offer a more comprehensive framework for understanding and resolving disputes.

Engaging in these workshops fosters empathy, allowing participants to appreciate others' feelings and viewpoints. This emotional awareness contributes to healthier relationships and a supportive social environment. Research conducted by Stevahn et al. (2002) showed that students who participated in a five-week conflict resolution and peer-mediation training program exhibited improved negotiation skills and a more positive attitude toward conflict. The training was integrated into the curriculum, leading to enhanced academic performance

While traditional conflict resolution methods might achieve satisfactory results in terms of immediate conflict outcomes, the empathy and emotional awareness fostered through counselor-led workshops are crucial for building a supportive community and enhancing overall well-being. Such insights emphasize the importance of adopting more comprehensive educational practices.

In the U.S., schools implementing the Peacemakers Program reported a 90% success rate in resolving playground conflicts through peer mediation (Open, 2021). This program teaches students conflict resolution skills, leading to a 50% reduction in disciplinary referrals within one academic year. Students involved in the program exhibited an increase in academic performance, with a reported 20% improvement in grades among participants due to reduced classroom disruptions from conflicts.

This successful implementation highlights the potential of counselor-led workshops to create systemic changes in educational settings. Unlike traditional methods that may yield variable success rates, such structured programs showcase the efficacy of comprehensive training in fostering both conflict resolution skills and academic success, reinforcing the importance of integrating such practices into school curricula.

In New York, surveys indicated that 85% of students felt more equipped to handle conflicts after participating in the workshops, demonstrating a significant increase in self-efficacy regarding conflict management (AllWin, n.d.). The Peacemakers Program has been adapted for use in Filipino schools, focusing on peer mediation and conflict resolution strategies. Schools that adopted this program reported a 50% reduction in disciplinary referrals related to conflicts. Additionally, surveys showed that 90% of participating students felt more confident in their ability to resolve disputes after completing the program. The successful adaptation of these programs in different cultural contexts underscores the universal relevance of counselor-led workshops. This adaptability contrasts with traditional methods, which may not account for cultural nuances in conflict resolution. The consistent positive outcomes in diverse settings reinforce the need for continued exploration and support of such innovative approaches.

The IKON Training is aimed at all educational staff, including teachers and administrative personnel. Post-training evaluations indicated that 75% of educators felt better equipped to handle conflicts, leading to a reported 40% improvement in overall school climate as teachers applied learned techniques to de-escalate situations effectively (Training Institute Philippines). Counselor-led workshops on conflict resolution in the Philippines have demonstrated significant success in improving student interactions and reducing conflicts within educational settings. The numerical data highlights notable decreases in disciplinary issues and improvements in school climate, underscoring the importance of these programs for fostering a peaceful learning environment.

This evidence suggests that when educators are equipped with conflict resolution skills, the ripple effect can enhance the entire school environment, fostering not only individual growth but also collective well-being. This systemic improvement is a critical distinction from traditional methods, which may only address conflicts on a case-by-case basis rather than cultivating a culture of understanding and respect.

