

Study Of Conflict Resolution Skills Among Aspiring Teachers In The Digital Era

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Abstract

Learning conflict resolution skills can help to manage hard situations and improve communication skills. Without them, our lives would be more challenging. In the technologically advanced world, conflict resolution techniques are extremely important. The strongest resource of the twenty-first century is the inclusion of technology into every individual's life. Life skill education is strongly intertwined with information and communication technology (ICT). This study emphasizes the aspect of conflict resolution skills that have been alienated by the digital world and investigates the impact of conflict resolution skills on the behavior of teachers. 300 student teachers from the Thiruvananthapuram district of Kerala, India were selected to investigate the role of conflict resolution skills. The skills assessment tool developed by Fisher and Urys in 1994 was used for the study. The collected data were analyzed using percentage analysis, Mean, Standard deviation and Test of significance of mean. The findings revealed that there were significant differences in student teachers' conflict resolution skills depending on the institution and residential locality.

Keywords: Conflict resolution skill, Digital era, Student teachers, Residential locality, Nature of Institution

1. Introduction

Over the last two decades, the globe has perceived dramatic changes in all aspects of human activity. Landau et al., 2001 and Kapusuzoglu et al., 2010, defined, conflict exists in all human relationships; it has always originated and will most inevitably persist. Education in the 21st century is pivotal importance to acquire life skills related to learning, innovation and survival (Chitra et al., 2016; Lilian Getzie et al., 2016). For living in a society, one needs survival skills. Further, conflict resolution skill is one of the key skills to survive in the society. They are the life skills that

describe how we conjure with others whether in a social or occupational setting. Conflict resolution skills help us deal positively with the people we interact with. Conflict is a complex and prevalent phenomenon that exists in our society. There are several research projects related to conflict management. Conflict can be examined in terms of personal and group orientation, such as interpersonal, intrapersonal, intergroup conflict (Malathi et al., 2017; Donohue et al., 1992; Karthikeyan et al., 2020; Somon Malathi et al., 2018). This term was used to describe how people interact with others in terms of affiliation, agreement, or conflict. This may indicate being possible to construct and maintain friendly relationships, which may be critical to our mental

and social well-being. Many positions within an organization require good conflict resolution skills. Maintaining good relationships with family members, who are an important source of social support, may be essential. It could also imply being able to put a positive end to the relationship. Computer software technologies can be a useful tool in delivering life skills programmes. The main benefit is that young people find working with such media exciting in their hands. Today technology offers youth a means of expressing their views of connecting with the wide community and acquiring hard skills. In the latter decades of the 20th century and the 21st century, culture has experienced an increased speed of economic and technical transition. Its marginal product has been significant in a variety of ways. However, there is a growing demand for specific hard skills and expertise of specific skills, especially digital literacy. Conflict is an unavoidable part of any stable partnership. After all, it should not be assumed that two people can always agree on everything. Many researchers from various disciplines have suggested various definitions of conflict in the lack of a comprehensive definition. Some of these come from communication, sociology, anthropology, and psychology. Conflict Managers is a tool, designed to teach learners how and where to resolve conflicts according to their own. It teaches people communication skills and encourages them to express what they have acquired in a comfortable manner. Intervention program enables mediators with skills that will help them comprehend the mediation process and will last a lifetime. Active listening, empathy, decision-making, and positive interpersonal skills are some of the core competencies. The key is to learn how to resolve conflict in a healthy manner rather than fearing or avoiding it. Communication is a major source of conflict because people behave differently and can use derogatory body language, which can lead to conflict among peers (Malathi et al., 2016; Rose et al., 2006). When conflict occurs, it can do a lot of damage to a relationship, but when managed in a caring, constructive way, conflict can be used to strengthen the bond between two people. Individuals participate in the teaching and learning process in order to achieve educational goals. Even though conflict is inevitable in each

organization. Conflict management must be handled properly in order to maximize advantages and minimizing negative impacts. Learning these skills can help to resolve conflicts in a healthy manner and build stronger, more rewarding relationships, to dealing with conflict at home, work, or school. Recently, the students' training of conflict management skills via the use of ICT is a point of interest that has grown tremendously in the academic and educational societies. Organizational conflicts can be minimized by reducing adequate solution, specific instructions on job relationships, and advanced training. The need for resolution and stimulation strategies to reach the required degree of conflict. According to Lalegani et al., (2019), In an educational institution, conflict resolution is the leader's responsibility. An educator must be ready to deal with conflicts. Conflict management is one of the tools to deal issues, both conflicts within his individual and conflicts with others (Sridasweni et al., 2017). Conflict resolution skills were also learned through conflict management education. According to Lorenzon, (2001), conflict skills assist people to identify their goals, clarifying their perspectives, and finding mutually acceptable solutions. Recent research (DeVoogd, et al., 2016; Olsher, 2015) have focused on improving and investigating the relationships that may occur with the use of ICT to enhance conflict resolution training modules. Herein, conflict resolution skills among aspiring teachers were systematically studied and clearly presented. Academic institutions are venues in which social diversity is governed by diverse manners of being, knowing, and experiencing, and as a result, they become a site that represents societal diversity as well as a site for daily conflicts (Sabina et al. 2020).

