

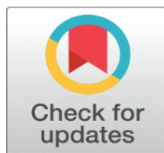
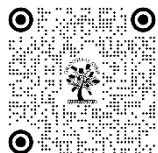
A STUDY ON CONFLICT MANAGEMENT STYLE ADOPTED BY SECONDARY SCHOOL STUDENTS OF DELHI, INDIA IN THE 21ST CENTURY

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ABSTRACT

The study aims to find the conflict management style adopted by the senior secondary school students in the private schools of Delhi, India and study the difference in respect to boys and girls. The study further aims to find the relationship between the father's educational qualification attainment and its influence on the child's way of handling conflict. During the study certain patterns emerged based on the educational level of attainment of the father. The study was conducted on 716 students and analyses was done on the response provided by them in the questionnaire. It is important to understand the students of 21st century and their response during conflict. In today's world the adolescents are in challenging times a lot more than they faced in the past decades. The major reason stated for this in various research is combination of academic pressures, social media influence, parental expectations, peer relationships. It is also a period for self-discovery and issues on sexuality, identity also enter their life. Thus, it is very important to understand the response they give in the times of conflict with others.

Keywords: Adolescents, Conflict Management, Conflict Management Styles, Father, Qualification.

1. INTRODUCTION

The 21st century has seen an advancement in three areas – Knowledge, Technology and Aspirations. All three have brought a change in the attitude and lifestyle of an individual especially the adolescents. The world is transforming at a fast pace and the adolescents are growing up in a transforming world. According to United Nations, those between the ages of ten and nineteen are defined as adolescents.

“1.2 billion adolescents worldwide approximately 16 percent of the world's population – the largest cohort ever, and the most educated and urbanized”(UNICEF, 2021).

It is very important to invest in adolescents as they build strong economies, inclusive communities and vibrant societies.

A school is an example of a social organization comprised of many people who work together to get things done. Every individual contributes to the school's culture through their actions and the relationships they cultivate; however, every

individual possesses a distinct personality that is distinct from the others in terms of their abilities, motivation, values, knowledge, requirements, and experiences (Rahim et al., 1992; Shih and Susanto, 2010). Because every individual in the organization must work with and live with the other individuals, conflicts are almost certain to arise.

During adolescence, the child indulges in various conflict or clashes with the outside world and those are termed as the external conflicts. These conflicts can be healthy and normal at times because it is an age, child is learning to question rights and wrongs and in process lands into a situation of conflict.

But too much of a conflict is not a feasible thing and thus, it is important to understand the conflict management skills that are adopted by them. Guiding them to a resolution becomes easier once we understand the skill they adopt at a time of conflict in their life. It is very important to first understand the response the adolescents will give in case of a conflict and that is known as the conflict management skill.

According to Central Board of Secondary Education (CBSE), India, Conflict management is also considered as a 21st century skill and every child should be trained in managing the conflict. These 21st skills enlisted by CBSE are the skills that every child should possess for their holistic development, and they will further help in the progress and development of societies and country.

The study was conducted to understand the conflict management style adopted by senior secondary students and to understand if Gender plays a role when it comes to the adoption of conflict management style in a situation of crises. It studies the difference in adoption of conflict management style by the boys and girls in times of conflict. The research also further studies if there is an influence of father's educational qualification attainment on the perception of the child's adoption of Conflict Management. There is no major research done in this area to study the relationship between the father's educational qualification and conflict management style adopted by the students but during my research a certain pattern was seen in the students following the same style of conflict management where the educational qualification attainment was similar. Hence, the study explores the relationship between the father's educational qualification attainment and adoption of Conflict Management Style by the child.

2. CONFLICT

Conflict is a natural thing that happens when two or more people are together for a while—conflict results from how people act and react to each other (Rahim, 2001). In the workplace, though, conflicts don't happen the same way. When members of an organization behave in ways that conflict with one another, disagreements can result. These conflicts can be brought on by factors such as competition, mistakes, ignorance, or negative behavior and reactions (such as frequent absences, complaints, etc.). When team members have different priorities, are dependent on one another, or don't get along very well, there is a greater potential for conflicts to arise (Tjosvold, 1998; Tjosvold and Su Fang, 2004).

A conflict is usually referred to any disagreement that takes place between two or more than two individuals. The conflict between the individuals arises when a threat to their needs or interests is perceived by them. According to C. Mitchell, "Conflict consists of three interrelated parts – Attitude, Situation and Behaviour." He further stated that the interaction between them together or interaction between any two of them leads to a conflict among individuals.

