

Education and Community in Action: Participatory Strategies for Conflict Resolution and Emotional Development in Rural Contexts

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Abstract

The present systematic review identified a total of 49 publications related to Education, Conflict Resolution, Emotional Development, collected from the Scopus and WoS databases during the period 2022-2024. Following the PRISMA approach, a rigorous selection process was applied that included the use of specific keywords, the elimination of duplicates and the exclusion of documents that did not meet the established inclusion criteria. As a result, a final set of 14 highly relevant articles was obtained, which provide a solid basis for the analysis of trends in terms of education as a tool for conflict resolution and emotional development in rural contexts.

Keywords: Education, Conflict Resolution, Emotional Development, Community, Rurality.

1. Introduction

Education in rural contexts faces unique challenges that require innovative approaches to promote conflict resolution and emotional development. The absence of adequate resources, the lack of specialized training for teachers and the low participation of the community in educational processes have made it difficult to create inclusive and peaceful school environments. In this sense, participatory strategies have emerged as effective tools to address these needs, fostering a culture of peace and strengthening students' socio-emotional competencies. This article presents a systematic review, following the PRISMA approach, of studies published between 2022 and 2024 in the SCOPUS and Web of Science (WOS) databases, which address these issues in rural settings.

Conflict resolution in education is essential to ensure an environment conducive to learning. According to Perlado Lamo de Espinosa and Trujillo Vargas (2023), social and communication skills are key tools to prevent violence in the educational context. These skills allow students to manage their emotions and resolve disputes constructively, reducing the incidence of aggressive behaviors. The application of educational programmes focused on mediation and dialogue has shown positive results in reducing conflicts and improving school coexistence.

In rural contexts, where opportunities for access to educational resources may be limited, it is crucial to implement strategies that actively involve the community. Alcaraz and Valverde (2023) highlight the importance of dialogic argumentation on oral tradition literature for the resolution of school conflicts, using digital resources. This approach not only enriches cultural learning, but also promotes the development of communicative competencies and critical reflection among students. The participation of community members in the design of pedagogical strategies favors an education that is more contextualized and relevant to the social reality of each region.

The emotional development of students is another fundamental pillar in education. Gibbons and Newberry (2023) explore self-compassion as a means of emotional regulation in teaching, emphasizing that teachers who practice self-compassion can better

manage stress and serve as positive role models for their students. This practice is especially relevant in rural settings, where educators often face additional challenges due to a lack of resources. A school environment that encourages the recognition and appropriate expression of emotions will contribute to the overall well-being of students and improve their skills for peaceful conflict resolution.

Participatory strategies, which include collaboration between students, teachers, and the community, have proven effective in promoting peaceful coexistence. A study conducted in Peru by Blanco et al. (2024) analyzes social skills and conflict resolution in the context of secondary education, concluding that the active participation of students in the creation of norms and decision-making significantly improves school coexistence. These experiences highlight the need for teachers to be trained in active and participatory methodologies that promote cooperative learning and problem-solving in the classroom.

In addition, emotional intelligence plays a crucial role in the training of future educators. Galindo-Domínguez et al. (2022) investigate how emotional intelligence influences the development of problem-solving styles in future teachers, suggesting that those with higher emotional competencies are better equipped to manage conflicts in the classroom and foster a positive learning environment. Incorporating emotional education into teacher education programs is a key strategy to ensure that teachers can guide their students in developing these skills.

The integration of participatory strategies also extends to vocational training. Simpson et al. (2022) developed a mixed-methods research protocol for building resilience and conflict resolution strategies in obstetrics students, highlighting the importance of preparing professionals to handle conflict situations in their future practices. These findings can be extrapolated to the educational environment, where it is essential that teachers have tools to manage conflict situations effectively.

Finally, the implementation of participatory strategies in rural education is essential for effective conflict resolution and students' emotional development. Collaboration between the educational community and the integration of practices that promote emotional intelligence and communication skills are essential to create peaceful and enriching learning environments. This systematic review offers a comprehensive view of recent research in this field, providing a solid basis for future interventions and studies. As we advance in understanding these approaches, there is a need to further explore how to adapt and improve strategies to respond to the specific needs of each educational context.

2. General objective

To analyze, from a bibliometric and bibliographic perspective, the production of research papers on the variables Education, Conflict Resolution, and Emotional Development published in high-impact journals indexed in the Scopus and Wos databases during the period 2022-2024.

