

Organizational Conflict Management And Its Impact On Decision Making In Educational Institutions From The Perspective Of Educational Institution Managers In Djelfa Province – Algeria

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Abstract

This study examines the impact of organizational conflict management on the quality of decision-making in educational institutions in Djelfa Province, as perceived by their managers. The study employed a descriptive analytical approach with a purposive sample of 65 managers. The results indicated that cooperation and compromise in conflict management have a significant positive effect on decision-making effectiveness, while avoidance and yielding showed no significant impact. The findings highlight the importance of adopting positive conflict management strategies to enhance administrative and educational performance, along with recommendations to develop managers' skills in handling conflicts to achieve more effective decisions.

Keywords: Organizational conflict management, Decision making, Educational institutions

Introduction

Organizational conflict management is a critical field within administrative and educational sciences, providing a framework for understanding the internal dynamics that govern relationships within educational institutions. Conflict within organizations is not inherently negative; when well managed, it can serve as a source of innovation and creativity, contributing to sound decisions that enhance the effectiveness of administrative bodies in achieving strategic goals.

Specifically, in educational institutions, conflicts may manifest in multiple forms: between managers and teachers, administrative and educational staff, or even within work teams. These conflicts often arise from differing viewpoints, priority variances, and occasional clashes of organizational interests. The real challenge lies not in the existence of conflict but in the manner in which educational leaders manage and direct it.

Recent studies indicate that organizational conflict can stimulate critical thinking and conscious decision-making if managed positively, based on dialogue, understanding, and administrative transparency. Conversely, ignoring or suppressing conflict through authoritarian means often results in conflicting decisions and institutional performance degradation. A successful educational leader possesses the ability to leverage conflict for re-evaluating organizational plans and improving workflows, which enhances decision quality.

Decision-making in educational institutions ranks among the most sophisticated and sensitive administrative processes, reflecting the educational leader's philosophy and grasp of organizational and social realities. Therefore, the competency of conflict management becomes a key determinant of an institution's capacity to make objective and effective decisions grounded in consultation, mutual respect, and open exchange across administrative levels.

Grounded in these insights, this study's significance lies in revealing the relationship between organizational conflict management and decision-making effectiveness in educational institutions, especially within the local context of Djelfa Province, where various professional and social factors influence organizational relations.

Main Research Question:

To what extent does organizational conflict management affect the decision-making process within educational institutions in Djelfa Province?

Research Hypotheses:

- There is a statistically significant effect (at $\alpha \leq 0.05$) of organizational conflict management dimensions (cooperation, competition, compromise, avoidance, and yielding) on the decision-making process within educational institutions in Djelfa Province, from the perspective of educational institution managers.
- Each dimension of organizational conflict affects decision-making differently according to the perspectives of these managers.

Research Significance:

The study is motivated by the urgent need for a deeper understanding of organizational relationships within the Algerian educational environment, and how administrative conflicts can be channeled to promote effective decision-making. Conflict is a constant feature of organizational life, and its impact depends on the administration's ability to manage it scientifically and constructively. Key contributions include:

1. Highlighting the central role of conflict management in enhancing decision quality and transforming conflict from a barrier to a development tool.
2. Guiding educational leaders in Djelfa Province to adopt modern conflict management methods such as cooperation and compromise for fostering a positive work environment based on dialogue and understanding.
3. Enriching Algerian academic literature with a practical local study that helps educational decision-makers understand common conflict patterns and handling methods.
4. Empowering institution managers to develop leadership and administrative skills aligned with current organizational and social changes.
5. Demonstrating scientifically the role of conflict in administrative creativity, sound decision-making, and improving educational performance.

Research Objectives:

1. Identify conflict management methods used by educational institution managers (cooperation, competition, compromise, avoidance, yielding).
2. Analyze the impact of each conflict management method on decision-making within educational institutions.