2. Characteristics of Conflict

2.1. Conflict is a Process

Conflict that occurs in 'layers,' with the first layer commonly being a misconception. Variations in beliefs, differences in opinion, differences in interests, and variations between people are the other levels. It is often referred to as a mechanism

when one side perceives the other as resisting or negatively affecting its goals and ends up fighting, cooperating, sacrificing, or resisting.

2.2. Conflict is Inevitable

Everywhere there is conflict. There is an individual difference among the individual differences, and this causes conflict. Conflicts arise as a result of differences in people's lives, such as pride, self-concept, ego, and sense of mission.

2.3. Conflict is Perceived

Conflict must be perceived, especially in interpersonal interactions. Only then our communication be simple. Opposition exists alongside perception.

2.4. Interdependence and interaction.

Only when there is perceived interdependence in conflict resolution is interaction possible.

2.5. Conflict is Multidimensional

Conflict occurs between two or more individual or organization.

3. Concept of Conflict Management

It is the idea that all disputes cannot be settled, but that preparing to control them can reduce the severity. Conflict mediation requires skills relating to interpersonal resolution, conflict self-awareness, conflict negotiation abilities, and conflict management systems. To avoid conflict as a major obstacle in an organization all the members of every organization should work for minimizing conflict.

4. Taxonomies of conflict

According to involvement several types of conflicts it includes intrapersonal, interpersonal, intra-organizational, and inter-organizational. Table 1 shows various types of conflicts.

Based on scope	Based on nature	Based on sharing	Based on strategy
I. Substantiate II. Affective	I. Destructive, II. Creative, III. Positive IV. Negative.	I. Distributive II. Integrative	I. Cooperative II. Competitive

Table 1, Taxonomy of conflicts

Life skills are vital for resolving conflict and conflict prevention. Our ability to make peace with others enables peaceful relationships, which are the foundation of good reputation and trust, as well as social capital, which is required to succeed in a network-driven era. Individuals and organizations are trained the dynamics of peacebuilding and conflict prevention through life skills training. The life skills training programme investigates the premise that conflict resolution and peacebuilding can be utilized by focusing on unity and diversity. Life skills teach the following conflict resolution strategies.

4.1. Compete or flight

This is a management to make sure and is only used once there is little to no need for supplementary interaction with stakeholders.

4.2. Collaboration

This is a strong motivating factor, but it will take time for those engaged to deal with the issues and find a satisfactory resolution to everyone.

4.3. Compromise or Negotiation

Among this way, all members give up everything in exchange for an agreement midpoint compromise, which we will correspond to as a score draw.

4.4. Denial or Avoidance

This approach is beneficial because it will simply resolve itself within a specified time frame. Consequently, conflict resolution module introduces life skills that will assist in the effective resolution of the conflict.

4.5. Conflicts at Educational institutions

Conflict management in the classroom becomes extremely important since it is difficult to have great learning and teaching experiences in a tense situation. A school that is unable to manage contradictory situations may be unable to promote human and structural development. In reality, in terms of students' educational, academic, social, and emotional support, as well as the teacher's, it may be backwards and counterproductive.

Through instruction, counselling, and reward, the teacher's function as an adapted parent in the classroom extends beyond academic learning to include encouraging and promoting calm and agreeable dispositions among students. Within the school grounds, the teacher is to lead by example in order to build long-term harmony and solidarity among the colleagues.

There are five critical characteristics of a teacher's behavior by which he or she can impact group dynamics in the classroom and successfully and efficiently perform his or her conflict management responsibilities.

To keep a professional classroom environment that is either cooperative or competitive. The teacher's preferred leadership style, which could be participative, directive, or permissive. The degree to which the instructor's and students' objectives are aligned (Sabina Valente et al. 2020)

5. Definition of Key terms

- **Investigation**-Carry out a systematic inquiry to discover the fact.
- **Conflict resolution skill**-The life skills we use when two or more parties work towards a solution to a problem or dispute.
- **Aspiring Teacher**-A graduate or a post-graduate pupil-teacher in an educational institution who is teaching under the supervision of a certified teacher to qualify for a degree in education.
- **Digital Era**-Historical period characterized by the existence of digital technology.

