Impact of Transformational Leadership on Conflict management to Enhance Organisational Performance in Education Sector of UAE

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ABSTRACT

The present study investigated the impact of transformational leadership on conflict resolution and subsequent effects on organisational performance in the education sector of the United Arab Emirates (UAE). The educational environment in the UAE is marked by rapid growth, resulting from the incorporation of many international practices and regulations. Significantly, issues have evolved due to the community's diversity in individuals' origins, languages and cultural practices. The research utilised focus group discussions with three unique groups, comprising principals from public and private schools and a mix of both schools. This methodology enabled a thorough examination of their ideas and varied viewpoints. The accuracy and reliability of the findings were verified by the implementation of consistency checks and the utilisation of digital audio recording for extensive data collecting and analysis. The study's results indicated a significant effect of leadership styles on conflict resolution in educational settings. Transformational leadership, distinguished by its capacity to inspire, cultivates open channels of communication, establishes trust, and encourages cooperation, plays a crucial part in effectively resolving conflicts. The findings highlighted the educational setting experienced advancements in collaboration and effectiveness, resulting in mutual benefits for teachers and learners, ultimately contributing to achieving educational goals.

Keywords: *Transformational Leadership, Conflict Resolution, Organisational Performance, Education Sector*

INTRODUCTION

Transformational leadership is very important for managing conflicts in organisations and helps improve organisational perfomance. This type of leadership focuses on having a clear vision and inspiring others. It creates an atmosphere where team members trust each other, communicate openly and work together. As per the study by Siangchokyoo et al. (2020), transformational leaders can unite their employees and make them want to work towards a shared goal. Tabassi et al. (2017) agreed this helps create a strong and adaptable team. This helps transformational leaders to make conflict resolution easier because team members are more likely to deal with conflicts positively and find solutions that benefit everyone. In addition, leaders who bring about positive change are understanding and sensitive to their employees' needs and concerns. This helps them anticipate and reduce possible conflicts before they arise. The organisation work efficiently when conflicts are handled before they become big problems and are resolved in a way that helps people learn and improve (Broucker et al., 2018). This leadership approach helps decrease conflicts and make employees motivated and more productive.

Moreover, the impact of transformational leadership on handling conflicts is also very important in the education sector. Educational places like schools, colleges, and universities are created by different groups of people, including teachers, students, parents, and administrators. Transformational leaders in education are leaders who have a vision and inspire others. They create a positive school environment where people work together and develop new ideas (Al-Kurdi et al., 2020). Staff and professors are better able to cooperate and resolve issues as a result of this. Teachers are urged to talk to one another and figure out ways to resolve issues related to curriculum, paedagogy, or student behaviour (Johnes et al., 2017).

Population growth, a greater need for high-quality education, and cultural variety are just a few of the stresses being placed on the UAE's educational system right now. These challenges can result in conflicts within organisations that can negatively impact the learning environment. One of the causes of conflict within the UAE education system arises from cultural differences. Students, teachers and administrators who come from different cultures can have varying values, beliefs and expectations. Such differences can often lead to misunderstandings and conflicts. For instance, a student belonging to a culture that emphasises respect for elders can feel offended if a teacher shows disrespect towards their parents. Additionally, language barriers can also contribute to conflicts as students and teachers who do not share a language can face difficulties in communication. Another factor contributing to conflict within the UAE education system is power imbalances. This hierarchical system gives teachers and administrators more authority than students. Consequently, conflicts can arise when students perceive treatment or feel that their voices are not being heard. For example, a student disciplined by a teacher can consider the punishment unjust even if it aligns with school policies.