3. Determine the statistical relationship between effective conflict management and the quality of administrative decisions.
4. Provide practical recommendations to develop educational administration in Djelfa Province by fostering a culture of dialogue and constructive conflict resolution.
5. Contribute to building an applicable theoretical model that can extend to other Algerian educational institutions, supporting policies aimed at rationalizing educational decision-making.

Methodology:

A descriptive-analytical approach was adopted, congruent with the nature and goals of the research. The theoretical aspect was used to analyze and present concepts related to organizational conflict management and its effect on decision-making within educational institutions. The empirical aspect involved a field study using both electronic and paper questionnaires directed to a purposive sample of educational managers in Djelfa Province. Statistical analysis was performed using SPSS software to extract precise insights about the managers' perceptions regarding the relationship between conflict management and decision quality in their institutions. This methodology combines theory and application to provide comprehensive understanding and realistic, applicable recommendations for the local educational and administrative contexts.

Theoretical Framework

1. Concept of Organizational Conflict:

Researchers have not reached a consensus on a single definition of organizational conflict due to differing theoretical schools, resulting in several definitions. Conflict is defined as a process that begins when one party perceives that another has negatively affected or is about to negatively affect something of concern to the first party (Henkin et al., 2019). Robbins defines conflict as "a process starting when one party perceives the other to negatively affect or about to affect something important to it" (Stephen, 2001). Huse and Bowditch view conflict as a behavior occurring between two or more groups within an organization due to each group's perception of having rights violated compared to the other (Edgar, 1980). From these definitions, it is evident that both Robbins and Huse & Bowditch agree that organizational conflict originates from one party perceiving a threat from the other, endangering its interests.

Kozer defines conflict as "a struggle over values and the pursuit of status, power, and scarce resources, where the opponents aim to neutralize or eliminate each other" (Al Omayan, 2013). Hash describes conflict as an open dispute between two or more groups within an organization or between organizations, occurring when one party's activities clash with the results or efforts of another, often due to resource scarcity or limited opportunities (Al Yassari, 2007). Hash and Kozer differ in attributing conflict causes; Hash views it as a struggle for status and gains.

March and Simon describe conflict as a state of disruption and obstruction in decision-making where individuals or groups face difficulty selecting the best alternative (Alshimaa, 2009), emphasizing its impact on decision-making, their primary specialization. Williams defines conflict as "a psychological and physical reaction by an individual to internal or environmental conditions they cannot confront, control, or adapt to" (Alnimr, 1994), focusing on individual responses rather than external organizational factors.

Kelly views conflict as "a byproduct of change, potentially beneficial if controlled by the organization, capable of activating latent individual and group talents and competencies" (Abuway,

2006), addressing its outcomes and benefits. Rahim provides a comprehensive definition, considering conflict as "an interactive process arising from disagreement, divergence, or incompatibility between individuals or groups inside organizations, or when a party interferes with another's goals or needs, particularly when competing for similar resources or administrative rights" (Rahim, 2001).

1.1 Concept of Organizational Conflict Management

The concept of managing organizational conflicts has become prominent in management and human behavior literature over recent decades, reflecting growing organizational interest in conflict and its effects on individual, group, and overall organizational performance. Initially expressed as eliminating, preventing, or resolving conflict, the terminology shifted towards managing or dealing with conflict.

1.1.1 Definition of Conflict Management

Organizational conflict management refers to the methods or strategies applied by involved parties to handle conflicts within an organization, influenced by participants' desires, inclinations, values, and goals. It is defined as controlling functional conflict, provoking it when beneficial, preventing dysfunctional conflict, and reducing it upon occurrence (Shalabi, 2011). Jamaledin, Jaber, and Hamid characterize organizational conflict management as procedures leaders use to resolve group conflicts or stir conflicts to overcome institutional stagnation, while Abu Nasser defines it as administrative measures to address organizational conflict. Sahl et al. note it encompasses measures and mechanisms to handle conflicts based on their type and nature (Sahl et al., 2018).