This study aims to examine the effectiveness of counselor-led workshops on conflict resolution in reducing conflicts among participants. By exploring the skills learned, changes in attitudes toward conflict, and subsequent behavior modifications, this research will contribute to a deeper understanding of the potential of such workshops to foster peaceful interactions and enhance conflict management skills. Ultimately, the findings will provide valuable insights for educators, counselors, and community leaders seeking to implement effective conflict resolution strategies in various contexts.
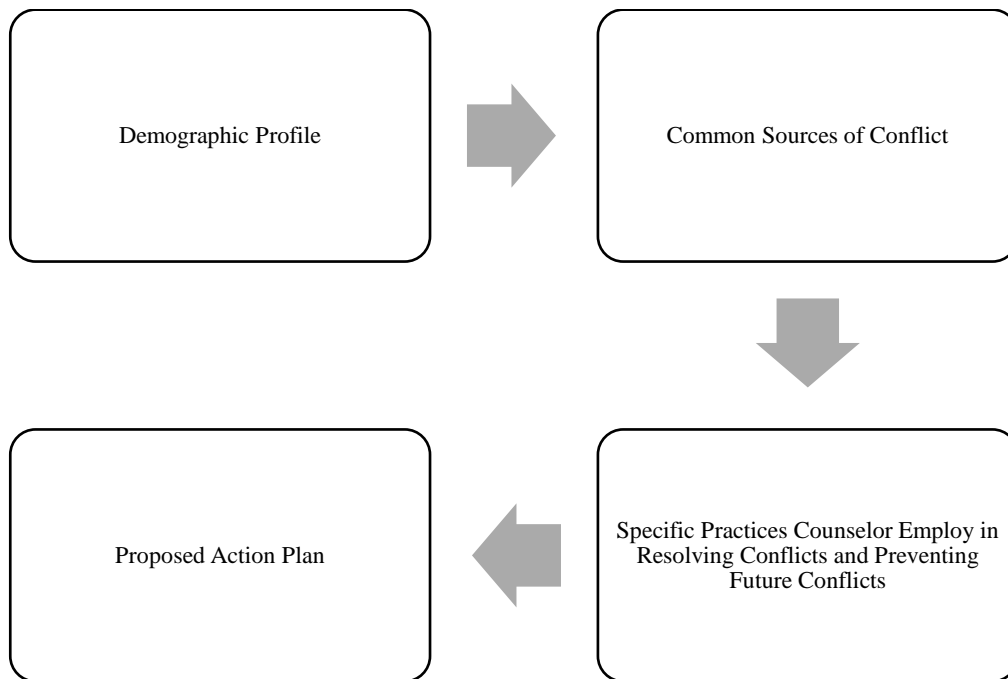
Statement of the Objectives

This study aimed to examine the effectiveness of counselor-led workshops on conflict resolution in reducing conflicts. Specifically, it sought answers to the following:

1. To describe the profile of the respondents in terms of age, gender, educational background and years of experience in conflict resolution training.
2. To identify the common sources of conflict that counselors encounter among students within the school environment
3. To examine the specific practices counselors employ in resolving conflicts and preventing future conflicts among students
4. To propose action plan to broaden the implementation of conflict resolution workshop in schools.

Theoretical Framework

The study was grounded on Humanistic Theory, introduced by prominent psychologists like Carl Rogers and Abraham Maslow. This framework guided the development of counselor-led workshops on conflict resolution by creating a supportive and non-judgmental space where participants could freely express themselves. Through fostering self-awareness, these workshops enable individuals to better understand their emotional reactions and how these influence their interactions with others. Additionally, the focus on empathy and understanding reflects the core principles of humanism, as participants acquire vital skills such as active listening and emotional regulation. These skills help them build connections and collaboratively resolve conflicts. By anchoring the study in Humanistic Theory, the research highlights the critical role of personal growth and emotional intelligence in conflict management, promoting healthier relationships and meaningful changes in participants' attitudes and behaviors.

Figure 1. Paradigm of the Study

To achieve the objectives of the study, interviews were utilized as the primary data collection instrument. The process began with describing the profile of the participants, which included gathering demographic and background information on each counselor's age, gender, educational background, and years of experience in conflict resolution training. This initial portion of the interview contextualized the counselors' perspectives and provided a foundational understanding of their professional backgrounds. The next phase of the interview focused on identifying the common sources of conflict that counselors encountered among students within the school environment. Counselors were asked open-ended questions to describe the types of conflicts they observed most frequently, along with any patterns or specific examples they could provide. This approach revealed recurring issues that led to conflicts among students. Following this, the interview explored the specific practices that counselors used to address and prevent conflicts. Counselors discussed the conflict resolution techniques they employed, including both reactive and preventive strategies. These questions uncovered effective methods and provided insights into the practical approaches currently used in schools. Finally, the interview gathered information to support the development of an action plan to broaden the implementation of conflict resolution workshops in schools. Counselors shared their recommendations for enhancing workshop effectiveness and increasing their reach. This feedback was instrumental in proposing strategies to promote a more consistent and widespread approach to conflict resolution within the school environment.

METHODS

This section presents the qualitative methods used to explore used to explore the effectiveness of counselor-led workshops in conflict resolution. It details the research design, locale, participants, instruments, data gathering procedure, and analysis techniques applicable in the study to make sure that the steps in conducting this research will be carried out to derive the desired results.

