

The Effect of Collaborative Conflict Management of School Administrators on Peace Culture in Schools under Khon Kaen Primary Educational Service Area Office 4

Witchayakorn Chuchuen^{a*}, Thanawut Leemool^b,

Photjanapong Khachonphop^c and Jirawat Wongkhong^d

^aTeacher, Cheelong Wittaya School, Chaiyaphum, Thailand

^bTeacher, Nongwangrua Prachasuksa School, Khon Kaen, Thailand

^cTeacher, Nampongsuksa school, Khon Kaen, Thailand

^dPrincipal, Buakaew Pittayakom School, Khon Kaen, Thailand

*Corresponding Author. Email : witchayakornc@gmail.com

Abstract

This study aimed to (1) examine the levels of collaborative conflict management practiced by school administrators and peace culture in schools, (2) investigate the relationship between collaborative conflict management and peace culture, (3) identify the dimensions of collaborative conflict management that significantly influence peace culture, and (4) develop guidelines for enhancing peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4.

An explanatory sequential mixed-methods design was employed. The quantitative phase involved 99 school administrators selected through multistage random sampling. Data were collected using a five-point Likert-type questionnaire with a reliability coefficient of 0.918. The quantitative data were analyzed using descriptive statistics, Pearson's product-moment correlation coefficient, and stepwise multiple regression analysis. The qualitative phase consisted of semi-structured interviews with three experienced school administrators, and the data were analyzed using content analysis.

The findings revealed that both collaborative conflict management and peace culture were perceived at very high levels. Among the dimensions of collaborative conflict management, trust-building obtained the highest mean score, whereas transparency received the lowest. Regarding peace culture, respect and shared values recorded the highest mean scores, while trust had the lowest. Collaborative conflict management was positively correlated with peace culture at the .01 level of statistical significance. Teamwork demonstrated the strongest relationship with peace culture, whereas trust-building showed the weakest. Stepwise multiple regression analysis identified teamwork and transparency as significant predictors of peace culture at the .05 level of statistical significance. The qualitative findings further generated five practical guidelines for strengthening peace culture in schools: promoting teamwork, encouraging open communication and constructive feedback, fostering trust-building, ensuring transparency in school management, and enhancing satisfaction among all stakeholders.

Keywords: collaborative conflict management; peace culture; school administrators; educational leadership; school management

Introduction

In the contemporary digital era, rapid advancements in digital technologies have profoundly transformed the economic, political, and social dimensions of society. These developments have reshaped patterns of daily life, communication, and human interaction (Thawinkarn, 2021). The rapid expansion of digital communication technologies has enabled instant access to information and facilitated the widespread exchange of ideas. However, it has also intensified the expression of differing opinions, heightened emotional responses, and increased reliance on emotion in decision-making. Consequently, conflicts have become more frequent and increasingly inevitable across various social contexts.

Conflict commonly arises from individual differences, cultural diversity, and divergent perspectives. In organisations where individuals work collaboratively, differences in opinions, values, and interests are unavoidable and may escalate if not managed effectively. Educational institutions, in particular, are dynamic social environments in which administrators, teachers, students, and other stakeholders interact closely. When conflicts arise within schools, they may develop into more serious incidents that adversely affect teaching, learning, and the overall school climate. Therefore, school conflict and violence require systematic prevention and effective management strategies. This highlights the need for educational management approaches that strengthen individuals' capacity to adapt to change, manage conflict constructively, and respond effectively to emerging challenges.

One of the most effective approaches to conflict resolution in educational settings is the promotion of peaceful coexistence through education. Increasing emphasis has been placed on the concepts of *Learning to Live Together*, peace education, democratic values, sustainable development, and values-based moral education (Weerawithaya, 2011). These educational approaches seek to cultivate mutual understanding, respect for diversity, empathy, and nonviolent conflict resolution, thereby contributing to the development of a sustainable peace culture within educational institutions.