Ziadeh defines conflict management as the process of confronting and managing conflict by selecting appropriate strategies after understanding conflict causes and dimensions (Ziadeh, 2005). Karim asserts that conflict management does not mean resolving conflict entirely, but beginning with diagnosing the conflict to determine its extent and intervening by initiating, increasing, or decreasing it to an appropriate level (Karim, 2003). Salman Al Omayan clarifies that managing conflict requires diagnosing root causes and intervening accordingly to maintain an optimal conflict level (Al Omayan, 2013).

Conflict management involves designing and implementing organizational-level strategies to minimize negative conflicts, enhance constructive functions, and adjust conflict levels to maximize benefits while minimizing harms, which modern organizations require to manage negative conflict effectively (Razaq, 2019). Administration intervenes by setting conflict boundaries, understanding conflict nature and causes, increasing resource bases, reducing individual dependencies, developing shared goals, training supervisors on effective communication, and confronting conflicts through precise diagnosis and alternate solutions in case of negotiation failure. Establishing high trust among organizational members and predicting conflicts by understanding individual temperaments and reactions is also essential. Consequently, conflict management is the process of diagnosing and addressing organizational conflicts using suitable strategies to maintain desired conflict levels.

1.1.2 Conflict Management Skills

Conflict management is a critical administrative skill required for both individual and organizational success. Effective practice depends on adopting appropriate strategies to create a

positive organizational climate that fosters cooperation and achieves organizational goals. Key skills include patience, emotional control during conflict intervention, ability to identify mutually satisfactory solutions (Laila, 2006), emotional intelligence to calm parties before addressing conflict, neutrality by focusing on issues rather than personalities (Farouk, 2005), analytical precision, verifying information reliability, scientific problem-solving approaches, face-to-face meetings among conflict parties, and cultivating shared goals born of cooperation (Laila, 2006; Faliah & Abdul-Majid, 2005).

1.2 Major Models of Organizational Conflict Management Strategies

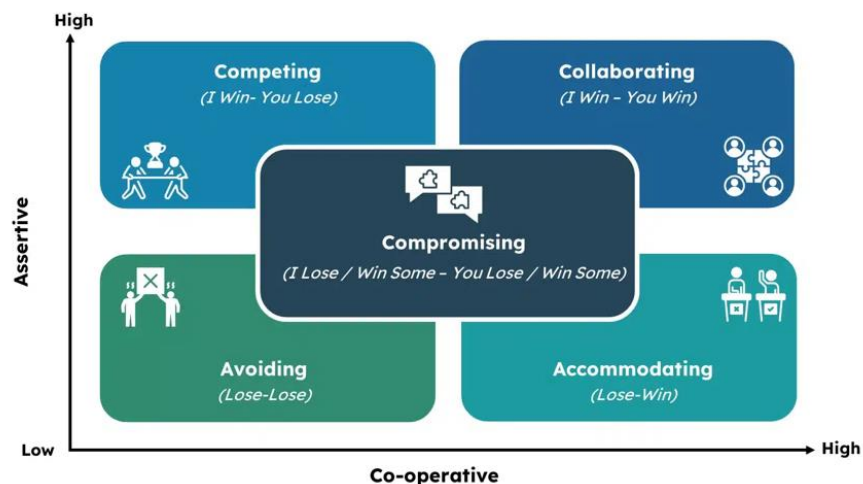
Several researchers have developed theoretical foundations and multiple strategies for managing conflict to benefit from it by choosing the appropriate approach based on conflict circumstances, causes, differing parties' nature, and environmental impact, aiming for positive developmental and reconciliation outcomes within and outside the organization.

The Thomas and Kilmann Model (1976) builds on Blake and Mouton's model and focuses on individuals' behavior in managing conflict along two dimensions (Wasel, 2003):

- The cooperation dimension ranges from non-cooperation to full cooperation, reflecting the degree to which an individual meets the other party's needs and interests.
- The assertiveness dimension ranges from unassertive to assertive, reflecting the degree to which an individual pursues their own needs disregarding others.