Research Design

This study used a qualitative research design to explore the in-depth experiences and perspectives of sch-

ool counselors conducting counselor-led conflict resolution workshops. A qualitative approach was appropriate as it allowed for a detailed understanding of the counselors' subjective experiences, insights, and reflections, offering rich, contextualized data about the effectiveness of the workshops. Semi-structured interviews served as the primary method for data collection, providing flexibility in responses while adhering to a set of core questions. This method facilitated a conversational atmosphere where counselors could openly share their thoughts, allowing the researcher to delve deeper into key areas such as emotional regulation, behavioral changes, and the long-term effects of the workshops. The qualitative data provided a comprehensive understanding of how counselors perceived the workshops' impact, yielding insights that extended beyond the scope of quantitative measures. Through this research design, the study captured both the effectiveness of the workshops and the experiences and strategies contributing to their success.

Research Locale

The study was conducted among guidance counselors working in private educational institutions within the Division of Tarlac Province and the Division of Tarlac City. Each selected participant had at least one year of experience leading counselor-led conflict resolution workshops, ensuring their practical knowledge of the subject matter. These participants provided key insights into the implementation and outcomes of the workshops, reflecting the unique dynamics of private school environments. Their varied experiences across different institutions offered a basis for comparing factors such as school size, student demographics, and available resources, which influenced the workshops' effectiveness. The focus on experienced counselors within private schools added credibility to the findings by grounding the data in real-world practice.

Research Participants

The participants consisted of seven guidance counselors from private schools in the Division of Tarlac Province and Tarlac City. Each respondent had at least one year of experience conducting counselor-led conflict resolution workshops, ensuring they had a strong foundation in practical conflict resolution methods. Their firsthand involvement provided critical insights into how the workshops were implemented and experienced by students. Additionally, their varied backgrounds across different private schools allowed for comparisons of contextual factors, such as school type, size, and resources. These participants' expertise ensured that the study's findings were both reliable and deeply rooted in the realities of school-based conflict resolution.

Research Instrument

A semi-structured interview guide was developed as the primary research instrument. It included open-ended questions designed to explore key aspects of the workshops, such as emotional regulation, behavioral changes, and the long-term impact of conflict resolution strategies. The semi-structured format allowed participants to provide detailed, reflective answers while enabling the researcher to probe deeper into emerging themes. This flexible and conversational approach ensured that core research questions were thoroughly addressed while allowing for unexpected insights to surface. Questions also encouraged participants to critically evaluate the workshops, highlighting challenges and areas for improvement.

Data Analysis

The data collection process began with securing ethical clearances and administrative approvals from the Division of Tarlac Province and Tarlac City's Schools Division Office. Once permissions were obtained, the researcher contacted the selected counselors to schedule interviews. Interviews were conducted either face-to-face or through an online platform, depending on the respondents' preferences, ensuring flexibility

and convenience. Each interview lasted approximately 60 minutes, providing ample time for an in-depth discussion of the counselors' experiences. Before the interviews, respondents were given an overview of the study's objectives and asked to sign a consent form confirming their voluntary participation. With their consent, interviews were audio-recorded for accuracy during transcription and analysis.

Thematic Analysis

The collected data underwent thematic analysis to identify patterns and themes within the responses. This process involved several systematic steps. First, the researcher familiarized themselves with the data by repeatedly reading the interview transcripts. Initial impressions and potential areas of interest were noted. Next, the researcher generated codes by systematically labeling meaningful segments of the data. These codes were then organized into broader themes that captured significant patterns and relationships.

The analysis included a detailed examination of each theme to understand its relevance to the research questions. The researcher also explored contextual factors, such as school demographics and available resources, that influenced the counselors' perspectives. Challenges and limitations mentioned by respondents were critically analyzed to provide insights for improving the workshops. To ensure the validity of the findings, triangulation was used by comparing themes with existing literature, and member checking was conducted with some respondents to validate the results.

Through thematic analysis, the study provided a nuanced understanding of the effectiveness of counselor-led conflict resolution workshops and offered practical recommendations for enhancing their implementation.

RESULTS AND DISCUSSION

This section presents the findings of the study, organized based on the specific objectives, and provides a detailed discussion of the results in relation to the identified themes.

