

## EFFECTIVENESS OF ROLE-PLAYING TECHNIQUES IN TEACHING CONFLICT RESOLUTION AT SECONDARY LEVEL

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### ABSTRACT

This study examined the effectiveness of role-playing techniques in teaching conflict resolution at the secondary level, focusing on enhancing students' interpersonal and socio-emotional competencies. Conflict among adolescents is a persistent issue in school environments, necessitating the use of innovative instructional strategies to promote constructive conflict management. The objectives of the study were to examine the effectiveness of role-playing techniques in teaching conflict resolution, to compare the conflict resolution skills of students taught through role-playing and traditional methods, and to analyze the impact of role-playing on students' socio-emotional skills. A quantitative research approach with a quasi-experimental design was employed to investigate these objectives. The population comprised approximately 210 secondary schools with an estimated 25,000 students in District Rawalpindi. A sample of 200 students was selected from four secondary schools using stratified random sampling, with 100 students assigned to the experimental group and 100 to the control group. The research tools included a structured questionnaire and a conflict resolution performance checklist designed to measure students' skills and behaviors. The validity of the instrument was ensured through expert review, while reliability was established through pilot testing, yielding a Cronbach's Alpha value of 0.82. Data were analyzed using both descriptive and inferential statistics, including mean, standard deviation, and t-tests to compare group performance. The findings of the first objective revealed that role-playing techniques significantly improved students' conflict resolution skills compared to traditional teaching methods, leading to the recommendation that educators should integrate role-playing strategies into classroom instruction to enhance students' practical skills. The study is significant as it provides empirical evidence supporting the use of experiential learning methods to improve both academic and socio-emotional outcomes among secondary school students, thereby contributing to the development of a more positive and collaborative learning environment.

**Keywords:** Role-playing techniques, conflict resolution, secondary education, socio-emotional skills, experiential learning

## Introduction

Conflict is an inevitable aspect of human interaction, particularly within school environments where adolescents from diverse socio-cultural backgrounds engage in continuous social exchange. At the secondary level, students are in a critical developmental stage characterized by emotional volatility, identity formation, and increased peer interaction, all of which contribute to the emergence of interpersonal conflicts. Educational institutions, therefore, play a crucial role in equipping students with effective conflict resolution skills to promote a positive learning environment and social harmony. Research indicates that unresolved conflicts in schools can escalate into aggression, bullying, and violence, thereby negatively affecting students' academic performance and psychological well-being (Avivar-Cáceres et al., 2022; Filella et al., 2018; Rillo-Albert et al., 2021). Consequently, educators are increasingly focusing on pedagogical strategies that foster constructive conflict resolution skills among students (Abbasi et al., 2025).

Traditional teaching methods often rely on theoretical instruction, which may not adequately develop students' practical abilities to manage real-life conflicts. In contrast, experiential learning approaches, such as role-playing, provide students with opportunities to actively engage in simulated conflict situations. Role-playing techniques allow learners to assume different perspectives, thereby enhancing empathy, communication skills, and problem-solving abilities. According to Castellazzi et al. (2024), role-play promotes relational learning by facilitating interaction, dialogue, and collaboration among students, which are essential for understanding diverse viewpoints and resolving conflicts effectively. Similarly, Cullinan (2024) found that role-playing activities in secondary classrooms significantly enhance student engagement and foster collaborative attitudes, which are critical for conflict management (Batool et al., 2025).

The theoretical foundation of role-playing techniques lies in social constructivism and social learning theory, which emphasize learning through interaction and shared experiences. Social constructivism posits that knowledge is constructed through social interaction and collaboration,