The interplay of these dimensions results in five conflict management strategies, as illustrated next:

Figure 1: illustrates the Thomas and Kilmann Conflict Management Model



Source: Mahmoud Salman Al Omayan (2013).

According to this model, there are five strategies for managing organizational conflict:

a. Avoiding strategy (low cooperativeness and low assertiveness): This strategy involves ignoring the causes of the conflict under certain conditions, meaning not confronting the conflict. Neither party tries to achieve their goals, and the individual withdraws from the situation or represses it. The leader attempts to maintain harmony and moderate calm amid existing differences to prevent feelings of anger and frustration among subordinates. This approach can be useful when employees need time to reflect and reconsider issues.

b. Compromising strategy (moderate cooperativeness and assertiveness): This strategy seeks to ease and calm the conflict by comforting the conflicting parties, using persuasive language to restore good relations between them. It aims to buy time until emotions subside and reduce the intensity of conflicts by resolving secondary disputes while leaving primary issues to lessen or disappear over time.

c. Competing strategy (low cooperativeness and high assertiveness): This is when one party seeks to achieve their interests at the expense of the other party. The conflict is resolved directly, with or without knowing the causes. This approach relies on power, employing any means (like arguments or financial penalties) believed to secure one's interests, aiming to end the conflict as quickly as possible.

d. Yielding strategy (high cooperativeness and low assertiveness): The manager sacrifices personal interests and needs to satisfy the others, assuming a lose-win scenario. The leader acts as if conflict will dissipate over time and encourages cooperation to reduce tension. However, this approach often leads to hiding emotions and is less effective for many problems (Laila, 2006).

e. Collaborating strategy (high cooperativeness and high assertiveness): The manager obliges all conflicting parties to assume that a solution exists and strives to solve the problem rather than defeat each other. This involves reviewing points of agreement and disagreement and benefiting from each party's ideas to develop a creative solution. The core assumption is a win-win scenario because it involves identifying strengths and differences, evaluating alternatives, and choosing solutions supported by and committed to by both parties (Al-Amayra, 2002).

According to Al-Jundi, using this strategy requires gathering as much data and facts as possible to highlight the importance of the proposed change, identifying the values adhered to by conflicting parties that hinder reaching a suitable decision, emphasizing values that bring viewpoints closer and align with the desired change, while preventing actions that might harm members of competing groups (Al-Asuli, 2011).

This strategy is applicable in cases such as:

1. Finding an integrated solution when both parties' interests are important enough to necessitate concession and compromise.
2. For strategic issues related to long-term goals, policies, and plans.
3. To develop deep insights into differently viewed issues.
4. To maintain crucial interests that do not admit compromises while preserving relationships.
5. To demonstrate innovation by discovering alternatives together which neither party would consider alone.
6. To address root causes of problems that could impede long-term work relationships.

The Thomas-Kilmann model is among the most comprehensive for organizational conflict management as it incorporates the necessary dimensions for managerial conflict handling—assertiveness and cooperativeness—alongside the five most accepted strategies by researchers and specialists: collaboration, yielding, compromise, competition, and avoidance, with many scholars viewing any strategy as stemming from these five core modes.

Administrative Decision:

Decisions are the starting point for all activities and behaviors within an organization. Their criticality and importance increase with the organization's size and operational complexity, thus

acquiring new dimensions and depths in problems. The following covers various definitions of managerial decisions, their types, decision-makers, and decision-making styles.

2.1 Concept of Decision:

A decision is the dynamic driver of administrative activities within an organization, representing a pillar in the decision-making process based on selecting the best alternative from available options in alignment with predetermined objectives.

In management, decision is the essence of the administrative process, as reflected in definitions by management scholars. For example, Tannenbaum and Wesler define decision as the cautious and precise choice of one alternative among two or more behavioral options (Tannenbaum and Wesler, 1961).