1. Demographic Profile of the Participants

Profile of the Participants refers to the detailed background information about the individuals involved in the study. This includes their demographic details, educational qualifications, professional experience, and other relevant characteristics that provide context to their perspectives or contributions

Participant 1

The first participant is a 52-year-old female guidance counselor with 20 years of experience in a private school. She holds a Bachelor's degree in Psychology and a Master's degree in Guidance and Counseling. She specializes in implementing conflict resolution workshops that emphasize cultural sensitivity and emotional intelligence, catering to the diverse backgrounds of her students.

Participant 2

The second participant is a 40-year-old male counselor with 10 years of experience in a private Catholic school. He holds a degree in Education with a major in Psychology and has completed a Master's degree in Educational Psychology. As a Registered Psychometrician (RPm), he uses his expertise to administer assessments and facilitate workshops that focus on peer mediation.

Participant 3

The third participant is a 33-year-old female counselor with 10 years of experience in a private Montessori school. She earned a Bachelor's degree in Behavioral Science and a Master's degree in Child Psychology. Her workshop approach includes interactive role-playing and mindfulness exercises, tailored for younger students. Her Montessori background allows her to create child-centered and engaging conflict resolution strategies that resonate with her learners.

Participant 4

The fourth participant is a 45-year-old male with 18 years of experience in a private co-educational high school. He holds a Bachelor's degree in Secondary Education and a Master's degree in Counseling Psychology. His workshops focus on collaborative problem-solving and scenario-based activities, designed to prepare high school students for real-life conflict situations.

Participant 5

The fifth participant is a 30-year-old female guidance counselor with 7 years of experience in a private science-oriented school. She holds a Bachelor's degree in Psychology and is pursuing a Master's degree in Educational Counseling. Her workshops incorporate cognitive-behavioral techniques and team-building exercises, particularly effective in addressing conflicts within competitive academic environments.

Participant 6

The sixth participant is a 28-year-old male counselor with 5 years of experience in a private arts-focused school. He earned a Bachelor's degree in Fine Arts and later transitioned into guidance counseling, earning a Master's degree in Guidance and Counseling. His unique background allows him to use creative and artistic approaches in conflict resolution workshops, engaging students through visual and performance arts as a medium for expression and reconciliation.

Participant 7

The seventh participant is a 50-year-old female with 25 years of experience as a guidance counselor in a private progressive school. She holds a Bachelor's degree in Elementary Education and a Master's degree in Human Development. Her workshops emphasize emotional literacy and empathy-building, aimed at fostering long-term interpersonal skills among students. Her extensive experience and deep understanding of progressive education philosophies make her a key figure in promoting innovative conflict resolution strategies.

The participants' ages range from 28 to 52 years old, showcasing a diverse group of individuals with varying stages in their professional journeys. This range reflects both early-career counselors, who bring fresh, innovative approaches and enthusiasm to their roles, and seasoned professionals, who contribute a wealth of knowledge and extensive expertise acquired over decades of service. Their years of work experience span from 5 to 25 years, indicating a mix of newer counselors with emerging perspectives and those with well-established practices shaped by years of addressing student needs. This combination of perspectives enriches the study, offering insights into both contemporary methods and time-tested strategies for conflict resolution within private school environment

Table 1. Summary Table on Demographic Profile

Participant	Age	Gender	Educational Background	Years of Experience
1	52	Female	Bachelor's in Psychology; Master's in Guidance and Counseling	20 years
2	40	Male	Education major in Psychology; Master's in Educational Psychology	10 years
3	33	Female	Bachelor's in Behavioral Science; Master's in Child Psychology	10 years
4	45	Male	Bachelor's in Secondary Education; Master's in Counseling Psychology	18 years

5	30	Female	Bachelor's in Psychology; pursuing Master's in Educational Counseling	7 years
6	28	Male	Bachelor's in Fine Arts; Master's in Guidance and Counseling	5 years
7	50	Female	Bachelor's in Elementary Education; Master's in Human Development	25 years

Table 1 shows that the demographic profile of the participants reveals a diverse group of professionals in terms of age, gender, educational background, and years of experience. The participants range in age from 28 to 52 years, offering a balance between younger professionals and seasoned experts, with the youngest being 28 and the oldest 52. Gender representation is relatively balanced, with four females and three males, ensuring varied perspectives in counseling practices.