LITERATURE REVIEW

Influence of Leadership Style on Conflict Management

One aspect of the organisational environment is the existence of emotional tensions and conflicts inside the organisation. According to Nawaz & Khan (2016), leaders have the potential to alleviate pressures, reconcile misunderstandings, and address disruptive behaviours. Leaders demonstrate their ability to respond to challenges, effectively address crises and, administer appropriate consequences to followers, offer motivation and support to their subordinates. Leaders are also interested in organisational innovation and strive to cultivate organisational cultures that promote creativity, innovation, a lack of conflict, and a stimulating workplace. In an optimal and favourable setting, leaders have a propensity to exert influence on techniques pertaining to conflict management and facilitate the successful collaboration of individuals. It is crucial for a leader to effectively attain organisational goals by addressing both the cognitive and emotional dimensions of contentious matters and by effectively resolve conflicts, which can arise at any level within the organisational structure. Effectively managing conflict in an organisation necessitates a substantial range of social skills. Managers need to possess the capability to adjust their conflict management behaviours in accordance with the specific circumstances at hand. In certain circumstances, it can be seen as advantageous to directly address conflict, whereas, in alternative scenarios, it can be more prudent to evade or accommodate conflict. The primary focus of conflict management literature review revolves around the conflict scenario and the interaction between individuals and their leadership (Saeed et al., 2014). Nevertheless, it is widely accepted that a combination of environmental factors and dispositional characteristics influences conflict behaviour. The study conducted by Limbare (2012) aimed to investigate the potential associations between personal and collectivistic cultural values and favoured conflict approaches. The researchers observed some parallels and differences across various cultures. Previous research has investigated the commonly employed conflict management strategies among managers in both public and commercial sectors (Richmond et al., 1983). Previous research has indicated a correlation between conflict resolution and leadership styles, suggesting that leadership styles can potentially impact techniques employed in conflict settlement (Chang et al., 2020). Fries et al. (2021) stated that leadership theories can be categorised into four main classifications: trait, behavioural, contingent, and transformational. The initial ideas suggested that leadership performance was mostly attributed to the personal attributes possessed by the leaders. Subsequent behavioural theories of leadership aimed to elucidate the actions undertaken by leaders and the corresponding emotional and behavioural responses exhibited by employees. Subsequently, the contingency theory of leadership examines leadership styles within various contexts (Ahrens et al., 2015). While these theories effectively outline the job and task expectations for employees, they fall short in addressing the need for inspiration and creativity that leaders require to remain competitive in the contemporary global economy. In recent decades, there has been a substantial surge in the examination of novel leadership models. The existing body of leadership models has faced criticism due to its inability to comprehensively account for the diverse array of leadership styles and behaviours (Alimo-Metcalfe & Alban-Metcalfe, 2001). The emergence of the notions of transformational and transactional leadership was a direct response to the critique above. The identification of leaders with high performance and transformational traits is considered crucial as organisations go through the process of transforming and expanding their traditional management practices. Arnold (2017) introduced a theoretical framework comprising three distinct dimensions of leadership styles: transformative, transactional, and laissez-faire. In addition, the Bass model has been extensively studied in various research literature, exploring its implications in different domains (Mukhtar & Fook, 2020). For instance, Menges et al. (2011) investigated its relationship with job participation, group consistency, and performance. Additionally, Anastasiou (2020) explored its association with employees' job satisfaction and organisational commitment. Furthermore, the model has been investigated in relation to factors such as extra effort and turnover intention. The topic of interest is the many types of leadership that exist within organisational contexts. In light of the prominent influence of leadership within the workplace and the intricate nature of comprehending human resource management within complex organisations, it is important to direct focus towards the impact of leaders on many aspects, such as conflict resolution Hussein et al. (2022) posited that there exists a correlation between employees' assessment of leadership styles and conflict management. Although leadership is widely recognised as crucial in corporate environments, studies examining the association between leadership styles and conflict management styles have focused on specific populations, such as nursing managers, university academic staff, and healthcare professionals (Jankelová & Joniaková, 2021; Kalkan et al., 2020; Skowronek et al., 2022; Zaghini et al., 2020). Moreover, the results acquired from the aforementioned studies exhibit a lack of consistency, indicating that this matter is now at an exploratory stage, necessitating additional research to ascertain the nature of the association.