Simon defines decision as "selecting an alternative among available options to find a suitable solution for a new problem arising in a changing world, representing the core of executive activity in business" (Simon, 1962). He also noted that decision-making isn't only about choosing among known options but more importantly about identifying or even creating them (Thevenot, 1993). Jean-Louis Le Moigne commented that a manager's real responsibility lies primarily in identifying true problems rather than just solving them (Jean-Louis, 1974). Following this, a decision is a considered choice related to institutional goals and objectives.

Nizard defines decision as an act of choosing among possibilities based on processing related information with the ability to verify (Nizard, 1986).

John Denin and Brigitte Forni define decision as the choice of an alternative among many possible ones to achieve a goal, solve a problem, or seize an opportunity (Denin and Forni, 1998).

2.2 Importance of Decision in Administration:

No activity can be performed without a decision; decision-making is the foundation of managerial work through which all organizational activities are fulfilled to meet set objectives (Kazem, 2022). Mintzberg's 1975 research concluded that the formal authority granted to a manager enables leadership, workforce organization, work planning, and monitoring through various decisions ensuring smooth operations. Decisions are integral to the administrative process, and all managerial activities fundamentally result from decisions aimed at organizational goals, serving as the organization's lifeblood for survival, growth, and prosperity. Managerial decisions directly influence organizational fate.

Decision importance increases with organizational complexity, expansion, rising challenges from rapid changes, intense competition, and globalization acceleration. A successful manager's competency hinges on the ability to make correct, sound decisions; failure leads to stagnation, operational paralysis, and eventual organization demise. Thus, organizational efficiency closely correlates with decision quality at all levels (Karim, 2003). Dufied succinctly stated, "Correct decisions are the sole secret of a manager's success" (Ali and Mohamed, 1998).

The increasing multiplicity and complexity of organizational goals have amplified the pivotal role of decisions and their interrelation with different aspects of administrative processes.

2.3 Definition of Decision-Making Process:

Some view decision-making as a fundamental modern administrative function—it is the core process preceding decision enactment and permeates institutional activities and administrative elements across facets.

Decision-making is a conscious, informed, and rational selection among two or more alternatives to achieve organizational goals. It entails choosing the best alternative to solve a specific problem or confront a situation based on studying expected outcomes and their influence on reaching objectives (Ghazi and Fatima, 2022). Others describe decision-making as the art of rational choice from several available options, varying in advantages and disadvantages (Ababsa, 2021).

Hussein and Al-Saaid define decision-making as "a process built on objective, conscious study and thinking to arrive at a decision, which is a choice between two items" (Hussein and Al-Saaid, 2001). It's a comprehensive process based on data collection, study, and analysis, with the final choice being the last step, representing the process's fruit.

Al-Fadl defines decision-making as a "comprehensive, sequential set of steps aimed at ultimately solving a specific problem, handling emergencies, potential situations, or achieving planned goals" (Moayed, 2004). Robbins outlined decision-making as a sequence beginning with problem diagnosis and concluding with evaluating the chosen alternative's effectiveness. Parsons defines it as the process of selecting the suitable alternative to achieve objectives among possible means (Karim, 2003). March and Simon emphasize decision-making, individually or organizationally, as focusing primarily on discovering and selecting satisfactory alternatives (Mona, 2009). Both Al-Fadl and Robbins agree decision-making involves sequential steps by the decision-maker to choose among available alternatives, while March and Simon highlight the importance of discovery as the key decision step.

Therefore, decision-making is a series of activities starting from problem or situation reflection and ending with selecting the best solution to address it (Mahdid, 2016).

2.4 Managerial Decision-Making Roles:

These roles assist the manager in decision-making and enhance esteem among subordinates, bolster resolve and capability to overcome organizational challenges, and enable control over tasks and organizational changes facilitating goal attainment. These roles are illustrated in the following figure:

Figure (2): Managerial Decision-Making Roles



Source: Abdel Salam (1989) .

