The Relationship Between Civil Disobedience Movement Teachers' Self-Efficacy and Years of Work Experience with Their Collaborative Conflict Management Style at Selected Federal Schools in Mandalay Region, Myanmar

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ABSTRACT

The purpose of this quantitative, correlational study was to determine whether there are significant relationship between teachers' years of work experience, and self-efficacy with the collaborative conflict management style at selected federal schools in Mandalay region, Myanmar. The study was conducted on 121 Civil Disobedience Movement (CDM) teachers. The Teachers' Sense of Efficacy Scales was used to measure the levels of self-efficacy and the collaborative conflict management style questionnaire which was based on Thomas and Kilmann's (2008) theory of conflict management investigated. After the data collection was done, descriptive statistics, Pearson Product-Moment Correlation Coefficient, and Multiple Correlation Coefficient were carried out to address the study's objectives and hypotheses. Out of a total of 121 teachers, 36 have less than five years of work experience, 28 have between six and ten years, and 57 teachers have more than 10 years. The level of the CDM teachers' self-efficacy is moderately high. The teachers often use collaborative conflict management styles. The findings revealed there is a significant relationship between CDM teachers' years of work experience and self-efficacy with their collaborative conflict management style at selected federal schools in the Mandalay region in Myanmar.

KEYWORDS: Years of Work Experience, Self-Efficacy, Collaborative Conflict Management Style, Civil Disobedience Movement Teacher, Federal School.

1. INTRODUCTION

The junta in Myanmar's attempted overthrow of the civilian government on February 1st, 2021, led to widespread protests, including within the education sector. Teachers who supported the civil disobedience movement (CDM) became known as CDM teachers. Myanmar's education system was temporarily postponed during the COVID-19 pandemic. In November 2021, the State Administration Council (SAC) tried to reopen basic education nationwide but faced challenges. Due to security concerns, lack of teachers, the desire to boycott the SAC, and the COVID-19 pandemic, 88% of families with school-aged children did not trust the education managed by the SAC. According to Myanmar Independent Researchers, over 90% of parents did not send their children to school (MiR, 2021). Meanwhile, CDM teachers took the initiative to establish online federal schools and learning platforms for students across the country to fulfil the lack of educational opportunities for the students. This situation compelled them to collaborate and navigate disagreements in motivations, goals, opinions, and processes within the educational entities. It is crucial to study the ability and resilience of teachers in such challenging circumstances as they can impact student outcomes, considering the influence of teachers' self-efficacy on academic results.

Additionally, it is pertinent to explore how CDM teachers effectively managed and resolved conflicts within their organization. Effective conflict management is associated with competent communication skills, while ineffective conflict management can hinder goal attainment, positive relationships, cohesiveness, and problem-solving within an organization (Gross & Guerrero, 2000). The ability to manage conflict may also be linked to an individual's belief in their abilities. Self-efficacy is the belief in one's ability to carry out actions required to produce desired results (Bandura, 1997). The study found an increasing pattern in teachers' self-efficacy, which suggests that the more teaching experience the teachers gain, the more effective teachers become. For example, the study found that teachers with 5-8 years of experience are more confident than teachers with 1-4 years (San, 2019).

Bennagen and Ye (2016) have shown that there is no relationship between the teachers' conflict management styles and the number of years they had worked as teachers. Within educational organizations, conflicts lead to goals, objectives, perspectives, and practices. Among the five conflict management styles, collaboration, accommodating, and compromising are much more concerned about the feelings of the other person. They are favourably related to results for both the individual and the organization (Rahim & Magner, 1995). The collaborative approach is typically regarded as the most suitable, most successful, and very competent technique for handling conflicts out of these three. The collaborative conflict management style has been seen as an effective technique for handling conflict with others, promoting good conflict resolution, and leading to more beneficial outcomes (Gross & Guerrero, 2000). Studies demonstrating the efficiency of the collaborative conflict management style in resolving conflicts noted that it entails open discussion of divergent ideas and a willingness to cooperate, boosting commitment to the organization (Tjosvold, 1991). Within the school, CDM teachers are faced with collaborating and negotiating with new colleagues and students in a difficult situation in establishing the new federal school to foster the commitment of the organization, to lead to desired outcomes, and to consider the feelings of others. For these reasons, the collaborative conflict management style is relevant to this study.