Six holds Master's degrees in fields such as Guidance and Counseling, Educational Psychology, Child Psychology, Counseling Psychology, and Human Development, while one participant is currently pursuing a Master's degree in Educational Counseling, reflecting a commitment to ongoing professional development. Their years of experience range from 5 to 25 years.

The group's diverse expertise aligns with their varied educational backgrounds, equipping them to address a wide array of student needs and challenges. This mix of extensive experience and academic specialization suggests that the participants are well-prepared to implement effective guidance and counseling strategies tailored to different educational settings.

2. Common Sources of Conflict

Common Sources of Conflict refer to the typical reasons or triggers that lead to disagreements, misunderstandings, or disputes among individuals within a specific context. In the school environment, these sources often include interpersonal issues (e.g., misunderstandings among friends), academic stress (e.g., group project disputes), personality clashes, social media conflicts, peer pressure, jealousy, challenges in group activities, and external influences such as family problems.

School is a microcosm of society, filled with diverse individuals and interactions. This diversity can lead to a range of conflicts. Bullying and Peer Pressure, schools often have social hierarchies, with some students holding more influence than others. This can lead to bullying, where individuals are targeted to their appearance, beliefs, or social status. Grades and performance, which can create competition and pressure among students.

Table 2. Common Sources of Conflict

Question: What are the common sources of conflict?			
Participant ID	Key Points	Codes	Category
Participant 1	Madalas, maliit na misunderstandings sa mga kaibigan ang source ng conflict. Halimbawa, pakiramdam nila na-left out sila or hindi sinama sa isang activity.	Friendship issues, misunderstandings, exclusion	Unmet expectations
Participant 2	Ang common sa amin ay conflicts sa group projects dahil sa academic pressure. Hindi equal ang workload at minsan may ayaw mag-participate.	Academic stress, group work conflicts	Personal

			Differences
Participant 3	Conflicts arise kapag hindi magkasundo ang personalities ng mga bata. Minsan dahil competitive ang iba o sobrang sensitive, pati simpleng bagay pinapalaki.	Personality clashes, competitiveness, sensitivity	Personal Differences
Participant 4	Malaki ang impact ng social media ngayon. Common na ang away dahil sa cyberbullying or offensive posts tungkol sa classmates nila.	Cyberbullying, social media disputes	Information Conflict
Participant 5	Peer pressure at jealousy ang usual na conflicts. Naiinggit ang iba kapag may bagong close friend ang kaibigan nila, minsan din dahil sa relationships.	Peer pressure, jealousy, relationships	Relationship Conflicts
Participant 6	Sa extracurriculars, conflicts happen dahil sa leadership disputes or favoritism. Halimbawa, sa sports teams, hindi pantay ang tingin ng coach.	Group dynamics, leadership conflicts, favoritism	Structural Conflicts
Participant 7	Family problems dinadala ng students sa school. Minsan nagiging irritable or withdrawn sila, tapos hindi naiintindihan ng peers kaya nagkakaroon ng misunderstandings.	Family stress, behavioral misunderstandings	Relationship Conflicts

Theme: Unmet expectations, personal differences, information conflicts, relationship and structural conflicts are the sources of conflicts.

The study identifies those conflicts among students in private schools stem from a multifaceted combination of unmet expectations, personal differences, information conflicts, relationship and structural conflicts, as evidenced by the various codes and categories provided. Interpersonal conflicts, which are among the most frequently encountered, often arise from issues related to friendships, misunderstandings, and feelings of exclusion. Students may feel left out of group activities, perceive a lack of acceptance among peers, or misinterpret social cues, leading to emotional distress. These situations emphasize the importance of fostering emotional intelligence and inclusion to build stronger peer relationships and mitigate potential conflicts (Filella et al., 2016). Such efforts are critical in ensuring that students feel a sense of belonging and security in their social interactions.

