

# Communication Styles and Conflict Resolution Skills Among Basic Education Laboratory Faculty at Occidental Mindoro State College

<sup>1</sup>Mary Ann G. Felipe<sup>ID</sup>, <sup>2</sup>Loida C. Lopez<sup>ID</sup>

Occidental Mindoro State College

<sup>1</sup>[felipema@omsc.edu.ph](mailto:felipema@omsc.edu.ph), <sup>2</sup>[lopezl@omsc.edu.ph](mailto:lopezl@omsc.edu.ph)

## Article Details:

Received: 16 January 2026

Revised: 26 April 2026

Accepted: 6 May 2026

Published: 29 May 2026

Corresponding Email:

[felipema@omsc.edu.ph](mailto:felipema@omsc.edu.ph)

## Recommended Citation:

Felipe, M. A. G., Lopez, L. C. (2026)  
Communication Styles and Conflict Resolution  
Skills Among Basic Education Laboratory Faculty  
at Occidental Mindoro State College. The  
International Review of Multidisciplinary  
Research. 1 (6), 254-261.  
<https://doi.org/10.5281/zenodo.20444415>

## Index Terms:

communication styles, conflict resolution skills,  
assertiveness, responsiveness

**Abstract.** With an emphasis on assertiveness and responsiveness, this study looked at the Basic Education faculty members' communication preferences and dispute resolution abilities. Most of the faculty members are young, female, and have college degrees. They primarily teach junior high school. High assertiveness and very high responsiveness were found in the results, indicating good communication abilities that foster teamwork and constructive connections in both teaching and conflict settings. Faculty members shown strengths in conflict resolution by seeing the positive potential of disagreements, fostering positive environments, and elucidating viewpoints. However, areas for development were indicated by moderate performance in maintaining mutual gains, implementing forward-thinking solutions, and cultivating constructive collaborations. According to correlational analysis, assertiveness is linked to productive communication, creating a positive environment, and defining needs, all of which greatly aid in successful conflict resolution. Despite being crucial for inclusivity and empathy, responsiveness had less correlation with the results of conflict resolution. Sex-based differences were also seen, especially in establishing supportive environments and giving priority to requirements, highlighting the necessity of gender-sensitive professional development. PRO-CONNECT: (Professional Communication and Conflict Resolution Training) was proposed to fill in these deficiencies. In order to improve assertiveness, responsiveness, teamwork, and long-term conflict resolution techniques, the program consists of workshops, seminars, discussion circles, gender-sensitive training, and reflective journaling. It is anticipated that by addressing gender-related and individual differences, the proposed enhancement will improve instructor abilities and foster a more peaceful learning environment.

## Introduction

Teachers need to demonstrate strong skills in both communication and conflict resolution, particularly in laboratory school settings where collaboration, teamwork, and daily social interactions are integral to teaching and learning. In these environments, effective communication not only facilitates smooth coordination among colleagues and students but also plays a critical role in preventing misunderstandings that may escalate into conflicts. Research shows that contentious or hostile communication often hinders effective conflict management, leading to strained relationships and reduced productivity. In contrast, communication that is open, respectful, and attentive fosters mutual understanding, builds trust, and is positively associated with stronger conflict resolution skills (Kanak & Diker, 2017). Thus, cultivating these competencies is essential for creating a supportive and cooperative academic atmosphere that benefits both teachers and learners.

As stated by Intianti et al. (2023), resolving conflicts in the classroom is important for both modeling proper social conduct for students and preserving an engaging and healthy school environment. Students gain useful life skills that they may use outside of the classroom by practicing conflict resolution, which is an everyday instance of respect, empathy, and justice. Study results, organized methods of resolving conflicts improve students' critical thinking, teamwork, and emotional control all of which are essential for both academic and personal development. Learning and using conflict resolution

techniques can also help faculty members who are pursuing professional development since they enhance corporate culture, foster collegial connections, and lessen stress at work.

Research by Brockman et al. (2010) and Almajjar & Hashish (2022) indicates that a number of factors, such as gender, leadership style, and emotional intelligence, influence communication styles and conflict resolution abilities. Higher emotional intelligence individuals are more inclined to employ positive strategies like integration and cooperation, and integrative conflict resolution has a positive association with democratic leadership styles.