Conflict Management and Organisational Performance

Managers, regardless of their level of management (lower, middle, or top), inevitably encounter conflict due to their interactions with others. Politics inside an organisation can engender conflicts when workers or specific groups of employees exert influence over the goals and decision-making processes of the company to further

their self-serving interests, often to the detriment of other employees within the business (Van de Vliert, 2013). Conflict inside an organisation refers to a condition of tension arising from the real or perceived divergence of requirements, values, and benefits among individuals cooperating within the similar entity. Organisations often experience many indicators of conflict. A potential conflict can arise between official authority and power and the persons and groups impacted by them. There exist disagreements on the allocation of funds, the methods employed for task completion, and the duration and intensity of labour. Jurisdictional disputes can arise among several stakeholders, including people, departments, labour unions and management. According to Ang et al. (2006), organisations need to develop the capability to manage and resolve conflicts throughout their life cycle effectively. The term "capability" in this context pertains to the conflict management method employed to reduce the occurrence of conflicts and enhance performance (Ang et al., 2015). Understanding manifestations of conflict can arise from several sources, such as rivalries, jealousies, conflicts in personality, discrepancies in role definitions, and endeavours to attain authority and favour. People also experience internal conflict, characterised by opposing wants and expectations, which elicit diverse responses from people. An entity is established with the purpose of offering commodities and services that are in demand by individuals. According to Al-Jenaibi (2012), the goods and services offered by an organisation are the outcomes of the behaviour shown by workers at various levels within the organisational hierarchy. Individuals within this group exhibit variances in cultural practises, skill sets, and educational histories, and divergent perspectives, responsibilities, anticipations, and principles. The occurrence of conflict inside an organisation is contingent upon the extent to which individuals encounter resistance while advocating for their interests, beliefs, and objectives.

Nevertheless, the foundation and ongoing existence of an organisation rely on the achievement of predetermined goals and objectives, which necessitates the consistent and efficient operation of its material resources, with the human element playing an essential role. According to Aqqad et al. (2019), conflict has the potential to enhance organisational strength and facilitate performance improvement. This study thus centres on organisational conflict and the tactics that managers can employ to address it proactively, preventing any hindrance to the organisation's achievement of its goals and objectives. Effective conflict management is crucial for organisational success as it has the potential to promote productivity and contribute to the growth and sustainability of the business. Hence, the primary aim of this research is to ascertain the impact of organisational conflict on organisational performance. The study incorporated a comprehensive examination of pertinent literature and previously conducted research materials. This research used an exploratory methodology to analyse the components of conflict, its origins, perspectives on conflict, the repercussions of conflict inside an organisation, and the tactics employed to manage organisational conflict.

The Education Sector of the UAE
The educational institutes in the Emirate of Abu Dhabi serve as a prominent illustration of the ongoing phenomenon of globalisation on a worldwide scale. The literature characterises the education system in Abu Dhabi as a compelling case study in the worldwide expansion of education. This is attributed to the growing amalgamation of socio-economic and cultural elements within the prevailing educational practices and policies, as noted by (Aldhaheri, 2017). The private and public education sectors exhibit significant disparities in the composition of their student and instructor populations, giving rise to a range of issues associated with diversity. These challenges encompass language hurdles, cultural and religious distinctions, and gender inequalities. Based on data provided by the *Abu Dhabi Statistics* (2023), it can be observed that in 2014, the educational district was comprised of a total of 256 public schools, accommodating a student population of 127,698.

Additionally, there were 188 private schools inside the district, catering to a diverse student body of 223,803 individuals from various nations. The education industry in Abu Dhabi is rather nascent in relation to other global systems. Throughout history, only a limited number of nations have seen a significant transformation in income and subsequent development comparable to that observed in Abu Dhabi. Within a span of fewer than four decades, the UAE has successfully established a comprehensive public national education system comparable in its accomplishments to those of Western systems that took more than a century to attain (Kirk, 2010). Consequently, the UAE has been compelled to expeditiously establish an education system capable of accommodating the rapid pace of growth exhibited by the 719

Cultural intelligence and leadership style nation
The phenomenon has resulted in the incorporation of several international models and curriculums, providing students with an expanded option while simultaneously addressing the need for rapid expansion (Ang et al., 2015). Nevertheless, although this measure has proven beneficial in the immediate timeframe, the school system in Abu Dhabi is presently undertaking a process of reform with the ultimate objective of establishing a domestic educational framework that is more suited to the varied cultural requirements of the nation.