Academic-related conflicts represent another significant source of tension, often triggered by uneven workload distribution in group projects or the high-pressure demands of academic performance. When tasks are not fairly shared, or when expectations become overwhelming, frustration and disagreements are inevitable. These findings align with research on the pervasive impact of academic stress among Filipino students, underlining the need for equitable collaboration and structured group work to reduce stressors and improve teamwork dynamics (Austria-Cruz, 2019; Tindowen et al., 2023). Addressing these conflicts requires school administrators and educators to implement clear guidelines and strategies that promote fairness and accountability in academic settings.

Personality-driven conflicts arise from the natural diversity in student temperaments and behavioral tendencies. Clashes can occur when individuals with competitive or highly sensitive personalities struggle

to navigate peer interactions. These conflicts often manifest in disagreements over minor issues that escalate due to differences in attitudes or communication styles. Encouraging students to develop self-awareness and mutual respect is essential to minimize such conflicts and foster harmonious relationships within diverse groups.

The rise of digital and cyber conflicts adds another layer of complexity to student relationships. Social media platforms and other digital tools have become central to student interactions, but they also introduce risks such as cyberbullying and disputes over offensive posts. These issues can lead to significant psychological impacts, as students experience emotional harm and damaged reputations in the digital sphere (Sarpkaya and Kirdok, 2019). Schools must address this growing challenge by implementing digital literacy programs and fostering responsible online behavior to minimize the risks associated with digital platforms.

Social and peer pressure conflicts further underscore the complexity of adolescent relationships. Feelings of jealousy, competition, and tension over friendships or romantic relationships often dominate this category. Peer validation and acceptance play critical roles during adolescence, intensifying the emotional stakes in social interactions. Schools need to prioritize programs that promote positive peer relationships and teach students strategies for managing jealousy and other peer-related stressors.

Extracurricular conflicts arise from leadership disputes, favoritism, and group dynamics in non-academic settings such as sports teams or clubs. These activities, while valuable for student development, often pose challenges in balancing collaboration with competition. Ensuring transparent leadership roles and fair treatment of all participants can help reduce these tensions and promote a more inclusive environment.

Lastly, family-related conflicts highlight how external stressors influence student behavior and relationships within the school setting. Students dealing with family problems may display irritability, withdrawal, or other behavioral challenges, which can be misunderstood by their peers. This aligns with the ecological systems theory, which emphasizes the interconnectedness of a child's home and school environments (Orbeta & Paqueo, 2022). Schools must recognize these influences and provide support systems to help students navigate the challenges they face at home.

The findings reveal that student conflicts in private schools stem from a complex interplay of interpersonal, academic, social, and external factors. Key sources include misunderstandings among friends, academic-related stress, personality clashes, cyberbullying, peer pressure, extracurricular dynamics, and family-related issues. These categories highlight the importance of understanding the unique challenges students face in both their school and personal environments. Addressing these conflicts requires tailored, holistic interventions that emphasize emotional intelligence, equitable collaboration, and strong communication skills. By adopting proactive strategies, schools can create a more supportive and harmonious environment for students, fostering both their academic and social growth. The integration of conflict resolution programs and the active involvement of counselors, teachers, and families are critical in achieving this goal.

Specific Practices Counselors Employ in Resolving Conflicts

Specific Practices Counselors Employ in Resolving Conflicts refers to the strategies, methods, and interventions that guidance counselors use to address and resolve conflicts among students. These practices are tailored to the unique needs of their school environments and student populations. The goal of these practices is not only to resolve existing conflicts but also to equip students with the skills and emotional intelligence needed to prevent future disputes and foster a harmonious school environment.

