



THE ROLE OF EFFICACY OF TEACHERS IN CONFLICT MANAGEMENT: WITH REFERENCE TO INTERMEDIATE STUDENTS

Dr. Swati Rani, Assistant Professor, Rotary PG Institute of Management and Technology
Chandausi, Sambhal

Email- swativarshney.mk@gmail.com

INTRODUCTION

Conflict has existed from the start of human history. It plays an important function in human civilization. Conflict is unavoidable and widespread in all levels of organic life. Conflict is defined by differences in interests, goals, values, needs, and societal ideologies. Humans engage in a variety of cooperative and confrontational scenarios, each with its own logic and dynamics. Role efficacy refers to a teacher's potential effectiveness in mitigating the negative repercussions of teenage conflict at school. This study explored the role of efficacy of teachers in conflict management: with reference to intermediate students. In the current study, the role efficacy of teachers as seen by adolescents is investigated using a semi-structured interview schedule. In recent years, fighting has been a common occurrence in classrooms. Professionals in psychology and education science are always concerned with identifying, analyzing, and resolving conflict in classrooms. It has an influence on the school environment's quality as well as teacher and student performance.

Keywords: *conflict, Conflict Management, perceived role of efficacy teacher, school conflict etc.*

INTRODUCTION

A school is a location where human knowledge is gathered, organized, and synthesized for transfer from one generation to the next (Goksoy & Argon, 2016). School is the component of society that actively forms children's personalities, broadens their knowledge, and teaches them in skills via deliberate instruction and supervision. It is a social organization established by society to preserve its cultural legacy, rather than a regular gathering place for students and professors. Instead, it is an educational institution with specific goals of upholding and assigning tasks, socializing, differentiating, and reforming society. The school has had an impact on modern society. The school may also be considered as an artificial social institution designed to actively manage the processes of social integration and cultural transmission (Okujagu, 1993). This argues that the school, which serves as a miniature society, is not a natural institution but rather a "handiwork of man," and that if it does not work to develop its social structures and human resources, pupils would act defiantly and antisocially. This would lead to a variety of conflicts. Conflict may occur at any level, and a variety of tactics can be used to address it.

Conflict is a continuous process, not a single event. It evolves throughout time, incorporating previous experiences. Individuals, organizations, and organisations can all be involved in a conflict. There are four forms of conflict that frequently occur: intrapersonal, interpersonal, intragroup, and intergroup conflict. According to Houseman (2007), conflict management distinguishes between significant and irrelevant concepts. As a result, leaders must arbitrate disagreements to ensure that they are resolved and to prevent misunderstandings from escalating into long-running conflicts that are detrimental to their business. The purpose of mediation is to help people clear up



misunderstandings and aid those who have misconceptions about how to manage conflicts in resolving their disagreements. Conflict management refers to the efforts made to prevent conflict at the appropriate time and to settle it in an effective and seamless manner.

Some scholars have classified conflicts into four categories: conflicts over aims, disputes over information or opinions, interpersonal conflicts, and procedural conflicts (Hellriegel et al. 1992). Although there are several ways in which conflict might begin, it is widely acknowledged that most disputes progress through three stages: emergence, escalation, and cessation.

LITERATURE REVIEW

Hilal Mercan Akçay and Haktan Demircioğlu (2025) investigate the impact of excellent school experiences and confidence in instructors on this connection. The findings found substantial links between conflict resolution abilities, pleasant school experiences, teacher trust, and bullying exposure. Positive school experiences and teacher trust were shown to somewhat moderate this association, whereas bullying exposure was adversely linked with these characteristics. The findings were reviewed in light of the available literature, and recommendations were made.

John Fajinmi and Joseph Oloyede (2025) investigate the role of school principals in improving school management by utilizing their conflict resolution and team-building skills. The findings highlight the importance of proactive conflict resolution tactics in resolving interpersonal and professional differences, resulting in smooth operations and a supportive environment. Furthermore, the study emphasizes the importance of team-building initiatives in improving employee cohesion, motivation, and alignment with institutional goals.

Ralaivao Hanginiaina Emynorane et al. (2024) use a qualitative approach and interview techniques to better understand the dynamics of management disputes between instructors and students in schools. According to the research, disputes between instructors and students can take many forms, including arguments over teaching techniques, variations in expectations between teachers and students, and student behaviour issues that disrupt the learning process. Ineffective conflict management in schools has a detrimental influence on both the learning environment and children's emotional development.