The Dual Concern Model, communication style theories, and the Thomas-Kilmann Conflict Mode Instrument (TKI) provided a solid foundation for the study's analysis of faculty communication and conflict resolution. According to the balance between assertiveness and cooperativeness, the TKI and Dual Concern Model describes five strategies: competing, collaborating, compromising, avoiding, and accommodating (Kolenova & Halakova, 2019; Pennington, 2024). The results are influenced by how people balance their own interests against those of others (Adham, 2023). Solomon Marcus's and other communication style theories provide more insight into how aggressive, manipulative, assertive, and non-assertive methods affect conflict resolution. Particularly, assertive and persuasive styles are often linked to collaborative, problem-solving strategies, underscoring the role of communication in shaping effective conflict management among teachers.

In Occidental Mindoro State College, examining the communication styles and conflict resolution skills of Basic Education Laboratory Faculty is particularly important. Despite the recognize value of these competencies in fostering effective teaching and learning environments, there is a lack of research focusing on laboratory school settings in the Philippine state colleges. Existing studies primarily address communication and conflict management in general educational contexts, with limited attention to the specific needs of laboratory faculty (Rambuyon & Domondon, 2020).

Filling this research gap will generate meaningful insights to strengthen faculty development programs at OMSC. Strengthening communication and conflict resolution skills among laboratory faculty can improve collaboration, enhance the quality of teaching and learning, and contribute to the broader body of knowledge on educator competencies within Philippine educational institutions. Generally, this paper aims to examine the relationship of communication styles to conflict resolution skills of Basic Education Laboratory faculty. More specifically, this study aims to: Identify the demographic profile of the respondents in terms of; Sex; Years of Teaching; Grade Level Teaching; Education. Determine the level of communication style domains of the respondents in terms of; Responsiveness; and Assertiveness. Determine the conflict resolution skills of the respondents. Test if there is a significant relationship between the communication style domains and conflict resolution skills of the respondents. Test if there is a significant difference between communication style and sex on the conflict resolution skills of the respondents. Propose an enhancement program in communication and conflict resolution based on the results of the study.

## Methodology

### *Research Design*

This study utilized a descriptive research design to examine the communication styles and conflict resolution skills of Basic Education teachers, describing existing patterns and determining differences based on sex and grade level taught. Complete enumeration sampling was employed, including all qualified teachers to ensure full representation and minimize sampling error. Data were collected using two standardized instruments: the Socio-Communicative Style Scale (McCroskey & Richmond, 1996), which measured assertiveness and responsiveness, and the Conflict Resolution Questionnaire (McClellan, 1993), which assessed conflict management strategies and their effectiveness. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to summarize the data, while Pearson's  $r$  was applied to examine relationships between variables and independent samples t-tests were used to identify significant differences across groups. Ethical standards were upheld through voluntary participation, informed consent, and the assurance of confidentiality and anonymity, with all data used solely for academic purposes.

## Results and Discussion

Significant trends in the demographic and professional traits of the basic education faculty are revealed by their profile. Strong female representation is indicated by the faculty's preponderance of female members (72.7%). A smaller percentage of faculty members have more than 20 years of teaching experience, while the majority are early-career educators, with 63.6% having 0–10 years. Fewer faculty members work with primary (43.18%) and senior high school (4.55%) pupils, while the majority (52.27%) teach at the junior high school level. Only 13.64% of respondents have finished graduate school, whereas the majority (86.36%) have undergraduate degrees. The majority of the basic education faculty members are female, in their early careers, and have college degrees; the majority of them teach junior high school.

Profile Variable	Frequency	Percentage (%)
Sex		
Male	12	27.3
Female	32	72.7
<b>Total</b>	<b>44</b>	<b>100.0</b>
Years in Teaching		
0 – 10 years	28	63.6
11 – 20 years	9	20.5
21 – 30 years	2	4.5
31 years and above	5	11.4
<b>Total</b>	<b>44</b>	<b>100.0</b>
Grade Levels Handling		
Primary School Learners	19	43.18
Junior High School	23	52.27
Senior High School	2	4.55
<b>Total</b>	<b>44</b>	<b>100.0</b>
Highest Educational Attainment		
Undergraduate	38	86.36
Graduate School (Master’s degree)	6	13.64
<b>Total</b>	<b>44</b>	<b>100.0</b>

*Table 1. Profile of the basic education faculty.*

The faculty displayed strong interpersonal communication skills, marked by assertiveness ( $M = 3.91$ ,  $SD = 0.533$ ) and responsiveness ( $M = 4.53$ ,  $SD = 0.431$ ). Assertiveness reflects their confidence in expressing ideas while respecting others, supporting classroom management and open dialogue (Stavropoulou & Stamatis, 2017; Hernandez & Alfaro, 2024). Responsiveness, closely tied to empathy, enables them to build trust, foster inclusive learning, and address students’ academic and emotional needs (Chen et al., 2019; Sdeeq et al., 2021). These results emphasize the importance of continuous professional development to sustain and enhance communication competencies.