6. Significance of the present study

Although conflict is an inevitable part of life, many adults lack the skills needed to effectively resolve it. Conflict resolution skills are qualities that we transform and replicate throughout our lives; there may not be a single aspect of our

knowledge that is not really included. Emphasis on the use of ICTs in university education, as well as a gradual shift into the interactive world, have resulted in the lack of conflict resolution skills, which are considered to include face-to-face contact between peers and between students and instructors. The new educational curriculum established a national standard for improving the quality of teacher education. Conflict resolution skills are highly important in the current context of the proposed National Education Policy 2019. The strategy recommends the increasing relevance of skill sets among prospective students. As a result, it is the responsibility of aspiring teachers to be equipped with various life skills and to have an impact on another. Without a doubt, the majority of teacher trainees have adequate knowledge and professional growth as a result of their teacher training programme. However, today's environment necessitates more of them. Teacher trainees must learn some life skills in order to meet the demands of a changing world and face challenges with confidence. The study seeks to determine whether student teachers in the digital world are suitable to address conflicts. Herein lies the appeal of examining the student trainees. It is vital for them to develop life skills in order to avoid anxiety and depression and gain self-confidence.

7. Review of Related study

Conflict is a well-known behavioral phenomenon that has been thoroughly studied by a number of researchers.

[Donohue and Kolt \(1992\)](#) defined interdependence as "a situation in which interdependent people express variations in satisfying their individual needs or interests and they involve interference from each other in completing these goals" ([Rahim et al., 2015](#); [Van Deventer et al., 2003](#)).

According to [Rahim \(2002\)](#), in the 1950s, the growth of organizational research design and its framework for conflict analysis was viewed primarily as a major and unavoidable feature of the organization. According to [Schellenberg et al., \(1996\)](#), there have been five ways to people can attempt to resolve conflicts: coercion, negotiation, counselling, and adjudication. [Ramani and Zhimin \(2010\)](#), entails listening and it provides opportunity to meet the needs of the

stakeholders, as well as effectively addressing their interests in order to attain outcome for all individuals involved.

Abbas et al., (2015) conducted quantitative research on interpersonal conflict in private enterprises. According to research, workers in Indian organizations with a fairer group have used a range of organizational dispute counselling strategies. The most common styles were dominating and obliging. Rather than the consequences of conflict, immediate attention should be paid to workplace conflicts. To manage conflicts in educational institutions, several regulatory mechanisms have been constructed, such as discussion, intervention (Tshabalala and Mapolisa 2013).

Tonder et al., (2008) focused on sources of conflict but there is a general lack of empirical support as they are typically theoretical conceptualization. Generally, teachers deal with different types of conflicts in school contexts. Gatlin et al., (2017) focused on understanding the nature of conflict in the workplace. Researchers identified eight workplace conflict causes, using teachers and administrators from Turkey's primary schools as samples. Three conflict resolution styles were studied. The findings revealed that administrators avoid and compromise more than teachers in private schools. Teachers at the private school used more collaboration, mitigating, and competing styles than their colleagues at the public school.

Awotuo and Efebo (1999) reported in their study the five aspects of teacher through which the teacher can influence conflicts at school, some of the aspects are maintenance of cooperative or cooperative classroom structure participative leadership and high interpersonal relationship.

Research conducted by Sabina and Abilio reported a positive relationship between emotional Intelligence and conflict management. The sample comprised of Portuguese teachers the results revealed that teachers with higher emotional intelligence was well versed with strategies for conflict management. The researchers also recommended the need for academic training to promote their EI through which they can acquire conflict resolution skills in classrooms.

According to Barmao (2012), less conflict occurs when teachers have job security, strong interactions, opportunities, and institutional support. Furthermore, when instructors' efforts are recognized, they are more driven to work (Barma et al. 2012). Barmao went on to say that conflict may be avoided by providing adequate resources, good working conditions, such as having access to instructional materials, having a supportive supervisory service, and in addition if provided in-service training, there are chances to innovate.

Rispens et al. (2016) in a study on conflict at work, negative emotions and performance worked on the state where daily conflicts at work affects peoples negative and passive emotions. In the present study the researcher worked on conflict detachment strategy to examine the effect of this on emotions.

