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Reading Preferences and Patterns of Commerce Students

Social Media [illegible] Conflict Resolution Skills

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SOCIAL MEDIA TOOLS AND CONFLICT RESOLUTION SKILLS OF SCHOOL TEACHERS

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ABSTRACT

Diversity is one of the most striking characteristics of human beings. People's relationships are marked by their different ways of being, thinking, and existing, as well as their diverse needs, world views, and ethical positions. Throughout various social media, the school represents different world views, different ways of being, thinking, and existing, and therefore becomes a place where social differences can be represented and conflicts can happen every day. Teachers who are faced with this type of situation need training to resolve the conflict so that they can properly succeed in the schoolroom conflict and educate the students on conflict resolution. To reduce negative conflict characteristics and enhance optimistic conflict features, it is necessary. Therefore, this article discusses ways to improve how conflicts among people can be resolved.

Introduction

Conflict can be designated as a remarkable development of disconformity among individuals or groups who have conflicting goals and/or values. In all conflicts, four elements must be addressed: the reasons that give ascend to the conflict; the conflict leaders; the system and the way they accumulate; and the framework in which the conflict falls. Conflict arises from divergent opinions, requirements, objectives, or positions between persons when they see an event differently, i.e., they have different interests, requests, aspirations, or situations. It can get to your feet from complications with communication and assertiveness. Based on the strategy used to determine the conflict, its power, period, or strictness can increase or decrease.

The effects of conflict can be optimistic, when they are managed well, by establishing supportive associations and seeking an integrated resolution for the advantage of all individuals involved. As a result, conflicts were understood to be intrinsic to human affairs due to the diversity of human nature. It becomes a locus for conflict when disguised social groups with alternative worldviews and values are brought together.

Social Media Tools

Managing social media is easier with social media tools. In addition to content creation, analytics, automated responses, and others, these tools can assist in a variety of ways. Using them increases the efficiency and influence of social media campaigns. A few examples are RSS feeds, blogs, video logs, widgets, tags, forums, location-based services, Web chats, instant messaging, podcasts, and micro-blogging. The ideal social media tool should offer social listening tools, flexible pricing plans, a user-friendly interface, workflow approvals, integration capabilities, advanced publishing, and multiple social networks.

Conflict in Classroom

The school creates a social interface that fosters involvement where classroom conflict is a common and everyday occurrence, proliferating throughout the educational process. Teachers face a variety of classroom conflicts, making learning difficult for them to understand how to address, manage, and resolve them (Guzman, 2011). Teachers with and without experience often emphasize teacher-student conflict in difficult courses as a result of insubordination, ferocity, disregard, and a fear of losing authority (Diamond, 1992).

Pedagogical and social changes are major factors that contribute to classroom coexistence problems (Torrecilla, 2016). During this sequence, teachers may

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encounter several conflict situations. Some of those directed by the educators are, namely: 1. The presence of students that did not attention to events. 2. Students who have serious knowledge and message complications. 3. Pupils who do not work in the classroom and maintain a violent and challenging attitude. 4. As well as unhelpful boldness in the direction of school materials, their own and/or colleagues, violent and ferocious attitudes towards classmates and instructors, uninterested schoolchildren, who don't show much enthusiasm for class; and in extreme cases, students who use and display weapons in class in the behavior of disobedience (Barreiro, 1999).

The dynamics of the tutorial room can be disrupted by a variety of conflict situations in the classroom. A teacher who doesn't create a positive environment, behave positively about communication, utilize legitimate authority, and resolve conflicts within the classroom will see conflicts amplify exponentially within the class if the conflict remains latent, resulting from a variety of class welfares. If conflicts in the teaching space are not manipulated, they collect, causing them to become more cohesive and difficult, triggering bad likings in those involved, and detrimental educational quality (Valente, 2020).

There are a variety of reasons for the conflicts described above, including interpersonal relations and personal issues. Most of these conflicts show an undisciplined personality, but they also improve each day. Without solid guidelines, a teacher may develop disengagement, dissatisfaction, and insecurity, which can be exhibited in his conflict-face behavior. It is a gap between the values and demands society places on the school and the lack of credibility given to the instructor questioned earlier the disapproval of teachers and society itself, that leads to an even-heightened student conflict in class.