RESEARCH METHODOLOGY AND DESIGN

Methodology

According to a study by Paradis et al. (2016), the importance of data-collecting methods exists in their capability to shape the application of collected information and the potential understandings that can be derived from it, as these outcomes are reliant upon the researcher's selected methodology. For instance, qualitative data allows the researchers to develop new inferences and theories. In addition, the research aim can be achieved with the help of collected data by the researcher. Likewise, Morse et al. (2002) found that data analysis must be reliable, verifiable and practical. Therefore, this study aimed to explore the impact of transformational leadership on conflict management in Abu Dhabi, UAE's education sector, resulting in enhanced organisational performance. Hence, it is emphasised that it is analysing qualitative, which necessitates categorisation before analysis because the focus group methodology is exploratory.

Considering the aspect of obtaining in-depth and new insights into the study, the researcher utilised the focus group discussion for this study. Bojlén & Lunde (1995) stated that focus group discussion is a qualitative research methodology based on the planned discussions with a particular group managed by a moderator. These participants participate in coordinated discussions to get comprehensive thoughts and views on a certain subject or research inquiry. This method is often used to investigate and comprehend the viewpoints, dispositions, and encounters of individuals inside a collective environment. Moreover, this focus group discussion allowed the researcher to listen and observe the different perceptions and thoughts about the impact of transformational leadership on conflict management in Abu Dhabi's education sector.

For this study, the study's participants, including Abu Dhabi school principals, were invited for their voluntary participation in the focus group discussion. Meanwhile, the questions for the discussion were semi-structured with the help of literature reviews regarding transformational leadership and conflict management, particularly in the education sector. These focus group discussions primarily aimed to gather a diverse representation of school leaders associated with private and public schools in Abu Dhabi.

The following research questions were designed and asked of the respondents.

a. Can you provide some instances of how the present leadership style in UAE educational institutions influences conflict resolution and organisational effectiveness?
b. Based on your observations, what traits and behaviours do transformational leaders in the UAE's education sector display, and how do these traits affect how well an organisation generally handles conflicts?
c. Can you provide examples of how transformational leadership has enhanced staff cooperation and communication, resulting in fewer disputes and a better learning environment?
d. What obstacles must educational leaders overcome to put transformational leadership techniques into practice in the UAE's educational system, and how do these obstacles affect conflict resolution and organisational performance?
e. What effect do you believe transformational leadership has on relationships between students and teachers and dispute resolution in the UAE?
f. How have UAE educational institutions improved their performance by implementing policies or initiatives that emphasise transformational leadership and conflict management?

The study included three focus group discussions, while the groups comprised public, private and mixed school leaders, respectively. The following table provides the participant information.

Table 1: Coding for Participants

Participant Code	Education Institute	Experience	Gender
Respondent 1	Public	12 Years	Male
Respondent 2	Private	11 Years	Female
Respondent 3	Private	10 Years	Female
Respondent 4	Private	15 Years	Female
Respondent 5	Public	15 Years	Male
Respondent 6	Public	12 Years	Male
Respondent 7	Public	11 Years	Male
Respondent 8	Private	15 Years	Male
Respondent 9	Private	15 Years	Female
Respondent 10	Public	13 Years	Female
Respondent 11	Public	13 Years	Male
Respondent 12	Public	12 Years	Female

Details for Focus Group

Table 2: Focus Group Details

	Group One	Group Two	Group Three
Time Taken	50 minutes	55 minutes	55 Min
Participants	4	5	3
School type	Private	Public	Mixed Group

Digital audio recorders were used in this study's data gathering to record each focus group's conversations. These conversations were then exactly recorded. Persistent procedures were performed to reduce risks to dependability and guarantee the data's accuracy. Focus group talks were expertly facilitated following predetermined questions, guaranteeing a systematic approach. The groups were purposefully kept small to reduce the effect of dominating people who could add prejudice to the conversations.

Meanwhile, these concepts align with this methodological approach. A systematic methodology was used to code and analyse the focus group data. Traditional manual coding was applied to the textual data from the transcriptions and field notes. The expanded field notes' content was analysed as a unit and individual or multiple codes were allocated following relevant themes taken from prior leadership and cultural intelligence research. The researcher painstakingly reviewed all three focus group transcripts before beginning the coding procedure. Similarities and variances within and between the transcripts evolved via this iterative process, creating higher-level codes and core themes with multiple aspects as sub-codes. The validity and dependability of the data analysis were maintained using a cross-checking approach. The researcher emphasised the study's goals and coded the theoretical themes obtained from the data. An inter-coder reliability check was performed to guarantee consistency and correctness in the coding process. A crucial finding of this validation procedure was the absence of appreciable differences, which supported the validity of the primary researcher's coding. Collectively, these methodological approaches support the validity of the data analysis in this study.

