

EFFECT OF TEACHER’S ATTUNEMENT ON SOCIAL SKILLS OF ELEMENTARY SCHOOL STUDENTS



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A thesis submitted in partial fulfilment of the requirement for the degree of
PhD in Teacher Education.

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SUPERVISOR’S CERTIFICATE

The thesis titled “EFFECT OF TEACHER’S ATTUNEMENT ON SOCIAL SKILLS OF ELEMENTARY SCHOOL STUDENTS” submitted by Mr. Ghulam Mustafa Reg. No. 186-FSS/PHDEDU/F20 in partial fulfilment of PhD degree in Teacher Education, has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow her to submit this for further process as per IIUI rules and regulation.

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Author's Declaration

I, Mr. Ghulam Mustafa Reg. No. 186-FSS/PHDEDU/F20 as a student of PhD in Teacher Education at International Islamic University, Islamabad do hereby declare that the thesis entitled “EFFECT OF TEACHER’S ATTUNEMENT ON SOCIAL SKILLS OF ELEMENTARY SCHOOL STUDENTS”, submitted for the partial fulfilment of PhD in Teacher Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researcher for obtaining any degree from this or any other university or institutions.

Ghulam Mustafa

Dedication

My parents are always proud of my success, so it is a success that is indebted to my parents and family. Hardworking teachers like Dr. Muhammad Zafar Iqbal Chaudhary Assistant Professor, Department of Teacher Education, IIUI, who supervised my study and always supported me. Without them, this study shall not be finalized in a befitting manner in the field of research. Family and children who suffered a lot of difficulties and bore sacrifices of desires like time they needed from me etc. So, this study is also indebted to my Family for their sufferings.

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Abstract

The comprehension and responsive engagement with the psychological and emotional necessities of students is fundamental to pedagogical efficacy. Teacher attunement denotes an educator's capacity to empathize with and decode the psychological experiences, viewpoints, motivations, learning abilities, strengths, limitations, and emotional conditions of students. In modern society, the maladjustment exhibited by students poses a considerable challenge for both guardians and educational professionals. The Teacher's Attunement Strategy cultivates social competencies and conflict resolution skills by fostering an empathetic rapport between educators and their students. Therefore, the present study has been conducted to assess the effectiveness of teacher's attunement strategy for development of social skills among elementary school students. The objectives of the study were (1) Examine the effect of attunement on the development of task conflict resolution skills, (2) to examine the effect of attunement on the development of relationship conflict resolution skills, (3) examine the effect of attunement on the development of value conflict resolution skills, and (4) To study the challenges faced by the teachers during teaching social skills to the elementary school students through attunement strategy. The study was an experimental in nature pretest post-test control group design was used for experiment. The sixty grades 6th students studying in elementary schools were selected as participants of the study. Thirty students were taken as control group and thirty students for experimental group through random sampling. Experimental group was taught through attunement strategy and the control group was taught through traditional teaching strategies for a period of eight weeks. The study was conducted in a government school of Lahore city. The data collected through pretest, posttest, and gain scores were analyzed statistically. Findings of the study reveal that initially the experimental and the control group were same. A significant difference was found in the mean score of the control group and experimental group for posttest. The experimental group outperformed in posttest as compared to the control group. Findings of the study reveal a significant positive effect of teacher's attunement on social development of elementary school students. Therefore, based on findings of the study it can be concluded that teacher's attunement develops social skills among grade 6th students. It is recommended that teacher's attunement strategy may be used in government as well as private school to develop social skills among elementary school students.

Keywords: *Teachers Attunement, Social Skills, Relationship building Skills, Conflict Resolution Skills, Values Conflict Resolution Skills*

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Abbreviations

TCRS	Task Conflict Resolution Skills
RCRS	Relationship Conflict Resolution Skills
VCRS	Values Conflict Resolution Skills
PCTB	Punjab Curriculum Textbook Board
SED	School Education Department
ITA	Idara-e-Taleem-o-Aagahi
CRST	Conflict Resolution Skills Test

CHAPTER 1

INTRODUCTION

Schools serve a pivotal stakeholder in shaping the personality development of students' academic, social, and emotional growth, significantly affecting their capacity to make constructive contributions to society (Baker et al., 2009). The elementary school phase is notably critical as it establishes the groundwork for enduring social competencies and behavioral tendencies (Wentzel, 2017). Throughout this vital developmental stage, students acquire indispensable interpersonal skills such as communication, collaboration, empathy, and conflict resolution, which are essential for their individual and academic success (Katz et al., 2022). However, the enhancement of these social competencies demands more than mere academic teaching; it calls for a nurturing and responsive classroom atmosphere that is informed by teacher attunement. Teacher attunement encompasses the educator's capacity to accurately discern, comprehend, and address the psychological and social requirements of students (Hoffman, 2012).

Educators who are attuned display emotional responsiveness, acknowledging students' viewpoints, motivations, strengths, and the social dynamics that prevail within the classroom (Ward, 2024). This heightened awareness empowers teachers to cultivate a supportive environment where students perceive themselves as safe, valued, and understood, thereby promoting constructive social development and emotional wellness (McFarland et al., 2014). When teachers are attuned to the emotional and social realities of their students, they are better positioned to guide social norms, facilitate conflict resolution, and encourage healthy peer interactions (Hamm et al., 2011).

Empirical evidence suggests that teacher attunement profoundly influences students' social and academic outcomes. Interactions characterized by emotional reciprocity and behavioral synchrony between attuned teachers and students enhance cognitive self-regulation and social competence among learners (Simpson, 2012; Marucci, 2023). Additionally, these interactions cultivate a sense of belonging and engagement, which are vital for sustaining academic motivation and achievement (Estell et al., 2009). In the absence of such supportive frameworks, students are more susceptible

to experiences of social exclusion, aggression, and disengagement from school-related activities (Kiefer et al., 2015)

In the context of Pakistan, the phenomenon of teacher attunement at the elementary educational level remains a significantly under-researched domain, notwithstanding its critical role in enhancing student well-being and fostering constructive peer interactions. Public elementary schools in Pakistan encounter numerous obstacles, including high student-to-teacher ratios, inadequate professional development for educators, and a lack of essential resources, all of which impede the successful application of student-centered methodologies such as attunement (Rehmani, 2006). Furthermore, the socio-cultural heterogeneity present in Pakistani classrooms amplifies the potential for interpersonal discord among students, thereby rendering attuned pedagogical practices essential for cultivating social cohesion and mitigating behavioral issues (Nawab, 2017).

Despite these impediments, teacher attunement possesses the capacity to alleviate the increasing apprehensions regarding social marginalization, peer hostility, and student disconnection within Pakistani educational institutions (Dawes et al., 2017). Educators who demonstrate sensitivity to the cultural intricacies and emotional landscapes of their students are positioned to mediate conflicts rooted in values, facilitate the establishment of positive social norms, and nurture a sense of belonging within their educational milieu (Rodkin & Gest, 2010). Nevertheless, the absence of structured training in socio-emotional learning (SEL) within Pakistan has constrained educators' abilities to effectively employ attunement strategies.

This investigation seeks to examine the impact of teacher attunement on the enhancement of social skills among elementary school pupils in Pakistan, with a particular emphasis on skills related to task conflict resolution (TCRS), relationship conflict resolution (RCRS), and value conflict resolution (VCRS). Additionally, it aims to identify the challenges that educators encounter when attempting to implement attunement strategies in Pakistani classrooms. Gaining insights into the practical obstacles and context-specific requirements will yield valuable information for the development of educational policies, teacher professional development initiatives, and

school-level interventions designed to cultivate a favorable social environment within elementary education.

Despite the increasing acknowledgment of the significance of teacher attunement in promoting favorable student outcomes, research investigating this phenomenon within the context of Pakistani elementary schools remains sparse. Existing literature indicates that numerous educational institutions, both internationally and within Pakistan, inadequately provide the supportive environments necessary, resulting in heightened social maladjustment among students (Dawes et al., 2017; Rodkin & Gest, 2010).

1.1. Research Gap of the Study

Addressing this research gap is particularly imperative considering that students' perceptions of belonging and social support often diminish during the later stages of childhood and early adolescent years (Kiefer et al., 2015). By promoting teacher attunement, educational institutions can alleviate these challenges, thereby enhancing students' social and emotional well-being while fostering positive peer ecosystems (Hoffman, 2012). Consequently, comprehending the impact of teacher attunement on the social skills of elementary school students is crucial for informing pedagogical practices and enhancing student outcomes in Pakistan and beyond.

While extensive research in Western contexts demonstrates the academic, social-emotional, and behavioural advantages of teacher attunement, minimal scholarship exists in developing countries like Pakistan despite acute needs. Public sector schools in Pakistan often confront contextual stressors like high teacher-student ratios, resource constraints, and cultural-linguistic diversity that necessitate teachers' attunement to the unique challenges and experiences of their students (Saleem et al., 2020a; Zehrina et al., 2018). However, the predominant teacher-centered, lecture-based pedagogy coupled with a lack of training on fostering healthy peer contexts leaves students vulnerable to social disconnect and conflicts.

In elementary schools in Pakistan, frequent incidents of unresolved peer conflicts characterised by disagreements over perceptions goals, values, and personality clashes among students are common occurrences (Shabbir et al., 2014; Zia & Syed,

2013). There are different types of conflicts found in elementary schools include task-oriented conflicts centered on work issues, emotional relationship conflicts due to interpersonal friction, in addition to deeply rooted value conflicts which stem from ideological differences among students (Cahn & Abigail, 2007). Student conflicts can breed alienation and aggression in the absence of proper guidance and support from the adults in schools. Therefore, it is imperative to equip elementary teachers with the skill set so that they are attuned to diverse students' socio-emotional worlds, and they could also provide students with effective conflict resolution strategies. These urgent needs are not sufficiently addressed in Pakistan's scholarship on teaching and learning or educational policies.

The current study fills the gap pertaining to teacher's attunement at elementary level. This study entails an intervention to enhance the attunement of Grade 6th teachers. Hypothesis subsequent improvements in students' conflict resolution skills among teachers teaching to grade 6th students that are fundamental for their adjustment in the classroom. The results from this study can be useful for teacher training frameworks, school climate models, and elementary student support programs in Pakistan and comparable developing countries contexts.

Hence, the inability of school environments to address students' intra-personal and social relationships, safety, engagement, and guidance needs is hindering their positive adjustment within public sector elementary schools in Pakistan as well as in developing countries. It was assumed that cultivating teacher attunement is a promising strategy that can transform elementary schools into secure, inclusive spaces for students' socio-emotional development, specifically enhancing their capacity for peaceful conflict resolution. This study makes an original empirical contribution by examining teacher attunement's effects on Pakistani public sector school students' conflict management, addressing a practical issue with profound policy implications.

1.2 Conceptual Framework

The theoretical framework underpinning the present study is firmly anchored in Vygotsky's Socio-Cultural Theory, Attachment Theory, and Ecological Systems Theory.

Collectively, these theoretical perspectives offer a robust framework for elucidating the impact of teacher attunement on the social competencies of elementary school students.

1.2.1 Vygotsky's Socio-Cultural Theory

Vygotsky's Socio-Cultural Theory accentuates the significance of social interactions and cultural contexts in the development of cognitive and social faculties (Vygotsky, 1978). According to this paradigm, learning transpires within a social milieu wherein more knowledgeable individuals, such as educators, provide scaffolding to facilitate students' learning within the Zone of Proximal Development (ZPD) (Daniels, 2016). Teacher attunement is congruent with this theoretical framework as it empowers educators to discern and address the social and emotional requirements of students through structured support. This scaffolding promotes the enhancement of social competencies including communication, empathy, and conflict resolution (Kozulin, 2003).

1.2.2 Attachment Theory

Attachment Theory (Bowlby, 1969) highlights the critical role of secure and responsive relationships in fostering emotional and social development. When educators exhibit attunement through emotional availability and responsiveness, they establish a secure foundation for students (Ainsworth, 1989). Such a secure relationship cultivates trust and emotional regulation, both of which are essential for social competence. The alignment of teacher-student attunement with the principles of secure attachment enables students to more effectively navigate social challenges and cultivate positive peer relationships (Pianta, 1999).

1.2.3 Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (1979) offers an expansive perspective on how various environmental strata influence a child's developmental trajectory. Within this theoretical construct, the microsystem (e.g., the teacher-student relationship) exerts a direct influence on a student's social skills and emotional maturation. Teacher attunement operates within this microsystem by shaping the classroom atmosphere, encouraging positive peer interactions, and facilitating social integration (Tudge et al., 2009). Moreover, the mesosystem illustrates the interplay between home

and educational settings, underscoring the necessity for collaborative initiatives to bolster student well-being (Bronfenbrenner, 2005).

1.2.4 Conceptual Model

Drawing upon these theoretical frameworks, the conceptual model for this investigation posits that teacher attunement exerts a direct influence on students' social skills by fostering emotional support, conflict resolution, and management of peer relationships. Educators who are attuned are more adept at perceiving social dynamics, guiding behavioral norms, and cultivating an inclusive classroom environment. This model underscores the reciprocal nature of teacher-student interactions and their broader ramifications for social and emotional development (Rodkin & Gest, 2010).

1.3 Importance of Engagement and Supporting Environment

In elementary school students transition from childhood to adolescence; therefore, it is considered a sensitive period for academic social, and emotional development of students. These schools serve as the central ecological system which influence the developmental trajectories of students during this stage (Roeser et al., 2012; Wang & Holcombe, 2010). Hence, for engendering positive adjustment it is an imperative that school environment meets students' attachment, safety, engagement, and guidance needs (Shernoff, 2013).

Specifically, perceiving one's school as an inclusive and welcoming environment, rich in social resources, is a key predictor of students' academic motivation, sense of belonging, competence, and overall well-being (Allen et al., 2018; Anderman, 2003). However, students often encounter environments lacking sufficient socio-emotional support (Becker & Luthar, 2002). As a result, their sense of school belonging precipitously declines across elementary and middle school (Hamm et al., 2011; Juvonen & Murdock, 1995). This belonging crisis is intensified among marginalized students facing social isolation and bullying victimization (Dawes et al., 2017; Salmivalli et al., 2011). Alienation from the school community engenders absenteeism, disaffection from

studies, aggression, anxiety, and other adjustment difficulties (Baker, 1998; Cooper, 2002; Paulson, 2023).

In addition, elementary school contexts are frequently characterised by growing social-evaluative threats rather than needed support (Pellegrini & Bartini, 2000). Escalating peer aggression and popularity dynamics lead students to crave social dominance or acceptance to increasingly victimise marginalised peers (Nassem, 2023; Pan, 2022). Such toxic school climates undermine all students' socio-emotional security. Therefore, early adolescence constitutes a critical intervention point for reshaping school environments so that engaged participation and positive adjustment trajectories can be nurtured and crystallising of the alienation can be avoided in the elementary school context.

1.4 Significance of Teachers' Attunement

This investigation aims to study the impact of teacher attunement on the social competencies of elementary school students. Results of this investigation will be considerably significant for different stakeholders e.g teachers, students, administrators and educational planners and many more within the educational landscape. The results will elucidate the ways in which teacher attunement affects the cultivation of task conflict resolution skills (TCRS), relationship conflict resolution skills (RCRS), and value conflict resolution skills (VCRS) among students. Likewise, results of the study will be concurrently addressing the myriad challenges educators encounter when applying attunement strategies in the practical classroom settings.

Teachers Educators will derive substantial benefits from this research by acquiring actionable strategies aimed at enhancing classroom management through attunement. The findings will furnish them with methodologies to effectively identify and resolve conflicts, thereby nurturing a positive and inclusive educational atmosphere.

Students Elementary school students will manifest improved social competencies, encompassing heightened communication skills, increased empathy, and enhanced conflict resolution capabilities. This progression will positively influence their

emotional health, foster improved peer interactions, and bolster overall academic engagement.

School Administrators Educational leaders and administrators can leverage the findings to develop professional development initiatives centered on attunement strategies. Such efforts will augment teacher efficacy, mitigate classroom conflicts, and enrich the overarching school environment.

Educational Policymakers Policymakers will acquire empirical evidence to guide curriculum reforms that integrate social and emotional learning (SEL). This study advocates for the inclusion of attunement strategies within national educational frameworks to bolster both student development and teacher preparedness.

Teacher Training Institutions Institutions dedicated to teacher education can utilize the findings of this study to amend and enhance their curricula by incorporating training focused on attunement. This approach will better equip prospective educators to promote social and emotional development within diverse classroom settings.

Parents and Guardians Parents will experience indirect benefits as their children cultivate more robust social skills, thereby improving home-school communication and fostering a more supportive and collaborative family dynamic.

Future Researchers This study establishes a foundational basis for subsequent inquiries into teacher attunement and its extensive implications for student behavior, thereby presenting new research opportunities in both local and global contexts. Although varied factors undoubtedly shape school climate, teachers constitute the most proximal force in students' institutional experiences (Keiler, 2018; Konold et al., 2018; McFarland et al., 2014; Skinner & Belmont, 1993). However, students often perceive teachers as unavailable for guidance or failing to understand peer dynamics underlying school problems like bullying (Sharp et al., 2002). Teachers frequently overlook relational nuances and affective currents complicating group functioning (Garcia-Rodriguez et al., 2023; Hamm et al., 2011; Riley, 2010).

Teachers' social disconnectedness stem from their lack of attunement to students' social relationships and experiential worlds. Teacher attunement refers to sensitive understanding of students' family backgrounds, cultural values, academic

interests, peer affiliations and socio-emotional challenges (Dawes et al., 2017). An attuned teacher can identify classroom peer ecologies, which are determined by patterns of students' ways of exhibiting differences in group belonging, social status hierarchies, and victimisation. In addition, an attuned teacher can foster meaningful group climate and tailor support when he or she understand students' subjective realities (Rodkin & Gest, 2010).

To develop attunement, a teacher needs to adopt a pedagogical approach that focuses on students and puts at the centre the building relationships and understanding perspectives of the students. Thus, attunement is not an innate ability. It is rather a learnable skillset actualised by engaging persistently with students' social worlds. It precipitates transformational outcomes, including students feeling relationally valued, classrooms becoming more inclusive spaces, optimisation of instructional quality, augmentation of social skills, and mitigation of conduct problems. In short, teachers must grasp the complexity of the social and relational experiences of their students so that they can offer social environment that encourage healthy development of their students. It is an essential imperative to build elementary school environments, strengthening rather than weakening students in crucial developmental phases.

The proposed study pioneered teacher attunement interventions within public sector elementary schools in Pakistan to help reshape school climate and peer dynamics undermining students' growth. Enhancing attunement is hypothesised to amplify students' socio-emotional competencies, specifically constructive conflict resolution abilities essential for their adjustment. This underscores why probing attunement's effects represents timely and consequential research.

The conflict variables associated with the construct of teacher attunement pertain to a teacher's proficiency in recognizing, comprehending, and mediating social disputes among pupils while cultivating effective conflict resolution competencies. These variables are of paramount importance due to the inherent nature of conflict within social interactions, particularly within elementary educational environments where

learners are in the process of refining their emotional regulation and interpersonal abilities.

Position of Conflict Variables in Teacher Attunement Identification of Conflict: Attuned educators possess the capacity to accurately discern and interpret the fundamental origins of conflicts, encompassing peer dynamics, misconceptions, and emotional turmoil (Rodkin & Gest, 2010). Mediation and Resolution: They proactively facilitate students through conflict resolution methodologies by exemplifying constructive social behaviors, fostering perspective-taking, and endorsing non-violent problem-solving approaches (Hoffman, 2012). Emotional Regulation Support: Through attuned interactions, educators assist students in recognizing their emotional states during conflicts and managing these emotions in a constructive manner (Pianta, 1999). Maintaining a Positive Climate: Attuned educators cultivate a nurturing environment in which conflicts are perceived as opportunities for learning and development rather than mere disruptions to the educational process (McFarland et al., 2014).

Practical Relevance: Given that social conflicts frequently pose challenges within classrooms, investigating how teacher attunement addresses and resolves such conflicts offers pragmatic insights for enhancing classroom management and fostering student relationships. **Holistic Social Development:** Conflict resolution constitutes an essential dimension of social competence. The inclusion of these variables aids in encapsulating the comprehensive impact of attunement on the development of interpersonal skills and emotional intelligence. **Behavioral Outcomes:** Unresolved conflicts may culminate in social exclusion, aggression, and disengagement. Analyzing the role of attunement in alleviating these adverse outcomes is vital for nurturing a positive peer environment (Pellegrini & Bartini, 2000). **Context-Specific Insights:** In the milieu of Pakistani elementary schools, where social conflict and aggression are increasingly pressing issues (Dawes et al., 2017), exploring this relationship can yield targeted strategies to enhance teacher efficacy and student well-being.

Rationale Behind Using Conflict Variables Bridging the Research Gap: The extant literature is deficient in comprehensive examinations of how teacher attunement specifically influences conflict resolution within Pakistani classrooms, rendering it an underexplored yet critical domain. **Policy Implications:** The outcomes of this research

can inform teacher training initiatives to integrate conflict resolution methodologies, thereby augmenting the socio-emotional support extended to students. Student Success: Proficient conflict resolution, bolstered by attuned educators, directly contributes to a more conducive learning environment, which positively influences students' social, emotional, and academic achievements.

1.5 Attunement and Student Social Adjustment

Several research studies underscore that teacher attunement benefits students in their academic, psychological, and interpersonal development. Attuned teachers who accurately perceive classroom peer dynamics can develop more positive ecologies in schools. In addition, they can enhance inclusion and curb aggression by positively identifying disconnected or bullied students (Rodkin & Gest, 2010). Attuned teachers' students feel safe when teachers understand their interests, motivations, and difficulties. Moreover, attuned teachers' responsive support fosters school belonging, a critical for element for student engagement (McFarland et al., 2014).

Attuned teacher-student interactions characterised by affective reciprocity, empathetic responsivity, and behavioural synchrony are intrinsically rewarding for children's cognitive and social growth. Such serves to organise neural pathways underlying self-regulatory competencies like executive functioning, empathy, and responsibility that aid positive adjustment across life domains (Beebe et al., 2011; Simpson, 2012). Thus, attunement is the foundational route through which students internalise adaptive values and skills.

Longitudinal observations demonstrate how teachers attuned early in the academic year to students' peer affiliations retain better connectedness with formerly bullied students over time. Attuned teachers proactively engineered more positive social-evaluative experiences for vulnerable youth post-transition into secondary school by encouraging new peer groups (Hamm et al., 2011). Such testifies to attunement's lasting imprint on reshaping developmental trajectories by transforming school climate.

Furthermore, teacher attunement programs led students to perceive greater social support in their school environments across the academic year relative to students of less attuned teachers (Hamm et al., 2011). Attuned teachers gained more insight into their students' social challenges, which enabled them to provide tailored coping assistance to students. Therefore, attuned classroom environments demonstrated more inclusive, socially integrated peer contexts as students felt safer and secure to voice concerns and explore their worlds, enhancing their academic boldness and skill growth.

Thus, teacher attunement positively transforms students' experiential reality in the classroom in many ways. Especially, It fulfils students' core needs for relatedness, security, competence, and autonomy. Additionally, it helps them access the best support they need. Schools should make having such teachers a priority, not just a bonus. All students should have teachers who value their diverse backgrounds and cultures and help them develop.

1.5.1 Infusion of the topics that were selected for teaching

To simplify and make the effect of teachers' attunement on students' social skills meaningful, the teaching process should focus on two main areas: teacher attunement strategies and social skills development. Here's an easy breakdown of the key topics that could be infused:

Teacher Attunement Strategies

- **Understanding Student Needs:** Teachers should recognize students' emotional and social needs.
- **Building Teacher-Student Rapport:** Establish positive relationships with students through active listening and care.
- **Responsive Teaching:** Adapt teaching based on students' emotions and behaviors, adjusting techniques as needed.
- **Inclusive Classroom:** Create a supportive, welcoming environment where every student feels valued.

- Encouraging Participation: Promote student involvement and collaboration in classroom activities.

Social Skills Development in Students

- Effective Communication: Teach students to express themselves clearly and listen actively to others.
- Teamwork: Encourage cooperation and collaboration in group activities.
- Conflict Resolution: Help students resolve conflicts and solve problems peacefully.
- Empathy: Promote understanding of different viewpoints and feelings.
- Emotional Control: Guide students in managing their emotions and self-regulating behavior.

Practical Teaching Approaches for Social Skills

- Role-playing and Storytelling: Use these activities to build empathy and understanding in students.
- Class Discussions & Peer Interaction: Encourage students to interact and share ideas in a structured way.
- Positive Reinforcement: Give constructive feedback and praise to encourage good social behavior.
- Collaborative Projects: Assign team tasks that promote teamwork and communication.
- Mindfulness Activities: Incorporate mindfulness to help students become more self-aware and in control of their emotions.

These strategies and activities can help improve both teacher-student relationships and the social skills of elementary students.

1.6 Previous Research Studies

Teacher attunement has been extensively studied in Western societies. However, minimal scholarship on teacher attunement exists within developing

countries such as Pakistan even though there are many complex contextual stressors that need teachers to adopt attuned teaching practices. It is a common knowledge in Pakistan that public sector school often face challenges such as curriculum pressures, large class sizes, resource constraints, inadequate teacher preparation, and cultural-linguistic diversity overwhelming teachers in schools (Saleem et al., 2020a, 2020b; Zehrina et al., 2018). In addition, the didactic pedagogy predominantly used in public schools in Pakistan is centred on content delivery, failing to provide space for meaningful relational engagement with students' worlds. Such situation obstructs students' social and academic actualisation since in didactic pedagogy students' affiliation, competence, autonomy, and guidance needs remain unmet.

Since there is a lack of attunement to students' socio-emotional challenges requiring individualised support, these educational environments are breeding ground for peer conflict, isolation, cheating, and dropping out. However, schools in Pakistan continue to approach these problems through punitive instead of restorative practices. As a result, students lack training in constructive conflict resolution strategies that can help them healthily address disagreements. As teachers remain unaware of escalating issues requiring systemic reforms, students feel more futile and alienated.

Therefore, improving teacher attunement needs to be a top priority for intervention in Pakistan's educational system; nonetheless, little is known about this field. The majority of current scholarship in Pakistan continues to concentrate on peripheral topics including student bullying, academic failure, disengagement, and maladjustment. Seldom is study done on the function that attunement plays in teachers creating educational environments that foster students' growth in a positive way. This is a serious knowledge gap that demands to be filled because it has a substantial impact on policy. There is a huge knowledge vacuum here that has significant policy ramifications and needs to be addressed.

As a result, the current study is a groundbreaking investigation that can guide educational theory, policy, and practice in Pakistan and other settings facing difficulties related to school climate. It entails stepping in to help public sector teachers enhance their attunement techniques and assessing how that affects students' capacity for conflict resolution, one of the key socioemotional skills that underpins adjustment.

The promising results of this study could prompt extensive-changes in teacher training programmes to give priority to attunement-focused teaching and change school environments in a way that will better serve the demands of a diverse student body. This demonstrates why studying attunement concerns is relevant, socially significant research in nations such as Pakistan where school ecosystems are fragile, susceptible, and precarious.

In short, in Pakistan and similar emerging cultures, elementary-age students' positive adjustment trajectories are being hampered by school environments' incapacity to offer them sufficient affiliative support and healthy socialisation situations. In order to address this issue, it is necessary to develop teacher attunement so that teachers can effectively identify and provide students with socio-emotional disorders with holistic care. This empirical study addresses a pressing issue of national importance while also offering a novel theoretical insight into the impact of attunement on primary school students' capacity for conflict resolution, a field about which there is currently little information in the Pakistani context.

Teacher attunement objectives and conflict resolution competencies are intricately connected, as attunement facilitates educators' capacities to perceive, comprehend, and effectively address social conflicts that may arise within the classroom environment. The interrelationship between these two constructs can be elucidated as follows:

1. Understanding Conflict Through Attunement Teacher attunement encompasses the ability to be acutely aware of students' emotional states, peer interactions, and social challenges (Hoffman, 2012). This heightened awareness enables educators to:

Identify nascent conflicts at an early stage. Ascertain the underlying causes of interpersonal disagreements (e.g., miscommunication, power dynamics). Respond suitably to the emotional and social requirements of the students involved. Correlation: Educators who exhibit attunement are more proficient in detecting nuanced indicators of conflict and intervening in ways that foster positive social interactions.

2. Attunement as a Tool for Conflict Mediation Educators who are attuned do not solely impose discipline during conflicts; rather, they facilitate students' understanding of

diverse perspectives, the articulation of emotions, and the peaceful resolution of disputes (Rodkin & Gest, 2010). This approach is directly linked to the attunement objective of cultivating a nurturing, empathetic classroom atmosphere.

Correlation: The capacity to mediate and facilitate students through the conflict resolution process is derived from an educator's profound understanding of each student's social and emotional landscape.

3. Promoting Proactive Conflict Resolution Teacher attunement necessitates the anticipation of potential social challenges and the cultivation of a constructive classroom culture that encourages collaboration and mitigates conflict (McFarland et al., 2014). Through the modeling and reinforcement of effective communication and emotional regulation strategies, attuned educators preempt the escalation of numerous conflicts.

Correlation: Attuned educators establish classroom norms that emphasize mutual respect and problem-solving, thereby enhancing students' capabilities in conflict resolution.

4. Attunement Goals Support Skill Development A fundamental objective of teacher attunement is to promote social-emotional development. This encompasses equipping students with the skills necessary to navigate disagreements in a constructive manner. Through affective synchrony and emotional reciprocity, educators exemplify and impart vital conflict resolution strategies (Simpson, 2012).

Correlation: By aligning their attunement objectives with social development goals, educators deliberately cultivate the competencies that students require to effectively navigate and resolve conflicts.

5. Creating a Safe Environment for Conflict Resolution Teacher attunement fosters a psychologically secure environment in which students feel empowered to express concerns and engage in open conflict resolution (Pianta, 1999). This safe milieu promotes reflective problem-solving rather than avoidance or hostility.

Correlation: In the absence of a supportive and attuned environment, students may encounter difficulties in practicing and internalizing effective conflict resolution competencies

1.7 Problem Statement

The development of well-adjusted, fully realized people with flexible coping mechanisms to handle life's complex obstacles is largely dependent on schools. Nevertheless, rising alienation, loneliness, student disengagement, indicate that educational environments in schools frequently undermine youth adjustment trajectories rather than scaffolding the growth of their competencies. Maladaptive social dynamics, bullying, discrimination, and conflict also disrupt interpersonal functioning of students (Wang & Holcombe, 2010). Due to all these maladies strategic reforms in school climate and instructional practices is a necessity to facilitate the development of our youth in a positive way.

1.7.1 Maladjustment of Students in Society

The main impetus for education is to help students build balanced personalities so they can integrate into society with ease (Osterman, 2000). However in Pakistan, school cultures in the public sector are becoming more and more marked by threats to affiliation, worries about assessments, estrangement from teachers, and peer conflict— all of which serve as catalysts for unfavourable outcomes (Shabbir et al., 2014; Zehrina et al., 2018). As adults, alienated youth often find it difficult to maintain social duties, form close relationships, and resolve conflict in a positive way.

Moreover, school-age behavioural and emotional disorders that worsen without attunement due to inadequate direction eventually develop into mental health problems (Baker, 2017). Systemic changes are required as a result of Pakistan's larger sociopolitical issues, which seep into the small-scale areas that shape children's environments (Zia & Syed, 2013). From an early age, focusing on enhancing students' intrapersonal competencies and interpersonal climate can have far-reaching consequences for national adjustment. This emphasises how vital policy is to change schools into safe, welcoming environments that support growth.

1.7.2 Need to Assess the Effect of Teacher Attunement

Cultivating teacher attunement with students' socio-emotional experiences and peer connections from a culturally informed perspective is paramount to schools promoting effective youth adjustment (Dawes et al., 2017; Hamm et al., 2011).

However, at Pakistan's public sector institutions, structural limitations including packed classrooms, lecture-based teaching practices, and a dearth of counselling services obstruct such attunement (Zehrina et al., 2018). Students experience despair because of feeling abandoned and having to deal with conflict or alone.

Given the diversity of personalities and worldviews, peer disputes characterised by task disagreements, relational friction, and ideological differences are widespread (Cahn & Abigail, 2007). Students who lack access to nonviolent dispute resolution techniques turn to externalising tactics like violence. Giving children the tools to resolve conflicts in a healthy way is therefore essential learning for optimal adjustment. By helping Pakistani elementary teachers become more sensitive to the socio-emotional pressures that underlie disagreements in their children, the proposed project will close a contextual gap and it is hypothesised, increase students' capacity for reconciliation through scaffolded assistance.

In general, the widespread problem of student maladjustment combined with ineffective teaching methods necessitates evaluating attunement's effectiveness in enhancing psychological resources required for youth's harmonious functioning and actualization in society. This is examined here via the critical social skills especially conflict resolution skills necessary for effectively resolving disagreements among peers. This has significant implications for promoting the healthy development of disadvantaged students in Pakistan's educational system.

1.7.3 Attunement Strategies

Initially, this research can broaden teachers' repertoire of student-centred, context-sensitive teaching methods that meet the socio-emotional requirements of their students by offering professional development training to assist teachers become more aware and sensitive. It may be easier for teachers to foster a positive school climate if they practice qualitatively developed attunement competencies including perspective-taking, cultural responsiveness, growth mindset orientation, restorative practices, and social awareness.

Teachers may find it easier to comprehend peer dynamics in the classroom, which are characterised by variations in group membership, social status hierarchies,

and victimisation patterns brought on by processes like ability tracking, appearance prejudice, tribalism, resource inequality, or other problems, if they have improved attunement (Dawes et al., 2017; Skinner & Belmont, 1993). When it comes to dealing with conflicts, disengagement, underachievement, alienation, or distress—all of which are frequently labelled using psychological reductionism—teachers can transform their frames of reference by having a better understanding of students' family backgrounds, identity intersections, and intra-group sociopolitical forces influencing interpersonal behaviours (Baker, 1998; Zehrina et al., 2018). This promotes a shift in management approach from disciplinary to conciliatory.

Moreover, attunement enhances teachers' cultural competency, allowing them to engage with students from a variety of socioeconomic, religious, ethnic, linguistic, and familial backgrounds who bring their own advantages and difficulties to the classroom (Hamm et al., 2011; Osterman, 2000). Teachers that are sympathetic to children's socialisation in collectivist groups, for example, may have a better understanding of how youngsters prioritise family reputation and harmony and frequently find it difficult to communicate personal issues that interfere with communal dynamics. Teachers who are adept at navigating these sociocultural intricacies will not undervalue community relationships or individual voices.

As teachers become more aware of the intersectional factors influencing students' long-term behavioural, cognitive, and socioemotional trajectories, they can stop reflexively pathologizing behaviours and instead use structural analysis, relationship-building, and listening to identify the underlying causes (Emdin, 2016; Love, 2019). This supports their capacity to work with students to co-create classrooms as just, healing environments where they can mobilise their innate genius instead of internalising deficit narratives that stand in the way of actualization.

To summarise, the education landscape in Pakistan is still in the early stages of professional development for teachers. However, there is potential for realising strengths-based, student-centred, trauma-informed, and culturally affirming instruction by methodically updating their attunement toolkits to promote cultural responsiveness, contextualise difficulties students face, and nurture socio-emotional thriving.

1.7.4 Developing Conflict Resolution Skills among Students

This research offers important practical benefits for the socioemotional development of young people by examining the effects of increased teacher attunement on students' conflict resolution skills. The results might make it clearer how teachers, who are skilled in psychological analysis and context-sensitive strategies, can help students settle interpersonal disputes that come up in their social relationships and personal lives.

The domains of friendships, parental relationships, teacher-student dynamics, technology usage, identity consolidation, values integration, social comparisons, academic failure, and future goal setting for youth are often the sites of conflicts that crystallise inner turmoil or trigger issues with self-concept (Baker, 1998; Rodkin & Gest, 2010). Through strategic assistance from perceptive teachers, students can strengthen their agency, resilience, dignity, and hope in order to navigate discord in a constructive rather than self-debilitating way throughout their lives. This includes developing their proficiency in identifying, communicating, reflecting on, and proactively reconciling task-oriented, emotional-interpersonal, and ideological-value conflicts.

Such student empowerment primarily results from attentive teachers providing minute-by-minute socio-emotional support rather than just programmatic instruction. This helps young people make sense of their experiences, develop self-awareness, let go of guilt, access innate wisdom, and organise the cooperative community to bring values and action into alignment during teachable moments (Anderman, 2003). This underscores conflict resolution's status as an enlivened, dialogic process igniting students' socio-cognitive maturation rather than just procedural skillset.

Overall, assessing attunement interventions' efficacy in furthering students' peaceful conflict resolution strategies serves the timely social imperative of combatting surging aggression, violence, bullying, alienation, and associated externalising- internalising childhood psychopathology rooted in unaddressed interpersonal disharmony nationally (Baker, 1998; Prause & Mujtaba, 2015). By fostering empowered citizenship, schools fulfil their ultimate purpose.

1.7.5 Inform Policymakers, Teacher Trainers, and Teachers

Finally, this study provides insightful information about evidence-based social- emotional learning frameworks that are appropriate for Pakistani contexts to teachers, curriculum developers, and educational decision-makers by highlighting the potential of attunement to improve student competencies required for healthy adjustment, such as conflict resolution, and to change the school climate.

Since most public-sector teachers are still not well-versed in assessing and intentionally supporting students' socio-emotional development outside of the classroom, this research offers a strategic roadmap for national teacher training reforms that would integrate student psychosocial wellness modules into teaching philosophies (Burrow et al., 2010). The findings may specifically encourage the design of attunement-focused professional development workshops to support teachers in understanding the richness of children's sociocultural environments and using multidimensional data such as behavioural observations, student narratives, assessment patterns, and family histories to support positive adjustment contextually (Dawes et al., 2017). Teachers can explore how they socially construct children and how prejudices often go unnoticed when interacting with students from disadvantaged or culturally nonconformant backgrounds by creating reflective spaces as a result of this training (Emdin, 2016). This creates avenues to combat internalised biases that lead to disproportionately harsh responses to low-income, mentally ill, disabled, neurodiverse, traumatised, or marginalised children—groups who are already stigmatised. As a result, teachers develop into fair caretakers who recognise the value of diversity in fostering creativity.

Additionally, demonstrating how improved teacher attunement lowers disciplinary problems and conflicts among elementary students gives policymakers leverage to assign school counsellors who specialise in socio-emotional tactics from an early age rather than just in crisis-ridden secondary schools (Burton, 1997). Before challenges become more than they can handle, students' resilience is proactively supported by the early development of compassionate role models.

Thus, attunement research facilitates the exchange of innovative social pedagogy that is both empirically and contextually grounded. This elevates national

conversations about the critical role that student relationships and emotional health play in accelerating authentic learning in an increasingly fragmented world. This underlines once again how crucial education is to produce capable, democratic people.

1.8 Significance of the Study

This study will have theoretical and practical implications since it looks at how improving teacher attunement affects students' development of social skills in Pakistan's public education system.

1.9 Objectives of the Study

This study aims to empirically investigate the effect of teachers' attunement strategies on advancing social skills among elementary school students in Pakistan's public sector institutions. There is a two-fold focus reflected through the following objectives:

1. To examine the effect of attunement on the development of task conflict resolution skills. (TCRS)
2. To examine the effect of attunement on the development of relationship conflict resolution skills (RCRS).
3. To examine the effect of attunement on the development of value conflict resolution skills (VCRS).
4. To explore the challenges faced by the teachers during teaching social skills to the elementary school students through attunement strategy.

1.10 Research Hypotheses

The following hypotheses were tested in this study:

H1: There is a significant mean score difference between attuned students' and non-attuned students' task conflict resolution skills.

H2: There exists a significant mean score difference in attuned and non-attuned students' relationship conflict resolution skills.

H3: Attuned students will demonstrate markedly higher scores on value conflict resolution capacities relative to non-attuned peers.

H4: The elementary school teachers may face significant challenges while teaching social skills to elementary level students through attunement strategies.

In summary, the primary dependent variables are students' conflict resolution skills across task, relationship, and value subtypes, whereas teacher attunement levels are the independent variables that are experimentally modified through professional training workshops. It is postulated that enhanced attunement will lead to subsequent gains in conflict resolution skills, which are essential for students' interpersonal and socioemotional adjustment. The purpose of the findings is to highlight the critical role that attunement plays in schools as locations of catalysis for the development of juvenile competencies, providing positive solutions to common conflicts. In a society where there is great division, this understanding can influence national policies, teacher preparation initiatives, and classroom methodologies to foster empowered citizenship.

1.11 Delimitations of the Study

Based on practical considerations about accessible populations and resources to carry out a carefully controlled intervention trial at PhD level, this study has several scope delimitations.

1.11.1 Public Sector Boys' Elementary Schools Situated in Lahore City

At first, the study only looked at boys' High schools in the public sector in Lahore, Pakistan's second-biggest city, which has a diverse student body. Because of traditional social norms that discourage mixed-gender interaction beyond puberty, coeducational institutions were not allowed. To account for potential gender-based biases in the results, the study only looked at male students' teacher attunement and dispute resolution skills. In situations involving only girls, replications can look into attunement effects.

The effectiveness of attunement can be assessed solely for students from relatively lower-class households who experience greater prejudice, financial challenges, or household duties by focusing on public schools rather than more costly private ones. At a young age, these children are often disproportionately exposed to externalizing-internalizing difficulties such as conflict, isolation, and alienation from

formal education (Ahmad et al., 2013; Burton, 1997; Zehrina et al., 2018). This emphasises how crucial attunement is as a social empowerment intervention. The purpose of the transformational paradigm is to accelerate structural changes in order to improve the welfare of marginalised people by putting light on the situational injustices that they confront. Priority sampling of vulnerable populations is compatible with this objective (Mertens, 2008). Given that the majority of Pakistani children attend public schools, if attunement effectively improves conflict resolution for distressed students who lack other non-material resources to diffuse disputes, this advocates for expanded teacher training and student psychosocial support schemes nationwide. However, Lahore is a good place to start investigating the early efficacy of attunement because of its size, history of consistent province public support, and leadership in national educational programmes (Saeed & Zyngier, 2012). Evidence can guide national attempts to standardise curricula and train teachers.

1.11.2 Public Sector Elementary School Students

Second, only sixth-grade male students from public schools will be eligible to participate; students in other age groups will not be included. During the complex transitional period of multidimensional maturation that occurs between late childhood and early adolescence, which spans 12 years, children struggle with developing self-concepts, abstract thinking, evolving peer relationships, widened social awareness, pubertal changes, more salient gender roles, and future anxieties (Sukmantari, 2019). Before maladaptive pathways crystallise, such flux creates intrapsychic conflicts and interpersonal disputes, requiring the use of healthy management techniques (Leonard et al., 2015).

