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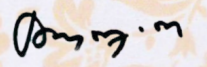
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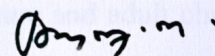
  
PRINCIPAL  
ST. XAVIER'S COLLEGE OF EDUCATION  
(AUTONOMOUS)  
PALAYAMKOTTAI - 627 002.

J. P. Naik Path, 128/2, Kothrud, Pune-411 038



## INDEX

|    |  |     |
|----|--|-----|
| 1  | CHETAN BHAGAT AND THE CHANGING CULTURE OF MODERN INDIA   | 1   |
| 2  | THE DIVIDED SELF IN IN 'THE GOD OF SMALL THINGS'   | 5   |
| 3  | STUDY THE IMPACT OF SOCIAL MEDIA INFLUENCERS ON CUSTOMER BUYING BEHAVIOUR IN BARDOLI TOWN  | 9   |
| 4  | "COVID- 19 PANDEMIC MANAGEMENT, GRASS-ROOT DEMOCRACY AND DEVELOPMENT DISCOURSE: GANJAM MODEL FROM ODISHA"  | 18  |
| 5  | GENDER PERFORMATIVITY AND BINARY CONSTRUCTS IN THE HUNGER GAMES AND DIVERGENT  | 31  |
| 6  | MEDIATIZATION AND LINGUISTIC CHANGE: HOW THE YOUNGSTERS ARE TAPPING INTO TECHNOLOGY  | 36  |
| 7  | "KNOWLEDGE AND PRACTICE LEVEL(S) REGARDING CONTRACEPTIVE METHODS AMONG MARRIED COUPLES IN SELECTED RURAL COMMUNITY".   | 41  |
| 8  | THE FUTURE OF COPYRIGHT LAW IN INDIA'S DIGITAL LANDSCAPE   | 48  |
| 9  | VARIATION IN EXECUTIVE FUNCTIONS AMONG ACCUSED OF DIFFERENT TYPES OF CRIME   | 53  |
| 10 | AN INTERFACE BETWEEN ARTIFICIAL INTELLIGENCE AND PATENT LAWS: A COMPARATIVE STUDY  | 61  |
| 11 | THE EFFECT OF CIRCUIT TRAINING ON SOME SELECTED PHYSICAL FITNESS COMPONENTS: WITH SPECIFIC REFERENCE TO ACCURACY SKILLS IN BADMINTON PLAYERS ANDHRA UNIVERSITY | 68  |
| 12 | PROSPECTIVE TEACHERS' INCLINATION OF LETH SKILLS IN ARUNACHAL PRADESH  | 74  |
| 13 | INDIA-BANGLADESH BILATERAL RELATIONS: CHALLENGES AND COOPERATION   | 88  |
| 14 | RELATIONSHIP BETWEEN MENTAL WELL BEING AND CONFLICT RESOLUTION AMONG HIGH SCHOOL TEACHERS  | 93  |
| 15 | GENDER BASED ON PROACTIVE ATTITUDE OF ORPHANAGE-REARED AND HOME-REARED ADOLESCENTS - A COMPARATIVE STUDY   | 101 |
| 16 | JOKER: THE SEETHING EXPOSURE OF THOUGHTS AND VIEWS OF THE MODERN DAY SOCIETY   | 107 |
| 17 | छत्तीसगढ़ के कलचुरि कालीन अभिलेखों में शिव का वर्णन  | 111 |





## RELATIONSHIP BETWEEN MENTAL WELL BEING AND CONFLICT RESOLUTION AMONG HIGH SCHOOL TEACHERS

\*Mrs. M. Rosary Kiruba Alexy Ph.D. Scholar, St. Xavier's College of Education (Autonomous)  
Palayamkottai – 627002

\*\*Dr. A. Punitha Mary Assistant Professor of Education, St. Xavier's College of Education  
(Autonomous), Palayamkottai – 627002.