Social Media Tools and Conflict Resolution

Social media is a modern tool for communication, spreading information, and connecting people quickly. Social media can become an early warning system in post-conflict situations. There is no restriction on who can post news about affairs in conflict zones. Online tools such as blogs and Facebook groups provide excellent information about conflict zones. Through them, people from different sides can be connected; they reflect the victims' daily lives. The use of social media in conflict areas is a rapid and effective means of communication. Social media can build bridges between conflict groups but also polarize society. Blogging, website, and Facebook page owners can decide what they will write, how they will express, what they will say, how they will approach their audience, and, therefore, how their messages will impact public opinion.

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In addition, the effectiveness of social media is also shaped by various factors, including the political system of a country, the legal or informal environment, which determines how social media tools work, as well as freedom of expression. They can promote or restrict online communication. Accessibility of the technologies by reporting from the hot spots is impossible without the Internet and respective technical base (smartphones, laptops, cameras, etc.). The literacy level of the country can be represented through social media activities where the population of which has respective technologies, as well as knowledge and skills for social media usage. Social media is not protected from misinformation and propaganda. It also depicts how to manipulate people through social media.

In short, social media can promote peace-building and reconciliation. It also remains a powerful tool for information dissemination and resource mobilization. It is a great opportunity for those who want to become change-makers and contribute to the conflict resolution process (Gilboa, 2015).

Social media inside Classroom

Social media is a big part of today's young generation. In many classrooms, teachers think allowing their students to post status updates on social media would encourage them to post more about their day. Educational experiences would be diminished as a result. Students and teachers alike can benefit from social media's unique and dynamic educational capabilities. Internet sites that facilitate social interaction are known as social media. Their purpose is to provide a platform for sharing information and facilitating discussions among people all over the world. The use of social media put together it possible to share graphics, videos, and audio files. Today's students have become accustomed to social media, which has a history of nearly 20 years.

Social media outside Classroom

The usage of social media tools by teachers should be carefully considered. They can keep Facebook stringently private, but there are other ways to connect with pupils, parentage, and other specialists online. Pupils and parents can follow tweets by their teachers to stay up to the minute on classroom activities, discuss current events, and share ideas. Teachers can share ideas with teachers around the world through LinkedIn and Twitter, which are excellent tools for proficient development.

Set guidelines - A specific policy must be communicated clearly to parents and students, and it must be followed. It is always OK to create boundaries. This way, the rules are set, and everyone will feel more comfortable participating if there are clear guidelines.

Be social - Using social media in the classroom can be done in a number of creative ways. By creating a class account on social media, teachers can report on schoolroom actions, and pupils can practice writing concisely. Students can communicate with other classes through a classroom blog, in addition to engaging with peers and receiving feedback outside the classroom. Teachers must remain transparent with parents and communicate what their class is doing so there are no surprises and they can gain their support. Parents should be informed about how their children will participate in social media in the classroom by sending emails or notes home.

Academic platforms - Examining the use of social media tools that are designed specifically to support classroom environments rather than the usual ones. Education professionals can interact with students and teachers using online tools designed specifically for them. These websites allow teachers to create class groups, post announcements, and assignments, and create interesting class projects. Learning beyond the classroom -social media provides an opportunity to expand the four windows of the classroom and give students a more global perspective. Teachers and pupils can communicate with authors or content specialists over social media channels and call them into the tutorial room via Skype. There are many opportunities for classes to collaborate with classes in other countries on long-term projects.

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Set an example - There are some schools and teachers who recognize they have a role to play in teaching students about digital citizenship. In the classroom, students can gain real-world experience that will help them make better decisions about the use of social media in their personal lives. Students' posts should be taken into consideration in light of potential consequences. Students can learn valuable lessons by having these discussions in the classroom and using social media for educational purposes.