Previous study reports the sixth grade's position within a period of noticeably increasing student conflicts, bullying, and disengagement tendencies following primary school entry, caused by departmentalization, class movement, increased academic pressure, and increased exposure to peers (Boxer et al., 2013). Given the significant danger of alienation, this emphasises how important it is to support students' psychosocial coping skills as they make the transition to middle school. Analysing impacts at the sixth-grade level is strategically significant since attunement treatments help students navigate significant ecological transformations. The results

can be used to modify counselling frameworks in secondary schools so that students can use disagreements as launching pads for self-discovery.

1.11.3 Academic Year 2023-24

The intervention was limited to a single school year starting from April 2023 to March 2024. Extended periods of time might demonstrate the enduring impact of attunement in reconciling deeply ingrained disputes and friendships, although initial outcomes within a school year suggest positive outcomes that support ongoing funding. Using yearly statistics, lawmakers and education officials may evaluate the effectiveness of programs that follow traditional cycles. The possibility of institutionalisation is increased when attunement's effectiveness, especially in short-term interventions, is shown. In addition, the intervention was only be used for one academic year, from April 2023 to March 2024, and its effectiveness would not be established until after a brief trial period. Extended periods of time could demonstrate the enduring impact of attunement in reconciling deeply ingrained disputes and friendships, although initial outcomes within a school year suggest positive outcomes that support ongoing funding.

Using annual statistics, legislators and education officials can evaluate the effectiveness of programs that follow traditional cycles. The evidence of attunement's efficacy, particularly in short-term therapies, increases the likelihood of institutionalization. This is a result of things like teacher attrition. Only high-risk students who have been carefully selected from cohorts of sixth graders based on disciplinary records, absenteeism rates, family profiles, and teacher complaints indicating above-average engagement in peer disputes were allowed to participate. Comparing the random sample to equally affected populations make it easier to see quantifiable gains in the relevant conflict resolution variable. Future, more extensive assessments, however, will be able to determine the efficacy for a broader student body.

1.11.4 Conflict Resolution Skills

The conduit competencies targeted as primary outcomes also include conflict resolution strategies such as negotiation, mediation, problem-solving, truce agreements, and non-confrontational self-advocacy that are valued for settling disputes before they escalate into violence (Yaras & Gunduzalp, 2021). Furthermore, a further set of competences often linked to conflict resolution capacities that aid in fully capturing attunement effects include empathy and perspective-taking abilities (Miller & Eisenberg, 1988; Richardson et al., 2012). This enables a parsimonious evaluation of attunement's influence on a group of closely related prosocial skills, suggesting that students' socio-emotional adjustment—rather than indefinitely quantifiable constructs—is essential for their healthy growth. Subsequent initiatives, however, can concentrate on other competencies, such as motivational profiles moulded by appropriate instruction, family functioning, or civic participation.

Finally, by demonstrating that teacher attunement works in enhancing the conflict resolution strategies of vulnerable public elementary school boys, this study leads the way in teacher attunement research in Pakistan. Although the findings at this exploratory stage are necessarily limited in their generalizability, they can inform future representative investigations that evaluate implementation factors such as cost-effectiveness, programmatic duration required, sustainability challenges, relevance for girls, and developmental considerations in order to formulate youth psychosocial support policies at the national level that leverage the latent social justice potential of attunement to improve the welfare of citizens. Transformational paradigm lens of the study supports translational data highlighting the needs of socially excluded communities for their well-being.

1.12 Operational Definitions

Attunement: Teacher's ability to understand their students' academic, social, emotional, and personal needs and experiences.

Conflict Resolution: Skills and strategies used to settle disputes through means like negotiation, mediation, problem-solving, reconciliation, arbitration, and non-confrontational self-advocacy.

Task Conflict: Disagreement over tangible, substantive, informational, or procedural issues related to shared external goals.

Relationship Conflict: Interpersonal discord and emotional friction stemming from personality differences, interpersonal issues, betrayals, jealousy, and poor communication.

Value Conflict: Ideological and philosophical clashes over intangible matters tied to self-concepts like religion, politics, ethics, and prejudice that resist straightforward compromise.

School Climate: Overall social atmosphere of school encompassing quality of relationships, values, norms, goals, organisational structures and teaching practices.

Socio-emotional Development: Growth of capacities like self-awareness, social awareness, responsible decision-making, relationship building, and self-management.

Externalising Problems: Behavioural difficulties like aggression, impulsivity, defiance, and delinquency directed outwardly toward the external environment.

Internalising Problems: Inner-directed emotional problems like loneliness, anxiety, depression, low self-esteem, and somatic complaints directed toward self.

Social Empowerment: Process of developing self-efficacy, awareness, and skills in marginalised groups to overcome situational and structured barriers to wellness.

In the first chapter, importance of social skills and their development through attunement was elaborated. It has been explored that teacher's attunement is considered best for the development of social skills among elementary school students. Therefore, it was needed to conduct the present study. After introduction, statement of problem, research objectives and research hypotheses were stated in a clear way. At the end of first chapter, the operational definitions of key terms, used in the study have given. The literature review was started after the introductory section. This review of related literature is given in the chapter 2 of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

First, the chapter provides a background on the significance of social skills development, particularly in the Pakistani context. After that, the chapter sheds light on teacher attunement to student's conflict resolution skills development, including its core components and strategies. Subsequently, the chapter elaborates on the notion of conflict, types of conflicts, and the necessity of conflict resolution skill development. Finally, the chapter culminates in a critical review of the literature on the theoretical and empirical association between teacher attunement, social skills and student conflict resolution skills development, a summary of issues emerging from the literature and the rationale of the current study along with how the current study would address the raised issues. Students need to develop important social skills to participate and function in society. Therefore, a student's social adjustment is vital. To develop these skills, schools are a major media in placing students on the track to mastering the skills needed for life; however, with the current teaching techniques used in Pakistan, students are not properly equipped with these. One strong influence in this area is the role of the teacher rather than the teaching style in conflict resolution skills in early grades. Teacher attunement is a new and important approach to better understand the students and promote their interpersonal critical skills. Incorporating relevant literature reviews is critical to achieving the research objective. For example, one area of investigation could be the importance of conflict resolution skills in students, which is due to the simplistic grading that students experience in primary schools.

The literature review covers the key concepts from books, journal articles, conference pamphlets, thesis/ dissertations, and other academic sources. It is important to synthesize the knowledge on this topic and build a theoretical grounding for investigating the research problem. This review gives more insight into the teacher attunement techniques for conflict resolution abilities in elementary classrooms, which will lead to new insights. The gaps will also show and will facilitate the need for the study. The lives of individuals and society depend upon education. Schools provide

academic knowledge and are the main places where children develop socially, emotionally, and behaviourally (Andrew et al., 2024; Durlak et al., 2011). How teachers shape students is vital for who everyone will become; what kinds of people will we be if our teachers do not have the time, patience, and deep care to understand us, our struggles, our experiences, and our triumphs? We need our teachers and all the grown-ups in our school to be "attuned" to us in compassionate and discerning ways.

2.2 Importance of Teacher Attunement

The importance of teacher attunement to high-quality teacher-student relationships is well established (Rajammal, 2024; Roorda et al., 2011). Such relationships consistently have been associated with many positive student outcomes. When teachers are attuned to their students, they are responsive to those individuals in interpersonal and instructional encounters. They demonstrate this responsiveness in the development of what researchers sometimes refer to as the "preschool climate," which is the "set of teacher behaviours and practices that shape students' feelings of emotional attachment, security, and well-being in the classroom" (Jennings & Greenberg, 2009).

This literature review has a dual purpose. It covers the essential bases and offers an insightful critique of the research on teacher attunement and children's social skills. The literature review will cover several main themes. It will start by discussing the concept of attunement and the types of attunement. It will then consider how attunement manifests in teaching and learning situations. Next, the review will look more deeply into three theoretical frameworks—attachment theory, social learning theory, and ecological systems theory—because these are most associated with attunement. They offer ways of thinking about important mechanisms or pathways in those frameworks and probably have some relationship to the concept.

Secondly, the historical context of attunement and social skills research is discussed. From then to now, there will be studies and look at the most significant studies that have occurred along the way. Following this, a long and hard look is taken at the methods put in place to enhance social and emotional learning, be it through

individual methods, such as teaching kids how to be more mindful, or school-wide programs, like positive behavioural interventions and supports.

Thirdly, some difficulties and hindrances in social skills development and attunement are discussed. A few of these are teacher stress and burnout; others are cultural and linguistic diversity and systemic constraints. After doing so, potential pathways for surmounting these obstacles will be observed, focusing on a few remedies for teacher distress and disarray. Finally, will be probed the very heart of the problem if the appearance of it is only superficial.

Fourthly, the literature review will address Pakistan's contemporary attunement and social skills development conditions. This discussion will pinpoint the distinctive challenges and opportunities this context offers. Then, it will be turned to the body of evidence (mostly from outside Pakistan) that has arisen over the last two decades to document the positive, long-term effects of developmentally attuned relationships, both in and out of the classroom. This discussion, of course, will be inevitably oriented towards the global North, where the research has been conducted.

An equally important part of students' education is the development of their social skills (Warnset, 2024). Such skills allow individuals to engage in meaningful interactions with others, establish and maintain relationships, and handle everyday situations effectively (Gresham & Elliott, 2008). A person's ability to deal with others is important in school, career, or everyday life (Warnset, 2024). Besides the fact that the formation of relationships is part of human nature and fundamental to the way our society is structured, psychologists have long considered social and emotional intelligence to be key components of a person's success, not just in school but also in life (Gresham et al., 2001; Supriatna et al., 2024).

The importance of teachers being in tune with and having good social skills becomes much clearer with the increasing diversity in schools today (Sydorenko, 2020). Serving students from different cultural, language, and socioeconomic backgrounds inevitably presents teachers with the considerable challenge of ensuring that the learning environments they create are fair and that everything is in its

appropriate place in their classrooms. "Attuned" teachers, those who are not only sensitive to human differences but are also knowledgeable about the kinds of experiences that ground those differences and, therefore, shape the heritages of the students they teach, are likely to be more effective in fostering successful learning experiences for all their students (Hendricks & Hess, 2024; Ladson-Billings, 1995). Attuned teachers understand that some students talk more because of the long oral tradition in their families and their communities (Davidson et al., 2024; Durlak et al., 2011).

Moreover, teacher attunement and social skills have become even more vital during and after the pandemic. Remote learning and the loss of regular interpersonal connection have affected the well-being of many students, especially with teachers they can no longer see in the same way they used to. As with every aspect of education, attunement and social skills are crucial in mending the disrupted fabric of students' lives (Bozkurt & Sharma, 2020). In that role, these two things help us to understand the students and to enable connections with them that help us to help them when they need it most.

Because teacher attunement and the development of social skills have such important and broad effects on students' academic, interpersonal, and emotional lives, we need to know much more about them (Davidson et al., 2024; Garner et al., 2024; Hendricks & Hess, 2024). To understand them, must we look at them together or separately? What factors might contribute to one or the other, and what circumstances might make a difference? A literature review on attunement and social skills is conducted to answer these questions. What follows is a summary of what I think are some Big Ideas; that is, overarching themes that, when explored, will yield valuable insights into how attunement and social skills can be developed and nurtured in teachers and students in educational contexts.

In conclusion, the analysis determined the existing literature's shortcomings and how these could be turned into pathways for future investigation. It pointed out the relatedness (or lack thereof) of our recent research on social skills development and attunement in various educational settings. It noted both what we did find and

what we might have missed. And most importantly, it suggested what we might do to improve the field. In this discussion, the review will focus mostly on the kinds and quality of the inferences and interpretations we have made and might make.

This literature review aims to build the foundation of the present study by carefully scrutinizing these key areas. The purpose is to know the effects of teacher attunement on students' social and emotional development, specifically developing their conflict resolution skills. By doing so, it is hoped that our insights will help shape the study's conceptual framework, research design, and interpretation of findings. This will contribute to the knowledge base on attunement and a better understanding of the social and emotional skills teachers may be helping (or hindering) students develop in Pakistan and similar international contexts.

2.3. Definition and Conceptualization of Attunement

Fundamentally, "attunement" relates to human relationships and development grounded in heart matters. It is about the ability to be aware, understanding, and respond sensitively to the cognitive, emotional, and behavioural states of others. It is a critical aspect of the teacher-student relationship in an educational context as teachers recognize and address the students' needs with a supportive learning environment and develop social and emotional development (Pianta et al., 2003; Rajammal, 2024).

Attunement comes from attachment theory, the psychological perspective on the significance of the emotional relationship between a caregiver and a child (Bowlby, 1969). As mentioned, attunement arises as an issue in developing secure attachment because a securely attached child's primary relationship with a caregiver can safely serve as the foundation for all future relationships. In a classroom, teachers attuning to the student's needs can offer a similar sense of security and strength, which is necessary for growth and learning (Pianta et al., 2003; Rajammal, 2024).

Understanding a teacher-student relationship involves examining all the different aspects of what makes it up, and attunement is no exception. Expression of this understanding implies that we can talk about the teacher being in a class with a

group of students with myriad backgrounds, experiences, and perspectives (Pianta et al., 2003). Once we can do that accurately and richly, we can say something (hopefully, something helpful) about how the teacher tunes into and responds to that wide variety of individual and collective student realities. Furthermore, that is what we mean when discussing the dimensions of attunement (Reyes et al., 2012).

2.4. Types of Attunement

2.4.1 Cognitive Attunement

The term "cognitive attunement" is often used in education and can mean various things. Essentially, though, it refers to the idea that effective teachers, to be successful at what they do, attempt to see the world as their students see it (Vygotsky & Cole, 1978). They try to understand the daily lives of their students, and they attempt to understand the problems and content their students are thinking about—instead of the problems and content that the teachers themselves would like the students to be thinking about (Dack & Ann Tomlinson, 2024; Tomlinson, 2014).

The ability to promote critical thinking and problem-solving is also part of being cognitively attuned. Teachers attuned to their students can build these all-essential skills by allowing them to explore, discover, and reflect in safe classroom spaces (Piaget, 2008). A classroom attuned to the cognitive aspect is where the teacher encourages and expects the students to ask questions that make them slow down and think about problems and situations (Facione, 1990). It is an environment where the teacher guides and coaches students in their mental strengths.

2.4.2 Emotional attunement

The capability to recognize, comprehend, and reply to students' emotions indicates their emotional attunement (Pianta et al., 2003). Emotionally receptive teacher can set up a classroom to support the emotions students are experiencing, which, in turn, supports the students themselves (Jennings & Greenberg, 2009). At the core, this is a matter of safety: Emotionally attuned teachers can make any given emotional experience in the classroom accessible and teachable (Masten, 2014).

Becoming truly connected to students' emotions is a crucial aspect of recognizing and responding to students' needs and an indispensable component of the actively caring school community. Fostering emotional attunement in a school setting ensures that students from diverse backgrounds can effectively pick up on subtle social information. Students who make accurate emotional reads are likelier to sense when a teacher or peer feels positive or negative (Ladson-Billings, 1995). By doing so, they can develop the belongingness and engagement of students, which are essential for academic success and well-being (Osterman, 2000; St-Amand et al., 2024).

2.4.3 Behavioural attunement

Being behaviourally attuned means comprehending and responding to interactive behavioural patterns, including communication and how the students act and carry themselves toward fellow students and teachers (Pianta et al., 2003). Teachers with this quality can recognize when certain students display challenging behaviours (Sugai et al., 2002). Upon recognizing these behaviours, these teachers can properly and effectively guide and direct these poorly behaving students toward adopting beneficial social skills and self-regulation (Sugai et al., 2002). They also, all the while, create an operating environment for the class. It is especially vital for classroom management that teachers are behaviourally attuned to respect and respond effectively to all students (Evertson & Weinstein, 2006). An attuned teacher can use a range of positive behaviour techniques, like redirecting attention to the task when middle schoolers are zoning out, to get students back on track with minimal disruption. Positive behaviour support is effective with the students (Simonsen et al., 2008). When students are not acting up, praise them and give them small rewards when they are trying to do the right thing. They can use restorative practices, like peer mediation and conflict resolution, to support students' progress in sympathy, obligation, and problem-solving skills (Morrison, 2007).

2.4.4 Aspects of Attunement

Attunement has different aspect which are given below,

2.4.5 Mutual responsiveness

Mutual responsiveness involves a relationship that goes both ways, in which the teacher and student are tuned in to and actively involved with each other, understanding and responding to each other's cues (Pianta et al., 2003). This kind of teacher-student relationship is crucial in teaching and learning. Students develop trust from this kind of relationship, which leads to increased engagement in school and classroom activities (Hamre & Pianta, 2001). It is also from this kind of relationship, framed with this crucial concept and enacted with these skills, that mutual accountability is built.

Building trust and attachment in the teacher-student relationship is crucial for promoting students' engagement and motivation and enhancing their learning (Roorda et al., 2011). When the teacher and student are responsive to each other, it sets in motion a continuous, positive interaction that feeds on itself and leads to more prosocial behaviour (Pianta et al., 2003; Roorda et al., 2011). This interaction can take many forms, such as subtle or not-so-subtle nods of approval from the teacher when the student says something particularly insightful or a slight frown of disapproval when the student strays off topic. However, remember that such nonverbal reactions are a sign of character and should not be used as the basis for maintaining downlinked prosocial or antisocial behaviour.

2.4.6 Synchrony

Synchrony signifies the moment human behaviours, emotions, and physiological conditions come together in enlisted experiences, especially in classrooms (Feldman, 2007). When the concept of synchrony is embraced, teachers and students find that both parties do well, even though there may be some cacophony at times (Pianta et al., 2003). Slowly but surely, the term synchrony is finding its place among professionals who realize that if the effects of human connectedness can be

assessed from moment to moment, such assessment can yield useful ways of thinking about human interactions (Tomlinson, 2014).

Being on the same wavelength as students is key to establishing a tuned-in and connected teacher-student relationship. It is an all-important component in how teachers and students relate to one another, in no small part because it plays a fundamental role in emotional and cognitive regulation (Feldman, 2007). When teachers and students are in sync, the learning process has a kind of "flow," and a path of least resistance becomes the most natural thing in the world (Csikszentmihalyi, 1990). We make breakthroughs with a teacher best, do creative work in a family (of any kind) best, and regulate our existences most effectively in the company of others. Synchrony also communicates "I am with you; you are not alone" in any learning interaction (Pianta et al., 2003).

2.4.7 Empathy

Understanding and experiencing another person's emotions and then expressing genuine compassion for them is what empathy means (Efilti & Gelmez, 2024; Vieten et al., 2024). When a teacher is tuned, or in sync, with a student, he or she can form a mental and emotional understanding of the feelings. He or she experiences the student is currently going through. The attuned teacher can then communicate this deep empathy to validate the student's experience while maintaining that essential "I see you" aspect of supportive and compassionate communication (Pianta et al., 2003).

A classroom needs to have empathy. That's one of the surest ways to create an emotionally supportive and inclusive space where every student feels valued and respected (Jennings & Greenberg, 2009). When teachers show empathy to their students, they exemplify fundamental social-emotional skills that lead to perspective-taking, compassion, and kindness (Eisenberg et al., 2010). On top of that, empathy helps build reliance and understanding between teachers and students, which is crucial when the kind of trust and "liking" that must be present in any good teacher-student relationship is at stake (Pianta et al., 2003).

2.4.8 Reflective functioning

The capacity for being reflective refers to a person's ability to think about and understand not only their own but also the mental states of others and, most crucially, to use that understanding as a guide for effective behaviour and relationships (Fonagy & Target, 2002; Yule & Grych, 2024). For our teachers, reflective functioning is particularly important because understanding the intentions behind their own and their students' behaviours and using that understanding to shape their relationships is a linchpin of efficacy in the classroom (Jennings & Greenberg, 2009; Pianta et al., 2003).

When teachers think deeply about what is happening in their classrooms and make thoughtful decisions about their work, they engage in the vital work of reflective functioning. This is the core process that allows teachers to be present and responsive to the needs of all the children in their classrooms and to have the capacity to adapt their instruction to each child. Responsive teaching allows for regulating the quantity of instruction children receive and ensures that what is taught leads to the intended outcomes (Pianta et al., 2003). And because responsive teaching allows children to 'meet the bar' in different ways and at different paces, it's also language- and culture-conscious (Jennings & Greenberg, 2009).

Reflective functioning, moreover, is necessary for relationship building in challenging environments that are often borne by students historically suffering from trauma, poverty, discrimination, etc. (Ginwright, 2018). The process of reflective functioning allows teachers to consider broader sociocultural and historical influences that may be impacting the experiences and behaviours kids bring to school, broadening one's ability to respond in culturally responsive ways. This can build trust and cohesion amongst the students in your classroom, which are both needed for academic, social, and emotional progression (Osterman, 2000).

Consequently, this attunement is a dynamic structure of cognitive-emotional and behavioural dimensions in teacher-student relationships. Listen and Respond: Hear what students are saying. A caring response and full attention are necessary in person

or through anonymous communications. To establish good relationships in the classroom that support a learning environment, there are some key components, such as attunement, mutual responsiveness, synchrony/empathy, and reflective functioning. Responsive communication results in positive academic, social and emotional outcomes for students to reach their maximum potential.

2.5 Theories of Attunement

2.5.1 Intersubjectivity Theory

In line with intersubjectivity theory based on Hegel, Husserl and Mead, human consciousness and understanding are derived from collective experiences or meaning (Stern, 2005). In attunement, intersubjectivity, as described by Trevarthen and Aitken (2001), can be defined as the reciprocal interpersonal recognition and communication between individuals related to states of mind. According to the theory of attunement, it is a nonverbal process by which two individuals actively participate in creating mutual meaning and emotional connection (Benjamin, 2016).

Intersubjectivity theory in developmental psychology has emphasized the central role of attunement from early infancy, as phenomenological matching and sharing affective states take place reciprocally between caregivers and infants (i.e., mimicry) (Trevarthen, 1979). These early encounters of attunement are believed to set the stage for self-awareness, empathy, and social cognition (Meltzoff & Brooks, 2001). As children develop, they find themselves in various intersubjective experiences with other people, including peers and teachers, which further form their self-concept and knowledge about the world and their experiences (Rogoff, 1990).

Intersubjectivity theory posits that attunement between teachers and students in the classroom entails the capacity to register important features of the others' mental states (e.g., thoughts, feelings, and intentions) in such a way that it is sufficiently shared to facilitate both people's understanding of each other (Pianta, 1999). When teachers are attuned, they can "read" their students and respond in ways that demonstrate they understand and care about them (Jennings & Greenberg, 2009). Attunement leads to a

common purpose and meaning in the class, enhancing student engagement, motivation, and learning (Reyes et al., 2012).

Intersubjectivity theory also highlights how attunement is constrained and facilitated by culture and context, including social conventions of attunement (Rogoff, 2003). As Gay (2010) highlighted, teachers in diverse classrooms need to consider their students' cultural experiences and backgrounds when communicating and instructing. A deep understanding of how culture shapes students' norms and behaviour is needed, as well as a readiness to use culturally responsive teaching strategies (Gay, 2018; Ladson-Billings, 1995).

2.5.2 Contingency Detection Theory

This theory suggests that infants are born set to detect or respond to environmental contingencies. As for attunement, contingency is the space and time that separates one individual's behaviours from those of another. On this account, the detection and adaption to whatever happens contingently are among the fundamental processes underpinning social cognition and communication (Watson, 2001).

According to contingency detection theory, the mutuality is expressed through mutual regulation so that infants and caregivers reciprocate each other's attunement in their demonstrations practised for different situations. These behaviours accompany those that elicit mutual attention and affect (Feldman, 2007), including synchronized gaze, facial expressions, and vocalizations. It is thought that these more subtle, contingent actions contributed to self-regulation, social skills and emotional competence.

According to contingency detection theory, teacher-student attunement is a dynamic process where teachers and students detect and respond to contingencies embedded in each other's behaviours (Battistich & Watson, 2008). Because they can read behavioural cues and emotional signals, teachers are seen as being less susceptible to the subtle signs of students' learning states, often betrayed by their facial expressions, postures, and tone of voice that might inform them about a child's affective status or suggest modifications to the instructional environment in light of what appears to be an

emerging understanding (Pianta et al., 2003). This idea of contingent responding is the equivalent of what was described on the whiteboard. Building trust through response and academic safety in the classroom requires it for student engagement and learning (Reyes et al., 2012).

The theory of contingency detection (Beebe & Lachmann, 2013) further highlights the importance of timing and pacing in the tuning process. Responsive teachers adapt their instructional and content approach to meet the developmental stage, learning level, and other student characteristics (Qi, 2024; Tomlinson, 2014). Accomplishing a task of this nature, however, requires the ability to attend to the temporal flow and complexity within classrooms and an openness about responding in ways that recognize student needs at any one time (Pianta et al., 2003).

2.5.3 Mutual Regulation Theory

In the framework of mutual regulation theory (Bell et al., 2007), both infant and caregiver change one another concerning behaviour or emotion over time in a dyadic process. More specifically, this model suggests that the processes by which everyday life becomes an autopilot routine between and among individuals arise from real-time behavioural, and emotional coordination of their lives over many weeks (Tronick & Beeghly, 2011).

According to the model of mutual regulation theory, attunement develops over cycles, which include "support and repair", where periods of ceiling passage or misfit are addressed by bouncing back tries towards re-synchronizing (Tronick & Weinberg, 1997). These cycles are considered fundamental for the development of self-regulation, stress reactivity, and resources for response resilience. Over time, the process of mutual regulation is believed to facilitate the emergence of a secure attachment, which serves as a foundation upon which healthy social and emotional development rests (Tronick, 2007).

continuous adaptation of teacher-student synchronization in the classroom context, mutual adjustment, and adaptation between teachers means synchronizing (Pennings et al., 2018). Attuned teachers can know when the students experience stress

or lose self-regulation, responding in ways that support them to re-calculate a sense of calm and focus (Jennings & Greenberg, 2009). It might be helpful to act earlier in developing these behaviours by intervening with the tempo or format of instructional means, offering emotional support and encouragement, or showing good coping mechanisms when needed (Reyes et al., 2012).

In addition, she highlights the idea of a residual quality from previous days being repaired in the process of attunement (Tronick, 2007), which mutual regulation theorists recognize will be achieved through repair. When there are mismatches or misattunement in the classroom context, teachers can observe, identify, and respond in ways that will not disrupt their relationships with the students (Pianta et al., 2003). That may involve admitting mistakes and apologizing, empathically understanding a student's view, cooperating in finding solutions, or agreeing on compromises (Jennings & Greenberg, 2009).

2.6 Historical Perspectives on Attunement

Attunement, in a historical context, refers to the process of aligning oneself with others, particularly in terms of emotional, cognitive, and social harmony. It has roots in both psychological and philosophical thought and has evolved significantly over time.

2.6.1 Early research on mother-infant interactions

Attunement is based on early research on mother-infant interaction that started in the 1950s and 60s. It was during this time that researchers like Bowlby (1958, 1969), Ainsworth (1969), and Stern (1974) began to investigate how infants and their caregivers communicate and interact with each other. The early research from the 1950s laid the groundwork for our understanding of how integral attunement is to human development.

John Bowlby began researching in this area and has been among the most influential in developing attachment theory (Bowlby, 1969). Bowlby (1969) contended that infants are born with an innate desire to draw close to and be

comforted by their caregivers. These initial attachment relationships can influence subsequent social and emotional development. For Bowlby (1969), attunement is crucial for developing a secure attachment as it enables infants to experience themselves as safe, understood, and as mattering to the caregiver.

Mary Ainsworth was another key figure in the formative attunement research, and she created the Strange Situation task (Ainsworth, 1969). This experimental approach enabled researchers to measure different attachment patterns concerning separation and reunion with their infant and caregiver. Ainsworth's work lent empirical support to Bowlby's ideas concerning the significance of attunement in attachment relationships and its subsequent prominence in attachment research (Ainsworth et al., 1978).

In the 1970s and 1980s, researchers like Daniel Stern and Tiffany Field launched new research examining the quality of this maternal behaviour in mother-infant communication (H. Field, 1981; Stern, 1974). In his work on "affect attunement," Stern described how mothers and infants come to share emotions via subtle, non-verbal cues such as facial expressions, vocalizations, and body position (Stern, 1974); The Marchand lab focused on the social and emotional development of interactions between mothers and infants, synchrony as Field put it in her studies (Field et al., 1988).

2.6.2 Expansion to teacher-student relationships

Affirmation research later, in the 1990s and on into the 2000s, researchers started to find what sounded like a logical extension of attunement research to begin looking at teacher-student relationships. This work has been driven by an emerging recognition of the significance of social-emotional factors for academic learning and school success (Pianta, 1999). Specifically, researchers like Robert Pianta, Bridget Hamre, and Joseph Allen started to look at how teacher attunement to student needs and experience could support positive outcomes in engagement, motivation, and achievement (Allen et al., 2013; Pianta et al., 2003).

A key take-away from this work was that teacher-student attunement goes beyond a positive affective tone. It might require deeper knowledge of what students require and are capable of experiencing in response to teaching, such as a sense that one is ready to change their instruction and support package (Hamre & Pianta, 2005). The attunement that may result from this process of becoming attuned to one's world, the worlds of others, and even the intertwined nature of all these levels can manifest in schools when teachers cultivate classroom contexts or climates supporting students' social-emotional-cognitive functioning by fostering emotional support with academic rigour (Jennings & Greenberg, 2009).

Another major finding from this research was that attunement in teacher-student relationships is a complex, conjoint function of individual, interpersonal, and contextual processes (Pianta et al., 2003). At the level of the individual teacher, his own social and emotional competencies (e.g., self-awareness, empathy, stress management) will affect how well he perceives what students most need (Jennings & Greenberg, 2009). At the most intimate level, related to those relationships in which development occurs, attunement is affected by several dynamics, especially between teacher and student or among peers within a classroom (Hamre & Pianta, 2001). Within the contextual level, school climate impacts teacher-student attunement in both expression and experience (Jagers et al., 2019).

1. 2.6.3 Attachment Theory and Attunement

Attachment theory and attunement are interlinked because both focus on quality of interactions between individuals especially between parents, teachers and learners.

2. 2.6.4 Secure attachment and attunement

A central element of the attachment theory tradition, conceptualized by John Bowlby and later reinforced by Mary Ainsworth (Ainsworth et al., 1978; Bowlby, 1969), is attunement in the human developmental context. According to attachment theory (Bowlby, 1988), the proximal experiences between an infant and its primary caregiver are primordial in shaping social-emotional behaviours from infancy through

adulthood. Attachment security is established through caregiver sensitivity, responsiveness and attunement (Ainsworth et al., 1978), which sets the foundation for healthy social and emotional development.

Secure attachment can exert a protective function, enhancing positive outcomes, including peer relationships, emotion regulation, and academic success in infancy (Sroufe, 2005). It is believed that these effects are mediated by the experience of attunement while relating with others in an attachment relationship that provides a sense of safety, nurturance, and validation (Cassidy, 2008). Caregivers who are more consistent in their attunement to the needs and emotions of infant children help to co-regulate a child's physiological and affective states, thereby fostering and enhancing skills related to things like self-regulation (Schoore, 2001).

Several studies have suggested that children with a history of secure attachment have an advantage in forming positive relationships with their teachers and peers in the classroom (Pianta et al., 2003). Moreover, these students will also show more prosocial behaviours, like social competence with empathy, cooperation, conflict resolution, and a positive classroom climate (Verschueren & Koomen, 2012). Child-centred or attuned teacher availability is shared with the child, so measured and experienced secure attachment could be continued outside the dyad in a consistent, caring routine environment in classrooms, besides teaching social-emotional competence (Jennings & Greenberg, 2009).

2.6.5 Insecure attachment and attunement challenges

Secure attachment is consistently linked with beneficent outcomes, but insecure attachment can be a barrier to social and emotional development, potentially impairing students' functioning in the classroom (Bergin & Bergin, 2009). The secure and insecure attachment styles have cognitive, emotional, and social functioning implications, with infant-insecure attachment marked by inconsistent, unresponsive, or non-sensitive caregiving predicting impaired affect regulation and peer-play participation/cognitive functioning (Sroufe, 2005).

Research also suggests that children with insecure attachments are more prone to behavioural and emotional problems in school, such as aggression, withdrawal, and attention deficits (Bergin & Bergin, 2009). Such challenges can create ecological barriers that impede teachers' ability to forge positive relationships with such students and appropriately support their more immediate needs (Pianta et al., 2003). These students may also have trust and dependency problems with their teachers, making it difficult to reach attunement (Verschuere & Koomen, 2012).

Other research has displayed that teachers can act as corrective emotional experiences and alleviate some of the negative consequences of insecure attachment in the classroom (Jennings & Greenberg, 2009). Understanding and perceiving the needs and problems of insecurely attached students may promote a safe, supporting environment in the classroom (Pianta et al., 2003). This may include providing additional emotional support and validation, modelling effective coping and problem-solving skills, and increasing the overall frequency of positive social scenarios with peers (Hamre & Pianta, 2005).

At a high level of analysis, attunement emerges as a rich and diverse construct that has been approached theoretically and empirically through multiple avenues as it collectively captures the social processes shaping human connection across populations. Intersubjectivity theory, contingency detection theory, and mutual regulation theory have important contributions to our understanding of attunement as one aspect of human relationships in which dyads tune in simultaneously to the same frequency due to shared experience, contingent interactions, and co-regulation processes. Building from early work on mother-infant interactions, historical lenses on attunement held great promise to further illuminate developmental continuities in social and emotional functioning from the earliest years throughout the life course (Stern, 1974). Attachment theory has significantly informed the value of attunement in human development - secure attachment provides a basis for sociability and emotional health. In contrast, insecure attachment presents common difficulties surrounding attunement that apply directly to behavioural adjustment in a classroom setting. As the research on attunement grows and changes, it is crucial that these pathways are connected and used to inform programs and support teachers and students.

2.7 Interventions and Practices for Enhancing Attunement

Attunement involves in the context of relationships especially in parent, child and interpersonal dynamics involves developing a positive sense and understand of another person's emotions .

2.7.1 Mindfulness-based interventions

In recent years, mindfulness-based programs have increasingly been regarded as a viable option for increasing attunement in educational settings (Jennings, 2015). In other words, mindfulness is simply being aware of what you are paying attention to right now - not just the thought or feeling itself - but the process of attending to an experience with openness, curiosity, and non-judgment (Kabat-Zinn, 2003). Studies have shown that training educators in mindfulness can heighten their awareness of their internal emotional states, leading to increased regulation of those emotions, empathy with others, and greater attunement practice (Jennings, 2015).

Jennings (2015) innovates the Cultivating Awareness and Resilience in Education (CARE) program, one of the most widely known mindfulness-based interventions for teachers. The CARE program is a 30-hour skills-based program consisting of instruction in mindfulness practices (e.g., breath awareness, body scans, loving-kindness meditation), emotion skills, compassion, and listening (Jennings, 2015). Studies found that the CARE program increases well-being among teachers and improves classroom management and teacher-student relationships.

A further example of a youth mindfulness initiative is the Mindful Schools program, which offers online and in-person training for educators on mindfulness practices and curriculum. One study evaluating the Mindful Schools program found improvements in teacher self-reported mindfulness, stress, burnout, teacher-observed classroom behaviour, and student relationships with teachers (Flook et al., 2013). Our results indicate that teaching mindfulness is a scalable way to encourage attunement in classroom interactions and may be particularly helpful when opportunities for interpersonal responsiveness are limited.

2.7.2 Reflective practice

Schön (1983) also proposed that reflective practice significantly improves attunement in educational environments. Reflective practice is when an individual intentionally makes a personal effort to avoid biases in conscious scrutiny, evaluation, and reaction to events and the emotional response directly entering what preceded that event. Reflective practice within the framework of attunement can deepen teacher reflection, helping them become aware of their inner lives and biases and how they present themselves to children (Jennings & Greenberg, 2009).

Journaling is a common type of reflective practice used in education (Bassot, 2024), through which teachers write about their experiences, what they have observed, and how it can be interpreted regularly. Reflective journaling helps teachers examine issues around emotions, patterns, and beliefs as they seek to become more effective teachers (Larrivee, 2008). Research suggests that reflective journaling is associated with gains in teacher self-awareness, empathy, and relations with students.

Video analysis is one of many tools teachers use to engage in reflective practice and improve their understanding (Tripp & Rich, 2012), and it may also aid attunement. From a distance, video analysis perspectives, their practices in communication, emotional expression, and reaction to students, which strengthen and need improvement, can be determined through teachers' eyes (Gamoran Sherin & Van Es, 2009). For example, video analysis has significantly affected teachers' classroom management, tutoring performance, and teacher-student relationships (Allen et al., 2011).

2.3.1 Professional development programs

Building on adults' social-emotional skills to improve teaching and learning professional development programs that focus specifically on attunement and related skills are also a promising approach to improving teacher-student relationships (Corral-Granados, 2024; Hamre et al., 2014). These projects often include didactic and experiential learning or coaching/consultation for teachers to practice particular knowledge, skills, and dispositions related to attunement (Pianta et al., 2008).

An example of a professional development program targeting attunement is the My Teaching Partner (MTP) Program developed by Robert Pianta and colleagues (Pianta et al., 2008). MTP uses a cohort model and pairs teachers with a trained consultant for video-based coaching and feedback cycles: teachers record their interactions in the classroom, analyse their practice, and receive individualized coaching in consultation with an expert (Hamre et al., 2014). The program targets select domains of teacher-student interactions- emotional support, classroom organization, and instructional support- which are believed to be crucial to attunement (Pianta et al., 2008). Indeed, research has shown that the MTP program is effective at significantly improving teacher-classroom interactions and student outcomes, especially for low-income and minority populations (Allen et al., 2011).

A case in point is responsive classroom, a professional development program that rallies around attunement and speaks to the significance of positive interactions and forming a caring classroom (Rimm-Kaufman & Chiu, 2007). Responsive classroom includes multiple strategies and practices; morning meetings, collaborative problem-solving, and positive teacher language are just a few ways to promote social-emotional learning and connectedness (Rimm-Kaufman & Chiu, 2007). Studies have found positive relationships between the responsive classroom approach and increased student engagement, academic achievement, and social skills, as well as reduced problem behaviours and referrals (Abry et al., 2013).

2.8 Attunement and Emotional Regulation

2.8.1 Co-regulation of emotions

Attunement is directly related to emotional regulation, the ability to effectively and sufficiently modulate and manage one's emotions in response to internal and external stimulants (Gross, 2014; Sasidharan, 2023). However, more readily aligned with teacher-student relationships, attunement can be thought of as co-regulation in which teachers guide students to regulate their emotions through responsive and supportive interactions.

Co-regulation of emotions, on the other hand, is when a more experienced or skilled person (like a teacher) helps a less experienced or skilled person (like a student) manage their emotions in ways that support learning and well-being (Fogel, 1993). These can include a variety of strategies such as modelling respectful expression or suppression of emotion, giving verbal and non-verbal cues to help students identify and name their emotions, and signalling in more subtle ways that we are there for them when distressed (Jennings & Greenberg, 2009).

Co-regulation of emotions in school settings has been linked to socially beneficial correlates such as increased socialization competence, academic involvement, and student well-being. A study published in *Development and Psychopathology* revealed that third-grade students on strong teacher teams tended to show higher social-emotional development when they moved on to the fourth grade than peers on the weaker teams. Pianta et al. (2003) discovered that students who were provided higher levels of emotional support from teachers in prekindergarten displayed stronger social skills and fewer behaviour problems in subsequent grades.

2.9 Attunement and self-regulation development

Beyond facilitating the short-term co-regulation of emotions, attunement has also been proposed as central for longer-term self-regulating learning (Shanker, 2016a). The capacity to manage control over a behaviour and develop a plan for goal-directed activities lies at the heart of self-regulation. It is crucial to success in school and life (Zimmerman, 2000).

Self-regulation research suggests that the quality of early relationships and interactions with caregivers play an important role in developing those abilities (Shonkoff et al., 2000). Moreover, according to Bowlby (1988), when caregivers can interpret and respond correctly to children's feelings, they offer a space of shelter that allows children some autonomy to explore and learn about their environment. It is believed that over time, these experiences of attunement and co-regulation are internalized by children, contributing to the development of regulatory abilities concurrent with emotion regulation (Shanker, 2016b).

In the classroom context, self-regulation ability can also be influenced by teacher support and responsivity towards children's needs and emotions in that responsive environment within supportive environments where exploration and learning are encouraged. Rimm-Kaufman and Chiu (2007) encourage the development of such skills. For example, these may include setting clear expectations and structure, providing choices and autonomy, or delivering feedback/instruction so that students acquire explicit self-regulation skills.

This is supported by research showing that more self-regulated adolescents will have better academic, social, and mental health outcomes (Blair & Raver, 2015). For instance, a survey performed by McClelland et al. (2007) concluded that students with better self-regulation skills in preschool and kindergarten had higher academic achievement in reading and math by the end of middle school, even after adjusting for demographic characteristics, including socioeconomic status and race/ethnicity. In support, another study (Caspi et al., 2005) replicated this finding as well, while a study by Moffitt et al. (2011). Those who self-controlled better as children received better life outcomes across domains in adulthood - general health, substance dependence, finance, and law-abidingness.

2.10 Challenges and Barriers in Attunement

2.10.1 Teacher stress and burnout

One of the primary barriers to attunement within educational settings is the level of stress that teachers often carry with them (Jennings & Greenberg, 2009). Teaching is a very demanding and emotionally exhausting profession with high levels of stress and burnout because of large class sizes, inadequate support, and problematic student behaviour (Skaalvik & Skaalvik, 2010).

Studies have indicated that teacher stress and burnout can adversely affect teachers' relationships with students and classroom climate (Jennings & Greenberg, 2009). Stressed and burnt-out teachers are expected to have reduced emotional energy and cognitive resources for attuning with their students (Chang, 2009). In addition, they may be more likely to display negative or reactive behaviours, like yelling or sarcasm,

that can hurt relationships and foster a hostile classroom environment (Jennings & Greenberg, 2009).

For example, support such as mentoring and professional development opportunities would provide teachers with the resources they need, whereas promoting self-care (e.g., mindfulness and stress management) might address some of the symptoms themselves (Jennings et al., 2017). Some studies have found that interventions designed to reduce teacher stress and enhance well-being can improve teachers' relationships with students and the climate of the classrooms in which they work (Roeser et al., 2013).