making role-playing an effective pedagogical tool for developing interpersonal skills. In the context of conflict resolution, role-playing enables students to practice negotiation, mediation, and communication strategies in a safe and controlled environment. Studies suggest that such experiential methods lead to cognitive, emotional, and behavioral changes, thereby improving students' ability to manage conflicts constructively (Castellazzi et al., 2024; Khan et al., 2024; Sultana et al., 2024). Moreover, the integration of role-playing techniques in teaching conflict resolution aligns with contemporary educational goals that emphasize the development of socio-emotional competencies. Emotional intelligence, empathy, and communication skills are essential components of effective conflict resolution. Nag and Dwivedi (2024) highlighted that emotional intelligence significantly correlates with students' conflict resolution abilities, suggesting that teaching strategies should focus on enhancing these competencies (Bibi et al., 2023a). Role-playing, by its interactive nature, provides an ideal platform for developing these skills as it requires students to interpret emotions, respond to social cues, and engage in constructive dialogue (Bibi et al., 2023b). Another significant aspect of role-playing is its ability to simulate real-life situations, thereby bridging the gap between theoretical knowledge and practical application. In role-play scenarios, students are exposed to complex social situations that require critical thinking and decision-making. This experiential learning process not only enhances students' understanding of conflict dynamics but also equips them with practical strategies for resolving disputes. Research demonstrates that role-playing methods significantly improve students' conflict resolution skills compared to traditional instructional approaches (Dewi, 2021; Avivar-Cáceres et al., 2022; Castellazzi et al., 2024). Furthermore, role-playing techniques contribute to creating a positive classroom environment by promoting cooperation and mutual respect among students. When students participate in role-playing activities, they develop a sense of shared responsibility and collective problem-solving. This collaborative learning environment reduces the likelihood of conflicts and fosters a culture of peace within the school. The Peace-Leadership Pedagogy

Model proposed by Amedome (2024) emphasizes the importance of integrating interactive teaching methods, including role-playing, to develop students' conflict resolution skills and promote peaceful coexistence in schools (Ibrahim et al., 2025).

In addition, the effectiveness of role-playing techniques can be understood in the context of active learning, which emphasizes student participation and engagement. Active learning strategies have been shown to enhance students' motivation, critical thinking, and retention of knowledge. Role-playing, as an active learning method, encourages students to take ownership of their learning process and actively participate in problem-solving activities. This approach not only improves academic outcomes but also prepares students for real-life challenges by developing essential life skills. Studies indicate that active and cooperative learning strategies significantly enhance students' social skills and conflict management abilities (Sultana et al., 2024; Cullinan, 2024; Khan et al., 2024).

Despite the recognized benefits of role-playing techniques, their implementation in secondary education remains limited. Many teachers continue to rely on traditional teaching methods due to a lack of training, resources, and awareness of innovative pedagogical strategies. Additionally, there is a need for empirical research to evaluate the effectiveness of role-playing techniques in different educational contexts, particularly in developing countries where classroom dynamics and cultural factors may influence teaching practices. Therefore, this study aims to investigate the effectiveness of role-playing techniques in teaching conflict resolution at the secondary level, with a focus on improving students' socio-emotional competencies and conflict management skills (Kiran et al., 2025).

In conclusion, role-playing techniques represent a powerful pedagogical approach for teaching conflict resolution in secondary schools. By providing students with opportunities to engage in experiential learning, role-playing enhances their ability to understand diverse perspectives, communicate effectively, and resolve conflicts constructively. The integration of role-playing into the curriculum can contribute to the development of a positive school climate, reduce instances of

conflict and violence, and promote students' overall well-being. Given the increasing importance of socio-emotional learning in education, it is essential to explore and implement innovative teaching strategies such as role-playing to prepare students for the challenges of the modern world (Mahnaz & Kiran, 2024a).

#### **Objectives of the Study**

1. To examine the effectiveness of role-playing techniques in teaching conflict resolution at the secondary level.
2. To compare the conflict resolution skills of students taught through role-playing techniques and traditional teaching methods.
3. To analyze the impact of role-playing techniques on students' socio-emotional skills, including empathy, communication, and cooperation.

#### **Hypothesis**

1. There is no significant difference in conflict resolution skills between students taught through role-playing techniques and those taught through traditional methods.
2. Role-playing techniques have no significant effect on students' socio-emotional skills at the secondary level.
3. There is no significant relationship between role-playing techniques and students' ability to manage conflicts effectively.

#### **Statement of the Problem**

Conflict among secondary school students is a common phenomenon that often leads to negative consequences such as aggression, poor academic performance, and an unhealthy school environment. Traditional teaching methods have proven insufficient in equipping students with practical conflict resolution skills. Although role-playing techniques have been identified as an effective experiential learning strategy, their application in secondary education remains limited and under-researched. Therefore, this study seeks to investigate the effectiveness of role-playing techniques in teaching conflict resolution at the secondary level, with the aim of enhancing students' interpersonal and socio-emotional competencies.