Based on the previous figure, the main decision-making roles of the manager are summarized as follows (Abdel Salam, 2003):

- The role of initiating and developing the organization through introducing ideas, projects, or new changes;
- The role of confrontation and risk-taking (threat): such as the manager confronting or dealing with global strike situations;
- The role of allocation: related to assigning material and human resources for their alternative uses within the organization or management or making important decisions before their issuance;
- The role of negotiator: whether with clients or suppliers during deal making or resolving internal or external problems and disputes.

The Practical Aspect:

3.1 Institutions under Study

The study includes a diverse group of educational institutions spread across various regions and districts in Djelfa Province, covering the three educational levels: primary, middle, and secondary. Each institution is managed by a director responsible for the full supervision of the institution's operations, supported by a comprehensive administrative team alongside a specialized educational staff and skilled workers responsible for operational and maintenance tasks. These institutions form the backbone of the provincial education system, offering comprehensive educational services meeting students' needs at various stages, while reflecting significant geographical and social diversity within the local educational framework.

3.2 Study Population

The study population is a fundamental pillar for any scientific research, requiring precise definition to ensure inclusivity and accurate representation of the researched phenomenon. In this study, the population comprises managers of educational institutions in Djelfa Province, representing all units and elements related to the study problem. Such definition enables accurate measurement, analysis, and extraction of reliable results generalizable within the studied institutions. Selecting this population aims to provide highly relevant data contributing to a deeper understanding of the relationship between organizational conflict management and administrative decision-making in a local educational environment with specific professional and social characteristics, enhancing accuracy and effectiveness of concluded recommendations.

3.3 Study Sample

The purposive sampling method was adopted due to the large size of the population and the impracticality of full inclusion. This method involves selecting specific individuals based on the researcher's expertise, ensuring appropriate and acceptable population representation. This study's sample includes 65 managers from educational institutions in Djelfa Province, with questionnaires distributed in both paper and electronic forms to collect data reflecting the educational community under study accurately and objectively.

3.4 Statistical Methods

A set of statistical procedures was utilized to ensure accuracy in data analysis and verify the research instrument's quality:

- Normality test (Kolmogorov-Smirnov test) to ascertain if data follows normal distribution, guiding the use of parametric or non-parametric tests.
- Cronbach's alpha coefficient measures reliability, ranging from poor (<0.6), acceptable (0.6–0.7), good (0.7–0.8), to excellent (>0.8).
- Simple regression analysis identifies causal relations between an independent variable (X) and a dependent variable (Y), with predictive model $Y = \alpha + \beta X$.
- Multiple regression analysis tests model validity and identifies most influential independent variables on the dependent variable.

3.5 Reliability Test

The reliability coefficient of the independent variable, organizational conflict management, scored 0.943, indicating high and excellent reliability. Reliability coefficients for its dimensions—cooperation, competition, compromise, avoidance, and yielding—were also high (0.862, 0.824, 0.863, 0.809 respectively), indicating good reliability of subcomponents. The dependent variable, decision making, scored 0.913, indicating excellent reliability. The overall study reliability measured 0.948, reflecting very high reliability of the research tool, implying that the results can be confidently replicated at 94.8% reliability if the same methodology and sample are used. These values affirm data quality and reliability, enhancing the robustness of analysis and validity of conclusions.

3.6 Normality Test:

Table 1: Normality Test Results of the Study

Axis	Kolmogorov-Smirnov Statistic	Sig (p-value)	Shapiro-Wilk Statistic	Sig (p-value)
Organizational Conflict Management	0.081	0.173	0.692	0.075
Decision Making	0.068	0.124	0.241	0.367
Study as a Whole	0.058	0.219	0.742	0.324

Source: Prepared by the researcher based on SPSS outputs.

This table indicates that all variables in the study follow a normal distribution, as the significance values (Sig) for all variables are greater than the specified significance level ($\alpha \leq 0.05$). This satisfies a key assumption for using parametric statistical tests in data analysis. Consequently, confirming normality enables the use of parametric methods to test the study's hypotheses confidently and objectively, enhancing the precision of results and the robustness of the conclusions reached.