A peace culture encompasses the values, attitudes, beliefs, and behavioural practices that reject violence and encourage peaceful approaches to conflict resolution. Within educational settings, peace culture has been conceptualised as the establishment of norms and practices that promote compassion, dialogue, mutual understanding, and constructive conflict management. Such practices foster a supportive school environment characterised by harmony, reconciliation, trust, and social cohesion (Dissaman & Prathuengratana, 2020). Strategies for promoting peace culture in schools include respect for human rights, participatory democracy, mutual understanding, tolerance, social harmony, and transparent communication with equitable access to information (Weerawithaya, 2011). Among these strategies, collaborative conflict management has been recognised as an effective approach for fostering a sustainable peace culture within educational organisations.

Collaborative conflict management is a conflict resolution approach that seeks mutually beneficial outcomes by integrating assertiveness with cooperation. Its primary objective is to ensure that all parties involved in a conflict achieve satisfactory and mutually acceptable solutions (Thomas & Kilmann, 1978). Whether conflict becomes constructive or destructive largely depends on how it is managed. Although conflict is often perceived negatively, it can also generate positive organisational outcomes when addressed appropriately. Consequently, school administrators play a pivotal role in selecting and implementing appropriate conflict management strategies that promote collaboration and organisational effectiveness.

Previous studies have shown that collaborative conflict management is among the most effective approaches adopted by administrators for resolving organisational conflicts (Schermerhorn et al., 2007). This approach emphasises participatory problem-solving, open communication, sincere dialogue, and shared decision-making to identify underlying issues and develop mutually acceptable solutions. By encouraging cooperation and collective responsibility, collaborative conflict management facilitates sustainable conflict resolution and minimises the recurrence of disputes. Consequently, it contributes not only to effective conflict management but also to the development of a positive organisational climate and a sustainable peace culture within educational institutions (Schermerhorn et al., 2007).

Contemporary educational institutions continue to face increasingly complex conflicts resulting from rapid social change and evolving interpersonal relationships. Addressing these challenges requires proactive and systematic management approaches that focus on resolving conflicts at their root causes rather than merely responding to their consequences. Promoting a peace culture within schools provides an effective mechanism for fostering peaceful coexistence, strengthening teamwork, encouraging respect for diversity, and supporting nonviolent approaches to problem-solving (Thepamat, 2020). Collaborative conflict management has likewise been recognised as a practical strategy for cultivating peace culture in educational organisations (Charoenbut, 2004). More recently, Chen and Tjosvold (2022) demonstrated that collaborative conflict management promotes shared goal setting, mutual understanding, joint problem-solving, collective benefits, and mutually acceptable decision-making, all of which are fundamental characteristics of a peace culture.

Therefore, this study investigates the effects of collaborative conflict management practiced by school administrators on peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4. The findings are expected to provide empirical evidence that contributes to the development of effective school management practices, strengthens conflict management strategies, and supports the sustainable promotion of peace culture within educational institutions.

Literature Review

Based on a review of relevant literature and previous studies on collaborative conflict management practised by school administrators (Schermerhorn, Hunt and Osborn, 2007; Charoenbut, 2004; Kunlabutr, 2012) and peace culture in schools (UNESCO, 2000; Sidontao, 2018; Thepamat, 2020). The conceptual framework of this research was formulated as follows.