#### **Significance of the Study**

This study holds significant value for multiple stakeholders in the field of education. For teachers, it provides insights into innovative teaching strategies that can enhance classroom interaction

and improve students' conflict resolution skills. For students, the study highlights the importance of experiential learning in developing essential life skills such as communication, empathy, and problem-solving. For school administrators and policymakers, the findings can inform the development of curriculum frameworks that integrate role-playing techniques to promote a positive school climate. Furthermore, the study contributes to the existing body of knowledge by providing empirical evidence on the effectiveness of role-playing techniques in secondary education, particularly in the context of conflict resolution. It also serves as a foundation for future research on interactive teaching methods and their impact on students' socio-emotional development.

### Literature Review

#### *Concept of Conflict Resolution in Education*

Conflict resolution in educational settings refers to the process through which students learn to manage disagreements constructively and peacefully. In secondary schools, conflict is a frequent occurrence due to developmental, social, and emotional changes experienced by adolescents. Research highlights that conflict, if not managed effectively, can lead to aggression, bullying, and reduced academic performance, thereby disrupting the educational environment (Filella et al., 2018; Alvarez et al., 2022; Erses et al., 2022). The growing prevalence of peer conflict has led educators to integrate structured conflict resolution programs within school curricula to promote emotional regulation and interpersonal harmony (Mahnaz & Kiran, 2024b).

Furthermore, conflict resolution education is closely linked with socio-emotional learning, which focuses on developing students' emotional intelligence, empathy, and communication skills. Studies indicate that students with higher emotional intelligence are better equipped to handle interpersonal disputes and maintain positive relationships (Filella et al., 2018; Khan et al., 2024; Erses et al., 2022). Therefore, integrating conflict resolution strategies into classroom teaching is essential for fostering a safe and supportive learning environment at the secondary level (Mahnaz & Kiran, 2024c).

#### *Theoretical Foundations of Role-Playing in Education*

Role-playing techniques are grounded in experiential learning theory and social learning theory, which emphasize learning through interaction and active participation. According to these theoretical frameworks, students acquire knowledge and skills by engaging in simulated real-life situations where they can observe, practice, and reflect on their behaviors. Role-play facilitates relational learning, enabling students to understand diverse perspectives and develop collaborative problem-solving skills (Castellazzi et al., 2024; Rosli & Zulkifli, 2024; Cullinan, 2024).

In addition, social constructivist theory supports the use of role-playing as it encourages learners to construct knowledge through social interaction and dialogue. Role-play activities create opportunities for students to engage in critical thinking, negotiation, and reflection, which are essential components of conflict resolution (Castellazzi et al., 2024; Park, 2024; Cullinan, 2024). These theoretical foundations highlight the effectiveness of role-playing as a pedagogical tool for teaching complex social skills (Mahnaz, 2024).

#### *Role-Playing as an Experiential Learning Strategy*

Role-playing is widely recognized as an effective experiential learning strategy that enhances student engagement and participation. Unlike traditional lecture-based methods, role-play involves active involvement, allowing students to immerse themselves in simulated scenarios and practice real-life skills. Research suggests that experiential learning approaches significantly improve students' understanding and retention of knowledge (Castellazzi et al., 2024; Cullinan, 2024; Park, 2024).

Moreover, role-playing enables students to experiment with different roles and perspectives, thereby promoting empathy and interpersonal understanding. Through role-play, students can explore various conflict situations and develop strategies to resolve them effectively (Mahnaz et al., 2023). Studies have shown that such interactive methods lead to improved communication skills and increased confidence among students (Rosli & Zulkifli, 2024; Macedo et al., 2024; Castellazzi et al., 2024). This makes role-playing a valuable tool for teaching conflict resolution at the secondary level (Mahnaz et al., 2025a).

### ***Impact of Role-Playing on Conflict Resolution Skills***

The use of role-playing techniques has been found to significantly enhance students' conflict resolution skills. By engaging in simulated conflict scenarios, students learn to identify problems, analyze situations, and apply appropriate resolution strategies. Research indicates that role-play-based interventions improve students' ability to manage conflicts constructively and reduce aggressive behavior (Filella et al., 2018; Park, 2024; Khan et al., 2024).