Ibrahim and El Zaatari (2020) explored the affect, power, and reciprocity components of the student-teacher interaction at the school level using ecological systems theory. The findings indicated that not all teachers respected or supported their students. The power imbalance between the instructor and the students exacerbated these issues and encouraged pupils to engage in misbehaviour and avoidance.

Kumar and Goldstein (2020) Adolescents may suffer severely from cyberbullying and aggressive behaviour utilizing internet communication to hurt a victim. This review study examined the epidemiology, issues with cyberbullying, victim care, and proposed remedies. Adolescent victims of cyberbullying may have a variety of medical and psychological consequences, including decreased well-being and higher rates of anxiety, sadness, and suicidal ideation.

Hussein and Al-Mamary (2019) concur that intragroup conflict is primarily focused with interpersonal issues inside groupings. They say that because everyone has different values, beliefs, attitudes, and behaviours, the possibility of interpersonal conflict within communities is continuous.



Such friction occurs when members of a group begin to shun certain other members of the group because of their mannerisms.

Barrett et al. (2019) examine current studies on the influence of school infrastructure on students' learning outcomes in order to identify crucial aspects that might inform the planning, implementation, and monitoring of future educational infrastructure projects. The findings indicated that poor infrastructure contributes to low academic success among teenagers.

Appiah-Brempong et al. (2018) employed an observational checklist to investigate the importance of appropriate water, sanitation, and hygiene in schools. The findings revealed that the school's insufficient amenities lead to student discontent and hostility.

Masselink et al. (2018) study whether self-esteem in early adolescence predicts depressive symptoms later in adolescence and early adulthood. According to the study's findings, teenagers with poor self-esteem and intra-personal conflict are at a higher risk of developing depressive symptoms.

Lloyd and Dominic's (2017) research was conducted against the backdrop of multiple conflict-related complaints filed to Zimbabwe's elementary and secondary education ministry. It also attempted to provide guidelines for conflict resolution in schools. The findings concluded that inadequate resources, head incompetence, favouritism by school administration, organizational structure, student indiscipline, inferiority or superiority complex, large enrollment, parents and guardians defending their children's behaviour, and failure to cover the syllabus are the primary causes of conflict in secondary schools.

According to Gerasimova and Gerasymova (2016), a person's inner objectives may clash, resulting in intrapersonal conflict.

Shahmohammadi (2014) grouped conflict into four types: intrapersonal disagreement, which arises within an individual; conflict between people, which arises due to various points of view of individuals; group conflict, which occurs among individuals within a group; and inter-group conflict, which occurs among different groups within the same organization due to miscommunication.

Cain (2012) explains that interpersonal conflict occurs when certain persons are unable to agree on topics.

According to Lewicki et al. (2011), intragroup conflict happens when members within the same group or team are unable to agree on problems. They note that conflict at this level is typically particularly difficult to settle due to the huge number of people involved.

According to Ramani and Zhimin (2010), interpersonal conflict occurs when two people are unable to understand one other's goals, behaviours, or wants throughout their interactions. In accordance with these statements, intergroup conflict is defined as conflict that arises from differences in people's culture, tradition, or race, as well as distinctions that occur when people must make decisions in their own specific sections of an establishment that affect all other employees within the company.

According to Jehn et al. (2008), intergroup conflict arises when various groups of an organization clash.

According to Davidson and Wood (2004), intrapersonal conflict may be caused by actual or imagined forces that cause the individual to struggle with himself or herself. While agreeing with these



sentiments, they also acknowledge that intergroup conflict is prevalent and may have a detrimental impact on organizations.

Looock et al. (2003) believe that humans are frequently forced to choose values that must be upheld, and that selective vision is another key idea; people only perceive what they can see through the lens of their distinctive background. Chermack and Merwe (2003) feel that interpersonal conflict is most common at educational institutions, using an example of one educators infringing on another educator's time by holding students back during teaching sessions. Jehn and Bendersky (2003) prefer to use the term individual group conflict rather than intragroup conflict.

OBJECTIVE

The main aim of the research is to study the role efficacy of teachers in conflict management as perceived by intermediate students.

ANALYSIS

Thematic analysis was used to categorize, analyze, and understand the qualitative data. Three themes were derived from the codes, and a similar pattern was identified to interpret the intermediate student's impression of their instructors' efficacy in conflict management.