Pay attention - Be aware of the district and school's social media policies and technology use policies. Then the teacher helps the students to understand current rules and the purpose of them. Work backward from a goal - Teachers need to stay abreast of the latest technologies and their possible uses for teaching and learning. It is not enough to just use technology. Educators should be thoughtful about what tools can help them and their students learn new things, communicate and collaborate with others, and explore new possibilities.

Conclusion

The school reproduces society by taking together various identities. A place where people from different backgrounds, experience levels, and behaviors live together. For healthy relationships, it is essential to learn how to handle conflicts positively. The key is to cultivate an attitude of directness, interest in change, and respect for diversity. Educating students on recognizing injustice, overcoming it, undertaking changes constructively, and stirring from conflict situations to reconciliation is also required as part of this process. As a result, being open to differences and respectful of diversity is the key to cultivating an open mind. In addition to recognizing injustice, overcoming it, resolving differences constructively, and moving from conflict situations to reconciliation, students should also be taught how to recognize and overcome injustice. As a result, teachers must receive training in conflict management at the beginning and throughout their careers. As a result, they have tools to resolve conflicts in the classroom.

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ABOUT THE SPECIAL ISSUE

The Raja Rammohun Roy Library Foundation, Kolkata, sponsored National Conference on "Emerging Trends for Sustainable Development in Libraries: A Perspective of Self-Reliant Learning (NCETSDL-2023)" was organized by Fr. Utarid Library, St Xavier's College of Education, Tiruneveli in collaboration with the Society for the Advancement of Library and Information Science (SALIS), Tiruneveli Chapter on 20th and 21st January 2023.

NCETSDL-2023 was organized to boost knowledge updation in the field of library and information professionals from public academic and special libraries, Teacher Educators and budding researchers across India to share their views and findings on Sustainable Development in Libraries for Self-Reliant Learning with the national level subject experts in the field of LIS professionals. Around 153 participants participated in the conference, and among them, 96 professionals presented their research papers on various topics such as LIS Education, Profession, Research, Transforming Library Space and Green Libraries. Marketing Library Resources, Innovative Services and Public Libraries as Community Development Centres, Digital Libraries, Digitization and Library Automation, Big data, Semantic Data, Ontology in Libraries and Information Retrieval and metrics Studies, Open Access Resources, Electronic Resources , Databases and IPR Internet, Social Media and Mobile Applications in Libraries, and Self-Reliant Learning in Teacher Education, Management and Allied Social Sciences. Experts from various regions of India notably Dr. S. Thanushkodi (Professor and Head, Department of Library and Information Science (DLIS), Alagappa University, Karaikudi) - Dr. K. Elavazhagan (Librarian and Chief Knowledge Officer, Indian Institute Management, Tiruchirapalli) - Prof. T. Stephen (Head , P.G. Department of Library and Information Science, Vellalar College for Women, Erode) - Mr. K. Ramasamy (Librarian, Government Branch Library, Sengottai) - Dr. B. S. Shivaram (Joint Head, Information Centre for Aerospace Science and Technology, NASL, Bangalore) - Dr. R. Sevukan (Professor, Dept. of Library and Information Science, Pondicherry University, Pondicherry) delivered lectures on the topics of their expertise and Dr. M. Sadaik Batcha, Professor and Head, DLIS, Annamalai University moderated the panel discussion. We express our sincere thanks to the Rector, St. Xavier's Educational institutions, Palayamkottai, the college Secretary, Principal, Library Director, Librarian and Organizing Secretary of the conference, Conveners, Co-Conveners, Joint Organizing Secretaries, National Advisory Committee Members, Regional Advisory Committee Members, SALIS Advisory Committee Members, SALIS Technical Committee Members , SALIS Core Committee Members Local Organizing Committee Members, and Faculty and Administrative staff Members of SXCE for their constant support in organize this conference. We are also thankful to all authors for their contributions in the form of articles. Our gratitude goes to the Department of Research and Publications, St. Xavier's College of Education, Palayamkottai for publishing the selected articles in the journal 'Research and Reflections on Education'