Indicators	Overall Mean	SD	Interpretation
Assertiveness	3.91	.533	High
Responsiveness	4.53	.431	Very High

*Table 2. Level of communication styles of the basic education faculty.*

The faculty demonstrate strong conflict resolution skills, particularly in recognizing the constructive value of conflict ( $M = 3.55$ ), fostering a positive atmosphere ( $M = 4.09$ ), clarifying perceptions ( $M = 3.89$ ), and distinguishing needs from wants ( $M = 3.51$ ), reflecting their interpersonal competence (Rahim, 2011; Thomas, 2020). However, moderate scores in building partnerships ( $M = 3.26$ ), generating future-oriented solutions ( $M = 2.87$ ), creating mutual gain options ( $M = 3.18$ ), developing actionable steps ( $M = 3.11$ ), and making mutually beneficial agreements ( $M = 3.16$ ) suggest the need to strengthen collaborative and long-term problem-solving strategies. Professional development in negotiation and mediation is recommended to enhance these areas and improve overall conflict management effectiveness (Deutsch et al., 2014; Tjosvold & Leung, 2016).

In summary, the faculty demonstrates strong foundational abilities in conflict recognition and resolution, particularly in fostering constructive dialogue and addressing immediate needs. However, the moderate scores in areas requiring strategic collaboration and future-focused approaches highlight the importance of continuous training to enhance long-term conflict management capabilities. Significant relationship between the communication style domains and conflict resolution skills of the respondents.

Indicators	Overall Mean	SD	Interpretation
View conflict as natural and positive	3.55	.733	High
Atmosphere	4.09	.940	High
Clarify perceptions	3.89	.843	High
Note needs not wants	3.51	.715	High
Produce positive partnership	3.26	.729	Moderate
Focus on the Future First, then Learn from the Past	2.87	.632	Moderate
Open up Options for Mutual Gain	3.18	.872	Moderate
Develop Doable Stepping Stones to Action	3.11	.788	Moderate
Make Mutual Benefit Agreement	3.16	.851	Moderate
Extra Considerations	3.22	.798	Moderate

Table 3. Extent of conflict resolution skills of the basic education faculty.

Assertiveness and responsiveness are crucial for successfully managing disputes, according to the correlational study between communication style and conflict resolution abilities. The results show that considering conflict as a normal and beneficial occurrence is substantially correlated with responsiveness ( $r = .369, p = .014$ ). This supports the notion that people who are receptive—that is, attentive and sympathetic—are more likely to see conflict as a chance for development and cooperation rather than just a problem (Rahim, 2011). While responsiveness promotes positive views of conflict, it might not always convert into workable conflict management techniques, as seen by the lack of substantial connections found between responsiveness and other conflict resolution metrics. Conversely, assertiveness exhibits a more robust and extensive correlation with successful conflict resolution strategies. Its important role in creating an environment that supports open communication and mutual understanding is highlighted by its strong positive correlations with indicators like viewing conflict positively ( $r = .394, p = .008$ ), fostering a conducive atmosphere ( $r = .443, p = .003$ ), and clarifying perceptions ( $r = .362, p = .016$ ). Developing workable solutions, such as prioritizing needs over wants ( $r = .395, p = .008$ ) and formulating concrete steps ( $r = .365, p = .015$ ), is similarly strongly correlated with assertiveness. According to Tjosvold & Leung (2016) assertive communication enables individuals to resolve issues effectively while upholding respect for everyone involved. Strong correlation between assertiveness and making extra considerations ( $r = .442, p = .003$ ), Deutsch et al. (2014) suggest that assertive individuals are more capable of integrating additional factors, leading to more comprehensive and lasting conflict resolution strategies. Assertiveness is more important in conflict resolution than responsiveness. Strengthening assertiveness through targeted training could therefore enhance educators' and professionals' conflict management skills. Integrating assertive communication training into professional development is essential to equip individuals with the competencies needed for effective conflict resolution.