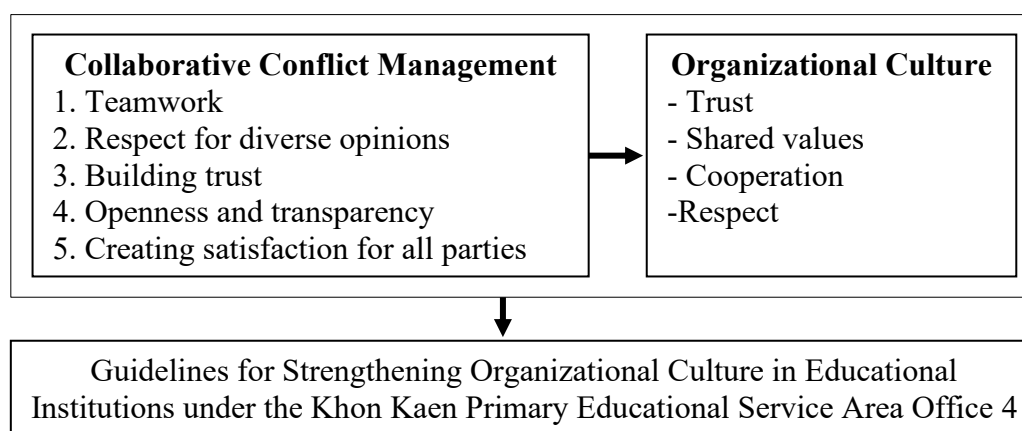


Figure 1. Conceptual Framework of the Research

Methodology

This study employed a mixed-methods research design using an explanatory sequential design, aiming to investigate the effects of collaborative conflict management practised by school administrators on peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4. The research was conducted in two sequential phases: a quantitative phase, followed by a qualitative one.

Phase 1: Quantitative Research

Population and Sample

The population for this study consisted of 133 school administrators, including school principals and vice principals, working under the Khon Kaen Primary Educational Service Area Office 4.

The sample comprised 99 school administrators, determined using the sample size table proposed by Krejcie and Morgan (1970, cited in Khetchaturat, 2012) at a 95% confidence level with a margin of error of $\pm 5\%$. A multi-stage random sampling technique was employed. In the first stage, stratified random sampling was utilised to categorise schools according to their size. In the second stage, simple random sampling was conducted via a lottery to select the participating school administrators within the Khon Kaen Primary Educational Service Area Office 4.

Table 1: Number of School Administrators under the Khon Kaen Primary Educational Service Area Office 4

School Size	Population (Number of Administrators)	Sample (Number of Administrators)
Small	86	66
Medium	44	30
Large	3	3

(Khon Kaen Primary Educational Service Area Office 4)

Research Instrument

The research instrument was a questionnaire developed based on the components and indicators of collaborative conflict management practised by school administrators and peace culture in schools. The questionnaire consisted of two parts:

Part 1: General information of the respondents, including gender, age, position, educational background, and administrative experience.

Part 2: A five-point Likert-type rating scale (Likert, 1961) consisting of 28 items measuring collaborative conflict management and peace culture in schools.

The interpretation of mean scores followed the criteria proposed by Boonchom Srisard (2002)

4.51 - 5.00	=	Very high level
3.51 - 4.50	=	High level
2.51 - 3.50	=	Moderate level
1.51 - 2.50	=	Low level
1.00 - 1.50	=	Very low level

Validity and Reliability

Content validity of the instrument was examined using the Index of Item-Objective Congruence (IOC) by three experts, yielding IOC values ranging from 0.80 to 1.00. Reliability was assessed using Cronbach's alpha coefficient. The instrument was

pilot-tested with 30 individuals who shared characteristics similar to those of the sample before actual data collection. The reliability coefficients for all dimensions were 0.67 or higher, indicating acceptable internal consistency.

Data Collection

Data were collected using online questionnaires administered via Google Forms to school administrators under the Khon Kaen Primary Educational Service Area Office 4.

Data Analysis

Quantitative data were analysed using SPSS statistical software. Descriptive statistics included percentages, means, and standard deviations. Inferential statistics included Pearson's product-moment correlation coefficients and stepwise multiple regression analysis. The results were presented in tabular form accompanied by descriptive explanations.

Phase 2: Qualitative Research

Participants

The qualitative phase involved three expert school administrators under the Khon Kaen Primary Educational Service Area Office 4. The participants consisted of principals from large-, medium-, and small-sized schools, selected based on their administrative experience and expertise in school management.

Research Instrument and Data Collection

The research instrument used in this phase was a semi-structured interview designed to explore guidelines for enhancing a peace culture in schools. Data were collected through in-depth interviews.

Data Analysis

Qualitative data obtained from the interviews were analysed using content analysis. The findings were presented descriptively to reflect participants' perspectives and experiences regarding the promotion of peace culture in schools

Results

The findings of this study are presented in accordance with the research objectives and are organised into four main sections: (1) the level of collaborative conflict management practised by school administrators and the level of peace culture in schools; (2) the relationship between collaborative conflict management and peace culture in schools; (3) the effects of collaborative conflict management on peace culture in schools; and (4) guidelines for enhancing peace culture in schools.