TABLE 4.1 THEMES AND CODES EMERGED WITH RESPECT TO FACTORS OF CONFLICT

Themes	Codes	Factor of Conflict	<i>n</i>	%
Positive Outcomes	Value time	Internal Attribution	13	65.00
	Strengthen the social relationship		12	60.00
	Promote self-awareness		10	50.00
	Mentor aversion to addiction	Destructive Tendencies	13	65.00
	Nourish negotiation skills		16	80.00
Avoidant Behaviour	Develops avoiding attitude	Non-conductive School Environment	14	70.00
Negative Repercussions	Vicious circle of conflict	External Attribution	16	80.00
	Unproductive school hours		17	85.00
	Emotional disruption		11	55.00

Note- N=20

POSITIVE OUTCOMES

• *VALUE TIME*

Time and tide do not wait for anybody; therefore we should dedicate our efforts to ensuring the future with all we do. Effective time management leads to long-term success. To complete the needed objectives during one's academic career, one should follow the stated dates and criteria. Getting productive work done for academic success should be the student's first goal. Teachers must guide pupils and assess their progress with exceptional performance during these critical years for professional advancement. When questioned about instructors' involvement in moderating internal attribution disputes, adolescents recognize their teacher's guidance as follows:



"Proper time management makes you more effective." Instead of multitasking, focus on one thing at a time for a certain amount of time. This manner, you give your all, which improves your marks in a given topic."

"It's better to avoid physical violence and don't waste your precious time going around with friends. Stay focused on your future goal and start looking for good colleges where you want to take admission, work hard to achieve their cut-off marks, and don't let anyone disturb your objective.

"Make your future, this is the time to do something by studying. Today you are inspired by the financial status of your family, if you study you will be able to get a good job. Do not let inferiority complex develop in you by looking at others. You have to do only one thing, and that is to study".

Adolescents stated that teachers help us see the value of participating in a certain work of constructive interest. The need of the hour is to grasp that early planning is the foundation of a successful career, therefore a youngster should put on his or her thinking cap much earlier, preferably during the formative years. Thus directing tangible focus toward a future objective.

• **STRENGTHEN THE SOCIAL RELATIONSHIP**

Sustainable connections are required to ensure the survival of a healthy environment and successful dispute resolution. Collaboration is important to achieve better results. Teachers therefore urge teenagers to cooperate and work together in class activities. Students from class xi described how the instructor handled the issue when he refused to participate in a group exercise with a few particular pupils due to personal differences, as follows:

"First, you calm yourself and explain why you don't want to participate in a group activity with your peers. Please explain why you disagree with him on group activities. Now that you are ready to finish school and attend university/college, you must learn to communicate and work with individuals of different ideologies. This will help you create positive social interactions."

Adolescent in the business stream remembers the teacher's advise concerning his disruptive attitude with others as:

"If you want your classmates to assist you when you are in need, strive to be a better person first. Don't make people uncomfortable by your disruptive conduct. Your classmate is often complaining about your impolite behaviour. Treat others how you would like them to treat you. Consider the argument an opportunity to enhance your connection by working it out together."

• **PROMOTE SELF-AWARENESS**

Self-assessment is implicitly interpreted as an individual's unstructured reflection on performance with the goal of creating a personal summary of that person's level of experience, knowledge, and comprehension in a certain topic. A teenager from government school was glad to relate how his instructor taught him to introspect the contradictory scenario before reacting to it as follows:

"There's no need to yell or shout. First, comprehend what you did. Try to identify your error. Do you believe that reacting sharply during a talk with your instructor is an effective method to communicate your point of view?"

"I remember, my school Principal, took me to her chamber and offered me a glass of water, she asked me to take a deep breath for a minute. Then she said you yourself analyse the situation and tell me



are you not at fault. Before complaining about others we should see our behaviour first, this will solve fifty percent of the problem that has arisen".

Introspection helps us understand our self-worth. It is the capacity for self-evaluation. Identifying who committed the error initially assists us to assess our personalities. It is a habit that must be learned and practiced, not a skill that must be mastered. Coaching instructors have an impact on resolving teenage conflict, as one participant described:

"My coaching sir always guides me to remain quiet for some time when someone is talking loud and harsh with you then decide how to respond".

Empathy and support from teachers can help teenagers overcome their fears and anxieties. They give the scaffolding to meet problems, generating courage to overcome anxieties. Emotional scaffolding can help individuals work better by offering emotional support.