As teacher self-efficacy has a considerable influence on both teachers' and students' performance, several researchers have focused on measuring it and finding the components that have the most impact (e.g., Cheung, 2008; Htang, 2018; Shazadi et al., 2011). This is a problem that merits study, especially among CDM teachers as their conflict management styles may be influenced by their self-efficacy and work experience. This can influence how they solve the daily conflicts in their teaching and learning activities with the students, parents, and community. Therefore, this study proposes to study teacher self-efficacy and years of work experience and the potential impact on conflict management style.

1.1 Research objectives
The following are the research objectives addressed in this study.
1. To determine the level of CDM teachers' years of work experience at selected federal schools in Mandalay, Myanmar.
2. To determine the level of CDM teachers' self-efficacy at selected federal schools in Mandalay, Myanmar.
3. To determine the level of CDM teachers' collaborative conflict management style at selected federal schools in Mandalay, Myanmar.
4. To determine whether there is a significant relationship between self-efficacy, years of work experience, and the collaborative conflict management style of CDM teachers at selected federal schools in Mandalay, Myanmar.

1.2 Theoretical Framework
The study was guided by the following supporting theories: teachers' self-efficacy theory, theory of conflict management, and nonviolent communication.

1.2.1 Teachers' Self-Efficacy Theory
According to Tschannen-Moran et al. (1998), a teacher's assessment of his or her competence to develop and carry out courses of action necessary to effectively complete a particular teaching assignment in a specific situation is known as teacher self-efficacy. The paradigm for teacher self-efficacy is based on Bandura's (1986, 1997) social cognitive theory's self-efficacy theoretical element. According to this concept, a teacher's appraisal of his or her teaching abilities and beliefs regarding the duties expected of them in a particular teaching environment impact their level of self-efficacy (Tschannen-Moran et al., 1998). Tschannen-Moran and Hoy (2001) created the Teachers' Sense of Efficacy Scale (TSES) to best measure teachers' self-efficacy since the particularized teachers' self-efficacy is viewed as task-specific. In TSES, the effectiveness of student engagement, the efficacy of instructional strategies, and the efficacy of classroom management are examined concerning the teachers' self-efficacy views about their skills.

1.2.2 Theory of Conflict Management
The conflict management model developed by Thomas and Kilmann (1974) will serve as the foundation for the theoretical framework of collaborative conflict management styles used in this study. Thomas and Kilmann defined cooperativeness and assertiveness as the two dimensions of conflict management. While assertiveness aims to address personal problems, cooperativeness is an effort to address the interests of the opposing parties. This taxonomy uses the two underlying aspects of assertiveness and cooperativeness to categorize the five conflict management styles (collaboration, competing, compromising, accommodating, and avoiding). Among them, the study will focus on the collaborative conflict management style. The collaborative conflict management style combines high assertiveness with excellent cooperation. Its goal is to collaborate in order to address everyone's

issues. It makes an effort to resolve their disagreements, which results in the development of a clever solution that fulfills everyone's objectives.

1.2.3 Nonviolent Communication

The idea of human needs serves as the foundation of the NVC theoretical framework. Rosenberg (2015) asserts that for all people to thrive, there are certain needs that must be satisfied. Both physical and emotional wants, such as those for love and connection, are included in this list. Negative emotions like anger and frustration may arise when these requirements are not addressed, which can foster animosity and conflict. Four elements make up the NVC approach: observation, feeling, need, and request. While feeling entails the capacity to recognize and express emotions connected to the circumstance, observation involves the capacity to observe a situation without judgment or evaluation. The request involves expressing a request that satisfies those requirements, whereas the need entails the identification of the underlying needs that are not being addressed.

