Conflict Resolution Strategies Used By Tertiary Students on Facebook

Henrietta Isioma Enumah

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Arts
in
Communication and Media Studies

Eastern Mediterranean University
January 2015
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

———————————————————
Prof. Dr. Serhan Çiftçioğlu
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in Communication and Media Studies.

———————————————————
Prof. Dr. Süleyman İrvan
Chair, Department of Communication and Media Studies

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in Communication and Media Studies.

———————————————————
Assoc. Prof. Dr. Bahire Özad
Supervisor

Examining Commmittee
———————————————————

1. Prof. Dr. Süleyman İrvan   ———————————————————

2. Assoc. Prof. Dr. Bahire Özad   ———————————————————

3. Asst. Prof. Dr. Anil Kemal Kaya ———————————————————

ABSTRACT

Conflict resolution involves the collaborative process of dealing with conflict including an outcome that is commonly agreed upon by parties involved. The purpose of this study is to gain knowledge into university students experience and understanding of conflict in real life and strategy employed in conflict resolution when on Facebook.

The study is necessitated by the increasing presence of university students on social media. Primarily, this study investigates the conflict resolution strategy used on Facebook by Faculty of Communication and Media Studies (FCMS) and Faculty of Engineering (FE) students at the Eastern Mediterranean University in 2014 and 2015 academic year, fall semester.

For this study, data were obtained through questionnaire consisting of three sections, demographic, personality and conflict resolution strategy on Facebook. This study is significant because understanding the conflict resolution of university students would help indicate conflict resolution of future generation. The questionnaire has 52 questions including some 5-point Likert-scale questions and was administered using Non-proportional Stratified Random Sampling strategy.

Findings from this study revealed that both FCMS and FE students' employ WIN-WIN strategy to resolve conflicts on Facebook.

Keywords: Facebook, Conflict, Resolution Strategy, Social Media Network Sites

ÖZ

Çatışma çözümlemesi katılımcıların da içinde olduğu ortaklaşa hemfikir olunan bir sonucun da içerildiği işbirlikçi süreci içerir. Bu çalışmanın amacı üniversite öğrencilerinin gerçek yaşam ve Facebookda deneyimledikleri çatışmayı anlamada ve çatışma çözümlemesinde kullandıkları stratejiler konusunda bilgi sahibi olmaktır.

Üniversite öğrencilerinin sosyal medyada gittkçe artan varlıkları bu çalışmayı gerekli kılmıştır. Bu çalışma, öncelikle Doğu Akdeniz Üniversitesinde 2014-2015 akademik yılı Güz döneminde eğitim gören İletişim ve Mühendislik fakültesi öğrencilerinin Facebookda kullandığı çatışma çözümlemesi stratejilerini incelemektedir.

Bu çalışma içim veriler demografik, kişilik, ve Facebookdaki çatışma çözümlemesi stratejilerini içeren ve 3 bölümden oluşan bir anket yoluyla toplanmıştır. Gelecek nesillerin çatışma çözümlemesine ışık tutmaya yardım edeceği için bu çalışma önemlidir. 5li Likert ölçeğine göre hazırlanmış soruların da olduğu anket, oransız tabakalı rastgele örneklem stratejisi kullanılarak dağıtılmıştır.

Çalışmanın bulguları hem İletişim Fakültesi hem de Mühendislik fakültesi öğrencilerinin Facebookda çatışma çözümlemesi uygularken KAZAN –KAZAN stratejisi uyguladıklarını göstermektedir.

Anahtar Sözcükler: Facebook, Çatışma, Çözüm Stratejileri, Sosyal Medya Siteleri

ACKNOWLEDGMENT

I appreciate God for taking me to this level and thank all members of my family for their supportive roles especially my mum and uncles right from my undergraduate days.

I sincerely acknowledge my supervisor Assoc. Prof. Dr. Bahire Özad for her motherly and supervisory role. I must confess that you are a great teacher, your guidance and tutelage right from my undergraduate days have made me proud of you once more…You are indeed a gem!

I have learnt a lot at the FCMS, nature will not be happy if I don't acknowledge Prof. Dr Süleyman İrvan. Your immense support, guidance and tolerance make you a unique figure. I appreciate you sir.

Sincere thanks to Asst. Prof. Dr. Anıl Kaya for her academic supports…Your encouragement means a lot to me and this lingers forever in my heart!

I appreciate the EMU library staffs for all the support during this thesis, members of FCMS and most importantly Mr Arkın Özsüner.

To Akeem, you crown my effort………….Glory be to God!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

INTRODUCTION

Conflict refers to a state of violent dispute or the incompatibility of positions (Webster Dictionary 2014). Rahim (1992) states that conflict can be considered as an interactive process which may manifest in disagreement or incompatibility between humans or social entities (p.16). Source of most distress experienced by people emerges from interpersonal conflict that they encounter in daily life (Bolger et al., 1989, p. 811).

However, interpersonal conflict does not always bring about the existence of negative consequences. Some scholars agree that conflict can produce multiple benefits (Baron, 1991, p. 28). Beyond this, either or not the consequence of a conflict is negative or positive, crucially depends on the manner by which the conflict is resolved by people involved.

Importantly, an influence on a person's conflict behavior is inadequately understood, because literatures addressing conflict often pay more attention to either a person's personality or situational elements (Rahim et al., 2001, p. 195). Such division comes as a surprise, giving the fact that most researchers perceive behavior as an act resulting from a combination of both the person and the environment (Lewin 1935, p. 40).

Additionally, previous research affirm and suggest that the interactional process between the individual and the situation in which the person is may account for the exhibition of varying social behavior by such individual (Price and Bouffard 1974, p. 592). In essence, to sufficiently understand a person's conflict behavior, it is vital to examine the personality simultaneously and also take into account the situational factors involved.

1.1 Background of the Study

Certainly, personality plays a key role in the resolution strategy that an individual chooses to employ in a conflict situation. However, the setting or environment such individual finds himself/herself may also affect the strategy employed in the resolution of conflict.

According to Gilboa (2009), advancement in communication technologies has changed the conduct of conflict and conflict resolution in comparison to people of prior generations. Internet or social media provide people with the possibility of accessing events as it unfolds. In this regards, under certain circumstances may influence the manner by which these events tend to develop as well as its outcome (p. 87).

Social networking such as Facebook amongst other sites is a current phenomenon that involves a web-based communication. According to Facebook statistics, there are 526 million daily active users. Social networking sites have become commonplace in today's world particularly among young adults who finds it exciting to frequently communicate with old friends and members of their families,

resulting from lack of time or distance of physically present . Social networking has continued to grow in popularity and has become a force to reckon with.

Social network sites such as Facebook has changed the way people communicate as well as the possibility for a different avenue of self-expression. During the process of communication, for instance on Facebook, a person may utilize symbols rather than words in expressing or emphasizing particular words. Therefore, social networking may be said to have become a mediator of communication amongst people, with a tendency to influence the conduct of conflict and conflict resolution strategy. Increased utilization of social media among young people as a primary avenue for communication, that historically was a task that required face to face interaction necessitated the research question for this present study.

1.2 Motivation for the Study

Motivation for this study comes from the understanding that youths of the present generation use social networking primarily for self-expression, socialization and maintenance of relationships that are important to them. Also, limited research in this field is equally a factor that has motivated this study.

Another motivation for this study stems from my frequent utilization of social media such as Facebook as primary means of communicating with family and friends due to barrier in distance and haven encountered multiple interpersonal conflict with them serves a contributory factor to the motivated of this study.

1.3 Aims of the Study

The ultimate aim and objective of the present research is to examine the condition of conflict experienced by people who accept each other as unique individuals, therefor share an I-THOU system on Facebook and to further establish the conflict resolution strategies employed when in a conflict situation. The research is focused on students of Eastern Mediterranean University (EMU), particularly students of the Faculty of Communication and Media Studies (FCMS) and Faculty Engineering (FE) in 2014-2015 academic year.

1.4 Research Questions

As it has been mentioned above, this research is related to FCMS, EMU students in 2014 – 2015 academic fall term. Therefore, this research seeks to find answers to the following research questions;

1. Do they encounter conflicts with people who are special to them on Facebook?
2. In which situations or cases do they experience conflict on Facebook?
3. On which topics do they experience conflicts on Facebook?
4. Is there a gender difference between students Facebook using habits?
5. How do they deal with conflicts on Facebook?
6. Is there a difference in dealing with conflicts between real life and online conflict?

1.5 Significance of the Study

Social networking has become a daily fabric of every society and conflicts are bound to occur among the users due to varying social, cultural, personal and educational status of the users. Therefore, the significance of this study is to elucidate the conflict resolution strategies employed by users of social media, specifically students of Communication and Engineering. This study focuses majorly on university students

in EMU, and the outcome would help understand the future attitude, behavior and conflict resolution strategies of these youths as future generation. Finally, the results would also help predict the level of peace or conflict that may emerge or exist.