### Abstract

Mental health is essential for overall well-being and as important as physical health. Mental health exerts influence over domains beyond physical well-being. The impact of positive mental health extends beyond individual well-being, encompassing the workplace environment and overall productivity, hence exerting a consequential influence on society as a whole. Well-being pertains to how an individual navigates through life and responds to various challenges and uncertainties. The changes in question encompass a spectrum that spans from little pressures encountered in daily life to major transformative events. Given that conflict is inherent to human nature, effective conflict resolution strategies are not intended to evade or suppress conflicts. Resolving a conflict and achieving a mutually satisfactory agreement for all parties concerned is commonly referred to as dispute resolution. Conflict resolution abilities effectively guide dialogues, enhance comprehension, and regulate emotional reactions. Thus, the investigator assessed the relationship between mental well-being and conflict resolution among high school teachers in their profession, family, and routines. The researchers employed the simple random sampling method to choose 874 high school teachers as samples from Tirunelveli, Thoothukudi, and Kanyakumari districts. The investigator used the survey method. Mental Well-Being Scale (2020) and Conflict Resolution Scale (2020) were the investigators, and the guide carried out the construction and validation of the instrument. The findings are taken in sensible ways to promote mental well-being and enhance the teachers' conflict resolution skills.

### Keywords:

Mental well being, mental health, conflict resolution, high school teachers.

### INTRODUCTION

Engaging in education is a generous and socially-oriented vocation that anyone may choose to undertake. Teachers' support and guidance in implementing school policies play a crucial part in moulding children's future and the world they will eventually inherit. Maintaining the wellness of the teachers may hold a vital position. In broad terms, mental well-being refers to flourishing throughout multiple domains of life, including interpersonal connections, occupational pursuits, recreational activities, and others, despite experiencing both positive and negative fluctuations. The acquisition of information and the belief in one's ability to effectively address and resolve challenges separated individuals from said difficulties. The association between the incapacity to regulate emotions and challenges in downregulation is correlated with adopting negative coping strategies and alterations in one's lifestyle. The aetiology of stress-associated lousy health effects extends beyond mere behavioural modifications.

Nevertheless, it is essential to acknowledge that teaching is comparable to any other occupation. Teachers function as employees within the educational system, and similar to any other workplace, schools are susceptible to many forms of conflict. Educational institutions can serve as fertile grounds for the emergence of disputes, including instructors, other staff members, and students. While inevitable disagreements can contribute to a positive dynamic, different types of conflict can irreversibly impair interpersonal relationships. Conflict is commonplace and inherent, yet how we address conflict has the potential to facilitate personal and collective development and effectiveness or engender dissatisfaction and even injury. Conflict resolution can be defined as the systematic



approach to identifying and resolving issues that arise between many persons or groups. These arguments may arise from diverse origins, such as divergent viewpoints, distinct work methodologies, or disparate communication approaches. To achieve a resolution that is perceived as satisfying by all parties involved, it is imperative to transcend the conflict and address the underlying problem.

### **SIGNIFICANCE OF THE STUDY**

Schools and families have crucial roles as significant social units that contribute to individuals' overall health and well-being. Educational institutions are primarily obligated to foster and enhance the physical, social, and mental well-being of educators and learners. The current issues have prompted educational institutions to redirect their attention towards addressing the psychosocial requirements of both teachers and pupils while also ensuring their entire well-being is considered. This study posits that the neglect of mental health and psychosocial illnesses within a society might hinder progress in fostering social capital, advancing human development, and alleviating poverty, particularly in the context of mass violence and trauma resulting from conflict. The educational relationship is characterised by disputes that arise from differences in culture, personality, values, needs, interests, and power. These conflicts involve interactions with others, internal disagreements within oneself and conflicts with the institution. Pérez-de-Guzmán et al. (2011) and Almost et al. (2016) discussed this inherent aspect of the human condition. Therefore, it is implausible to envision a school devoid of conflict situations, as conflict is inherent in daily existence, manifesting itself through the lens of social conflict and creating an environment prone to the emergence of disputes. Classroom conflict is an unavoidable aspect of the educational environment and can, in certain instances, be considered essential for facilitating productive learning experiences (Stone & Norton, 2008). Effective conflict resolution necessitates the utilisation of communication at each stage. The resolution of a conflict is contingent upon the presence of efficient communication. Effective communication is pivotal in resolving conflicts, regardless of their underlying causes or the strategies employed to address them. Comprehensive, lucid, and accurate information can eliminate misunderstandings and suspicions, enhancing relationships and fostering an environment conducive to development and progress.