1.3 Conceptual Framework

This study investigates the relationship between CDM teachers' self-efficacy and work experience with their collaborative conflict management style. The following is the conceptual framework for this study.
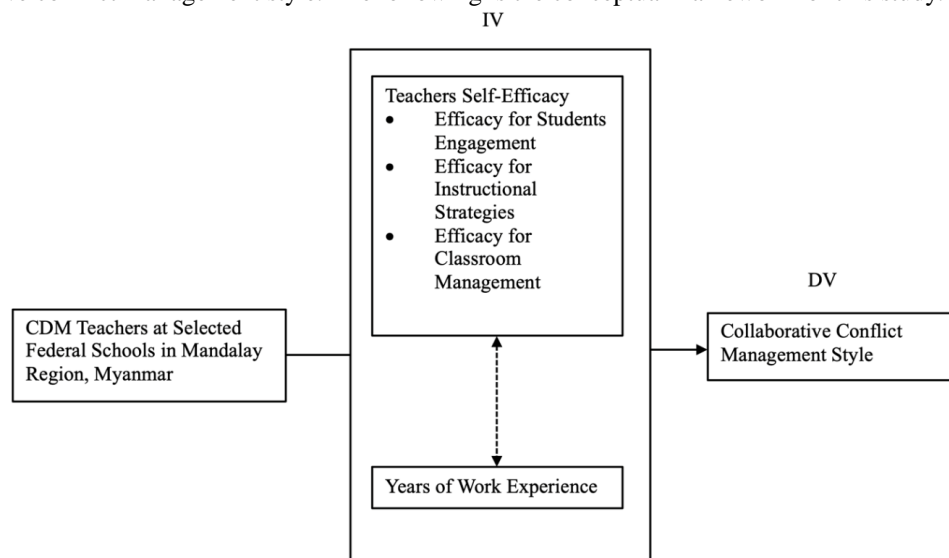

Figure 1: Conceptual Framework

2. LITERATURE REVIEW

This section reviews and summarizes some previous investigations that are relevant to the research variables covered in this study.

According to Ergeneli et al. (2010), self-efficacy ratings are likely to have an impact on how people handle conflicts. People with strong self-efficacy are more likely to use the integrating (collaborating) style while in conflict with colleagues, whereas people with low self-efficacy prefer to apply the compromise and avoiding styles when in confrontation with superiors. However, when managing conflict with either superiors or peers, self-efficacy did not significantly correlate with either dominating or conforming methods. Additionally, it was shown that the application of the integrating (collaborating) style in conflicts with colleagues, but not with superiors, was significantly correlated with self-efficacy.

According to Shazadi et al. (2011), teaching experience has an impact on secondary school teachers' self-efficacy. According to the research, teachers with more experience have higher self-efficacy, which indicates that they are more self-assured and have higher self-efficacy scores. The result makes sense because it is generally accepted that those with more expertise in each field execute that work better than those with less experience. Compared to teachers with fewer than 15 years of experience, teachers with more than 15 years of experience scored better on average. The overall mean is different when comparing teachers with 11 to 15 years of teaching experience to those with six to ten years.

Pinchevsky and Bogler (2014) noted that teachers' beliefs of self-efficacy will significantly influence their application of the collaborating, obliging, and compromising styles and negatively indicate their use of the dominating and avoiding styles. Furthermore, according to the research, teachers' perceptions of their role impact in the classroom would positively reflect their use of the dominating and avoiding styles and negatively indicate their use of the integrating, obliging, and compromising ones. Self-efficacy and role impact, two aspects of teacher empowerment, have the opposite effect on teachers' selections for conflict management styles when they have disagreements with students. The use of the collaborating, obliging, avoiding, and compromising conflict-resolution styles was significantly predicted by teachers' perceptions of their self-efficacy, whereas the use of the same conflict management styles was negatively predicted by their perceptions of their roles in the classroom. Additionally, the implementation of the dominant style was positively predicted by teachers' beliefs of role influence.