1.6 Limitations of the Study

The research is limited to FCMS and FE, 2014- 2015 academic year, fall term. It is further limited to only Facebook as such does not take into account or examine other social media such as Twitter etc.

Definition of terms

Conflict: refers to a situation that emanates from people's struggle over resources of interest or the struggle over power, with the primary motive of either to harm, defeat or eliminate one's opponent or rival.

Conflict Resolution: involves the collaborative process of dealing with conflict including an outcome that is commonly agreed upon by parties involved.

Social Network Site (SNS): Social network site as web-based service allows people construct both public and semi-public profile within a bounded system, interacting with other users with whom they share a connection.

Facebook: is SNS founded by Mark Zuckerberg. "The Facemash," as it was referred allow users locate old and find new friends. Utilization of Facebook enables users with the ability of sharing information and activities with other friends. The site is free for users with no subscription fee required. Facebook generates its profit through advertising revenue.

Chapter 2

LITERATURE REVIEW

This chapter begins with a concise and general definition of communication. It defines communication as a social interaction where at least two interacting agents (encoder and decoder) share a common set of signs and a common set of semiotic rules. This is followed by a brief explanation of Maslow's hierarchy of needs. Furthermore, analytical approach to the definition of conflict, assumption and recent changes relating to conflict, communication and conflict, theoretical model relating to conflict resolution, relationship between conflict management and conflict resolution. The following review includes Interpersonal Communication, Social Media, Social Exchange Theory in relation to social networking, Facebook, research information on Information Flow Theory, Diffusion of Innovation Theory, Uses and Gratification theory and Conflict Resolution Strategies used on Facebook.

2.1 Communication

Communication can be said to be an inevitable process of human existence in that a person's ability to function socially primarily depends on communication. Different people define communication differently, therefore; the definition of communication includes but is not limited to the following. Schiffer (2001) defines communication as an act or a process of conveying information, feelings, attitudes, thoughts etc., using words, sounds, signs, or behaviors. "It is the meaningful exchange of information between two or more participants (pp.1-2). Communication requires a sender (encoder), a message, a medium and a receiver (decoder), although the

recipient does not have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. "Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the decoder understands the encoder's message" (Rayudu, 2010, p.7).

Communication is said to be a social process, one with the ability to affect any society because it is an enabling tool that allows people meet and satisfy their needs and be able to relate with other people within any society. Communication is a tool that encourages the progress of the society. The important goal is that messages transferred between people should be understandable by any means possible by a receiver (Rayudu, 2010, pp.7-8).

2.2 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is proposed by Abraham Maslow (1943), describe the pattern that human motivations generally progresses. The theory parallel many other theories some of which focus on describing the essence of human existence.

Therefore, communication can be described as the very essence of human existence because nothing can be accomplished by an individual without communication. Everyone has needs to be satisfied in order to survive.
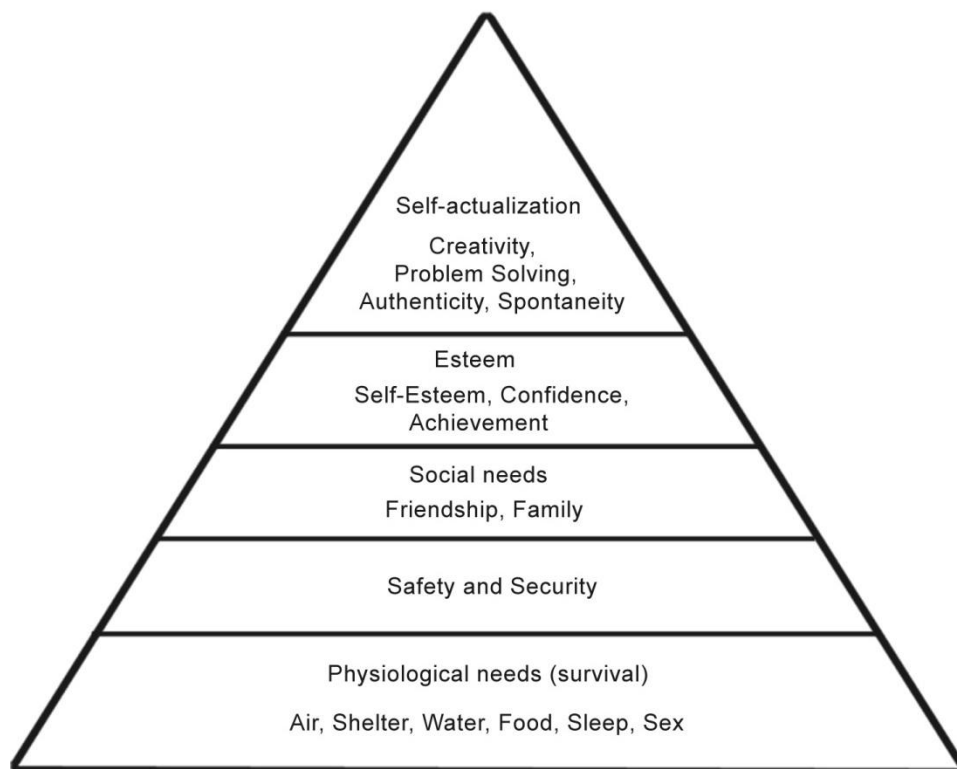
Figure 1: Maslow's Hierarchy of Needs
(http://communicationtheory.org/maslow's-hierarchy-of-needs)

These basic needs are food, shelter, support, communication and autonomy, communication seem most vital when compared with the rest of the basic needs, as people need to be free from fear, also, they seek personal growth in the society. Therefore, communication is vital within every society since people engage in communication not just to survive but also to become fully self-actualized.

According to Maslow (1943), **"humans communicate for the purpose of achieving some basic needs; the most primary of all human needs is the physical needs (food, water and warmth), and for any individual to survive and derive the desired help from others, a need has to be communicated"** (p.5). Physical needs are the basic requirements for human survival. If these requirements are not met, the human body can not function properly and will ultimately fail. With their physical needs relatively

satisfied, the individual's safety needs dominates. After physical and safety needs are met, the third level of human needs is interpersonal and involves feelings of belongingness. According to Maslow, humans need acceptance and a sense of belonging among their social groups, humans need to love and be loved by others, and these needs can only be met through communication (p.346). Because people have a compelling need to socialize, through socialization comes the natural tendency for people encounter or engage in conflict.

2.3 Communication Models

Communication principally involves the creation of message and interchange of meaning between two people or more and without a second person, interpersonal communication would be terminated at least for the time being or until the connection is reestablished (Tracy, 2011, pp.9-11). Various models have been identified to explain communication as described below;

2.3.1 Unidirectional or linear model

This model developed in 1948 by Lasswell depicted communication as going in one-way without both feedback and context. In other words, it represents messages flowing from encoder to decoder along particular channels. Lasswell's model is mass communication oriented therefore, it is believed that to adequately understand a communication process, there is a vital need to investigate and understand the sender of the message such as owner of a media outfit. This is followed by the content of the message, the channel by which the message is disseminated. Furthermore, to who is the message sent and what are the possible effect resulting from the message. Even through this model was primarily concerned with mass communication, positively, it is recognized for its suitability and application in various contexts including interpersonal communication as expressed in Fig. 2.

Although Lasswell's views are inaccurate since communication processes require feedback and proceed via dialogical or bidirectional perspectives. Hence, a revised model was developed by Shannon and Weaver in 1949 (Wood, 2007, p.18).
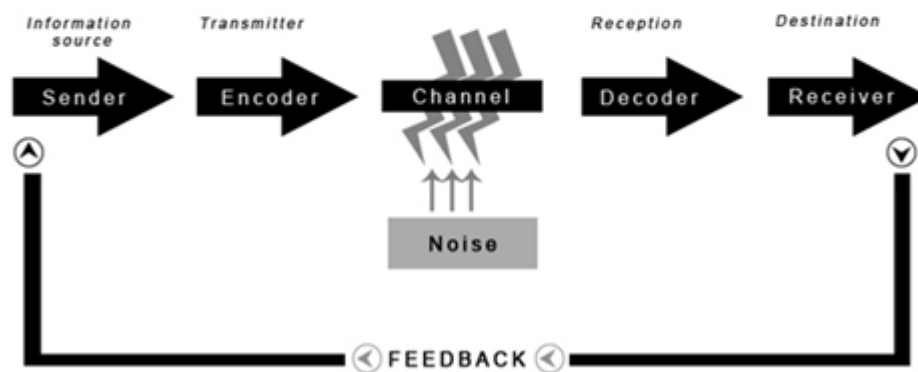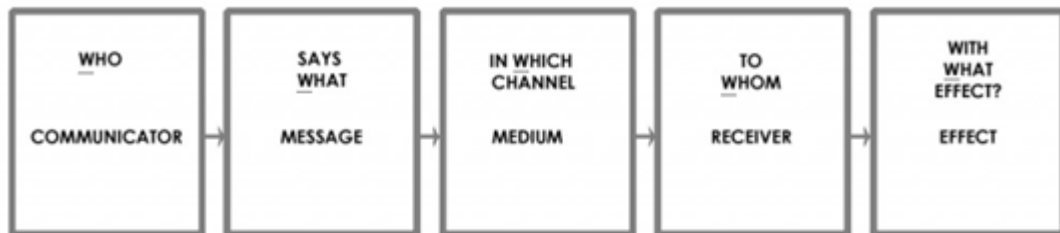
Figure 2: Linear models of communication
(http://sagepub.com/upm-data/54789)