DATA ANALYSIS

This section explains the results of three different focus groups: private group, public group and mixed group (both public and private).

Outcomes from Public Schools: Focus Group One

The leadership style employed within educational institutions in the UAE holds significant influence over the dynamics of dispute resolution and the organisation's success. A comprehensive analysis of this association unveils apparent consequences linked to diverse leadership methodologies. The first school leader stated that

……"Autocratic leadership, frequently witnessed in some educational institutions in Abu Dhabi, UAE, has notable implications for dispute resolution and organisational efficacy….."

This leadership style tends to hinder the flow of open communication channels. Consequently, the absence of a favourable climate for communication frequently leads to unresolved problems or escalation. The adverse impact of this hindrance on dispute resolution significantly undermines the organisation's efficacy. The absence of effective communication can lead to the accumulation of unresolved problems, resulting in a decline in employee engagement and a subsequent negative impact on productivity.

On the other hand, the public school leader argued that

……"transformational leadership emerges as a comparatively more productive technique within the education sector of the Abu Dhabi, UAE….."

Leaders who embrace this style demonstrate essential characteristics such as charm, the ability to inspire motivation, and the capacity to stimulate intellectual thinking. These characteristics exert a favourable influence on the settlement of conflicts and the performance of educational organisations.

Charisma, a defining characteristic of transformational leaders, is crucial in conflict resolution. In this context, another school leader stated that

…"Establishing trust among team members facilitates the effective identification and resolution of issues….."

When there is a high level of trust between employees and their leaders, it tends to foster an environment where open communication regarding problems is more prevalent. This facilitates a more efficient resolution of conflicts that may occur in the educational organisation.

Transformational leaders in the education sector of Abu Dhabi, UAE, demonstrate a noteworthy characteristic known as inspirational motivation. The motivating capacity of this attribute enhances the morale of both educators and learners, fostering a more optimistic and unified professional setting. High morale fosters a more cohesive environment in which problems are addressed via a problem-solving orientation rather than through hostility.

Moreover, one of the public school leader stated that

"… Transformational leaders are crucial in promoting intellectual stimulation and developing inventive problem-solving abilities….."

Hence, it means that when educators are given incentives to engage in critical thinking and seek innovative solutions, it is more probable that disagreements will be addressed via constructive discourse and fresh ideas. The cognitive stimulation provided by this intellectual engagement not only facilitates the settlement of conflicts but also enhances the efficacy of the educational institution.

The core themes that have emerged from the focus group discussion include Adoptive leadership, Transformational leadership, conflict resolution, trust among teams and intellectual stimulation. Moreover, it can be observed that the leadership style implemented within educational institutions in the UAE substantially impacts both dispute-resolution processes and organisational success. Autocratic leadership is known to inhibit open communication and limit dispute resolution. In contrast, transformational leadership, which encompasses charismatic qualities, inspiring motivation, and intellectual stimulation, fosters a culture of cooperation and encourages open discourse. Consequently, this phenomenon leads to an enhancement in conflict resolution, resulting in improved organisational performance.

Outcomes from Private Schools: Focus Group Two

Educational institutions significantly contribute to improving staff collaboration and communication. For instance, school leaders possessing unique leadership styles inspire and motivate others to work efficiently. Considering this aspect, a private school leader states that

> *"……Leaders who exemplify this approach possess the ability to inspire and motivate their employees to engage in collaboration and exchange creative ideas actively……"*

Consequently, they foster an atmosphere where disagreements are not perceived as detrimental but as occasions for personal and organisational development. The use of a practical approach to conflict resolution leads to a reduction in the number of disagreements and fosters the creation of a harmonious and supportive learning environment. Nevertheless, a team member of a private school argued that.