Samarah et al. (2003) investigated how the collaborative conflict management style influenced the effectiveness of organizations. The groups that have a greater amount of collaborative conflict management style try to include everyone's viewpoints in their discussions. The participants agree that the ultimate decision is reasonable and the best performance their organization is capable of achieving. The team members consider the decision quality as being improved as a result. The level of organizational cooperation increases as a result of the integration of various points of view. The study showed statistically significant relationships between the level of group collaboration with overall decision-making and the collaborative conflict management style.

The conflict management styles of the deans at the two universities were compared in the study "Conflict Management Styles of the Deans at the Assumption University of Thailand and the University of Santo Tomas of the Philippines: A Comparative Study" conducted by Patana (2003). It has been discovered that there was no significant difference between the conflict management styles of the deans in either university in relation to age, gender, educational background, and years of work experience.

According to Bennagen & Ye (2016), there was no correlation between the teachers' conflict management styles and the years of experience they had worked as teachers. Experience in the workforce has several advantages. It gives them the experiences and knowledge they need to stand out to prospective employers. Years of working experience are also a big factor in conflict management. It helps teachers see the reality of dealing with conflicts in the real world, deal with conflicts of all kinds successfully, recognize their strengths and shortcomings in dealing with conflicts, and future professional practice in conflict management. According to the report, teachers employ the collaborative conflict management style the most.

3. METHOD

3.1. Research Design

The objective of this study was to determine whether there was a significant relationship between self-efficacy, years of work experience, and collaborative conflict management style of CDM teachers at selected federal schools in Mandalay, Myanmar. The researcher used a descriptive correlational study. Statistical analysis included descriptive statistics (frequencies, percentages, mean, and Standard Deviation) to identify the level of CDM teachers' work experience, self-efficacy, and collaborative conflict management style. The Multiple Correlation Coefficient determines the relationship between the CDM teachers' years of work experience and self-efficacy with their collaborative conflict management style.

3.2. Population and Sample

The research was conducted in selected federal schools in Mandalay, Myanmar. The target population of this study was full-time teachers who were currently working in federal schools and teaching mostly online from kindergarten to Grade 12 during the academic year of 2022-2023 in the Mandalay region. A total number of 121 teachers teaching at the selected federal schools were the sample of this study.

3.3. Research Instrument

A three-part questionnaire was used as the primary instrument for this study. Part I of this questionnaire contained question items related to the years of work experience of teachers and the demographic information of teachers, Part (II) was derived from the 12-item short form of the TSES developed by Tschannen-Moran and Woolfolk Hoy (2001). It measured teachers' self-efficacy in three areas: self-efficacy for classroom management, self-efficacy for instructional strategies, and self-efficacy for student engagement. Each question asked teachers to score their levels of efficacy on particular tasks relating to student engagement, instructional strategies, and classroom management using a 9-point Likert-type scale ranging from 1 (not at all) to 9 (a great lot). The original 9-point TSES rating scale will be reduced to a 5-point Likert-type scale from 1 (not at all) to 5 (a great deal) since earlier

research conducted in Myanmar using the TSES (short version) revealed that in-service teachers felt more comfortable rating using a 5-point rating scale (Htang, 2018; San, 2019). Part Three of the questionnaire determined the level of CDM teachers' collaborative conflict management styles. For this study, the five items related to collaborative conflict management style were used. The scale ranged from one 1 (never) to five 5 (always), with higher values indicating a greater engagement in collaborative conflict management. The interpretations suggest that teachers who fall within the lower ranges rarely or seldom employ a collaborative approach, while those in the middle ranges do so occasionally. Teachers in the higher ranges frequently or always utilize a collaborative conflict management style, demonstrating a strong willingness to cooperate, engage in open discussions, and work collaboratively to address and resolve conflicts.