2.3.2 Interactive model

This is a more realistic view or improvement over the earlier discussed linear model in a two-way perspective. The model depicts interpersonal communication as a back-and-forth process, just like a lawn tennis game; it also recognizes the presence and influences of both context and feedback as shown in Fig. 3.
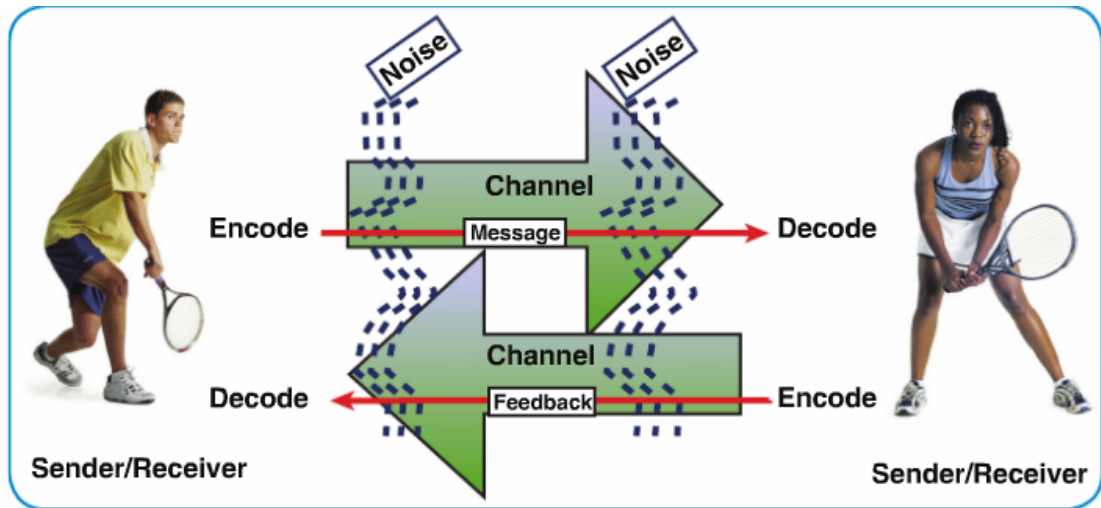
Figure 3: Interactive model of communication
(http://sagepub.com/upm-data/52575)

Even though the interactive model is more accurate than the linear model, it fails to portray the dynamic nature or complexity of interpersonal communication with time. The model also fails to include realistically that interpersonal communication may not involve just a back-and-forth process as might occur when the text is sent, and a friend responded (Wood, 2007 p.16-21).

2.3.3 Transactional model

It has been noted that many communication processes involve sender and decoder responding to one another simultaneously rather than sequential view depicted by interactive model. Hence, transactional model assumes dynamic view and presents more realistic pathway to visualize how communication elements relate to each other during interpersonal communication as shown in Fig. 4.
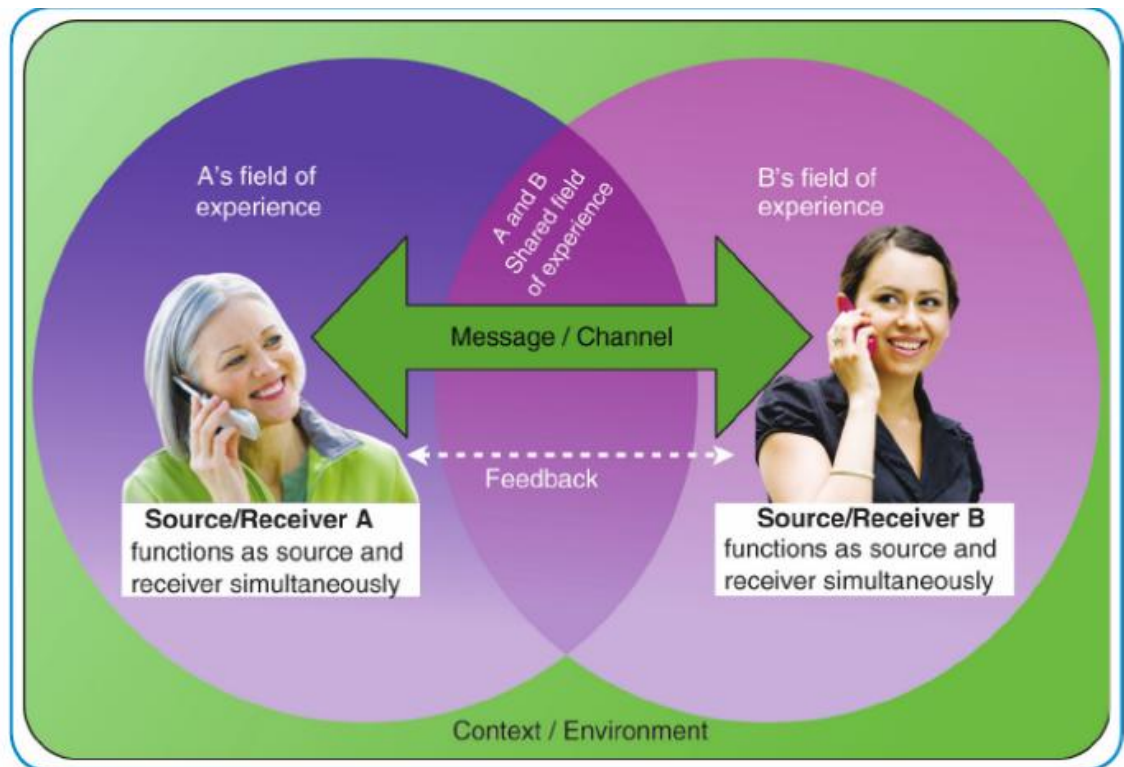
Figure 4: Transactional model of communication
(http://sagepub.com/upm-data/52575)

According to Wood, "both sender and receiver are regarded as communicators who interact equally and simultaneously during the communication process. In other words, you may be speaking (sending a message) at a given moment during communication, receiving message and/or interpreting what someone says while nodding (doing both at same time). This is consistent with the transactional model of communication" (2007, p.20-21).

The transactional model's depicts encoding and decoding as a simultaneous process rather than sequential or separate acts. Thus, the significant complexity of interpersonal communication can be visualized by revealing to us that encoder and decoder sends and receives messages from each other at a given time, indicating the reality of the conversation. Although this model is limited since it does not apply to tweeting, posting and texting (Wood, 2007, p.19).

12

2.3.4 Newcomb's model

The Newcomb's model of communication (1953), also known as the ABX model describes communication from a social psychological perspective. This model asserts that an individual (A) relating a message to the other person (B) concerning something (X). This model argues that a person's orientation to another individual is reliant on each other. In other words, it is based on the existence of balance in beliefs or attitude that a person considers important. A disturbance in the existing balance can be restored with communication. The ABX model emphasizes the role played by communication in the context of social relations and its value in maintaining social equilibrium. Meaning communication plays an essential role towards sustenance of relationship that exists amongst people within a social system (cited in Newcomb et al. 1975, p. 32).

2.4 Interpersonal Communication

In an interpersonal communication process, each and every individual have different manners by which his or her ideas are express when in interacting with other people. William and Geller (2003) categorize communicator into three forms as dominant, passive and empathy communicators. William and Geller state that, in a communication process, some people tend to dominate the conversation, these set of people are referred to as "dominant communicators." Dominant communicators believe that their opinions are superior and they are always right, in this context, anyone who does not see things from their point of view is considered as misinformed individual, dominant communicators belief that they are better informed than everyone else (2003, p.2).

Furthermore, some people are known as "passive communicators" as described by William and Geller (2003), passive communicators tend to employ a polite and indirect approach at turning people off when involved in a communication. This set of communicators always conceal their actual feeling with the belief that it is wrong to disagree with others, while the empathy communicators are those that possess the ability to communicate effectively, develop and sustain a long term relationship with others. Empathy communicators regard both their opinions and those of others with the understanding that to arrive at a reasonable decision, opinions of other people are also required (pp.1-4).