Table 3. Specific Practices

Participant ID	Key Points	Codes	Category
Question: What are the Specific Practices Counselors Employ in Resolving Conflicts?			
Participant 1	Laging naka-focus sa cultural sensitivity at emotional intelligence. Dahil diverse ang students, role-playing activities ang ginagamit ko para matulungan silang intindihin ang perspective ng iba.	Cultural sensitivity, emotional intelligence, role-playing	Building Positive Relationship
Participant 2	Peer mediation ang lagi kong focus. Tinuturuan ko ang mga students na maging active participants sa pag-aayos ng conflict. Gumagamit ako ng psychological assessments para maintindihan ang ugat ng problema.	Peer mediation, psychological assessments, empathy	Turn conflicts into teachable moments
Participant 3	And workshops ay interactive at child-centered. Madalas akong gumamit ng role-playing activities at mindfulness exercises para matutunan ng mga bata kung paano mag-handle ng conflicts nang maayos.	Interactive activities	Conflict-resolution training
Participant 4	Para sa high school students, ginagawa ko ang workshops gamit ang collaborative problem-solving techniques at scenario-based activities. Nagbibigay ako ng real-life conflict cases para matulungan silang mag-brainstorm ng solusyon.	Real life conflict cases	Scenario-Based Problem Solving
Participant 5	Madalas kong gamitin ang cognitive-behavioral techniques sa workshops. Tinuturuan ko ang students ng practical steps at team-building exercises para i-address ang conflicts.	Pratical Steps and Team Building	Facilitate Team Building Activities
Participant 6	Gumagamit ako ng creative workshops. Pinapagawa ko ang students ng visual arts o performance-based activities para ma-express ang feelings nila at mahanap ang resolution.	Visual arts	Creative Arts-Based Conflict Resolution
Participant 7	Ang workshops ko ay nakatuon sa emotional literacy at empathy-building. Pinapagawa ko ang students ng reflection activities tulad ng journaling para maintindihan nila ang impact ng actions nila.	Journaling and reflection activities	Teaching empathy and understanding

Theme: Building positive relationships, empathy-building, structured problem-solving, creative expression, and reflective practices to address and prevent conflicts effectively.

The overall theme highlights that counselors should build positive relationship and empathy, empathy-building, structured problem-solving, creative expression, and reflective practices to resolve and prevent

conflicts effectively. Consequently, by employing diverse and tailored strategies, counselors create a holistic approach that meets the unique needs of their students and school environments. Specifically, these practices are categorized into distinct methods, each addressing different aspects of conflict resolution.

To begin with, role-playing is a widely used method to enhance cultural sensitivity and emotional intelligence among students. Through simulated scenarios, students are encouraged to view conflicts from diverse perspectives and practice effective communication. As a result, this approach fosters empathy, helping students navigate interpersonal challenges with greater understanding and emotional awareness (Confident Counselors, 2023).

Similarly, peer mediation focuses on empowering students to take an active role in resolving disputes. Counselors train student mediators to facilitate discussions between conflicting parties, ensuring that all voices are heard and equitable solutions are reached. Moreover, psychological assessments often complement this practice, helping counselors identify underlying issues and guide the mediation process effectively. This method not only resolves disputes but also nurtures leadership and collaboration skills (National Association of School Psychologists, 2023).

In addition, for younger students, interactive and child-centered activities, including mindfulness exercises, are particularly effective. These activities teach self-regulation and encourage peaceful conflict resolution by helping students manage their emotions. By focusing on the developmental needs of children, these methods create a positive and supportive learning environment, thereby reducing the occurrence of conflicts (St. Bonaventure University, 2023).

Likewise, high school students benefit greatly from scenario-based problem-solving activities. These workshops engage students in analyzing real-life conflict situations and brainstorming collaborative solutions. Consequently, this approach enhances critical thinking, decision-making, and teamwork skills, preparing students for interpersonal challenges both within and beyond the school setting (Confident Counselors, 2023).

Furthermore, cognitive-behavioral techniques, combined with team-building exercises, provide a structured approach to conflict resolution. Students learn to identify negative thought patterns and behaviors and replace them with constructive responses. Additionally, team-building activities further promote trust, cooperation, and effective communication among peers, making this approach highly effective in competitive and academic-focused environments (Conflict Resolution Education Connection, 2023).

On the other hand, creative arts interventions, such as visual arts and performance-based activities, offer alternative avenues for students to express emotions and resolve conflicts. These methods are particularly beneficial in arts-focused schools, where students can use creative outlets to process their emotions and find resolutions. Thus, this approach not only facilitates emotional expression but also fosters understanding and mutual respect among peers (Frontiers in Education, 2023).

Finally, reflective practices, such as journaling and guided discussions, emphasize the development of emotional literacy and self-awareness. These activities encourage students to reflect on their emotions, actions, and the impact of their behavior on others. By fostering introspection, this approach helps students develop the skills needed for thoughtful decision-making and conflict prevention (Resolving Conflict Creatively Program, 2023).