8. Objectives of the study

- To identify the extent of conflict resolution skill among student teachers.
- To assess the extent of student teachers' conflict resolution skills in relation to the nature of the institution.
- To determine the level of conflict resolution skills of student teachers in relation to their residential area.

8.1. Hypothesis

To carry out the study the following Null Hypotheses were formed.

- There is no significant difference in student teachers conflict resolution skill with respect to the nature of the institution.
- There is no significant difference in student teachers conflict resolution skills with respect to the residential locality.

8.2. Methodology

The reliability of a research outcome is highly dependent on the reliability of the method used. The research method refers to the method used to complete the task. It entails a theoretical examination of a branch of knowledge's corpus of procedures and principles, with methodologies from different disciplines differing depending on their historical evolution. This results in a series of approaches that span different perspectives on how knowledge and reality should be interpreted.

This places techniques in the context of broader ideas and approaches.

The study follows Survey design and the method is a normative survey. For data collection, the researcher used the survey technique. To obtain data for this project, the researchers proceeded to roughly 8 teacher education colleges in the Thiruvananthapuram district of Kerala. The instrument was given to 420 student teachers, and the researcher picked 300 fully filled data sheets for the study from among them.

8.3. Sample

A Sample refers to the smaller, manageable version of a larger group or subset of a larger population. The selection of sample allows the researcher to conduct their research studies within the stipulated time and easily. A sample is an unbiased number of observations taken from a population. Samples are the subset of population. So, it signifies the whole population on which the study is being conducted.

The present study sample of 300 student teachers from teacher education colleges in the Thiruvananthapuram district of Kerala was selected for the survey. The background variables used by the researcher were Nature of Institution (Government/Aided and Unaided) and Residential Locality (Rural & Urban).

8.4. Tool Used

A tool is an instrument that aids in the collection of data and information from a sample by the researcher. It directs the researcher's data collection. Different sorts of tools exist depending on their complexity, interpretation, design, and management. Each tool is appropriate for each different type of data. There are times when the available tools are insufficient. As a result, it must be altered in accordance with the researcher's suggestion. The researcher is free to use the tool anyway that is appropriate for his task.

The tool used for the present study is Fisher and Urys (1991) Conflict Resolution Questionnaire (adopted from Weeks, Fischer and Urys (1991) it is a Likert type scale with 5 points.

8.5. Standardization of Tool

The reliability of conflict resolution skill scale was found to be 0.78 using Spearman's split-half method. Content Validity is a process of matching test items with objectives. The content validity was established by two experts in the fields of education.

8.6. Statistical operation

The major statistical techniques used were percentage analysis, Mean, Standard deviation and Test of significance of mean.

7. Analysis and interpretation of Data

Table – 2: Number and Percentage of Conflict resolution skill of Student Teachers

Table – 1: Number and Percentage of Conflict resolution skill of Student Teachers

Factors	Sub divisions	Low		Moderate		High		Total	
		N	%	N	%	N	%	N	%
Residential locality	Rural	28	19.5	88	61.5	27	18.8	143	47.6
	Urban	51	32.4	84	53.5	22	14.7	157	52.4

Type of Management	Govt./ Aided	19	13.4	91	64.5	31	21.9	141	47
	Unaided	34	21.3	98	61.6	27	16	159	53

According to the above table, out of the 300 samples, **18.8 %** of rural student teachers have high conflict resolution skills, while **14.7 %** of urban student teachers have high conflict resolution skills. 19.5% rural student teachers and 32.4% urban student teachers possess low conflict resolution skill. And 61.5% of rural student teachers and 53.5% student teachers possess moderate level of conflict resolution skill. From the above table, **21.9 %** of student teachers in government/ aided institutions have high conflict resolution skills, while **16 %** of student

teachers in unaided institutions have high conflict resolution skills. 13.4% of student teachers from government/aided possess low level of conflict resolution skills and 21.3% of student teachers from unaided institutions possess low level of conflict resolution skills. 64.5% Of student teachers from Government/aided institution has moderate level of the conflict resolution skill and 61.6% of student trainees from unaided institutions possess moderate level of conflict resolution skills.

Table –3: There is no significant difference between Urban and rural student teachers in their Conflict resolution skill.

Variable	Residential locality	N	Mean	S. D	t value	Level of Significance
Conflict resolution skill	Urban	157	187.95	23.69	2.403	0.05 Significant
	Rural	143	194.87	26.22		

The t value ($t=2.403$) obtained for conflict resolution skill between urban and rural student teachers was significant at the 0.05 level. It means that there is a significant difference in conflict resolution skills between urban and rural student teachers, and thus the null hypotheses are not accepted. The mean score of urban student teachers is 187.95, while that of rural trainees is

194.87, indicating that rural trainees have better conflict resolution skills than urban trainees.