Everything we do with others entails communication, for example, an individual who drops her head and hand folded may be trying to express that she is avoiding communication, while, at same time, she desires to be left alone. Therefore, communication being an unavoidable part of our daily lives means that the ability an individual have to communicate effectively with others, to a greater extent can determine such individual's potential to succeed in almost if not every aspect of life, thus maintain a healthy and rewarding relationship with people.

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages. This form of communication takes place between people who are in some way "connected." For instance, interpersonal communication would thus include the interaction that takes place between a daughter and her mother, two brothers, a lecturer and a student, two friends, two lovers, and so on (Furnham, 2004, p. 15).

Not only are the individuals simply "connected," they are also interdependent: the actions of one person have consequences for the other person. For example, in a family, a child's trouble with the law enforcement agent will affect the parents, extended family members, other siblings and perhaps neighbors and friends (p.16). According to Furnham, "international students are prone to interpersonal communication issues due to a lack of social skills resulting from differences in expectations of social norms of the new society" (2004, p.17).

According to Wood, interpersonal communication is not just about what is said, or the language used but how it is expressed, which involves the non-verbal messages sent through facial expressions, gestures and body language (Wood, 2010, p.2).

> "All of us are limited by our identities and the experiences and understandings they have and have not given us. This does not mean we have to be completely uninformed about those who differ from us. In fact, the more we interact with a range of people, the more we discover important similarities as well as interesting differences" (Wood, 2010, p.3).

Furthermore, according to Wood (2010), interpersonal communication is a form of communication that occurs between people, it is a distinctive form of interaction because it focuses on what transpires as well as the meaning shared between people. It is selective, and an ongoing transactional process which helps people establish personal understanding and knowledge of one another, hence produce shared meaning between each other. In an interpersonal communication, meanings are created as people comprehend what each other's behavior or words stands for (p.18). Wood emphasizes the impact and relevance of interpersonal communication stating its importance to everyday life and human existence. Interpersonal relations enable people identify the difference and similarity amongst each other, thereby providing

the opportunity by which people can learn from those of different cultural background and learn to appreciate different human value.

As humans, we need others people to help us get through difficult circumstances as well as encourage us in terms of our personal and professional ambitions. Engaging in interpersonal communication enables people overcome those behavior or fears that may have the potential of preventing them from attaining a particular height, or that may as well deprive them of improving on their personality. Interpersonal communication can help establish, maintain, and resolve issues in people's relationship; as such it is considered a basic avenue by which variety of human need can be archived (2007, p.10).

Wood further states that interpersonal communication is systemic, in the sense that it occurs in varying systems and context that may influence the kinds of attribution or meanings people infer. Due to the systemic nature of interpersonal communication, interaction of some element such as culture, time, personal history of socialization and the context within which the interaction took place may all affect the meanings that are deduced from the process (2007, p.20).

Buber (cited in Wood) identifies three levels of interpersonal communication as follows;

I-IT RELATIONSHIP: When in an I-IT process, people treat each other impersonally. In this system, people are treated more as objects that are subjected to taking instructions from others with lack of acknowledgement of the humanity in another individual. In such interpersonal relationship, the personality of other people is not acknowledged. For example, a customer shopping at a super market tend to exchange a relationship with cashier but this relationship does not translate into a

need to understand or know the cashier further than the supermarket environment, yet the customer share a relationship with the cashier.

I-You RELATIONSHIP: Majority of interpersonal communication and interaction is based on the I-YOU relationship. In this system of interpersonal communication, people acknowledge one another beyond been perceived as an object, but they do not entirely relate or consider one another as unique. The interpersonal relation on this level is superficial and causal; people do not deeply engage themselves. For example, a class mate, people in classes recognize and attend classes with each other on daily bases, they may have a relationship, yet this relationship is only limited to their academics. In some cases, they may engage in projects together, and still may not know anything personal about each other. In this relationship, people still considers each other as friends. While in other instances, friends who share the I-YOU relationship may progress into an I – THOU level of relationship.

I-Thou RELATIONSHIP: In the I-Thou relationship people accept each other as unique individuals, as such this is considered the best form of any human interaction and dialogue. In this system, interants relate to one another based on their individuality and not social roles. People in this system; accept each other for who they are. Beyond this, people tend to reveal their true selves to one another. An example is members of one's family, childhood friends or friends who transited from the I-YOU level (Wood, 2007. p.19).

The success of any interpersonal communication rest on both parties involved because it is a transactional process between two individuals. Interpersonal communication can help people gain personal knowledge, feeling and thoughts of

other people, thereby avoiding unnecessary conflicts resulting from misunderstanding.

2.5 Analytical Approach to the Definition of Conflict

Conflict theory is drawn from symbolic interactionism, exchange theory, and systems theory (Sprey 1979, p. 134). Relating this to Ziller (1969), social psychological theories of behavior serves as a link, interrelating to produce the self and other through which an attempt is made to explain the theory of interpersonal conflict. A condition for conflict takes effect when the theory of behavior of the self is considered not compatible with the theory of the other, such that continuity of behavior of the self is threatened.

Ziller further assumes that self-other orientations play a key role in conflict, and the restructuring of these self-other perceptions may result in resolution of the conflict. The significant self-other orientations relating to interpersonal relationships may include social interest, self-centrality and self-esteem. Combinations of this form the basic components of the self-system (p.1). The self-system is presumed to be a serial event which enhances prediction of future events involving the self while "the other" is a generalization for selected significant individuals in the life space.

As explained by Ziller:

> "The individual holds a hierarchical mapping of himself with regard to a set of significant others. He locates the self in a position above some and below others. In order to predict one's own social behavior, it is useful to hold some overall estimate of one's opinions and abilities in relation to the opinions and abilities of others (p.2)."

Conflict may be seen as part of human nature, although there are varying perspectives in this regard. By some individuals, conflict may be viewed as a

situation accompanied by negativity, in this sense such a situation should be intentionally avoided. Still some other people may view a conflict situation as an opportunity that allows an individual's personality and intellectual growth; as such utilizes such situation to one's advantage. Be this as it may, one do not expect conflict to be the basis of human existence, however conflict is a daily occurrence amongst people resulting from lack of consensus of opinion or ideas.

Perhaps it is worth restating here, according to Pace:

> "A conflict free [relationship, society or organization] has never existed and never will exist. Antagonisms, tensions, aggressions, negative attitudes and the frustrations of perceived conflicting needs will always be present wherever humans are forced to live and work together" (1983, p. 59).

Giving the varying understanding of conflict present in most literature makes it difficult to obtain a consensus on the definition of the term conflict. However, Coser (1967) defines the term conflict as a situation that emanates from people's struggle over resources of interest or the struggle over power, with the primary motive of either to harm, defeat or eliminate one's opponent or rival (p.8). While according to Deutsch (1973) conflict arises from an action or activity, one which lack incompatible elements. Further stating that when people's action falls short in terms of dissimilarity, such action tends to obstruct or deter a unified outcome which often results in disagreement or conflict amongst both parties.

According to Schmidt and Kochan (1972), conflict can be viewed as an avenue by which an obstruction or interference is made present, towards depriving the other person of realizing their desired goal (p. 360). Hocker and Wilmot (1985) adopts a communication approach to conflict, defining conflict as a sort of struggle expressed

19

amongst at least two interants who share a certain level of relationship, but perceives a dissimilarity in scarce or psychological rewards. Such interfering from one party deprives the other of realizing the envisaged goal (p.23).

Even though there is the absence of a common definition of conflict, Owens (1998) however argues that two basic elements are crucial, so it has to be considered. These elements have to address dissimilarities that exist between thoughts including the disagreement located within same thoughts. Conflict is a product from a disagreeing circumstance resulting in incompatible goals while the perceived victory or defeat of one side over the other in turn becomes the matter in this circumstance. In a general sense, conflict emanates when one side's intention is to actualize his/her motives. Such motive may be transformed consciously or unconsciously into hostility by which the other parties are deprived of attainment of their goal (pp.14-15).

In furtherance to the understanding of other possible causes of interpersonal conflict, Glasser (1993) proposed that psychological needs and a mismatch in values be triggers for interpersonal conflict. According to Glasser, "if human behaviors are considered as purposeful behaviors, all the exhibited behaviors should meet the requirement. Human beings purposefully make choices; they sometimes make good choices and sometimes bad choices" (p.5).

Bodine et al. (2002) did assert that the distinctiveness located in individual's personal values may be responsible for interpersonal conflict, reaffirming that a lack of psychological satisfaction also plays a crucial role which may result in interpersonal conflict (p. 4).