> *"…..educational leaders in Abu Dhabi, UAE, have significant challenges when adopting transformational leadership. One of the primary obstacles encountered by the educational leaders is the presence of opposition to change among the educationists in the institutions……"*

Certain individuals may resist deviating from conventional hierarchical leadership methods, impeding the assimilation of transformational leadership ideas. The presence of resistance can hinder the effective resolution of conflicts and have a detrimental impact on the functioning of an organisation.

Educational leaders encounter a significant challenge in the form of little understanding of the advantages and complexities associated with transformative leadership. For this purpose, a private school leader stated that

> *"…..When staff members and administrators lack familiarity with this particular leadership style, it poses challenges in establishing a collective vision and cultivating a collaborative culture…."*

Lacking this comprehension, endeavours to resolve conflicts may exhibit less efficacy, as individuals may resort to less productive methodologies when confronting disagreements. Cultural differences challenge the successful application of transformational leadership in Abu Dhabi, UAE. Consequently, one of the leaders from private groups stated that

> *"…..leaders experience the management of this variety to establish a leadership approach that effectively connects with all team members….."*

Failure to follow this practice can result in miscommunication, misinterpretation, and possible clashes that impede the organisation's effectiveness.

The focus group responses included the unique perspectives of the respondents. For instance, it can be stipulated from these responses that transformational leadership fosters staff collaboration and enhances communication within educational institutions in Abu Dhabi, UAE. Nevertheless, implementing transformational leadership principles may encounter hindrances such as resistance to change, limited knowledge of this particular leadership style, and disparities in cultural norms, which might prevent its widespread acceptance. The successful resolution of these difficulties is crucial for the attainment of effective conflict resolution and the general enhancement of organisational performance within the education sector.

Outcomes from both Groups

The influence of transformational leadership on the connections between students and teachers in Abu Dhabi, UAE, is substantial. Positive student-teacher connections are fostered when instructors demonstrate transformational leadership skills such as empathy and mentorship. Therefore, this facilitates an effective conflict resolution within the educational setting.

The significance of possessing transformational leadership attributes among instructors in the UAE is crucial in influencing the interactions and relationships between students and educators.

> *"…….Teachers provides a conducive atmosphere for students to have a sense of worth and assistance by exhibiting empathy and mentorship….."*

As a result, this facilitates the cultivation of constructive and significant connections between students and educators. When students see their professors as mentors who demonstrate empathy, they are more inclined to participate in learning actively, proactively seek advice when necessary, and place faith in their educators. These many elements contribute to establishing a cohesive and efficient educational environment. The

educational institutions in Abu Dhabi, UAE, have made notable advancements in their performance by adopting policies and activities that prioritise transformational leadership and conflict management. For example, implementing mentoring programmes and teacher training has yielded a more cooperative and efficient educational milieu.

A respondent stated that

"……Educational institutions in Abu Dhabi, UAE have acknowledged the need for transformative leadership in improving educational results….."

For this purpose, the organisation has implemented policies and activities to foster transformative leadership attributes among educational professionals. One approach that might be used is the implementation of mentoring programmes for teachers, wherein experienced educators provide guidance and support to their colleagues. Furthermore, training efforts have been implemented to successfully provide instructors with the requisite abilities to demonstrate attributes associated with transformational leadership.

The efforts have produced favourable outcomes, fostering a more cooperative and efficient educational milieu in Abu Dhabi, UAE.

One of the respondents from the third focus group suggested that

"……..Educators who actively engage in mentoring programmes and training efforts have enhanced readiness to create constructive student-teacher interactions using empathy and mentorship……"

Consequently, students derive advantages from a heightened level of involvement and assistance in their learning endeavours, leading to enhanced educational outcomes on a national scale. Furthermore, the prioritisation of conflict management within these programmes has been crucial in effectively resolving disagreements positively, contributing to the general improvement of the educational environment in the UAE.