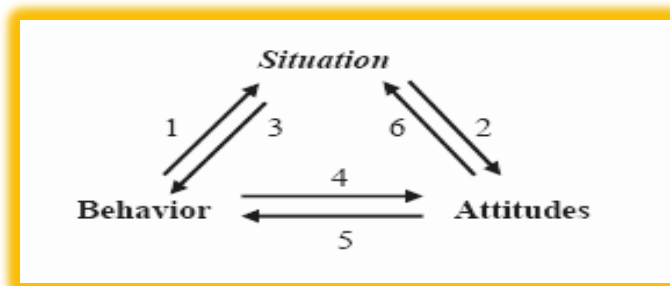


Figure 1 : Mitchell's Conflict Model

Following were the outcomes of Mitchell's Conflict Model:

- The situation impacts the behaviour (failure to reach targeted goals, especially important goals, creates frustration and increases the willingness to reach these goals).
- The situation impacts attitudes (incompatible goals increase the suspicion and distrust between the individuals).
- Behaviour impacts the situation (success can introduce new questions in the conflict as demands increases).
- Behaviour impacts the attitudes (destruction increases hatred, success can impact the group solidarity and the notion of "us").
- Attitudes impact the behaviour (expectations such as "our traditional enemies will attack again" will impact the defensive planning and preventive actions).
- Attitudes impact the situation (the longer the conflict continues the more questions will be introduced).

Thus, Conflict arises when individuals strongly disagree with each other's view and there is no mediation between them. Therefore, it is important for every individual to manage the conflict or to learn to find a middle ground or reach an amicable decision to manage the conflict.

3. CONFLICT MANAGEMENT

Conflict Management is described as a theoretical concept that focusses on the mitigation or limitation of a conflict without necessarily solving it. No two individuals have same expectations or desires, therefore it is natural for conflicts to occur. Blake and Mouton (1964) were among the first to present a conceptual scheme for classifying the modes (styles) for handling interpersonal conflicts in five types: forcing, withdrawing, smoothing, compromising, and problem solving. In Mitchell model, main types of managing conflicts are competing, collaborating, compromising, avoiding and accommodating. Individuals involved in the conflict can adopt any one of the styles to resolve the situation. The aim of any individual should be resolving the situation of conflict in an effective manner rather than avoiding it. According to Thomas- Kilmann, an individual's behavior can be described along two dimensions:

- (1) Assertiveness, the extent to which the person attempts to satisfy his own concerns.
- (2) Cooperativeness, the extent to which the person attempts to satisfy the other person's concerns.

These two underlying dimensions of human behavior (assertiveness and cooperativeness) can then be used to define five different modes for responding to conflict situations:

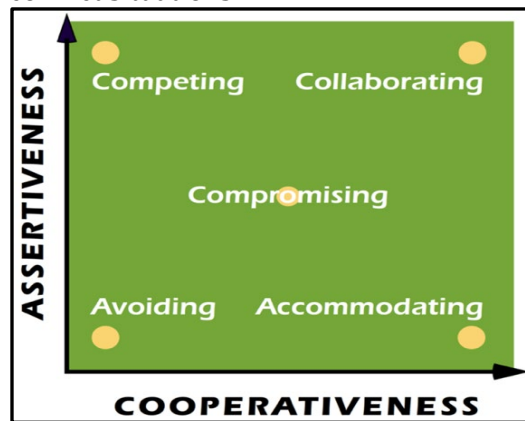


Figure 2

Thomas- Kilmann has described the above-mentioned variables as –

- **COMPETING** is assertive and uncooperative—an individual pursues his own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position—your ability to argue, your rank, or economic sanctions. Competing means “standing up for your rights,” defending a position which you believe is correct, or simply trying to win.
- **ACCOMMODATING** is unassertive and cooperative—the opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

- **AVOIDING** is unassertive and uncooperative—the person neither pursues his own concerns nor those of the other individual. Thus, he does not deal with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.
- **Collaborating** is both assertive and cooperative—the opposite of avoiding. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem.
- **COMPROMISING** is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.

4. CONFLICT MANAGEMENT AND ADOLESCENTS

No two individuals are same as different factors such as family background, educational background, peer group etc. affect their development and these factors also shape their personality. As an individual we all can use all conflict management styles. We cannot characterize an individual with a single style of dealing with conflict. Therefore, the most used mode of conflict management used by them is referred to as their conflict management style. Thus, the researcher felt the need to study the conflict management style adopted by the adolescents of 21st Century. Post- Covid, studies have reflected that the interaction style of the adolescents have changed, they are more agitated and anxious and thus putting them more in the situation of a conflict.

5. LITERATURE REVIEW

Brewer, Mitchell, and Weber looked at the relationship between biological sex, gender role, organizational status, and how people deal with conflicts in three firms that were all linked. People's birth sex was considered when comparing them to other gender roles. Males did best on the avoiding conflict style of conflict management, while androgynous people did best on the integrating type. People with a higher organizational status scored higher on the integrating kind of managing conflicts, while people with a lower corporate rate used the avoiding and accommodating styles more (Everard et al., 2004).