Dean Pruitt suggested some key factors associated to interpersonal conflict as:

a) **Goal orientation** – This is a situation where each party anticipates something.

b) **Interdependence** – This means that for the realization of the intended goal of one of the parties, there has to be a lack of resistance from one of the parties. Further implying that one of the parties has to assume a powerless position.

c) **Relational concern** – This is the understanding that a future interpersonal relationship should not be sacrificed or abandoned for the achievement of an immediate or present goal in pursuit. (Dean Pruitt cited in Pearson and Shapiro 1997, p.2).

Also, according to Deutsch (1973), conflicts differ, and the basis for the difference between two parties is therefore embodied in conflict. Additional, issues concerning whether understanding of the existing problem by both parties reflects the actual content of the conflict is another dimension involved.

Deutsch suggests four types of interpersonal conflicts, namely veridical conflict, displaced conflict, misattributed conflict and latent conflict;

a) **Veridical** conflict is objective-driven, and there is recognition of this objective by both parties involved.

b) **Displaced** conflict arises when the supposed aim of an objective conflict is displaced, in the sense that the objective conflict in some way is extended into other issues.

c) **Miss-attributed** conflict tends to occur when other people are held responsible or for blamed for something, particularly when they believe they should not take the blame for whatever may have occurred.

d) Latent conflict arises when both parties fail to recognize or perceive a need for an existing objective. Therefore, in latent conflict people have different values as such, lack a unified outcome.

e) False conflict is experienced due to a person's perceptual misunderstanding regarding an event, when in reality; such error should not even result in any conflict at all. Meaning there no basis or a precondition for any conflict to have emerged (p.22).

According to Bercovitch et al. (2008), two kinds of issues are primary to any conflict situation, one of which is the issue reflecting the discontent over (means) while the second is the issue that reflects discontent towards (ends). The issue related to means, is one associated with the issues of interest, such issue emerges when both parties involved have a unified agreement in terms of what they want, however disagree on how this agreement can be accomplished. The second issue relating to ends, this addresses the problem regarding "value."

In a conflict, this involves a process whereby both parties express a disagreement on what they want, contrary to a disagreement on how to actualize an already defined objective which characterizes the issue relating to "means" (p.6). There is the natural tendency to learn a conflicting behavior from those whose behavior we have been exposed to over a long period. Pearson and Shapiro (1997) supports this argument, stating that an individual's personal history such as family behavior in dealing with conflict, acquired during childhood, potentially influences the manner by which such person responds to a conflict situation later in life.

Stating further, people tend to exhibit familiar pattern of behavior in their adulthood, such as being "peacemakers, victims or rebels." The exhibited behavior is a replication of the family's behavior which was adopted internalized by the adult. Meaning a person's approach to most conflicts in adulthood may take a consistent pattern. Such pattern is a product of an attitude adopted at an early stage in a person's life (p.5). Meanwhile, Pearson and Shapiro (1997) assertion is reaffirmed by Woods (2007), emphasizing that from childhood, there are people who had been thought to avoid conflict, on the other hand, some were thought to verbalize their feeling towards difference because indulgence in such behavior is considered rather healthy (p. 244).

Bercovitch et al. (2008) identify conflict as a psychological state, in the sense that parties involved recognizes that their potential future outcome are incompatible. Reinforcing the perspective that conflict is not a behavioral state, instead a cognitive state, this is supported by Stanger (1956 and 1967), Hammond (1965) both cited in Bercovitch et al. Both authors examine attitudinal conflict behavior such as emotional orientation, aggression and other psychologically related process, one of which is an individual's "rigid cognition".

Both authors' stated that both parties involved in a conflict situation can have an existing dissimilar or incompatible position that they are both aware of, yet may not perceive such incompatibility as sufficient reason to engage in a conflict. However, when a transition is made from a rigid position towards a conscious effort to dominate, such act will result in an active conflict situation which was absent prior to the exhibited act of domination (p. 4).

Bercovitch et al. (2008) further state that understanding any conflict situation requires an equal understanding of parties involved. Taking this further, he argues that the content of the conflict determines the logical structure of it. Just as the values and aim of both parties differ, so will their perception of the actual cause of the conflict. Meaning they tend also to disagree on the actual cause of the conflict (p.5).

Woods (2007) offers five principles of conflicts:

a) **Conflict in relationships is natural:** Conflict is normal; equally it is an unavoidable part of interpersonal relationship. In a relationship, conflict occurs when both parties in a relationship matter to each other. In this sense, conflict should be resolved in manners that should not hurt the future of the relationship. Additionally, the existence of the conflict in a relationship does not signify that the relationship is in a state of trouble. However, manners by which people resolve or contain the conflict can impact on the relationship.

b) **Conflict is overt or covert:** Overt conflict is a conflict that is explicitly expressed. This is a situation when parties involved in a conflict address their differences in a direct or straightforward manner. With an overt conflict, parties involved may calmly address the disagreement it is self but engage in a fierce argument concerning their ideas. Overt conflict may also involve physical combat, but this is considered an extremely inappropriate, particularly when it involves an **"I-thou"** relationship. It is equally an inappropriate approach to conflict even towards those with who we are in a distant relationship. Conflict is not permanently in a state of overt. While covert conflict occur when people do not outrightly express their disagreements. In a convert conflict, people tend to employ "passive

24

aggression" behavior. This means acting indirectly aggressive; retaliation is expressed by punishing the other party but yet remain in denial of the exhibited behavior.

c) Social group can shape the meaning of conflict: People's culture and their process of socialization may affect their approach and notion of conflict. According to woods, in an individualistic society people tend to be competitive as such finds it difficult to accept or come to terms with a "lose – win" situation. Whereas in a less individualistic or communal society, they are lesser focus on winning the conflict. In addition, People's notion of conflict may also be influenced by their gender. It is stated that, women tend to discuss or emphasis conflict while men prefer to avoid a conflict situation. Also, men are considered to feel overwhelmed when involved in a communication relating to an argument about difference.

Woods stating even further, the male gender is socialized in a manner that displaces communication as a means of bringing about intimacy in a relationship. Men are also seen as lacking a good or proper means of dealing with conflict in an interpersonal relationship. She argues that during conflicts, men experience an elevated fast heart rate compare to women, by this; men prefer to avoid or remain in denial of a conflict.

d) Conflict can be well or poorly managed: People's responds to conflict differ from each other. Some tend to employ a means of verbal aggression while some may engage in physical combat. People's approach to conflict

determines the continual closeness or lack of it in a relationship. Poor handling of conflict by individuals results from a feeling of intensity and lack of emotional balance that is difficult to identify or express when in a state of conflict.

e) Conflict can be good for both individuals and relationships: People tend to think of conflict as something negative, on the contrary, when adequately managed it offer an opportunity for people's mental growth as an access that can help strengthen the health of the relationship. Conflict enables people's consideration of a perceptive not similar to their own because what an individual learns in a conflict situation may allow a possible room for a change of mind concerning the issue (pp.244-249).

According to Woods (2007), people possess very different orientation to conflict. These orientations are the following:

a) Lose – Lose orientation. Such orientation toward conflict adopts the approach that conflict produces losses for both parties involved, and such outcome is considered damaging for a relationship. Individuals who adopt the lose-lose orientation to conflict are of the assumption that conflict is composed of negativity, and the presence of such negativity is unavoidable.

b) Win – Lose orientation. People who view conflict as a win –lose situation considers it an imperative for one party to win at the expense of the other. Such orientation comes with the understanding that disagreements are like a battle that should produce a loser and a winner.

c) Win –Win orientation. Such orientation to conflict recognizes that there are ways to approach and resolve the difference whereby the end can ultimately result in both party's gain and satisfaction. Such orientation to conflict is accompanied by a commitment towards locating a solution free from the oppression of one party over the other (pp. 250 -252).

According to Woods (2007), there are four responses to the conflict. These as follow:

a) Exit response: This involves the psychological or physical withdrawal from a conflict situation. A person's refusal to verbalize a problem means the person is **"psychologically exiting"** the problem. While **"literal exit,"** occur when people end a relationship in the face of conflict. However, the exit response does not aim to address the issues; instead efforts are made towards avoiding it. Such avoidance aids the accumulation of problems and difference which may be destructive for a relationship.

b) Neglect response: this involves the denial of disagreement, people involved in such circumstance would say such things as **"there is no disagreement; you are making up a problem where none exists."** Neglect response in some sense share a similarity with the exist response because it also avoids discussion of the problem. However, Woods states that such response may be appropriate for problems that are considered stubborn or unresolvable.

c) Loyalty response: A person who embraces the loyalty approach to conflict tends to tolerate or endure the differences that exist in a relationship. In a loyalty response, efforts are made toward ignoring or reduce the difference.