The factors above contribute to the augmentation of trust, dependence, and dependability. Conversely, inadequate communication gives rise to disarray and turmoil. The resolution needs to be more attainable; instead, it engenders conflict. There is no abbreviated or pre-established algorithm for the resolution of disputes. It is imperative to ascertain the underlying factors contributing to conflict before seeking an answer. In addition to the factors above, conflict resolution can be facilitated through early action, maintaining a positive attitude, demonstrating a genuine purpose to resolve the dispute, engaging in effective communication, employing persuasive techniques, and fostering flexibility among warring individuals or groups. This study examines the impact of conflict resolution strategies used by high school educators.

### **OBJECTIVES OF THE STUDY**

1. To find out the significant difference between male and female high school teachers in their mental well-being and dimensions.
2. To find out the significant difference between male and female high school teachers in their conflict resolution and dimensions.
3. To find out the significant differences among boys, girls and coeducation high school teachers in their mental well being and dimensions.
4. To find out the significant differences among boys, girls and coeducation high school teachers in their conflict resolution and dimensions.
5. To find out the significant association between teaching experience and mental well being and its dimensions of high school teachers.
6. To find out the significant association between teaching experience and conflict resolution; and its dimensions of high school teachers.



7. To find out the significant relationship between mental well-being and conflict resolution of high school teachers.

### HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female high school teachers in their mental well-being and dimensions.
2. There is no significant difference between male and female high school teachers in their conflict resolution and dimensions.
3. There is no significant difference among boys, girls and coeducation high school teachers in their mental well-being and dimensions.
4. There is no significant difference among boys, girls and coeducation high school teachers in their conflict resolution and dimensions.
5. There is no significant association between teaching experience and mental well being and its dimensions of high school teachers.
6. There is no significant association between teaching experience and conflict resolution and its dimensions for high school teachers.
7. There is no significant relationship between mental well-being and conflict resolution of high school teachers.

### METHODOLOGY

In this study, the investigator used the survey method. She selected 874 high school teachers through a simple random technique from Tirunelveli, Thoothukudi and Kanyakumari districts. The investigator and guide constructed and validated the Mental Well Being Scale MWBS (2020) and Conflict Resolution Scale CRS (2020). MWBS includes 50 items with four dimensions: personal happiness, intrinsic motivation, interpersonal relations and sense of humour. CRS consists of 62 items with five dimensions: accommodate, avoid, collaborate, compete and compromise, respectively.

### DATA ANALYSIS AND INTERPRETATION

**H<sub>0</sub>1:** There is no significant difference between male and female high school teachers in their mental well being and dimensions.

**Table 1** Difference between Male and Female High School Teachers in their Mental Well Being and its Dimensions

| Mental Well-being and its Dimensions | Gender         |               |                 |               | Calculated 't' value | Remarks at 5% level |
|--------------------------------------|----------------|---------------|-----------------|---------------|----------------------|---------------------|
|                                      | Male (N = 334) |               | Female (N =540) |               |                      |                     |
|                                      | Mean           | SD            | Mean            | SD            |                      |                     |
| Personal happiness                   | 22.10          | 8.351         | 20.92           | 8.472         | 2.029                | S                   |
| Intrinsic motivation                 | 58.83          | 23.780        | 60.82           | 22.894        | 1.232                | NS                  |
| Interpersonal relations              | 32.69          | 12.641        | 33.18           | 13.034        | 0.544                | NS                  |
| Sense of humour                      | 35.79          | 14.172        | 36.31           | 14.312        | 0.525                | NS                  |
| <b>Mental well-being</b>             | <b>149.41</b>  | <b>31.114</b> | <b>151.22</b>   | <b>32.081</b> | <b>0.826</b>         | <b>NS</b>           |

(At a 5% significance level, the table value of 't' is 1.96.)