4. FINDINGS

Based on the research objectives, the findings of this study were:

- ➢ Research Objective 1. Out of a total of 121 teachers, 36 teachers, which is 29.8% of the group, had less than 5 years of work experience. There are 28 teachers, representing 23.1%, who have work experience ranging from six to ten years. The majority of teachers, specifically 57 teachers or 47.1%, had more than ten years of work experience.
- ➢ Research Objective 2. The mean score for the selected schoolteachers' perceptions of self-efficacy in the student engagement component was 4.12, indicating a moderately high level of perceived self-efficacy, M = 4.12, S.D = .51. The mean score for the selected schoolteachers' perception of self-efficacy in the instructional strategies component was 4.07, indicating a moderately high level of perceived self-efficacy, M = 4.07, S.D = .49. The mean score for the selected schoolteachers' perception of self-efficacy in the classroom management component was 4.14, indicating a moderately high level of perceived self-efficacy, M = 4.14, S.D = .49. Overall, the level of the CDM teachers' self-efficacy at selected federal school in Mandalay, Myanmar was at a moderately high level of perceived self-efficacy, M = 4.11, S.D = .43.
- ➢ Research Objective 3. The mean score for the selected schoolteachers' perceptions of collaborative conflict management style was 4.12, indicating that teachers often exhibit collaborative conflict management styles, M = 4.12, S.D = .59.
- ➢ Research Objective 4. There was no significant difference in perceptions of self-efficacy for the teachers in the sub-constructs of student engagement, instructional strategies, or classroom management based on years of teaching experience. There was a significant relationship between CDM teachers' years of work experience and self-efficacy with their collaborative conflict management style at selected federal schools in the Mandalay region in Myanmar.

5. DISCUSSION

The finding for research objective one was that the majority of teachers who had more than ten years of work experience participated in this study. It is interesting to note that, as shown by the statistics, a sizable number of teachers with more than ten years of professional experience have joined the Civic Disobedience Movement (CDM). This discovery raises the question of why these experienced teachers are actively participating in the movement. One explanation may be that teachers with a lot of job experience have a solid grasp of the educational system and its difficulties. These educators could have observed practices or laws that they view as harmful to high standards of instruction and feel that their involvement in the CDM can result in improvements. It would be beneficial to interview or poll teachers with more than ten years of work experience to learn more about the reasons behind their participation in the CDM. This would make it possible to investigate their viewpoints, experiences, and motivations for joining the movement in greater detail. Future researchers may get rich insights that supplement the quantitative data in the table by using qualitative research approaches.

The second objective's relatively moderately high mean score for teacher self-efficacy raises the possibility that teachers with greater experience may have a strong sense of efficacy in their skills. Their active participation in the CDM may be influenced by this increased self-efficacy. Teachers may feel more confident to speak up and push for change through group efforts when they have a strong sense of their skills and a thorough awareness of the difficulties facing the educational system. It is interesting, nevertheless, that the second finding showed no statistically significant correlation between teachers' self-efficacy and the number of years they had spent teaching in particular areas, such as classroom management, instructional strategies, and student engagement. This implies that teacher levels of self-efficacy in these areas may not be solely determined by their years of experience. Teachers' self-confidence in their teaching talents may be greatly influenced by a variety of other elements, including personal beliefs, attitudes, and exposure to professional development opportunities in this context. It had been presented in the literature review that teachers with more experience have higher self-efficacy, which indicates that they are more self-assured and have higher self-efficacy scores, according to Shazadi et al. (2011). In addition, Cheung (2008) stated that teachers' reported levels of self-efficacy and school efficacy are correlated

with the number of years of teaching experience. The results of the current study contradict the literature's assertion that experience and self-efficacy are positively correlated, suggesting that other factors may have a greater influence on teachers' perceptions of their abilities. The intricacy of the connection between experience and self-efficacy is highlighted by these divergent findings, which call for more research into the numerous elements affecting teachers' perceptions of their capacity for teaching. The difference could have arisen because of a lack of relevance between the teachers' prior experiences and their current situation. Without taking into account particular areas like efficacy for student engagement, instructional strategies, and classroom management, as addressed in this study, previous research may have concentrated on self-efficacy in a broad teaching environment. In addition, changes in the factors impacting teachers' self-efficacy views may have resulted from changes in the educational environment and teaching methods over time. According to San (2019), there is no significant difference in teachers' self-efficacy for teaching in primary education in terms of efficacy for student engagement, instructional strategies, and classroom management; according to years of teaching experience, the researcher believed that there are equal opportunities and professional development support for the teachers to understand from their experience may be the main reason.