The loyalty response is a reflection of a "lose- lose" orientation because of the recognition that disagreement hurts both parties so remaining loyal becomes a preferred option.

d) Voice response. This approach tends to address a conflict directly with the intent to discover a possible resolution of the conflict. Individuals who verbalize their response realize the problem and they are always determined to emerge with a solution. Voice indicates that both parties sufficiently care about the relationship to have identified when something is not right. People who adopt this response belief in the relationship, with such belief comes the motivation   of voicing or expressing their concerns   as an avenue of resolving the problem, in this context, the relationship can be preserved   (pp. 253-255).

2.6 Other Studies Related to Conflict

Perhaps the perspectives or definition of conflicts vary significantly because people's attitude and notion of the role of conflict does equally differ. Hocker and Wilmot (1985), enquire to determine people's understanding of conflict, this he did by asking people to offer their responds to the phrase "conflict." In response to his question, the following were offered; hostility, anger, war, disagreement, violence, threat, destruction, competition and heartache.

Giving the above definition of conflict, apparently respondent's perception of conflict is associated with the image of negativity (p. 7). Until in the early 1960's most people, including scholars, primarily did   at the time conceive the notion of

conflict as a situation that is entirely undesirable, in this sense conflict has to be avoided by any means possible (Simons, 1972, p. 237).

Again, Hocker and Wilmot (1985) outline the widely held negative assumption of conflict as follows (pp. 7-9):

a) A state of harmony is normal in life, while the state of conflict is very abnormal.

b) Conflict and a state of disagreement share a commonality as such are of similar phenomena.

c) A mental disease causes conflict.

d) Conflict should not be conceivable. It should be avoided and should always be deescalated.

e) Conflict results when there is a mismatch or a clash in personality.

f) Emotions are not the same as conflict.

Furthermore, Deetz and Stevenson (1986) offer a list of negative assumptions associated with widespread assumption of conflict (p. 205). These include:

a) Conflict is not natural to human sociability.

b) Conflict is an agent of destruction that has to be avoided in every situation.

c) Conflict can be attributable mostly to a failure in communication resulting from misunderstanding.

However, there is a reversed notion of conflict. Conflict is now perceived as having the potential to facilitate the clarity of the situation with the possibility for positive growth and outcome. Meaning that in some instances, people may have to disagree to

enable a clarification of the problem, in this sense reach an agreement, thereby, the health of the relationship is improved.

According to Deetz and Stevenson (1986), Hocker and Wilmot (1985) has offered a positive assumption relating to conflict as an effort to nullify previously held negative conceptions. As explained above, Hocker and Wilmot argue that "conflict can have highly desirable and productive function in a relationship**."** Both authors made reference to the works of Braiker and Kelley (1979); Weiss and Vincent (1975), stating that conflicts exists in happy and unhappy relationships, but conflict in a happy relationship is characterized by the containment or management of the conflict (p.11).

Continuing with Deetz and Stevenson (1986) positive assumption of conflicts, both scholars offered three assumptions indicative that conflict can be positive. They adopted the belief that "management of conflict serves as a more useful conception of the process of dealing with conflict, than such conception as conflict resolution**''.** In other words, if a conflict is properly managed, it suppresses the possibility of it becoming an actual conflict **(**p. 205-207). The three assumptions offered by both authors are the following:

   a) The very act of conflict is a natural one.

   b) Conflict is essential and good.

   c) Most conflicts help emphasis, recognize and respect the actual differences.

Researchers consider conflict as unavoidable because people are continually involved in a relationship. Also, due to uncertainties in life and people's continual decision making relating to attainment of goals, inclusive of the natural requirement

of every human to relate interpersonally in connection to their contrary goals and needs.

Suggesting that conflict is essential and even good because conflict possesses the potential to encourage innovative or new ways of thinking when managed adequately. The initiation, performance and act of conflicts are habitual process of life, it is equally a condition that motivates a necessity for an individual examine or reflect on these thoughts and actions. Beyond this, another assumption concerning conflict highlights that often people are naive or tend consciously to avoid that state of reality that may help legitimize and reveal the dissimilarity that exists.

Instead, they tend to blame conflict situation on the lack of proper communication alone. In a relationship, it is less difficult for people to live with an unresolved misunderstanding than to live with the fact that the fundamental difference that demands recognition exists (Deetz and Stevenson, 1986, p. 207-208).

Adding to the perspective of the aforementioned scholars on conflicts, another researcher supports the argument that conflict is positive. This notion is reflected in the work of Corwin and Edelfelt (1977), both researchers are of the perspective that for two factors, conflict may be considered as normal and not abnormal. Giving the first factor, conflict is considered **"inherent in the fact that authority is problematic."** The second factor is that **"conflict is promoted by inconsistent goals, success criteria and heterogeneity of the clientele"** (p. 76). This also implies that, the natural occurrence of conflict can also be provoked by the presences of domination in a relationship. These researchers further stated that conflict **"does also can improve relationships or organizations by forcing change and compromise by both parties involved"** (p.77).
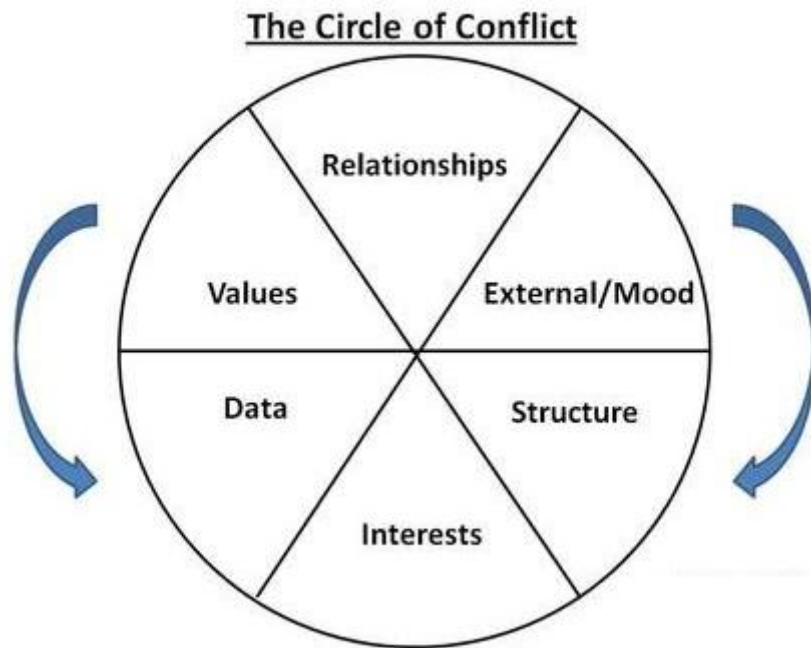
Figure 5: Circle of conflict model (Furlong, 2005)

The circle of conflict model is quite useful as an assessment tool to identify the issues underlying disputes in an environment. The model was developed by Christopher Moore and Gary Furlong offers an adapted version of the model in The Conflict Resolution Toolbox. The model suggests that the underlying causes of conflict can be organized into six categories as shown in Figure 5 above.

2.7 Communication and Conflict

Certainly, any assumption or definition that addresses conflict can not do so in the absence of communication. In other words, for conflict to be discussed sufficiently there is a usefulness to incorporate or link the element of communication to it. Garvey and Shantz (1992) believe conflict is a "social activity, brought into existence and conducted primarily through talking." Thus, a basic element that constitutes any conflict situation emerges from an interactional context in relation to behavioral opposition (p. 93).

Reinforcing this argument, Hocker and Wilmot (1985) asserts, "communication is a central element in all interpersonal conflict."   Both researchers stated that communication and conflict are interrelated;

a) Through the process of communication, conflict emerges.

b) Communication process or behavior is that which reflects conflict.

c) Communication is a catalyst that enables either the productive, destructive or management of any conflict situation (p.20).

Vash (1980) reaffirms Hocker and Wilmot's (1985) argument, noting that hence the basis or fundament of power is shared through the means of communication; therefore, communication is perceived as the primary and largest problem in any relationship or organization. While according to Haley (1963), the expression of conflict through the medium of communication is made operational by both the content of the conflict and relationship information (p.18).

Haley's perception above was clarified in Hocker and Wilmot (1985), both stating as follow:

a) All communication messages including both verbal and nonverbal does produce meaning, the sharing of particular content information.

b) Every individual in a communication process does define the relationship that is present in all communication transaction. Beyond this, they also communicate same relational definition along with specific contend to the other party involved (p.20).

Blake and Mouton's (1984) summation and quotation is applied here as a way of extensively expressing the relationship between conflict and communication.

Communication allows access to get at causes of conflict but the cause is not in communication alone. The causes that instigates interface conflict are more than simply explaining to people the rationale of decisions reached or how damaging it is for them not to cooperate or sitting them down in a room to work it out for themselves.