It is inferred from the above table that there is no significant difference between male and female high school teachers in their intrinsic motivation, interpersonal relations, sense of humour and mental well being as the calculated 't' value is less than the table value. Hence, the null hypothesis is accepted. However, there is a significant difference between male and female high school teachers in their personal happiness as the calculated 't' value is greater than the table value. Hence, the null hypothesis is rejected.

While comparing the mean scores of male (149.41) and female (151.22) high school teachers, the female high school teachers are better than their counterparts in their personal happiness.



**H<sub>0</sub>2:** There is no significant difference between male and female high school teachers in their conflict resolution and dimensions.

**Table 2 Difference between Male and Female High School Teachers in Their Conflict Resolution and Its Dimensions**

| Conflict Resolution and its Dimensions | Male (N = 334) |               | Female (N = 540) |               | Calculated 't' value | Remarks at 5% level |
|--|----------------|---------------|------------------|---------------|----------------------|---------------------|
|  | Mean           | SD            | Mean             | SD            |                      |                     |
| Accommodate                            | 40.07          | 16.063        | 41.34            | 16.452        | 1.126                | NS                  |
| Avoid                                  | 27.07          | 10.576        | 27.18            | 10.705        | 0.145                | NS                  |
| Collaborate                            | 42.20          | 16.617        | 42.02            | 16.113        | 0.157                | NS                  |
| Compete                                | 36.74          | 14.078        | 37.00            | 14.348        | 0.263                | NS                  |
| Compromise                             | 38.58          | 15.131        | 39.73            | 15.229        | 1.086                | NS                  |
| <b>Conflict Resolution</b>             | <b>184.66</b>  | <b>32.326</b> | <b>187.26</b>    | <b>32.277</b> | <b>1.159</b>         | <b>NS</b>           |

(At a 5% significance level, the table value of 't' is 1.96.)

It is inferred from the above table that there is no significant difference between male and female high school teachers in their accommodating, avoiding, collaborating, competing, compromising and conflict-resolution skills. Hence, the null hypothesis was accepted.

**H<sub>0</sub>3:** There is no significant difference among boys, girls and coeducation high school teachers in their mental well being and its dimensions.

**Table 3 Difference among Boys, Girls and Coeducation High School Teachers in their Mental Well-Being and its Dimensions**

| Mental Well-being and its Dimensions | Sources of Variation | Sum of Squares    | Mean Square     | Calculated 'F' Value | Remarks at 5% Level |
|--------------------------------------|----------------------|-------------------|-----------------|----------------------|---------------------|
| Personal happiness                   | Between              | 119.993           | 59.997          | 0.842                | NS                  |
|                                      | Within               | 62074.154         | 71.268          |                      |                     |
| Intrinsic motivation                 | Between              | 629.494           | 314.747         | 0.582                | NS                  |
|                                      | Within               | 471005.645        | 540.764         |                      |                     |
| Interpersonal relations              | Between              | 223.701           | 111.851         | 0.674                | NS                  |
|                                      | Within               | 144602.226        | 166.019         |                      |                     |
| Sense of humour                      | Between              | 1301.668          | 650.834         | 3.220                | S                   |
|                                      | Within               | 176039.006        | 202.111         |                      |                     |
| <b>Mental Well-being</b>             | <b>Between</b>       | <b>2050.425</b>   | <b>1025.212</b> | <b>1.020</b>         | <b>NS</b>           |
|                                      | <b>Within</b>        | <b>875721.360</b> | <b>1005.421</b> |                      |                     |

(At a 5% significance level, the table value of 'F' is 3.00.)

It is inferred from the above table that there is no significant difference among high school teachers working in boys, girls and coeducation schools in their personal happiness, intrinsic motivation, interpersonal relation and mental well-being as the calculated 'F' value is less than the table value. Hence, the null hypothesis is accepted.

However, there is a significant difference among high school teachers working in boys, girls and coeducation schools in their sense of humour as the calculated 'F' value is greater than the table value. Hence, the null hypothesis is rejected.