2.11 Cultural and linguistic diversity

Cultural and linguistic diversity also poses a challenge to attunement in educational contexts. Most classrooms are nowadays diverse due to students from diverse cultural and linguistic backgrounds and/or families from different socioeconomic classes. These diverse backgrounds expose students to various socialization experiences and differences in communication and values. Empirical evidence indicates that when teachers and students come from different cultural backgrounds, the likelihood of a mismatch in identity and conversation-cultural attunement increases. In such a case, misunderstandings and miscommunications would likely lead to negative interactions and poor student outcomes. Teachers interact differently with students regarding the feedback they provide. They found that teachers give less positive feedback to students of colour than their white students and more negative feedback. Teachers are provided training on culturally popular teaching practices to know cultural differences and students' socialization. Hence, prepare to become aware of their cultural values and biases in their classroom environments to ensure they create a comfortable and approving climates for all students and promote attunement.

2.11.1 Systemic constraints

Other situations where attunement is likely to be challenged in educational environments include broader-scale systemic constraints related to the typical

classroom setting, such as high student-teacher ratios, limited resources, and pressure from performance practices (Pianta et al., 2003). Factors like these can generate a classroom-oriented more toward academic achievement and less toward social-emotional learning and relationships (Pianta et al., 2003).

Studies have found that large class sizes and a lack of resources can hinder teachers from giving individualized attention and help to students, which is necessary for attunement (Blatchford et al., 2011). Teacher pressures of high-stakes testing can inhibit relationship-building and addressing the social-emotional needs of students because teachers are encouraged to focus more on test preparation.

Addressing systemic barriers calls for campaigns to reduce class size or provide better resources and a broadened conception of education, including social-emotional learning, relationships, and academic achievement (Durlak et al., 2011). This also means giving teachers the support and preparation that empowers them to have engaging classrooms full of healthy teacher-student relationships, even when such experiences are challenging and force educators into tight corners (Jennings & Greenberg, 2009).

Finally, attunement is vital to effective teacher-student relationships and a cornerstone for positive student outcomes. Mindfulness-based training, reflective practice, and professional development programs can be applied as interventions so that teachers develop the necessary skills and dispositions for attunement. Through attunement, we experience co-regulation (i.e., regulation of emotions by our partner) in the moment-to-moment interactions with others, and it forms the mechanisms for developing self-regulation over time. Yet, things that can interfere with attunement, such as teacher stress and burnout, cultural and linguistic diversity, and systemic constraints, are plentiful. It is a multifaceted solution, the long-term approach that requires support and resources for teachers, implementation of culturally responsive practices, and expanding what it means to be educated, emphasizing social-emotional learning (SEL) and relationships.

2.12 Social Skills Development

2.12.1 Definition and importance of social skills

Social skills are a repertoire of learned behaviours that allow individuals to interact effectively with others and function in social situations (Gresham & Elliott, 2008; McDonald, 2024). These skills include communication (verbal and non-verbal), emotion modulation, empathy, assertiveness, and problem-solving, to name a few (Merrell & Gimpel, 2014). Well-developed social skills are crucial in many other ways, from forging and maintaining connections to realizing personal and professional aspirations to enabling overall happiness and life satisfaction (Segrin & Taylor, 2007).

Social skills are an important factor that determines many aspects of life today. Well-developed social skills are more likely to result in academic success, positive peer relations, and better mental health outcomes for students in school settings (Durlak et al., 2011). They can work effectively with others, know when to ask for help, and resolve conflicts positively (Gresham et al., 2001). Poor social skills have also been found to predict reduced job success, as a large component of the workforce demands strong communication, teamwork, and important abilities (Casner-Lotto & Barrington, 2006).

On the contrary, weaknesses in social skills predict maladaptive consequences, including peer rejection, social victimization, and internalizing and externalizing problems (Merrell & Gimpel, 2014). Poor social skills in children and adolescents increase the risk of developing mental health problems, such as depression and anxiety and engaging in problem behaviour, such as substance abuse and delinquency. Thus, it is important to ensure social skill development from early life to facilitate healthy social, emotional, and behavioural adjustment throughout life.

2.12.2 Components of social skills

Social skills are a complex and multifaceted set of competencies and behaviours. Gresham and Elliott (2008) classified social skills into seven domains:

communication, cooperation, assertion, responsibility, empathy, engagement, and self-control.

Communication abilities refer to the ability of people to give & receive information verbally or non-verbally and listen actively to what others say (Gresham & Elliott, 2008). They are professional skills that would be critical to having a successful program of adult education for employees - which include skills such as how to start and stop conversations, good eye contact, how to adopt your way of communicating to the differing levels of audience you're chatting to (Merrell & Gimpel, 2014).

Joint action abilities consist of the potential to exert an inside helping others to a career, part resources and responsibilities, or obey rules and instructions (Gresham & Elliott, 2008). These skills are important for successful team activities, such as group projects and sports, and for developing good relationships with peers and authority (Merrell & Gimpel, 2014).

Assertion skills are defined as the ability to communicate one's own needs, beliefs, and feelings in an open, honest, and direct way while paying attention to the rights of others (Gresham & Elliott, 2008). Assertiveness is an aspiration for setting boundaries and resolving conflicts, which are also among the core values (Merrell & Gimpel, 2014).

Reliability, Accountability, and Trustworthiness in one's actions and commitments (Gresham & Elliott, 2008) are skills of responsibility. This consists of maintaining promises, finishing responsibilities at a suitable time, and handling the outcomes of 1s alternatives (Merrell & Gimpel, 2014).

The works mentioned earlier on therapeutic empathy are related to empathy skills that could be defined as understanding and sharing with all other people, promptly viewing from their own feet, feeling pain, and showing understanding methods like love and compassion for them non-judgmentally. Empathy is a cornerstone of healthy relationships and a sense of community and connection (Merrell & Gimpel, 2014).

Engagement is participating in social interactions and activities and expressing interest and enthusiasm towards others (Gresham & Elliott, 2008). This includes collaboration in social games and dialogue, sharing musings and encounters, and conveying positive feelings (Merrell & Gimpel, 2014).

For example, while self-control tasks require the individual to manage their affective or behavioural responses in social settings and are linked to the ability to respond effectively to stress and frustration (Gresham & Elliott, 2008), march-in-place would not likely be associated with a diathesis for ASPD. Self-control skills are important in conflict management, delayed gratification, and the modification of behaviour to change (Merrell & Gimpel, 2014).

Moreover, these macro-processes of social skills are intricately interlinked and develop concurrently. Cooperation and assertion require effective communication; responsibility and social engagement require empathy and self-control. Additionally, a combination of individual, interpersonal, and environmental factors contribute to the acquisition of social skills (see Theories of Social Skills Development).

2.13 Theories of Social Skills Development

2.13.1 Social Learning Theory

According to the Social Learning Theory developed by Albert Bandura, social skills are learned through observational learning and modelling (Amsari et al., 2024; Bandura, 1977). This theory states that people learn social behaviour through observing and imitating others, especially those viewed as competent and successful in the social situation (Bandura, 1986; Ott, 2024). Four key factors affect observational learning: attention, retention, reproduction, and motivation (Bandura, 1977).

Attention: An individual must pay attention to the actions of the behaviour model (Bandura, 1977). This is mediated by factors such as the salience and desirability of the model, the relevance to the observer's purposes and concerns about what it does, and their cognitive capabilities.

Retention refers to the capacity to store this information in memory and rehearse it mentally for later reproduction (Bandura, 1977). Symbolic coding involves representing the behaviour in memory with a verbal or visual symbol, while cognitive rehearsal entails mentally rehearsing and refining the behaviour (Bandura, 1986).

Reproduction mirrors represent how effectively the mental representation of that behaviour can be translated into actual performance (Bandura, 1977). Taking it one step further, this ability may involve not only the physical skills and coordination to execute the behaviour, but also the self-efficacy and confidence to go through with it in real-life (Bandura, 1986).

Finally, motivation is respect to the incentives and reinforcements after doing learned behaviour that they facilitate and discourage the performance differently (Bandura, 1977). External reinforcements are those from outside of us, such as praise and rewards from others; internal reinforcements come from within ourselves in the form of accomplishment or satisfaction (Bandura, 1986).

Therefore, it has remarkable implications for forming social skills in educational environments. Insofar as teachers and peers are considered models of social behaviour, children are likely to learn best and exhibit those social skills the teacher values and rewards (Amsari et al., 2024). Further, exposure to new interpersonal opportunities and hands-on practice of coping-skill strategies in safe and encouraging environments may build self-efficacy and motivation to apply those skills in the real world (Bandura, 1986).

2.13.2 Cognitive-Behavioural Theory

The first major model, cognitive-behavioural theory, which melds principles of cognitive and behaviouristic psychology processes, advanced the importance of thoughts and beliefs in social behaviour (Braswell et al., 1985; Maher, 2020). This theory suggests that poor social skills are usually attributed to inappropriate cognitions, such as negative self-perceptions, faulty attributions, and irrational beliefs (İnce & Yücel, 2023; Spence, 2003). For the child, cognitions may provoke problematic, negative emotional and behavioural responses in social situations, which can feed back

and reinforce the negative cognitions (Braswell et al., 1985).

Cognitive Behavioural Theory suggests social skills can be enhanced by correcting these negative thoughts and reinvesting them with more adaptive, reality-based ones (Spence, 2003). These include psychoeducation, cognitive restructuring, and behavioural changes (Braswell et al., 1985).

Psychoeducation: providing individuals with information about the nature and importance of their social skills deficits and cognitive-behavioural aspects that maintain these deficits (Spence, 2003). This can help individuals develop a more realistic and non-auto biased perception of the difficulties they experience in their relationships and eventually arouse motivation for change (Braswell et al., 1985).

Cognitive restructuring is then used to challenge dysfunctional social cognitions by replacing them with functional, realistic cognitions (İnce & Yücel, 2023; Spence, 2003). For example, the course has several units on religion: "The History of All Things," then goes to theology, philosophy, and logic (fallacy). It teaches advanced skills such as Socratic questioning, where all your arguments are yourself, and it's one effective way to talk with oneself or through cognitive reframing in which you can blow negative automatic thoughts away and bring balance into them.

Behavioural rehearsal refers to practising and using new social skills in real-life situations (Spence, 2003). Role-play exercises where individuals rehearse autograph concepts in simulated conditions, and in vivo exposure whereby individuals gradually expose themselves. To real-life social difficulties (Braswell et al., 1985).

Cognitive-behavioural theory can be found as the basis for many social skills training programs for children and adolescents that have been developed over the years (Spence, 2003). These programs generally consist of a mixture of didactic instruction, modelling, role-play, and homework assignments and have proven to be successful in enhancing social competence while reducing problematic behaviours (Gresham et al., 2001).

2.13.3 Ecological Systems Theory

Ecological Systems Theory proposed by Urie Bronfenbrenner, is a model highlighting the influence of social and environmental factors on individual development (Bronfenbrenner, 1979; Crawford, 2020). This theory posits that multiple levels of the individual's ecosystem influence social skills development through a complex interplay, including the microsystem, mesosystem, exosystem, and macrosystem (Bronfenbrenner, 1979; Crawford, 2020).

Contexts closest in time - where the individual is present continuously. The microsystem refers to the immediate settings (ecosystem) in which the individual participates, such as his/her family, school, and peer group (Bronfenbrenner, 1979). The settings within which primary social experiences take place (e. g., interaction with significant others and the acquisition of coping skills are determined by the quality of relationships, access to resources, and presence of role models (Bronfenbrenner, 1979).

The meso system refers to the relationships, interactions, and connections between all the micro systems of which the person is a part (Bronfenbrenner, 1979). Relationships such as those between a child's parents and teacher can even affect the social development of children, as the level of incompatibility between the social expectations and norms of family and school contexts then impacts how consistently and continuously both systems support or negate each other (Bronfenbrenner, 1986).

The exo system involves the larger social systems, broad family influences, and siblings' experiences; it includes collective environments, not in previous layers, that indirectly influence the individuals' development, such as a parent's workplace or media (Bronfenbrenner, 1979). The quality and availability of social opportunities or support for the person, as well as the values and expectations that define our behaviour in a social sense (Bronfenbrenner, 1986), are indeed some of the factors involved.

The highest level of Bronfenbrenner's systems theory is the macro system, which includes the broad cultural, political, and economic systems that influence the broader context at a societal level. These comprise societal norms, public policies, laws, and technological and demographic trends, as typically conceptualized by

Bronfenbrenner (1979). Such factors can shape what resources and opportunities are available for developing social skills and what expectations and standards are for being socially competent (Sheridan et al., 2010).

Ecological Systems Theory has important implications for social skills interventions in schools. This indicates that interventions should target individual children or classrooms and modify social and environmental contexts more broadly to impact social development (Crawford, 2020; Sheridan et al., 2010). These include parent education and support, school-wide positive behaviour support systems, and community partnerships and resources (Gresham et al., 2001).

Additionally, the most advanced models in which to deliver these importance-based interventions are those rooted in the principles of Ecological Systems Theory, specifically noting the cultural and linguistic variety associated with at-risk students and their families (Buser et al., 2020; Cartledge & Loe, 2001). Culturally responsive-integrated interventions (CRIIs) can capitalize on the assets and resources of a population while addressing noteworthy problems and obstacles; they have greater potential to ensure the success of support strategies in the long run (Sheridan et al., 2010).

In summary, social skills are essential in helping individuals' social, emotional, and behavioral well-being and strongly predict academic and life success. The Social Learning Theory, Cognitive Behavioural Theory, and Ecological Systems Theory emphasize that the development of social skills comprises a complex network of individual-level, interpersonal-level, and environmental or ecological domains. The implications of these theories for designing and delivering social skills interventions in educational settings are discussed, as well as the value of attending to cultural influences on students and families. Educators and parents can use the development of social skills from a young age to support competence and resilience in children's lives.

2.13.4 Ecological Systems Theory and Historical Perspectives on Social Skills

The area of social development - particularly research about social skills and social competence in child psychology, education, and social work - has a storied past

with impressive contributions. In a conversation by pioneers such as Edward Thorndike, who introduced the concept of "social intelligence" in 1920 (Thorndike, 1920), we can return to the early research on social competence. Social intelligence: Thorndike originally defined social intelligence as the ability to understand and manage people and to act wisely in human relations (Thorndike, 1920). This original concept of social competence spanned the cognitive and behavioural dimensions of social behaviour and provided a framework for studies on social skills.

In the 1930s and 1940s, researchers became interested in children and adolescents' social adjustment and peer relationships within school settings (Merrell & Gimpel, 2014). An early study by Bonney (1943) of peer relations in a grade school examined an important social acceptance-rejection distinction and found that socially accepted children engaged in more positive social behaviours (e.g., cooperative and friendly interactions) while rejected children were characterized by more negative ones (aggression, withdrawal).

In Merrell and Gimpel (2014), the evolution of social competence research is detailed, demonstrating that the definition of social competence during the 1950s and 1960s was expanded to include more behaviours and skills within a range of domains of general culture, as well as what environmental and cultural interventions can work to improve social competencies.

At this point, researchers also begin developing and empirically testing social competence or skills measures, such as the Vineland Social Maturity Scale (Doll, 1953) and the Walker-McConnell Scale of Social Competence and School Adjustment (Walker, 1995). Although they used slightly different conceptualizations, both structured measures were developed specifically to benchmark social functioning in a standardized manner across populations and contexts to assist in tailoring interventions geared toward promoting social competence.

2.13.5 Shift towards Evidence-based Interventions

The 1970s and 1980s transformed the social skills research climate, largely away from descriptive studies to intervene in potentially at-risk populations (Merrell &

Gimpel, 2014). Putatively, this shift was catalysed to a large extent by the newly realized social nature of school adjustment and life adjustment (Gresham et al., 2001), along with the demand for socially competent children and timely proven interventions to remediate the social skills deficits observed in this critical subdomain.

Frank Gresham and colleagues have been most influential in promoting this new trend through their comprehensive framework for social skills assessment and intervention (Gresham & Elliott, 2008). This framework, the Social Skills Deficit Model, identified three primary social skills deficits: acquisition deficits.

2.14 Social Learning Theory and Social Skills Acquisition

The social learning theory, as mentioned before, is important in observation learning and modelling for gaining social skills (Bandura, 1977; Greer et al., 2020). To understand this concept, Bandura formulated a theory that posited that people learn from one another via observation, imitation, and modelling (Bandura, 1986).

Modelling via a competent model, such as a teacher, parent, or peer, shows a detailed social behaviour to be used in that environment, which is referred to as modelling (Greer et al., 2020; Ladd & Mize, 1983). This can be through live demonstration (e.g., in a classroom or social situation) or symbolic demonstrations such as TV, film, and literature (Bandura, 1986). Effective modelling requires the model to be similar to the observer and consistently behave in salient, relevant, and attractive ways.

According to the social cognitive theory developed by Bandura (1986), a child can retain observations in memory and process stimuli as well, which involves modelling behaviours that will be learned, retained long enough for reinforcement, and motivated so that similar behaviour is performed when faced with similar situations in life. As previously reported (Bandura, 1977), this involves attention, retention, reproduction, and motivation.

There is evidence that modelling and observational learning effectively teach social skills. For instance, a widely cited paper by Bandura et al. For example, in their

famous Bobo doll studies, children who watched aggressive models hit a doll were likelier to do the same when allowed to play with it afterwards than children who watched non-aggressive models or no model. Grusec and Redler (1980) likewise reported that children were more likely to display sharing, helping, and compliance with parental requests if they had first observed a model demonstrating that behaviour.

In educational settings, modelling and observational learning applied to social skill acquisition are often discussed as part of effective instructional strategies, such as peer modelling, video modelling, and role-playing (Greer et al., 2020; Gresham et al., 2001). An example of this is the results obtained by Thiemann and Goldstein (2001) when using peer modelling and role-playing in a social skills intervention to develop the social communication skills of individuals with autism spectrum disorder.

2.15 Reinforcement and Punishment

Social Learning Theory (Bandura, 1977) further argues that reinforcement and punishment play a considerable role in determining proper behaviour. Reinforcers: Refers to something that is claimed to influence behaviour through the conduct and instrumentality of living organisms because, in certain conditions, it increases the energy expended dealing with a physical event as well as enhancing information processing': reinforcement involves the delivery of a positive reinforcer or punishment, negative consequences contingent on engaging in a specific behaviour; a contingency arrangement employed to evolve an increase in response frequency delivered subsequently (Bandura, 1986). In the case of positive reinforcement, this consists of presenting a pleasing stimulus (praise or gift). In contrast, something distressing can be removed in negative reinforcement, such as a task or responsibility (Bandura, 1977).

Punishment, on the other hand, is meant to reduce a specific variant of behaviour by the potential subsequent aversive consequence arriving from it (Bandura, 1986). For instance, punishment can be positive (presentation of a unpleasant stimulus) or negative (removal of a desirable stimulus) (Bandura, 1977).

However, research has also documented punishers' constraints and harmful side effects in utilizing punishment within social skills interventions (Gresham et al., 2001).

Punishment may cause unintended consequences such as aggression, defiance, and avoidance and may not be effective in promoting new learning (Skinner, 1953). No wonder more recent manualized social skills interventions advocate using positive reinforcement and replacement behaviours (as well as punishment) to reduce problem behaviours (Skinner, 1953).

2.16 Interventions and Programs for Social Skills Enhancement

2.16.1 Social skills training

It is one of the most extensively researched and most commonly employed intervention procedures to promote social competence and address social skills deficits (Spence, 2003). It is defined as the direct instruction and practice of targeted social skills, like communication, cooperation, and problem-solving, in a planned and logical sequence (Gresham et al., 2001).

Social skills training programs' components usually combine, including direct instruction, modelling, role-playing, feedback, and reinforcement (Spence, 2003). Direct instruction consists of the impartment of social skills concepts and strategies, specifically taught to students using explicit instruction, visual cues, and story examples (Gresham et al., 2001). Modelling refers to presenting social skills performed by a skilled model (e.g., teacher, peer) (Ladd & Mize, 1983). Role-play involves practising social skills in simulated social situations with feedback or reinforcement.

Randomized control studies have shown that social skills training is among the few efficacious interventions that have successfully improved social competence and reduced social skills deficits in diverse populations/settings (Gresham et al., 2001). An example is provided by a meta-analysis from Beelmann et al. (1994) that quantified the effects of natural support as part of parenting programs on child behaviour. The meta-analysis found that social skills training programs positively affected the social competence of children and adolescents, with a medium average effect size of 0.47 (Durlak & Wells, 1997). Research conducted by Freeman et al. (1999) demonstrated a strong positive effect of social skills training programs on the social-behaviour problems and problem behaviours of students with EBD, with an effect size of 0.69.

However, research also recognized numerous factors that could impact the efficacy of social skills training programs, such as the dosage and intensity of the intervention, generalization strategies deployed for use, and parent/teacher involvement (Gresham et al., 2001). Thus, the standards of current best practice in social skills training typically encourage that interventions are targeted at individuals' specific learning and social skills deficits, as well as to promote generalization and maintenance to different settings and contexts (Spence, 2003).

2.16.2 Peer-mediated Interventions

Peer-mediated interventions are another approach to enhancing social competence without diminishing social skills deficits (Ladd & Mize, 1983). A second type of intervention that is commonly used for children with ASD is a peer-mediated approach, where peers are trained to be agents of change by providing explicit instruction and modelling of social skills or by engaging with the child with ASD in structured social interactions and activities (Gresham et al., 2001).

Previously, peer-mediated treatment was inspired by peer tutoring in moulding social roles, which is one guise of peer-mediation intervention (Ladd & Mize, 1983). Peer-mediated instruction and intervention is an effective alternative to direct teaching of specific social skills (e.g., initiating conversations, joining group activities) or facilitating opportunities for practice with feedback provides a good strategy for peer delivery of instruction (Gresham et al., 2001).

Peer Initiation/Peer-Mediated Interventions is a form of peer-mediated intervention which involves training socially competent peers to initiate and maintain social interactions with students with social skill deficits (Gresham et al., 2001). These techniques may involve seeking students to join group activities, questioning students, or giving "social rewards" (Ladd & Mize, 1983).

Peer-mediated interventions provide richer motivation and engagement of intervention practices with children, increase generalization to less-structured environments such as playgrounds (Ladd & Mize, 1983), and reduce stigma and social isolation associated with adult-led programs. Conversely, it is likely that peer-mediated

interventions may ultimately have limited sustained effects if delivered with poor fidelity or support relative to low-to-moderate needs-based strategies (Gresham et al., 2001).

2.16.3 Technology-assisted Interventions

Over the past several years, there has been an increasing interest in tech-assisted interventions which can potentially enhance social competence and decrease social skills deficits (DiPerna et al., 2018). Technology-assisted interventions refer to programs using computers, mobile apps, virtual reality and other technologically supported procedures to train learners in social skills (Gresham et al., 2001).

Technology-Assisted Social Skills Intervention is an intervention that includes at least one type of technology (ex., computer-based social skills training) in which students are working with the computer on instruction, modelling, and providing immediate feedback for a specific social skill (DiPerna et al., 2018). For example, computer-assisted social skills training conducted by Beaumont and Sofronoff (2008) demonstrated gains in social competence and reduced social anxiety in children with Asperger syndrome.

Using a technology-based intervention, one potential alternative is Virtual Reality Social Skills Training (where students improve their social skills through a VR-selected false headset (DiPerna et al., 2018). Virtual reality interventions can provide a safe and supervised setting to practice social skills exposures - repeated practice and feedback (Gresham et al., 2001).

For example, technology-assisted interventions generally have some advantages over traditional face-to-face interventions as a means to increase ease of access/convenience, standardize and maintain instruction, and offer immediate (or very rapid) feedback on an individual basis (DiPerna et al., 2018). However, technology-assisted interventions are limited by technical or user errors, the failure to socialize and generalize real-world generalization, and often the need for specific equipment or software (Gresham et al., 2001).

Finally, research on social skills has a long history that started with defining and measuring what was coined as social competence, followed by many years of developing interventions and testing their efficacy and effectiveness. The acquisition of social skills can be viewed through a social learning theory lens, which relates to modelling, observational learning, reinforcement, and punishment. Interventions and programs for improving social skills, such as social skills training, peer-mediated interventions, and technology-assisted interventions, have consistently shown efficacy in enhancing levels of social competence while reducing deficits in various populations and settings. Still, more research is necessary to ascertain what type of interventions work best, under what conditions for different populations, and how to overcome the current challenges and constraints.

2.17 Social Skills Training in Educational Settings

2.17.1 Classroom-based interventions

Social competence training has gained popularity in school settings, especially in classroom-based interventions (Durlak et al., 2011). Classroom-based SST interventions usually combine social skills instruction and opportunities to participate in skill practice within the context of the regular classroom curriculum and routines (Gresham et al., 2001). Teachers, school counsellors, or related mental health professionals conduct these interventions and strategies ranging from straightforward to more complex instructional methods/modalities (Gresham & Elliott, 2008).

Most classroom-based SST interventions are structured similarly to the Social Skills Improvement System-Class-wide Intervention Program (Gresham & Elliott, 2008). SSIS-CIP is purposefully designed as a theoretically informed program that delivers scripted lessons and activities targeting social skills such as communicating, cooperating, and problem-solving (Gresham et al., 2010). Assessment and ongoing progress monitoring tools, in addition to generalization and maintenance strategies, have also been established (Gresham & Elliott, 2008).

Nonetheless, classroom-based SST interventions may be more or less effective for students depending on implementation quality, teacher training, support level, and

student population characteristics (Gresham et al., 2001). Consequently, it is imperative that schools strategically plan and carefully monitor the deployment of classroom-based SST interventions while also providing teachers and other school staff with ongoing training and support (Gresham & Elliott, 2008).

2.17.2 School-wide Programs

Finally, school-wide programs that target social-emotional competence may also benefit not only the students within a classroom but all students, staff, and families (Durlak et al., 2011). Universal, school-wide systems of SST include policies, practices, and procedures designed to enhance positive and pro-social climate change for all students (Greenberg et al., 2003).

An example of this may be implementing an SST program at the school-wide level, such as those found in the Positive Behavioural Interventions and Supports (PBIS) framework (Sugai & Horner, 2006). Tier 3 of PBIS states, "developed when universal prevention strategies are insufficient, and targeted interventions too. Reducers a specific behaviour (s) are individualized per student". PBIS principals use data-based decision-making, evidence-based practice, and continuous improvement to create a positive, goal-oriented school environment (Sugai & Horner, 2006).

School-wide SST programs have been successful in many areas due to the quality of their implementations, the commitment of staff to these initiatives for implementation and resources, and the support provided (Greenberg et al., 2003). Hence, schools need careful planning and monitoring if SST programs were to be implemented schoolwide, in addition to continuous training and support for all staff and stakeholders (Sugai & Horner, 2006).

2.18 Challenges and Barriers in Social Skills Development

2.18.1 Individual differences and disabilities

Social skills development may also be influenced by individual differences in temperament, personality, and cognitive abilities (Merrell & Gimpel, 2014). For example, students who are shy or introverted may not be able to get conversations

started or advocate for themselves in social situations. In contrast, students with attention and impulse control challenges may not follow social time limits or get over-excited (Coplan & Rubin, 2010).

Schools must respond to the unique individual differences and disabilities characteristics of students with a diversity of interventions and support services that recognize each student's strengths and weaknesses (Gresham et al., 2001). It may include specialized social skill training, behaviour-specific support plans, accommodations, modifications, and working with families and other service providers (Bellini et al., 2007). Schools must also promote a sense of inclusiveness and acceptance by fostering the social belonging of all students through positive, supportive environments (Merrell & Gimpel, 2014).

2.18.2 Family and sociocultural factors

Sociocultural issues and the family tend to conspire to create roadblocks to developing social skills (Cartledge & Loe, 2001). The students' Social Skills are like what they learn due to routine practice at a family level and local and cultural contexts, which reflect beliefs, norms, and behaviour expected (Hoff et al., 2002). For instance, students from a collectivist culture may value group harmony and connection over individual assertiveness and autonomy. In contrast, students from an individualist culture might emphasize self-expression and personal achievement (Triandis, 2001).

Finally, family factors, including parenting styles, communication patterns, and socioeconomic status, have also been found to influence social skills development (Merrell & Gimpel, 2014). For instance, children from families with tendencies toward authoritative parenting styles (demonstrating warm, supportive relationships and clear expectations) tend to demonstrate enhanced social skills and perceptions of peer relationships relative to children from more authoritarian or permissive parenting styles (Baumrind, 1991). Students from low socioeconomic status are less likely to have opportunities for social interaction or enrichment but more likely to be exposed to stress and adversity, all of which prevent the development of social skills (Bradley & Corwyn, 2002).

Schools should take an important role in designing culturally responsive/inclusive practices programs to overcome these family and sociocultural factors, recognizing the diversity that each student and their families bring from varying backgrounds & experiences (Cartledge & Loe, 2001). It can happen via the representation of culturally relevant curriculum and materials, language support for English language learners, and working with community partners to extend social and emotional support to students and families (Merrell & Gimpel, 2014). Finally, schools need to provide proper training and support for teachers and staff in developing cultural competence and being better able to relate positively with students and families from diverse backgrounds (Gay, 2010).

2.18.3 Limited Resources and Reacher Training

A third hurdle to supporting social skills development is the frequent lack of resources and instructional time in schools (Gresham et al., 2001). With all that said, social skills training is also known to be time-consuming and costly regarding materials and trained personnel, which are hard for schools to take on due to the competing demands they face. Ross and Horner (2007) help tie this back to the reason in another research by another group). Furthermore, many teachers do not receive training in social and emotional learning, behaviour management, and culturally responsive practices, making it hard to help students develop better social skills (Jennings & Greenberg, 2009).

Given these challenges in resources and support, schools must prioritize social and emotional learning as part of their core educational mission, ensuring the support and infrastructure necessary for implementation (Durlak et al., 2011). Features of socio-ecological school environments that support such systems include providing continuous professional development for teachers and staff, funding evidence-based curricula and materials, and building capacity by partnering with community organizations and mental health providers (Greenberg et al., 2003). Teacher preparation programs should also explicitly prepare new teachers with training around developing social and emotional competencies, behaviour management, and culturally responsive practices to support teaching social skills in their classrooms (Schonert-Reichl et al., 2017).

2.19 H. Future Directions in Social Skills Research

2.19.1 Integration with Social-Emotional Learning

A hopeful direction for future research in the development of social skills is to include social skills training within the larger frameworks of social-emotional learning (SEL) (Durlak et al., 2011). It is defined as the process of acquiring the knowledge, attitudes, and skills to recognize and manage emotions; identify positive goals and promote motivation within themselves; demonstrate empathy for others and establish/support healthy relationships; make good decisions based upon a respectful set of norms (Collaborative for Academic, Social, and Emotional Learning). These frameworks broadly include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, and they are believed to be very relevant to social skill development.

According to Cartledge and Loe (2001), this will allow for a more inclusive, combined social and emotional skill set in students to be conducted within the SEL frameworks. Another example is how SEL programs that deliver social skills content only, such as a "drill and kill" approach to learning responsible decision-making, may not be successful unless students are also provided with opportunities to (a) practice those skills in structured or authentic physical environments (Bandura et al., 1961) and (b) improve their emotion regulation, appreciation, and empathy-related socio-emotional skills needed for responsible decision-making (Oberle & Schonert-Reichl, 2016). In addition, SEL frameworks may establish a shared language and goals for schools, families, and communities to collaboratively support social and emotional development (Greenberg et al., 2003).

Future research should also seek ways to best integrate social skills training and SEL frameworks. This includes the efficacy of programs that integrate both and effects on various student outcomes (e.g., academic achievement, mental health, or long-term success). Research should also investigate what factors drive high-quality/long-lasting SEL implementation, with areas as potentially fertile as leadership support for teacher training and family/community engagement (Meyers et al., 2019).

2.20 Culturally Responsive Interventions

A Second Important Direction For Future research in social skills development is developing and evaluating culturally responsive interventions (Austin et al., 2023; Cartledge & Loe, 2001). As was discussed previously, these differently framed ways of socializing are likely to be determined by students' goals and cultural experiences. They may then vary regarding values, norms, or expectations for hybrid behaviours (Hoff et al., 2002; Richards-Tutor & Solari, 2022). Hence, the social skills interventions developed and evaluated with White middle-class samples may not work similarly or suit students from other cultural and language backgrounds (Cartledge & Loe, 2001; Richards-Tutor & Solari, 2022).

Social skills interventions must be developed to honour the strengths and resources that students may bring from their cultures while addressing the difficulties and challenges they encounter (Gay, 2010; Lee et al., 2024). This might include modifying existing interventions to add culturally sensitive content and examples or creating new interventions based on particular cultural groups' values and practices (Cartledge & Loe, 2001). Culturally responsive interventions must involve students, families, and community members as active partners in the design, implementation, and evaluation of programs (Barrera Jr et al., 2013)

Future research needs to enhance and test the cultural responsiveness of social skills interventions with various other student populations, such as racial and ethnic minorities, ELLs, and low-SES students (Cartledge & Loe, 2001). It would also be beneficial for an evaluation study to consider the factors that impact the cultural responsiveness of interventions, including staff training and resources, program relevance, and community ownership (Barrera Jr et al., 2013).

2.20.1 Long-Term Follow-Up Studies

A third important future direction in research on social skills development is long-term follow-up studies to assess whether intervention effects endure and generalize across time (Gresham et al., 2001). Although a lack of social skills is often a primary reason for referral, most research on social skills interventions has examined

data from relatively short-term assessment intervals, usually immediate pre- and post-assessment or three months or less after training (Gresham et al., 2001). However, a gap remains in the literature around the long-term outcomes of social skills interventions for students regarding their social and emotional functioning, academic achievement, and lifelong success (Taylor et al., 2017).

There is a need for long-term follow-up studies to detail information on sustainability and our ability to get skills to transfer over time, as well as those factors predicting intervention effects that are more likely to be protracted (Gresham et al., 2001). These might include investigating whether the effects of the social skills intervention were sustained over time or whether students used their new skills independently and successfully in different grades, other schools, and community settings (Durlak et al., 2011). Research is necessary to understand the role of maintenance of social skills gains, such as booster sessions, teacher coaching, and family involvement (Gresham et al., 2001).

Furthermore, long-term monitoring studies could help to integrate the larger social skills interventions that affect the developmental pathways of students and outcomes across their lives (Taylor et al., 2017). Research should generate evidence on whether students who participate in social skills interventions (including those above) are more likely to realize positive outcomes around mental health, relationships, employment, and civic engagement than students who did not receive interventions. Specifically, research needs to look at a cost-benefit- an alternate form of analysing social skills intervention programs' return on investment (ROI) to reduce demand for special education services and improve academic achievement and future economic productivity (Belfield et al., 2015).

We examined social skills and whether this could be promoted in educational settings, specifically through social skills training delivered through classroom-based interventions or school-wide programs. There are, however, many barriers and challenges to developing socializing skills; they may be associated with the individual variations in the children and their disabilities, family and sociocultural practices, or lack of resources, including teacher training. Social skills training should be integrated

with social-emotional learning, culturally responsive interventions designed and evaluated, and long-term follow-up studies conducted to determine the sustainability and transferability of intervention effects. Suppose we can elevate research on and the practice of these elements. In that case, we can support all students in growing the social and emotional competencies that facilitate success in school and life.

2.21 Conflict Resolution Skills

2.22. Definition and Significance of Conflict Resolution

Conflict Resolution is the process of solving disagreements or disputes between two or more persons/groups harmoniously and peacefully, where the sides agree to accept a solution to settle their dispute (Coleman et al., 2014; Katz et al., 2020). According to Coleman et al. (2014), conflict resolution skills involve effective communication, problem-solving, and decision-making, including the methods and skills people use to respond to and resolve issues. These skills are critical for developing and maintaining healthy relationships and a respectful learning environment that supports students' success in a multicultural, global world (Jones, 2004; Katz et al., 2020).

Conflicts are natural and inherently appear when our basic human needs, interests, values, or perceptions are perceived to be incompatible. Conflicts can arise between students with students, teachers with students, and teachers and administrators, ranging from minor disagreements to intense disputes that interfere with both learning as usual and relationships. Poorly managed conflicts will end tipped towards negative consequences such as aggression, bullying, disengagement, and poor academic performance (Garrard & Lipsey, 2007).

However, if conflicts are seen as occasions to learn and grow, they can be productive and contribute to better understanding, creativity, and social-emotional competence (Coleman et al., 2014). Conflict resolution is a constructive, meaningful intervention that enables the parties in dispute (a) to express their needs and points of view assertively; (b) to listen empathically; (c) to brainstorm many solutions for resolving the conflict; and, finally, (d) together, to arrive at an outcome that satisfies

everyone's interests (Coleman et al., 2014). These abilities are crucial for addressing concrete conflicts and creating an equitable school environment that has an affirming climate and embraces diversity (Bickmore, 2011; Liddle, 2023).

Programs that provide conflict resolution education have also been proven to improve social and emotional competence, academic achievement, and the health and well-being of students (Garrard & Lipsey, 2007; Liddle, 2023). Investigators have debated the types of outcomes that conflict resolution education programs can effectively produce. However, a meta-analysis by Garrard and Lipsey (2007) found significant positive effects on students' skills, behaviours, and achievement with an average effect size of 0.26. Jones (2004) also studied students exposed to a conflict resolution education program for one year and found statistically significant gains in their anger control, problem-solving, and communication skills compared with those from the same school who had not received the program.

2.22.1 Types of Conflicts in Educational Settings

Conflicts in educational settings may appear variously, determined by the specific individuals involved, what is at issue, and the context for this (Johnson & Johnson, 1996). The following are the most prevalent forms of school-based conflicts

Relationship conflicts: These conflicts result from personal differences such as personality conflicts, misunderstanding, or distrust, which are the most common type of conflict (Rahim, 2023). Conflicts may be related to relationships among students or between students and teachers, teachers and administrators; they may include disputes about gossip, exclusion, favouritism, etc. As such, these conflicts appear more difficult to resolve, as they are typically based on emotions or perceptions (De Wied et al., 2007).

Task conflicts: These are the disagreements in most groups regarding how a task should be accomplished or what the group goals need to be - different problem-solving approaches and priorities (Jehn, 1995). These conflicts can occur among students, students and teachers, or teaching teams, and they can deal with matters such as the division of labour, the division of resources, or the basis of grades. On the one hand, these conflicts can be productive by increasing task understanding and considering

alternative solutions. Still, they can also be destructive if they involve personal attacks or power struggles (Behfar et al., 2011).

Value conflicts are created when two parties have different feelings or opinions about an attitude, belief, or principle that is important to one or more parties. Such value conflicts can arise among students raised with different cultural or religious values, between students and teachers dedicated to opposing educational philosophies, or between schools and communities with divergent expectations for student behaviour and achievement. These conflicts can be very intractable because they are often based on fixed and hard-to-change values (Katz, 1993; Liddle, 2023).

Bullying Conflicts: These kinds of conflicts are built around the utilization of power or aggression more than once and deliberately to do harm, threaten, or control others (Olweus, 1996). Bullying is a common social problem among children, and it can be carried out through various forms - e.g., physical violence, verbal abuse, social deprivation, or cyberbullying - leading to severe side effects in both victims and bullies such as depression, anxious behaviour, and academic deceleration (Swearer et al., 2010). Bullying presents a complex social problem rooted in unfortunate actions that also reflect power relationships within society, and so it is particularly difficult to curtail (Swearer et al., 2010).

Disciplinary conflicts: These result when there are differences in opinion regarding the appropriate action to be taken in case of student behaviour or rule breaks (Bear, 2010). These types of conflicts may be between students and teachers, between teachers and administrators or vice-versa, and between school and family regarding the amount of fairness, consistency, culture suitability, etc. These can be especially difficult because they often posit mutually opposed functions, such as the desire for order and safety, compared to promoting student autonomy and growth (Bear, 2010).

It is important because interventions and policies to resolve school conflicts must be tailored to the types of disputes in those settings (Johnson & Johnson, 1996). Over the years, it has become apparent that different types of conflicts need a specific resolution, depending on the nature of the issues, the relationships between the sides,

and what the dispute resolution tried to accomplish. For instance, mediation or restorative practices focusing on rebuilding trust and understanding could be particularly useful for relationship conflicts, vs. problem-solving strategies or negotiation focusing on finding win-win solutions like those in task conflicts (Johnson & Johnson, 1996). Bullying-related conflicts may need a school-wide solution that emphasizes prevention education, support for the victim, and consequences for the bully. In contrast, disciplinary-based conflicts may require clearly defined and consistently applied policies that balance student accountability and improvement (Bear, 2010).

2.23 Theoretical Frameworks of Conflict Resolution

2.23.1 Dual Concern Theory

Perhaps the most notable framework to understand conflict-management styles and strategies is the Dual Concern Theory, which posits that individuals have two primary concerns in conflict situations: concern for self and concern for others. Based on this theory, a person will exhibit one of five conflict resolution behaviours depending on the priority of his/her concern for each (Rahim, 2023).

a. Competing (it shows high concern for self, low concern for others): In which an individual tries to pursue his/her interests at the expense of others using power, authority, or persuasion to secure his goals (Rahim, 2023). Competing can be effective when timely, clear action is vital or when issues are non-negotiable; however, it may also result in resentment, resistance, or escalation if employed excessively (Rahim, 2023).

b. Accommodating (low concern for self, great concern for others): This style occurs when an individual neglects his/herself to fulfil the needs of others, typically to keep peace or preclude conflict (Rahim, 2023). At times, accommodating is acceptable when the matters at stake are unimportant or when establishing and preserving relationships takes precedence over a specific style. Still, overuse can also lead to resentment, alienation, burnout, and trustworthiness (Rahim, 2011).

c. Avoiding (low concern for self, low concern for others) - In the said style, an individual avoids conflict, often by withdrawing or postponing confrontations, which is usually done to display a sort of absolution over avoidance and maintain neutrality. While avoidance can be an appropriate withdrawal strategy when issues are trivial, the costs of conflict do not outweigh the benefits of engaging in conflict ((Rahim, 2023). Using it as a routine way to deal with disagreements can lead to unresolved problems, missed opportunities, or an erosion of trust.

Compromising (moderate concern for self, moderate concern for others): In this style, a moderate rather than complete exchange is whereby the parties reach an acceptable middle ground to solve the problem through negotiation and bargaining (Rahim, 2023). While there might be occasions in which compromising is appropriate - for example, where the problems are very tangled, or both sides have legitimate interests to be balanced - overreliance on it may also lead to an inferior solution (or no commitment) because of the claim form (Rahim, 2023).

e. Collaborating (great concern for self, great concern for others): This style involves working together to find a solution that fully satisfies both parties' interests by incorporating multiple viewpoints, creative problem-solving, joint gains, and respect for all. Mainly when the issues are of significant value to both parties, or when a more permanent solution is needed in the long run, collaborative work can be appropriate; however, it may also be cumbersome, emotionally draining, and impossible if there is no trust or ability on the part of the parties (Rahim, 2023).

