Effect of Attunement on Elementary Students' Skills of Conflict Resolution

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Abstract

Teacher attunement is about teachers' being able to understand and empathize with the psychological experiences, worldviews, perspectives, motivations, learning capacities, skill levels, strengths, weaknesses, interests, affiliations, and affective states of students. Maladjustment of students in our society is a serious challenge for parents and teachers. Teacher's Attunement Strategy is used to learn and regulate students' social skills and conflict resolutions skills by developing an empathetic bond between teachers and students. 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 values conflict resolution skills. The study was an experimental in nature pretest post-test control group design was used for experiment. The sixty grade 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, Pakistan. 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 out performed 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, on the basis of 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: Attunement, Values Resolution Skills, Social Skills

Introduction

Schools serve as a pivotal context that shape students' overall adjustment and ability to contribute to the society positively (Andleeb et al., 2022; Baker, 2006). Attunement is a critical aspect of fostering positive social development among elementary students. It's about teachers being emotionally responsive and tuned in to their students' needs and interactions. When teachers are attuned to their students, they can better support them in developing essential social skills such as communication, cooperation, empathy, and conflict resolution (Akram et al., 2021). Teachers who are attuned to their students create a nurturing and supportive classroom environment where children feel safe to express themselves, take risks, and learn from their social interactions (Khanam et al., 2022). By modelling healthy social behaviours' and providing guidance when conflicts arise, teachers can help students navigate various social situations effectively (Akram et al., 2022; Ma et al., 2022). Moreover, teachers' attunement can also enhance students' overall well-being and academic performance. When students feel understood and supported by their teachers, they are more likely to engage actively in learning and develop positive relationships with peers and adults alike (Li & Akram, 2023; 2024). Moreover, elementary schools are critical for the holistic development of students, including their academic, social, emotional, and behavioural development. It is found that during late childhood and early adolescence, students' perceptions of school belonging and social support networks within the school environment tend to decline, resulting in their alienation and disengagement from academics and even social activities within schools (Juvonen & Murdock, 1995; Kiefer et al., 2015). Therefore, a supportive socio-emotional climate is essential for fostering students' well-being and growth, especially for elementary school students.

Significance of Teachers' Attunement

Although varied factors undoubtedly shape school climate, teachers constitute the most proximal force in students' institutional experiences (Keiler, 2018; Konold et al., 2018; McFarlandetal., 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 difference, social status hierarchies, and victimization. In addition, an attuned teacher can foster meaningful group climate and tailor support when he or she understand students' subjective realities (Rodkin & Gest, 2010).

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 hypothesized 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.

Literature Review
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 (Akram & Li, 2024). 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).

An equally important part of students' education is the development of their social skills (Al-Adwan et al., 2022; 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 (Akram & Abdelrady, 2023). "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 (Akram et al., 2021; Abdelrady & Akram, 2022). 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 (Umar et al., 2024). 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.

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.

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.

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).

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.

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.

Statement of the Problem
The development of well-adjusted, fully realised people with flexible coping mechanisms to handle life's complex obstacles is largely dependent on schools Nevertheless, rising a lineation, loneliness, student disengagement, indicate that educational environments in schools frequently undermine youth adjustment trajectories rather than scaffolding the growth of their competencies. Maladaptivesocialdynamics, 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.

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 (Zehrinaetal., 2018). Students experience despair as a result of feeling abandoned and having to deal with conflict or alone. Given the diversity of personalities and worldviews, peer disputes characterized 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.

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. 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 responsivity, growth mindset orientation, restorative practices, and social awareness.

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.Examine the effect of attunement on the development of values conflict resolution skills.

Research Hypothesis
The research hypothesis of this study was as follows:
Hypothesis 1 - Attunement and task conflict resolution
H1: There is a significant mean score difference between attuned students' and non- attuned students' task conflict resolution skills.

Delimitations of the Study
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.

Research Methodology
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).

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.

In research, 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.

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

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 areas of social skills: 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).

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 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.

Data Analyses

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 Values Conflict Resolution Skills (VCRS), 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. 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:

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 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 t**he 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.

Descriptive Statistics and Normality Tests for VCRS_Pre and VCRS_Post Experimental Group (Group 2)
Table 16: 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.

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 Group2.

Findings about Value Conflict Resolution Skills (VCRS):

Objective 1: To find out the effect of teacher's attunement on development of value 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 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 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.

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.

Conclusions

The research aim was to provide a better understanding of how the teacher's attunement style affects the development of social skills in 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:

The first objective was to examine the effect of teacher's attunement on the development of Values conflict resolution skills among elementary students. Results showed significant post-test gains in VCRS 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 inclusion of teacher attunement.

Recommendations

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.

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