However, the key involves communication between the contending people or groups, but far more than just communication. Behind all of these influences may be historical behavior that has led to mutual disrespect, lack of confidence, and suspicion. Under these conditions, if people were to communicate, which is another way of saying "open up," they would communicate incendiary emotion at the risk of escalating the conflict" (p. 286).

According to Woods (2007), communication is the basic element in any conflict situation, because communication influences and affects conflict. Additionally, specific communicative behavior may escalate conflict (p.242). Research by Dindia and Fitzpatrick (1985) reveal that a communication issue contributes significantly in producing poor relationship, as well as breakups (p.141). While Gottman and Silver (2000) reinforce the view that supportive or positive communication can have one of the strongest and primary influences that encourage long-term contentment in interpersonal relationships (p. 28).

Woods (2007) notes two communication patterns that exist in a state of conflict. According to Woods, there is both an unproductive as well as the productive conflict communication pattern. Appropriate communicative behavior is crucial in any communication because lack of it may initiate the inability to resolve a problem. As a

result, such problem, therefore, advances into a full conflict situation. The unproductive pattern of communication involves the preoccupation of one's self and one's desire while ignoring the concern of the other party involved.

In the early stage of conflict, regarding the content of communication, there is a possibility for people to select only what they believe in. Such behavior results in poor listening. There is also the tendency of a "cross- complain." Cross complain however does not address the problem rather, its motive is to redirect the communication by placing fault on one party. The basis for such behavior results from poor listening also. The outcome of poor listening in a communication process is the lack of dual perspective. This creates a high level of defensiveness by both parties leading to an eventual negative and hostile situation (p. 256).

In the middle stage of unproductive communication, the moment a negative climate has been initiated; other unconstructive communicative behavior takes effect. At this stage, past complains and grievances that are unrelated to existing problem are incorporated by both parties. Complicating existing problems with past ones makes it impossible to address present problems. The resurrection of past problems occurs because they have been a repression of same problem in the past; such circumstance makes recent problems prone to a full blown conflict. The middles stage is identified by a frequent disruption of any progressive communication.

In the last stage of conflict communication, the first and second stage of conflict communication tends to contaminate the possibility for effective discussion of solution because the desire of each party is always countered by the other. The

first stage of a communicative behavior expressing self-preoccupation becomes persistent, implying each party is interested in emphasizing their suggestion or solution rather than each assuming equal degree of responsibility for the problem.

The self-preoccupation by both parties also emerges when talks are repeated multiple times. This is perceived as an egocentric communicative behavior in that it ignores or disregards the other person's feelings. The manner of communication contained in unproductive conflict is a reflection of egocentrism because it consists of negative communicative behavior. Unproductive communication makes it difficult to resolve a conflict (pp. 256-258).

Furthermore, Woods states that constructive communicative behavior enhances positive climate that elevates the possibility for people to resolve or overcome their difference without inflicting harm on the relationship. Prior to early stages of constructive conflict communication, a constructive communicative behavior is established before disagreements are expressed. Such behavior is the foundation upon which the relationship is based. Also same behavior determines the tone of communication by both parties when involved in a conflict situation.

For a good climate to take effect, both parties have to acknowledge, in addition, respect each other's concerns. At the early stage of productive communication, both parties have to create the openness that would allow effective discussion. Such pattern of behavior elevates their level of closeness that helps the initiation of a supportive climate. The presence of a supportive climate creates a sense that both

parties are not exactly involved in a fight, rather taking measures together towards resolving a problem.

The positive climate already established through an appropriate communication sets the foundation for a constructive conflict communication. Woods further stated that people who engage in effective communicative behavior possesses more tendency to avoid digression during conflict. Hence, staying focus on existing problem that is referred to as **"bracketing."** Constructive conflict that results from an effective communicative behavior is crucial for a good interpersonal relationship. In the final stage of conflict communication, people continue to maintain a collaborative effort, one that adopts a dual perspective, with the comprehension that both parties share a relationship.

This can only be archived through an appropriate communication and negotiation (pp.258-260). Therefore, it is noteworthy to conclude that the extent of any conflict is dependent on the communicative behavior employed by parties involved. Importantly, this is a reflection that communication and conflict are inseparable.

2.8 Theoretical Models Related to Conflict Resolution

According to Dodge et al. (1986), two theoretical models attempts to offer explanations into how a person responds in a conflict situation. Both models are (social information processing model and the interpersonal negotiation skills model). Social information processing model focuses on the internal cognitive system that occurs within a social situations. On the other hand, the (INS) model explains the developmental process of change involved in conflict resolution strategies which do occur simultaneously along with cognitive changes. A demonstrative example of

social information processing model is a situation where a person encounters conflict, in this circumstance the person initiates a process of understanding the issues and making attributions. With this model, a person responds and resolves the conflict based on the immediate information processed without reflecting beyond the imitate situation.

With this model, a person comprehends the social cues present in the situation, implying that the individual initiates an assessment of the situation exactly the way it is happening without thinking outside the box (p.6-7).

However, a revision of the social information processing model by Crick and Dodge (1994), points out the element and role of arousal regulation. Both authors stated that the arousal regulation is especially active and utilized by an individual between the points where such individual interprets the cue and generate possible strategies of handling the situation. This Implies that the particular emotions which had been experienced by an individual and self-perception may as well influence the social information processing, including responses generated and eventually adopted by such individual. Social information processing model emphasizes the internal, personal interaction processes that are responsible for interpersonal conflict resolution (p. 84).

The interpersonal negotiation strategies (INS) model by Selman and Demorest (1984) is adopted from the cognitive-developmental process and information-processing. The (INS) model predicts that for an individual to possess the sophisticated ability of coordinating or facilitating the social perspective of one's self and the other requires

cognitive development. According to this model, some factors are involved in the choice of an interpersonal negotiation strategy adopted by any individual.

The first is the cognitive understanding of the perspective of one's self and the other. The second factor is the purpose of the strategy, in other words, implying the way in which people understand and balance opposing forces in the conflict situation. Finally, the orientation and interaction of the factors above determines the type of strategy employed by any individual, one of which is "self-transforming or other-transforming**."** The major strength of this model is located in its emphasis on the interpersonal context of conflict negotiation strategies in relation to the understanding of the self (p. 210).

With the interpersonal negotiation strategy, efforts are made by a person into reflecting on the reasons a conflict is occurring and the why the other person is behaving in a specific manner is therefore constructed. The moment these cues are interpreted, the individual initiates possible avenue of responding to the situation. This state is followed by the choice of an accurate response. Finally, the individually chosen response is expressed. This strategy contains reflective elements because the application of such strategy by a person when in a conflict situation means the ability to exercises some degree of measures into making efforts at understanding if the conflict may have been as a result of that individual's behavior. For instance, I encounter a conflict, when utilizing this strategy; I must feel a need into querying my behavior including the behavior of the other. Meaning it becomes necessary to say I was probably rude or disrespectful when relating to my friend that may have been the reason I got into conflict. Recognition of this behavior would most probably result in

offering an apology to my friend. Essentially, such strategy requires a sophisticated ability to coordinate social perspective of one self and the other.

2.9 Relationship between Conflict Management and Conflict Resolution

Conflict is an inevitable reality of human existence, while this is recognized; such does not negate the understanding that conflict is a difficult term to define. Conflict is viewed much differently in recent time than it was decades back, and it has a definite link to communication but it is beyond communication. This is so; perhaps because conflict is elusive as a result discussion of it becomes dynamic, necessitating the need for it to be discussed in terms of its sources, stages and even types. Therefore, the general look at the term conflict management is deemed appropriate.

According to Blake and Mouton (1961), conflict management is constitutive of eight activities, as follows:

- **a)** Definition of what the problem is;
- **b)** A review of the problem;
- **c)** Developing range of alternatives;
- **d)** A debate of the alternatives;
- **e)** Reaching a solution;
- **f)** An explanation and evaluation of the solution reached;
- **g)** Weighing other alternative solutions;
- **h)** The selection of an appropriate solution.

Huseman et al. (1977) note that conflict management concerns distinguishing between two conflicts. One of which is termed the useful or (good) conflict and the

other is a (bad) conflict which has to be eliminated or avoided. Conflict management also involves the ability of a person to work in the presence of problems, yet continue to maintain a productive relationship with others in this situation.

The aim of conflict management is to ensure the recognition of the important line that distinguishes the good conflict from that conflict that is bad or destructive. (p.4).While it is a prominent fact that conflict is an unavoidable part of human existence; it can also be (managed) in ways that can produce a win-win resolution of the conflict that is appropriate and even desirable. In a similar vein, Forsyth (2009) conflict resolution is a process by which a peaceful end to any conflict situation is facilitated. Also, the dimension of resolution of any conflict equals the outcome of it, in terms of the way by which the conflict is processed (p. 22).