Rashid (2002) discovered no correlation between gender and the conflict management style employed by Council of Student Organization Presidents.

Holt and DeVore (2005) examined 36 studies involving organization members. Males who live in individualistic cultures, such as the United States, allegedly employ a higher degree of competing conflict management style. In contrast, females reportedly used a more elevated compromise conflict management style.

Rubin and Brown (1975) discovered that women have a greater tendency toward a cooperative orientation in conflict resolution than men, whereas men tend to be more competitive in conflict resolution.

Baxter and Shepard (1978) investigated sex role differences in interpersonal conflict and discovered that feminine individuals disapprove of competition more than men androgynous individuals.

Shockley-Zalabak (1981) found that the self-reports of similar men and women managers about their preferred conflict management style do not appear to differ.

According to Rahim (1983), men are more willing or accommodating than women, while women are reportedly more integrating or collaborative and avoidant than men.

According to Chanin and Schneer (1984), men and women are equally collaborative and do not use accommodation or avoidance differently as conflict management styles.

Rossi and Todd-Mancillas (1984) evaluated the preferences of male and female managers for resolving employer-employee conflicts through communication-based as opposed to power-centred tactics. The respondents were given four personal problems, and the findings showed no discernible difference between men and women in one of the issues. However, differences emerged in the other three problems, with males reporting greater tendencies to rely on power and females writing greater directions to use communication to resolve conflict.

Cynthia and Claire (1985) did a study with students enrolled in an introductory course in interpersonal communication at a big Midwestern state university. The sample included 71 male students and 76 female pupils. According to the results, male and female students employ their conflict management styles differently.

Gayle, B. M., Preiss, R. W., & Allen, M. (2001) investigated sex-related differences in conflict management styles. They discovered that males were somewhat more competitive and women were slightly more accommodating, but there were no differences in the choice of avoiding, accommodating, and collaborating methods.

Conflict can happen in any part of an organization and will always hurt productivity somehow. Because a school is a "living" organization, students, school administration, and teachers can fight with each other. The school and other social groups, like the parents or the local government, may not get along (Tjosvold 2004). Education is not an exception to this rule, nor is it safe from conflict because of it. If there are no disagreements between teachers, it can have a big negative effect and lead to things like a lack of communication, stress, and regular absences, which hurts relationships and puts the education process at risk because it can make teachers and staff less motivated and less effective, which in turn hurts the students (Tjosvold and Hui, 2001; Tjosvold and Su Fang, 2004). School members may also be resistant to new ideas, rigid, or unwilling to work together, making the team less effective (Somech, 2008; Tjosvold and Su Fang, 2004). Whether or not conflicts are good or bad, the fact is that educational institutions are getting more complicated. As a result, there will likely be more problems at school caused by fights between students.

6. RESEARCH GAP

It is important to study about the style of conflict management adopted by the students so that they can be trained from the beginning to adopt the most appropriate style of in times of conflict. Problem solving is a skill and when it comes to adolescents it is important for them to learn the skill. Learning to respond in the times of conflict is very important. The review of literature shows that the studies are majorly done at the management level or at the organisational level. There are very few researches at the student level, especially at the senior secondary level. Thus, the present study explores the conflict management style adopted by adolescents in the age group of 15-17 years. Both boys and girls were taken as the subject for the study.

Further the study also studies, the relationship between the educational qualification attainment of the father and its impact on the Conflict management Style adopted by the child. This was taken into consideration, as in the ecosystem theory, parents have a major role in shaping the life and personality of the child. There are many researches that are done finding the relationship between the emotional intelligence of the child and its impact on the Conflict Management Style adopted by the student. There were also studies that showcase the relationship between the parenting style and the conflict management style adopted by the child but not much research done in the area of establishing the relationship between the educational qualification attainment of the father and its impact on the Conflict management Style adopted by the child.

The idea of finding the relationship between the educational qualification attainment of the father and its impact on the child's conflict management style also came into existence as many researches in their limitations have mentioned that this area I still not explored and during their studies also, they could relate that there is a relationship.

7. OBJECTIVES OF THE STUDY

1. To study the conflict management style adopted by the Senior Secondary Boys of Delhi, India in 21st Century.
2. To study the conflict management style adopted by the Senior Secondary Girls of Delhi, India in 21st Century.

3. To study the impact of father's education qualification attainment in relation to the conflict management style adopted by the child.