Dual Concern Theory argues that all strategies are related to each other. Still, as we have different personalities, experiences, and background cultures, the operating style can be divided into categories. If so, learning attraction is basic to achieving an effective way; this contrast is static depending on the situation and goals between interaction parties by strategy specialization or traditional transformation (Rahim, 2023). The theory also holds that the strongest problem-solving strategy usually includes the co-optation of multiple styles, such as collaboration for joint gains and idea generation, and then some compromise to achieve a mutually satisfying conclusion.

Dual Concern Theory is valid and useful in several fields, such as education. Teachers reported that they had more satisfying relationships with their students and colleagues and were more satisfied and effective in their work (Turnbull et al., 2000), partially because they used more of the collaborating style, less avoiding, and less competing.

2.23 Conflict Transformation Theory

It is a framework for understanding and discussing conflicts that highlight positive change and growth rather than just the resolution of specific disputes (Lederach & Maiese, 2003; Reimer & Schmitz, 2021). In the view of this theory, conflicts are not just problems to be solved but opportunities for changing relationships, structures, and values to promote social justice, reconciliation, and sustainable peace ((Lederach & Maiese, 2003). This theory is founded on several principles:

- a) Conflict is both a natural and inevitable part of human experience and derives from differences in needs, interests, values, or perceptions
- b) having both positive and negative consequences, depending on how they are faced.
- c) It includes conflict transformation, i.e., not merely addressing symptoms or immediate issues of the conflict but working on their underlying causes and contexts.
- d) Conflict transformation entails the participation and empowerment of all stakeholders, including -where may be the case- the marginalized or politically excluded.

For example, conflict transformation takes a long-term development process, and it works towards rebuilding the relationships, structures, and systems that support coexist peacefully and sustain harmony within society.

According to Conflict Transformation Theory, because conflicts have personal, relational, structural, and cultural dimensions, the effective resolution of conflicts requires a multi-faceted, or multiple levels, approach (Lederach & Maiese, 2003). On the micro level, conflict transformation consists of assisting individuals in gaining self-

awareness and emotional intelligence and building communication skills that allow for constructive dialogue and problem-solving (Lederach & Maiese, 2003). On the interpersonal level, conflict transformation entails establishing trust, recognition, and empathy among individuals and groups and offering venues for unity and collaborative decision-making processes (Lederach & Maiese, 2003).

Conflict transformation involves addressing systemic inequalities, power imbalances, and institutional barriers that support conflict (e.g., poverty, discrimination, lack of access to education or resources) at the structural level. This is the cultural dimension of conflict transformation, entailing the support for peace and justice values, norms, and modes of behaviour practice and challenging stereotypes, prejudices, and polarizing narratives that govern conflicts (Lederach & Maiese, 2003).

Researchers have praised the utility of conflict transformation approaches in educational settings, particularly involving pluralism/diversity, inequality and social change. One controlled study of a school-wide social and emotional learning program linked to transformational contributions (e.g., community service), for example, found decreases in the numbers of infractions reported on school rules as well as having self-reported violence cut by 50% across high schools trying to make such deep changes occur (Bickmore, 2011). For example, a study conducted by Bajaj (2015) in Sierra Leone after conflict that focused on a conflict transformation curriculum demonstrated broad outcomes such as the fostering of critical thinking and empathy, exercising skills for advocacy, and challenging the social norms and structures upholding violence and injustice.

2.24 Restorative Justice Theory

Restorative Justice Theory is a perspective on understanding conflicts and harms, which focuses on the repair of relationships, accountability, and embracement by the community (Zehr, 2015). Conflicts and harms, according to this theory, are more than just rule or law-breaking- they are ruptures in the social web, and they require a systemic, inclusive response -one that brings all affected parties to the table (Zehr,

2015). The following are among the key principles upon which Restorative Justice Theory is premised (Zehr, 2015):

a. Harms and needs: Restorative justice considers the harms suffered, heartache, or fears following strains and violations, as well as the necessities of all influenced gatherings - including casualties, offenders, and their communities

b. Responsibilities of restorative justice concerning obligations are rooted in offenders taking responsibility for their actions, making amends, and addressing the underlying causes of their behaviour.

c. Engagement: Restorative justice is participation by all parties involved, including victims, offenders, and community members, in the resolution process, which is an empowering process.

d. Collaborative Creative Problem-Solving: Restorative justice aims to engage everyone affected by harm or injustice in processes of dialogue, understanding, and creative problem-solving as opposed to adversarial or individual blame-focused responses

e. Restoration - restorative justice aims to restore as far as possible both the victim and offender to pre-offence status in society; this might be done by providing victims with an opportunity to meet or reconcile with offenders, by encouraging restitution or an apology.

Restorative Justice Theory states that conflict resolution without some restoration is ineffective; an effective resolution will provide restoration, healing, accountability, and social justice (Zehr, 2015). Restorative practices in education may involve: (Morrison, 2007)

a. Affective Statements and Questions - Teachers and students use "I" statements and open-ended questions to share their feelings, needs, perspectives, and empathy - and help the other understand the language of emotions, motivations, and moods.

b. Circles: Students and teachers gather in a circle and can speak and listen, with a talking piece that is passed around the group for equal speaking. Turn Circle in place, love each other's talks, and document swaying their statements.

3) Music and Movement Conference: Students, educators, and parents meet in structured conversation about what happened and how all involved can address the harm done and make sure it does not happen again.

Mediations: Mediators, trained to facilitate dialogue, help students or groups in conflict through a non-judgmental, neutral process to support understanding the perspectives of others, finding common ground, and creating solutions acceptable to both parties.

Reintegrative management of shame: Assertive discipline employed in the above manner helps schools and districts move toward therapeutic approaches, focusing on harm done and the needs of all parties involved in the wake of misbehaviour or rule violations rather than punishment or exclusion.

Research shows restorative practices reduce conflict, build school climate, and create social-emotional and positive youth development opportunities. For instance, a meta-analysis by Gregory et al. (2016). The study found that restorative practices have positive, significant impacts on student behaviour achievement and attendance, improving relationships between teachers and students, school connectedness, etc.

2.26 Psychological Foundations of Conflict Resolution

2.26.1 Emotional intelligence

Emotional intelligence is the ability to identify, interpret, and control your own emotions and the emotions of others (Bru-Luna et al., 2021; Salovey & Mayer, 1990). Under this skill model, individuals who demonstrate high levels of emotional intelligence have a 1) greater ability to recognize their own emotions and control their moods; 2) a more productive way to communicate with others and move on proactively with those around them, both when they share the same interests and points of view as

when they face different challenges (Goleman, 2021; Goleman & Intelligence, 1995).

Emotional intelligence is generally a constellation of four core abilities (Mayer et al., 2016).

a. Self-awareness: Recognize and read your own emotions as well as the emotions of others through their body language, tone of voice, and facial expressions.

b. Strategic-Harnessing of Emotions: The functionality of emotions, enabling people to engage with the environment adaptively as they use affect for problem-solving (e.g., fear, anger, compassion), thinking (e.g., creativity), and long-term decision-making (e.g., empathy or distant felt emotions).

c. Emotional Understanding: The capability to comprehend the origin, consequences, and nuances of emotions (e.g., understanding that the feeling of anger may change over time, or it can lead to certain activities)

d. Emotion management: The capability to regulate and manage feelings and emotions, such as responding instead of reacting in anger or anxiety in the face of stress.

This research shows that emotional intelligence is a crucial intrinsic factor in school conflict resolution. Heydenberk and Heydenberk (2005) provide an example in which a program that teaches skills linked to emotional literacy and self-regulation showed significant improvement in the student's skill level based on the ability to manage anger and demonstrate empathy, including effective problem-solving, in a comparable study conducted by Brackett et al. (2011). In a study by Jennings and Greenberg (2009), teachers training in emotional intelligence had more harmonious relationships with their students and were better able to manage conflict disruptions within the classroom.

2.28. Strategies to Resolve Conflict Resolution

2.28.1 Negotiation

According to Fisher et al. (2011), negotiation is when two or more parties communicate and bargain to develop a mutually satisfactory solution. In terms of conflict resolution, the ability to negotiate is a core competency as we can make our interests, needs, and perspectives known, as well as work with others on an endeavour that requires that all parties have their needs met. Effective negotiation should have many key skills and strategies (Fisher et al., 2011; Lewicki et al., 2020).

a) Preparation: Negotiators should always prepare well before they engage in a negotiation, gathering the appropriate data, knowing what matters for both the other party and their side of the table, and building up options and walk-away positions.

b. Active listening: Negotiators should actively listen to the other party, asking questions and paraphrasing to display understanding and empathy.

c. Assertive communication: Negotiators must communicate their desires, interests, and viewpoints confidently, using "I" statements rather than blaming or attacking language.

d. Collaborative Problem Solving: Negotiators must focus on finding solutions that address the interests and needs of all parties underneath the positions instead of simply compromising or competing for concessions.

e. Emotional handling: Negotiators must be familiar with their emotions and able to control them and respond constructively to the other party's emotions to augment a positive and constructive discussion.

For example, research has shown that negotiation skills training can enhance conflict resolution in education. One study, for example, found that such training improved students' conflict resolution skills, attitudes toward conflict, and academic achievements relative to a control group (Johnson & Johnson, 1996). Correspondingly, the investigation conducted by Stevahn et al. (2000) designed an advance theory of how

CPD influences a particular set of PBL practices involving facilitation focus, facilitation skills, and learner collaboration. They noted that teachers trained in mediation and negotiation skills experienced healthier interactions with colleagues and pupils and felt more confident dealing with conflict or disruption within the classroom.

2.28.2 Mediation

According to Moore (2014), mediation is when someone helps two parties discuss their conflict and reach an agreement or solution that both can live with. It facilitates parties' expressing their needs, interests, and perspectives to understand the other side of the dispute while seeking solutions (Moore). Some of the skills and techniques necessary for good mediation are (Moore (2014).

- a. Mediators should always remain impartial without taking sides or enforcing their interests and solutions to the parties.

- b. Listening: Mediators should listen actively, deeply, and non-judgmentally to parties while asking questions, making subsequent reflections, or demonstrating empathy for understanding.

- c. Reframing: Mediators should help redefine what the parties are saying and how it is not as adversarial or negative, corresponding to their interests and needs instead of a position or demand.

- d. Verbal interactions: Provide a safe space for the parties to discuss and listen effectively, including summarizing, paraphrasing, clarifying, etc.

- e. Brainstorming options: The mediator should assist the parties in exploring and evaluating different solutions and options - a process of creativity, looking for all possible wins.

More research is needed on the effectiveness of mediation as a conflict resolution method in educational contexts. In their investigation of differences between schools with and without peer mediation programs, (Johnson & Johnson, 1996) found two outcomes in student behaviour change: significant improvement in disciplinary

referrals, suspensions, and expulsions compared to control group schools implemented randomization. The results were comparable to those of a study closer to the study (Rockholt, 2013). In "a comparison of mediated and non-mediated university students," it was found that university students who had participated in mediation developed better conflict resolution skills, enhancing their attitudes towards conflict and outcomes.

2.28.1 Arbitration

Arbitration: A process by which a neutral third party hears arguments from opposing sides and issues a final, binding decision or award to settle the conflict. It is generally a more formal and structured process than mediation. It is utilized where parties fail or are unwilling to come to a consensual understanding, or the reluctance is due to legal or contractual issues. Arbitration involves a mix of key skills and strategies essential to any effective results, which involve:

a. Procedural fairness: Arbitrators should follow the rules and established procedures for presenting evidence, arguing, and deciding on a course of action during arbitration to ensure fairness, transparency, and uniformity in the arbitration process.

b. Neutrality: Arbitrators must be neutral and balanced in every condition, carrying out their actions without any conflict of interest or personal bias that could affect them when issuing a judgment.

c. Fact-finding: Arbitrators should gather and review facts and evidence, asking for explanations or raising questions to both parties as required.

d. Juridical analysis: Arbitrators shall apply the rules, regulations, and decisions in place to the facts of the issue in dispute, using legal thinking and powers of judgment.

f. Clear communication: Arbitrators must clearly and briefly inform the parties of their decisions, as well as others, of the reasons for making this decision in a language that is understandable to the parties.

Arbitration is more effective in educational settings, with research showing that it is useful for resolving employee grievances, student discipline, and special education

conflicts. One example is a study by Zirkel (2016), which observed a speedy (low cost/limitless mediators/select your mediator) alternative to litigation for settling special education disputes that also achieved high settlement rates and high satisfaction from parents and the school district. Similarly, Hebdon and Stern (2003) found that faculty grievance arbitration is fairer and more equitable than that available through administrative reviews in faculty committees or other formal mechanisms and promotes positive labour-management relationships among faculty and administrators.

2.28.3 Problem-solving

Problem-solving is a task where people or groups work together to identify and analyze a specific issue, generate and evaluate various potential solutions, and implement and monitor a chosen course of action (D’Zurilla & Nezu, 2010). As such, conflict resolution based on problem-solving is highly necessary because it provides a sophisticated way for parties to push past their positions and emotions and dive into the issues and arguments that must be addressed (D’Zurilla & Nezu, 2010). Another dimension of stooping behaviour is that instead of jumping to conclusions like solving problems, they demonstrate a skill that can explain anything.

a) Define the problem: Problem-solvers must explicitly define the issue, collecting data and viewpoints from all concerned factions.

b) Goal Setting: Problem-solvers need to set well-defined, attainable, and measurable goals for what they want to accomplish with the problem-solving effort.

c) Roles and Responsibilities: Brainstorming: Problem solvers should develop many possible solutions and alternatives with creativity and divergent thinking to explore new opportunities.

d. Evaluation: Problem-solvers must evaluate the strengths and weaknesses of each alternative solution, taking into consideration criteria such as feasibility, efficacy, and acceptability by all parties.

e. Execution: Once a single solution has been decided, problem-solvers need to lay out the specifics involved in executing the proposed solution (what will be done, by whom, and when).

f. Monitoring: Problem solvers need to frequently get feedback about the solution from every implementation and make changes as required, depending on results, to support these modifications.

The research has shown that problem-solving skills training can be used to improve conflict resolution in educational contexts. For example, Johnson and Johnson (1996) study showed that students who received training in problem-solving displayed superior conflict resolution strategies and a more positive perception of conflict when compared to students who did not receive the training. For example, in a study by Garrard and Lipsey (2007) to establish effective school-wide interventions for aggressive and disruptive behaviours, problem-solving skills training was the intervention with the fourth highest average medium effect size even when including all other types of programs mentioned ($ES = 0.54$).

2.29 Conflict Resolution in Educational Settings

2.29.1 Peer mediation programs

Peer mediation programs are a commonly used school-based conflict resolution approach involving student mediators who receive some training to help peers resolve conflicts and disputers (Johnson & Johnson, 1996). Peer mediation programs are grounded in the assumption that students are more likely to listen to and trust their peers than adults and that they can learn essential processing skills from participating in a mediation session. Several important elements must be present in any effective peer mediation program (Johnson & Johnson, 1996).

a. Training: Student mediators should be trained in conflict resolution practices, including active listening, reframing, and problem-solving, as well as the program's rules, policies, and procedures.

Selection: Mediators - student mediators must meet the minimum levels of maturity, retention of confidentiality and impartiality, and communication skills.

c. Adults/ supervising Students: Student mediators should work under the active supervision of trained adult coordinators who provide ongoing training, feedback, and support as required.

d. Inclusion: Peer mediation programs are transparently integrated into the school culture and curriculum, including referral protocols, case management, and evaluation.

Peer mediation programs need to be implemented, which must be evaluated and regularly assessed in terms of a) their effects on reducing conflicts, b) enhancing school climate, and c) promoting student learning and development (i.e., Evaluation).

Research has shown that peer mediation programs within schools successfully enhance conflict resolution. For instance, a study by Burrell et al. These researchers reported an average effect size of 0.21 for changes in student conflict resolution skills, attitudes, and behaviour associated with participation in peer mediation programs. Consistent with these findings, Johnson and Johnson (1996) found that schools that had implemented peer mediation programs experienced fewer disciplinary referrals and suspensions than schools without a mediation program, and student mediators reported higher levels of academic achievement and social support than non-mediators.

2.30 Restorative practices

Restorative practices are a whole-school approach to nurturing and healing relationships in school that is rooted in the principles of restorative justice (Gregory et al., 2016). Rather than merely punishing offenders, restorative practices address the harms caused by conflicts or offences and involve all people affected by these situations in resolving them (Gregory et al., 2016). Implementing effective restorative practices requires several critical elements (Gregory et al., 2016).

a. Relationships: Restorative practices place a high value on positive relationships as they exist among students, between students and teachers, and all members of the school community, including staff and family.

b. Implicit Respect: Restorative practices assume that every human being has value and dignity and, therefore, is entitled to be treated with respect and integrity even when they behave in a manner that suggests otherwise.

c. Accountability: In this case, restorative practices involve holding individuals responsible for what they have done and helping people take responsibility for repairing any harm done and positively changing their behaviour.

d. Restorative: The most important goal, despite the level of use of restorative practices to repair the harm due to conflicts and offences, is through dialogue, apology, restitution, or other forms of amends-making.

e. Re-integration: Restorative practices work on the premise that offenders get re-integrated into the school community, offering them support, guidance, and opportunities for improvement.

Study findings show that measures have created a more conducive school environment, reduced discipline incidents, and expanded students' social-emotional competencies and positive youth development. For instance, a study found that schools that adopted restorative practices also reported significant reductions in suspensions, expulsions, and discipline referrals, as well as improvements in student attendance, academic achievement, and perceptions of school safety and fairness (Fronius et al., 2016). However, in a different study, Darling-Hammond et al. (2020) in the USA, The Restorative Practices Alliance (2020) found that restorative practices were associated with positive students' outcomes, including engagement, belongingness and dealing with bullying, harassment and violence.

2.30.1 Cooperative learning

According to Johnson et al. (1984), cooperative learning is a strategy that is designed to assist students in achieving the same goal through collaborative work with

small group members who are unlike them. Cooperative learning is based on the idea that students learn better academically and socially through cooperation, rather than working alone or competitively. Cooperative learning is difficult to implement properly for a few reasons (Johnson et al., 1984).

Positive Interdependence: Students have to realize that they are in it together and the ultimate success of the group depends on the individual success of every single member.

b. Individual accountability: Students are responsible for learning and facilitating the group. They should be assessed on individual performances and how well the group works collaboratively.

c. Direct Contact: Regular interactive contact should allow students to learn from one another, discuss ideas, ask questions, and give feedback and support.

d. Social Skills: Students should learn and be encouraged to practice social skills such as active listening, effective communication, leadership, and conflict resolution for positive and productive group dynamics.

e. Processing Group: Students should routinely have time to reflect on and evaluate their group members' effectiveness and what areas could be improved for the common good. They should also set individual future work goals and end the collaborative learning process.

2.31 Challenges and Limitations in Conflict Resolution

2.31.1 Power imbalances

One of the challenges in conflict resolution is power imbalances, which can cause serious obstacles to communication, trust, and collaboration (Coleman et al., 2014). Power differentials can take various forms and exist at multiple levels - from individual to interpersonal to institutional-based on social status, authority, resources, or identity (Coleman et al., 2014). If there are power imbalances present, the party with more power could take over or force them into doing something that might ultimately not be

fair or satisfactory to one of the parties. It will often involve multiple means of redressing power imbalances to be effective, as outlined by Coleman et al. (2014):

a. Empowerment: Conflict resolution processes should empower all parties, especially those with less power, by providing them with information, resources, and opportunities to articulate their interests and views.

b. Support: Parties with less power need to be represented during conflict resolution in other ways, usually by advocates or representatives acting to level the playing field and ensure their interests are well-represented.

b. Structural change: Without limiting the transformative possibilities in this definition, conflict resolution should be aimed at some kind of privileged structural or systemic problem, such as some specific policy or practice or a culturally infused norm that maintains power imbalances.

c. Alternative: Conflict resolution or equitable processes need to be created that open channels for dialogue among all parties where there may be disparities in power, and if they exist, the equity provides an ability and a knowledge that allows balance.

Research has documented issues related to the effectiveness of how power differences are addressed and resolved within conflict. For instance, one study by Charkoudian and Kabacoff (2010) suggested that mediation was less successful in cases with stark power imbalances, including those driven by domestic violence or workplace harassment, and that mediators often had difficulty achieving parity among the parties and just outcomes.

2.31.2 Cultural Differences

A major barrier to successful conflict resolution is cultural differences, which may lead to misunderstanding, miscommunication, and clashes of values that are hard to bridge (LeBaron, 2003). Culture is about the values, norms, shared beliefs, and practices that shape an individual's perspective, identity, and behaviours across societies and groups. Effective conflict resolution needs numerous approaches for addressing cultural

differences, including (LeBaron, 2003):

a. Cultural Competence: Conflict resolution practitioners need to acquire cultural competence as well; that is, they should be able to understand and effectively interact with people from a broad range of cultures, as this will allow them to reach the root of the conflict by understanding different aspects of the human condition including norms and values, etc.

b. Cultural humility: Conflict resolution practitioners should be humble about cultural differences, recognize their limited knowledge and outlook, and aim to learn from others' cultural experiences and identities.

c. Cultural adaptation: Conflict resolution processes may be adapted to meet the cultural context and needs of those involved, considering language, communication styles, social hierarchies, and decision-making norms.

d. Cultural dialogue: Conflict resolution processes should provide a setting for open, respectful cultural dialogue, enabling parties to express their outlook, experience, and belief while working together towards understanding and unity.

Additionally, research has shown how difficult and sometimes unsatisfactory conflict resolution can be when culture stands in the way. Ting-Toomey and Oetzel (2001) discovered that differences in communication styles and delivery methods, such as direct vs. indirect or high context vs. low context, differently created barriers met simply by elimination, and conflict resolution types appropriate for use in one culture could not be applied in another. For example, in a study of the role of values in conflicts conducted by Avruch (2003), he found that cultural variations in basic cultural values, such as individualism vs. collectivism or hierarchy vs. equality, could underlie value conflicts that cannot easily be resolved through standard conflict management approaches without different tools for dealing with them.

2.32 Future Directions in Conflict Resolution Research

Some relevant institutions are essential for successful conflict prevention and resolution and for preventing barriers to implementation, sustainability, and effective outcome prospects.

Institutional support involves the policies, resources, and leadership needed to establish an environment conducive to resolving conflicts in organizations and communities. Without institutional support, potential challenges facing conflict resolution initiatives can include a lack of resources needed to implement them, turnover in staff positions essential for their success, opposition from various stakeholders, and other priorities that take precedence. Successfully resolving conflicts also involves several institutional strategies to develop a support base and continued momentum.

a. Leadership commitment: Efforts to resolve conflict should be associated with the support and engagement of organizational leadership that provides resources, recognition, and mandate for such programs and can implement and operationalize such initiatives sustainably.

b. Capacity Building: Conflict resolution initiatives should invest in building the capacity of staff, volunteers, and partners to design, deliver, and evaluate conflict resolution programs and services.

c. Collaboration: Conflict resolution initiatives should partner with other departments, programs, and stakeholders to combine resources, experience, and advocacy in a more systemic way for conflict resolution.

d. Performance assessment and accountability: Conflict management efforts must assess, monitor, and publicly document their performance to prove effectiveness and demonstrate the need for ongoing support and investment, using data gathered/impressions on an ongoing basis.

In the consultation, delegates discussed whether to add neuroscientific research in conflict resolution as a new area of focus in SCP, and that is supported by recent evidence indicating a series of cognitive, emotional, and physiological processes associated with conflicts (and their resolution) being elucidated via neuroscience perspective (Goldenberg et al., 2020). Conflict activates brain threat systems, increasing arousal, anxiety, and defensive behaviours (termed "threat response"). In contrast, conflict resolution activates reward and empathy-related systems in the brain, promoting positive emotions, perspective-taking, and cooperation (Chowdhury et al., 2017). For instance, future research in this area might address the following questions:

a. Which neurobiological mechanisms and pathways link the various conflict resolution strategies/approaches, ranging from negotiation to mediation and problem-solving?

b. How do variations in brain architecture and function, resolution, and those of the PFC or amygdala influence behaviour and outcomes concerning conflict resolution?

c) How can neuroscience-informed interventions, i.e., cognitive reappraisal, mindfulness, or empathy training, be implemented to improve conflict resolution skills and outcomes?

d) Gender and neuroethics: What role do gender and sexuality play in our conception of conflict resolution from neuroscientific and lay perspectives?

This is a new area, and research on this subject has barely begun, but some promising results have come out. In a study by Bruneau et al. (2015), Neural data from a short perspective-taking exercise (asking participants to think about the thoughts and feelings of an outgroup adversary) also accompanied decreased hostility against that group, indicating ways conflict resolution might combine social psychology with neuroscience. Similarly, a study by Halperin et al. (2012) demonstrated training in cognitive reappraisal - the ability to rethink negative emotions or situations more constructively and positively - led participants from both Israelis and Palestinians have enhanced support for peacemaking subjects, which were modulated by changes of neural activity reported for the prefrontal cortex.

2.32.1 Online Dispute Resolution

A growing area of dispute resolution research is the field of online dispute resolution (ODR), which offers new options for providing and obtaining conflict resolution services more conveniently, faster, and affordably (Katsh & Rule, 2015; Rule, 2020). ODR utilises information and communication technologies (ICT) to address conflicts or disputes arising between parties without having to be present in a particular place through emails, videoconferencing, online platforms, etc. (Katsh & Rule, 2015; Rule, 2020). ODR is used in different domains - such as e-commerce, family law, or workplace disputes - and covers different CR processes from negotiation to mediation to arbitration (Katsh & Rule, 2015). Areas for future research to explore further (Katsh & Rule, 2015; Rule, 2020):

a) What are the advantages and limitations of ODR relative to traditional face-to-face methods of conflict resolution concerning availability, throughput, efficacy, and user satisfaction?

b. Best practices and guidelines for the design, implementation, and assessment of ODR systems/services to promote quality, equality, and ethical neutrality

c. Can ODR be adapted to various cultural, linguistic, and technological contexts to facilitate the inclusion and accessibility of diverse user populations?

What are the legal and policy implications for ODR, e.g., jurisdiction, confidentiality, enforceability, and consumer protection?

There has been a proliferation of research in this area, both empirical and case studies, that illustrate the promise that ODR may offer to enrich our understanding of what goes on when people are trying to resolve conflict. One study (Katsh & Rabinovich-Einy, 2017; Rule, 2020) offers an example of an ODR platform - based on automated negotiation and mediation processes - that successfully processed over 60 million e-commerce cases, achieving procedural efficiency, outcome fairness, and overall user satisfaction. Online resolution processes might help reduce processing times and costs while maintaining stable levels of trust and compliance for outcomes.

For example, the combined use of online mediation and arbitration in an ODR platform for workplace conflict resolution has been shown to improve formal access and reduce the time/cost of the dispute resolution system itself.

2.33 Conflict Resolution in Multicultural Contexts

Conflict resolution in multicultural contexts is a third important and rapidly developing research domain because it can provide fresh knowledge about the barriers and opportunities of conflict resolution in diverse, international societies. According to Jang et al. (2020), multicultural contexts relate to environments when someone or a local group interacts with those of a different culture, ethnicity, language, or religion, and those other individuals have various values, norms, and lifestyles. For successful conflict resolution in multicultural contexts, we must clearly understand cultural differences and capabilities for cross-cultural communication, perspective-taking, and adaptation. The major contexts in which future research in this area could be conducted are as follows.

What kinds of problems are specific to conflict resolution in a multicultural context (disproportionality, semantic incommensurability, value differences, etc.); How may conflict resolution models and processes be reconciled with cultural specificity in culturally diverse contexts, including which community mediation, intercultural dialogue, or restorative justice practices are more effective (and appropriate) in different multicultural settings? How to learn these skills: c. How can conflict resolution practitioners and programs become culturally competent and humble to effectively navigate cultural practices and norms across different cultures in conflict situations? How might conflict resolution research and practice better engage historically marginalized or underrepresented cultural groups' voices, experiences, and perspectives to enhance social justice and equity in conflict resolution outcomes?

One of the key aspects of research in this field that has connected the dots appropriately is the recognition of conflict resolution as part and parcel of culturally responsive and inclusive approaches to work in regional or long-distance contexts. For instance, Lee and Jang (2019) conducted a study on the outcomes of a home owners

community mediation program in South Korea that had implemented an adapted Eastern-style model of mediation focusing on social harmony and face-saving - and found that the program was much more successful in resolving neighbourhood disputes both procedurally and substantively while also building community coherence than the traditional Western style of mediation. Another study by Gavrielides (2012) found that a restorative justice program in the UK, which applied a culturally aware and participatory process to address hate crime incidents, managed to increase understanding, empathy, and reconciliation between culturally distant victims and offenders.

Conflict resolution is the conceptual style of resolving conflict. It requires differentiation strategies that depend on the context with a protocol to organize it - all enacted within various mediator-like situations (occasions or causes) in school. Both can be handy tools in a Conflict Resolution Toolkit, but each has pros and cons. Peer mediation | a type of student-led or peer-to-peer program where students help mediate disputes that arise between other students' restorative practices | practices that restore relationships after harm or conflict. Collaborative learning | instruction that is centred on teaching students to work together and maintain respect for others even when disagreements arise

However, peace-making prospects also suffer from challenges and constraints, such as power imbalances, cultural divides, and lack of institutional support that might resist its effective implementation or outcomes. The study has illustrated that creativity and interdisciplinarity in emerging areas such as neuro-education, online dispute-resolution, and culture-responsive practices can help unveil the multifaceted nature of conflicts and their negotiation in diverse educational contexts, informing the development of appropriate strategies for sustainable peacebuilding education, focus on conflict resolution.

To sum up, conflict resolution education is about solving specific causes of conflicts or incidents and building a culture of dialogue, understanding, and collaboration - looking at conflicts as positive instances for excellence, learning, and

growth. Offering this type of education to students, educators, and administrators can be one step toward creating a more equal and conflict-competent society.

2.34 Current Situation of Attunement and Social Skills in Pakistan

Overview Pakistan is a developing country of more than 240 million people, with many educational challenges (Anjum, 2019). The increase in the number of schools with escalating enrolment rates over the last few decades has been one of the major developments that have taken place within the country to enhance education. The quality of education, nonetheless, is such a major challenge with issues like inadequate infrastructure, lowly qualified teachers, and curricula that have been outdated, consequently causing marginal change in student learning outcomes (Anwar et al., 2023; Hoodbhoy, 2021).

Like many countries, the Pakistani educational system is two-tiered, with most students from lower-income/rural backgrounds attending public schools (Malik & Courtney, 2011). Public school districts suffer from overcrowded classrooms, limited resources, poor teacher training, or professional development (Malik & Courtney, 2011). In contrast, private schools serve a smaller share of students, who are mostly urban and well-to-do and generally have superior plant & equipment, more resources, and better-qualified teachers (Andrabi et al., 2008).

Increasingly, over the past few years, social and emotional learning (SEL) has been recognized as an integral domain in Pakistani schools to facilitate student welfare, academic progression, and positive youth development (Ashraf & Ismat, 2016). Despite increasing recognition of the value of social and emotional learning (SEL), millions of children remain without access to these skills because SEL continues to be a topic that is only narrowly integrated into what is taught in schools, simply "tacked" on to school curriculum and teaching practices. This dilutes what was intended by making SEL part of the school day-wide curricular activities, out-resourced by other more traditional domains like academic content or regulation classroom behaviours from lack of teacher training, country-culture norms, and societal role expectancy, competing educational priorities (Ashraf & Ismat, 2016).

2.34.1 Challenges in Teacher-Student Relationships

Connections between teachers and their students are vital for how students perform, engage with studies, and self-regulate (Pianta et al., 2003), and a key determinant of this connection is from the complex work of interplay at different levels, such as individual teacher-student relationships), interpersonal (student-school relations) and context (school system level). Numerous challenges in the Pakistani educational setting might pull back positive teacher-student ties of love and care, such as:

Low student-teacher ratios increase the number of students teachers can address in a specified period; large class sizes are another determinant of effective teaching and learning environments for Pakistani public schools, which have among the highest (50-100+) (Kakar et al., 2022; Majeed, 2010). It is due to a shortage of teachers in rural areas (Malik & Courtney, 2011). It can create unfavourable conditions for teachers to provide individual attention and support to students and to establish personal, meaningful relationships with them (Malik & Courtney, 2011).

The way of working towards student-centred teaching is teacher-centred pedagogy. In the traditional education system, often a rote memorizing, the lecture-oriented teacher is the centre, providing orderliness under strict discipline where educational outcomes are not creating students who can work in a field focusing on deep studying or learning. It leads to a hierarchical and authoritarian culture in the classroom, where the students remain in passive mode to learn, and no space is given for dialogue, creativity, and individualized learning (Ashraf & Ismat, 2016).

Pakistan is a largely collectivistic high power-distance society that places major value on authority, respect, conformity, and obedience (Khilji, 2012). This might impact teacher-student relationships, informing students to respect and rely on the authority and expertise of their teachers while also quieting their voices or expressions of individual positionings, needs, or emotions (Khilji, 2012).

Moreover, Pakistani teachers suffer from high levels of stress and burnout—due to heavy workloads, low pay, lack of support and resources, and challenging student

behaviours (Yusoff & Khan, 2013). This can significantly affect teachers' psychological well-being and healthy teacher-student relationships (Yusoff & Khan, 2013).

Many Pakistani teachers, especially public school teachers, lack quality pre-service and in-service training and professional development opportunities (Dilshad & Iqbal, 2010). It acts as a barrier against acquiring knowledge, skills, and dispositions that could help a teacher manage effective classroom and other interpersonal relationships with a learner (Dilshad & Iqbal, 2010).

2.34.2 Social Skills Deficits among Pakistani Students

Gresham and Elliott (2008) define social skills as the behaviours and competencies individuals use to interact effectively with others, develop and maintain interactions, and benefit from social situations. Social Skills Deficits among Students in the Pakistani Educational Context

Some Pakistani schools, specifically in rural areas, have fewer social engagement opportunities for the students due to resource unavailability, social stereotypes, and security reasons. As a result, students do not develop a network of people later in life and are usually less able to interact with different types of people (Ashraf & Ismat, 2016).

The Pakistani educational system typically puts a lot of emphasis on student academic achievements and exam scores while overlooking, to a large extent, the importance of social and emotional learning (Malik & Courtney, 2011). A competitive and individualistic classroom where students are more concerned about his or her career preparation rather than building meaningful relationships with others (Malik & Courtney, 2011).

This extensively followed characteristic is gender segregation in Pakistani schools, where boys and girls have separate classrooms and other facilities (Naseem & Salman, 2015). To some extent, it has remained a cultural-religious norm, yet discouraging cross-gender interaction and perpetuating gender stereotypes (Naseem & Salman, 2015).

Bullying is highly prevalent in Pakistani schools, particularly among males (Ahmad et al., 2021). It can lead to a very hostile and intimidating atmosphere at the school where students do not feel secure or supported and may have negative social behaviours of opinion (Ahmad et al., 2021).

Contrary to this, in many families, parental engagement in education and social development of their kids, especially that of children from low-income and rural-based Pakistani households, is quite limited because of their low level of education, time, and resources (Malik & Courtney, 2011). Consequently, this may impair students' opportunities for developing social skills outside school, with fewer decent role models and support networks (Malik & Courtney, 2011).

2.34.3 Conflict Resolution Practices in Pakistani Schools

Coleman et al. (2014) define conflict resolution as the strategies and processes applied in solving disagreements resulting in conflicts and disputes between conflicting parties so that they may arrive at peaceful solutions. There are many challenges in coping with and resolving conflicts in the context of Pakistani education.

Punitive discipline: Punishment-based and authoritarian methods of student behaviour correction and conflict resolution are a standard practice in various schools within Pakistan, ranging from corporal punishment to verbal abuse and even expulsion (Ashraf & Ismat, 2016). This can yield a culture of fear and hatred that could prevent students from learning to reason, communicate, and empathize (Ashraf & Ismat, 2016).

Cultural and gender norms: Pakistani society tends to have a high structure/authority/male (Critelli, 2015). Herceg states that the value placed on certain categories of life will determine how conflict is seen and resolved. As such, male students were expected to assert their power and dominance (and female students to be submissive and accommodating) in conflicts (Critelli, 2015).

Limited student voice and agency: The students in the Pakistani context often do not have many opportunities to voice their opinions/needs/concerns in conflict situations because of factors such as large class sizes, teacher-centeredness, and cultural

norms of respect and obedience (Ashraf & Ismat, 2016). This can limit the ability of students to learn how to advocate for appropriate accommodations, further restricting their opportunities to develop assertive or negotiating skills (Ashraf & Ismat, 2016).

Restorative justice is a conflict resolution strategy that emphasizes the restoration of community well-being through restoration and reintegration, accountability, and reconciliation (Zehr, 2015). However, restorative justice practices (e.g., victim-offender mediation, family group conferencing, and peace-making circles) are less common in Pakistani schools as most educators lack awareness, training, and resources.

2.34.4 Initiatives and Programs for Promoting Attunement and Social Skills

Although the Pakistani educational environment has its challenges and constraints, there are various initiatives and programs to meet attunement, social competency, and conflict resolution among students as well as teachers, such as:

Several institutions like the British Council, United States Agency for International Development (USAID), and Aga Khan University Institute for Educational Development (IED) have teacher training programs to enhance teacher skills, including classroom management, student-centred pedagogy and social and emotional learning (Aziz et al., 2022). Most of these programs employ a blend of workshops, mentoring and classroom assistance to help the teachers develop a conducive classroom environment (Aziz et al., 2022).

skills are the ability to develop adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1999). Organizations such as the Idara-e-Taleem-o-Aagahi (ITA) and the Aman Foundation in Pakistan have introduced life skills education programs to schools and communities through a range of interactive, experiential learning methods including role-plays, discussions, and service-learning.

The United Nations defines Peace Education as an approach to education that seeks to accomplish the objectives of both peace and quality education by focusing on

the values, attitudes, skills, and knowledge needed to live in harmony with oneself with others and the natural environment. In Pakistan, some peace education programs have been conducted in schools and communities by organizations, such as the Peace and Education Foundation (PEF) with the Charter for Compassion (CFC), that involve curricula and activities on conflict resolution, human rights, and intercultural understanding to handle forms of extremism among youth.

School-based counselling is a service that includes individual and group therapy, including work related to an academic, social and emotional professional in scope (Erford, 2014). Some Pakistani schools have set up counselling departments in urban areas and private sectors with trained counsellors to help students and teachers. However, school-based mental health services are scarce, and where it is provided, the quality of care delivered is rather poor, especially within public schools as well as in rural settings.

The former is peer mediation, which suggests that the trainees are third-party neutrals who help their peers resolve conflicts (Johnson & Johnson, 1996). The Centre for Peace and Development Initiatives (CPDI) and the Aman Foundation are two organizations that have modelled peer mediation programs in schools across Pakistan, employing a range of training, supervision, and evaluation measures to ensure student mediators are trained and developed effectively.

Consequently, the present prevailing attunement and social skills scenario in Pakistan epitomizes the multidimensional problem, as well as the rewards that the educational system of Pakistan has to confront. However, there are sizable barriers to the promotion of positive teacher-student relationships, social skills development, and conflict resolution-such as large class sizes, teacher-centred pedagogy, cultural norms, and lack of resources are also emerging initiatives and programs designed to combat these issues and better support the overall well-being and success of students.

Going forward, policymakers, educators, and interested parties in education must embed social-emotional learning, life skills training, and conflict resolution components into the curriculum and pedagogical coursework while providing support

and resources to teachers to create a conducive classroom environment. Engage students, parents, and communities in fostering attunement/social skills development processes through dialogue, cooperation, and empowerment.

Investing in Pakistani youth's social and emotional development and fostering schools and communities that promote peace, respect, and understanding can significantly build an equitable, inclusive, and prosperous society for all.

2.34.5 Rationale behind the selection of Four Areas of Social Skills

The selection of the four areas in the study "Effect of Teachers' Attunement on Students' Social Skills" is based on their importance in shaping social development. Teachers' emotional attunement helps them connect with students, creating a positive and motivating environment. Strong teacher-student interactions boost students' confidence and social skills through meaningful communication. A well-structured classroom environment encourages teamwork, problem-solving, and relationship building. Lastly, teaching strategies like group activities and role-playing help students practice empathy and cooperation, strengthening their ability to interact with others in real-life situations

2.35 Conclusion

2.35.1 Synthesis of Key Findings

The literature review examined the concepts of teacher attunement, social skills development, and conflict resolution in an educational setting, which were explored with a specific focus on the Pakistani context. Indeed, the conclusions of this review, although not yet definitive, propose an essence of close-teacher receptiveness as a shared medium in all teacher-student relationships, ultimately vital in fostering positive links between teachers and students and the establishment of empathic classroom milieu conducive of developing students' social-emotional - academic landscape (Pianta et al., 2003). Attunement is teachers' capacity to know, in the moment of interaction, what is going on for their students as individuals and as a whole group and then to respond adequately to those needs, experiences, and perspectives. Loosely indirect antecedents

inform attunement. Virtual preconditions include teacher preparation, cultural competence, and self-awareness (Jennings & Greenberg, 2009).

The review has also pointed out that one of the top priorities in schools is to boost children's social skills, aiming at the best possible academic achievement and reasonable social, emotional, and behavioural adaptation (Gresham & Elliott, 2008). Developing social skills such as communication, cooperation, empathy, and self-control to enable children to work together towards a common goal, form connections with others, and navigate social situations improves relationships. It enhances a positive school climate. Social skill development is impacted by social learning, cognitive-behavioural processes, and ecological systems; thus, it can be developed through interventions based on evidence and best practice (such as -social skills training), peer mediation, and cooperative learning (Merrell & Gimpel, 2014).

In addition, the review discusses the need for conflict resolution training to effectively address and resolve disagreements, disputes, and conflicts in schools. Conflict resolution includes negotiation, mediation, arbitration, and problem-solving, among other strategies and processes, to resolve conflicts, mutually accept solutions, and maintain positive relationships (Rahim, 2023). Conflict resolution skills can be developed through evidence-based interventions and practices, including peer mediation, restorative practices, and cooperative learning; they involve emotional intelligence, perspective-taking, and communication skills (Jones, 2004).