3. Methodology

The present research is qualitative, according to Hernández, et al., qualitative approaches correspond to research that carries out the procedure of obtaining information to review and interpret the results obtained in such studies; to do this, he searched for information in the Scopus and Wos databases using the words education, AND conflict AND resolution, AND emotional AND development (2015)

3.1 Research design

The design of the research proposed for this research was the Systematic Review that involves a set of guidelines to carry out the analysis of the data collected, which are framed in a process that began with the coding to the visualization of theories. On the other hand, it is stated that the text corresponds to a descriptive narrative since it is intended to find out how the levels of the variable affect; and systematic because after reviewing the academic material obtained from scientific journals, theories on knowledge management were analyzed and interpreted. (Strauss & Corbin, 2016) (Hernández, Baptista, & Fernández, 2015) The results of this search are processed as shown in Figure 1, through which the PRISMA technique for the identification of documentary analysis material is expressed. It was taken into account that the publication was published during the period between 2022 and 2024 without distinction of country of origin of the publication, without distinction of area of knowledge, as well as any type of publication, namely: Journal Articles, Reviews, Book Chapters, Book, among others.

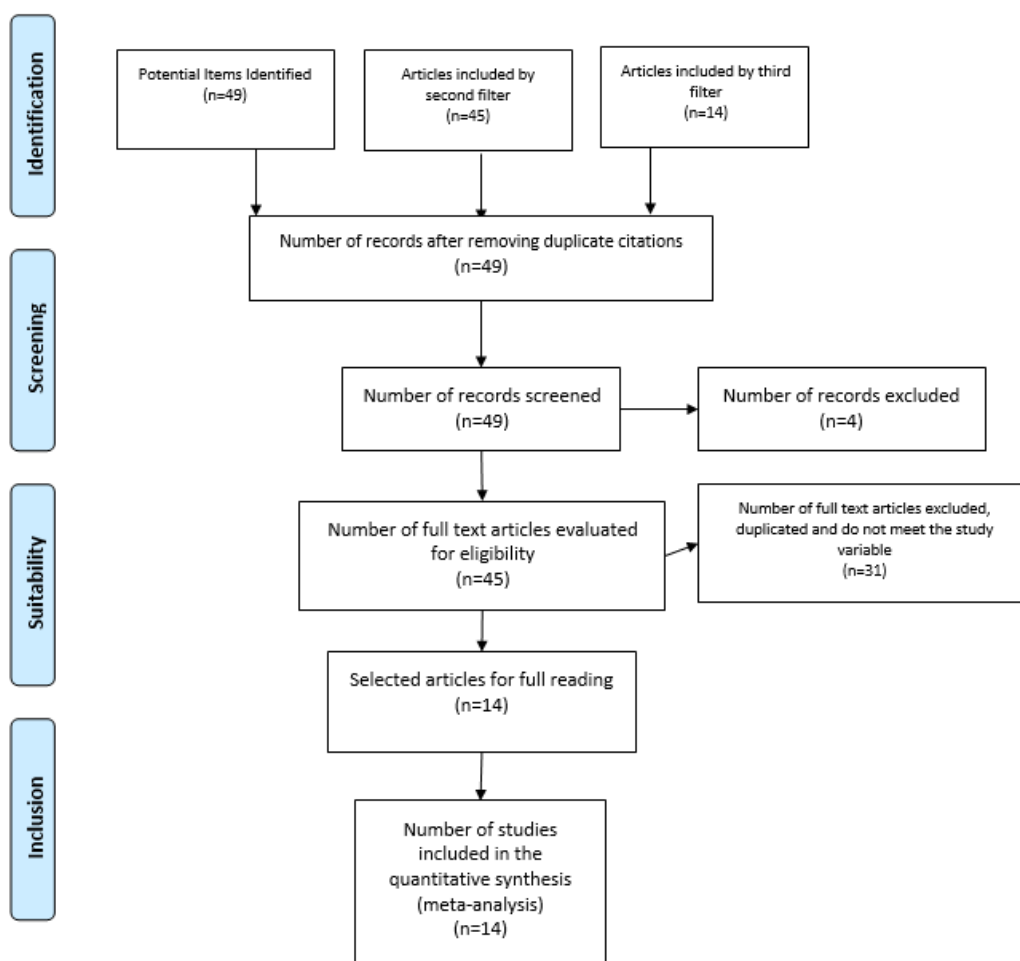


Figure 1. Flowchart of a systematic review carried out under the PRISMA technique (Moher, Liberati, Tetzlaff, Altman, & Group, 2009)

Source: Authors; Based on the proposal of the Prisma Group (Moher, Liberati, Tetzlaff, Altman, & Group, 2009)

4. Results

Table 1 shows the results after applying the search filters related to the methodology proposed for this research, after recognizing the relevance of each of the referenced works.