**Table 3.1 Scheffe test scores for the dimension Sense of Humour**

| Nature of School | N   | Subset for alpha = 0.05 |       |
|------------------|-----|-------------------------|-------|
|                  |     | 1                       | 2     |
| Boys             | 206 | 34.68                   |       |
| Girls            | 248 | 35.17                   | 35.17 |
| Coeducation      | 420 |                         | 37.36 |



The Scheffe test scores show that the high school teachers who are working in coeducation schools (37.36) are better than the high school teachers who are working in boys' (34.68) and girls' schools (35.17) in their sense of humour.

**H<sub>0</sub>4:** There is no significant difference among boys, girls and coeducation high school teachers in their conflict resolution and dimensions.

**Table 4 Difference among Boys, Girls and Co-Education High School Teachers in their Conflict Resolution and its Dimensions**

| Conflict Resolution and its Dimensions | Sources of Variation | Sum of Squares    | Mean Square     | Calculated 'F' Value | Remarks at 5% Level |
|--|----------------------|-------------------|-----------------|----------------------|---------------------|
| Accommodate                            | Between              | 155.242           | 77.621          | 0.291                | NS                  |
|  | Within               | 231989.421        | 266.348         |                      |                     |
| Avoid                                  | Between              | 121.704           | 60.852          | 0.536                | NS                  |
|  | Within               | 98896.365         | 113.543         |                      |                     |
| Collaborate                            | Between              | 257.117           | 128.559         | 0.483                | NS                  |
|  | Within               | 231636.742        | 265.943         |                      |                     |
| Compete                                | Between              | 478.660           | 239.330         | 1.181                | NS                  |
|  | Within               | 176496.073        | 202.636         |                      |                     |
| Compromise                             | Between              | 268.957           | 134.478         | 0.582                | NS                  |
|  | Within               | 201252.806        | 231.059         |                      |                     |
| <b>Conflict Resolution</b>             | <b>Between</b>       | <b>1101.932</b>   | <b>550.966</b>  | <b>0.527</b>         | <b>NS</b>           |
|  | <b>Within</b>        | <b>909805.882</b> | <b>1044.553</b> |                      |                     |

(At a 5% significance level, the table value of 'F' is 3.00.)

It is inferred from the above table that there is no significant difference among high school teachers who are working in boys, girls and coeducation schools in their accommodate, avoid, collaborate, compete, compromise and conflict resolution skills as the calculated 'F' value is less than the table value. Hence, the null hypothesis is accepted.

**H<sub>0</sub>5:** There is no significant association between years of teaching experience of high school teachers in their mental well being and dimensions.

**Table 5 Association between the Years of Teaching Experience High School Teachers in their Mental Well-Being and its Dimensions**

| Mental Well-being and its Dimensions | Calculated ' $\chi^2$ ' Value | df | Remarks at 5% Level |
|--------------------------------------|-------------------------------|----|---------------------|
| Personal happiness                   | 21.523                        | 4  | S                   |
| Intrinsic motivation                 | 12.438                        |    | S                   |
| Interpersonal relations              | 15.969                        |    | S                   |
| Sense of humour                      | 19.326                        |    | S                   |
| <b>Mental Well-being</b>             | <b>26.297</b>                 |    | <b>S</b>            |

(At a 5% level of significance for four df, the table value of ' $\chi^2$ ' is 9.488)

It is inferred from the above table that there is a significant association between high school teachers' years of experience and personal happiness, intrinsic motivation, interpersonal relations, sense of humour and mental well-being as the calculated ' $\chi^2$ ' value is greater than the table value. Hence, the null hypothesis is rejected.

**H<sub>0</sub>6:** There is no significant association between teaching experience and conflict resolution and its dimensions for high school teachers.