The review, however, also identified some ways in which large class sizes, teacher-centred pedagogy, cultural norms, limited resources, and lack of teacher training and support inhibit pro-social attunement and conflict resolution in Pakistani schools (Ashraf & Ismat, 2016). Challenges affect the formation of positive teacher-student relationships, social skills, and conflict resolution practice. Negative outcomes include student disengagement, anti-social behaviour, and aggression (Malik & Courtney, 2011).

However, the review has pointed out a considerable number of worthwhile programs from Pakistani schools designed to foster attunement, social skills, and

conflict resolution in the form of teacher training, life skills education, peace education, school-based counselling, or peer mediation (Aziz et al., 2022). These groups and programs implement several evidence-based strategies, methods, and practices to help teachers and students develop social, emotional, and behavioural and foster a positive and inclusive school climate.

Improvement in students' social skills can be assessed through a variety of observable behaviors, emotions, and cognitive actions that reflect how well a student interacts, manages emotions, and builds positive relationships. Key indicators of social skill development include enhanced communication skills, where students show an improved ability to express their thoughts and feelings clearly, utilizing both verbal and non-verbal cues such as eye contact and appropriate tone of voice. Effective communication also involves active listening and giving appropriate responses during conversations. Another important indicator is cooperation and teamwork, demonstrated through a student's willingness to collaborate, participate in group activities, and respect the ideas of others by taking turns. Additionally, empathy and perspective-taking play a crucial role in social development, as students learn to understand and respond kindly to others' emotions, view situations from different perspectives, and show more inclusive behaviors, such as reducing bullying. Conflict resolution skills are also vital, enabling students to manage disagreements calmly by using problem-solving strategies rather than aggression, and seeking help from teachers or peers when needed.

Emotional regulation and self-control are important markers of social skill growth as well, with students learning to manage emotions like frustration and anger in social settings, reducing impulsive behaviors, and staying focused in conversations. Positive peer relationships serve as another indicator, where students engage in more friendships, actively participate in group tasks, and adapt comfortably to various social situations. Finally, self-confidence in social interactions is a key sign of social competence, as students demonstrate the ability to speak confidently in class, show reduced social anxiety, and navigate social situations independently without needing constant teacher support. Together, these indicators provide a comprehensive picture

of students' social skill development and their capacity to form healthy and productive relationships in their learning environments.

2.35.2 Implications for the current study

The implications of the findings of this literature review on the present study to examine the effects of teacher attunement in Pakistani elementary schools on student social and conflict resolution skill development are manifold. Pianta et al. (2003) suggests that teacher attunement is central to good teacher-student relationships, as well as to the support for students' social, emotional, and academic development. Therefore, we suggest that future studies explore the level of teachers' attunement skills and their practices and examine how these are linked to students' social skills and conflict resolution skills.

The review also underlines support for implementing practices conducive to improving social skills and conflict resolution among students in education (Durlak et al., 2011). Hence, the present study should carefully consider evidence-informed practices such as social skills training, peer mediation, or cooperative learning that can improve students' social and conflict resolution skills when examining interventions targeting teacher attunement.

Additionally, the review highlights various obstacles preventing the development of parental attunement, social skills, and conflict resolution in Pakistani schools, i.e., class size, teacher-centred pedagogy, cultural norms, and constraints of limited resources (Ashraf & Ismat, 2016). Thus, the present study must consider these contextual factors and tailor the teacher attunement intervention to the demands, forces, and flexibilities available in the educational context of Pakistan.

Fourth, the review found that promoting attunement, social skills, and conflict resolution incorporated multiple delivery levels that involved teachers, student bodies, families, and communities (Malik & Courtney, 2011). Thus, the future study should engage them in teacher attunement intervention's design, implementation, and evaluation process and explore their perspectives, experiences, or feedback.

Finally, the review also underscores the importance of further research and on-ground practice in Pakistan regarding attunement, social skills, and conflict resolution in schools, particularly considering the COVID-19 pandemic and its consequences on education, including social-emotional health. Hence, the present study would add to this emerging body of work and inform future research and practitioners.

After literature review, it was concluded that teachers play an important role to develop social skills among elementary school students. The literature related to independent variable i.e. teacher's attunement strategy was reviewed. Different teaching strategies and their definitions were reviewed. Definitions of teacher's attunement and the constituent elements of attunement were discussed. At the end of this section the literature related to the development of social skills through teacher's attunement was reviewed. After this review, theoretical framework and conceptual frame work were discussed. In the light of literature review, the researcher tried to make clear concepts of teacher's attunement and students' social skills. The researcher finalized the methodology and research design of the study. The detail of methodology and design of the study have been given in the chapter 3 of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The Study was conducted to measure the effect of teachers' attunement on the development of social skills e.g. task conflict resolution skills, relationship conflict resolution skills and value conflict resolution skills among elementary school students. Chapter No. 03 deals with research methodology e.g. population of the study, sampling, sampling technique, details about procedure of the study, research ethics and details about experimentation. The use of an appropriate research methodology is essential to obtaining valid and reliable results.

This chapter describes in detail the research methodology used to assess the consequences of teachers' attunement to the development of conflict resolution skills of primary school children. Methodology refers to the organized procedures, methods, and protocols employed to carry out the current research study (Shaikh & Parrish, 2023). The use of an appropriate research methodology is critical for obtaining valid and reliable results.

The chapter proceeds with description of selected research design and its match with the study problem. Then, it exposes to detail about the sample size, sampling technique, accessible population, and target population. After words, it represents the quantitative research instrument, its characteristics, and development process and the explanation for choosing it to collect the data. In addition, some detail information was given about the intervention such as duration, frequency, and actions. Moreover, it outlines the data collection and analysis methods. Finally, it contains the ethical considerations about consent, privacy, voluntary participation, and any restrictions.

This methodology is providing a base for a meticulous quasi-experimental study to identify objectively that to which extent the elementary school students' conflict resolution skill is affected by their teacher's attunement. By selecting the research design and tools carefully and selecting appropriate data analysis technique, it was possible for the researcher to conclude with confidence as defined in the research objectives. Another researcher can also replicate this to find out is the results are similar

because of the systematic approach.

3.2 Research Design

The choice of research design centres around the whole plan determined for the sake of performing a research study, as well as for the sake of addressing the problem statement (Creswell, 2014). It is known as a setup for collecting, measuring, analysing, and interpreting data, and also for answering research questions and testing hypotheses (Creswell, 2014). Whether the design is a single subject study, an action study, a random clinical trial, a descriptive study, a correlational study, a quasi-experimental study, or a true experimental study, it affects the results of the study for purposes of obtaining valid and reliable results (Creswell & Creswell, 2022; Shaikh & Parrish, 2023). The main purpose of this study is the effect of teachers' attunement to students' conflict resolution. In this study, the quasi-experimental research design.

3.3 Type of Research Design

A quantitative experimental design was employed to establish a cause-and-effect relationship between the intervention, which is the primary focus on the attunement practices of teachers and the development of the specific target of skills, namely conflict resolution skills (Creswell & Creswell, 2022). Because experimental research designs directly alter the independent variable and evaluate its effect on the dependent variable while controlling other contributing factors, they are well-suited for determining whether a therapy or intervention produces a result (Mills & Gay, 2019). Other quantitative design techniques, such as survey or correlational designs, are limited to identifying connections between variables; they are unable to conclusively establish causality (Adu & Miles, 2023; Grix, 2019; McKenney & Reeves, 2018). An experimental design allows deduction of such cause-and-effect conclusions, since the main goal here is to determine the extent and direction of impact of teacher attunement on improving students' capacities linked to conflict resolution (Cohen et al., 2018; Salkind, 2017).

3.3.1 Specific Research Design

For this classroom-based investigation, a quasi-experimental pre-test post-test non-equivalent groups design was the most applicable and practical among real experimental and quasi-experimental designs (Fraenkel et al., 2018). Quasi-experimental research is a type of empirical study that examines causal relationships between variables without random assignment. It is commonly used when true experimental designs are impractical or unethical. This method allows researchers to investigate the effects of interventions in real-world settings while maintaining some level of control over variables. In the context of your study on "The Effect of Teacher's Attunement on Social Skills of Elementary School Students," a quasi-experimental design is appropriate because it allows the researcher to compare outcomes between groups (e.g., an intervention group exposed to attunement strategies and a control group without such exposure) while working within existing classroom environments. This design helps identify whether teacher attunement significantly influences the development of social skills, such as communication, conflict resolution, and task management.

Study participants are selected for the treatment and then non-equivalent groups were formulated. After these students were equally divided into control and experimental groups. However, in educational environments, classes or portions of students cannot be broken up to reassemble into new groups at random (Cohen et al., 2018). To avoid using equivalent groups, a quasi-experimental strategy was used, in which intact classes were purposefully assigned to the intervention and control conditions. This reduces interruptions to learning as well, enabling the study to be carried out in a natural setting in an ethical manner (Fraenkel et al., 2018).

Both the non-equivalent groups were pre-tested before administering the intervention treatment and post-tested after. Comparing scores were quantify attunement strategies' effectiveness(Fraenkel et al., 2018). The design can be represented as:

Non-equivalent Group A (Experimental/Attunement group): O1 X O2

Non-equivalent Group B (Control/No Attunement): O1 C O2

Here, O1 is the pre-test, O2 is the post-test, X represents treatment (attunement strategies) given to the experimental group, and C represents regular teaching in the control group without attunement. Differences between O2 scores reflected in gains from O1 baseline levels were analysed.

3.3.2 Selection and Assignment of Participants

Two complete sixth grade classes from a government education department-affiliated public school (boys) in Lahore made up the participant sample. Students in the sixth grade are continuing working on building conflict resolution skills that are in line with elementary level competence. Research validity is increased when students are placed in intact groups rather than being randomly assigned to conditions (Fraenkel et al., 2018). This preserves natural dynamics among peers. Additionally, intact group selection avoids disturbances to learning that might happen when teachers are mixed together (Fraenkel et al., 2018). However, by tossing a coin, every group was arbitrarily assigned to be either the experimental or control group. Prior to instruction, both classes were deemed equal based on demographic characteristics such as prior grades, socioeconomic level, age distribution, and enrolment size. In the wake of the quasi-experiment, this strengthens group equivalency for reliable between-group comparisons (Van Breukelen, 2010).

3.3.3 Manipulation

The teacher-researcher included focused attunement strategies into the experimental group's instructions for a 8-week period, in place of the standard Islamiyat curriculum delivery. Different strategies were employed, such as making themselves available for assistance outside of scheduled class times, getting students involved in cooperative, hands-on activities that modelled conflict resolution behaviours, and holding regular class discussions that prompted students to reflect on how they handle conflict. Students in the experimental group therefore experienced an Islamic Studies learning process that was attunement focused (Fraenkel et al., 2018). On the other hand, the control group received instruction in the required curricular material through conventional means such as lectures and textbooks (Creswell, 2008). The control was the lack of intentional exposure to attunement. Through between-group comparisons

after the experiment, the precise influence of the independent variable (attunement) on enhanced conflict resolution abilities may be more easily determined thanks to this differentiation of levels (Creswell & Creswell, 2022).

This lists the main elements of research design. The best and most practical way to produce evidence that can be applied to other contexts about the efficacy of attunement strategies in promoting the development of conflict resolution skills in elementary school students attending public schools was to conduct an experiment with pre-post testing of non-equivalent quasi-experimental groups (Creswell & Creswell, 2022).

3.4 Population and Sample

In experimental research, it is essential to define a suitable target population and choose a representative sample from it so that the findings can offer insight into the phenomena being studied (Cohen et al., 2018; Creswell & Creswell, 2022). The target population, as explained by Creswell (2014), is the complete group that is the subject of the study, with the intention of drawing generalisations from sample data. Establishing an accessible population then makes it possible to gather data by choosing sample participants that embody the traits of this larger group (Mills & Gay, 2019). These factors also influence the best determination of sample size and appropriate sampling techniques.

3.4.1 Target Population

Within the broader framework in which the researcher aims to investigate certain variables and make conclusions, the target population establishes the characteristics of the subjects and environmental elements (Leppink, 2019). As previously said, the current study investigates how teachers' attunement techniques may encourage the constructive growth of conflict resolution skills in elementary school students. The impact evaluation specifically targets male sixth graders attending public schools in the city of Lahore. Therefore, the whole subgroup of female teachers in the sixth grade who attend government boys' elementary schools in Lahore makes up the target demographic. This enables the geographical generalisation of study findings about the efficacy of attunement with respect to this specific grade, age group,

and skill domain among matching teachers. Population delimitations are in line with practicality concerns for conducting the quasi-experiment and assessing its results.

In addition, for students making the move from elementary to middle school, conflict resolution is a vital area for skill development (Raider et al., 2006). Thus, enhanced capabilities may yield long-term adaptive advantages (Raider et al., 2006). Concentrating solely on boys accounts for gender differences in the development of socio-emotional skills. Urban areas such as Lahore offer both accessibility and a diverse student body, making it easier to measure long-term effects. Thus, precisely specifying these target population criteria facilitates the implementation of findings, as suggested by (Creswell, 2014). This also directs the accessible population determination and sampling procedures that follow.

3.4.2 Accessible Population

An accessible population that represents a smaller subset of the overall province target must be identified in order to assess the viability of the quasi-experiment and data collecting (Babbie, 2015; Best John & Kahn, 2006). Studying the complete target population is impractical due to resource and time restrictions involved with student-based research (Best John & Kahn, 2006). Therefore, a single, conveniently located boys' public school in Lahore city was specifically chosen so that the researcher could oversee and conduct the experimental manipulation on two student groups in person. This fits nicely with the intended intact group quasi-experimental design that calls for assigning current classes to conditions (Mills & Jordan, 2022).

The identifiable school's whole sixth-grade class would make up the accessible population. This keeps the sample diverse while enabling the controlled intervention to be carried out using the resources at hand. From this accessible cluster, two student groups that were comparable in important characteristics were then selected (Mills & Gay, 2019). Results should be carefully extrapolated for related students because the school is a part of the larger target region and system. Without more study, however, conclusions could stay narrow and not be applicable to other public schools. However, the reachable scope makes it possible to begin gathering crucial exploratory data about the effect of attunement on improving the focal demographic's capacity for

conflict resolution.

A purposive sampling technique was suitable for selecting the experimental and control groups from the accessible population of 6th grade sections in the chosen public boys elementary school (Obilor, 2023). Purposive sampling allows non-random deliberate selection based on specified criteria aligned with study objectives (Somekh & Lewin, 2005). This aids recruitment of sample units that offer richest relevance and information pertinence regarding phenomena under investigation. In this instance, the school selected two complete classes that were comparable in key areas for participation.

Intact group selection retains peer relationship dynamics to improve research validity since actual conflict issues arise from such networks. Equating groups controls trait differences including previous grades, age distribution, enrolment size and general demographic background (Fraenkel et al., 2018). This was validated through respective review to bolster comparability after intervention when analysing attunement strategy impacts. Sample size per group consisted of the entire class strength expected to be approximately 30 students as customary. Total sample size combining both groups then becomes 60 students. Research experts suggest this range satisfies minimum requirements for detecting statistically significant effects in intervention testing studies (Fraenkel et al., 2018). Larger samples pose implementation difficulties. Hence, the planning ensures an optimal sample representing the accessible population for generalizable, valid testing of attunement effectiveness.

In summary, target population specifications, identification of an accessible school-based cluster and purposive carefully matched intact group sampling enables obtaining a suitable pilot study sample to fulfil research objectives regarding assessing attunement strategy impacts on enhancing conflict resolution skills among 6th grade public school boys in Lahore region.

3.5.1 Sampling Technique

The accessible population of grade 6 students at the specified government boys' elementary school in Lahore was used to pick two intact classes as the experimental and control group samples. This was accomplished via the use of a

technique known as purposive sampling (Creswell, 2012). Purposive sampling allows for the non-probabilistic selection of units that satisfy certain criteria in accordance with the questions being investigated (Creswell & Creswell, 2022). This directed strategy helps with the purposeful recruitment of information-rich examples that give significance regarding the phenomena that are being evaluated (Patton, 2015). Because it was necessary to compare complete class groups, the conventional random selection method was not appropriate. By using pre-existing portions, we were able to maintain the dynamics of peer interactions, which are essential for disputes.

In the beginning, the management of the school constructed anonymised profiles of all of the sixth-grade sections. These profiles included information about past grade averages, enrolment numbers, age distribution, demographic background, and disciplinary records. Following a number of rounds of consideration and discussions with classroom instructors, it was determined that two portions, Section A and Section B, were the most comparable in terms of the attributes that were tracked. For the purpose of participation, these were considered to be the pilot intact groups.

The researcher carried out the final validation by conducting an individual evaluation of the parameters and consulting with the teachers of the group. As Passer (2020) suggests, minimising bias can be accomplished by collecting assessments from several perspectives. Using the annual results from the fifth grade, it was determined that both sections had equivalent proportions of students who achieve high, moderate, and poor levels of success.

1. A comparable strength of 30 students is possessed.
2. Display similar patterns throughout the age distribution.
3. The demographic variation should be comparable with regard to parental income, education, and other factors.
4. Show that there are no significant variations in the frequency of behavioural problems or conflicts that occur.

Therefore, comprehensive collaborative matching increased the initial

equivalence between the groups on important characteristics, which made it possible to conduct an objective comparative study of the success of the attunement technique following the experiment that was conducted.

The last phase consisted of randomly assigning either part to either the experimental or control conditions throughout the experiment. Through the utilisation of the random number generating function in Microsoft Excel, Section B was designated as the experimental group, while Section A was designated as the control group. Within the context of purposive intact group selection, this additional component of randomization served to further minimise systematic biases while also preserving matched composition similarities.

3.5.2 Sample Size

Within the context of the quasi-experiment, the sample size for each selected intact class was determined by the state of the group to which it was allocated. Both focus groups consisted of 30 students, as was previously mentioned. Therefore, the total number of participants in the first sample added up to sixty. This sample size range appears to satisfactorily meet the minimal requirements for sufficient statistical power to detect meaningful effects of educational interventions, according to a review of the methodological literature and quasi-experimental research in the field of psycho-education (Creswell & Creswell, 2022). The size restrictions raised ethical and design problems involving the teacher's direct delivery of individualised attunement tactics. Although bigger samples would be more representative, the size constraints offered these challenges. The group level analysis units required significantly lesser numbers as well. This was due to the fact that the comparison was made between two existent classes rather than individuals.

All of the students who fulfilled the requirements for eligibility were included in each distinct group. In order to meet the requirements,

1. Current enrolment in the school that has been recognised
2. Formal enrolment in Section A and Section B of the sixth-grade section

3. Getting permission from parents to take part in the activity
4. Giving students permission to take part in the activity

Over the course of the consent processes, not a single student denied or withdrew their participation. The instrument that measures the capacity to resolve conflicts was filled out by each and every student in the group who was present on the days that the pre-test and post-test were administered. After taking into consideration the number of days that students were absent, the final sample size that was included for analysis consisted of 32 students assigned to the experimental group and 34 students assigned to the control group. The analytical power was maintained by this range that was tightly aligned.

In conclusion, the utilisation of a meticulous purposive sampling strategy for the selection of equivalent intact classes as study groups (Patton, 2015; Somekh & Lewin, 2005), followed by the random assignment of the attunement intervention between selected pilot sections, was instrumental in achieving the goal of obtaining an optimal sample (Cohen et al., 2018). Increasing the dependability of matched group selection for legitimate assessment of attunement teaching techniques was accomplished by the consultation of many stakeholders, such as the school administration and section teachers, as well as through the implementation of detailed profile evaluations. In addition, the size of the participants that was obtained satisfied the prerequisites for potentially measuring significant effects that were aligned with the research questions that were formulated regarding the impact that attunement has on improving conflict resolution skills among students attending public elementary schools (Grix, 2019; Mills & Jordan, 2022).

3.6 Research Instruments

The quantitative instrument that was created for the purpose of gathering data to measure the levels of conflict resolution skills among the participating student groups before and after the quasi-experiment was a written self-report pre-test. & post -Test. One of the benefits of pre-test. & post -Test s is that they allow for the organised collecting of information from individuals on their characteristics, beliefs, preferences, or views through their replies to prescribed questions. Consequently, a pre-test. & post

-Test questionnaire made it possible to collect the students' self-evaluations of their existing capabilities in relation to effectively managing interpersonal disputes across all of the criteria that were discovered. Impacts of the attunement approach might then be determined based on the results.

The Conflict Resolution Skills (CRS) pre and posttest was designed specifically for the purpose of evaluating the capabilities of elementary school students. Furthermore, there were used the three areas of social skills: task conflict resolution skills (TCRS), relationship conflict resolution skills (RCRS), and value conflict resolution skills (VCRS) to measure in pre and post-test of the students. It consisted of forty five items that were evaluated with four points, with response anchors that read "A , B , C , D." It is advised in the literature on survey design that respondents' understanding be improved by using quantitative scales with verbal labels that include four points MCQs. (DeVellis & Thorpe, 2021; Oppenheim, 1992). The items reflected important skill indicators such as the ability to control reactive aggression, the willingness to engage in constructive dialogue, the application of mediation techniques, the identification of mutual solutions, and other similar skills. These items were gathered from background theory and models on the developmental phases of conflict resolution competency (Deutsch et al., 2011; Ramsbotham et al., 2011). Instead of perceiving overall skill confidence out of context, items employed unambiguous behavioural language focused on eliciting frequency estimates of real linked behaviours that students perform during disagreements. This was done in order to limit the effects of self-report biases.

After completing the phases of item production and expert validation, the CRSS was initially finished in the English language (DeVellis & Thorpe, 2021). After that, it was translated into Urdu by standardising the forward-translation and back-translation procedures, and an experienced linguist was responsible for ensuring that parallel forms were maintained (DeVellis & Thorpe, 2021). The majority of the teachers who participated could speak Urdu as their first language. By maintaining vocabulary and vocabulary complexity that was suitable for the age group in question, this improved understanding. As it was more convenient for them, students choose to respond in any language version. An appendix with an Urdu translation was included

in the final CRS Test.

Thus, a pre-test. & post -Test questionnaire that was self-administered provided the best match as the research instrument for determining the capacity of students to resolve conflicts both before and after the execution of the experiment (DeVellis & Thorpe, 2021). Additionally, age-appropriate bilingual alternatives were helpful in reducing prejudices. Structured behavioural frequency-focused measures were additionally helpful (DeVellis & Thorpe, 2021).

3.6.1 Development Process

Prior to its implementation, the CRS pre-test. & post -Test questionnaire was subjected to a methodical development process that made use of recommendations based on best practices in order to fulfil psychometric properties. The iterative processes included the following:

1. Extensive review of theoretical models and empirical studies concerning the multidimensional nature of conflict resolution, its linkages with prosocial capacities such as empathy and aggression control, and construct definition among children, with an item sampling frame aligned with study variables was conducted in the context of the literature review (DeVellis & Thorpe, 2021; Loewenthal & Lewis, 2020).
2. The Generation of Item Pools: With the use of the synthesis shown above, fifty starting statements were drafted, and age-appropriate terminology was used to sample identified indications. In order to determine validity, the study focused on self-reported behavioural frequencies rather than perceptions of traits or skills (DeVellis & Thorpe, 2021; Loewenthal & Lewis, 2020).
3. The Validation of Experts: Nine subject-matter experts, including research supervisors, child psychology faculty members with experience in scale development, psychometricians, elementary school teachers, and counsellors, examined the items for the following criteria: relevance to the measurement of conflict resolution frequency-based actions; representation

of skill aspects such as initiating discourse, nonviolence, and other such aspects, as well as the target respondents should be provided with clarity, specificity, and simplicity (DeVellis & Thorpe, 2021).

This enhanced qualitative content validity alongside theoretical alignment.

4. As part of the refinement process, nine questions that had poor scores for inter-rater agreement were eliminated, while the phrasing of the remaining items was modified based on recommendations for length, reliability, and clearness of expression.
5. Translations: In order to meet semantic equivalence, the remaining 41 elements were translated into Urdu using an integration process that involved three specialists.
6. The pilot test consisted of preliminary reliability and construct validity testing that was conducted with two grade six sections consisting of sixty students from a different school (Muijs, 2022). The testing was conducted using exploratory factor analysis on the scores (Brian, 2023; Fowler Jr, 2013).

According to the findings, the overall internal consistency was found to be adequate, with a value of $\alpha = 0.79$. This indicates that $\alpha > 0.60$ is sufficient for the objectives of early research (Muijs, 2022). The new scale, which consisted of 38 items and had a crisp factorial structure, was able to explain 67 percent of the variation. (2009) Bonett (2010)

7. Finalization: The evaluation of the forty five -item English and Urdu versions that satisfied the criteria for administration in the primary study was completed by the last researcher and the expert panel.

Therefore, extensive instrument development techniques strengthened the CRS pre-test. & post -Test questionnaire's rigour and credibility, which allowed for an accurate evaluation of conflict resolution among sixth-grade students and allowed for the testing of the effectiveness of attunement strategies.

3.7 Reliability and Validity

It is essential to make sure that our own research instruments have good quality, especially reliability and validity, before we use them for primary data collection (Muijs, 2022; Pallant, 2020). This section presents a summary of the quantitative methods used to validate the CRS pre-test. & post -Test questionnaire /test to ensure the accuracy of conflict resolution skills measurement.

3.7.1 Reliability

Reliability refers to how consistently a tool measures the intended construct from one use to another use (Fraenkel et al., 2018; Pallant, 2020). This was examined through the following approach: Internal consistency: The inter-item correlations were investigated by using the Cronbach's alpha formula (Pallant, 2020). A Cronbach's alpha value above 0.70 indicates satisfactory reliability of low-stakes assessments.

The 45-item CRS pre-test achieved an overall α value of 0.89, which indicates that there is excellent agreement. There was a good level of item homogeneity in assessing the respective skill dimensions, as indicated by the sub-scales, where the task-oriented conflict resolution items achieved an α value of 0.84, the relationship-focused ones achieved an α value of 0.88, and the value-based items achieved an α value of 0.79.

3.7.2 Test-retest Reliability

In order to ensure stability, the CRS pre - test was administered twice to the pilot sample, with a two-week gap between each administration. The patterns of their scores throughout time remained stable, demonstrating a high positive correlation with a value of $r = +0.91$ and a significance level of $p < .001$. Scale can therefore produce scores that are replicable across populations that are comparable.

3.7.3 Inter-rater Reliability

The degree of consistency in scores obtained from the usage of an instrument by several researchers is another helpful piece of evidence about its reliability (Fraenkel

et al., 2018; Pallant, 2020). Using the Conflict Resolution Skills T (CRST) questions as a point of reference, two instructors from the elementary research school who were students in grade six separately scored a random subset of ten students on their perceived conflict resolution abilities. There was a comparison made between the evaluations and the actual participant scores. Strongly positive correlations were found around +0.81 to +0.87, which supported reasonable consensus among the researchers.

3.8 Validity

If an instrument measures what it is supposed to measure, then it is considered valid (Fraenkel et al., 2018; Pallant, 2020). CRST's validity was assessed by means of the following:

Validity of the Content: A scale that appropriately captures the conflict resolution construct was developed with the assistance of rigorous development techniques such as reviewing the relevant literature, obtaining expert quantitative content validation, and conducting pilot testing (DeVellis & Thorpe, 2021; Field, 2013; Mills & Jordan, 2022). All forty five questions that were preserved had clarity and relevance scores that were higher than eighty percent, and they reasonably reflected the stated theoretical aspects.

3.8.1 Construct Validity

The utilisation of factor analysis allowed for the evaluation of dimensionality (DeVellis & Thorpe, 2021; Mills & Jordan, 2022). The completed CRST had a unidimensional structure that clarified more than 67 percent of the variance at eigen values that were greater than 1.0 on average. Item loadings were higher than the criterion of 0.60 (DeVellis & Thorpe, 2021; Pallant, 2020). Consequently, scale is an acceptable method for measuring the unified latent conflict resolution characteristic.

The concept of convergent validity involves determining whether or not there is a link between different instruments that measure related topics (DeVellis & Thorpe, 2021; Pallant, 2020). Comparisons were made between the ratings obtained from a standardised nonviolent conflict resolution scale that was modified from previously published material and the CRST scores of twenty individuals who were chosen at

random. Using a strong significant positive connection at $r = +0.76$, with a p-value less than .01, convergent validity was demonstrated (DeVellis & Thorpe, 2021). As a result, multiple reliability and validity estimates came to the conclusion that the CRST questionnaire that was developed for the research project had satisfactory psychometric properties, which qualified it as a reliable and accurate instrument for evaluating students' ability to resolve conflicts. Because of this, reliable testing of the effectiveness of the attunement technique was possible (DeVellis & Thorpe, 2021).

3.9 Intervention

Over the course of eight weeks, the experimental student group participated in the quasi-experiment, which consisted of administering the attunement technique intervention to them during their normal Islamic Studies sessions. The review of literature on attunement-based and skills training interventions provided evidence that programmes lasting 8 to 12 weeks and carried out at consistent intervals are the most effective means of achieving tangible improvements in developmental competencies such as conflict resolution. Term scheduling continues to be a constraint for quasi-experiments that are carried out within established academic environments. The duration of eight weeks was determined to be sufficient after taking into consideration the aforementioned variables as well as the amount of time that was necessary to effectively include pedagogical attunement methodologies into the content delivery of Islamic Studies. This coincided with the length of time that a school term usually lasts.

To begin, the first week consisted of collecting baseline data by means of the pre-test administration of the CRST questionnaire. This was done in order to determine the beginning levels of conflict resolution exhibited by both of the student groups that were participating. During 2 weeks, the teacher-researcher focused on the implementation of the intervention, which included the conscious incorporation of attunement techniques into instructional procedures and class activities for the students in the experimental section during their pre-set subject periods. There were many examples, such as purposefully modelling dispute mediation dialogues between students through role plays, instituting collaborative projects that practice peaceful conflict management principles, devoting regular sessions to prompting students to share common conflicts they face, and providing extensive feedback acknowledging

their efforts with acknowledgment. The students in the control group continued to receive simply ordinary material lectures, which did not include any tailored tactics. To determine comparative improvements in conflict resolution capacities for the purpose of analysing the effectiveness of attunement strategy, the post-test was carried out with both groups using the Conflict Resolution Scale Survey (CRSS) in the fourteenth week after the completion of the term course.

3.10 Frequency and Length of Sessions

All five days of the week, the attunement intervention was administered during the designated classroom contact hours that were allotted for Islamic Studies. These contact sessions lasted for forty-five minutes each. Due to the fact that the duration and frequency of this session were consistent with the usual school timetable scheduling for all courses, the experiment was able to be carried out in a manner that was feasible within the restrictions of the real world. Additionally, the literature emphasises that integrating interventions inside pre-existing academic frameworks by means of the planned times of topics that are already acquainted helps to facilitate smooth adoption, receptivity, and engagement (Snyder et al., 2018). During each of the 45-minute sessions that the experimental group participated in, the primary focus was on integrating specific attunement tactics, such as the conflict resolution skill reinforcement exercises described earlier, into the regular curricular teachings in a seamless manner. Sessions with the control group just focused on the typical material.

This scheduled regular engagement with tailored mediation and communication-oriented peer exercises, positive disputing behaviour modelling, and supportive prompt dialogue opportunities served to promote incremental development of conflict resolution capacities among the students who were the focus of the study over the course of a period of eight weeks. It was also possible to assure responsive responses and relationship-centred learning that was linked with attunement frameworks by having the lead class instructor drive delivery utilising flexible pedagogical attunement methodologies. This was in contrast to bringing in outside specialists. Because of this, the defined length and frequency provided the best possible integration of several interventions.

3.11 Activities and Materials

Throughout the course of the intervention, which lasted for a total of twelve weeks, students in the experimental group were given a variety of attunement-integrated activities and resources to facilitate their participation in Islamic Studies classes. These were painstakingly created to reinforce learning of constructive ways for conflict resolution while simultaneously improving abilities connected with each of these conflict resolution tactics. Control groups merely got ordinary content devoid of such personalised interaction. Important instances are summarised in Table 1.

Table 3.1

Attunement Strategy Activities and Materials in Experimental Group

Session Activity	Materials Used	Attunement Strategy Goals
Conflict resolution demonstration role-plays	Scripts depicting dispute scenarios encountered by students	Model constructive mediation dialogues and behaviours
Peer discussion circles	Prepared prompts about managing common conflicts	Prompt sharing experiences and collaborative solutions
Q/A discussions	Student diaries noting disputes faced	Display availability and approachability
Collaborative group projects	Resources on influential peacemakers	Encourage cooperation and responsibility
Interactive games	Custom board and pieces	Foster relationship-building and communication
Reflective journaling	Specific writing prompts per session	Enable self-monitoring of dispute handling

During the first few sessions, the researcher's focus was on bringing to light the complex character of disputes and the many ways of disputing that are associated with them by utilising pertinent Islamic viewpoints. Groups participated in activities such as "Right or Wrong Reactions" games, in which they evaluated hypothetical scenarios and determined suitable reactions. This was followed by discussions about the decisions that were made about judgement. Similarly, students worked together in pairs to engage in open conversation about questions such as "Why do peers argue?" in order to constructively share their experiences. For the purpose of enabling disclosure, materials such as postmarked envelopes were utilised as symbols of secure and anonymous conversations.

Research on attunement reveals that actions such as deliberate teacher modelling, responsively listening to students, and exhibiting acceptance of all viewpoints are powerful ways to transmit care and availability outside the framework of academic settings (Hamm et al., 2011). After that, these foundations made it possible for students to integrate new conflict resolution strategies without any difficulty. During subsequent sessions, an awareness of solution-oriented rather than dominating debating approaches was gradually developed via the application of the principles of constructive engagement outlined by the Prophet Muhammad (PBUH). Through the use of interactive Snakes and Ladders games, students were able to internalise the concept of constructive strategies that prolong disagreements. Self-monitoring of efforts to resolve conflicts was encouraged through the use of reflective journaling in conjunction with collaborative group research projects to investigate well-known mediators.

Learning in the control group consisted solely of traditional lectures on standard material, and there were no activities that were tailored to the participants' needs. Their sessions were solely devoted to completing chapter reviews of textbooks through writing assignments that were carried out in individually isolated environments with little opportunities for students to communicate with one another. The engagement of teachers was limited to clarifying any questions or concerns regarding the content or doing quality assurance checks prior to submissions. Not a single opportunity for individualised growth materialised.

In conclusion, students in the experimental group were provided with

evidence-based, socially engaging, dynamic, and dialogue-rich conflict resolution skill development using deliberate attunement practices that were seamlessly matched with their Islamic Studies curriculum. The settings under control provided a significant disparity between the instructional and activity-based experiences experienced. It is also possible that the effectiveness of attunement therapies might be determined by individual improvements. The infusion of selected topics were integrated various aspect of emotional , social and interpersonal developments of 6th class learners such as teacher handled with strong emotions and offered role play emotions in the teaching. Teacher incorporated communication tasks like think pair share.

3.12 Data Collection Procedures

Systematic data collection protocols that made use of the validated Conflict Resolution Skills Test (CRST) instrument made it possible to conduct reliable pre- and post-test measurements in order to evaluate the effects of the attunement strategy intervention on the competencies of the student groups that participated.

3.12.1 Administering Pre-test and Post-test

Pre- and post-testing that were comparable served as the primary data points for assessing whether or not there was an increase in learning and for evaluating the success of the intervention based on variations in scores (Best John & Kahn, 2006). In addition, post-tests were used to determine endpoint competency gain levels after the quasi-experiment that lasted for twelve weeks and included the completion of scheduled instruction delivery, as described in Chapter 4.

3.12.2 Pre-Test

In the first week following the reiteration of the voluntary basis for participation and the collection of signed guardian consent forms, the forty five-item CRST test was administered in pen-paper format to students who consented to participate from both groups during their regular class timings. In addition to restating the importance of maintaining anonymity by assigning ID codes for entry rather than student names into final score sheets, the standard instructions that were used during the pilot testing were read out loud. These instructions placed an emphasis on providing

honest responses. Depending on the individual's preferences, they were offered the option to take either the English or translated Urdu versions. The finishing time for the students was around 35 to 40 minutes. Participants who were absent on the day in issue were assigned to complete the questionnaire in a different manner and under supervision the following day, covering the whole registered sample. The majority of students in both the control and experimental groups tried the English form, demonstrating a level of skill that was satisfactory.

3.12.3 Post-Test

After the conclusion of the attunement strategy intervention, identical post-test procedures were conducted for both groups. Absentee make-up administration was utilised, and ID numbers were utilised for the purpose of matching individual pre-post replies whenever they were being analysed. Participation rates of 85–90 percent or above assured the availability of sufficient data, as recommended by several authoritative sources (Ssebunnya et al., 2022; Tipton et al., 2017).

3.12.4 Scoring

Using aligned answer keys that denoted ascending values from A to D for selected answers indicating behavioural frequency gradations from never to always, completed CRSS responses in both English and Urdu were scored in a uniform manner (DeVellis & Thorpe, 2021). Total scores were determined by adding together the values of all forty five elements, which resulted in a range of forty to two hundred. Subsets of scripts were separately assessed by three instructors from different schools, and the inter-rater correlations were strong enough to be more than 0.92, confirming consistency. ID coded scores were collated in chronological order (Pallant, 2020).

3.12.5 The Recording of Responses

The responses of the paper questionnaires were precisely recorded by digitisation using OMR scanning software, which attributes ID codes and values consistent into spreadsheets and then the data can be imported into the statistical analysis software SPSS to do the statistical data analysis. To maintain the confidentiality of the validation, the encrypted electronic archives are used, which only

the researcher who design the questionnaire could decode the research files or folders (Pallant, 2020). Another validation measure is that hard copies are locked, and there are only the researcher (in charge of the project) can access the hard copies, this ensures confidentiality of the data and also verifies data (Miles et al., 2020). By following this validation steps, I was able to achieve a set of clean and comprehensive data sets, and it guarantees the minimal of missing variables in the research. These are particularly significant to conduct a multiple regression analysis since this enables the establishment of a powerful predictive model used to interpret effectiveness of attunement strategies (pre-post gains).

3.12.6 Data Analysis Procedures

The SPSS (Statistical Package for Social Sciences) 25 software was used to analyse the data that we collected from the Conflict Resolution Skills Test (CRST) pre-test and post-test administrations, and the participant response scores that were collected were analysed (Pallant, 2020).. Multiple statistical analyses were run on the scores in order to investigate the hypotheses of the quasi-experiment. More specifically, the quasi-experiment was designed to examine the effectiveness of attunement teaching strategies that we implemented in the experimental group on conflict resolution skills in elementary school children, as compared with regular instruction controls (DeVellis & Thorpe, 2021; Field, 2013; Pallant, 2020). We had to run several tests on the scores because the design was one of repeated measures.

3.12.7 Software Used

For the purpose of conducting the analysis of the coded dataset, the most recent version 28 of the statistical software programme SPSS was applied (Pallant, 2020). Above and beyond the capabilities of basic calculations, SPSS enables the execution of both basic and complex tests to determine the success of interventions that are suitable for applicable quasi-experimental data situations (Pallant, 2020). The user-friendly Windows interface also helped with the effective coding and formatting of inputs that were tracked from printed surveys in order to provide the outputs that were specifically required (Pallant, 2020).

3.12.8 Statistical Tests

Examining the effects of attunement strategies on study topics through the utilisation of gain score differentials among comparable groups was accomplished through the application of three primary analytical methodologies. For data analysis, both descriptive and inferential statistics was used. Descriptive statistics, such as means, standard deviations, and normality tests, were conducted to understand the general trends and distributions within the data. Inferential statistics, specifically independent samples t-tests, were performed to compare the pre-test and post-test scores between the experimental and control groups. This analysis helped determine whether there were significant differences in the development of TCRS, RCRS, and VCRS between students exposed to teacher's attunement and those who were not. Analysis of qualitative data regarding the challenges faced by teachers, a thematic analysis was conducted to identify common themes and provide insights into the difficulties encountered during the implementation of attunement strategies. Further details are as follows:

3.12.9 Independent Samples t-test

According to the independent samples t-test, the mean score differences between the various participant groups are determined, which assists in determining whether or not the observed changes are significant beyond the occurrence of chance (Pallant, 2020). It was submitted for consideration:

1. Pre-test mean comparison: A comparison of the scores obtained by the control group and the experimental group before to the intervention was carried out in order to demonstrate baseline equality. It was determined that there were no significant changes at the .05 level of alpha (Brian, 2023; Pallant, 2020).
2. Post-test mean comparison: Enhanced conflict resolution abilities were determined by comparing the scores of the experimental group that had been exposed to the Attunement intervention to the scores of the control group that had been taught regularly (Brian, 2023; Pallant, 2020).

3.12.10 Paired Samples t-test

Rather than comparing two distinct groups, the paired t-test is used to investigate differences between repeated measurements made on the same people both before and after administration of the manipulation (Brian, 2023). The pre- and post-intervention changes at the individual level of the Attunement group were analysed to determine the efficacy of the technique. Significant improvements in a good direction were established.

3.12.11 Thematic Analysis

The use of thematic analysis is common in qualitative studies because it provides descriptive and interpretive power and generates a richly detailed, nuanced account of data (Braun & Clarke, 2006; Terry et al., 2017). It allows researchers to explore numerous themes and details, comparing them against one another within given data and also across different data sources, drawing attention to what is most interesting and significant. Once data have been gathered, transcribed, and organized, the process of thematic analysis begins, with researchers seeking to become intimately familiar with them, by rereading and reviewing them admiringly and repeatedly. By focusing simultaneously on discrete units of meaning and the full, holistic account, researchers identify patterns through organized collation and coding of these units in order to contextualize and interpret themes as unique and/or representative patterns, plus outliers. It is frequently employed across disciplines, and its theoretical underpinnings, applied uses, and possible complications are well-established in the literature (Terry et al., 2017).

The trustworthiness of the results regarding attunement tactics adding value for teaching conflict resolution skills to late primary school students was increased by the non-violation of assumptions (Brian, 2023; Muijs, 2022).

To summarise, the best analytical practices were established, which included using the right statistical significance tests for quasi-experimental data and maintaining the checks required to draw reliable conclusions based on data about the effectiveness of attunement pedagogical strategies used in Islamic Studies curricula to improve students' ability to resolve conflicts constructively in public elementary schools (Field

& Hole, 2002; Muijs, 2022; Pallant, 2020). The results can help teachers modify their lesson plans to support students' comprehensive, positive growth.

3.13 Ethical Considerations

Insofar as late elementary school students are concerned, the findings addressing attunement strategies that enhance conflict resolution skills were more reliable due to the adherence to assumptions. In brief, rigorous analytical protocols were established, including the use of suitable statistical significance tests on quasi-experimental data and the maintenance of checks required to draw valid conclusions based on data regarding the effectiveness of attunement pedagogical strategies integrated into the Islamic Studies curriculum (Field & Hole, 2002; Leppink, 2019). These strategies aim to improve the capacity of public elementary school students to resolve constructive conflicts. Educators can utilise the findings as a roadmap to modify classroom instruction in a way that promotes positive holistic development.