• **MENTOR AVERSION TO ADDICTION**

Excessive use of technology and the internet can have a negative impact on a person's view of reality. Some teenagers are so engrossed in social media that they lose sight of their duties. They devote a lot of their time to it and neglect their studies. Severe internet addiction has had a negative impact on their health and daily lives, necessitating extensive medical therapy. The internet has helped many kids acquire effective communication skills and improve their social abilities, but it has also resulted in poor academic performance and in other cases, students have been diagnosed with psychiatric disorders. It is fairly commonplace for persons suffering from active addiction to instigate conflict in order to use it as an excuse to go and do drugs, drink, gamble, and so on. This also allows them to blame someone else for their activities. As a participant revealed his personal experience, the teacher serves as a therapist for teenagers in order to settle their disruptive conduct

"My physics teacher spotted me smoking in the backyard of the basketball court and alerted my parents and the school administrator without my knowledge. No one chastised me, but they all began to coach me on the significance of living a healthy lifestyle after that. My mother and ma'am had been spying on me for several days. I realized the problem and told my ma'am that I would stop this practice as soon as feasible."

Furthermore, further evidence from the interview extracts suggested the successful mentorship of teachers to resolve the disruptive conduct of teenagers, as follows:

"I recall an occasion in which one of my pupils was caught with money taken from his own home in his backpack. Because the amount was large, his parents were contacted, and he acknowledged to having an addiction to several banned substances. Our class instructor counselled him on a regular basis, and parents were advised to take extra care of this pupil. Immediately after, our coordinator scheduled a three-day training on the repercussions of substance misuse"

Teachers taught teenagers to seek and provide assistance to others in difficult situations. They also educate kids to distinguish between the right and bad sides of an event, since their decisions will influence their future path of action. Such choices have an influence on both physical and emotional health.



- **NOURISH NEGOTIATION SKILLS**

Negotiation skills are traits that allow two or more individuals to overcome disputes via communication. The basic goal of negotiation is to help settle disagreements by achieving a settlement that benefits all parties engaged in a conflict. Typically, negotiating is a soft talent that combines analytical, planning, persuasive, collaboration, and communication skills. Negotiation is a sort of communication used to resolve conflicts and reach an agreement between two or more people. According to a participant, adolescents are more concerned about their public image and easily become angry if someone attempts to falsify their reputation on social media.

"On our Facebook account, a student from our class tagged a dirty post, so the next day we along with our friend beat him up in the playground. He complained against us, and our class teacher called us and asked if we tried to find out why he did this before hitting him. Then we realized that we can talk to him and clarify why he did this".

When to adjust and when to take a stand are better understood with the teacher mentoring over the event of differences. Teachers preferred to develop a sight of a win-win solution among adolescents. In a win-win solution, both parties get what they need and come away happy. This requires good listening on both sides and creative thinking. If a win-win solution is not possible, one may have to settle for a compromise, where each person gets something and each gives up something. A compromise is a lot better than violence. A participant described how his teacher attempted to change his perspective on the problem by considering other people's perceptions.

"I used to become agitated and initiate intense discussions with my classmates in opposing circumstances. My chemistry instructor informed me that in order to handle issues, you must communicate with and comprehend the perspectives of others. Because we all have various personalities, we also have diverse ways of thinking. So, to overcome the dispute, we must constantly examine both sides."

Separate the individual from the problem, stick to the facts, and brainstorm solutions together. How to meditate and reach a shared solution for the greater benefit. Problem-solving involves arguing competing points of view, delving into challenges in quest of knowledge and insight, and combining ideas to produce solutions that are sensitive to multiple viewpoints. Provide several alternatives. Negotiation needs maturity and a critical examination of the circumstance, which these pupils have yet to achieve. Thus, students simply learn the fundamentals of negotiation skills.

AVOIDANT BEHAVIOUR

- **DEVELOPS AVOIDING ATTITUDE**

Adolescents prefer to shun certain professors, affecting their performance in that subject. As a result, students are missing and skipping class. When a teacher scolds and punishes a pupil for no apparent cause, the student does not have a favourable opinion of them. When teenagers' grievances are disapproved at school, they begin to remove themselves from such authorities and return to them with an avoidant attitude. They cease consulting professors and seeking peer opinion and instead make their own decisions. When instructors are unable to manage their difficulties, teenagers begin to distance themselves from them and exhibit avoidant behaviours toward them. Adolescents expressed such occurrence as follows:



"Our scientific lab is often short on equipment, and we are requested to share. Sometimes a partner is not excellent at sharing and does not completely explain the experiment's technique. He completes his task and I remain without doing the activity. Lab attendants are also unhelpful in such situations."