**Table 6 Association between Years of Teaching Experience and Conflict Resolution and Its Dimensions of High School Teachers**



| Conflict Resolution and its Dimensions | Calculated ' $\chi^2$ ' Value | df | Remarks at 5% Level |
|--|-------------------------------|----|---------------------|
| Accommodate                            | 0.471                         | 4  | NS                  |
| Avoid                                  | 25.768                        |    | S                   |
| Collaborate                            | 30.512                        |    | S                   |
| Compete                                | 3.672                         |    | NS                  |
| Compromise                             | 0.499                         |    | NS                  |
| <b>Conflict Resolution</b>             | <b>13.319</b>                 |    | <b>S</b>            |

It is inferred from the above table that there is no significant association between high school teachers' years of experience and accommodating, competing and compromising skills as the calculated ' $\chi^2$ ' value is less than the table value. Hence, the null hypothesis is accepted. However, there is a significant association between high school teachers' years of experience and avoiding, collaborating and conflict resolution skills as the calculated ' $\chi^2$ ' value is greater than the table value. Hence, the null hypothesis is rejected.

**H<sub>0</sub>7:** There is no significant relationship between mental well being and conflict resolution and its dimensions for high school teachers.

**Table 7 Relationship between Mental Well-Being and Conflict Resolution of High School Teachers**

| Conflict Resolution and its Dimensions | Calculated $\gamma$ Value | Remarks |
|--|---------------------------|---------|
| Accommodate                            | 0.012                     | NS      |
| Avoid                                  | 0.722                     | S       |
| Collaborate                            | 0.700                     | S       |
| Compete                                | 0.055                     | S       |
| Compromise                             | 0.030                     | S       |

(At a 5% significance level, for 872 df, the table value of  $\gamma$  is 0.065.)

It is inferred from the above table that there is no significant relationship between accommodate and mental well being of high school teachers as the calculated ' $\gamma$ ' value is less than the table value. Hence, the null hypothesis is accepted. However, there is a significant relationship between avoiding, collaborating, competing, compromising, conflict resolution and the mental well-being of high school teachers as the calculated ' $\gamma$ ' value is greater than the table value. Hence, the null hypothesis is rejected.

### FINDINGS

1. A significant difference is found between male and female high school teachers in their sense of humour.
2. Significant difference does not exist between male and female high school teachers in their conflict resolution skills and dimensions.
3. Significant difference is observed among high school teachers working in boys, girls and coeducation schools in their sense of humour.
4. Significant difference is not observed among high school teachers working in boys, girls and coeducation schools in their conflict resolution skills and dimensions.
5. Significant association exists between high school teachers' years of teaching experience and personal happiness, intrinsic motivation, interpersonal relations, sense of humour and mental well-being.
6. A significant association is found between high school teachers' years of teaching experience and avoidance, collaborating and conflict resolution skills.
7. A significant relationship exists between avoidance, collaborating, competing, compromising, conflict resolution skills and the mental well-being of high school teachers.



## SUGGESTIONS

Within the educational community, the well-being of teachers is critical to achieving quality education, leading to higher performance. It is a common phenomenon for individuals to encounter conflict, and adopting the perspective that conflict is a universally experienced occurrence rather than a reflection of one's inherent worth allows for a more impartial approach to addressing such situations. According to Schick (year), it was stated that The pedagogical literature places significant emphasis on the importance of establishing a harmonious relationship among teachers, students, authorities, family, and community. This relationship is founded upon mutual respect, understanding, kindness, and cooperation. It is widely recognised that such a positive climate is essential for the success and well-being of every individual involved (Aramavieiti, 2005; Pagliaro, 2011). From the findings, it was ultimately known that high school teachers have a vital essence of the sense of humour and low conflict resolution skills. Therefore, they must be versatile in coping with the challenges and the demands they meet among themselves, their students, colleagues, authorities and family. The way everyone handles a conflict shows a lot about who he is. The ability of an individual to effectively address a problem with composure and poise demonstrates their inclination to set aside divergences to achieve a resolution, hence highlighting the significance of possessing such a quality.

Furthermore, it fosters collaboration and cooperation among individuals, facilitating the collective effort to address a problem. When individuals can set aside their divergent perspectives and collaborate toward a mutually agreeable resolution, it exemplifies a considerable display of resilience and fortitude. Developing robust professional connections founded on mutual respect and trust is paramount. The act of recognising a disagreement and actively seeking a resolution can contribute to the mitigation of future issues and the cultivation of a more robust organisational atmosphere.

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