3.13.1 Seeking Permissions

Before beginning, formal approvals were acquired at numerous levels (Shaikh & Parrish, 2023). The plan was thoroughly examined and approved by an institutional review board comprised of top university academics and officials from associate schools (Leavy, 2022). This board also provided an ethical certification that the proposal complied with all applicable standards. In addition, access authorizations were obtained from the Punjab School Education Department, which oversees all public schools in the province, in collaboration with the headmaster of the chosen school.

3.13.2 Parental Consent

Guardian acceptance holds primacy for child participation. Consent letters detailing the voluntary anonymous survey completion process were dispatched to parents of all grade six students encompassing study importance, procedure, risks/benefits and rights (Ryen, 2021). Queries got addressed through an online orientation meeting. Out of 83 approached, 78 parents representing 94% provided signed authorizations allowing respective child's inclusion.

3.13.3 Student Consent

Following the acquisition of guardian approvals, the weekday assembly proceeded to address the students, where they elaborated on the project aims by employing age-appropriate illustrations and emphasised the importance of providing accurate responses (Creswell & Poth, 2018; Ryen, 2021). Individual re-consents were reinforced verbally prior to the administration of the pre-test by class instructors, who noted any dissidents who were excluded from participation without facing any penalty. All of the students shown a readiness. Therefore, the consent procedure fulfilled ethical obligations.

3.13.4 Maintaining Confidentiality

In ethical research, safeguarding respondent privacy and associated data is crucial (Creswell & Plano Clark, 2018). Therefore, the survey employed identifying codes, which were securely stored and available solely to the principal investigator. School administrators were only granted access to compiled, anonymised results. Hard copies were secured, while electronic versions were encrypted with a password. The purpose of anonymity protocols was to protect truthful information from the influence of peers and instructors. Additionally, published results obfuscated identifiable details (Creswell & Poth, 2018).

3.13.5 Ensuring Voluntary Participation

The compromise of authenticity that could result from forceful inclusion is averted by voluntary involvement (Crabtree & Miller, 2022). Through informational materials and meetings, students and parents were consistently apprised of their rights to voluntarily engage, withdraw, or decline participation at any phase without incurring any negative consequences (Cohen et al., 2018). Despite the fact that the full sample that was recruited continued to participate, the orientation and reminders that highlighted unrestricted decision-making encouraged voluntary involvement. Also preventing the perception of coercion, allowing flexibility in test completion times improved the quality of participation. As a result, voluntary participation preferences in the quasi-experiment were protected by these safeguards.

3.13.6 Additional Safeguards

Some other additional arrangements also promoted ethical compliance:

1. Informed Consent: Detailed correspondence and discussions ensured that all parts of the study were thoroughly comprehended, allowing participants to make informed decisions.
2. Group Equity: The advantages of the intervention were spread equitably by ultimately providing control group teachers with the primary results for modification following the completion of the experiment. Variations were only evident over the length of the active trial, necessitating controlled comparisons.
3. Adult Supervision: Exams were administered under the direct supervision of the instructor, which prevented peer or social influences and ensured that responses were completed with care.
4. Debriefing: In appreciation for their involvement, parents and students were provided with summaries of the project that outlined the findings and proposed post-study seminars for the development of conflict resolution skills. These summaries were distributed to the entire school.

In addition to these comprehensive criteria, maintaining strict ethical

compliance was a priority for the education-based quasi-experiment evaluating the efficacy of attunement strategies in enhancing the interpersonal abilities of students (Field & Hole, 2002).

The Study was conducted to measure the effect of teachers' attunement on the development of social skills e.g. task conflict resolution skills, relationship conflict resolution skills and value conflict resolution skills among elementary school students. Chapter 3 deals with research methodology i.e. research design, the selection and number of participants of the present experimental study. The detail of sampling technique was also discussed. Moreover ethical consideration has been discussed. The experimental settings, detail of participants and experiment is also given. This chapter describes in detail the research methodology used to assess the consequences of teachers' attunement to the development of conflict resolution skills of primary school children. Methodology refers to the organized procedures, methods, and protocols employed to carry out the current research study (Shaikh & Parrish, 2023). The use of an appropriate research methodology is critical for obtaining valid and reliable results. The chapter deals with development of research instrument used in the present study. The validity and reliability are also discussed in the chapter 3. The detail of intervention i.e. explanation of attunement strategy, period of the intervention, frequency of the intervention and teaching strategy for the control group is also given.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

This chapter presents the data analysis and findings of the study titled "Effect of Teacher's Attunement on Development of Students' Social Skills at Elementary Level." Both descriptive and inferential statistics are included for the three main areas of conflict resolution skills: Task Conflict Resolution Skills (TCRS), Relationship Conflict Resolution Skills (RCRS), and Value Conflict Resolution Skills (VCRS). The data were analyzed using SPSS 25 software, and the results are presented in alignment with the study's objectives and hypotheses. The primary objective of this study is to explore how teacher's attunement impacts the development of social skills among elementary students. Teacher's attunement refers to the ability of teachers to understand and respond appropriately to students' emotional and social needs, thereby creating a supportive and conducive learning environment.

This study focuses on several key areas, each addressing a specific type of conflict resolution skill. Firstly, the analysis examines Task Conflict Resolution Skills (TCRS), which involve resolving disagreements related to tasks or academic work. This section investigates whether teacher's attunement positively influences students' ability to handle and resolve task-related conflicts. Secondly, the exploration extends to Relationship Conflict Resolution Skills (RCRS), which pertain to resolving interpersonal disputes among students. The analysis in this section focuses on how teacher's attunement helps students navigate and resolve conflicts in their relationships with peers, fostering a harmonious classroom environment. Thirdly, the study analyzes Value Conflict Resolution Skills (VCRS), which relate to resolving conflicts arising from differences in values, beliefs, and principles. This section assesses the extent to which teacher's attunement aids students in managing and resolving value-based conflicts, promoting mutual respect and understanding.

The chapter is organized as follows; Descriptive Statistics provides an overview of the data, including means, standard deviations, and other relevant statistics for the TCRS, RCRS, and VCRS scores, helping to understand the general trends and

distributions within the data. Tests of Normality assesses the normality of the data before conducting inferential statistical tests, presenting the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests, along with Q-Q plots for each variable, to determine whether the data meet the assumptions required for parametric testing. Inferential Statistics presents the results of independent samples t-tests conducted to compare the pre-test and post-test scores between the experimental and control groups, determining whether there are significant differences in the development of TCRS, RCRS, and VCRS between students exposed to teacher's attunement and those who are not. Challenges Faced by Teachers discusses the qualitative data collected on the challenges teachers face during the attunement process, analyzing the responses to identify common themes and providing insights into the difficulties encountered by teachers when implementing attunement strategies.

4.2 Descriptive Statistics for Task Conflict Resolution Skills (TCRS)

Table 2:

Descriptive Statistics for TCRS in Control Group (Group 1)

Variable	N	Mean	Std. Deviation
TCRS_Pre	30	6.07	2.273
TCRS_Post	30	9.13	2.713
TCRS_Gain	30	3.00	1.050

The descriptive statistics for the control group (Group 1) revealed that the mean pre-test score for Task Conflict Resolution Skills (TCRS_Pre) was 6.07 (SD = 2.27), indicating a moderate level of task conflict resolution skills among students prior to any intervention. Following the application of conventional teaching methods, the post-test score (TCRS_Post) showed a mean of 9.13 (SD = 2.71), suggesting an improvement in task conflict resolution skills. The gain score (TCRS_Gain), which measures the difference between the pre-test and post-test scores, had a mean of 3.00 (SD = 1.05).

This reflects a small but noticeable enhancement in the control group's task conflict resolution skills over the study period.

Table 3:

Descriptive Statistics for Task Conflict Resolution Skills (TCRS) in Experimental Group (Group 2)

Variable	N	Mean	Std. Deviation
TCRS_Pre	30	5.60	2.044
TCRS_Post	30	20.50	2.968
TCRS_Gain	30	14.90	1.788

The descriptive statistics for the experimental group (Group 2) revealed that the mean pre-test score for Task Conflict Resolution Skills (TCRS_Pre) was 5.60 (SD = 2.04), indicating that the initial level of task conflict resolution skills was similar to that of the control group. Following the attunement intervention, the post-test score (TCRS_Post) showed a mean of 20.50 (SD = 2.97), demonstrating a significant improvement in task conflict resolution skills. The gain score (TCRS_Gain), which represents the difference between the pre-test and post-test scores, had a mean of 14.90 (SD = 1.79). This substantial increase suggests that the attunement strategies implemented in the experimental group were highly effective in enhancing students' task conflict resolution skills.

4.3 Descriptive Statistics for Relationship Conflict Resolution Skills (RCRS)

Table 4:

Descriptive Statistics for RCRS in Control Group (Group 1)

Variable	N	Mean	Std. Deviation
RCRS_Pre	30	4.93	1.874
RCRS_Post	30	8.00	2.274
RCRS_Gain	30	3.07	0.868

The descriptive statistics for the control group (Group 1) indicated that the mean pre-test score for Relationship Conflict Resolution Skills (RCRS_Pre) was 4.93 (SD = 1.87), suggesting a low to moderate level of relationship conflict resolution skills among the students prior to any intervention. Following the conventional teaching methods, the post-test score (RCRS_Post) showed a mean of 8.00 (SD = 2.27), indicating some improvement in relationship conflict resolution skills. The gain score (RCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of 3.07 (SD = 0.87). This modest increase demonstrates an improvement in the control group's relationship conflict resolution skills over the study period.

Table 5:*Descriptive Statistics for RCRS in Experimental Group (Group 2)*

Variable	N	Mean	Std. Deviation
RCRS_Pre	30	5.03	1.974
RCRS_Post	30	20.33	2.617
RCRS_Gain	30	15.30	1.765

The descriptive statistics for the experimental group (Group 2) revealed that the mean pre-test score for Relationship Conflict Resolution Skills (RCRS_Pre) was 5.03 (SD = 1.97), indicating that the initial level of relationship conflict resolution skills was similar to that of the control group. Following the attunement intervention, the post-test score (RCRS_Post) showed a mean of 20.33 (SD = 2.62), demonstrating a significant improvement in relationship conflict resolution skills. The gain score (RCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of 15.30 (SD = 1.77). This substantial increase suggests that the attunement strategies implemented in the experimental group were highly effective in enhancing students' relationship conflict resolution skills.

4.3 Descriptive Statistics for Value Conflict Resolution Skills (VCRS)

Table 6:

Descriptive Statistics for VCRS in Control Group (Group 1)

Variable	N	Mean	Std. Deviation
VCRS_Pre	30	4.93	1.874
VCRS_Post	30	7.90	2.023
VCRS_Gain	30	2.97	0.928

The descriptive statistics for the control group (Group 1) indicated that the mean pre-test score for Value Conflict Resolution Skills (VCRS_Pre) was 4.93 (SD = 1.87), suggesting a low to moderate level of value conflict resolution skills among the students prior to any intervention. Following the conventional teaching methods, the post-test score (VCRS_Post) showed a mean of 7.90 (SD = 2.02), indicating some improvement in value conflict resolution skills. The gain score (VCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of 2.97 (SD = 0.93). This modest increase demonstrates an improvement in the control group's value conflict resolution skills over the study period.

Table 7:*Descriptive Statistics for VCRS in Experimental Group (Group 2)*

Variable	N	Mean	Std. Deviation
VCRS_Pre	30	5.03	1.974
VCRS_Post	30	20.30	2.667
VCRS_Gain	30	15.27	1.837

The descriptive statistics for the experimental group (Group 2) revealed that the mean pre-test score for Value Conflict Resolution Skills (VCRS_Pre) was 5.03 (SD = 1.97), indicating that the initial level of value conflict resolution skills was similar to that of the control group. Following the attunement intervention, the post-test score (VCRS_Post) showed a mean of 20.30 (SD = 2.67), demonstrating a significant improvement in value conflict resolution skills. The gain score (VCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of 15.27 (SD = 1.84). This substantial increase suggests that the attunement strategies implemented in the experimental group were highly effective in enhancing students' value conflict resolution skills.

4.4 Summary of Descriptive Statistics

The descriptive statistics for Task Conflict Resolution Skills (TCRS), Relationship Conflict Resolution Skills (RCRS), and Value Conflict Resolution Skills (VCRS) consistently show that the experimental group, which received the attunement intervention, exhibited significant improvements in all three areas compared to the control group. The mean gain scores for the experimental group were substantially higher across all conflict resolution skills, highlighting the effectiveness of teacher attunement strategies in enhancing students' social skills.

Objective 1: Development of Task Conflict Resolution Skills

The primary objective of this study is to examine the effect of teacher's attunement on the development of students' social skills at the elementary level. Specifically, this study aims to evaluate the impact of attunement on the development of task conflict resolution skills among elementary school students. The following hypotheses guide this research:

H1: There is a significant mean difference between the mean score of attuned students and students having no exposure to attunement for the development of task conflict resolution.

To test this hypothesis, a series of assumptions tests and independent samples t-tests were conducted.

Descriptive Statistics and Normality Tests for Task Conflict Resolution Skills (TCRS)_Pre and Task Conflict Resolution Skills (TCRS)_Post of Control Group

(Group 1)

Table 8

Descriptive Statistics and Normality Tests for TCRS Scores Control Group (Group 1)

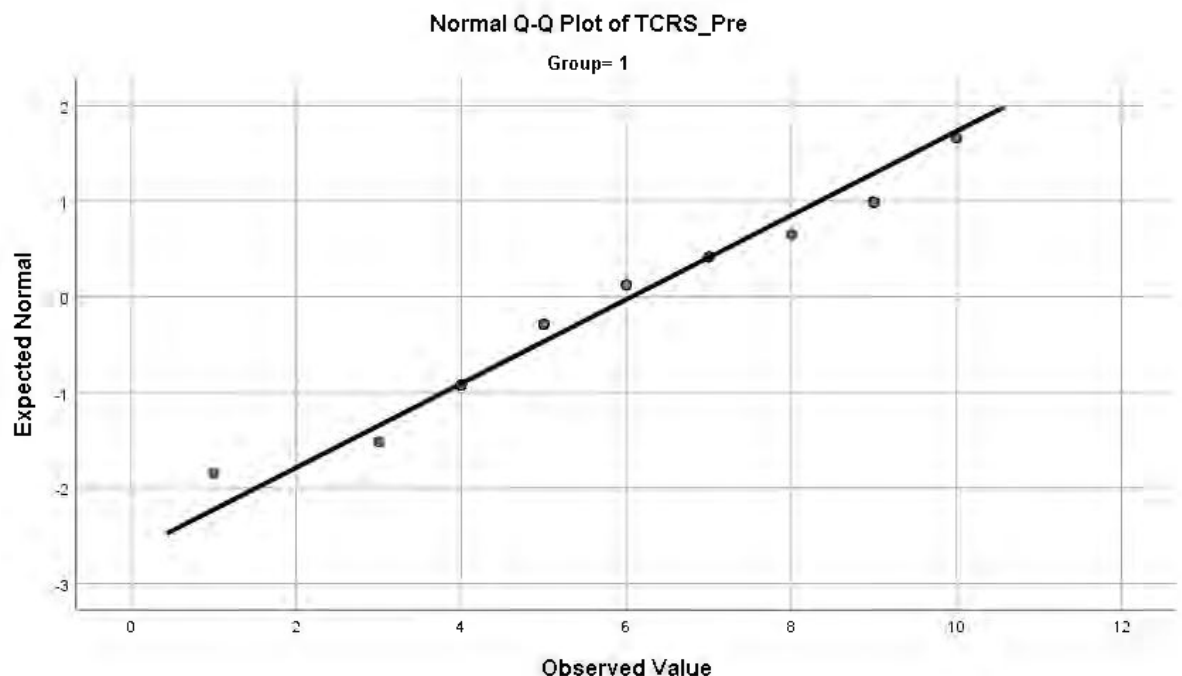
Statistic	TCRS_Pre	TCRS_Post
Mean	6.07	9.13
Std. Error	0.415	0.495
95% CI	5.22 - 6.92	8.12 - 10.15
Std. Deviation	2.273	2.713
Kolmogorov-Smirnov	0.181 (p = 0.014)	0.153 (p = 0.071)
Shapiro-Wilk	0.938 (p = 0.083)	0.960 (p = 0.306)

Table shows that for TCRS_Pre the mean score is 6.07 with a standard deviation of 2.273. The skewness and kurtosis are within acceptable ranges, indicating a near-normal distribution. The Shapiro-Wilk test suggests that the data is approximately normally distributed ($p = 0.083$). The Q-Q plot further supports this, as the points closely follow the diagonal line. For TCRS_Post: The mean score is 9.13 with a standard deviation of 2.713. The skewness and kurtosis are also within acceptable ranges. Both the Kolmogorov-Smirnov ($p = 0.071$) and Shapiro-Wilk ($p = 0.306$) tests indicate that the data is normally distributed. The Q-Q plot also shows that the data points are close to the diagonal line, supporting the normality assumption.

Graphical Representation of Normality of TCRS_Pre and TCRS_Post of Control Group (Group 1)

Figure 3

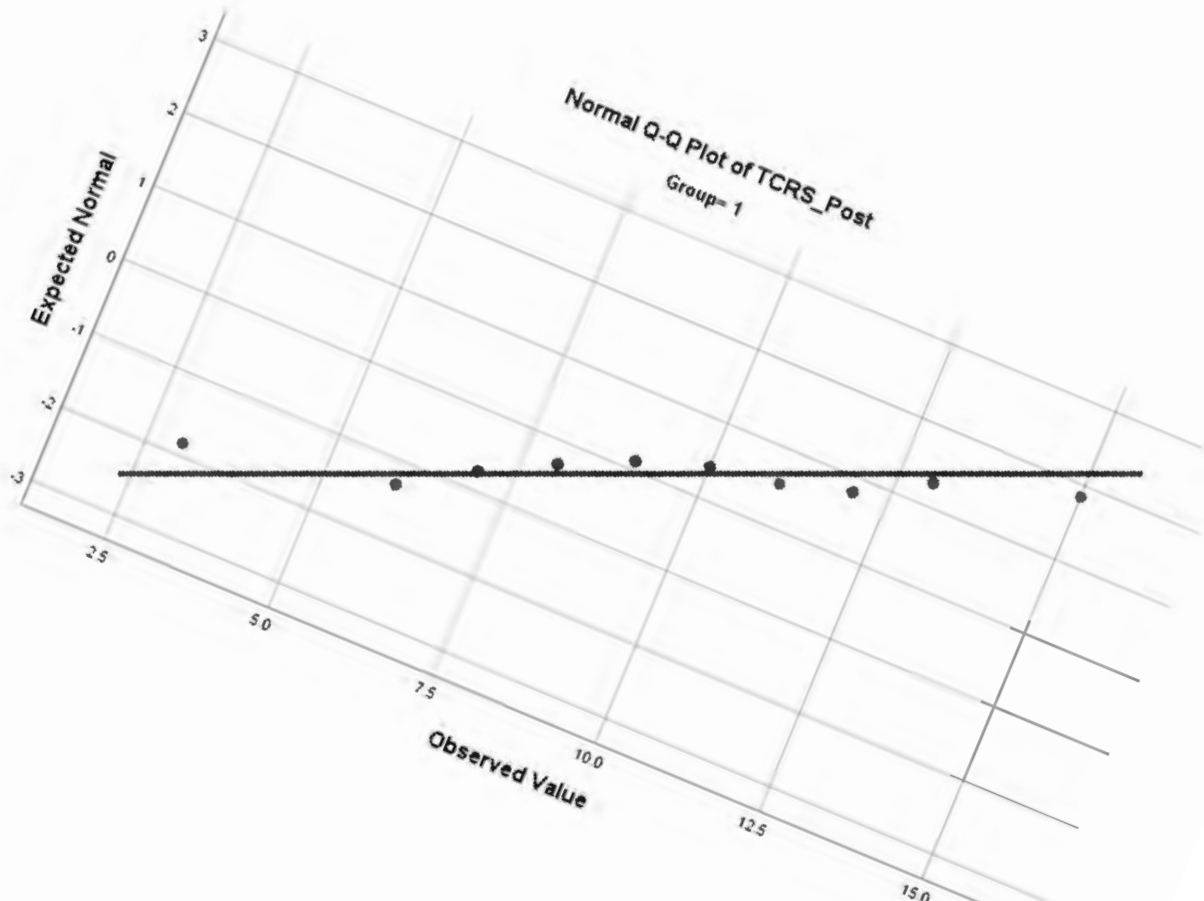
Q-Q Plot for TCRS_Pre



The Q-Q plots for TCRS_Pre scores indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

Figure 4

Q-Q Plot for TCRS_Post



The Q-Q plots for TCRS_Post scores indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

**Descriptive Statistics and Normality Tests for TCRS_Pre and TCRS_Post
Experimental Group (Group 2)**

Table 9

Descriptive Statistics and Normality Tests for TCRS Scores (Group 2)

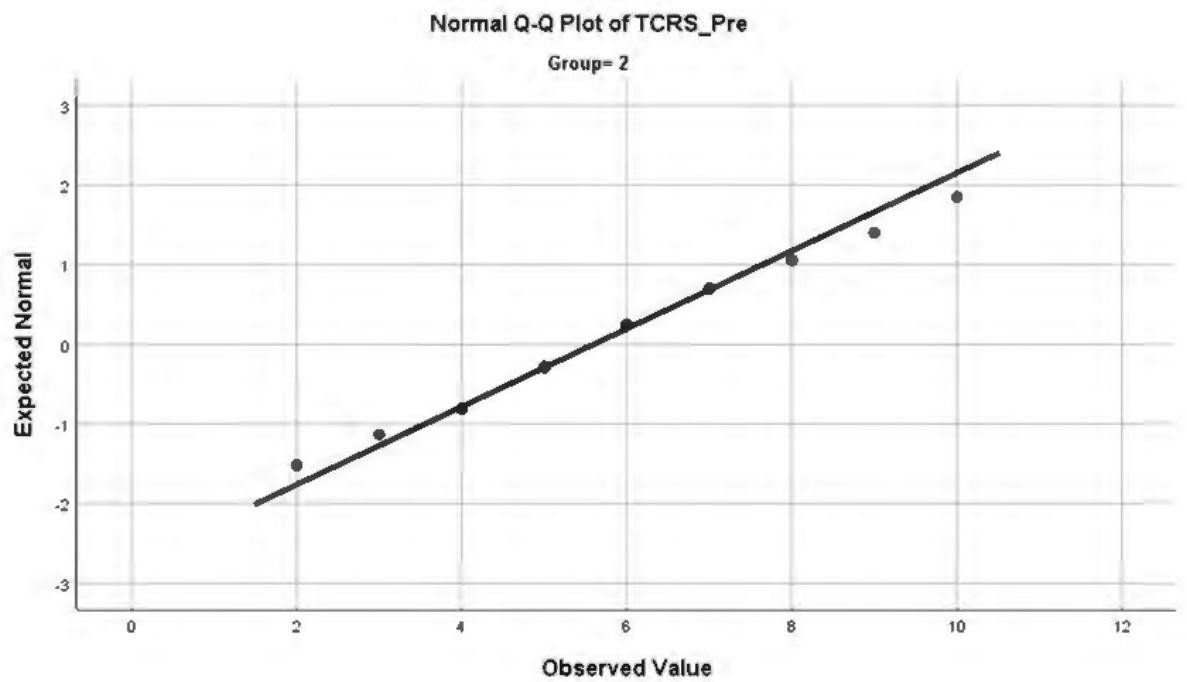
Statistic	TCRS_Pre	TCRS_Post
Mean	5.60	20.50
Std. Error	0.373	0.542
95% CI	4.84 - 6.36	19.39 - 21.61
Std. Deviation	2.044	2.968
Kolmogorov-Smirnov	0.122 (p = 0.200)	0.133 (p = 0.185)
Shapiro-Wilk	0.964 (p = 0.380)	0.967 = 0.463)

Table shows that for TCRS_Pre the mean score is 5.60 with a standard deviation of 2.044. The skewness and kurtosis are within acceptable ranges, indicating a near-normal distribution. Both the Kolmogorov-Smirnov (p = 0.200) and Shapiro-Wilk (p = 0.380) tests suggest that the data is normally distributed. The Q-Q plot further supports this, as the points closely follow the diagonal line. For TCRS_Post the mean score is 20.50 with a standard deviation of 2.968. The skewness and kurtosis are also within acceptable ranges. Both the Kolmogorov-Smirnov (p = 0.185) and Shapiro-Wilk (p = 0.463) tests indicate that the data is normally distributed. The Q-Q plot also shows that the data points are close to the diagonal line, supporting the normality assumption.

Graphical Representation TCRS_Pre and TCRS_Post Experimental Group (Group 2)

Figure 7

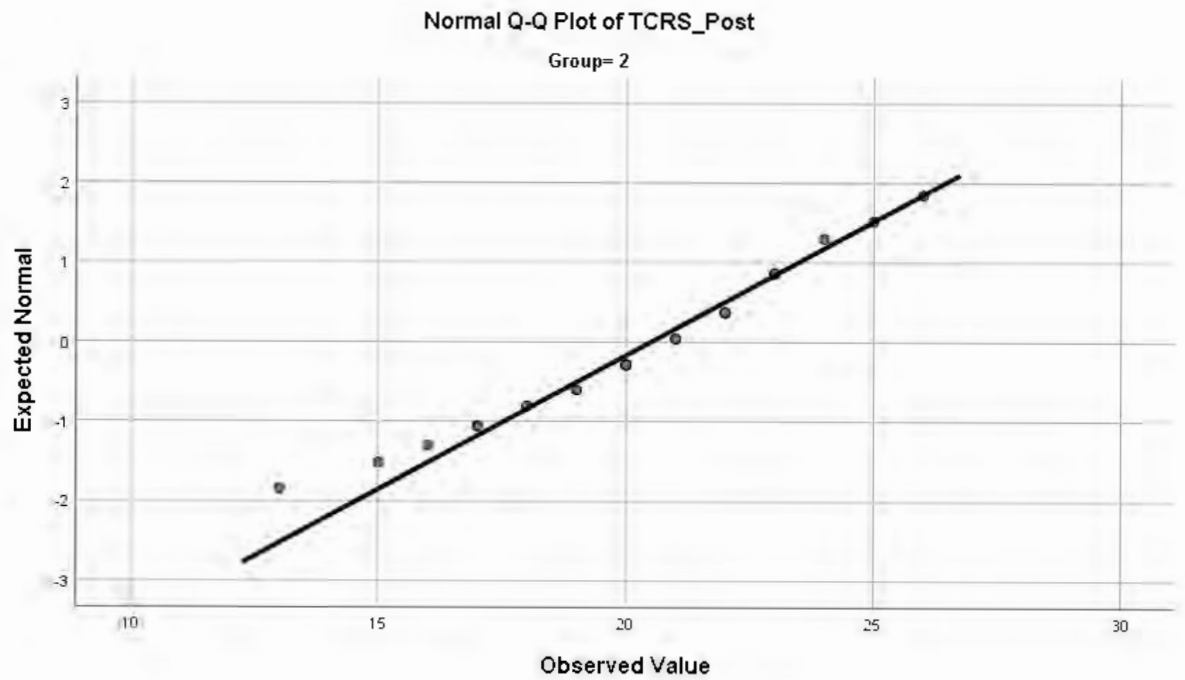
Q-Q Plot for TCRS_Pre (Group 2)



The Q-Q plots for TCRS_Pre scores in Group 2 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

Figure 5

Q-Q Plot for TCRS_Post Experimental (Group 2)



The Q-Q plots for TCRS_Post scores in Group 2 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

4.5 t-test Analysis for TCRS_Pre and TCRS_Post

Table 10

Independent Samples T-Test Results for TCRS Scores

(Control Group 1 and experimental Group 2)

Statistic	TCRS_Pre	TCRS_Post
Group 1 Mean (SD)	6.07 (2.273)	9.13 (2.713)
Group 2 Mean (SD)	5.60 (2.044)	20.50 (2.968)
Levene's Test for Equality		
F	0.773	0.143
Sig.	0.383	0.707
t-test for Equality of Means		
t	0.836	-15.482
df	58	58
Sig. (2-tailed)	0.407	0.000
Mean Difference	0.467	-11.367
95% CI Lower	-0.651	-12.836
95% CI Upper	1.584	-9.897

Table shows that for TCRS_Pre the mean score for Group 1 is 6.07 (SD = 2.273), and for Group 2 it is 5.60 (SD = 2.044). Levene's test indicates that the variances are equal ($p = 0.383$). The t-test for equality of means shows that the difference between the groups is not statistically significant ($t(58) = 0.836$, $p = 0.407$). Thus, there is no

significant difference in the pre-test scores between Group 1 and Group 2. For TCRS_Post the mean score for Group 1 is 9.13 (SD = 2.713), and for Group 2 it is 20.50 (SD = 2.968). Levene's test indicates that the variances are equal ($p = 0.707$). The t-test for equality of means shows a significant difference between the groups ($t(58) = -15.482, p < 0.001$). Group 2 has a significantly higher post-test score compared to Group 1.

The analysis indicates that while there is no significant difference between the pre-test scores of the two groups, there is a significant difference in the post-test scores, with Group 2 showing substantially higher scores. This suggests that the intervention had a significant impact on the post-test outcomes for Group 2.

Objective 2: Development of Relationship Conflict Resolution Skills

The primary objective of this study is to examine the effect of teacher's attunement on the development of students' social skills at the elementary level. Specifically, this study aims to investigate the effect of teacher's attunement on the development of relationship conflict resolution skills among elementary school students. The hypotheses tested are:

H2: There is a significant mean difference between the mean score of attuned students and students having no exposure to attunement for the development of relationship conflict resolution.

To test this hypothesis, a series of assumptions tests and independent samples t-tests were conducted.

Descriptive Statistics and Normality Tests for Relationship Conflict Resolution Skills (RCRS) Pre and relationship conflict resolution skills (RCRS) Post Control Group (Group 1)

Table 11

Descriptive Statistics and Normality Tests for RCRS Scores (Control Group 1)

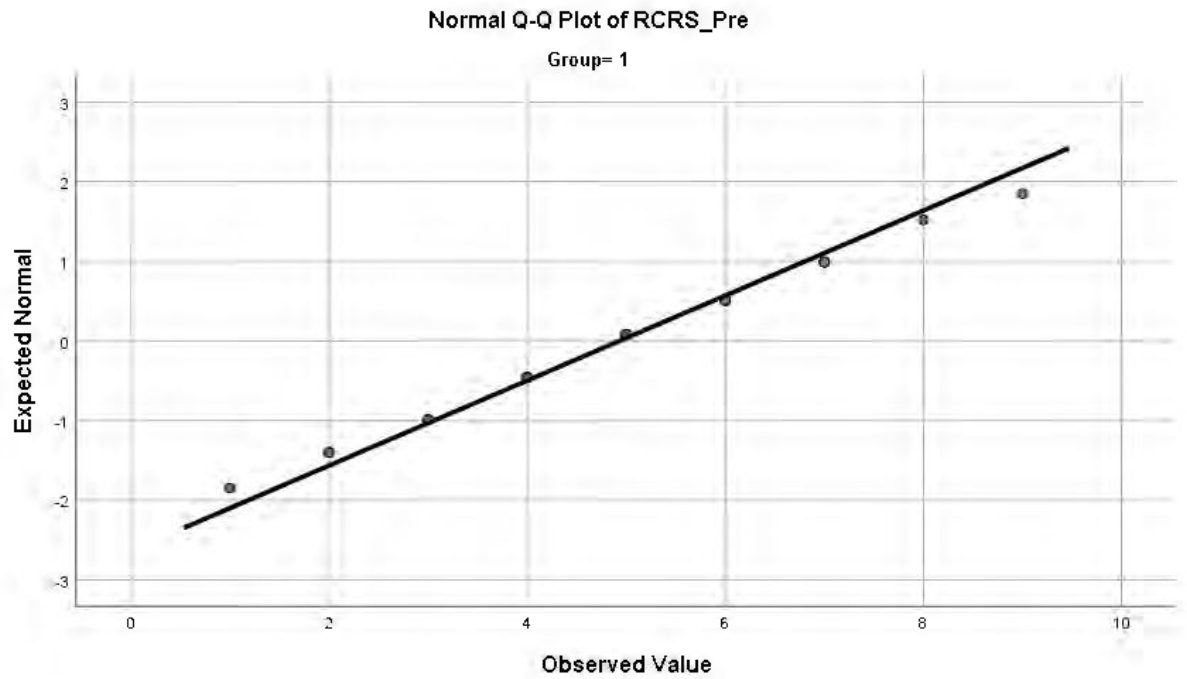
Statistic	RCRS_Pre	RCRS_Post
Mean	4.93	8.00
Std. Error	0.342	0.415
95% CI	4.23 - 5.63	7.15 - 8.85
Std. Deviation	1.874	2.274
Kolmogorov-Smirnov	0.124 (p = 0.200)	0.167 (p = 0.033)
Shapiro-Wilk	0.973 (p = 0.629)	0.970 (p = 0.548)

Table shows that for RCRS_Pre the mean score is 4.93 with a standard deviation of 1.874. The skewness and kurtosis are within acceptable ranges, indicating a near-normal distribution. Both the Kolmogorov-Smirnov (p = 0.200) and Shapiro-Wilk (p = 0.629) tests suggest that the data is normally distributed. For RCRS_Post: The mean score is 8.00 with a standard deviation of 2.274. The skewness and kurtosis are also within acceptable ranges. While the Kolmogorov-Smirnov test shows a slight deviation from normality (p = 0.033), the Shapiro-Wilk test (p = 0.548) indicates that the data is approximately normally distributed.

Graphical Representation of Normality Tests for RCRS_Pre and RCRS_Post

Figure 6

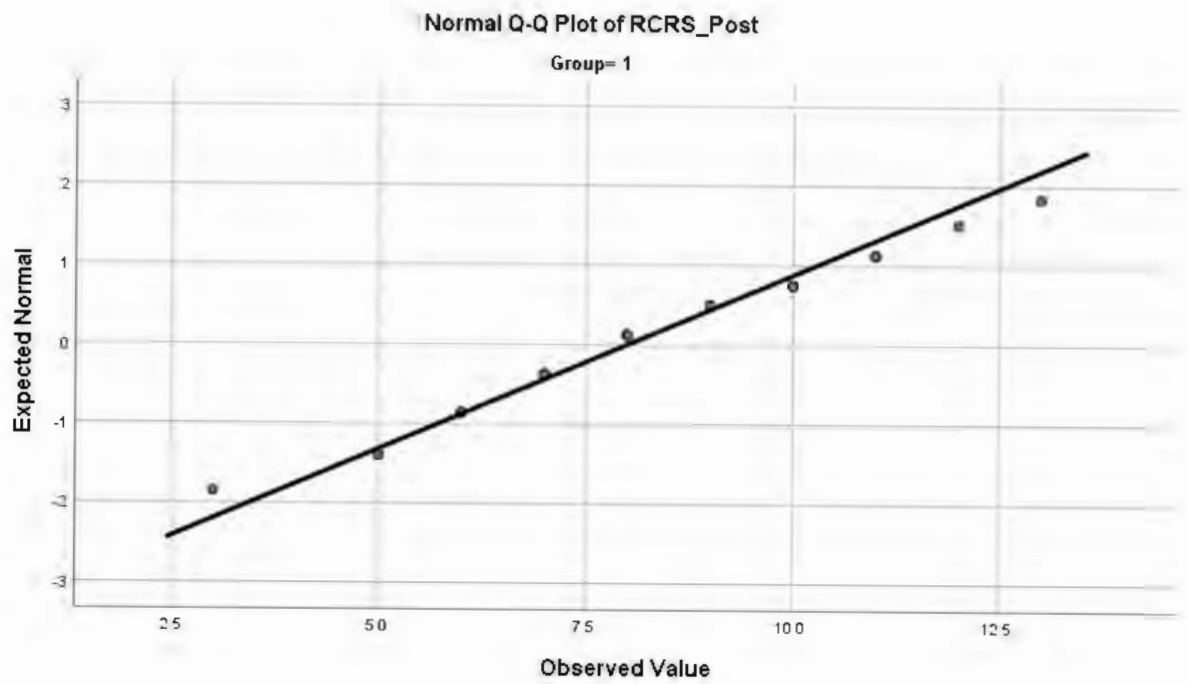
Q-Q Plot for RCRS_Pre (Group 1)



The Q-Q plots for RCRS_Pre scores in Group 1 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

Figure 6

Q-Q Plot for RCRS_Post (Group1)



The Q-Q plots for RCRS_Post scores in Group 1 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

**Descriptive Statistics and Normality Tests for RCRS_Pre and RCRS_Post
Experimental Group (Group 2)**

Table 12

Descriptive Statistics and Normality Tests for RCRS Scores (Group 2)

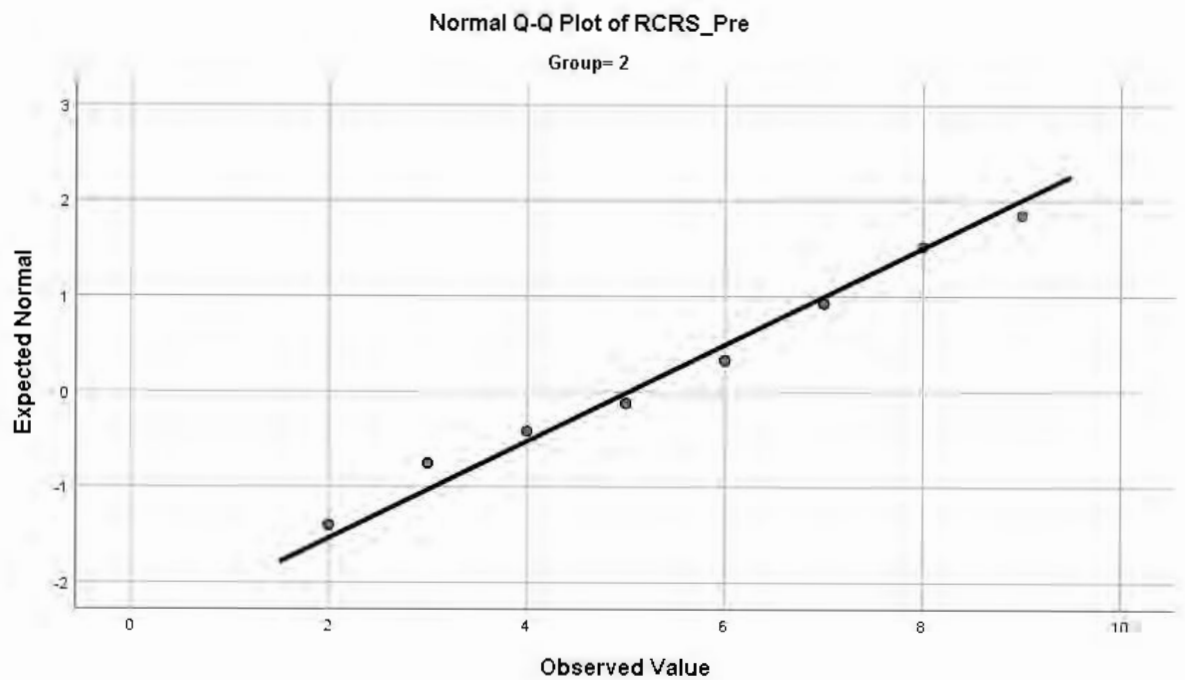
Statistic	RCRS_Pre	RCRS_Post
Mean	5.03	20.33
Std. Error	0.360	0.478
95% CI	4.30 - 5.77	19.36 - 21.31
Std. Deviation	1.974	2.617
Kolmogorov-Smirnov	0.155 (p = 0.065)	0.117 (p = 0.200)
Shapiro-Wilk	0.934 (p = 0.063)	0.967 (p = 0.468)

Table shows for RCRS_Pre the mean score is 5.03 with a standard deviation of 1.974. The skewness and kurtosis are within acceptable ranges, indicating a near-normal distribution. Both the Kolmogorov-Smirnov (p = 0.065) and Shapiro-Wilk (p = 0.063) tests suggest that the data is normally distributed. For RCRS_Post the mean score is 20.33 with a standard deviation of 2.617. The skewness and kurtosis are also within acceptable ranges. Both the Kolmogorov-Smirnov (p = 0.200) and Shapiro-Wilk (p = 0.468) tests indicate that the data is normally distributed.