Table 3: Focus Group Responses

Responses	Codes	Initial Themes	Final Themes
a. The leadership style in UAE educational institutions influences conflict resolution and organisational effectiveness in several ways. For instance, an autocratic leadership style often hinders open communication, leading to unresolved conflicts and decreased organisational effectiveness. On the other hand, a transformational leadership style that fosters collaboration and encourages open dialogue tends to enhance conflict resolution and improve organisational performance.	Organisational effectiveness Open communication Transformational leadership Collaboration	Leadership style influence on conflict resolution	Influence of Leadership Style on Conflict Resolution
b. In the UAE's education sector, transformational leaders exhibit charisma, inspirational motivation, and intellectual motivation. These traits positively impact conflict resolution and organisational effectiveness. Charisma helps build trust, inspirational motivation boosts morale, and intellectual inspiration encourages innovative problem-solving, all of which contribute to better conflict handling and organisational success.	Charisma Inspirational motivation Intellectual motivation Build trust Boosts morale Problem-solving	Traits and behaviours of transformational leaders	Impact of Transformational Leader Traits on Conflict Resolution
c. Transformational leadership has enhanced staff cooperation and communication within UAE educational institutions. For example, leaders who inspire and motivate staff to share ideas and work collaboratively create an environment where conflicts are addressed constructively. This leads to fewer disputes and fosters a conducive learning environment.	Staff cooperation Communication Educational institutions Share ideas Work collaboratively Conducive learning environment	Transformational leadership enhances cooperation and communication.	Effect of Transformational Leadership on Staff Cooperation and Communication
d. Educational leaders in the UAE face various obstacles when implementing transformational leadership, such as resistance to change, lack of awareness about this leadership style, and cultural differences. These obstacles can hinder conflict resolution and organisational performance as they impede the adoption of more effective leadership approaches.	Educational leaders Resistance to change Lack of awareness Cultural differences Hinder conflict resolution	Obstacles to implementing transformational leadership	Effect of Obstacles on Conflict Resolution and Organisational Performance
e. Transformational leadership significantly influences relationships between students and teachers in the UAE. When teachers exhibit transformational leadership qualities like empathy and mentorship, it fosters positive student-teacher relationships. This, in turn, aids in smoother dispute resolution within the educational context.	Transformational leadership Empathy Mentorship Positive student-teacher relationships	Transformational leadership impact on student-teacher relationships	Effect of Transformational Leadership on Student-Teacher Relationships and Dispute Resolution
f. UAE educational institutions have improved their performance by implementing policies and initiatives that emphasise transformational leadership and conflict management. For instance, instituting mentorship programs and training initiatives for teachers has resulted in a more collaborative and effective educational environment.	Performance Policies Mentorship programs Training initiatives Effective educational environment	Impact of policies/initiatives on educational performance	Effect of Policies/Initiatives on Educational Performance in UAE

DISCUSSION

Success in UAE Educational Institutions

Transformational leadership, which is distinguished by the presence of charisma, motivation, and intellectual stimulation, has been identified as a particularly productive leadership approach at educational establishments situated in Abu Dhabi, UAE. This leadership style promotes a setting that is favourable for the effective settlement of conflicts and ultimately contributes to the achievement of organisational goals.

Charisma and Trust Building

Charisma is a crucial trait of transformational leaders, which has significant importance in conflict resolution. The possession of charisma by leaders facilitates the establishment of trust among team members, therefore laying the groundwork for fostering open discussion regarding issues. In a context characterised by a significant degree of trust, problems are addressed through a problem-solving orientation rather than growing into antagonistic confrontations. According to Ronquillo et al. (2022), the focus on trust is consistent with the research literature, which highlights the importance of trust in achieving successful conflict resolution.

Inspirational Motivation and Positive Morale

Inspirational motivation is additional distinguishing characteristic of transformative leadership. Meanwhile, leaders who possess the capability to motivate and encourage their teams have a constructive impact on the morale of both educators and learners. The increased level of morale observed in this context fosters a pleasant and unified work environment, where disputes are perceived as occasions for personal and collective development rather than disturbances. In the given context, it is suggested that workers are inclined towards participating in open dialogue and cooperative resolution of problems.

Intellectual Motivation and Innovative Problem-Solving

Transformational leaders foster an environment that promotes intellectual stimulation, encouraging educators to engage in critical thinking and actively pursue novel and creative solutions. The promotion of conflict resolution and the enhancement of educational institutions' efficacy are both significantly influenced by learning through constructive discussion (Könings et al., 2021). When educators are motivated to participate in intellectual conversation and creative problem-solving, it is more probable that disagreements will be approached constructively, utilising creative views and ideas.