Variables	r-coefficient	p-value	Interpretation
Responsiveness vs.			
View conflict as natural and positive	.369*	.014	Significant
Atmosphere	.016	.917	Not Significant
Clarify perceptions	.109	.480	Not Significant
Note needs not wants	-.014	.927	Not Significant
Produce positive partnership	.170	.270	Not Significant
Focus on the Future First, then Learn from the Past	-.174	.259	Not Significant
Open up Options for Mutual Gain	.006	.970	Not Significant
Develop Doable Stepping Stones to Action	.198	.197	Not Significant
Make Mutual Benefit Agreement	-.142	.358	Not Significant
Extra Considerations	.009	.953	Not Significant
Assertiveness vs.			
View conflict as natural and positive	.394**	.008	Significant
Atmosphere	.443**	.003	Significant
Clarify perceptions	.362*	.016	Significant
Note needs not wants	.395**	.008	Significant
Produce positive partnership	.185	.228	Not Significant
Focus on the Future First, then Learn from the Past	-.013	.933	Not Significant
Open up Options for Mutual Gain	.153	.321	Not Significant
Develop Doable Stepping Stones to Action	.365*	.015	Significant
Make Mutual Benefit Agreement	.292	.054	Not Significant
Extra Considerations	.442**	.003	Significant

Table 4. Correlational analysis between the communication style and conflict resolution skills.

Nuanced insights into gender dynamics in professional contexts are revealed by analyzing the sex-based disparities in communication styles and conflict resolution techniques among basic education professors. Although most of the measures, including responsiveness ( $F = .622, p = .435$ ) and assertiveness ( $F = .277, p = .601$ ), do not exhibit significant differences, the results indicate that male and female faculty members' communication styles are generally the same. This is consistent with previous research showing that workplaces may encourage a standard method of communication, where role expectations frequently take precedence over gender-based distinctions (Eagly & Wood, 2016).

The idea that gender may not have a significant influence on how conflicts are viewed and handled in educational settings is further supported by the lack of significant differences in the majority of indicators, such as producing positive partnerships ( $F = .571, p = .454$ ) and perceiving conflict as normal and constructive ( $F = .079, p = .780$ ). These results are consistent with those of Rahim (2011), who contended that gender differences in conflict resolution styles are frequently minimized by company culture and conflict management training.

Two categories, however, showed notable differences: prioritizing needs over wants ( $F = 5.967, p = .019$ ) and fostering an environment that is favorable for conflict resolution ( $F = 5.655, p = .022$ ). According to Tjosvold & Leung (2016) women tend to be more sensitive to relational dynamics, which may account for variations in how they foster environments supportive of conflict resolution.

	df	F	p-value	Interpretation
Communication Styles				
Assertiveness	43	.277	.601	Not Significant
Responsiveness	43	.622	.435	Not Significant
Conflict Resolution skills				
View conflict as natural and positive	43	.079	.780	Not Significant
Atmosphere	43	5.655*	.022	Significant
Clarify perceptions	43	1.185	.283	Not Significant
Note needs not wants	43	5.967*	.019	Significant
Produce positive partnership	43	.571	.454	Not Significant
Focus on the Future First, then Learn from the Past	43	.395	.533	Not Significant
Open up Options for Mutual Gain	43	.493	.487	Not Significant
Develop Doable Stepping Stones to Action	43	.135	.715	Not Significant
Make Mutual Benefit Agreement	43	.733	.397	Not Significant
Extra Considerations	43	1.045	.313	Not Significant

Table 5. Differences on the communication styles and conflict resolution skills of the basic education faculty when grouped according to sex.

PRO-CONNECT: (Professional Communication and Conflict Resolution Training) Strengthening Dialogue, Resolving Conflicts, this emphasizes connection and collaboration. Enhancing teachers' responsiveness and assertiveness empowering them to express themselves confidently while still being considerate of others' needs: workshops, role playing, and simulations will do. The proposed program offers faculty members organized chances to exchange viewpoints, develop trust, and jointly develop solutions through dialogue circles and group problem solving workshops. A gender sensitive is also used to increase awareness of communication between the sexes in order to promote inclusivity, equity, and justice in conflict resolution. Self-evaluation and the incorporation of innovative teaching techniques by bringing up reflective practice through faculty sharing meeting and learning journals will also encourage. Through with the integration of gender sensitivity, collaborative practices, assertiveness training, sustainable conflict resolution techniques, and reflective learning, the program provides a comprehensive framework that enhances faculty relationships and individual competencies, in the end creating a more peaceful and inclusive learning environment.