**Graphical Representation of RCRS_Pre and RCRS_Post Experimental Group
(Group 2)**

Figure 7

Q-Q Plot for RCRS_Pre (Group 2)

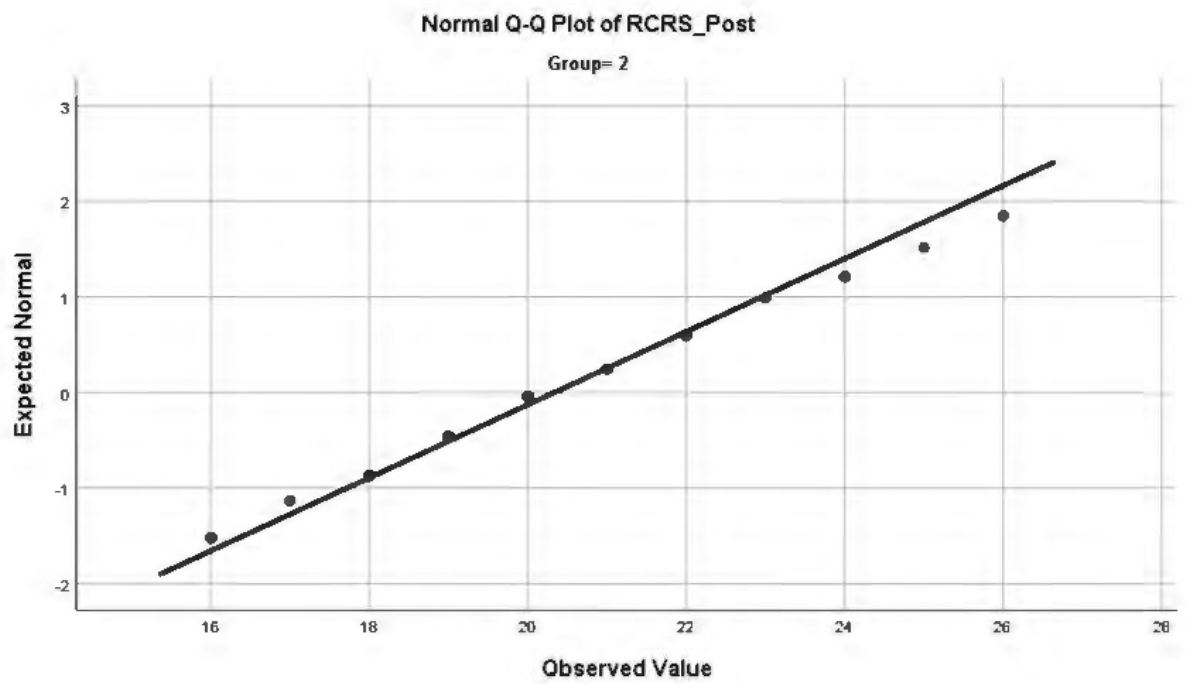


The Q-Q plots for RCRS_Pre scores in Group 2 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

Figure 8

Q-Q Plot for RCRS_Post (Group 2

)



The Q-Q plots for RCRS_Post scores in Group 2 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

t-test Analysis for RCRS_Pre and RCRS_Post

Table 13

Independent Samples T-Test Results for RCRS Scores (Group 1 and Group 2)

Statistic	RCRS_Pre	RCRS_Post
Group 1 Mean (SD)	4.93 (1.874)	8.00 (2.274)
Group 2 Mean (SD)	5.03 (1.974)	20.33 (2.617)
Levene's Test for Equality		
F	0.322	0.995
Sig.	0.573	0.323
t-test for Equality of Means		
t	-0.201	-19.482
df	58	58
Sig. (2-tailed)	0.841	0.000
Mean Difference	-0.100	-12.333
95% CI Lower	-1.095	-13.601
95% CI Upper	0.895	-11.066

Table show for RCRS_Pre the mean score for Group 1 is 4.93 (SD = 1.874), and for Group 2 it is 5.03 (SD = 1.974). Levene's test indicates that the variances are equal ($p = 0.573$). The t-test for equality of means shows that the difference between the groups is not statistically significant ($t(58) = -0.201$, $p = 0.841$). Thus, there is no significant difference in the pre-test scores between Group 1 and Group 2. For RCRS_Post the mean score for Group 1 is 8.00 (SD = 2.274), and for Group 2 it is 20.33 (SD = 2.617).

Levene's test indicates that the variances are equal ($p = 0.323$). The t-test for equality of means shows a significant difference between the groups ($t(58) = -19.482, p < 0.001$). Group 2 has a significantly higher post-test score compared to Group 1.

Descriptive Statistics and Normality Tests for Value Conflict Resolution Skills

Objective 3: Development of Value Conflict Resolution Skills

The primary objective of this study is to examine the effect of teacher's attunement on the development of value conflict resolution skills among elementary school students. Specifically, this study aims to investigate the significant mean difference in the development of value conflict resolution skills between attuned students and those with no exposure to attunement. The hypothesis tested is:

H3: There is a significant mean difference between the mean score of attuned students and students having no exposure to attunement for the development of value conflict resolution skills.

To test this hypothesis, a series of assumption tests and independent samples t-tests were conducted.

**Descriptive Statistics and Normality Tests for Value Conflict Resolution Skills
(VCRS)Pre and Value Conflict Resolution Skills (VCRS)Post Control Group
(Group 1)**

Table 14

Descriptive Statistics and Normality Tests for VCRS Scores (Control Group 1)

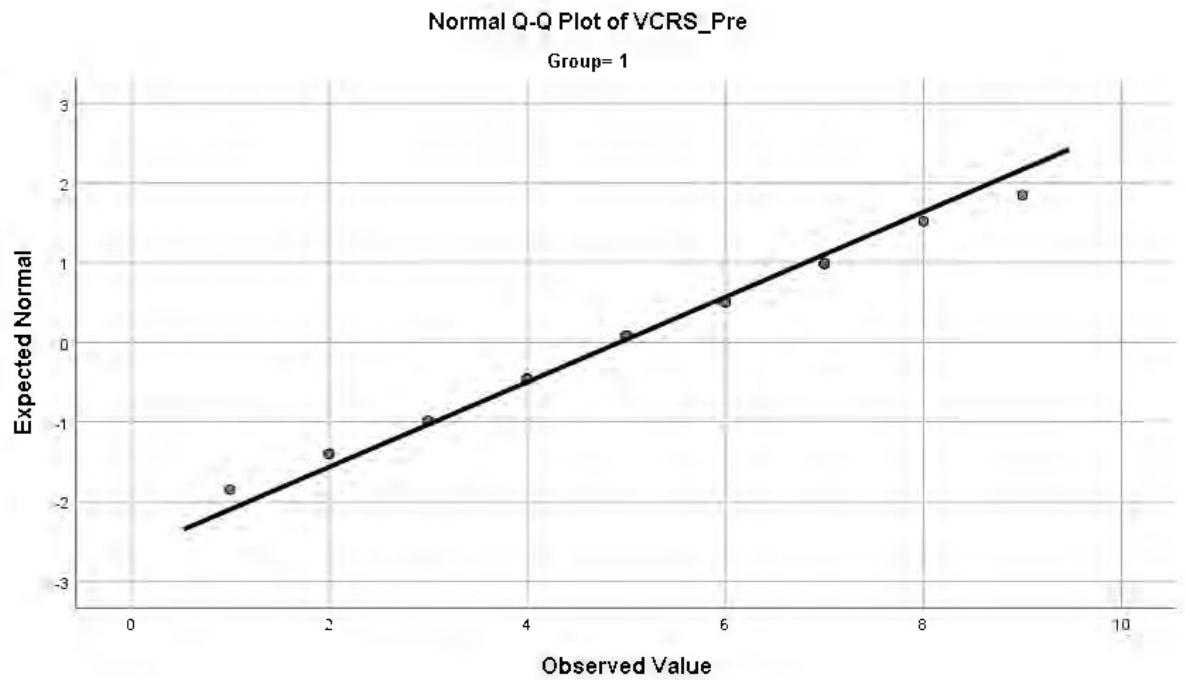
Statistic	VCRS_Pre	VCRS_Post
Mean	4.93	7.90
Std. Error	0.342	0.369
95% CI	4.23 - 5.63	7.14 - 8.66
Std. Deviation	1.874	2.023
Kolmogorov-Smirnov	0.124 (p = 0.200)	0.180 (p = 0.014)
Shapiro-Wilk	0.973 (p = 0.629)	0.932 (p = 0.057)

Table show for **VCRS_Pre** the mean score is 4.93 with a standard deviation of 1.874. The skewness and kurtosis are within acceptable ranges, indicating a near-normal distribution. Both the Kolmogorov-Smirnov (p = 0.200) and Shapiro-Wilk (p = 0.629) tests suggest that the data is normally distributed. The Q-Q plot further supports this, as the points closely follow the diagonal line. For **VCRS_Post** the mean score is 7.90 with a standard deviation of 2.023. The skewness and kurtosis are also within acceptable ranges. Although the Kolmogorov-Smirnov test indicates a deviation from normality (p = 0.014), the Shapiro-Wilk test suggests that the data is approximately normally distributed (p = 0.057). The Q-Q plot shows that the data points are close to the diagonal line, supporting the normality assumption.

Graphical Representation of VCRS_Pre and VCRS_Post Control Group

Figure 11

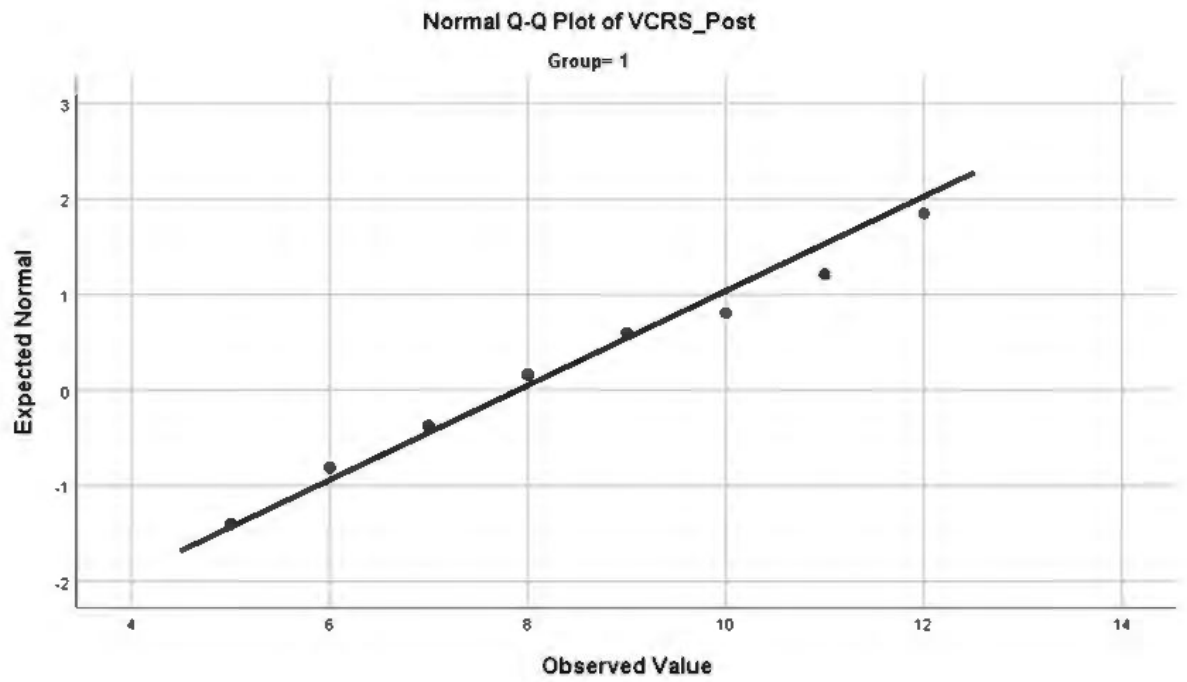
Q-Q Plot for VCRS_Pre (Group 1)



The Q-Q plots for VCRS_Pre scores in Group 1 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

Figure 8

Q-Q Plot for VCRS_Post (Control Group 1)



The Q-Q plots for VCRS_Post scores in Group 1 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

**Descriptive Statistics and Normality Tests for VCRS_Pre and VCRS_Post
Experimental Group (Group 2)**

Table 15

Descriptive Statistics and Normality Tests for VCRS Scores (Experimental Group 2)

Statistic	VCRS_Pre	VCRS_Post
Mean	5.03	20.30
Std. Error	0.360	0.487
95% CI	4.30 - 5.77	19.30 - 21.30
Std. Deviation	1.974	2.667
Kolmogorov-Smirnov	0.155 (p = 0.065)	0.106 (p = 0.200)
Shapiro-Wilk	0.934 (p = 0.063)	0.976 (p = 0.704)

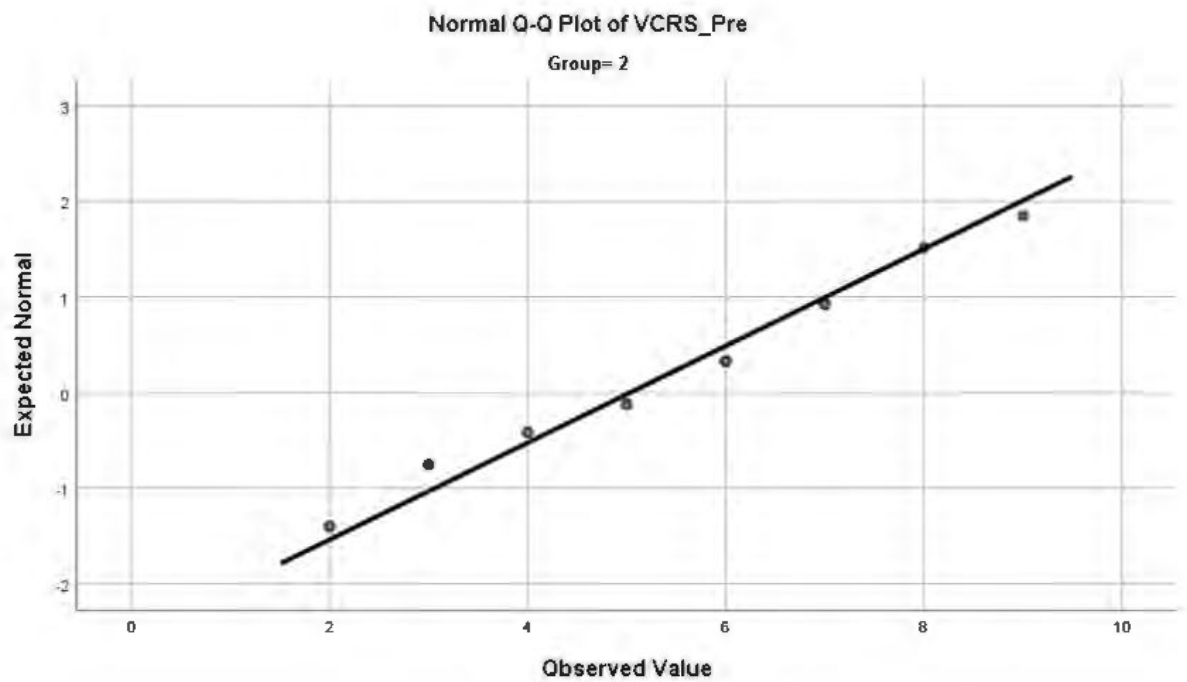
Table shows for VCRS_Pre the mean score is 5.03 with a standard deviation of 1.974. The skewness and kurtosis are within acceptable ranges, indicating a near-normal distribution. Both the Kolmogorov-Smirnov (p = 0.065) and Shapiro-Wilk (p = 0.063) tests suggest that the data is normally distributed. The Q-Q plot further supports this, as the points closely follow the diagonal line. For **VCRS_Post** the mean score is 20.30 with a standard deviation of 2.667. The skewness and kurtosis are also within acceptable ranges. Both the Kolmogorov-Smirnov (p = 0.200) and Shapiro-Wilk (p = 0.704) tests indicate that the data is normally distributed. The Q-Q plot shows that the data points are close to the diagonal line, supporting the normality assumption.

The VCRS_Gain variable does not fully meet the normality assumption as indicated by the Kolmogorov-Smirnov (p = 0.047) test, though the Shapiro-Wilk test (p = 0.112) suggests it might be acceptable. However, to maintain consistency, it is excluded from this summary.

Graphical Representation of VCRS_Pre and VCRS_Post Experimental Group (Group 2)

Figure 9

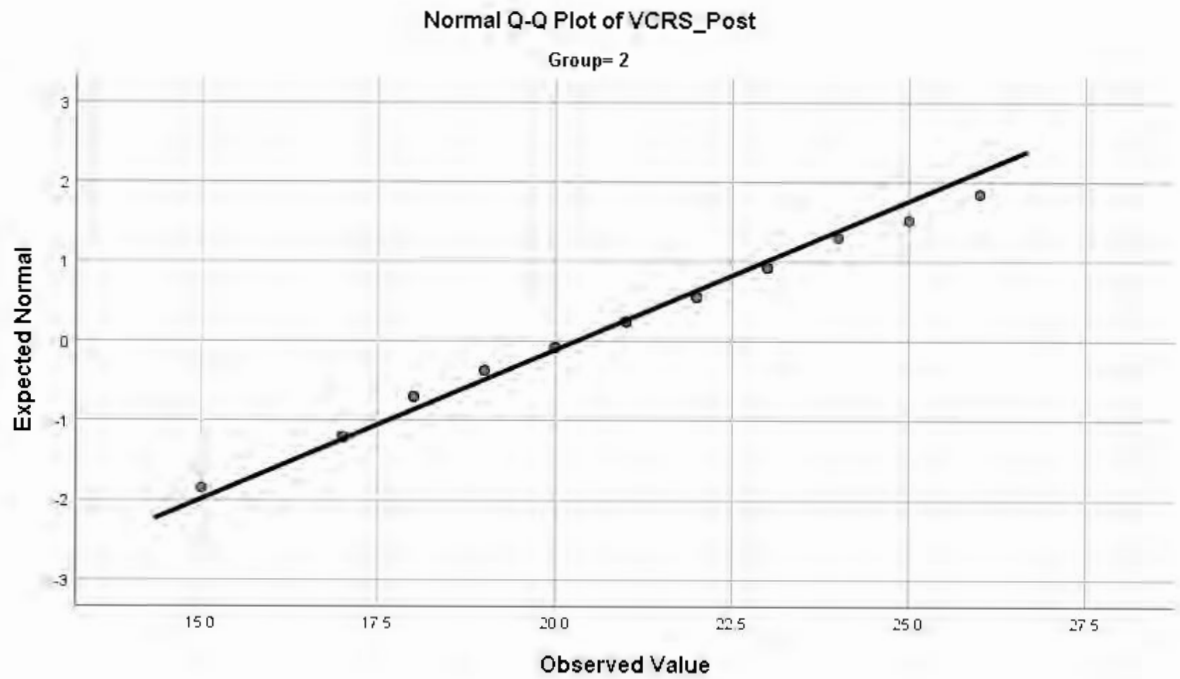
Q-Q Plot for VCRS_Pre (Experimental Group 2)



The Q-Q plots for VCRS_Pre scores in Group 2 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

Figure 10

Q-Q Plot for VCRS_Post (Group 2)



The Q-Q plots for VCRS_Post scores in Group 2 indicate that the data points are closely aligned with the diagonal line, supporting the assumption of normality.

Table 16

Independent Samples t-test Results for VCRS Scores (Control Group 1 and Experimental Group 2)

Statistic	VCRS_Pre	VCRS_Post
Group 1 Mean (SD)	4.93 (1.874)	7.90 (2.023)
Group 2 Mean (SD)	5.03 (1.974)	20.30 (2.667)
Levene's Test for Equality		
F	0.322	3.002
Sig.	0.573	0.088
t-test for Equality of Means		
t	-0.201	-20.288
df	58	58
Sig. (2-tailed)	0.841	0.000
Mean Difference	-0.100	-12.400
95% CI Lower	-1.095	-13.623
95% CI Upper	0.895	-11.177

Table shows for VCRS_Pre the mean score for Group 1 is 4.93 (SD = 1.874), and for Group 2 it is 5.03 (SD = 1.974). Levene's test indicates that the variances are equal ($p = 0.573$). The t-test for equality of means shows that the difference between the groups is not statistically significant ($t(58) = -0.201$, $p = 0.841$). Thus, there is no significant difference in the pre-test scores between Group 1 and Group 2. For VCRS_Post the mean score for Group 1 is 7.90 (SD = 2.023), and for Group 2 it is

20.30 (SD = 2.667). Levene's test indicates that the variances are nearly equal ($p = 0.088$). The t-test for equality of means shows a significant difference between the groups ($t(58) = -20.288, p < 0.001$). Group 2 has a significantly higher post-test score compared to Group 1.

The analysis indicates that while there is no significant difference between the pre-test scores of the two groups, there is a significant difference in the post-test scores, with Group 2 showing substantially higher scores. This suggests that the intervention (or condition being studied) had a significant impact on the post-test outcomes for Group 2.

4.6 Objective 4: Challenges Faced by Teachers During the Attunement Process

The primary objective of this study is to investigate the challenges faced by teachers during the attunement process while teaching social skills to elementary school students. Specifically, this study aims to identify the significant challenges teachers encounter when using attunement strategies to enhance students' social skills development. The hypothesis tested is:

grH4: Elementary school teachers face significant challenges while teaching social skills to elementary level students through attunement strategies.

To test this hypothesis, thematic analysis is performed on the qualitative data collected from teacher.

Identified Themes from Challenges Faced by Teachers

2. 4.6.1 Classroom Environment and Student Behaviour

In most cases, the ample mention of discipline issues is indicative that keeping the students in discipline is a severe challenge. Students' lack of attention and diligence is highlighted as a recurring issue. Teachers face challenges due to interpersonal conflicts among students, affecting the overall learning environment. Maintaining a conducive classroom environment is fundamental for effective teaching and learning. Discipline issues and carelessness among students disrupt the classroom dynamics,

making it difficult for teachers to implement attunement strategies effectively. Conflict among students further deteriorates these predicaments—not only does it affect the involved persons, but it also affects the overall classroom ambiance. Teachers are supposed to manage these conflicts and maintain a positive environment for learning using their conflict management and resolution strategies.

3. 4.6.2 Student Engagement and Motivation

Failing to maintain the students' focus on tasks is one of the most common challenges students' patience in working on their tasks or lessons results in the retardation of their learning activity. Some students even present with overconfidence, which does not allow them to learn and acquire new social skills easily. Thus, it is also essential to engage the students constantly and keep motivating them to build their social skills. The issues regarding a lack of attention span and a casual attitude highlight that it becomes an extra onus for the teachers to make efforts to interest the students and thus draw their active response towards learning. Overconfidence in some students can generate resistance to new ideas and methods, thus making them require a customized approach to rectifying these attitudes and inculcating an open and receptive learning environment.

4. 4.6.3 Individual Differences and Background

Differences in family environments among the students influence their behaviour and how the students are absorbing the teachers' instructions. Cognitive levels differ, and so do individual differences: these have to be effectively dealt with. Diverse backgrounds and attachments pose significant obstacles to dealing with social and moral dogma uniformly. Students come from diverse backgrounds, bringing unique experiences and challenges to the classroom. Background family and individual cognitive levels have severe consequences for the students' behaviours and their learning sequences. Teachers need to be very sensitive about such differences and devise their methods in ways that can comfortably meet all differentiated needs of their students. Religious attachments and differences in maturity levels also need a sensitive approach to provide inclusive and practical social skills.

5. 4.6.2 Interpersonal Relationships and Social Skills Development

Teachers face problems in building the right relationships among the students. Some pupils tend to feel superior, hindering them from relating with fellow pupils. The perception of others by the pupils and adaptability to others' personality is essential, and the lack of these skills is also a problem. Social skills education should assist in creating a positive relationship among students. However, with such issues as feelings of superiority and interpersonal conflicts, smooth operation is difficult to achieve. This means that teachers must adopt strategies encouraging empathy, understanding, and cooperation among students. By broadening the ability of the students to understand others and adapt to different personalities, the class can be more harmonious.

6. 4.6.2 Teacher-Student Interaction

Effective teacher-student interaction is an essential characteristic in teaching, though quite tricky at times due to factors on the part of the teacher like overconfidence and, in cases of many students' neglect and lack of attentiveness. Balancing act: Showing respect and obedience of the students towards the authority of the teacher without making them feel belittled by them. Successful teaching and learning depend on teacher-student interaction. Such challenges as students who do not obey the teacher or who feel underestimated should be communicated and addressed through mutual respect and trust-building activities. Teachers should find a balance between keeping authority and creating a supportive classroom climate.

The themes that have been identified in this paper highlight the multi-faceted challenges teachers encounter in implementing attunement strategies for social skill development. Facing these challenges will require a process all around, which will include classroom management, personalized teaching methods, development of positive relationships, and enhancement in the interaction levels between the teacher and the student. Teachers will be able to solve these challenges so that, through comprehension and understanding, a better condition may be provided where social skills in students would develop.

The data were collected by conducting pre-test and post-test for control group and experimental group of the study. Analysis of data collected through pre-test was

analyzed to find the performance of participants before starting the experiment. Initially, it was found that there was no significant difference between average score of control group and experimental group. Performance of participants of both groups was nearly same. No group performed significantly better than the other. It is concluded from the data analysis of pre-test that participants of control group and experimental groups were of same characteristics. Data collected in post-test were analyzed to assess the effectiveness of intervention.

The effectiveness of intervention was assessed for each type of social skill used in the study. It was found that for each type of social skill, there was found a significant difference between average post test score of control group and experimental group. The participants of experimental group got more average scores as compared to the participants of control group. Average gain score of control group and experimental group was also compared. Analysis of average gain score of control group and experimental group also indicated the significant difference between average gain score of control group and experimental group. Participants of the experimental group got higher score as compared to the score of participants of control group. Therefore, it is concluded that teacher's attunement has positive effect on the development of social skills among elementary school students.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMENDATIONS

5.1 Summary

Chapter No: 5 deals with the summary, findings, discussion, conclusions, and recommendations of the study. The study aims were to examine the effect of teacher's attunement on the development of students' social skills at the elementary level. The study focused on three specific areas of conflict resolution skills: Task Conflict Resolution Skills (TCRS), Relationship Conflict Resolution Skills (RCRS), and Value Conflict Resolution Skills (VCRS). Moreover, the objectives of the study included assessing how teacher's attunement influences the development of these conflict resolution skills among elementary students. Specifically, the study aimed to determine the impact of attunement on students' ability to handle task-related conflicts, navigate interpersonal disputes, and manage conflicts arising from differences in values, beliefs, and principles. The research questions posed by the study were: How does teacher attunement affect the development of task conflict resolution skills among elementary students? How does teacher attunement impact relationship conflict resolution skills among elementary students? What is the effect of teacher attunement on value conflict resolution skills among elementary students?

To address these questions, the study employed a quasi-experimental design with pre-test and post-test measures. Two groups of elementary school students, an experimental group receiving attunement intervention and a control group not receiving the intervention, were analyzed. Data were collected using Pre – Test , Post -Test and questionnaire administered to teachers and students to measure the development of conflict resolution skills before and after the intervention.

Chapter 1 introduced the study, outlining the problem statement, significance, objectives, and research questions. Chapter 2 reviewed the relevant literature on teacher attunement, social skills development, and conflict resolution, providing a conceptual framework for the study. Chapter 3 detailed the research design, population, sample,

and data collection procedures. Chapter 4 presented the data analysis, including descriptive and inferential statistics for TCRS, RCRS, and VCRS.

The present study was an experimental. The Participants of the study was 6th grade students of Govt. Boys High School Tajpura Scheme , Lahore City . The Two primary data collection tools were employed: Pre Test , and Post Test, and interview. Students were administered Pre Test and Post Test to capture quantitative data on the development of conflict resolution skills and socio-emotional competencies. TeacSemi-structured interviews were conducted with teachers to gain deeper insights into their experiences and perceptions regarding attunement strategies. Additionally, teachers maintained reflective journals to document their interactions and experiences with the attunement strategies over the intervention period. This multi-method approach ensured a robust and comprehensive assessment of the impact of teacher attunement on student social skill development.

A mixed-method approach was used for data collection, employing both quantitative and qualitative methods to gather comprehensive data. The reliability of the instruments was ensured through Cronbach's Alpha, and validity was established through expert review and recommendations. Data were analysed using SPSS 25 software, and thematic analysis was conducted on qualitative data from teacher interviews.

The findings of the study indicated that teacher attunement had a significant positive effect on the development of all three types of conflict resolution skills among elementary students. The experimental group showed substantial improvements in TCRS, RCRS, and VCRS compared to the control group, highlighting the effectiveness of attunement strategies in enhancing students' social skills.

Teacher attunement refers to a teacher's ability to recognize, understand, and respond appropriately to students' emotions, needs, and social cues. This ability plays a significant role in enhancing students' social skill development in several key areas:

Enhancing Emotional Regulation: Teachers who are attuned to their students' emotions can help students identify and manage their feelings effectively. This

guidance fosters self-regulation, reduces impulsive behaviors, and promotes patience during social interactions.

Improving Communication Skills: Attuned teachers practice active listening, serving as role models for effective communication. Consequently, students learn to express their thoughts clearly, listen attentively, and engage in meaningful conversations with their peers.

Strengthening Empathy and Perspective-Taking: Teachers who acknowledge and validate students' emotions encourage the development of empathy. By modeling understanding and kindness, they help students recognize and respect the feelings of others, improving their ability to collaborate and resolve conflicts peacefully.

Promoting Positive Peer Relationships: By creating a supportive and inclusive classroom environment, attuned teachers make students feel safe to interact and form friendships. They mediate conflicts, foster cooperation, and teach respect, leading to healthier relationships among peers.

Increasing Social Confidence and Participation: A teacher's attuned responses help boost students' self-esteem, making them feel more comfortable in social settings. When students feel heard and valued, they gain the confidence to initiate conversations, participate in group activities, and form social connections.

5.2 Findings

In the following lines, the researcher is going to present the findings. These are as follows:

7. 5.2.1 Qualitative Findings:

5.2.1.1 Findings about Task Conflict Resolution Skills (TCRS):

Objective 1: To examine the effect of teacher's attunement on development of task conflict resolution skills among elementary school students.

H1: There is a significant mean difference between mean score of attuned students and students having no exposure to attunement for the development of task conflict resolution.

1. Finding shows that for the TCRS pretest mean score was 6.07 with a standard deviation of 2.273. TCRS_post test mean score was 9.13 with a standard deviation of 2.713. The skewness and kurtosis are also within acceptable ranges. The data shows that posttest mean value was improved after the treatment and the difference between the pretest, and the posttest calculated mean values shows that task conflict resolution skills of elementary students improved after the teacher's attunement.
2. The students' capacity to manage and prioritize tasks significantly improved, resulting in a more effective resolution of task-related conflicts. This suggests that attunement strategies improve interpersonal communication and foster cognitive abilities such as organizational skills and decision-making processes.
3. The intervention group demonstrated considerable advancements in their communication competencies, thereby allowing them to express their ideas and concerns with greater clarity during task-related conflicts. This outcome underscores the essential function of teacher attunement in promoting a communicative and emotionally nurturing classroom atmosphere.

Feasibility of Recommendations in the Pakistani Context.

The execution of teacher attunement strategies within the context of Pakistan necessitates a tailored approach that is specific to the prevailing circumstances. The feasibility of the proposed recommendations can be enhanced through the following measures:

Teacher Training Programs: The integration of attunement strategies into the professional development curricula for educators in Pakistan is essential. This can be accomplished through synergistic collaborations between educational institutions and governmental entities such as the Higher Education Commission (HEC).

Resource Allocation: It is imperative to guarantee that educational institutions, especially those situated in rural regions, possess sufficient resources to effectively

implement innovative pedagogical strategies.

Cultural Sensitivity: It is crucial to customize attunement strategies to resonate with the local cultural values and societal norms, thereby ensuring their relevance and practicality for both educators and learners.

Policy Support: There is a pressing need to advocate for alterations at the policy level to incorporate the development of social skills via attunement strategies into the national educational curriculum.

Community Involvement: It is vital to engage parents and local communities to emphasize the significance of social skills and teacher-student attunement beyond the confines of the classroom.

The descriptive statistics for the control group (Group 1) revealed that the mean pre-test score for Task Conflict Resolution Skills (TCRS_Pre) was 6.07 (SD = 2.27), indicating a moderate level of task conflict resolution skills among students before any intervention. Following the application of conventional teaching methods, the post-test score (TCRS_Post) showed a mean of 9.13 (SD = 2.71), suggesting an improvement in task conflict resolution skills. The gain score (TCRS_Gain), which measures the difference between the pre-test and post-test scores, had a mean of 3.00 (SD = 1.05). This reflects a small but noticeable enhancement in the control group's task conflict resolution skills over the study period. (Table 2)

The descriptive statistics for the experimental group (Group 2) revealed that the mean pre-test score for Task Conflict Resolution Skills (TCRS_Pre) was 5.60 (SD = 2.04), indicating that the initial level of task conflict resolution skills was similar to that of the control group. Following the attunement intervention, the post-test score (TCRS_Post) showed a mean of 20.50 (SD = 2.97), demonstrating a significant improvement in task conflict resolution skills. The gain score (TCRS_Gain), which represents the difference between the pre-test and post-test scores, had a mean of 14.90 (SD = 1.79). This substantial increase suggests that the attunement strategies implemented in the experimental group were highly effective in enhancing students' task conflict resolution skills. (Table : 3)

5.2.1.2 Findings about Relationship Conflict Resolution Skills (RCRS):

Objective 2: To study the effect of teacher's attunement on the development of relationship conflict resolution skills among elementary school students.

H2: There is a significant mean difference between the mean score of attuned students and students having no exposure to attunement for the development of relationship conflict resolution.

1. Students in the attunement intervention group experienced fewer instances of interpersonal friction, as evidenced by a decrease in reported conflicts among peers.
2. The intervention group demonstrated a higher level of empathy and understanding towards their peers, facilitating smoother resolution of relational conflicts.
3. There was a significant enhancement in the quality of peer relationships among students, with increased reports of mutual support and cooperation.

The descriptive statistics for the control group (Group 1) indicated that the mean pre-test score for Relationship Conflict Resolution Skills (RCRS_Pre) was 4.93 (SD = 1.87), suggesting a low to moderate level of relationship conflict resolution skills among the students before any intervention. Following the conventional teaching methods, the post-test score (RCRS_Post) showed a mean of 8.00 (SD = 2.27), indicating some improvement in relationship conflict resolution skills. The gain score (RCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of 3.07 (SD = 0.87). This modest increase demonstrates an improvement in the control group's relationship conflict resolution skills over the study period. (Table4)

The descriptive statistics for the experimental group (Group 2) revealed that the mean pre-test score for Relationship Conflict Resolution Skills (RCRS_Pre) was 5.03 (SD = 1.97), indicating that the initial level of relationship conflict resolution skills was similar to that of the control group. Following the attunement intervention, the post-test score (RCRS_Post) showed a mean of 20.33 (SD = 2.62), demonstrating a significant improvement in relationship conflict resolution skills. The gain score (RCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of

15.30 (SD = 1.77). This substantial increase suggests that the attunement strategies implemented in the experimental group were highly effective in enhancing students' relationship conflict resolution skills. (Table 5)

5.2.1.3 Findings about Value Conflict Resolution Skills (VCRS):

Objective 3: To find out the effect of teacher's attunement on the development of value conflict resolution skills among elementary school students.

H3: There is a significant mean difference between the mean score of attuned students and students having no exposure to attunement for the development of value conflict resolution.

1. Students taught with attunement strategies were better equipped to handle ideological differences, showing a greater ability to engage in respectful discussions and find common ground.
2. There was a marked increase in the level of respect students showed for diverse opinions and values, contributing to more constructive conflict resolution.
3. The intervention group exhibited improved reflective thinking skills, allowing them to consider multiple perspectives and approach value conflicts more thoughtfully.

The descriptive statistics for the control group (Group 1) indicated that the mean pre-test score for Value Conflict Resolution Skills (VCRS_Pre) was 4.93 (SD = 1.87), suggesting a low to moderate level of value conflict resolution skills among the students before any intervention. Following the conventional teaching methods, the post-test score (VCRS_Post) showed a mean of 7.90 (SD = 2.02), indicating some improvement in value conflict resolution skills. The gain score (VCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of 2.97 (SD = 0.93). This modest increase demonstrates an improvement in the control group's value conflict resolution skills over the study period. (Table 6)

The descriptive statistics for the experimental group (Group 2) revealed that the mean pre-test score for Value Conflict Resolution Skills (VCRS_Pre) was 5.03 (SD = 1.97), indicating that the initial level of value conflict resolution skills was similar to

that of the control group. Following the attunement intervention, the post-test score (VCRS_Post) showed a mean of 20.30 (SD = 2.67), demonstrating a significant improvement in value conflict resolution skills. The gain score (VCRS_Gain), representing the difference between the pre-test and post-test scores, had a mean of 15.27 (SD = 1.84). This substantial increase suggests that the attunement strategies implemented in the experimental group were highly effective in enhancing students' value conflict resolution skills. (Table 7)

8. 5.2.2 Qualitative Findings:

Objective 4: To study the challenges faced by teachers while teaching social skills to the elementary school students through an attunement strategy.

H4: The elementary school teachers may face significant challenges while teaching social skills to elementary level students through an attunement strategy.

The qualitative data collected through teacher classroom observations provided rich insights into the challenges faced by researchers during the implementation of attunement strategies. The researcherr noted different challenges during the attunement process and the Thematic analysis of observational notes revealed several key themes.

5.2.2.1 Classroom Environment and Student Behaviour:

Teachers reported that maintaining discipline in the classroom was a significant challenge. Students' lack of attention and diligence often disrupted the learning environment, making it difficult to implement attunement strategies effectively. Conflicts among students were common, and teachers had to constantly manage these interpersonal disputes to maintain a conducive learning environment. The qualitative data highlighted that teachers need robust classroom management skills to foster a supportive and engaging atmosphere for all students.

5.2.2.2 Student Engagement and Motivation:

Another major theme that emerged was the difficulty in keeping students engaged and motivated. Teachers observed that many students had short attention spans and a casual attitude toward learning. Overconfidence in some students also posed a

barrier to acquiring new social skills. Teachers emphasized the need for continuous effort to capture students' interest and motivate them to participate actively in classroom activities. This finding underscores the importance of dynamic and interactive teaching methods to sustain student engagement.

5.2.2.3 Individual Differences and Background:

Teachers highlighted the impact of individual differences and diverse backgrounds on students' learning experiences. Variations in family environments, cognitive levels, and cultural backgrounds influenced how students responded to attunement strategies. Teachers noted that understanding these individual differences was crucial for tailoring their approach to meet the unique needs of each student. This theme points to the necessity of personalized teaching methods and the importance of cultural sensitivity in the classroom.

5.2.2.4 Interpersonal Relationships and Social Skills Development:

Building positive relationships among students was identified as a critical challenge. Teachers reported that feelings of superiority and interpersonal conflicts hindered the development of harmonious relationships. Promoting empathy, understanding, and cooperation among students was seen as essential for creating a supportive classroom environment. Teachers stressed the importance of social skills education in fostering a positive and inclusive atmosphere where all students feel valued and respected.

5.2.2.5 Teacher-Student Interaction:

Effective teacher-student interaction was highlighted as a cornerstone of successful teaching and learning. However, teachers faced challenges in balancing authority with building trust and respect. Overconfident students and those who felt underestimated required careful handling to maintain a productive classroom dynamic. Teachers emphasized the need for strategies that promote mutual respect and open communication to enhance teacher-student relationships.

The qualitative findings from this study shed light on the multifaceted challenges teachers encounter when implementing attunement strategies. Addressing these challenges requires a comprehensive approach that includes effective classroom management, personalized teaching methods, the development of positive relationships, and enhanced teacher-student interactions. By understanding and addressing these challenges, teachers can create an environment that supports the development of social skills and fosters positive student outcomes.

5.3 Discussion

9. 5.3.1 Discussion on Results of the First Objective

The first objective of this study was to examine the effect of teacher's attunement on the development of task conflict resolution skills (TCRS) among elementary school students. The findings revealed that students in the experimental group, who received the attunement intervention, showed a significant improvement in their task conflict resolution skills compared to the control group. The post-test scores of the experimental group were substantially higher than those of the control group, indicating the effectiveness of attunement strategies in enhancing students' abilities to manage and resolve task-related conflicts.

The results align with previous studies that emphasize the importance of teacher attunement in fostering social and emotional skills in students. For instance, Jennings and Greenberg (2009) highlighted that teachers who are emotionally attuned to their students create a classroom environment conducive to learning and conflict resolution. Their research supports the notion that emotional attunement enables teachers to recognize and respond to students' emotional cues, thereby facilitating better conflict resolution outcomes.

Moreover, the findings are consistent with the work of Murray et al. (2008), who found that teacher attunement positively impacts students' social skills and their ability to navigate conflicts. This study further corroborates their findings by demonstrating a significant improvement in TCRS among students who experienced attunement strategies, suggesting that such interventions can effectively enhance conflict resolution skills.

In contrast, some studies have reported mixed results regarding the impact of teacher attunement on conflict resolution skills. For example, Pianta, Hamre, and Allen (2012) noted that while teacher attunement is beneficial, its effectiveness can be influenced by other factors such as classroom size, teacher workload, and student demographics. These factors can moderate the impact of attunement, making it less effective in some contexts. However, in this study, the controlled environment and focused intervention likely contributed to the significant positive outcomes observed.

The theoretical framework for this study was grounded in the social-emotional learning (SEL) model, which posits that teacher-student relationships are critical for developing students' social and emotional competencies (Zins, Bloodworth, Weissberg, & Walberg, 2004). The findings of this study provide empirical support for the SEL model by demonstrating that attunement, a key component of SEL, significantly enhances students' task conflict resolution skills.

The improvement in TCRS observed in this study also aligns with the findings of Oberle, Domitrovich, Meyers, and Weissberg (2016), who suggested that SEL interventions, including attunement, lead to better social outcomes for students. Their research indicated that students who participate in SEL programs show improved social behaviors and reduced problem behaviors, which parallels the increased TCRS scores found in this study.

In summary, the significant improvement in task conflict resolution skills among students in the experimental group underscores the effectiveness of teacher attunement strategies. These findings contribute to the growing body of literature that advocates for the integration of emotional attunement and SEL practices in educational settings to enhance students' social competencies. Future research could further explore the long-term effects of attunement interventions and investigate how different contextual factors may influence their efficacy.

10. 5.3.2 Discussion on Results of the Second Objective

The second objective of this study was to examine the effect of teacher attunement on the development of relationship conflict resolution skills (RCRS) among elementary school students. The findings indicated a significant improvement in RCRS

for students in the experimental group who received the attunement intervention, compared to those in the control group. The post-test scores for the experimental group were markedly higher, suggesting that teacher attunement strategies were highly effective in enhancing students' abilities to resolve interpersonal disputes.

These results are in alignment with the research conducted by Hamre and Pianta (2001), who found that positive teacher-student relationships contribute significantly to students' social development and conflict resolution abilities. Their study demonstrated that when teachers are attuned to their students' emotional and social needs, students are better equipped to handle interpersonal conflicts. This supports the current study's findings that teacher attunement fosters a classroom environment where students can effectively develop and practice relationship conflict resolution skills.

Furthermore, the work of Wentzel (2012) corroborates these findings by showing that teacher support and attunement are critical components in the development of students' social competence. Wentzel's research highlights that students who perceive their teachers as supportive are more likely to exhibit prosocial behaviors and resolve conflicts amicably. The substantial improvement in RCRS observed in the experimental group of this study is consistent with Wentzel's conclusions, indicating that teacher attunement significantly enhances students' interpersonal skills.

However, some studies have presented nuanced views on the impact of teacher attunement on conflict resolution skills. For instance, Roorda, Koomen, Spilt, and Oort (2011) suggested that the impact of teacher-student relationships on student outcomes can vary depending on individual student characteristics and classroom dynamics. While their meta-analysis confirmed the overall positive effect of attunement, it also pointed out that the benefits might be moderated by factors such as students' baseline social skills and the presence of external support systems. This perspective invites further investigation into the contextual factors that might influence the effectiveness of attunement strategies.

The findings of this study also align with the theoretical framework provided by social-emotional learning (SEL) models, which emphasize the role of supportive teacher-student relationships in fostering social and emotional competencies (Durlak,

Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The significant improvement in RCRS among students who received attunement interventions provides empirical support for SEL theories, suggesting that emotional and social attunement by teachers is crucial for developing students' conflict resolution skills.