8. HYPOTHESIS OF THE STUDY

1. There is no significant difference in the conflict management style adopted by boys and girls 21st century.
 2. There is no significant influence of the father's qualification on the conflict management style adopted by the child.
- 2.1: There is no significant difference in the qualification of father and the conflict management style exhibited by him.
 - 2.2: There is no significant level of difference of students perception for various factors affecting conflict management styles with respect to the educational level of their fathers.

9. TOOL USED

Thomas Kilmann's tool on Conflict Management was adapted in the Indian Context. Few questions were removed, and few questions were added to the existing questionnaire constructed by Thomas Kilmann.

ESTABLISHING RELIABILITY OF CONFLICT MANAGEMENT STYLE

The investigator has used descriptive statistics (mean, standard deviation, kurtosis, skewness, bell shape normality, normality assumptions) method in establishing reliability of the tool. The investigator randomly selected 716 senior secondary students from private schools, Delhi NCR. The conflict management style test was administered to them. The responses were–

Table 1
Correlation Coefficient Values of conflict management styles

Dimension	Reliability Co-efficient
Competing (Forcing)	0.812
Collaboration (Problem Solving)	0.922
Compromise (Sharing)	0.891
Avoidance (Withdrawal)	0.862
Accommodation (Smoothing)	0.900
Domination	0.792
Integration	0.866

Thus, the reliability of the tool was established.

ESTABLISHING VALIDITY OF CONFLICT MANAGEMENT STYLE

To check the face validity of modified scale, the preliminary draft of the scale was checked by teacher educators and educationists. No feedback was received as the investigator had tried to avoid ambiguous and confusing statements in the process of inventory construction.

10. METHODOLOGY

A stratified random sampling was conducted and a sample of 716 students was finalized from a total of 1000 samples. Both Boys and Girls were asked to answer the questionnaire. The students were studying in private schools of Delhi and NCR. The students are secondary and senior secondary students.

The data was collected with the help of questionnaire, before the data collection, students were informed about the variable and their doubts were cleared during the filling of the questionnaire. A total of 377 boys and a 343 girls answered the questionnaire.

Researcher had distributed 1000 questionnaires in 26 schools and around 850 questionnaires are returned from students. Researcher has done a bird eye view examination of received questionnaires and around 60 questionnaires are rejected due to incomplete responses and filling only extreme values. Remaining 790 questionnaires are further scrutinized via data screening techniques (kurtosis, histogram, false entry and outliers), due to which further 44 questionnaires are further discarded. Thereafter, the remaining 746 questionnaire are further screened and found more 30 responses deviated from the mean series and hence, deleted from the data sheet. Therefore, lastly researcher has found 716 questionnaires fit on each parameter and should be included for the current study for achieving objectives and for final analysis.

11. ANALYSIS OF RESULT

Hypothesis 1: There is no significant difference in the conflict management style adopted by boys and girls of 21st century.

The following table illustrates the various conflict management techniques exhibited by students, with a focus on gender-based differences between boys and girls. The study of conflict management styles is a crucial component of interpersonal dynamics, and gaining insight into the gender differences. These styles can offer significant knowledge on communication and relationship development in the individuals.

The mean score values of the respondents - senior secondary students (Boys and Girls) on different Conflict management styles is as follows:

Table 1.1

Dimension	Reliability Co-efficient
Competing (Forcing)	0.812
Collaboration (Problem Solving)	0.922
Compromise (Sharing)	0.891
Avoidance (Withdrawal)	0.862
Accommodation (Smoothing)	0.900
Domination	0.792
Integration	0.866

The data in table 1.1 suggests boys (3.7069) exhibit a little higher inclination towards the competing style in comparison to girls (3.6410). Competing necessitates a significant level of aggressiveness and a strong inclination to emerge victorious in disputes. This subtle distinction implies that males may have a higher inclination to state their perspectives and interests assertively in times of conflict, whilst females may tend to adopt a slightly more conciliatory approach.

In terms of the cooperating style, both males ($M = 3.8884$) and girls ($M = 3.8795$) have comparable scores. Collaboration is distinguished by a cooperative and problem-solving orientation towards disagreements. The slight disparity implies that individuals of both genders generally prioritise open communication and collaborative problem-solving in order to achieve mutually advantageous outcomes.

There are observable differences in the compromise manner between boys ($M = 3.8156$) and girls ($M = 3.7011$), with boys exhibiting a somewhat larger tendency towards compromising. The act of compromising is the pursuit of a mutually agreeable solution by finding a middle ground and making concessions in order to address and overcome conflicts. This observation implies that there may be a tendency for boys to exhibit a greater inclination towards negotiation and compromise in order to achieve resolutions, whilst girls may demonstrate a more discerning approach.