1. Levels of Collaborative Conflict Management and Peace Culture in Schools

1.1 Level of Collaborative Conflict Management Practised by School Administrators

The analysis of administrators' perceptions regarding collaborative conflict management practised by school administrators under the Khon Kaen Primary Educational Service Area Office 4 revealed that the overall level across all five dimensions was very high. When examined by dimension, the highest mean score was recorded for trust-building ($\bar{x}$ = 4.744, S.D. = 0.409), followed by the acceptance of differing opinions ($\bar{x}$ = 4.714, S.D. = 0.387). The dimension with the lowest mean score was transparency ($\bar{x}$ = 4.566, S.D. = 0.435). The overall mean score for collaborative conflict management was 4.653 with a standard deviation of 0.365, indicating a very high level of practice (see Table 2).

Table 2: Mean ($\bar{x}$) and Standard Deviation (S.D.) of the Level of Practice of Collaborative Conflict Management (Overall)

Collaborative Conflict Management	Level of Opinion		
	Mean ($\bar{x}$)	S.D.	Interpretation
1. Teamwork	4.601	0.407	Very High
2. Acceptance of differing opinions	4.714	0.387	Very High
3. Trust-building	4.744	0.409	Very High
4. Transparency	4.566	0.435	Very High
5. Satisfaction enhancement for all parties	4.636	0.489	Very High
Overall	4.653	0.365	Very High

1.2 Level of Peace Culture in Schools

The findings regarding the level of peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4 indicated that the overall level across all four dimensions was also at a very high level. The dimensions of respect ($\bar{x}$ = 4.566, S.D. = 0.503) and shared values ($\bar{x}$ = 4.566, S.D. = 0.489) demonstrated the highest mean scores, followed by cooperation ($\bar{x}$ = 4.556, S.D. = 0.454). The dimension with the lowest mean score was trust ($\bar{x}$ = 4.505, S.D. = 0.479). The overall mean score for peace culture in schools was 4.546 with a standard deviation of 0.420, reflecting a very high level (see Table 3).

Table 3: Mean ($\bar{x}$) and Standard Deviation (S.D.) of the Level of Practice of Peace Culture in Schools (Overall)

Peace Culture in Schools	Level of Opinion		
	Mean ($\bar{x}$)	S.D.	Interpretation
1. Trust	4.505	0.479	High
2. Shared values	4.566	0.489	Very High
3. Cooperation	4.556	0.454	Very High
4. Respect	4.566	0.503	Very High
Overall	4.546	0.420	Very High

2. Relationship between Collaborative Conflict Management and Peace Culture in Schools

Pearson's product-moment correlation analysis revealed that collaborative conflict management was positively correlated with peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4 at the .01 level of statistical significance. The correlation coefficients ranged from 0.542 to 0.695.

When considering individual dimensions, teamwork (X1) demonstrated the strongest relationship with peace culture in schools (r = 0.695), followed by transparency (X4) (r = 0.690). The weakest relationship was observed for trust-building (X3) (r = 0.542). These results indicate that higher levels of collaborative conflict management are associated with an enhanced peace culture in schools.

Table 4: Results of the Analysis of the Relationship between Collaborative Conflict Management and Peace Culture in Schools under the Khon Kaen Primary Educational Service Area Office 4

Variables	X ₁	X ₂	X ₃	X ₄	X ₅	X _{All}	Y
X ₁	1						
X ₂	0.745**	1					
X ₃	0.772**	0.815**	1				
X ₄	0.694**	0.689**	0.503**	1			
X ₅	0.631**	0.649**	0.533**	0.721**	1		
X _{All}	0.915**	0.898**	0.841**	0.836**	0.799**	1	
Y	0.695**	0.567**	0.542**	0.690**	0.617**	0.731**	1

** Correlation is significant at the .01 level (2-tailed).

Where: X₁ = Teamwork, X₂ = Acceptance of differing opinions, X₃ = Trust-building, X₄ = Transparency, X₅ = Satisfaction enhancement for all parties X_{All} = Collaborative Conflict Management, Y = Peace Culture in Schools

3. Effects of Collaborative Conflict Management on Peace Culture in Schools

Stepwise multiple regression analysis was conducted to identify which dimensions of collaborative conflict management significantly influenced peace culture in schools. The results indicated that two dimensions of collaborative conflict management significantly predicted peace culture in schools at the .05 level of statistical significance: teamwork (X₁) and transparency (X₄).