3.7 Test of the First Hypothesis:

Table 2: Simple Linear Regression Analysis for Each Dimension of the Independent Variable (Organizational Conflict Management)

Variable	Coefficient (B)	R ²	p-value	Statistical Significance
Cooperation	1.378	0.453	0.000	Yes
Competition	0.462	0.055	0.059	No
Compromise	1.207	0.391	0.000	Yes
Avoidance	-0.045	0.0004	0.872	No
Yielding	0.296	0.017	0.297	No

Source: Prepared by the researcher based on SPSS outputs.

The analysis shows that Cooperation and Compromise have statistically significant strong effects on decision-making effectiveness from the perspective of educational institution managers. The cooperation model explains 45.3% of the variance in decision-making, highlighting the importance of fostering cooperation in conflict management to improve decision quality. Compromise explains 39.1% of the variance with a high level of statistical significance.

In contrast, Competition, Avoidance, and Yielding did not show statistically significant effects at the conventional 0.05 significance level, indicating weak or no independent influence on decision-making in the studied sample.

8.3 Test of the Second Hypothesis:

Table 3: Multiple Linear Regression Analysis

Variable	Coefficient (B)	Std. Deviation	t-value	p-value	Statistical Significance
Cooperation	1.266	0.105	12.043	0.000	Yes
Competition	0.492	0.101	4.877	0.000	Yes
Compromise	1.167	0.103	11.329	0.000	Yes
Avoidance	-0.035	0.115	-0.303	0.763	No
Yielding	-0.123	0.120	-1.027	0.309	No

Model fit: R²=0.847, F(5,59)=65.16 F(5,59)=65.16, p < 0.001

Source: Prepared by the researcher based on SPSS outputs.

The multiple regression model indicates a significant and clear statistical effect of Cooperation, Competition, and Compromise on decision-making effectiveness, based on the views of 65 educational institution managers in Djelfa Province. High coefficients (B values) and statistical significance confirm these dimensions play crucial roles in improving decision quality and consistency.

In contrast, Avoidance and Yielding showed insignificant impact either due to low use or ineffectiveness in this context. The model explains 84.7% of decision-making variance, indicating strong explanatory power and model validity.

The accompanying chart visualizes these statistically significant variables, emphasizing the importance of enhancing cooperation, compromise, and positive competition in educational institutions to improve decision-making processes.

Conclusion

The concluding results of the study emphasize the critical importance of organizational conflict management in improving the quality and effectiveness of decision-making within educational institutions in Djelfa Province, according to the perceptions of their managers. Various dimensions of conflict management, especially cooperation, compromise, and positive competition, appear as essential factors significantly enhancing administrative decision-making. In contrast, avoidance and yielding practices show no significant impact.

Based on the findings, several practical recommendations are proposed to improve conflict management within educational institutions:

1. Foster a culture of cooperation and compromise among all parties inside the institution by organizing workshops and training sessions for managers and administrative staff to develop effective communication skills and positive conflict resolution methods.
2. Adopt multidimensional conflict management strategies based on the Thomas and Kilmann model, balancing assertiveness and cooperation to achieve mutually beneficial outcomes.
3. Develop mechanisms encouraging healthy competition that supports innovation and performance improvement without escalating harmful conflicts that weaken organizational relationships.
4. Provide an open organizational environment for dialogue promoting the exchange of ideas and proposals related to conflict management and enhancing transparency in decision-making.
5. Continuously evaluate conflict patterns and their influences to enable management to regulate conflict levels, thereby ensuring optimal performance and improving decision quality.

Organizational conflict management is a fundamental pillar indispensable for advancing institutional performance in the educational sector. Confronting conflicts consciously and responsibly ensures the development of a continuously renewing and innovative educational environment. Implementing these study recommendations will enhance educational leadership's capacity for more effective decision-making, positively impacting educational processes and the success of institutions in Djelfa Province.

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