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The conflict that unites – School conflict management culture and attitudes

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In recent years, adolescents have been challenged by a number of changing life circumstances and the consequences of this extra workload have been felt by students. They also have to deal with numerous disputes at school and in their families. There is therefore a growing need to know and apply conscious conflict management methods.

The topicality of the subject is that educational institutions must play a prominent role in demonstrating how to deal with disputes.

The aim of the study is to explore the attitudes towards conflict, conflict management culture and reaction to conflict of 9th grade students at DUE Bánki Donát Technical School. The work seeks to answer the question of the young people's knowledge of the nature and dynamics of conflict at the time of their arrival at the institution, and whether their knowledge and attitudes towards the subject can be developed.

The research methodology was based on the one hand on the quantitative research method, the questionnaire survey, which allowed for a broad sampling, and on the other hand on the qualitative research method, the observation, which allowed for the actual behaviour of the subjects in the conflict situation to be seen and experienced.

The data collection, which took place in September 2024, focused on 94 9th grade students at the Technical School.

Based on the results, the study describes the students' conflict management culture and the possible conflicts that may arise in school situations, in addition to the existence of conflict. An important conclusion of this research-based study is that students encounter conflict in school life and do not necessarily find solutions to their disputes, and that they need professional support in these situations and are open to learning peaceful dispute resolution.

In conclusion, the results of this work can be used by vocational training institutions to better understand their students' conflict management habits and to develop programmes that support more effective dispute resolution, thus improving the climate of learning communities and the emotional development of students.

Recommendation based on the results to develop an education-specific conflict management intervention in schools in the future.