Tschannen-Moran & Hoy (1998) stated that teachers learn their limitations and strengths as they supervise, teach, and analyze a group of students in proper teaching experiences. Therefore, it is essential to note that while the analysis did not find a significant relationship, other factors could still influence teachers' self-efficacy in these areas. The ANOVA test specifically focused on the relationship between years of teaching experience and self-efficacy. However, there may be other variables, such as training, support systems, or individual characteristics, that could play a role in explaining self-efficacy levels. The social cognitive theory believes that people's self-efficacy develops because they rely on assessing their capabilities on data from four prominent factors: mastery experiences, vicarious experiences, verbal persuasion, and physiological states (Bandura, 1986).

The third research objective shows that CDM teachers frequently employ a collaborative conflict management method. The high mean score suggests that these teachers usually use collaborative methods for settling disputes in the classroom. This conclusion is consistent with the key tenets of collaborative conflict management, which place a strong emphasis on honest dialogue, careful listening, and a dedication to identifying win-win resolutions. The frequent use of collaborative conflict resolution among CDM teachers points to a successful and fruitful method of resolving conflicts. This collaborative approach equips educators to have fruitful discussions, actively explore opposing points of view, and collaborate to find solutions that are advantageous to all parties. A supportive and peaceful learning atmosphere where disputes are seen as opportunities for development and learning rather than as causes of tension and division might be fostered by such an approach.

The focus on cooperation within the Civic Disobedience Movement highlights the relevance of this result. CDM teachers show their dedication to group action and collaboration by actively using a collaborative conflict management method to promote improvement in the educational system. The outcome of this study's aim is also consistent with other research, such as that by Thomas and Kilmann (1978), who also noted the advantages of collaborative conflict management in fostering conditions conducive to teachers' well-being and productivity. This consistency emphasizes the general application of collaborative conflict management as a successful method in diverse educational situations and reinforces the validity of the findings.

The finding for research objective four was to study the correlation between each variable in the study. According to the data analysis, the Pearson correlation coefficient between CDM teachers' self-efficacy and their perception of collaborative conflict management style indicates a moderate positive relationship between these two variables. In other words, as CDM teachers' self-efficacy increases, their use of collaborative conflict management style tends to be more frequent. In addition, it already mentioned the results of research objectives two and three that the CDM teachers' self-efficacy is moderately high, and they often use a collaborative conflict management style. Therefore, it is relevant to Pinchevsky and Bogler (2014), noted that teachers' self-efficacy significantly influences conflict management styles. Teachers' perceptions of their role impact in the classroom would positively reflect on their collaborative conflict management style. According to Ergeneli et al. (2010), self-efficacy ratings will likely impact how people handle conflicts. People with solid self-efficacy tend to use a collaborative conflict management style while in conflict with colleagues.

This significant correlation of the study suggests that CDM teachers with higher levels of self-efficacy are more likely to effectively perceive themselves as using collaborative conflict management styles. It implies that teachers who feel confident in their abilities to handle conflicts collaboratively are likelier to engage in such practices. According to the University of Notre Dame (UND, 2014), collaborative conflict management style is used most often when there is trust between groups, people desire their colleagues to share responsibility for the solutions,

using original thinking to solve issues without making any compromises, listening to alternative opinions, addressing points of agreement and objectives, and making certain that everyone understands each other.

The result highlights the importance of self-efficacy in the context of collaborative conflict management. Teachers with higher self-efficacy may possess the confidence, skills, and beliefs necessary to effectively resolve collaborative conflict, fostering a positive and constructive approach to managing conflicts within the educational setting. It is important to note that while the correlation is significant, it does not imply causation. Other factors or variables not included in this analysis could also contribute to the observed relationship.

Patana (2003) discovered that there was no significant difference between the conflict management styles of the deans in either university concerning age, gender, educational background, and years of work experience. Years of working experience are a significant factor in conflict management. It helps teachers to see the reality of dealing with conflicts in the real world, deal with conflicts of all kinds successfully, recognize their strengths and shortcomings in dealing with conflicts, and future professional practice in conflict management. Teachers apply collaborative conflict management style the most, according to Bennagen and Ye (2016).