A teacher's unfriendly approach causes students to dislike the topic they teach and lose respect for the instructor.

"My English instructor never explains the topic again; if something is unclear, we are urged to consult guide books. Because of this, we frequently miss her class."

"My Accounts instructor excessively scolds and humiliates me in front of the entire class, attempting to demonstrate that I am weak in the subject so that I may join his coaching institute. Students who are far weaker and duller than me are never disciplined or chastised by him since they are registered in his coaching institute. This is the one topic I don't enjoy studying."

Excessive or inappropriate exercise of power leads to pupils' reactive conduct.

NEGATIVE REPERCUSSIONS

• VICIOUS CIRCLE OF CONFLICT

Adolescents hold grudges against peers who report on their conduct and are subsequently chastised by the instructor. This accumulates complaints in the long run. This tarnishes one's self-image.

"Seniors eat pan masala, which cannot be eaten in the school campus, so they go to the school bathroom and eat, smoke cigarettes, and also damage school property. If a student complains, the instructor will punish them, and the parents will be informed. If someone comes to know that we have a complaint, they threaten us and send us away"

"When I complained to the teacher about a student who was hitting me in the playground, that student got scolded a lot. That student then said to me, now you see what I do to you, you will tell sir, right?"

Such scenarios add gasoline to the fire, creating a vicious spiral in the long run that leads to more hostility in their conduct.

• UNPRODUCTIVE SCHOOL HOURS

When instructors become concerned in a child's concerns, it disrupts classroom activities and consumes crucial learning time. These instances serve as distractions throughout the day, as students talk and debate the incident after it occurs. An adolescent from class XI mentioned his inability to focus after a problematic circumstance happened in his classroom.

"When two students are in a confrontational position, teachers intervene to resolve the issue, which impedes our learning. And when this happens, I find it difficult to concentrate in class."

Even teachers are unable to concentrate on the lesson since their energy is consumed on the settlement of the problem that happened.



• **EMOTIONAL DISRUPTION**

Adolescents are often discriminated on the basis of gender. Bias could be defined as a perception one holds for certain gender, the people do it unconsciously or sometimes consciously. Praises are for girls and criticism generally for boys. For girls teachers have soft attitude and boys are the easy targets of the situation. Some teachers consider girls are not capable of handling all types of task. This leads to internal disposition and form a stereotype self-image. Some teachers does not show interest to address the academic quest of the students while teaching which tampers the inquisitive trait of a child. Few experiences shared by adolescents highlight such issues:

"For girls teachers have a soft corner always if any girl complains about a boy without giving a fair chance to explain himself, he gets scolded on the pretext of girls' complaint".

"I came from Bihar to study in this school. I had heard a lot about the school but it was very disappointing. I paid a lot of entry fees and got admission. My family was very happy. But when I came here, the studies were not done properly. The teachers said that I would study in a coaching institute. They don't even take classes properly."

Loose regard for the chair and hierarchy occurs when instructors show favouritism and prefer youngsters based on their socioeconomic background.

"If a teacher is discriminating against you, giving different treatment to someone, then these things create a lot of hatred in the mind. This creates conflict among the children. Children start looking at the teacher with bad eyes, do not give importance to what their teachers say again".

Favouritism of the instructor has an influence on boldness, mutual trust, and respect between students and teachers, resulting in pupils battling for favouritism over studies and academic achievements. Favouritism is a very sensitive subject that can have a negative impact on both student and instructor performance in the future. It can discourage hardworking students and their ambitions, as well as increase the fear of failure before they ever try. Internal strife escalates, and students have low morale.

CONCLUSION

According to the findings of the semi-structured interview, instructors' intervention in intermediate student's conflict results in favourable outcomes, an avoidance attitude, and occasionally harmful consequences. As a result, instructors should identify possible sources of conflict among teenagers and redirect its embers toward more productive outcomes. The findings help school administrators and legislators understand how a teacher intervention might improve teenage conflict resolution. Furthermore, in order to encourage healthy teenage growth and foster a positive atmosphere, instructors must comprehend specialized Conflict Management concepts and build appropriate specialist educational techniques.



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