

## **Chapter 9**

### **Better to Start Early: Resolving and Managing Conflicts among Children In Learning Environments**

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#### **Introduction**

Conflicts are an inevitable part of any social environment, including early learning settings where children interact, grow, and develop foundational skills. In classrooms, these conflicts can arise between peers, teachers and students, or within group dynamics. If left unaddressed, they can disrupt learning, impact emotional well-being, and foster long-term behavioural challenges. Recognizing the importance of resolving and managing these conflicts early is crucial for creating supportive and inclusive learning environments. Conflict resolution and management in early childhood involve teaching children to navigate disagreements constructively while creating systems that reduce the likelihood of conflicts arising. Children are at a critical stage of development, where their brains are particularly receptive to learning social-emotional skills such as empathy, problem-solving, and communication. Addressing conflicts early not only prevents minor issues from escalating but also lays the foundation for lifelong interpersonal and emotional competencies. This chapter explores the concept and types of conflicts in early learning environments, the significance of early intervention, and effective strategies for resolution and management. It highlights proactive classroom approaches, child-centred conflict resolution techniques, the pivotal roles of teachers and parents, and real-world examples of successful interventions. By identifying challenges and proposing actionable steps, this chapter aims to equip educators, parents, and policymakers with practical tools to foster positive relationships and harmony in learning environments.

#### **Concept and Types of Conflicts in Early Learning**

Conflict in early learning environments refers to disagreements, disputes, or tensions that arise during interactions among children, between children and teachers, or within group settings. These conflicts are a natural part of social development and often stem from differences in needs, perspectives, or behaviors. In early learning contexts, conflicts may occur over sharing resources, following rules, misunderstandings, or unmet expectations (Chadwick, Hay & Payne, 2004).

Children in these environments are still developing social, emotional, and communication skills, which can make resolving conflicts challenging. For instance, limited language abilities or an inability to regulate emotions often result in frustration and disputes (Denham et al., 2007). While conflicts are sometimes seen as disruptive, they provide opportunities for children to learn critical skills, such as negotiation, empathy, and problem-solving, when addressed constructively. Understanding the types of conflicts that occur in classrooms is essential for educators to foster positive learning experiences and address disputes constructively. The main types of conflicts observed in early learning environments include peer-to-peer conflicts, teacher-student conflicts, and group dynamics issues.

***Peer-to-Peer Conflicts:*** Peer-to-peer conflicts are the most common type of disputes in early learning settings. These conflicts often arise from situations where children must share resources, such as toys or learning materials, or when they disagree during collaborative play. For example, two children may argue over who gets to use a specific toy first, leading to emotional outbursts or withdrawal from activities. Limited communication skills and emotional regulation abilities often exacerbate these conflicts among young children (Chadwick, Hay & Payne, 2004). Addressing peer-to-peer conflicts is critical, as unresolved disputes can lead to feelings of exclusion and hinder the development of positive social relationships (Fabes et al., 2020).

***Teacher-Student Conflicts:*** Conflicts between teachers and students typically stem from disciplinary issues, misunderstandings, or miscommunication. For instance, a child may feel frustrated when reprimanded for behaviour they do not understand is inappropriate, or a teacher may misinterpret a child's actions as defiance when it is rooted in developmental needs or stress. Such conflicts can affect the teacher-student relationship, leading to a lack of trust and disengagement in learning (Jennings & Greenberg, 2009). Teachers must be equipped with strategies to address these conflicts sensitively while maintaining classroom order. Research shows that positive teacher-student interactions significantly influence children's social-emotional development and academic success (Hamre & Pianta, 2010).

***Group Dynamics Conflicts:*** Group dynamics conflicts occur when children interact in larger groups, such as during collaborative projects or group activities. These conflicts may involve issues of inclusion, bullying, or competition for attention and resources. For example, a child might feel left out of a group project or experience teasing from peers, which can lead to feelings of isolation and lower self-esteem. Competition within groups, especially if encouraged inappropriately, can also create tension among children (Vaillancourt et al., 2010). Addressing group dynamics conflicts requires fostering an inclusive and respectful classroom culture where children feel safe and valued.

## **Causes of Conflicts in Early Learning Environments**

Conflicts among children in early learning environments can emerge from various causes, shaped by developmental stages, cultural and social contexts, and classroom dynamics. Understanding these root causes is essential for implementing effective conflict resolution strategies that foster a positive and inclusive learning atmosphere.