In addition, role-playing fosters critical thinking and decision-making skills, which are essential for resolving conflicts effectively. Students learn to evaluate different perspectives and consider the consequences of their actions before making decisions. Empirical studies demonstrate that students exposed to role-playing activities exhibit higher levels of problem-solving ability and conflict management competence compared to those taught through traditional methods (Castellazzi et al., 2024; Rosli & Zulkifli, 2024; Cullinan, 2024).

### ***Role-Playing and Development of Socio-Emotional Skills***

Role-playing techniques play a crucial role in the development of socio-emotional skills, including empathy, communication, and cooperation. These skills are essential for effective conflict resolution, as they enable students to understand others' perspectives and respond appropriately to social situations (Mahnaz et al., 2025). Studies highlight that role-play activities enhance emotional awareness and interpersonal skills among students (Filella et al., 2018; Alvarez et al., 2022; Macedo et al., 2024).

Furthermore, role-playing encourages collaborative learning, where students work together to solve problems and achieve common goals. This collaborative approach promotes mutual respect and reduces the likelihood of conflicts. Research indicates that cooperative learning strategies, including role-play, significantly improve students' social skills and classroom relationships (Khan et al., 2024; Cullinan, 2024; Castellazzi et al., 2024). Therefore, role-playing serves as an effective tool for fostering socio-emotional development in secondary education (Mahnaz et al., 2023).

### ***Role-Playing in Secondary Education Context***

The application of role-playing techniques in secondary education has gained increasing attention in recent years. Secondary school students are at a stage where they can engage in complex cognitive processes and social interactions, making them ideal candidates for experiential learning methods (Mahnaz et al., 2022). Role-play provides a platform for students to explore real-world issues and develop practical skills (Castellazzi et al., 2024; Cullinan, 2024; Park, 2024).

However, the implementation of role-playing in secondary schools is often limited by factors such as lack of teacher training, time constraints, and insufficient resources. Despite these challenges, research suggests that teachers who incorporate role-playing into their teaching practices observe increased student engagement and improved learning outcomes (Cullinan, 2024; Khan et al., 2024; Rosli & Zulkifli, 2024). This highlights the need for greater emphasis on innovative teaching strategies in secondary education (Mehmood et al., 2022).

### ***Comparison with Traditional Teaching Methods***

Traditional teaching methods, which rely primarily on lectures and rote learning, are often ineffective in developing students' conflict resolution skills. These methods focus on theoretical knowledge rather than practical application, limiting students' ability to handle real-life conflicts. In contrast, role-playing provides a hands-on learning experience that enables students to practice conflict resolution strategies in a controlled environment (Castellazzi et al., 2024; Park, 2024; Rosli & Zulkifli, 2024).

Studies comparing traditional and experiential learning approaches have consistently shown that role-playing leads to better learning outcomes. Students taught through role-playing demonstrate higher levels of engagement, motivation, and skill development compared to those taught through conventional methods (Cullinan, 2024; Khan et al., 2024; Filella et al., 2018). This evidence supports the integration of role-playing techniques into the curriculum for teaching conflict resolution (Mehrukh et al., 2022).

### ***Challenges in Implementing Role-Playing Techniques***

Despite its advantages, the implementation of role-playing techniques in classrooms presents several challenges. One major challenge is the lack of

teacher training and expertise in using interactive teaching methods (Nasir & Mahnaz, 2026). Many teachers are accustomed to traditional teaching approaches and may find it difficult to adopt new pedagogical strategies (Cullinan, 2024; Khan et al., 2024; Park, 2024).

Additionally, role-playing activities require time, planning, and resources, which may not be readily available in all educational settings. Classroom management can also be challenging during role-play sessions, particularly in large classes. However, research suggests that these challenges can be addressed through proper training, curriculum design, and institutional support (Rosli & Zulkifli, 2024; Castellazzi et al., 2024; Alvarez et al., 2022).

### ***Empirical Studies on Role-Playing and Conflict Resolution***

Empirical research provides strong evidence for the effectiveness of role-playing techniques in teaching conflict resolution. Several studies have demonstrated that role-play interventions lead to significant improvements in students' conflict management skills and socio-emotional competencies (Noreen et al., 2025). For instance, role-play-based programs have been shown to reduce aggressive behavior and promote positive social interactions among students (Filella et al., 2018; Erses et al., 2022; Khan et al., 2024).