Challenges in Implementing Transformational Leadership

Nevertheless, employing transformational leadership at educational institutions in Abu Dhabi, UAE, is not without obstacles. The importance of overcoming this resistance cannot be exaggerated, as it is crucial for establishing a conducive climate that facilitates constructive conflict resolution and promotes organisational enhancement. Another difficulty that arises is the limited understanding of transformative leadership. Difficulties may arise in building a common vision and fostering a culture of cooperation when staff members and administrators are unfamiliar with this leadership style. The lack of understanding might potentially lead to the implementation of less efficient methods for resolving conflicts. Cultural variety within the UAE introduces an extra level of intricacy. It is crucial to handle these cultural disparities proficiently to guarantee that leadership effectively connects with every team member (Saeed et al., 2014). Educational leaders have the potential to provide a conducive atmosphere that fosters efficient dispute resolution and improves the performance of the organisation by tackling these difficulties.

Hence, it can be analysed that using transformational leadership in UAE educational institutions is crucial in promoting an environment that encourages open dialogue, effective conflict resolution, and a favourable organisational climate. This leadership style places significant importance on charismatic qualities, motivation, and intellectual stimulation. Educational leaders may foster an atmosphere that improves organisational performance by tackling obstacles such as resistance to change, lack of understanding of transformational leadership, and cultural diversity. This approach facilitates the effective resolution of disagreements and promotes organisational enhancement.

CONCLUSION

The leadership style employed by leaders can influence conflict resolution in organisations. Leaders are important in making problems disappear, solving arguments, and creating a peaceful workplace. Different leadership styles, such as transformational and authoritative leadership styles, have been studied to understand their impact on conflict resolution and organisational performance. This research has shown that the way leaders behave affects how conflict is managed. Meanwhile, conflict is an inevitable part of organisations, such as education. It can have a big effect on an organisation's effectiveness. It is very important to handle conflicts well to prevent problems, increase productivity, and ultimately help the organisation achieve its goals. Organisations need to learn to effectively handle and resolve conflicts at different stages, understanding that conflicts can happen due to various reasons, including changes in goals, values, and personalities. For this purpose, organisations need to encourage a positive way of dealing with issues to be successful.

In the UAE's education sector, there are some specific challenges caused by the fast spread of education practices and policies from around the world. These challenges come from differences in people's backgrounds, different languages people speak and different cultural practices they have. The UAE has made great progress in creating a complete education system quickly. They have used ideas from other countries and set plans to fit more people. The UAE is working on changing its education system to match the country's changing needs better. In Abu Dhabi, the way education is organised and provided is an interesting example of educational development and understanding. It shows how education is becoming more diverse and connected to different cultures and countries. Employing this approach to study enabled us to grasp the profound influence of different leadership styles on resolving school conflicts. The study used focus group discussions to collect detailed thoughts and different viewpoints from principals in both public and private schools. This way of studying helped the researcher to understand that different leadership styles affect school conflict resolution.

The careful gathering and studying of data, using digital audio recorders and checking for consistency ensure the study's findings are accurate and trustworthy. This study examined that leadership and managing conflicts affect an organisation's performance in schools in Abu Dhabi, UAE.

It can also be stated that people have studied and talked a lot about how leaders impact conflict resolution in schools in the UAE. The research shows that leadership styles, especially transformational ones, play an important role in solving problems. Transformational leaders are people who have a powerful presence and motivate others. They encourage open communication, trust, and working together. These leadership qualities helped solve problems and improved how well the organisation performed and the way students and teachers adjusted.

However, it was clear that there were difficulties in implementing transformational leadership in the education system of Abu Dhabi, UAE. Resistance to change, requiring a full understanding of transformational leadership principles and cultural differences, could stop many people from accepting and using it widely. Efforts like mentoring programs and teacher training help improve leadership skills and conflict management among educators. The results emphasised that leadership styles, especially transformational leadership, affected the education system in Abu Dhabi, UAE, during the research period. The educational environment in Abu Dhabi, UAE, has become more cooperative and efficient by focusing on transformational leadership and conflict management strategies. This helped both educators and students and improved the overall educational outcomes.

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