***Developmental Factors:*** Children in early learning environments are in critical stages of social, emotional, and cognitive development. At this age, many lack the communication and emotional regulation skills needed to express their feelings or navigate disagreements constructively (Denham et al., 2007). For example, a child may struggle to articulate frustration and resort to physical actions such as grabbing or pushing, which can lead to peer conflicts. Additionally, young children are often egocentric, meaning they naturally prioritize their needs and perspectives over those of others (Piaget, 1954). This developmental tendency can make it challenging for them to compromise or empathize with peers during shared activities or group tasks.

***Cultural and Social Differences:*** Diverse learning environments bring together children from various cultural and social backgrounds, each with unique norms, values, and communication styles. These differences can lead to misunderstandings or conflicts if not addressed proactively (Banks, 2015). For instance, a child from a collectivist culture might be accustomed to sharing resources, while a child from an individualistic culture might prioritize personal ownership. These differing expectations can result in clashes during play or group activities. Additionally, language barriers among multilingual children can create frustrations and hinder collaborative efforts, further contributing to conflict (De Houwer, 2021).

***Classroom Structures and Teaching Approaches:*** The organization and dynamics of the classroom environment also play a significant role in triggering conflicts. Crowded or poorly organized classrooms, for example, may limit children's access to resources, leading to competition and disputes (Gillies, 2016). Similarly, teaching approaches that focus heavily on competition rather than collaboration can unintentionally foster rivalries among students. Moreover, classrooms that lack clear behavioral expectations or consistent routines may contribute to confusion and misbehavior, creating opportunities for conflict (Kounin, 1970). Some teaching practices may inadvertently exacerbate conflicts if they fail to accommodate the diverse needs of the students. For example, children with special needs may struggle to adapt to traditional instructional methods, leading to frustration or feelings of exclusion (Bateman & Bateman, 2014). Teachers' biases or unintentional favoritism can also contribute to perceived inequities, sparking resentment among students (Gay, 2018).

## **Effects of Unresolved Conflicts**

Unresolved conflicts in early learning environments can have significant and long-lasting impacts on children's development and well-being. These effects extend beyond immediate disagreements and can manifest in emotional, academic, and social challenges that hinder a child's ability to thrive in both educational settings and life.

***Emotional Distress:*** When conflicts remain unresolved, children often experience heightened emotional distress, including anxiety, frustration, and a sense of helplessness. Repeated exposure to such stress can interfere with the development of emotional regulation skills, which are critical in early childhood (Denham et al., 2007). Emotional distress not only affects a child's mental health but can also lead to physical symptoms, such as headaches or stomachaches, as a response to chronic stress. Over time, unresolved conflicts may contribute to low self-esteem and a diminished sense of safety in the classroom, further exacerbating emotional difficulties.

***Academic Disengagement:*** Conflicts that are not addressed can create a negative classroom environment, leading to decreased academic engagement and motivation. Children who feel unsafe or unsupported are less likely to participate actively in learning activities and may develop negative attitudes toward school (Hamre & Pianta, 2006). Persistent conflicts can distract children from their studies and reduce their ability to concentrate, ultimately resulting in lower academic achievement. Additionally, unresolved disputes can consume teachers' time and attention, reducing their capacity to focus on instruction and classroom management, which impacts the learning experience for all students.

***Social Exclusion and Bullying:*** One of the most significant consequences of unresolved conflicts is the potential for social exclusion and bullying. When conflicts escalate or persist, they can lead to isolation for the children involved, who may be excluded from peer groups or labeled negatively by their classmates (Rose et al., 2015). In severe cases, unresolved disputes can evolve into bullying, where power imbalances are exploited, causing harm to the victim's emotional and social well-being. Children who experience social exclusion or bullying are at greater risk of long-term consequences, including depression, anxiety, and difficulties forming healthy relationships later in life (Olweus, 2013).

## **Importance of Early Intervention**

Early intervention in teaching conflict resolution skills is vital in early childhood education, as it aligns with critical periods of brain development and sets the stage for positive lifelong interpersonal skills. Addressing conflicts during this formative stage equips children with the tools to navigate disagreements constructively, fostering emotional regulation and social competence.

**1. Brain Development and the Ability to Learn Social-Emotional Skills:** During early childhood, rapid brain development creates an opportune time for children to acquire and internalize social-emotional skills. The prefrontal cortex, responsible for regulating emotions, problem-solving, and decision-making, develops significantly during this period. Research indicates that early exposure to conflict resolution practices helps children build neural pathways associated with self-control and empathy (Shonkoff & Phillips, 2000). Social-emotional learning (SEL) programs, which emphasize early intervention, have been shown to improve children's ability to manage emotions and interact positively with peers (Jones et al., 2019). Early intervention capitalizes on this developmental window, making it easier for children to adopt and retain constructive behaviors.