Counselors use a variety of strategies to address the causes of conflicts and help students build important skills like emotional understanding, empathy, and problem-solving. These approaches not only solve

immediate issues but also prepare students to handle challenges in the future. By teaching trust, teamwork, and self-awareness, these practices create a positive and inclusive school environment where students can grow socially and academically. These strategies show how important it is to adapt methods to different situations and student needs. Overall, these efforts not only reduce conflicts but also promote better relationships, emotional health, and a stronger sense of community in schools.

Action Plan

GLORIA: Guided Learning Opportunities for Resolving Information conflicts and Arguments

The GLORIA Action Plan, which stands for Guided Learning Opportunities for Resolving Information conflicts and Arguments, is a simple and effective approach to managing and preventing conflicts among students. It focuses on teaching essential skills like emotional intelligence, empathy, teamwork, and problem-solving to create a more harmonious and supportive school environment.

Each part of GLORIA highlights specific strategies, such as role-playing to improve understanding, peer mediation to encourage collaboration, mindfulness exercises for emotional control, and creative arts as a way to express feelings. Team-building activities and regular evaluations ensure the plan remains effective and relevant.

Area of Concern	Activity	Strategy	Means of Verification
Unmet Expectations	• Inclusion Circles • Inclusive Activity Days	• Organize small group discussions to allow students to express feelings of exclusion and develop empathy through sharing experiences. • Facilitate team games, group art projects, or community service activities to foster inclusiveness.	• Reflection sheets • Attendance Sheets • Photo Documentation
Personal Differences	• Values Formation Workshops • Conflict Resolution Role-Plays	• Conduct interactive workshops focusing on understanding diverse personalities, respect, and tolerance. • Use situational role-playing to practice addressing disagreements and personality clashes in a safe environment.	• Feedback forms • Logbook of role-plays • Photo Documentation
Information Conflict	• Social Media Literacy Program	• Conduct seminars on responsible	• Reflection notes • Attendance sheets

	● Student-led Awareness Campaigns	social media use and conflict prevention online. ● Students create posters or videos promoting online responsibility and respect.	● Campaign materials ● Photo Documentation
Relationship Conflict	● Peer Mediation Training ● Open Dialogue Sessions	● Train students to mediate conflicts among their peers effectively. ● Facilitate forums to discuss issues like jealousy and peer pressure in a safe environment.	● Meditation logs ● Training Certificates ● Attendance Sheets ● Photo Documentation
Structural Conflict	● Leadership and Team Dynamics Workshops ● Extracurricular Conflict Clinics	● Conduct workshops on fair leadership practices and collaboration. ● Provide guidance sessions to resolve conflicts in extracurricular activities.	● Logbook of resolutions ● Attendance Sheets ● Photo Documentation

CONCLUSION AND RECOMMENDATION

This summarizes the key findings of the study, highlighting how the results address the research objectives. Based on these insights, practical recommendations are provided to guide future applications, improvements, or further research related to the topic.

Conclusions

Based on the data gathered, the following conclusions were derived:

1. The participants, aged 28 to 52, bring a mix of fresh perspectives and extensive expertise shaped by 5 to 25 years of experience.
2. Conflicts arise from unmet expectations, personal differences, information conflicts, relationship and structural conflicts
3. Counselors builds positive relationship and empathy, empathy-building, structured problem-solving, creative expression, and reflective practices to resolve and prevent conflicts effectively.
4. The GLORIA Action Plan was proposed.

Recommendations

Based on the abovementioned conclusions, the following recommendations are given:

1. Schools should create peer mentoring programs where seasoned counselors can mentor newer ones, fostering the exchange of innovative ideas and best practices in conflict resolution.
2. Schools should implement programs focus on fostering open communication, promoting inclusivity, and equipping students with skills such as empathy, emotional regulation, and problem-solving to effectively manage and prevent conflicts in various contexts.
3. Regularly integrate builds positive relationship and empathy, empathy-building, structured problem-solving, creative expression, and reflective practices into school activities through workshops and classroom guidance sessions.
4. Roll out the GLORIA Action Plan. Monitor its impact through regular feedback from students and counselors, gradually incorporating other strategies like arts-based and team-building exercises to ensure effectiveness and adaptability.

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