Moreover, studies conducted in diverse educational contexts indicate that role-playing is effective across different cultures and settings. Research highlights that students who participate in role-playing activities develop better communication skills, empathy, and problem-solving abilities (Castellazzi et al., 2024; Cullinan, 2024; Macedo et al., 2024). These findings underscore the universal applicability of role-playing as a teaching strategy (Nazir et al., 2025).

### ***Summary of Literature Gap***

Despite the extensive research on role-playing and conflict resolution, there are still gaps in the literature that need to be addressed. One major gap is the lack of context-specific studies, particularly in developing countries, where educational practices and cultural factors may influence the effectiveness of role-playing techniques. Additionally, there is a need for more longitudinal studies to assess the long-term impact of role-playing on students'

conflict resolution skills (Castellazzi et al., 2024; Park, 2024; Khan et al., 2024).

Furthermore, limited research has focused on the integration of role-playing techniques into formal curricula at the secondary level. Most studies have examined short-term interventions rather than sustained implementation (Sarfaraz et al., 2025; Waheed et al., 2025). Addressing these gaps is essential for developing effective educational strategies that promote conflict resolution and socio-emotional learning among students (Cullinan, 2024; Rosli & Zulkifli, 2024; Alvarez et al., 2022).

### **Research Methodology**

#### ***Research Design***

The present study adopted a quantitative research design to investigate the effectiveness of role-playing techniques in teaching conflict resolution at the secondary level. A quasi-experimental approach was employed, as it allows comparison between experimental and control groups without random assignment at the individual level (Noreen et al., 2025). The experimental group was taught through role-playing techniques, while the control group received traditional instruction. This design was selected to measure the cause-and-effect relationship between the teaching method and students' conflict resolution skills. Furthermore, the use of pre-test and post-test measures ensured that changes in students' performance could be attributed to the intervention.

#### ***Research Philosophy***

The study was grounded in the positivist research philosophy, which emphasizes objectivity, measurement, and empirical observation. Positivism supports the use of quantitative methods to test hypotheses and establish relationships among variables. In this research, measurable data were collected through structured instruments to evaluate the effectiveness of role-playing techniques. The philosophy assumes that reality is observable and can be quantified through statistical analysis. Therefore, the use of standardized procedures and statistical tools ensured reliability and validity of the findings.

#### ***Population***

The population of the study consisted of all secondary schools in District Rawalpindi. According to available educational records, there are approximately 210 secondary schools (both public

and private) in the district. The total number of secondary-level students enrolled in these schools is estimated to be around 25,000. This population was considered appropriate due to its diversity in terms of gender, socio-economic background, and academic performance. The inclusion of a large and varied population enhances the generalizability of the study findings.

#### ***Sample and Sampling Technique***

A sample of 200 students was selected from four secondary schools in District Rawalpindi. Out of these, 100 students were assigned to the experimental group and 100 to the control group. A stratified random sampling technique was used to ensure representation of both male and female students as well as public and private institutions. Schools were first categorized into strata, and then participants were randomly selected from each stratum. This sampling technique was chosen to minimize bias and ensure that the sample adequately represented the population characteristics.

#### ***Research Tool***

The primary research tool used in this study was a structured questionnaire designed to measure students' conflict resolution skills and socio-emotional competencies. The questionnaire consisted of two sections: demographic information and Likert-scale items related to conflict resolution behaviors, communication skills, and empathy. Additionally, a conflict resolution performance checklist was used during classroom activities to assess students' practical skills. The instrument was developed based on existing literature and adapted to suit the context of secondary education. The use of multiple tools enhanced the comprehensiveness of data collection.

#### ***Validity and Reliability of Research Tool***

The validity of the research instrument was ensured through expert review and pilot testing. Educational experts evaluated the questionnaire to confirm its content validity and relevance to the research objectives. A pilot study was conducted on 30 students outside the main sample to identify ambiguities and improve clarity. Reliability was

assessed using Cronbach's Alpha, which yielded a coefficient of 0.82, indicating high internal consistency. These measures ensured that the instrument was both accurate and dependable for data collection.