**2. Preventing Conflicts from Escalating into Larger Issues:** Unresolved conflicts in early childhood can escalate into more significant behavioral and relational problems, such as bullying, social exclusion, or aggression. Intervening early reduces the risk of these long-term consequences by addressing the root causes of disputes and teaching children constructive ways to handle disagreements (Smith et al., 2020). For example, teaching young children to use "I" statements to express their emotions ("I feel upset when...") and active listening skills can help de-escalate potential conflicts before they become entrenched patterns. Early resolution of minor conflicts prevents them from negatively impacting the classroom environment or the child's future relationships.

**3. Building a Foundation for Collaboration, Empathy, and Communication:** Equipping children with conflict resolution skills early in life provides a foundation for collaboration, empathy, and effective communication. These skills are essential for navigating both personal and professional relationships throughout life. Children who learn to approach conflicts with empathy and a collaborative mindset are better prepared to work in diverse, team-oriented environments later in life (Schonert-Reichl, 2017). Furthermore, early experiences in resolving conflicts constructively foster a sense of belonging and mutual respect in the classroom, creating a positive learning environment where every child feels valued and heard.

### **Strategies for Conflict Resolution and Management**

**a. Proactive Approaches:** Creating a proactive classroom environment that minimizes conflicts is essential for fostering a positive learning space. Establishing clear rules and routines provides children with predictable structures, reducing uncertainty that may lead to disputes (Durlak et al., 2011). Promoting inclusivity and respect for diversity helps children value different perspectives, addressing potential biases or misunderstandings early (Banks, 2019). Teaching empathy and emotional regulation equips children to manage their emotions effectively and respond compassionately to peers, reducing the likelihood of conflicts escalating (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020).

**b. Conflict Resolution Techniques for Children:** Teaching children simple conflict resolution techniques empowers them to navigate disagreements independently. Encouraging the use of “I” statements helps children express their feelings constructively and avoid blame, promoting mutual understanding (Miller et al., 2021). Training children in active listening develops their ability to focus on others’ perspectives without interruption, fostering respect and connection (Gartrell, 2020). Guiding brainstorming for fair solutions encourages collaborative problem-solving. Visual aids and role-playing activities reinforce these skills by providing tangible examples and opportunities to practice in safe settings (Durlak et al., 2011).

**c. Teacher’s Role:** Teachers play a critical role in conflict resolution by modeling appropriate behavior and facilitating fair interactions. By demonstrating calmness and empathy during disputes, teachers set an example for children to emulate (Jones & Bouffard, 2012). Acting as mediators, teachers can guide children toward resolving conflicts constructively while ensuring neutrality. Consistent feedback helps children reflect on their behavior, recognize areas for growth, and build confidence in managing future conflicts (Gartrell, 2020). A teacher’s consistent engagement in this role establishes a culture of accountability and trust in the classroom.

**d. Parental Involvement:** Collaboration between teachers and parents is vital for reinforcing conflict resolution skills at home. Educators can encourage parents to discuss and practice constructive communication techniques, such as active listening and brainstorming, with their children (Epstein, 2011). Parents’ active involvement in school activities that promote diversity and empathy further enhances the child’s learning environment. Teachers can also provide parents with resources, such as conversation starters or social-emotional learning strategies, to foster continuity between school and home (CASEL, 2020). This partnership strengthens children’s ability to apply conflict resolution skills across contexts.

### **Case Studies from Early Learning Environments in Nigeria**

#### **Case 1: Successful Early Intervention in Resolving Conflicts**

In a primary school in Ilorin, Nigeria, two children frequently clashed during group activities, often competing for dominance in discussions. Recognising the potential disruption to learning, the teacher implemented a conflict resolution strategy centred on active listening and role-playing. The students were encouraged to express their feelings using “I” statements and take turns listening to each other’s perspectives. With the teacher mediating, the children collaboratively devised solutions for working together. Over time, their relationship improved, and they became cooperative team members. This proactive intervention not only resolved the immediate issue but also fostered skills like empathy and collaboration (Adebayo et al., 2022). The teacher’s role as

a neutral mediator and the use of structured strategies proved effective, though regular follow-ups could have further strengthened the relationship.

**Case 2: Lack of Resolution and Long-Term Impacts**

In contrast, at a rural school in Oyo State, two students with cultural differences often argued, which escalated to physical altercations. The teacher's approach of separating the students without addressing the root causes only temporarily resolved the conflicts. Over time, the unresolved tension caused one child to withdraw from group activities entirely, leading to social isolation and poor academic performance. This case highlights the consequences of neglecting early intervention. Effective strategies, such as facilitating peer mediation and engaging parents to address underlying cultural misunderstandings, could have improved outcomes (Okon & Adeyemi, 2023). The lack of teacher training on conflict resolution techniques contributed to the issue, underscoring the need for capacity-building programs for educators.