No.	RESEARCH TITLE	AUTHOR/YEAR	COUNTRY	TYPE OF STUDY	INDEXING
1	<i>Children's dialogical argumentation on oral tradition literature for the resolution of school conflicts with digital resources TEP;</i>	Alcaraz, P. P., & Valverde, M. T. C. (2023)	SPAIN	QUALITATIVE	SCOPUS

	<i>[Children's dialogic argumentation on oral tradition literature for the resolution of school conflicts with TEP digital resources]</i>				
2	<i>Developing Conflict Resolution Strategies and Building Resilient Midwifery Students: Protocol for a Mixed Methods Research Study</i>	Simpson, N., Steen, M., Vernon, R., Briley, A., & Wepa, D. (2022).	AUSTRALIA, UK	QUALITATIVE	SCOPUS
3	<i>Exploring self-compassion as a means of emotion regulation in teaching</i>	Gibbons, S., & Newberry, M. (2023).	MALAYSIA, INDONESIA	QUALITATIVE	SCOPUS
4	<i>Research analysis on social communicative skills as a tool to prevent violence in the educational context; [Research analysis on communicative social skills as a tool to prevent violence in the educational context]</i>	Perlado Lamo de Espinosa, I., & Trujillo Vargas, J. J. (2023).	SPAIN	QUALITATIVE	SCOPUS

5	<i>Peace Education: College and Universities</i>	Dey, S.K. (2024)	INDIA	QUANTITATIVE	SCOPUS
6	<i>Emotional intelligence in the development of problem solving styles in future teachers; [Emotional Intelligence in the Development of Conflict Resolution Styles in Future Educators]</i>	Galindo-Domínguez, H., , de la Maza, M.S. , Iglesias, D.L. (2022)	SPAIN	QUALITATIVE	SCOPUS
7	<i>The influence of children's emotional comprehension on peer conflict resolution strategies</i>	Cao, Y., Wang, H., Lv, Y., & Xie, D. (2023)	CHINA	QUALITATIVE	WOS
8	<i>The role of agency and communion in understanding teacher-student conflict resolution: The needs-based model of reconciliation</i>	Yablon, Y. B., Wertheimer, N., Hollombe, S., & Iluz, S. (2024).	ISRAEL	QUANTITATIVE/QUALITATIVE	WOS
9	<i>Social Skills and Conflict Resolution in the context of secondary education</i>	Blanco, MA; Aratia, GP; (...); White, ME (2024)	PERU	QUALITATIVE	WOS

10	<i>Virtual professional development on conflict management for school leaders</i>	Irby, B. J., Pashmforoosh, R., Druery, D. M., Lara-Alecio, R., Tong, F., Etchells, M. J., & Algert, N. T. (2022, July).	UNITED STATES	QUALITATIVE	WOS
11	<i>Children's dialogical argumentation on oral tradition literature for the resolution of school conflicts with digital resources TEP</i>	Alcaraz, PP and Valverde, MTC (2023)	SPAIN	QUALITATIVE	WOS
12	<i>The Role of Emotions in Classroom Conflict Management. Case Studies Geared Towards Improving Teacher Training</i>	Alvarez, IM; González-Parera, M and Manero, B (2022)	SPAIN	QUALITATIVE	WOS
13	<i>Research analysis on social communicative skills as a tool to prevent violence in the educational context</i>	de Espinosa, I. P. L., & Vargas, J. J. T. (2024).	BRAZIL	QUANTITATIVE	WOS
14	<i>Formative Assessment of Vocal Performance Samples of Acting Students: Why Analyse It From a Social-Behavioural Perspective?</i>	Fernández-Fresard, G., Flores-Prado, L., & Duarte, M. (2024).	CHILE	QUALITATIVE	WOS

Table 1. List of articles analyzed
Source: Own elaboration

4.1 Co-occurrence of words

Figure 2 shows the relationship between the keywords used to search for the study material for the elaboration of the systematic analysis proposed for this research.