Both male (3.7380) and female (3.6809) individuals have a comparable inclination towards the avoidance style. Avoidance refers to the act of evading confrontations or reducing their significance. The similarity in scores indicates that individuals of both genders have a tendency to avoid conflicts and may prioritise the maintenance of harmonious relationships or emotional well-being.

The ratings for the accommodating style indicate that boys (3.6877) and girls (3.6745) demonstrate similar levels of accommodation. The concept of accommodation places emphasis on prioritising the needs of others and maintaining interpersonal relationships, rather than imposing one's own perspectives. The observed consistency in scores suggests that individuals of both genders may exhibit a comparable level of adoption of this particular style, hence placing emphasis on fostering harmonious interactions.

The results indicate that boys exhibit a somewhat higher inclination towards the dominating style, (3.9284), in comparison to girls who had a mean score of 3.8349. Domination encompasses the proactive imposition of one's perspectives and interests in the context of interpersonal or intergroup confrontations. The observed distinction implies that boys may exhibit a greater propensity to assume leadership roles and assert control during instances of conflict, whereas girls may choose to adopt a less assertive stance.

The ratings for the integration style are similar for both males (3.7152) and girls (3.6932). Integration places a strong emphasis on the principles of collaborative teamwork and cooperation. The similarity in scores indicates that there is no significant difference between genders in their propensity to employ integrating strategies, which involve collaborative efforts to identify shared interests and peacefully settle problems.

12. INTERPRETATION OF RESULT

T-test statistics highlighted significant results for compromising, avoiding and domination factors of conflict management styles, that depicts variance in students' opinions having different gender.

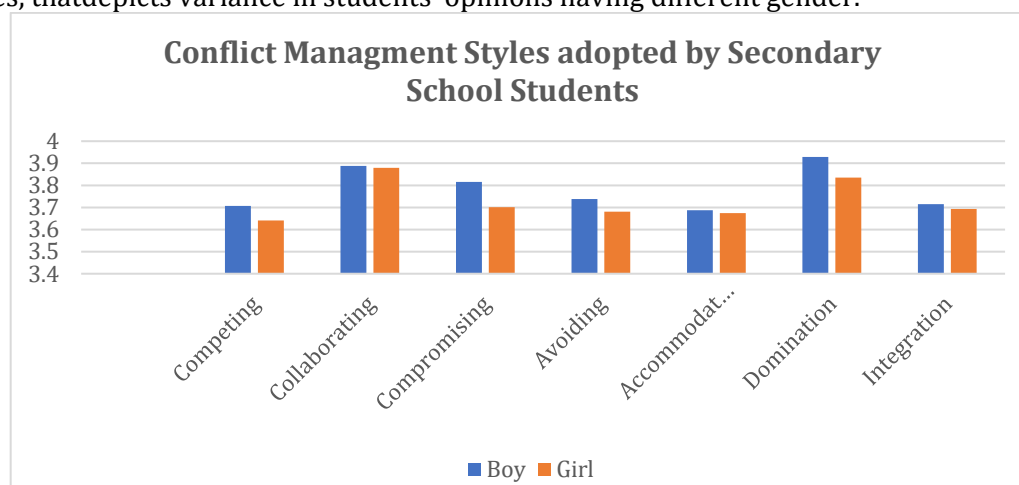


Figure 1.1

It portrays that the above stated dimensions vary significantly and are heterogeneous. The responses of students change significantly for some factors with respect to their gender, hence rejecting the null hypothesis. The compromising and Domination show a difference, Boys adopting the style of compromising in case of a conflict and at the same time showing the Domination style during the conflict.

The table further indicated that T test produced insignificant results for competing, collaborating, accommodating and integration dimensions of conflict management styles, that exposes students possess similar opinions for these dimensions based on their gender.

Hypothesis 2: There is no significant influence of the father's qualification on the conflict management style adopted by the child.

Hypothesis 2.1: There is no significant difference in the qualification of father and the conflict management style exhibited by him

The following table illustrates the various conflict management techniques exhibited by father, with a focus on qualification differences amongst them. The study of conflict management styles is a crucial component of interpersonal dynamics, and gaining insight into differences chosen by the child in times of conflict.

The mean score values of the father's education of the respondents - senior secondary students (Boys and Girls) on different Conflict management styles is as follows:

Table 2.1

Conflict Management Styles	12th Class	Graduation	Above Graduation
Competing	3.7435	3.7065	3.6217
Collaborating	3.7749	3.9703	3.9278
Compromising	3.2527	3.9065	4.3614
Avoiding	3.5673	3.7613	3.8439
Accommodating	3.5909	3.7957	3.8057
Domination	3.8221	3.9730	3.9273
Integration	3.7070	3.7065	3.7687

Source: Primary Data (SPSS 21.0 Version, Author's own calculations)

The table 2.1 presents significant findings about the impact of a father's educational attainment on conflict management strategies among students in senior secondary education. The utilisation of conflict management strategies holds substantial importance in interpersonal relationships, exerting a profound influence on how individuals negotiate and resolve problems across diverse contexts.