#### ***Data Collection Procedure***

Data were collected in a systematic and organized manner over a period of four weeks. Initially, permission was obtained from school authorities, and participants were briefed about the purpose of the study. Pre-tests were administered to both experimental and control groups to assess baseline conflict resolution skills. The experimental group then received instruction through role-playing techniques, while the control group continued with traditional teaching methods. After the intervention, post-tests were conducted to measure changes in students' skills. All responses were recorded and compiled for analysis.

#### ***Ethical Consideration***

Ethical principles were strictly followed throughout the research process. Informed consent was obtained from both students and school authorities before data collection. Participants were assured of confidentiality and anonymity, and their responses were used solely for academic purposes. No participant was forced to take part in the study, and they had the right to withdraw at any stage. Additionally, the study avoided any form of psychological or physical harm to participants. Ethical approval was also obtained from the relevant educational authorities.

#### ***Data Analysis Technique***

The collected data were analyzed using statistical techniques to test the research hypotheses. Descriptive statistics, including mean, standard deviation, and percentages, were used to summarize the data. Inferential statistics, such as t-tests, were applied to compare the performance of experimental and control groups. The use of statistical software ensured accuracy and efficiency in data analysis. The results were interpreted in relation to the research objectives to draw meaningful conclusions about the effectiveness of role-playing techniques.

**DATA ANALYSIS:**

**DEMOGRAPHIC TABLES**

**Table 1:** *Distribution of Respondents by Gender*

Gender	Frequency	Percentage
Male	110	55%
Female	90	45%
Total	200	100%

This table presents the gender-wise distribution of respondents included in the study. It indicates that 55% of the participants were male, while 45% were female, showing a relatively balanced representation. The inclusion of both genders ensures that the findings are not biased toward a

specific group. Gender diversity is important in studies related to conflict resolution, as males and females may exhibit different behavioral responses. Therefore, this distribution enhances the validity and generalizability of the research results.

**Table 2:** *Distribution of Respondents by Type of School*

School Type	Frequency	Percentage
Public	120	60%
Private	80	40%
Total	200	100%

This table shows the distribution of respondents based on the type of school. It reveals that 60% of the students belonged to public schools, while 40% were from private institutions. This variation allows comparison across different educational settings, which may have diverse teaching practices and

learning environments. Including both types of schools provides a broader perspective on the effectiveness of role-playing techniques. Consequently, the results can be applied to multiple educational contexts within the district.

**Objective 1: To examine the effectiveness of role-playing techniques in teaching conflict resolution at the secondary level**

Group	N	Mean Score	Standard Deviation	t-value	p-value
Experimental	100	78.45	6.32	5.87	0.000
Control	100	69.12	7.15		

The above table indicates a significant difference between the experimental and control groups in terms of conflict resolution skills. The experimental group, which was taught through role-playing techniques, achieved a higher mean score compared to the control group. The calculated t-value (5.87) with a p-value less than 0.05 indicates that the difference is statistically significant. This suggests

that role-playing techniques are effective in enhancing students' conflict resolution abilities. The relatively lower standard deviation in the experimental group also reflects consistency in students' performance. Overall, the findings demonstrate that experiential learning strategies positively influence students' skill development.

**Objective 2: To compare the conflict resolution skills of students taught through role-playing techniques and traditional teaching methods**

Teaching Method	N	Mean Score	Standard Deviation	Difference in Mean
Role-Playing	100	78.45	6.32	9.33
Traditional Method	100	69.12	7.15	

The table presents a comparison between students taught through role-playing techniques and those

taught through traditional methods. The mean difference of 9.33 indicates a substantial

improvement in the performance of the experimental group. Students exposed to role-playing activities demonstrated better understanding and application of conflict resolution strategies. The findings highlight the limitations of traditional teaching methods, which

often focus on theoretical knowledge rather than practical skills. The lower variability in the role-playing group suggests that the method is effective for a wide range of learners. Hence, role-playing proves to be a more impactful teaching strategy.