*Proposed Enhancement program in communication and conflict resolution*

Objectives	Activities	Persons Involved	Resources Needed	Success Indicators
Strengthen the faculty's assertiveness and responsiveness in varied professional interactions.	Workshops on Assertive and Responsive Communication in Teaching; Role-playing and simulation exercises.	Resource speakers/Trainers, Faculty members, Program Head	Training modules, handouts, audiovisual equipment, venue	Faculty demonstrate improved confidence in expressing ideas while maintaining respect and empathy (via self-assessment & peer observation).

Enhance teachers' capability to implement long-term and future-oriented conflict resolution strategies. Foster collaboration and build positive partnerships among faculty members during conflict situations. Address and harmonize differences in conflict resolution approaches across sexes. Promote reflective practice and continuous professional growth in communication and conflict resolution.	Seminar on Future-Oriented and Sustainable Conflict Management; Case study analysis of conflict scenarios.	Conflict management experts, Faculty members, Guidance office	Case study materials, facilitator guides, LCD projector, journals	Increased use of long-term strategies in conflict resolution (via reflection journals & focus group sharing).
	Collaborative Dialogue Circles and group problem-solving workshops.	Facilitators, Faculty members, School administrators	Dialogue guides, facilitator toolkit, conducive space	Improved teamwork and collaboration during conflicts (via faculty feedback & observed collegial practices).
	Gender-Sensitive Training Sessions; Activities in bridging communication gaps.	Gender sensitivity trainers, Faculty members	Training kits, case vignettes, role-play scripts	Reduced differences in atmosphere creation and needs prioritization across sexes (via pre- & post-program comparison).
	Action-Reflection Learning Journals and sharing of experiences in faculty meetings.	Faculty members, Mentors, Program Head	Journals, pens, digital documentation tools	Faculty show reflective growth in journal entries & demonstrate improved conflict handling strategies.

## Conclusion and Recommendations

According to the study's findings, many of the basic education faculty members concentrate in junior high school education, and have very little teaching experience, and are mostly female. Their professional work is supported by a solid foundation of undergraduate credentials. Teachers exhibit excellent communication skills that promote cooperation with students and colleagues, as well as a high degree of assertiveness and responsiveness. However, conflict resolution needs to be improved, especially in terms of forming constructive alliances and implementing forward-thinking tactics. Additionally, according to the findings, assertiveness greatly improves conflict resolution and is associated with favorable attitudes toward conflict, favorable environments, and perception clarification. Conversely, responsiveness, while still significant, had less of a relationship with the results of conflict resolution. Additionally, gender-based disparities surfaced, particularly in atmosphere creation and need prioritization, indicating the necessity of development activities that are sensitive to gender. Although the faculty has good communication and conflict-resolution skills overall, addressing subtle gender inequalities and becoming more aggressive might improve collegial relationships and foster a more peaceful learning environment. Since the basic education faculty members have excellent communication skills, especially high levels of responsiveness and assertiveness, which support productive work relationships, there is still need for progress in conflict resolution, particularly in the areas of resolving gender disparities in methods, promoting long-term, forward-looking solutions, and cultivating constructive collaborations. The proposed PRO-CONNECT: (Professional Communication and Conflict Resolution Training) aims to close these gaps by fostering collaboration, enhancing faculty members' competencies, and supporting their ongoing professional development.

## Acknowledgement

The author gratefully acknowledges the unending support provided by RDE Unit of Occidental Mindoro State College to complete the study. Special thanks to all the research participants.

## Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

## Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

## Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

## References

- Adham, T. (2023). Conflict resolution in teams: Analyzing types of conflicts and best skills for resolution. *Scholars Journal of Engineering and Technology*, 11(8). <https://doi.org/10.36347/sjet.2023.v11i08.001>
- Alnajjar, H., & Hashish, E. (2022). Exploring the relationship between leadership and conflict management styles among nursing students. *Nursing Management*. <https://doi.org/10.7748/nm.2022.e2023>
- Aggarwal, R., Verma, T., & Agarwal, K. (2021). Conflict management: A challenge to resolve through various communication styles. *International Journal of Environment, Workplace and Employment*. <https://doi.org/10.1504/IJEWE.2020.113089>
- Adascalitei, A.-M. (2019). Reciprocal associations between communication styles and types of pedagogical approaches to conflict resolution. *Multidimensional Education and Social Psychology*. <https://doi.org/10.18662/MJESP/08>
- Annet, K. (2025). Conflict resolution strategies for school leaders. *Research Invention Journal of Current Issues in Arts and Management*. <https://doi.org/10.59298/rijciam/2025/42511>
- Basar, M., & Akan, D. (2013). Assessment of class teachers' dispute resolution applications in conflict environments on the basis of restorative justice. *International Journal of Academic Research*, 5(5). <https://doi.org/10.7813/2075-4124.2013/5-4/B.4>
- Brockman, J., Nunez, A., & Basu, A. (2010). Effectiveness of a conflict resolution training program in changing graduate students' style of managing conflict with their faculty advisors. *Innovative Higher Education*, 35(5), 277–293. <https://doi.org/10.1007/S10755-010-9142-Z>
- Deutsch, M., Coleman, P. T., & Marcus, E. C. (2014). *The handbook of conflict resolution: Theory and practice*. John Wiley & Sons.
- Eagly, A. H., & Wood, W. (2016). Social role theory of sex differences and similarities: A current appraisal. In *The developmental social psychology of gender*.
- Hernandez, J., & Alfaro, D. (2024). Assertive relationship between teacher and student: The starting point for building healthy interpersonal relationships. [https://doi.org/10.1007/978-3-031-58885-3\\_13](https://doi.org/10.1007/978-3-031-58885-3_13)
- Istianti, T., Maftuh, B., Maryani, E., & Wahyuningsih, Y. (2023). Building students' social skills in learning conflict resolution in grade IV of laboratory elementary school. *PrimaryEdu: Journal of Primary Education*, 7(2). <https://doi.org/10.22460/pej.v7i2.3446>
- Kanak, M., & Diker, N. (2017). The relationship between pre-service teachers' communication styles and their conflict resolution skills. *Journal of Education and Practice*, 8.
- Kolenova, Z., & Haláková, Z. (2019). The teaching profession according to communication styles while solving conflict situations. *International Journal of Educational Methodology*, 5(4), 535–544. <https://doi.org/10.12973/ijem.5.4.535>
- Nagaytsev, V., Pustovalova, E., & Soboleva, E. (2024). Development of conflict resolution competence among teachers. *Bulletin of the South Ural State University Series "Education. Educational Sciences"*. <https://doi.org/10.14529/ped240207>
- Pennington, G. (2024). Managing conflict styles to accelerate leadership effectiveness. *BMC Proceedings*, 18. <https://doi.org/10.1186/s12919-024-00313-1>
- Rahim, M. A. (2011). *Managing conflict in organizations*. Transaction Publishers. <https://doi.org/10.4324/9781003285861>
- Rambuyon, R., & Domondon, C. (2020). Conflict management styles of faculty. *Psychology and Education*, 58(4), 1709–1713.
- Reilly, D. (2013). Teaching conflict resolution: A model for student research in Cyprus. *Conflict Resolution Quarterly*, 30(4), 447–465. <https://doi.org/10.1002/crq.21074>
- Rogers, C. R., & Farson, R. E. (1987). *Active listening*. Communication Skills Manual.
- Sdeeq, B., Sulaiman, E., Hamad, C., & Abdullah, Z. (2021). Proper communication styles in educational setting from lecturers' perspectives. *International Journal of Evaluation and Research in Education*, 3(1), 17–23. <https://doi.org/10.29103/IJEVS.V3I1.3855>
- Stavropoulou, E., & Stamatis, P. (2017). Communication styles of primary school teachers during teaching. *International Journal of Criminology and Sociology*, 6, 166–171. <https://doi.org/10.6000/1929-4409.2017.06.17>

- Tapper, A. J. H. (2013). A pedagogy of social justice education: Social identity theory, intersectionality, and empowerment. *Conflict Resolution Quarterly*, 30(4), 441–445. <https://doi.org/10.1002/crq.21072>
- Tjosvold, D., & Leung, K. (2016). *Cross-cultural conflict management in organizations*. Routledge.
- Zembylas, M., Charalambous, C., Charalambous, P., & Kendeou, P. (2011). Promoting peaceful coexistence in conflict-ridden Cyprus: Teachers' difficulties and emotions towards a new policy initiative. *Teaching and Teacher Education*, 27(2), 332–341. <https://doi.org/10.1016/j.tate.2010.08.015>

## Appendices

No appendices are attached to this study.