According to the data analysis, there is evidence to suggest that adolescents whose fathers have completed education up to the 12th class have a somewhat greater propensity towards adopting a competing style, as shown by a mean score of 3.7435. Competing is distinguished by a proactive and combative approach to resolving conflicts, wherein individuals prioritise their own interests and perspectives over those of others. This implies that adolescents whose fathers had lower levels of educational attainment may exhibit a preference for a competitive and confrontational approach when encountering problems, potentially indicating a propensity to assert oneself more assertively in such circumstances.

It is noteworthy that adolescents with fathers possessing varying levels of education, spanning from completion of up to the 12th grade to attainment of a college degree or above, exhibit very uniform scores in the collaborative style, ranging from 3.7749 to 3.9278. Collaboration is a process that prioritises collective efforts towards the identification of mutually advantageous resolutions, while also cultivating transparent communication and a mindset oriented towards problem-solving. The observed consistency in scores suggests that the inclination towards collaborative conflict resolution remains essentially constant across various levels of fathers' educational attainment.

The compromise approach has notable variations dependent on the educational attainment of fathers. The academic performance of students is influenced by the educational background of their fathers. Students whose fathers have completed education up to the 12th class (3.2527) tend to achieve the best scores in this style. On the other hand, students whose fathers have attained a higher level of education beyond graduation (4.3614) tend to exhibit the lowest scores. The process of compromising includes the pursuit of mutually agreeable solutions and the willingness to make concessions as part of the conflict resolution process.

There is a similar pattern of scores in the avoidance style across students at different educational levels of their fathers. The act of avoiding disputes involves the deliberate avoidance or minimization of such conflicts, typically achieved through strategies such as ignoring or deferring their resolution. The observed closeness in scores suggests that the inclination to avoid confrontations remains largely consistent regardless of the educational backgrounds of fathers, potentially indicating a universal inclination to evade avoidable disputes.

In a similar vein, students at various educational levels have rather consistent scores in the accommodating style, regardless of their fathers' level of education. Accommodation entails the act of prioritising the needs of others and fostering interpersonal connections, frequently at the cost of voicing one's own perspectives. The empirical evidence indicates that individuals' tendency to prioritise harmony and accommodation in their interpersonal interactions exhibits a consistent level of stability, irrespective of the educational achievements of their fathers.

The findings of the study reveal that there is a notable consistency in the dominance style scores among adolescents, regardless of their fathers' educational backgrounds. Domination entails the proactive imposition of one's perspectives and interests in the context of conflicts. This suggests that the propensity to exert control and establish dominance in instances of conflict has a somewhat consistent pattern across various degrees of paternal education.

There is a consistent pattern of scores in the integration style among students at various levels of their father's schooling. Integration places a strong emphasis on the importance of collaborative teamwork and cooperation in the process of conflict resolution. Its primary objective is to identify areas of shared interest and work towards resolving problems in a peaceful and mutually beneficial manner. The observed similarity in scores indicates that the inclination towards adopting integrated approaches remains rather consistent irrespective of the educational backgrounds of fathers.

INTERPRETATION OF RESULT

This finding indicates that there may be a correlation between the educational background of fathers and the negotiation and conflict resolution strategies adopted by students. Specifically, collaborating and compromising show notable improvement as educational levels increase, with collaborating consistently being the highest and compromising rising significantly.

Domination maintains high scores throughout but does not see as much growth as collaborating or compromising. Competing and Avoiding see minor fluctuations but do not show a clear upward or downward trend across educational levels. Integration remains fairly stable with minor changes across levels.