Moreover, Oberle, Domitrovich, Meyers, and Weissberg (2016) found that comprehensive SEL programs that include components of teacher attunement and emotional support lead to better social outcomes for students. Their research supports the current study's findings by demonstrating that students in environments with high levels of teacher attunement show significant improvements in social skills, including conflict resolution.

On the contrary, Brackett, Reyes, Rivers, Elbertson, and Salovey (2011) highlighted that while teacher attunement is beneficial, it must be part of a broader, systemic approach to SEL to be most effective. They argued that individual teacher efforts, though impactful, might not sustain long-term benefits unless supported by school-wide policies and practices. This view suggests that while the positive effects observed in this study are promising, they could be further enhanced and sustained through comprehensive SEL programs and systemic support.

In summary, the significant improvement in relationship conflict resolution skills among students in the experimental group underscores the effectiveness of teacher attunement strategies. These findings contribute to the growing body of literature advocating for the integration of emotional attunement and SEL practices in educational settings to enhance students' interpersonal skills. Future research could explore the long-term impacts of attunement interventions and how they can be integrated into broader SEL frameworks to maximize their efficacy.

11. 5.3.3 Discussion on Results of the Third Objective

The third objective of this study was to examine the effect of teacher's attunement on the development of value conflict resolution skills (VCRS) among elementary school students. The findings revealed a significant improvement in VCRS for students in the experimental group who received the attunement intervention, compared to those in the control group. The post-test scores for the experimental group

were substantially higher, indicating that teacher attunement strategies were highly effective in enhancing students' abilities to manage and resolve conflicts arising from differences in values, beliefs, and principles.

These results are consistent with previous studies that underscore the importance of teacher attunement in fostering students' ability to navigate value-based conflicts. For example, Schachner et al. (2016) emphasized that culturally responsive teaching, which includes components of teacher attunement, enhances students' ability to understand and respect diverse values and perspectives. Their research supports the notion that teacher attunement can significantly contribute to the development of students' value conflict resolution skills by promoting empathy and mutual respect.

Additionally, the work of Gregory, Clawson, Davis, and Gerewitz (2016) aligns with the findings of this study. They found that teachers who are attuned to their students' cultural backgrounds and individual value systems are better able to facilitate discussions around conflicting values and beliefs, leading to improved conflict resolution skills. This study's findings that teacher attunement significantly enhances VCRS resonate with their conclusions, indicating the crucial role of attunement in value conflict resolution.

However, some studies present a more nuanced view of the impact of teacher attunement on value conflict resolution skills. For instance, Milner (2011) suggested that while teacher attunement is beneficial, its effectiveness can be moderated by the broader school climate and the presence of a supportive community. Milner's research highlighted that in environments where there is a lack of institutional support for diversity and inclusion, the impact of teacher attunement might be less pronounced. This perspective invites further exploration into how school-wide practices and policies can complement teacher attunement to maximize its effectiveness.

The theoretical framework for this study draws from the principles of social-emotional learning (SEL) and culturally responsive pedagogy (CRP). According to Gay (2018), CRP involves recognizing the importance of including students' cultural references in all aspects of learning. The significant improvement in VCRS observed in this study provides empirical support for CRP, suggesting that teacher attunement, as a

key component of CRP, is effective in enhancing students' ability to resolve value-based conflicts.

Moreover, the findings are supported by the research of Bondy, Ross, Gallingane, and Hambacher (2007), who found that culturally responsive classroom management strategies, which include elements of teacher attunement, lead to better social outcomes for students. Their study indicated that when teachers are attuned to their students' cultural backgrounds, students are more likely to develop positive relationships and resolve conflicts effectively. This aligns with the current study's findings that teacher attunement significantly enhances VCRS.

In summary, the significant improvement in value conflict resolution skills among students in the experimental group underscores the effectiveness of teacher attunement strategies. These findings contribute to the growing body of literature advocating for the integration of emotional attunement and culturally responsive practices in educational settings to enhance students' conflict resolution skills. Future research could explore the long-term impacts of attunement interventions and investigate how school-wide practices and community support can enhance the effectiveness of these strategies.

12. 5.3.4 Discussion on Results of the Fourth Objective

The fourth objective of this study was to investigate the challenges faced by teachers while teaching social skills to elementary school students through attunement strategies. The qualitative findings highlighted several key challenges, including maintaining classroom discipline, keeping students engaged and motivated, addressing individual differences and diverse backgrounds, fostering positive interpersonal relationships, and enhancing teacher-student interactions.

One of the primary challenges reported by teachers was maintaining discipline in the classroom. This finding is supported by the research of Evertson and Weinstein (2013), who found that effective classroom management is essential for creating an environment conducive to learning and social development. Teachers in this study indicated that students' lack of attention and diligence often disrupted the learning process, making it difficult to implement attunement strategies effectively. This aligns

with the findings of Emmer and Sabornie (2015), who noted that classroom disruptions can significantly hinder the effectiveness of social and emotional learning (SEL) programs.

Another major theme that emerged was the difficulty in keeping students engaged and motivated. Teachers observed that many students had short attention spans and a casual attitude towards learning. This challenge is echoed in the work of Fredricks, Blumenfeld, and Paris (2004), who highlighted the importance of student engagement for successful educational outcomes. The findings of this study underscore the need for dynamic and interactive teaching methods to sustain student interest and participation, which is consistent with the conclusions of Guthrie and Wigfield (2000) regarding the role of engagement in enhancing learning and social skills.

Teachers also highlighted the impact of individual differences and diverse backgrounds on students' learning experiences. This finding is in line with the research of Banks (2015), who emphasized the importance of culturally responsive teaching in addressing the diverse needs of students. Variations in family environments, cognitive levels, and cultural backgrounds influenced how students responded to attunement strategies. Understanding these individual differences was crucial for tailoring teaching approaches to meet the unique needs of each student, a point also emphasized by Ladson-Billings (1995) in her work on culturally relevant pedagogy.

Building positive relationships among students was identified as a critical challenge. Teachers reported that feelings of superiority and interpersonal conflicts hindered the development of harmonious relationships. This finding aligns with the research of Pianta, Hamre, and Allen (2012), who noted that positive teacher-student relationships are crucial for fostering social skills and reducing conflict. Promoting empathy, understanding, and cooperation among students was seen as essential for creating a supportive classroom environment, a view supported by Wentzel (2002) in her research on the role of teacher support in student social development.

Effective teacher-student interaction was highlighted as a cornerstone of successful teaching and learning. However, teachers faced challenges in balancing authority with building trust and respect. This challenge is discussed in the work of

Jennings and Greenberg (2009), who found that emotionally supportive teacher-student interactions are key to promoting social and emotional learning. Overconfident students and those who felt underestimated required careful handling to maintain a productive classroom dynamic. The need for strategies that promote mutual respect and open communication to enhance teacher-student relationships was emphasized, consistent with the findings of Oberle, Domitrovich, Meyers, and Weissberg (2016).

Overall, the qualitative findings from this study shed light on the multifaceted challenges teachers encounter when implementing attunement strategies. Addressing these challenges requires a comprehensive approach that includes effective classroom management, personalized teaching methods, the development of positive relationships, and enhanced teacher-student interactions. By understanding and addressing these challenges, teachers can create an environment that supports the development of social skills and fosters positive student outcomes.

13. 5.4 Conclusions

This investigation elucidates the profound influence of teacher attunement on the advancement of task conflict resolution skills (TCRS), relationship conflict resolution skills (RCRS), and value conflict resolution skills (VCRS) among elementary school pupils. The results indicate that attuned educators serve an indispensable function in cultivating social competence by discerning student requirements, mediating peer conflicts, and fostering a nurturing classroom atmosphere. Nevertheless, a more thorough inquiry unveils that the effective execution of attunement strategies is frequently obstructed by pragmatic obstacles encountered by pivotal stakeholders:

Educators face challenges in reconciling academic obligations with the time-consuming essence of attunement. Numerous teachers lack specialized training to adeptly interpret social dynamics and implement adaptive conflict-resolution techniques in real-time educational contexts.

School Administrators confront difficulties in offering sufficient resources and professional development opportunities. There often exists an absence of structured support systems designed to assist teachers in maintaining attunement practices while

overseeing large, heterogeneous classrooms. Students may experience challenges in internalizing conflict resolution strategies if there is variability in the application of attunement methodologies across different classrooms or if the educational environment fails to promote social-emotional learning.

Parents and guardians are occasionally marginalized from the attunement process, thereby constraining their capacity to reinforce social competencies at home. Enhanced collaboration between home and educational institutions is crucial to amplify the advantages of teacher attunement beyond the confines of the classroom. Targeted professional development initiatives for educators to cultivate practical attunement skills. Policy-level advocacy to incorporate attunement strategies within educational paradigms. Home-school partnerships to ensure a uniform and supportive setting conducive to student development. Future inquiries should examine the long-term ramifications of teacher attunement and investigate mechanisms to surmount implementation barriers through systematic policy reforms and collaborative stakeholder engagement.

The research aim was to provide a better understanding of how the teacher's attunement style affects the development of social skills in task conflict resolution skills (TCRS), relationship conflict resolution skills (RCRS), and value conflict resolution skills (VCRS) among elementary school students. It also aimed to investigate the educational challenges experienced by teachers utilizing attunement strategies. The conclusions drawn from the findings and discussions of the four objectives are as follows:

1. The first objective was to examine the effect of teacher's attunement on the development of task conflict resolution skills among elementary students. Results showed significant post-test gains in TCRS scores for students in the attunement intervention compared with the control condition. This development suggests that attunement strategies may be useful in increasing conflict management and resolution for task-based conflicts within students. This is consistent with prior research showing the importance of emotionally on-point teachers leading to positive learning environments and better outcomes for conflict resolution. These findings offer

empirical evidence that teachers need to account for students in their practices of task conflict resolution by including teacher attunement. (Findings 1)

2.The second objective was to study the effect of teacher's attunement on the development of relationship conflict resolution skills among elementary students. Students in the experimental group outperformed those in the control group in RCRS. The results from the investigation presented in this manuscript indicate the critical role of attunement strategies in assisting students in managing interpersonal conflicts, thereby supporting the implementation of these strategies within educational contexts focusing on revolutionizing student capabilities towards resolving relationship conflicts. (Findings 2)

3. The third objective was to investigate the effect of teacher's attunement on the development of value conflict resolution skills among elementary students. The results clearly showed that the VCRS for the experimental group was significantly better than for the control group. This enhancement within the model emphasizes the importance of teacher attunement in assisting students to engage in and resolve conflicts which stem from differences in values, beliefs, and principles. These results suggest that attunement strategies need to be a part of culturally responsive teaching practices to facilitate respect and empathy between students.(Findings 3)

4.The fourth objective was to study the challenges faced by teachers while teaching social skills to elementary students through attunement strategies. Several challenges were identified from qualitative findings, including classroom management, student motivation and engagement, differences in individual and diverse backgrounds, human relations and behaviors, and teacher-student relationship building. This is consistent with the results from the focus group interviews, conveying the fact that translating attunement into regular classroom practice can be complicated. The findings indicate that to meet such challenges, holistic solutions via classroom management practices, differentiated teaching strategies, and parent-school bonding are needed. Teachers working with students who challenge receive support to develop positive social skills through supporting environments.(Findings 4)

Overall, the findings suggest that the degree of teacher attunement may contribute to social skills of elementary students, particularly in task, relationship, and value conflict resolution skills. It is clear that attunement strategies are effective based on the large improvements in the experimental group in all three conflict resolution skills. Preliminary indicators are provided that trust can be created in situations that constitute risk in the more traditional sense (e.g. misbehavior) and also demonstrate that critique represents fewer problems compared to what would be expected based on similar studies of feedback. The types of non-core topics that were most frequently referred to as topics that are less closely linked to educational goals and learning, such as dressing and entertainment, are in line with what was previously reported from other groups of teachers. Teacher attunement also needs to be more fully integrated into educational practices and policies if we truly want to develop the social-emotional skills of the students, improve outcomes for all students, and optimize two generations of growth.

5.5 Recommendations

In view of the findings and conclusions drawn in this study, following suggestions were made to help improve the development of conflict resolution skills in elementary school students through the teacher attunement.

1. It may be beneficial for schools to consider adopting attunement strategies in their teacher training programs to develop effective conflict resolution skills among students, enhancing their social competencies and classroom harmony.
2. Educational policymakers might explore incorporating emotional and social learning into the curriculum to foster positive social relationships and improve interpersonal dynamics among students.
3. Offering continuous professional development focusing on attunement strategies could assist teachers in better managing and resolving interpersonal conflicts in educational settings.
4. It could be useful for teacher training programs to incorporate modules on adaptive strategies for overcoming these challenges. Providing ongoing support

and resources, such as mentoring and peer collaboration networks, might also help teachers implement attunement strategies more effectively and sustainably.

5. Schools administration may arrange multiple training opportunities for teachers, focusing on attunement strategies such as, fostering collaboration and team work, encouraging reflection and self awareness through hands-on methods to identify students' emotions and establish positive relationship with students for their better attunement.
6. Teachers training programs may incorporate new techniques for overcoming challenges in attunement implementation and provide ongoing resources like mentorship and peer collaboration to build teacher capacity.
7. Educational policymakers may integrate emotional and social learning into the textbooks for the creation of relationship conflict resolution skills among students.
8. School administration may arrange such training sessions for teachers to attune them for the implement of attunement strategies in their teaching.
9. Teachers' may use different discipline techniques to improve classroom engagement strategies and classroom ecology for creation of thoughtful and learning centered classroom environment.
10. Authorities may facilitate teachers in their professional development so that teachers can collaborate, share resources, and address challenges in attunement and conflict resolution.

5.6 Recommendations for Further Studies

Based on the experiences obtained during the application of the present study and also the advice of the experts who participated in the process of the study, recommendations for new studies are as follows:

1. More population-based and multi-centric studies in different regions and other educational settings are warranted to confirm the generalizability of the study.

2. Undertake longitudinal studies to investigate the effect of teacher attunement on broader aspects of social emotional functioning such as empathy and cooperation to present a more complete picture of the advantages of teacher attunement.
3. Evaluate the impacts of various teacher attunement training programs and investigate the feasibility and efficacy of technology-based training protocols delivered through digital tools and platforms.
4. Analyse the extent to which school climate, administrative support, and community involvement serve as contextual moderators to the effective implementation of attunement strategies.
5. Conduct follow-up research including the perspectives of students in order to develop a more comprehensive perspective on the outcomes of Teacher-Attuned and to extend the research to cross-cultural comparisons in order to apply, in contextualized manners, the proposed practices in different cultural contexts.

Objective 1:

Examine the effect of attunement on the development of task conflict resolution skills (TCRS).

Schools should integrate attunement strategies into teacher training programs to enhance students' task conflict resolution skills. This would help students navigate disagreements related to assignments and responsibilities, promoting better teamwork and classroom efficiency.

Objective 2: Examine the effect of attunement on the development of relationship conflict resolution skills (RCRS).

Educational policymakers should consider embedding emotional and social learning in the curriculum to improve relationship conflict resolution skills. This will foster positive peer interactions and reduce interpersonal tensions among elementary school students.

Objective 3:

Examine the effect of attunement on the development of value conflict resolution skills (VCRS).3:

Continuous professional development focusing on attunement strategies is essential to equip teachers with tools to address value-based conflicts. This will help students develop empathy, tolerance, and respect for diverse perspectives.

Objective 4:

To study the challenges faced by teachers during teaching social skills to elementary school students through attunement strategy.

Recommendation

4:

Teacher training programs should include adaptive strategies to address the challenges faced in implementing attunement. Providing ongoing resources—such as mentorship and peer collaboration can enhance teacher capacity to foster social skills effectively and sustainably.

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Annexure 1
PRE & POST TEST for STUDENTS

Personal Information:

Name: _____

Grade: _____

Age: _____

Gender: [] Male [] Female [] Other

Please indicate your agreement with the following statements by marking the appropriate box:

Task Conflict Resolution Skill (TCRS)

1. When you and a classmate disagree about how to complete a group activity, what should you do?

- a) Argue until one of you gives in
- b) let Compromise by combining both of your ideas
- c) Ask the teacher to decide who is right
- d) Give up and let the other person do it their way

2. Your group cannot agree on how to divide up the work an activity. What should you do?

- a) One person should take charge and assign tasks
- b) Talk through each person's strengths and preferences according to them

- c) Ask the teacher to assign parts to each person
 - d) Quit working together and do separate activity
3. You think an assignment would be best done one way, but your partner disagrees. A good solution is to:
- a) Do all the work yourself
 - b) Take turns doing parts in your own ways
 - c) Argue until one of you gives up
 - d) Compromise by blending both ideas
4. When classmates disagree on the best way to solve a math problem, it is most helpful to
- a) Ask the teacher to decide who is right
 - b) Insist that your way is better
 - c) Explain your thinking and listen to understand their idea
 - d) Giving up and stoping trying to solve it
5. During a debate in class, two students cannot agree on the best evidence to support an argument. What should the students do?
- a) Keep arguing louder until the teacher intervenes
 - b) Listen to each other's points respectfully and find a compromise
 - c) Threaten to end the friendship unless the other accept
 - d) Walk away angry and refuse to debate further
6. You and your classmates disagree on the best way to conduct an experiment. What should you do?
- a) please do the entire experiment yourself without any input from your classmates
 - b) Threaten to get your partner in trouble if they don't agree with you
 - c) Talk through each approach and try to find common ground
 - d) Ask the teacher to assign you new classmates
7. When group members disagree on who should present the work, they should:

- a) Vote and go with the majority opinion
- b) Take turns presenting different works
- c) Allow the student with the best grade to decide
- d) Argue until one person finally takes charge

8. You and your classmates have different ideas about how to explain data. It would be best to:

- a) Do all the work yourself without talking to your classmates
- b) Shout at your partner until they understand you are right
- c) Listen to each other's ideas and compromise
- d) Threaten to break the partnership if you don't get your way

9. When colleagues have conflicting ideas about how to design an experiment, it is most constructive when they:

- a) Go with the idea from the student with the best grades
- b) Take a vote and let majority rule
- c) Considering positive and negative aspects of each idea and finding common ground
- d) Keep arguing more and more keenly

10. Your friend wants to prepare for a test differently than you think is best. You should:

- a) Refuse to study with someone who doesn't agree with you
- b) Question and answers to each other using only your preferred study method
- c) Shout at them until they do it your way
- d) Take turns using each method to understand both

11. You and your lab classmates cannot agree how to organize data. A good plan is to:

- a) Organize in only one way - yours
- b) Threaten consequences if you don't receive preference
- c) Allow each to present data in your own way
- d) Seek a compromise so data is organized jointly

12. Two students are arguing over the best structure for a presentation. A constructive plan is for them to:

- a) Ask the teacher to decide the right approach
- b) Each person take turn structures their own presentation
- c) Threaten to break the friendship unless they get their way
- d) Listen to understand all background and mixed ideas

13. Your friend wants to create a poster a different way than you think is best.

You should:

- a) Refuse to work with someone who doesn't recognize your expertise
- b) Create two separate posters rather than compromising
- c) Communicate easily and be open to mix both ideas
- d) Insist on doing it completely your own way

14. Group members disagree over formatting an essay. A constructive plan is for them to:

- a) Have each person format their own section their own way
- b) Vote for the best idea and all conform to the majority vote
- c) Keep arguing intensely until someone's view dominates
- d) Discuss strengths of each approach and combine ideas

15. When study group members suggest different ways to prepare for a test, they should:

- a) Only use the method suggested by the member with top grades
- b) Take turns using different preparation methods
- c) Debate increasingly louder until the group adopts one idea
- d) Discuss positive and negative aspects of each method and mix methods

Relationship Conflict Resolution Skills (RCRS)

1. You and your friend are arguing about which TV programme / channel. You should:

- a) Insist on watching your preferred show
- b) Compromise by taking turns picking shows

- c) Refuse to talk and watch shows separately
 - d) Let your friend always choose the show
2. You and a friend cannot agree on what game to play during recess. What should you do?
- a) Play separately without talking to each other
 - b) Listen to understand their perspective and find common ground
 - c) Argue more intensely
 - d) Get other friends to take sides in the argument
3. Your friend wants to work with someone else on an activity. You feel angry and left out. What should you do?
- a) Spread rumors and turn other friends against them
 - b) Discuss your feelings calmly and try to understand their reasons
 - c) Refuse to speak to them and end the friendship
 - d) Demand they work with you and only you
4. You had a fight with your best friend. To preserve the friendship, you should:
- a) Spread lies about them to other friends
 - b) Listen to their background and share your feelings honestly
 - c) Force them to apologize before talking to them again
 - d) Wait for them to come to you
5. Your friend wants to play with someone you don't get along with. You should:
- a) Forbid your friend from playing with that person
 - b) Calmly share your feelings and try to understand their viewpoint
 - c) Gossip to turn other friends against them
 - d) Refuse to speak to them again
6. Your friend prefers to play with a new student instead of you. What should you do?
- a) Get revenge by ruining their recess
 - b) Communicate openly and try to find solutions together

- c) Give them the silent treatment and refuse to be friends again
 - d) Spread lies so no one else will play with them either
7. You and a friend feel jealous when the other makes a new friend. You should:
- a) Have a physical fight to deal with the tensions
 - b) Talk honestly about your feelings of jealousy
 - c) Threaten to end the friendship unless the new friend is excluded
 - d) Spread rumors about the new friend to break them apart
8. Your friend spends time with someone who mistreated you in the past. What should you do?
- a) Fight back to destroy their property
 - b) Communicate calmly and be open-minded about giving them another chance
 - c) Gossip to turn all friends against them
 - d) Refuse to ever speak to that friend again
9. Your friend wants to attend another student's birthday party but you weren't invited. What should you do?
- a) Put both of them down and damage their reputations
 - b) Wish them well and make plans to celebrate together another time
 - c) Cry, yell, and make your friend feel guilty for going to the party
 - d) Spread lies so that no one else attends the party either
10. Your friend becomes closer with a new student and spends less time with you. What should you do?
- a) Retaliate by excluding them from your friend group
 - b) Communicate openly about feeling hurt while being happy for their new friendship
 - c) Give them the silent treatment and refuse to speak to them
 - d) Warn that they must stop playing with the new friend
11. A friend wants you both to be better friends with someone you dislike. You should:

- a) Refuse and make your friend choose between you or them
- b) Communicate your honest thoughts calmly and be open to compromise
- c) Gossip to turn other friends against them
- d) Spread lies about the disliked person's family

12. You had an argument with your friend. To save the friendship, it's best to:

- a) Wait for them to apologize first before talking
- b) Listen to understand their side and share your background calmly
- c) Demand they admit you were right before being friends again
- d) Refuse to speak until they beg for your forgiveness

13. Your friend failed to invite you to their party. What should you do?

- a) Fight back by destroying their reputation
- b) Communicate feeling hurt while wishing them well separately
- c) Organize friends to ignore them at school the next week
- d) Post lies and criticism about them on social media

14. You feel jealous when your best friend spends time with other mates. What should you do?

- a) Forbid your friend from interacting with the other counter part
- b) Share feeling hurt while being happy your friend made new connections
- c) Recruit friends to exclude those peers from social events
- d) Warn that they must stop playing with the new mates

15. Your friend spreads rumors about you after an argument. What should you do?

- a) Defame their friends and family
- b) Argue them calmly, communicate feelings honestly, and try to understand their actions
- c) Turn all mutual friends against them through manipulation
- d) Refuse to ever speak to them again under any circumstance

Value Conflict Resolution Skills (VCRS)

1: There is family function in your house and people are gathering up. What you will do?

- A) Engage people in conversation
- B) Serve refreshments to the people
- C) Join in the festivities
- D) Engage them with some kind of entertainment

2: You are good at studying and always got very good marks in exams. if your best friend got poor marks in the last few exams due to some personal issues, what you will do?

- A) You scan casually ask him to focus on his study
- B) It is your responsibility to guide and take care of him
- C) You will do nothing
- D) Motivate him to work hard

3. When your group members are disagreeing on the best way to solve a problem, it is most helpful to:

- a) Ask the teacher to decide who is right
- b) Ask your other classmates to decide who is right
- c) Explain your thinking and listen to understand their idea
- d) Give up and stop trying to solve it

4. Your teacher assign an activity to your group in class and your two friends cannot agree on the best evidence to support an argument. What should you do to help them?

- a) Let your friends argue louder until the teacher intervenes
- b) Listen to their points respectfully and find a compromise
- c) I will end the friendship with you unless you accept it.
- d) Walk away angry and leave them

5 : If your friend suggests cheating to reach a goal, what should you do?

- a) Tell on them
- b) Talk to them and explain why cheating is wrong

c) Help them cheat to teach them a lesson

d) I can threaten them to stop cheating

6 . Your group wants to embarrass another team during a game. What should you do?

a) Stop your group from embarrassing the other team

b) Tell the authorities about your group's plan

c) Talk to your group and suggest better ideas

d) I will act like you don't know to avoid trouble

7. If someone spreads lie about a person you don't like, what should you do?

a) Help spread the truth

b) Explain that spreading lies is wrong

c) Tell the teacher about the lies

d) I will threaten to tell lies about them if they don't stop

8. A teammate suggests cheating to achieve a shared goal. You should:

a) Report them to authorities for punishment

b) Calmly confront them and explain why it's unethical

c) Help expose their plot to cheat to teach them a lesson

d) Blackmail them to prevent the plot unless they do as you say

9. Your friend shares confidential information about someone else. What should you do?

a) Don't share the confidential information with mutual friends

b) Confront them directly but non-judgmentally

c) let's not gossip about their lack of discretion to teach them a lesson

d) End the friendship unless they apologize appropriately

10. Your group wants to humiliate another team in a dishonourable way during competition.
What you should do?

a) Destroy their efforts to humiliate the other team

b) Report their plot to authorities for intervention

c) Calmly confront the group and suggest ethical alternatives

d) Pretend you didn't know to avoid consequences

11: your school arrange different activities for your development what do you think:

A) It is not helpful for my daily life

B) I am not interested in these activities

C) These activities also helpful in character building

D) It helps me solve social problems

12 : If your school arrange a trip for nature (green spaces, coastline, animals, plants etc.

For example, walking, or watching the sunset) what you will do?

A) I shall join the trip

B) I shall discuss this trip with friends

C) Motivate other to visit these places

D) I don't like to visit these places

13 : If you are happy in your daily life what you will do?

A) I shall not express to anyone

B) I shall share with my friends and family

C) I don't know

D) I am thankful to God for my happiness

14 : if you see a beggar on the street with improper clothes, what you will do?

A) Ignore him

B) It is not my concern

C) I can provide clothes to wear

D) Buy new clothes for him

15 : If someone is talking with you , How can you show respect ?

A) Make eye contact

B) Give them a hug

- B) Do not interrupt them with questions
- C) ignore them
- D) pretend nothing happened

Anexture II

Questionnaire for Teachers

Objective 4 To study the challenges faced by the teachers during teaching social skills to the elementary school students through attunement strategy.

1: Do you think teaching conflict resolution skills is important for students' overall development. Please enlist your response

1:

2:

3:

4:

2: What kind of challenges you face during attunement of students

1:

2:

3:

4:

5:

3: when you give any task to the students have you face any 4challenges please enlist

1:

2:

3:

4:

5:

4: When you try to develop relationship conflict skills what kind of challenges faced by you?

1:

2:

3:

4:

5:

5: 4: When you try to develop values like social , moral , cultural and individual skills what kind of challenges faced by you?

1:

2:

3:

4:

5:

6: How do you think being attuned to your being attuned to your students' personalities can influence their social skills development.

1.

2.

3.

4.

5.

Annexure III

Lesson 1: Subject: Islamic Studies Lesson: Human Rights

Class 6th: Session 1 Timing 40 mint

Slos: 1: To understand the human rights

2: Introduction to Conflict and Types of Conflict

Introduction

- Conflict is a natural part of life.
- Learning about productive ways to handle conflict will help:
 - o One's relationships.
 - o Work and school environments.
 - o Family units.
 - o Interpersonal interactions.

Opening Energizer

Choose two students to go in front of the class and role-play the short scenario below.

Encourage each person to put some emotion into the script.

A: "I was wide open under the basket! Why didn't you pass me the ball?"

B: "The coach told me to take the shot!"

Possible questions to ask the class:

- Who are the parties in the conflict?
- Are any other parties involved?
- What is each person in the conflict thinking?
- What were the parties feeling? (Students may ask the parties)

- What are each person's motivations?
- What does each person need?

If discussion is slow to start, restate the question. You might also ask the students to think back

to an experience they've had.

Definition

What is a conflict? Ask the students to call out words that define or are associated with conflict. Chart these on the board. Words with negative associations should be on one side of the board, and words with positive associations on the other side. You may want to direct the students to form a line and ask them, one at a time, to write their word on the side of the board they think it should go on.

Students may not initially recognize many positive aspects of conflict. This exercise might be a good way to discuss some of the benefits of conflict (it is an opportunity for change, renewal of relationships, etc.).

Conflict is when two or more people want different things.

Activity 1

Types of conflict

Draw four squares on the board. Ask students to identify the types of conflict identified in the

opening energizer. The types of conflict are:

- Within people (intrapersonal).
- Between people (interpersonal).
- Within groups (intragroup).
- Between groups (intergroup).

As students identify each type of conflict, write it in one of the squares. You may want to ask

the students in which square they would write it.

Processing

Where do these types of conflict happen? _____

(locker room, bus stop, hallway, cafeteria, on the way to school)

Note to teacher: Students should also understand that conflict is all around and that, not only are there many different types of conflict, there are many ways of handling it as well. Depending on how we handle conflict, the outcome may change. We can influence conflict's outcome in many positive ways.

Conclusion

- Conflict is a part of life; it can be a positive part of life, an instrument of growth.
- Conflict can be good or bad depending on how we learn to deal with it.
- Every time we interact with someone there is a potential for conflict because people's needs and expectations may not be the same.
- We can even feel conflicts within ourselves and may displace these onto others unless we are careful.
- Small conflicts should be dealt with as soon as possible, so they don't grow.
- Try to identify possible hidden conflicts.
- Disagree with ideas or behavior, not people

Lesson Plan 2: Subject: Islamic Studies Lesson: Human Rights

Sub Topic: Introduction to Conflict and Types of Conflict

Class 7th: Session 2 Timing 40 mint

Introduction:

1. Go over, Conflict Resolution Skill Steps:

C=Calm attitude, manage stress

O=Open to opposing view

N=Never make assumptions about

what the other person and friends is thinking or feeling

F=Focus on action, not person

L=Look for other options

I-Statements

C=Compromise (Negotiate a solution)

T=Timing (Conflict resolution needs the

correct timing and environment to be discussed well; using technology

might not be appropriate

S=Setting (What is the appropriate

setting to work through the conflict? At Home? With parents? With

school support? Online forums are not

appropriate.)

2. Show YouTube Video, Conflict Resolution Skills Steps C.O

- <https://www.youtube.com/watch?v=ZocVBMad4yk>

Lesson 3 Session 3

Topic: Avoid bad Habit

Class 6th Timing: 40 mint

Slos: 1: To avoid bad habits

2: Conflict Styles and Outcomes

Introduction

Stand in the center of the room. Introduce yourself as “the conflict” from the previous scenario in Lesson One. Each student is a member of the scenario’s basketball team. Ask them to think about how comfortable they are with this conflict, and direct them to stand in relation to their comfort level with the conflict (without students leaving the room).

Activity: Go around the class and ask why they are standing there. Ask the students to sit down and discuss the following conflict styles (how people respond to conflict).

Conflict Styles

- Avoiding--Issue and relationship both are insignificant.
- Accommodating--Relationship is more important than the issue.
- Forcing--The issue is more important than the relationship.
- Compromising--Cooperation is important (give a little, get a little).
- Collaborating--Relationship and issue are both important (takes more time).

When analyzing your conflict style in a particular situation, ask the following questions:

- How is this conflict style working for you?
- What are your needs, and are they being met?
- What outcome could use this conflict style lead to?
- Are you satisfied with the outcome of this conflict style?

- Are there situations in which you change your conflict style?
- Are conflict styles situational?
- What would it take for you to change your conflict style?
- How would using a new style affect the outcome?

Activity 2

Clenched Fist With a partner, one student clenches his or her fist. As a team, they need to figure out a way to unclench this student's fist. Give them 30 seconds to figure it out.

Processing

- What happened?
- How did you get the person to unclench his or her fist?
- What worked? What didn't work?
- What did you do to overcome the challenges?

Conclusion

Conflict Outcomes

- Win-Win
- Win-Lose
- Lose-Win
- Lose-Lose

Reflecting on Personal Conflict Styles

Direct students to quietly reflect on a recent conflict in which they've been a part. After one

minute, share the conflict style with a partner.

Processing With Partner

- How did you approach the conflict?
- What conflict style did you use?

- Did both of you feel satisfied?
- If you could be in the conflict again, what style would you use?

Summary Points

- Conflict styles are based on the issue, the situation, the significance of the relationship, and personal values.

Lesson 3: Session 4

Topic: Avoid bad Habit

Class 6th Timing: 40 mint

Slos: 1: To avoid bad habits

2: Different Points of View, Identifying Biases and Perspectives, Prejudice Awareness

Objectives:

- Understanding other's perspectives:
- Helps us have better relationships.
- Helps us to be more effective communicators.
- Opens our potential to learning and understanding others.

Introduction:

Direct the students to form a circle. Choose a person to begin the activity. That person will whisper a word in the ear of the person sitting beside him or her. Once a student hears the word, that student then turns to the next person and whispers the first thing that comes into his or her mind. Repeat the process until everyone has had a turn. Before you start, remind students that each person at the end will say his or her word out loud in front of the entire group.

Encourage each member of the group to pay attention to what is happening.

Process

- What did they learn from the activity?
- What is point of view? _____ (how you see the world)
- What is it that affects your point of view? _____ (gender, role, time of day, birth order, finances, culture, etc)

Definition and Content

This activity focuses on teaching the students about point of view and perception. Students learn that not everyone thinks alike! People come from different

experiences, families, and backgrounds and therefore have a unique point of view or perception that may not look exactly like someone else's.

Activity 1

Activity: Read the following scenarios to the class.

- A new student sits at your usual cafeteria table.
- A student walks up to your bus stop wearing faded jeans with a lot of holes.
- A friend orders a certain type of drink: Coke, Diet Coke, or water.

After reading each above scenario, ask these two questions:

- What assumptions do we each make in these situations?
- Where do these assumptions come from?

Definitions and Content

- Bias--A preference that affects judgment.
- Prejudice--Acting on a bias; choice based on bias.

As we understand others' perceptions, we realize that we all have biases. Everyone has different backgrounds, experiences, family dynamics, etc., and so everyone has different perceptions of reality. Being aware of our unique perceptions and those of others around us enables us to be aware of and respect others' differences.

Process

Note to teacher: Instruct students to listen with an open mind, refrain from making judgmental statements about the students' responses, and request confidentiality.

- What prejudices do you see in our building?
- What is it about you that might provoke a response in others that doesn't reflect "the real you"?
- Share a time when you've been treated in a prejudicial way.

Conclusion

- Perceptions and biases are a natural way of understanding the world we live in, but we don't need to act on them.
- Awareness of perception is the beginning of understanding that can lead to change.
- Make no assumptions; take time to get to know the person.

Lesson 4 : Session 5 Stories of Famous Personalities

SLOS: 1: inspiration and role model of different personalities

2: Building Relationships, Developing a Win-Win Outcome Through Communication and Collaboration

Outcomes

- Helps to use effective communication skills.
- Helps to identify common ground.
- Help to identify and clarify personal issues and needs.
- Helps to understand the other person's point of view.

Introduction

There is only one orange left on the teacher's desk. Two students have expressed an interest in the orange. One wants to take the orange home to use the zest to make icing for a cake. The other student really loves the orange juice. The teacher cuts the orange in half and gives half to each person.

Process:

- Analyze the situation together as a class.
- What could the students have done differently?
- What could the teacher have done differently?

- What are the specific skill sets that each of the parties could have used to identify and express their needs and thereby coming to a win-win outcome.

Definition and Content

Collaboration: a way in which two or more people try to resolve a conflict.

1. Identify the problem.
 - a. Talk about the real concerns and identify the issues or needs.
2. Focus on the problem (try to keep the behavior out of it and don't take it personally).
 - a. Do so without blaming or attacking the other person).
 - b. Identify and clarify issues and needs.
3. Listen with an open mind and try to first understand the other person, then seek to be understood.
4. Brainstorm solutions with no judging.
5. Evaluate solutions.
 - a. Think win-win.
 - b. Identify positives and negatives of each.
 - c. Possibly combine solutions and/or modify them.
 - d. Be creative!
 - e. Ask reality testing questions--"what ifs?"
6. Agree upon a solution.
7. Come up with a plan to carry out the solution.

Activity 1

Think of a conflict using the above content; solve the conflict with a partner. Some possible

conflicts include:

- Electronics (your friend is playing, you are watching).
- One of your friends is ignoring you.

- You are going to the high school or college of your dreams and your friend is going to his

or her safe school. You had previously agreed to attend the same high school or college.

- A friend consistently asks to borrow your homework.
- Choose a conflict of your own, and, with your partner, solve the conflict using the conflict resolution techniques.

Processing

- How did the process work for you?
- Were there any difficult moments?
- Were you able to use any previously learned techniques? If so, how did they work for you?
- Can you think of any previous experiences in which you could have used this process? Share with your partner.

Conclusion

- Depending on your comfort level and conflict style, you will choose one communication skill over another.
- When analyzing outcomes in a conflict, you have options for using new communication skills.
- These options will ensure better outcomes, possibly win-win outcomes for both parties.
- This skill set builds healthier relationships.
- Having these options increases one's confidence level and ability to deal constructively with conflict.

Lesson 5 : Session 6 Stories of Famous Personalities

SLOS: 1: inspiration and role model of different personalities

2. To understand the value of analyzing conflicts.

3. To identify elements to look for when observing conflict.

Procedures

I. Essential Questions:

1. What can you observe about conflicts that will help you understand them better?
2. What do you need to know in order to resolve conflicts in your own life?

II. Motivation/Introduction (5 minutes)

1. Prior to the lesson, select four students to act out Role-Play One and Role-Play Two. They should have time to read over the scenes and discuss with each other what they will do. Encourage them to try to make it as realistic as possible, but remind them that there should be no name-calling, physical contact, bad words, use of force, etc.
2. Ask the class what they remember about what conflict means. Remind them that conflict is a natural part of our lives. It can be negative or bad when it becomes violent, but it can also be positive or good when it is nonviolent and leads to positive change.
3. Lead a Think-Pair-Share. Have students think for 30 seconds about a nonviolent conflict they have seen but in which they did not personally participate. This can be a conflict in a book, movie, or within their own lives. Then have them turn to a partner and describe this conflict. What was the reason for the conflict? How did each person involved react? Was it resolved, and if so, how was it resolved? These questions can be written on the board to help guide them.
4. Ask for a few volunteers to share. Then, tell students that today they are going to learn how to tell the story of a conflict as a way to understand conflict better.

Activity

1. Divide the class into five groups.
2. Distribute the Story Mountain worksheet (double-sided) to everyone and review the questions. Assign each group one question to answer on the worksheet.

Conflict Questions (and their plot relation):

- Introduction: Who is involved in the conflict, and what is the relationship between those in the conflict?
- Rising Action: What was the problem for each character?
- Climax: Describe what happened (the facts) during the conflict.
- Falling Action: How have the characters chosen to deal with the conflict?
- Resolution: What could be done to resolve the conflict now?

3. Tell students that they are going to observe a role-play closely and answer their group's question when it is over.

IV. Guided Practice (15 minutes)

1. Have the first pair of students present Role-Play One.
2. After the role-play, direct students to answer their one question independently by writing the answer on a piece of paper. Have them share their answers with the people in their group. Have each group select a representative to share with the whole class.
3. Tell the class that conflicts are very similar to the plot of a fictional story. You are going to use a Story Mountain to help organise the information in this conflict.
4. In the order of the questions on the worksheet, ask each representative to share their answer. Write it on the Story Mountain on the board, and direct students to write it on their own Story Mountain, which is on the other side of the worksheet.
5. Discuss any misunderstandings about the questions, and ask if students need clarification.

V. Independent Practice of Students

Teacher note: You should have two Story Mountains (see below) drawn on the board.

1. Tell students that they will now have the opportunity to practice observing various elements of the conflict on their own. Instead of answering just one of the questions, they will answer all of them.
2. Make sure that students have a new, blank copy of the Story Mountain worksheet.
3. Share that they are to watch Role-Play Two and will answer the questions with a partner at the end of the presentation.
4. Have the second pair of students present Role-Play Two.
5. Students should get with a partner to answer the questions. Circulate around the room to address misunderstandings or remind students of parts of the role-play that they may have forgotten.
6. Ask students to share their answers. As they share, have them place their answers on the second Story Mountain while you record them on the board.

VI. Discussion (5 minutes)

1. Lead a discuss with the following questions:

- Why is understanding the parts of a conflict important when you are trying to resolve it?
- What could have been done differently in the role-plays to create a more positive solution? You could ask for volunteers to act it out.
- What do you think you need to learn in order to resolve conflicts in your own lives? Draw out different skills (active listening, mediation, communication), attitudes (kindness, nonviolence, friendship), knowledge, and behaviors.

VII. Exit Pass (5 minutes)

Have students complete the Exit Pass worksheet, in which they will describe or sketch a conflict that they were part of and how they could have handled it differently.

Role-Play 1:

Student A (playing a young person): Your mother or father is upset that you have not cleaned your room, which they have asked you to do for several days. Instead of cleaning your room, you have watched a lot of television. Your parents think you are watching too much television and not focusing on your responsibilities in the house. They want to limit your TV watching to two hours on the weekend. You think this is unfair and want a second chance to prove that you can fulfil your responsibilities and still watch television during the week.

Student B (playing the mother/father): Your son/daughter refuses to complete the chores that you have assigned. He/she instead watches too much television. You have asked your son/daughter to clean their room several times, but instead of obeying, he/she continues to disobey. You want to change the allowed television time to two hours on the weekend until he/she can prove that they can do their chores and still watch television.

Role-Play 2:

Student A (playing a young person): You are sure your sister/brother has borrowed your favorite T-shirt again. You can't find it anywhere in the house.

Student B (playing a young person): You borrowed your sister's/brother's T-shirt. She/he wasn't home, so you couldn't ask for permission. When you get home from school, your sister/brother is there and very angry.

Story Mountain

2. Rising Action

5. Resolution

4. Falling Action

1. Introduction

3. Climax

4. Exit Pass

Follow Up activities: asked the students to search the story and share with your fellows.