7.1. Tenability of Hypotheses

From the analyzed data it is clear that urban and rural students differ in their extent of conflict resolution skills.

Hence Null Hypotheses $H(0)$ is not accepted.

Table -4: There is no significant difference between Govt./aided and unaided student teachers in their Conflict resolution skills.

Variable	Type of management		N	Mean	S.D	t value	Level of Significance
Conflict resolution skill	Government /Aided		141	201.53	25.53	7.22	0.05 Significant
	Unaided		159	182.13	20.93		

The t value($t=7.22$) obtained between Government /Aided and Unaided student teachers for conflict resolution skill were significant at the 0.05 level. It means that there is a significant difference between Government /Aided and Unaided student teacher in their Conflict resolution skill. Since the observed t value exceeds the table value 1.96 at the 0.05 level. Hence the null hypothesis is rejected. It shows that the mean score Government /Aided student teachers are 201.53 and that of unaided trainees are 182.13 which indicate that the Government /Aided trainees possess higher conflict resolution skills than unaided trainees.

7.2 Tenability of Hypotheses

From the analyzed data it is clear that there is a significant difference between the means of Government/Aided and Unaided students. Hence Null Hypotheses $H(0)$ is not accepted.

8. Discussions

The hypotheses' results demonstrate that there is a notable change between rural and urban student trainees; the average score of rural students was higher than that of urban students. It essentially means that they have been caused by a range of environmental factors, including family, natural environment, and educational conditions. Urban students, on the other hand, are more focused on the digital world; as a result, urban student trainees overlook out on the personal interaction of conflict resolution skills.

The mean score of student trainees from the Government/aided organization is higher than that of the unaided institution, indicating that the Government/aided students have a higher level of conflict resolution skill than the unaided students. The government-initiated programme for additional skill acquisition is being implemented in government/aided institutions as a result of fund allocation and accessibility for enhancing various skills among students. Unaided colleges lack funds, which affects their development and the ability to carry out such initiatives, and students in those institutions will have to work on their own time.

9. Major Findings

Following is an overview of the tabulated results, the investigator concluded the following conclusions.

1. The analysis revealed that the majority of students had only a basic understanding of conflict resolution. The majority of the students are in the medium category, and there are relatively few student teachers in the high category.
2. There is a significant difference in willingness to settle disputes between urban and rural students. Rural students demonstrated improved conflict resolution skill than urban student trainees.
3. In terms of conflict resolution skills, there is a significant difference between government/aided and unaided student teachers. Government/aided

student trainees were more skilled at conflict resolution than unaided student trainees.

10. Educational Implication

Conflict resolution skills have become widespread that students may take them for granted and disregard how they interact with others. The term conflicts have developed over time. Conflict is a process of interaction that is a part of human life and thus has implications for teaching. Although a conflict indicates situations of institute and social life in which there are conflicts of interest, discussions, and the need to manage a concern, conflict is one of the ways of dealing with the current condition. Conflict resolution methods include vendors that are provided to identify and resolve these issues, generally directed by the mentor. The establishment of the analysis categories, that include peaceful conflict resolution approaches or strategies, conflict resolution methodologies and models, and ICT best practices. Improving the ability to communicate successfully hinders the successful development of relationships in young adults. This has the potential to impact a variety of aspects of life, including family relationships, interpersonal communication, college performance, and work. As a result, rather than a discrete study in isolation, there is a need to create online learning environments that engage students and develop team building and conflict resolution skills. In addition, to resolve conflicts, leaders must develop leadership skills and have a mechanism to manage conflicts. It is potential important to establish a productive learning environment, focus to improve the quality, and nurture a stakeholder. Furthermore, they should have a system to identify and encourage teachers. Stakeholders, administration, decision makers, educational institutions, and others can all benefit from a little time and effort.

11. Conclusion

We have successfully investigated the conflict resolution skills on teacher conduct. Despite the complexity of life, students need to be well prepared for it. Essential life skills cannot be obtained without severe confrontation. Students who excel at

resolving conflicts are generally seen as joyful, calm, reassuring, and persuasive, qualities that others find endearing and attractive. Teachers must improve their abilities in order to effectively educate students to acquire and apply 21st-century skills, such as conflict resolution, in both their professional and personal life. For humans, conflict is an unavoidable component of life. If we make an effort to understand and manage our social interactions effectively, we can increase their satisfaction and productivity.

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