In Model 1, when teamwork (X₁) was entered into the regression equation, it accounted for 48.3% of the variance in peace culture ($R^2 = 0.483$). In Model 2, when transparency (X₄) was added, the explained variance increased to 56.6% ($R^2 = 0.566$).

The multiple correlation coefficient for the final model was $R = 0.752$, indicating a strong relationship between the predictor variables and peace culture in schools. The regression equation in unstandardised scores was expressed as:

$$Y = 0.803 + 0.430X_1 + 0.386X_4$$

In standardised form, the regression equation was:

$$Z = 0.418Z_1 + 0.400Z_4$$

These findings suggest that teamwork and transparency are significant predictors of peace culture in schools (see Tables 5 and 6).

Table 5: Results of the Stepwise Multiple Regression Analysis of Collaborative Conflict Management of School Administrators Affecting Peace Culture in Schools under the Khon Kaen Primary Educational Service Area Office 4

Predictor Variables	R	R ²	Adjusted R ²	Std.error	F	P-value
X ₁	0.695	0.483	0.478	0.303	90.765	<.001
X ₁ X ₄	0.752	0.566	0.557	0.279	18.299	<.001

Table 6: Regression Coefficients of the Predictor Variables in Raw Score Form (B) and Standardised Form (β)

Variables	Raw scores		Standardized scores	t	P-value
	B	Std.error	β		
(Constant)	0.803	0.337	-	2.386	.019
X ₁	0.430	0.096	0.418	4.470	<.001
X ₄	0.386	0.090	0.400	4.278	<.001
R = 0.752 R ² = 0.566 Adjusted R ² = 0.557 Std.error = 0.279 F = 18.299					

Based on Table 6, the predictive regression equation can be interpreted as follows. When two independent variables of collaborative conflict management were entered into the regression equation, the multiple correlation coefficient was 0.752 ($R = 0.752$), which was statistically significant at the 0.05 level. The coefficient of determination was 56.6 % ($R^2 = 0.566$). The predictive equations derived from the unstandardised regression coefficients (B) and the standardised regression coefficients (β) are presented as follows.

Predictive equation in unstandardised score form:

$$Y = 0.803 + 0.43X_1 + 0.386X_4$$

Predictive equation in standardised score form:

$$Z = 0.418Z_1 + 0.4Z_4$$

4. Guidelines for Enhancing Peace Culture in Schools

Based on the qualitative data obtained from interviews with three expert school administrators, five key guidelines for enhancing peace culture in schools were identified:

1) Teamwork: School administrators should establish collaborative teams with clearly defined goals, joint planning processes, and task assignments based on individual strengths, ensuring accountability for assigned responsibilities.

2) Acceptance of Others' Opinions: Administrators should serve as role models by actively listening to colleagues' opinions, encouraging open expression, and fostering understanding of diverse perspectives.

3) Trust-Building: Administrators should demonstrate honesty and integrity in their work, treat all individuals with respect, and maintain positive attitudes toward colleagues while recognising seniority in age and position.

4) Transparency: Administrators should promote adherence to rules and regulations, conduct fair and transparent performance evaluations, and ensure that decision-making processes are verifiable and grounded in clear evidence.

5) Satisfaction Enhancement: Administrators should foster morale and motivation among school personnel, ensure fairness for all stakeholders, encourage open dialogue, and promote mutual understanding through constructive communication.