The result of this study revealed that the Pearson correlation coefficient between CDM teachers' years of work experience and their perception of collaborative conflict management style indicated a weak, almost negligible, negative relationship between these two variables. In other words, there is no substantial linear relationship between CDM teachers' years of work experience and their perception of collaborative conflict management style. The p-value associated with the correlation coefficient also indicated that the correlation was not statistically significant. Therefore, the observed correlation between CDM teachers' years of work experience and their perception of collaborative conflict management style is likely to have occurred by chance.

This implies that the time a teacher has been working does not necessarily impact how they perceive their approach to managing conflicts collaboratively. In addition, according to Benagen & Ye (2016), there was no correlation between the teachers' conflict management styles and the years of experience they had worked as teachers, even though experience in the workforce has several advantages. It's important to note that the lack of a significant correlation does not imply that years of work experience do not affect collaborative conflict management style. Other factors or variables not considered in this study could still influence the relationship. For example, training, professional development, or individual differences might shape teachers' perception of collaborative conflict management style.

Furthermore, the multiple regression analysis explored the combined effects of teachers' years of work experience and self-efficacy on their collaborative conflict management style. The results showed that there is a significant relationship between CDM teachers' years of work experience and self-efficacy with collaborative conflict management style among CDM teachers. Specifically, teachers' work experience and self-efficacy contribute to understanding about 13.9% of the variance in collaborative conflict management style among CDM teachers. Therefore, it is important to note that there are likely other factors not accounted for in this analysis that influence collaborative conflict management style. The findings suggested that while years of work experience alone may not significantly predict collaborative conflict management style, teachers' self-efficacy plays a crucial role. Teachers with higher self-efficacy beliefs are more inclined to employ collaborative approaches when managing conflicts. These results highlight the importance of fostering teachers' self-efficacy in conflict resolution and providing support and resources to enhance their collaborative conflict management skills.

Moreover, it is crucial to acknowledge the limitations of this study. The research focused on specific variables (years of work experience and self-efficacy). It did not consider other potential factors that may influence collaborative conflict management style, such as school culture, training programs, and organizational support, to gain a more comprehensive understanding of the dynamics between these factors.

In conclusion, this study provides evidence of a positive relationship between teachers' self-efficacy and their collaborative conflict management style. It suggests that teachers with higher self-efficacy are more likely to adopt collaborative approaches. While years of work experience did not show a significant relationship with collaborative conflict management style, the combined effects of teachers' years of work experience and self-efficacy explain a significant portion of the variance. These findings underscore the importance of promoting teachers' self-efficacy and developing collaborative conflict management skills to create a positive and supportive educational environment.

6. RECOMMENDATIONS AND CONCLUSION

The research was carried out to identify the relationship between the teachers' years of work experience and self-efficacy with collaborative conflict management style. The results showed that there is a significant relationship between CDM teachers' years of work experience and self-efficacy with collaborative conflict management style.

1. Promoting collaborative conflict management through encouraging and supporting teachers' self-efficacy.

For the purpose of increasing the usage of a collaborative conflict management approach, it is essential to encourage and support teachers' self-efficacy. Teachers who have high self-confidence in their skills are more likely to approach disagreements with assurance, openness, and a desire to work together to find solutions. Teachers who have high levels of self-efficacy are better able to hold productive conversations, actively listen to other viewpoints, and look for solutions that will benefit both parties. Schools may establish a collaborative environment where disagreements are seen as chances for learning and progress by encouraging the self-efficacy of their teachers. As a result, the learning atmosphere in schools may be more peaceful and effective, and connections between teachers and students may be strengthened.

2. Enhancing teachers' self-efficacy.

Despite the study's findings that the teacher's overall self-efficacy was moderately high, it is crucial to address the areas where these levels were disproportionately low. Activities to increase self-efficacy should be undertaken for each dimension individually in order to accomplish this.