**Analysis of Strategies**

In the first case, active listening and role-playing worked effectively to resolve the conflict, demonstrating the value of structured and empathetic interventions. However, incorporating parental involvement could have reinforced these efforts at home. In the second case, the failure to address cultural differences and involve key stakeholders, such as parents or community leaders, perpetuated the problem. This underscores the importance of a holistic approach to conflict resolution that includes training teachers, fostering inclusivity, and addressing cultural sensitivities early on.

**Challenges in Managing Conflicts**

**Navigating Cultural and Language Barriers:** Managing conflicts in early learning environments is often hindered by cultural or language differences among children. These differences can lead to misunderstandings and misinterpretations, as children from diverse backgrounds may approach social interactions with varying norms and expectations (Salmon et al., 2022). To overcome this, educators can foster cultural awareness by incorporating multicultural education into the curriculum, teaching empathy, and creating inclusive classroom environments that celebrate diversity (Banks, 2019).

**Equipping Teachers with Conflict Resolution Skills:** Another significant barrier is limited teacher training on conflict resolution. Many teachers are not equipped with the necessary skills to mediate conflicts effectively or teach children constructive ways to resolve disputes (Pace et al., 2021). To address this, professional development programs focusing on conflict resolution strategies and social-emotional learning (SEL) can provide teachers with the tools and

confidence needed to handle conflicts constructively. Ongoing support and mentoring for teachers can also reinforce these skills.

***Engaging Parents to Support Conflict Resolution Education:*** Resistance from parents or guardians presents a further challenge, as some families may not prioritize or understand the value of conflict resolution education. Parents may also have differing expectations or cultural norms regarding conflict handling (Taylor & Hall, 2020). Schools can bridge this gap by engaging parents through workshops, regular communication, and collaborative activities that emphasize the benefits of conflict resolution skills for children both at school and at home.

### **Propositions for Future Practices**

***Implementing Conflict Resolution Training as Part of Teacher Education Programs:*** Equipping teachers with conflict resolution skills during their training is essential for fostering harmonious classroom environments. Teacher education programs should include modules that focus on understanding the nature of conflicts among children, mediation techniques, and strategies for fostering emotional regulation. Studies have shown that teachers who receive such training are more confident and effective in managing classroom disputes, promoting positive student interactions, and reducing behavioural issues (Jones et al., 2018). By embedding conflict resolution training into teacher preparation, educators can develop a proactive approach to managing disputes, creating classrooms where students feel safe, valued, and supported.

***Incorporating Social-Emotional Learning (SEL) into the Curriculum:*** Social-emotional learning (SEL) provides children with the tools to understand and manage their emotions, empathize with others, and build positive relationships. Incorporating SEL into school curricula has been shown to improve academic outcomes, reduce disciplinary issues, and enhance students' ability to resolve conflicts (Durlak et al., 2011). SEL programs such as CASEL's framework emphasize self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By teaching these skills explicitly, schools can empower children to handle conflicts constructively, fostering a culture of respect and understanding in learning environments.

***Using Technology and Digital Tools to Teach Conflict Resolution Skills Interactively:*** Technology offers innovative ways to teach conflict resolution skills through simulations, games, and interactive platforms. Digital tools, such as role-playing apps and virtual reality programs, can provide children with realistic scenarios to practice conflict resolution strategies in a safe environment. Research indicates that gamified approaches enhance student engagement and retention of skills, particularly in areas such as problem-solving and emotional regulation (Schunk et al., 2020). For example, apps like "Emozi" and "Peekapak" focus on Social-Emotional Learning and conflict resolution through storytelling and



interactive exercises. Incorporating such tools into the curriculum ensures that children learn critical skills in an engaging and modern ss, preparing them for real-world challenges.

Social-Emotional Learning

## **Conclusion**

Conflicts in early learning environments, when managed effectively, offer opportunities for growth and learning. This chapter examined the concepts, types, causes, and effects of conflicts, emphasizing the importance of early intervention in equipping children with critical social-emotional skills like empathy, problem-solving, and collaboration. Strategies such as proactive classroom approaches, teacher training, conflict resolution techniques, and parental involvement are vital for fostering inclusive and harmonious classrooms. Real-world examples highlighted the value of structured interventions while addressing challenges like cultural barriers and limited resources. Prioritizing conflict resolution through social-emotional learning, teacher development, and modern tools ensures children develop skills for lifelong success. Collaborative efforts by educators, parents, and policymakers are essential to transform conflicts into opportunities, creating positive and supportive environments for all learners. Early action is key to nurturing emotionally and socially competent individuals.

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