Conclusion and Discussion

1. Level of Collaborative Conflict Management of Administrators and Level of Peace Culture in Schools under the Khon Kaen Primary Educational Service Area Office 4

The study of collaborative conflict management practised by school administrators and its effects on peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4 revealed that the level of collaborative conflict management practised by school administrators was perceived to be at a very high level. This finding may

be attributed to the fact that school administrators have established a culture of teamwork within their schools by jointly setting goals and planning work together. Administrators demonstrate trust in delegated responsibilities and seek appropriate solutions to problems in ways that promote satisfaction among all parties. In addition, all parties are encouraged to listen to and accept differing opinions. This finding is consistent with the work of Prasertsong (2014), who noted that effective leaders possess the ability to unite team members to work cooperatively, demonstrate flexibility, and resolve problems effectively within teamwork contexts. Effective leaders play a crucial role in fostering creativity, encouraging expression, and motivating team members to actively participate in collective actions. Furthermore, this finding also aligns with Filley (1980), who stated that collaborative conflict resolution emphasises shared goals, fact-finding, the open expression of the true needs of all parties, and the recognition that differing opinions may be beneficial.

Regarding the level of peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4, the results indicated that this variable was also at a very high level. This may be explained by the fact that all personnel in schools share common values in their work, cooperate fully toward achieving organisational goals, and coexist peacefully within the school environment. Mutual trust and respect among personnel further support peaceful coexistence. These findings are consistent with the definition of peace culture proposed by UNESCO (2018), which emphasises values, attitudes, and behaviours that reflect and inspire social interaction and sharing based on freedom, justice, democracy, human rights, tolerance, and solidarity, while rejecting violence. Peace culture seeks to prevent conflict by addressing its root causes through dialogue and negotiation, ensuring the full exercise of rights and participatory approaches in social development processes.

Furthermore, the findings support the assertions of Thepamart (2020), who stated that personnel behaviours reflecting shared thoughts, beliefs, values, norms, and practices contribute to peaceful coexistence, rational interaction, cooperation, and mutual support in collaborative work.

2. Relationship between Collaborative Conflict Management of School Administrators and Peace Culture in Schools under the Khon Kaen Primary Educational Service Area Office 4

The study examining the relationship between collaborative conflict management practised by school administrators and peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4 revealed that the correlation coefficient between collaborative conflict management of school administrators and peace culture in schools was positive and statistically significant at the .01 level, with correlation values ranging from 0.542 to 0.695. When considering each pair of variables, teamwork (X_1) demonstrated the strongest relationship with peace culture in schools ($r = 0.695$), followed by transparency (X_4) ($r = 0.690$).

This finding may be explained by the fact that the Khon Kaen Primary Educational Service Area Office 4 has adopted policies and priority focuses from all administrative levels and translated them into its own operational policies and priorities. One of these key priorities is school safety policy. Consequently, school administrators under this jurisdiction are required to implement these policies and priority focuses within their respective schools. This finding is consistent with the policies and priority focuses of the Office of the Basic Education Commission for the fiscal year 2024, which emphasise the provision of education for safety by creating safe school environments to enhance public confidence and prevent all forms of threats to the lives of teachers and students. These policies include the implementation of safety plans and measures in schools, the cultivation of attitudes, behaviours, and knowledge that promote safety, and the development of safety-related roles

and responsibilities across all agencies under the Ministry of Education through integrated cooperation with all sectors (Ministry of education, 2022).

Furthermore, this finding is consistent with the study by Khamdam and Thawinkarn (2017), who stated that educational service area offices have established projects or policies that respond to the objectives of their supervising agencies in order to maximise the effectiveness of school operations. Such policies also encourage school principals to implement the prescribed policies within their schools and incorporate them into school action plans, thereby supporting the achievement of school goals and objectives.

3. Collaborative Conflict Management of School Administrators Affecting Peace Culture in Schools under the Khon Kaen Primary Educational Service Area Office 4

The study of collaborative conflict management practised by school administrators and its effects on peace culture in schools under the Khon Kaen Primary Educational Service Area Office 4 revealed that two dimensions of collaborative conflict management were significantly predictive of a peace culture in schools. When these dimensions were jointly used as predictors, they demonstrated a predictive power of 56.6%. The research team concluded that the emergence of a peace culture in schools is primarily driven by two key components: teamwork and transparency. This is because schools are institutions aimed at fostering student success, necessitating that school administrators and personnel must work collaboratively, with primary consideration given to the benefits of students and the school as a whole. Transparent and open collaboration within schools enables all parties to perform their duties without concern over whether their actions may violate rules or regulations.