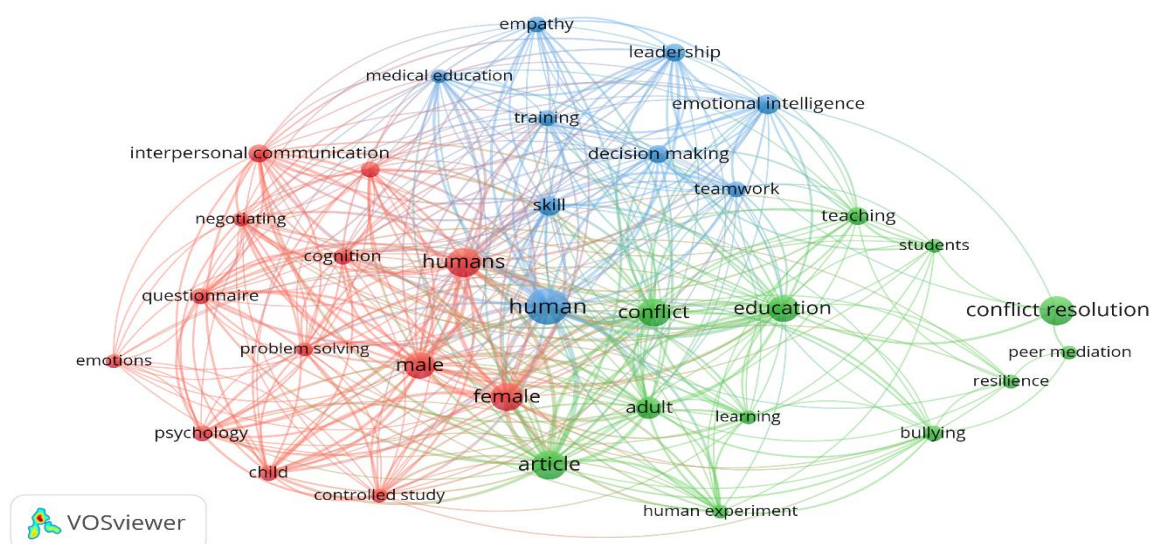


Figure 2. Co-occurrence of keywords.

Source: Own elaboration

The analysis of the co-occurrence of terms in the scientific literature reveals the interconnection between various dimensions of education and conflict resolution. In this sense, "Human" and "Humans" emerge as central terms, indicating that much of the research focuses on the role of individuals in learning and dispute resolution processes. The presence of "Conflict Resolution" suggests that this is one of the most explored areas within the educational field, with a close relationship with "Education", "Teaching" and "Students". This link indicates that conflict management in school contexts is a key factor in the development of effective educational strategies. The literature also highlights the fundamental role of "Interpersonal Communication" in negotiation and problem solving, which underscores the relevance of social skills in conflict mitigation. The strong connection with "Negotiating" and "Problem Solving" reinforces the idea that structured dialogue and the development of communication strategies are essential to generate harmonious school environments. This finding coincides with previous studies that emphasize the need to strengthen the teaching of communication skills in educational institutions to improve coexistence and reduce levels of school violence.

Another relevant aspect in the literature is the influence of "Emotional Intelligence" in education, appearing linked to terms such as "Leadership", "Decision Making" and "Training". This interconnectedness suggests that teacher training and the development of emotional competencies are essential aspects of improving conflict management in the classroom. Teachers' ability to recognize and regulate their emotions has a direct impact on the way they approach conflict situations and their ability to model prosocial behaviors in their students. Likewise, the literature shows that the strengthening of "Emotional Intelligence" in teachers contributes to the consolidation of positive learning environments, by promoting empathy and leadership as pillars in rural education. In addition, from a methodological perspective, a strong relationship between "Article" and "Controlled Study" is observed, which indicates that much of the research on these topics is based on controlled studies and systematic reviews, reinforcing the validity of the conclusions drawn in this review, as it is based on a corpus of studies with methodological rigor. In conclusion, the implementation of participatory strategies in rural education is essential for effective conflict resolution and the emotional development of students. Collaboration between the educational community and the integration of practices that promote emotional intelligence and communication skills are essential to create peaceful and enriching learning environments. The convergence of aspects such as "Conflict Resolution", "Education", "Teaching", "Interpersonal Communication" and "Emotional Intelligence" reinforces the importance of designing educational policies that promote the integral development of students in rural contexts. This systematic review offers a comprehensive view of recent research in this field, providing a solid basis for future interventions and studies. As we advance in the understanding of these approaches, there is a need to continue

exploring how to adapt and improve strategies to respond to the specific needs of each educational context, thus consolidating equitable and quality education for all.