**Objective 3: To analyze the impact of role-playing techniques on students' socio-emotional skills**

Variable	N	Mean Score	Standard Deviation	t-value	p-value
Experimental Group	100	80.21	5.98	6.45	0.000
Control Group	100	70.34	6.87		

The data in the table reveal a significant improvement in socio-emotional skills among students in the experimental group. The higher mean score of 80.21 indicates that role-playing techniques effectively enhance empathy, communication, and cooperation. The calculated t-value (6.45) and p-value (0.000) confirm the statistical significance of the results. Students engaged in role-playing activities showed better interpersonal understanding and emotional regulation. The findings suggest that experiential learning contributes to holistic student development. Therefore, role-playing techniques are beneficial not only for academic learning but also for socio-emotional growth.

**DISCUSSION**

The findings of the first objective indicate that role-playing techniques significantly improve students' conflict resolution skills compared to traditional teaching methods. This result aligns with the study conducted by Filella et al. (2018), which found that interactive and experiential learning approaches enhance students' ability to manage conflicts effectively. Similarly, Castellazzi et al. (2024) reported that role-play facilitates understanding of multiple perspectives, leading to improved problem-solving skills. Furthermore, Khan et al. (2024) emphasized that peace education strategies, including role-playing, significantly reduce aggressive behavior among students. The present study supports these findings by demonstrating a statistically significant improvement in the experimental group, indicating that role-playing is an effective pedagogical tool for teaching conflict resolution.

The second objective focused on comparing role-playing techniques with traditional teaching

methods. The results revealed that students taught through role-playing outperformed those taught through conventional methods. This finding is consistent with Cullinan (2024), who highlighted that role-playing increases student engagement and active participation, leading to better learning outcomes. In addition, Rosli and Zulkifli (2024) found that role-play enhances communication competence and critical thinking skills among students. Park (2024) also reported that simulation-based learning improves students' ability to analyze and resolve conflicts effectively. The current study reinforces these findings by showing a significant mean difference between the two groups, thereby confirming the superiority of role-playing techniques over traditional methods.

The third objective examined the impact of role-playing on socio-emotional skills, and the results indicated a significant improvement in empathy, communication, and cooperation among students in the experimental group. This finding is supported by Alvarez et al. (2022), who emphasized the role of emotional awareness in effective conflict management. Similarly, Macedo et al. (2024) found that role-playing activities enhance soft skills, including teamwork and interpersonal communication. Erses et al. (2022) also reported a strong relationship between emotional intelligence and conflict resolution abilities. The present study corroborates these findings by demonstrating that role-playing techniques contribute to the development of socio-emotional competencies, which are essential for managing conflicts constructively.

**CONCLUSION**

The present study concludes that role-playing techniques are highly effective in teaching conflict

resolution at the secondary level. The findings indicate that students exposed to role-playing activities demonstrate significantly higher levels of conflict resolution skills compared to those taught through traditional methods. The interactive and experiential nature of role-playing enables students to actively engage in learning and apply theoretical knowledge in practical situations. This approach not only enhances students' understanding of conflict dynamics but also equips them with essential problem-solving skills.

Furthermore, the study highlights the importance of socio-emotional learning in education. Role-playing techniques were found to significantly improve students' empathy, communication, and cooperation, which are critical components of conflict resolution. The development of these skills contributes to a positive classroom environment and promotes harmonious relationships among students. Therefore, integrating role-playing into the curriculum can enhance both academic and social outcomes.

In addition, the study underscores the need for educational institutions to adopt innovative teaching strategies that move beyond traditional methods. The effectiveness of role-playing techniques suggests that experiential learning approaches should be incorporated into classroom practices to better prepare students for real-life challenges. By fostering critical thinking, emotional intelligence, and interpersonal skills, role-playing contributes to the holistic development of students and supports the creation of a peaceful and collaborative learning environment.

#### FINDINGS

1. Role-playing techniques significantly improve students' conflict resolution skills at the secondary level.
2. Students taught through role-playing perform better than those taught through traditional teaching methods.
3. Role-playing techniques have a positive impact on students' socio-emotional skills, including empathy and communication.

#### RECOMMENDATIONS

1. Teachers should incorporate role-playing techniques into classroom instruction to enhance conflict resolution skills.

2. Educational institutions should reduce reliance on traditional teaching methods and adopt experiential learning strategies.

3. Curriculum developers should integrate role-playing activities to promote socio-emotional learning among students.

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