This finding is consistent with the work of Laksanaphokin (2018), who stated that the existence of a peace culture within an organisation is one of the key factors contributing to successful management. Peace culture can be achieved through effective organisational management, whereby administrators ensure that personnel clearly understand organisational goals, directions, and purposes. Most importantly, teamwork plays a crucial role in fostering peace within organisations.

In addition, this finding aligns with Phuengduang (2017), who emphasised that effective and successful educational administration requires school administrators to apply principles of good governance, including the rule of law, morality, transparency, participation, accountability, and value for money within schools.

Furthermore, collaborative conflict management practised by school administrators comprises five components that are primarily applied to managing conflicts that have already occurred in schools. These components include accepting differing opinions, building trust, and enhancing satisfaction for all parties. The study observed that when conflicts do not arise, these three components do not jointly predict peace culture, as peace culture reflects patterns of behaviour related to peaceful coexistence within organisations. Peace culture involves rejecting violence, preventing conflict from escalating into violence, and addressing problems at their root causes through dialogue and resolving underlying factors without confrontation. This process contributes to the development of resilience against the use of violence within educational institutions (Dissaman & Pratheung-rattana, 2020).

4. Guidelines for Enhancing Peace Culture in Schools under the Khon Kaen Primary Educational Service Area Office 4

The guidelines for enhancing peace culture in schools indicate that school administrators should establish school policies that encourage all personnel within the organisation to work collaboratively. This includes forming work teams with clearly defined goals and joint planning processes, assigning tasks according to individual competencies, and ensuring responsibility for the completion of assigned duties. School administrators should serve as role models for school personnel by listening to others' opinions, providing

opportunities for everyone to express their views, and fostering understanding of differing perspectives. Administrators should work honestly and transparently without concealment, show respect to all individuals—ranging from teachers to students—maintain positive attitudes toward colleagues, and demonstrate respect for seniority in terms of age and position.

Furthermore, administrators should instil adherence to official rules and regulations among all personnel to ensure comfort and confidence for all parties. Performance evaluations should be conducted in accordance with established regulations in a transparent and verifiable manner, supported by evidence, and based on the successful completion of assigned tasks. Satisfaction should be promoted through morale-building and encouragement in all aspects of schoolwork, while ensuring fairness for all personnel. All parties should engage in open dialogue, communicate to achieve mutual understanding, explain their reasoning, and listen to others' opinions.

These guidelines are consistent with the Office of the Permanent Secretary, Ministry of Education (2022), which established core organisational values as guidelines for organisational operations under the concept of 'TEAMWINS'. This concept emphasises unity and coordination among personnel, collaborative problem-solving and joint work development, functioning as a cohesive unit. Administrators are expected to value the work of all personnel by promoting equality and fairness, fostering morale, and encouraging responsibility for assigned duties and shared tasks. Personnel should perform their duties with full commitment and capability to achieve organisational goals, carry out their responsibilities with honesty and integrity, demonstrate dedication to assigned work to the fullest extent of their abilities, continuously seek knowledge for self-development, remain open to change, and maintain positive interactions with one another.

Recommendation

Recommendations for the Application of the Research Findings

1) Based on the research findings, it was observed that the components of collaborative conflict management significantly related to peace culture in schools—namely teamwork and transparency—were practised at a very high level. Therefore, school administrators should systematically apply the components identified in this study as practical guidelines for fostering a peace culture within their schools.

2) Educational service area offices should formulate policies, action plans, or projects aimed at strengthening approaches to promoting a peace culture in schools. These initiatives should be closely aligned with the policies and priorities of senior-level administrators to enhance safety in school environments and ensure sustainable conflict resolution.

Recommendations for Future Research

1) Future studies should examine additional independent variables beyond collaborative conflict management, as there may be other contributory factors that influence peace culture in schools.

2) Future research should expand the qualitative sample size by including a broader range of school administrators in the interview process. This would help to obtain more diverse perspectives, ideas, and approaches for promoting peace culture in schools across different educational contexts.

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