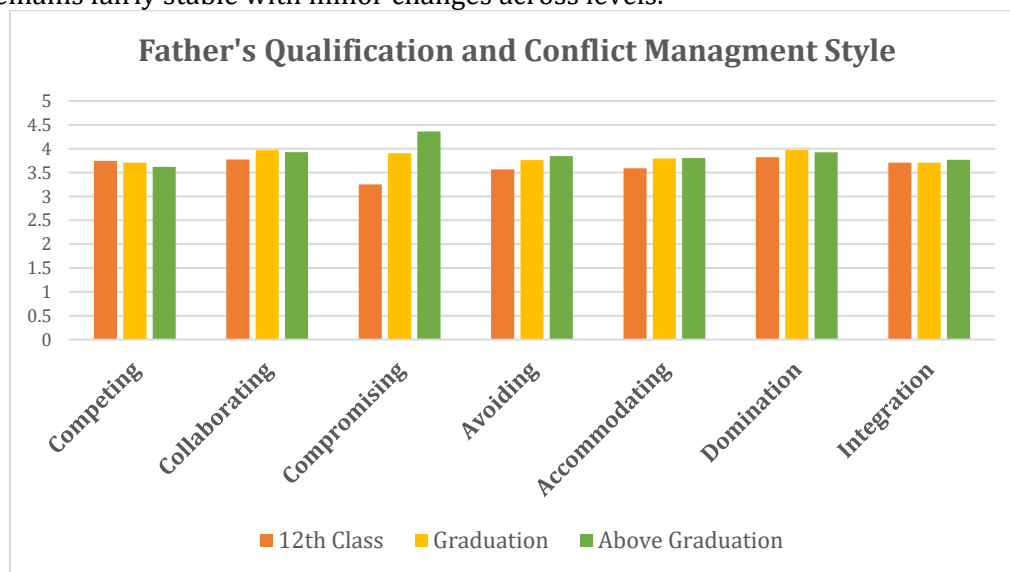


Figure 2.1

Thus, it can be further concluded -

Collaborating becomes more valued or utilized as individuals advance in education, suggesting that with increased education, individuals may adopt more collaborative approaches.

Compromising gains importance as individuals progress, indicating a shift towards valuing compromise in conflict resolution.

The domination style remains consistently high, suggesting it is a commonly used approach across all educational levels.

The increasing scores for avoiding and Accommodating reflect that these styles may become more prevalent or recognized as individuals advance in their education.

Overall, as individuals move from 12th Class to Above Graduation, there is a clear trend towards valuing more collaborative and compromising approaches, which might reflect increased maturity, experience, and interpersonal skills.

In summary, the examination of conflict management strategies among senior secondary students in relation to their fathers' educational backgrounds highlights the complex and diverse aspects of resolving conflicts. Although there may be variances in specific approaches, such as compromising, the research underscores the continuing significance of collaboration and integration in conflict resolution across many educational contexts.

Hypothesis 2.2: There is no significant level of difference of students perception for various factors affecting conflict management styles with respect to the educational level of their fathers.

The following table shows fathers education for factors influencing conflict management styles among senior secondary students. The table provides the results of statistical tests used to compare scores across different styles (Competing, Collaborating, Compromising, Avoiding, Accommodating, Domination, Integration) for different tests: Levene's test, Welch's test, and the F-test, along with their significance values (Sig.).

Levene test assessed if the variances across groups are equal and the significance value (Sig.) indicates if the variances are significantly different.

Welch and F Statistics both compare the means of different groups. The Welch test was used as variances are unequal, and the F test was used as variances are assumed to be equal. The significance values against them in the table indicate if the differences in means are statistically significant or not.

Table 2.2

	Levene	Sig.	Welch	Sig.	F	Sig.
Competing	1.859	.116	.622	.647	.650	.627
Collaborating	1.261	.061	1.891	.112	2.027	.089
Compromising	3.333	.000	14.132	.000	12.774	.000
Avoiding	8.421	.000	5.237	.000	6.014	.000
Accommodating	10.88	.361	7.407	.000	7.595	.000
Domination	3.510	.008	2.727	.029	3.009	.018
Integration	.622	.647	1.471	.211	1.315	.263

Source: ANNOVA Test on Primary Data (SPSS 21.0 Version, Author's own calculations)

Competing under LeveneStatistic was not significant ($p > 0.05$), indicating that variances are assumed equal across groups. Even the tests results under Welch and F showed non-significant results ($p > 0.05$), indicating no statistically significant difference in the means of Competing scores across the educational levels.

Collaborating style of Conflict management was marginally non-significant ($p > 0.05$), under LeveneStatisticsuggesting that variances might be equal but are close to the threshold. Welch and F showed non-significant results ($p > 0.05$), indicating no statistically significant difference in the means of Collaborating scores across educational levels.

Compromising style of Conflict management was significant ($p < 0.05$) under LeveneStatistic, indicating unequal variances across groups. Welch and F showed significant results ($p < 0.05$), indicating a significant difference in the means of Compromising scores across educational levels.

Avoiding style of Conflict management was significant ($p < 0.05$) under Levene Statistic, indicating unequal variances across groups. Welch and F showed significant results ($p < 0.05$), indicating a significant difference in the means of Avoiding scores across educational levels.

Accommodating style of Conflict management was not significant ($p > 0.05$) under Levene Statistic, indicating equal variances. Welch and F showed significant results ($p < 0.05$), indicating a significant difference in the means of Accommodating scores across educational levels.

Domination style of Conflict management was significant ($p < 0.05$) under Levene Statistic, indicating unequal variances across groups. Welch and F showed significant results ($p < 0.05$), indicating a significant difference in the means of Domination scores across educational levels.