2.1 Self-efficacy in Classroom Management:

Arrange specialised seminars and training sessions that concentrate on efficient classroom management techniques. These training sessions need to provide teachers with the tools and strategies they need to uphold order, deal with disruptive behaviour, and foster a pleasant learning environment. The exchange of best practices may also be facilitated by encouraging teachers to participate in peer observation and feedback sessions, which can help increase their self-esteem in handling difficult circumstances.

2.2 Self-efficacy in Student Engagement:

Create training curricula that emphasise innovative teaching strategies to actively include students in the learning process. Technology integration, project-based learning, and interactive teaching techniques that increase student engagement and motivation can all be taught to teachers. The capacity of teachers to successfully engage their pupils may be further strengthened by providing chances for cooperation and sharing triumphs within the teaching community.

2.3 Self-efficacy in Instructional Strategies:

Implement training sessions and seminars that concentrate on multiple instructional approaches adapted to various academic levels and learning styles. Differentiated instruction, cooperative learning, and problem-based learning are just a few of the methods of instruction that these seminars may introduce teachers to. By exposing teachers to a variety of instructional strategies, they can develop the self-assurance to modify their teaching techniques to meet the requirements of specific students and promote a greater understanding of the subject.

3. Provide ongoing training and professional development opportunities focused specifically on collaborative conflict management style as educational administrators.

Given the conclusion that teachers often select a collaborative conflict management approach, it is crucial to encourage and support its regular application in a variety of contexts. One suggestion is to offer continuing training and chances for professional development that are expressly devoted to collaborative solutions to conflict strategies. These courses can help teachers become more adept at problem-solving, active listening, and effective communication so they can handle disagreements in a cooperative manner. The adoption of a collaborative method may also be strengthened by building a positive and encouraging school culture that promotes open communication, respect for differing viewpoints, and shared responsibility for conflict resolution. Teachers can be encouraged to prioritize and intentionally use a collaborative conflict management approach in their contacts with coworkers, students, and other stakeholders by receiving regular reminders in the form of seminars, meetings, or newsletters. Teachers may establish a cooperative and peaceful atmosphere that fosters comprehension, creativity, and conflict resolution via the constant use of a collaborative method.

4. Concentrate on other factors that may impact self-efficacy, and collaborative conflict management style as future researchers.

In considering the findings that there is not a significant relationship between self-efficacy and work experiences or between collaborative conflict management style and work experience, it is advised to concentrate on other factors that may impact these variables. Different factors may have an impact on the difference between teachers' self-efficacy and years of job experience. Regardless of their degree of experience, certain teachers could have natural qualities or personality traits that lead to higher levels of self-efficacy. Additionally, there may be a nonlinear relationship between self-efficacy and job experience, with some teachers showing considerable improvement in self-efficacy early in their careers while others continue to do so over time. Additionally, outside variables like the degree of encouragement and appreciation from colleagues and school officials may have an effect on teachers' self-efficacy views. To fully comprehend the complexity underlying this connection, more investigation is required. Consider looking into additional variables that may affect teachers' self-efficacy beliefs and adoption of a collaborative conflict management approach, such as personality qualities, educational background, or particular training programmes. By expanding the focus of the study, it will be possible to get an in-depth understanding of the complexity present in these interactions, providing insightful information for the professional growth of teachers and encouraging the use of effective conflict-resolution techniques in educational settings.

In conclusion, this study found a strong correlation between the number of years of professional experience and the self-efficacy of CDM teachers with regard to the collaborative conflict management method. The results highlight the significance of encouraging and supporting teachers' self-efficacy in order to promote a collaborative conflict management style. Schools may establish a collaborative atmosphere where disagreements are seen as chances for growth and constructive change by encouraging teacher confidence in their skills. Further, focused interventions that increase teachers' self-efficacy as well as continued training and professional development opportunities might enable teachers to better handle conflicts and improve their teaching strategies. To better understand these complex interactions and advance effective conflict-resolution strategies in educational settings, future research should concentrate on examining additional factors, such as personality traits and educational background, that may affect self-efficacy and the adoption of a collaborative conflict management style.

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