4.2 Discussion

The results of this systematic review reflect a clear trend towards the use of participatory strategies in conflict resolution in rural educational contexts, with a particular emphasis on the development of socio-emotional skills and school mediation. Several studies agree that interpersonal communication and emotional intelligence are key factors in conflict prevention and management. For example, Alcaraz and Valverde (2023) highlight how the use of dialogic argumentation in oral tradition literature contributes significantly to the resolution of school conflicts, providing a communicative framework that strengthens social cohesion in classrooms. This perspective is reinforced by research such as that of Perlado Lamo de Espinosa and Trujillo Vargas (2023), who underline the importance of communication skills in the prevention of school violence.

Emotional education also emerges as a fundamental pillar in conflict management, a finding evident in studies such as that of Gibbons and Newberry (2023), where the role of self-compassion in the emotional regulation of teachers is explored. This factor is crucial in rural contexts, where teachers face additional challenges due to a lack of resources and institutional support. Similarly, Galindo-Domínguez et al. (2022) emphasize that emotional intelligence training improves the conflict resolution strategies of future teachers, preparing them to more effectively manage interactions within the classroom.

From a methodological approach, the studies reviewed show a notable preference for qualitative methodologies, with some research adopting mixed or quantitative approaches, as in the case of Dey (2024), who analyzes the impact of peace education in universities in India, highlighting the importance of integrating pacifist values into educational curricula. This finding is consistent with the research of Simpson et al. (2022), which develops a protocol to strengthen resilience and conflict resolution skills in obstetrics students using a mixed approach. In addition, the research of Cao et al. (2023) stands out, who examine how emotional understanding in childhood influences conflict resolution among peers, evidencing the importance of developing emotional competencies from an early age.

It is also essential to consider the relationship between school mediation and teacher training in conflict resolution. Research such as that of Irby et al. (2022) and Blanco et al. (2024) highlights how the training of educational leaders and peer mediation are effective strategies to reduce school violence and foster peaceful learning environments. These strategies are complemented by studies such as that of Yablon et al. (2024), which emphasize the importance of needs-based reconciliation in the student-teacher relationship.

In summary, the intersection between emotional education, interpersonal communication, and school mediation demonstrates that participatory strategies are not only effective in conflict resolution, but also have a positive impact on the comprehensive education of students. This analysis provides a basis for future research and educational policies that seek to strengthen peaceful coexistence in rural contexts through innovative and evidence-based approaches.

Conclusions

The findings of this research confirm the importance of participatory strategies for conflict resolution and emotional development in rural contexts. It has been shown that emotional education and school mediation play a fundamental role in promoting peaceful coexistence, reducing the incidence of conflicts in the classroom and strengthening students' resilience. Research by Alcaraz and Valverde (2023) highlights the positive impact of the use of dialogic argumentation in the resolution of school disputes, suggesting that dialogue-based strategies can be highly effective in rural education.

The studies analyzed also indicate that teacher training in socio-emotional skills is crucial for effective conflict management. Research by Gibbons and Newberry (2023) emphasizes the role of self-compassion in teachers' emotional regulation, while Galindo-Domínguez et al. (2022) highlight how emotional intelligence can improve future educators' conflict resolution strategies. These findings suggest that training teachers in conflict management not only benefits students, but also improves the emotional stability and job satisfaction of educators themselves.

In addition, peer mediation and student participation have proven to be key elements in reducing school violence. Studies such as that of Blanco et al. (2024) and Perlado Lamo de Espinosa and Trujillo Vargas (2023) underscore the need to involve students in the formulation of norms and conflict resolution processes, allowing them to develop leadership skills and social responsibility. Research by Yablon et al. (2024) also reinforces the idea that needs-based reconciliation is an effective approach in the student-teacher relationship, promoting a more harmonious and cooperative school environment.

From a methodological approach, the studies reviewed reflect a preference for qualitative and mixed designs that allow a better understanding of conflict dynamics in educational environments. Research by Simpson et al. (2022) and Dey (2024) indicates that educational interventions that integrate pacifist values and resilience training are effective in improving coexistence in the classroom. In this sense, the studies reviewed provide an empirical basis that supports the implementation of participatory strategies as a sustainable way to resolve conflicts in rural settings.

In conclusion, the evidence supports the need to develop educational policies that prioritize the teaching of socio-emotional skills and participatory strategies for conflict resolution in rural contexts. The training of teachers in emotional intelligence, the implementation of methodologies based on dialogue and the promotion of mediation between peers are emerging as fundamental approaches to improve school coexistence. This systematic review provides a framework for future research and educational practices that contribute to more inclusive, equitable, and peaceful education in rural communities.

Recognition

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