Integration style of Conflict management was significant ($p < 0.05$) under Levene Statistic, indicating equal variances across groups. Welch and F showed non-significant results ($p > 0.05$), indicating no statistically significant difference in the means of Integration scores across educational levels.

INTERPRETATION OF RESULT

Levene test reported insignificant results for competing, collaborating and integration dimensions of conflict management styles of students. It further described - The Welch test statistics calculates the insignificant results for competing, collaborating and integration dimensions of conflict management styles of students, highlighting the fact that students possess similar responses for these factors irrespective of the different levels of education of their fathers. Their responses are homogenous in nature for these dimensions, hence, do not reject the null hypothesis for these dimensions of conflict management styles.

F test also reported significant results for compromising, avoiding, accommodating and domination factors of conflict management styles among students.

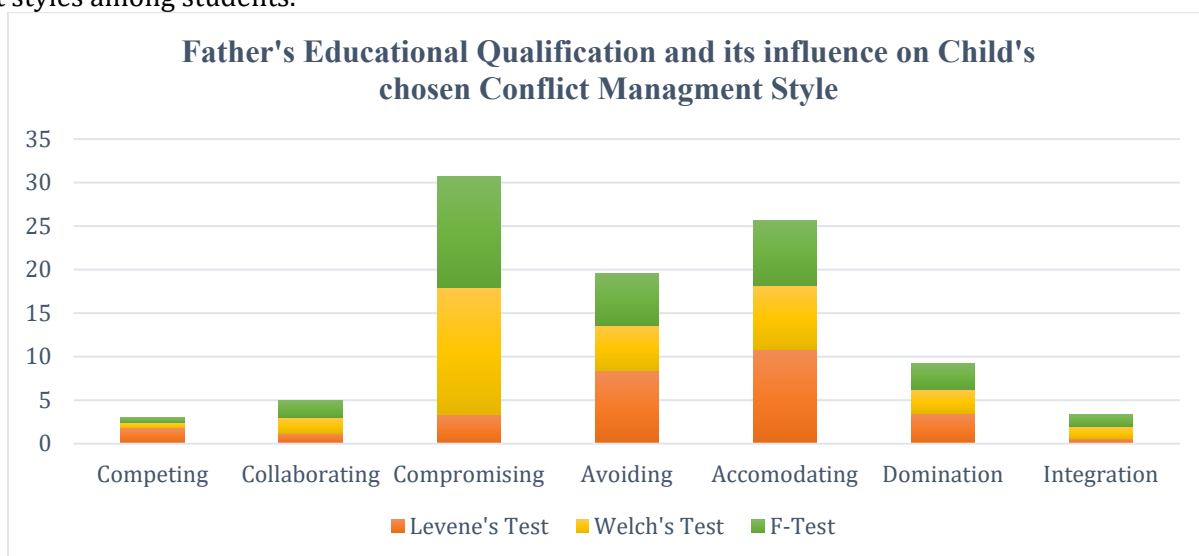


Figure 2.2

This represents that there is variation in opinions of students across significant factors of conflict management styles with respect to their father's educational levels, thus, rejects the null hypothesis for these dimensions. In other words, students possess diverse viewpoints and observations for significant factors of conflict management styles attributes.

Compromising, Avoiding, Accommodating and Domination show significant differences in means across educational levels.

Competing, Collaborating and Integration do not show significant differences in means across educational levels.

The results of this research underscore the need of fostering proficient communication and problem-solving abilities among kids, irrespective of their familial educational background, in order to facilitate constructive conflict resolution and encourage amicable interpersonal connections.

These results suggest that educational attainment has a more substantial impact on certain conflict-handling styles (like Compromising, Avoiding, Accommodating, and Domination) compared to others.

13. CONCLUSION

The examination of conflict management methods among individuals within the educational setting uncovers several nuanced distinctions, although on the whole, there exists a noteworthy level of resemblance in their favoured strategies for resolving conflicts.

The study showed that Compromising and Domination shows a difference, boys adopting the style of compromising more than the girls in case of a conflict and at the same time showing the Domination style during the conflict. The other styles showed no significant difference with respect the gender of the respondent.

This implies that although gender may contribute to the development of individual conflict management tendencies, it is important to recognise that other elements, such as personality, upbringing, and cultural background, also exert significant effect and should not be disregarded.

One of the element that is uncovered in the study is the establishing of relationship or influence of the attainment of educational qualification of the father and that it has an influence of the conflict management style adopted by the child. The comprehension of these can assist educators and counsellors in facilitating proficient conflict resolution abilities and cultivating a harmonious and inclusive educational setting for all students, irrespective of their gender.

CONFLICT OF INTERESTS

None.

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