Deutsch et al. (2006) state that conflict resolution involves the collaborative process of dealing with conflict including an outcome that is commonly agreed upon by parties involved, not suppressing the problem with the intension of managing it because such act can complicate or broaden a minor problem. Conflict resolution entails the transformation of both the situation and the relationship of people involved in a manner that the developed solution in a long term will be sustainable. Resolution of conflict equally needs an appropriate and adequate level of reconciliation of both parties.

This will produce a restoration of harmony through a process that recognizes forgiveness and assurance of future peace by both parties. However, this resolution does not guarantee future incompatibilities. On the contrary, incompatibilities will occur, and problem solving will be needed but the manner by which new differences

are approached, and the degree of quality in terms of the outcome will differ. Any conflict resolution effort primarily must address both the conflict and relationship of those involved, because the conflict and relationship need to be transformed in a long term contrary to managing the disputes by simply suppressing the difference (p. 189).

According to Bass (2000), there are varieties of procedure for addressing or resolving conflict. These are through negotiation, diplomacy, peace building and mediation, with an objective of employing a non-violent resistance strategy toward the promotion of effective resolution of conflict (p. 98).

Forsyth (2009) offers a model of conflict resolution style referred to as the (dual concern model). This model is based on the perception that there are two basic dimension preferred by people when dealing with conflict. These are a concern for self (assertiveness) and a concern for the other (empathy). According to this model, the point of intersection where efforts are made by people toward balancing their concern of satisfying their personal needs, accompanied by the concern also to satisfy the interest of others results in various style of conflict resolution strategy or style employed. These strategies are the following:

a) Avoidance conflict style: This style is employed by people who lack interest or those who are uncomfortable with conflict. People tend to utilize this strategy as a way of sustaining a good mood also as a means of protecting the "avoider" of the conflict. During a conflict situation, avoiders tend to adopt a"wait and see" strategy. According Feng and Wilson (2011) as cited in Forsyth (2009), avoiders prefer the choice of allowing a conflict terminate on its own without involving in it regardless of the scale or attitude of the other person.

b) Yielding conflict style: This style is also referred to accommodating style, which is characterized by an elevated concern for the other party and a lower concern for one's self. This strategy emerges when there is a satisfaction derived from meeting the needs of others with the motive of maintaining a positive and stable relationship. Those who employ this strategy of conflict resolution tend to accept or comply with demand of the other party out of respect for the relationship. This strategy is associated to lose-win resolution style.

c) Competitive conflict style: This conflict strategy is also referred to as fighting strategy. It is characterized by a person's elevated assertiveness and reduced empathy or concern for the other party. Individuals who employ such strategy seek dominance over the other party. Their notion of conflict is based on "win or lose." Fighters prefer the choice of compelling others into accepting their point of view. They also tend to employ a **"competitive power tactics"** such as insulting, arguing and accusing the other party with the motive of generating a feeling of intimidation that would eventually force the other party into accepting their point of view.

d) Cooperation conflict style: This conflict strategy is utilized by people who have a high degree of active interest in their outcome and those of the other party. In a conflict situation, cooperators make a deliberate effort toward collaborating with the other party with the intent to locate a cordial resolution that both parties feel satisfied with. People with the cooperation

conflict strategy or style are assertive and empathic, they view conflict as a creative opportunity as such they deliberately invest their time toward a "win- win" resolution of the conflict.

e) Conciliation conflict style: This conflict strategy which is viewed as an extension of the cooperative and yielding strategy is also referred to as compromising style. People who employ such style of resolving conflict are also known as compromisers. These sets of individual tend to value fairness; as such prefer a mutual give and take conflict resolution, which implies meeting each other half way (pp. 401-405).

According to literature on conflict resolution one of which is Jarboe and Witteman (1996), state that the ideal or desirable conflict resolution style is one based on "win-win" resolution strategy otherwise referred to as cooperative conflict solution. (p.808). In conclusion, adopting the "win–win" conflict resolution can help bring about a long-term solution, one that ensures that existing problems are adequately resolved or terminated in a manner that both parties are satisfied. Beyond this, it equally ensures that a present problem is not extended into future conflict making future resolution of conflict difficult to accomplish.
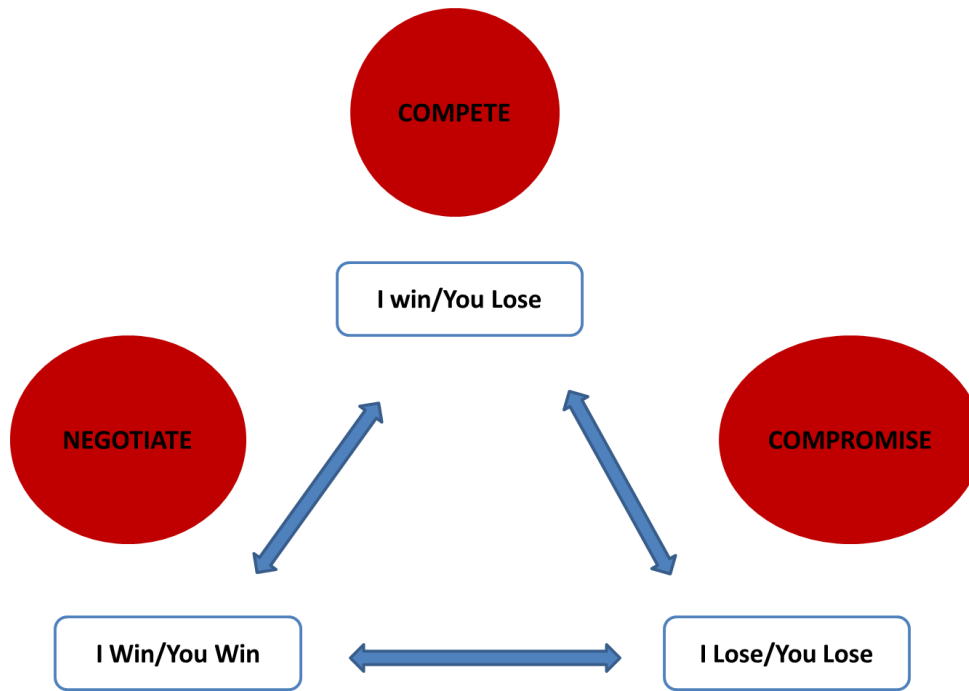
Figure 6: Conflict resolution models

According to the dual concern model, people balance their concern for satisfying personal needs and interests with satisfying the needs and interests of others in different ways. The intersection of these two dimensions ultimately leads individuals towards exhibiting different styles of conflict resolution (negotiate, compete or compromise) as shown in Fig. 6.

2.10 Social Media

Social media websites have become a popular destination in recent times. Ellison (2007) defines social media or a network site as web-based service which allows people construct both public and semi-public profile within a bounded system, interacting with other users with whom they share a connection. Further stating that social network sites a dominant way by which people grow, organize and maintain social connection. In addition, the significant growth of these social media and their social impact has been the interest of most scholars (p. 2).

According to Boyd and Ellison (2007) a social network site involves a web based service that allows people the access to construct a public profile, articulate other users with people within similar bounded system (p.211). Kietzmann et al, (2011) states that social media tend to employ both web-based and mobile technologies creating a highly interactive platform by which people and other communities share (p .1).

According to Ellison (2007), SixDegrees is the first recognizable social media network launched in 1997. SixDegrees.com allowed its users create profiles including the possibility to list their Friends. In 1998 users of SixDegrees.com became able to surf their friends lists. With Classmates.com people were able to affiliate with their academic institutions such as high school and university. It equally allowed users surf the network for others who were affiliated, but it was impossible for users to create a profile or list friends not until years later.

SixDegrees was the first social media to combine these features. Starting from 1997 to 2001, some community tools started supporting varying combinations of profiles with the ability to publicly articulate friends. Media sites such as BlackPlanet and AsianAvenue would allow users create their personal and professional profile. Users were able to identify their Friends on their personal profiles without seeking approval for the connections (p.4).

Ryze.com launched in 2001 was the next wave of social network sites; the site was created to help people obtain maximum advantage of their business networks. Friendster was introduced in 2002 as a complement to Ryze. Friendster was designed in a way to compete with Match.com, which is an online profitable dating site. Most

dating sites focused their attention on introducing people to strangers who share similar interests. Instead, Friendster was designed in a manner that helps friends-of-friends meet each other, this idea was based on the assumption that friends-of-friends could make better partners than total strangers (p.5).

Ellison (2007) further stated that the uniqueness of social media or networking sites does not reside in its ability to allow people meet stranger. Rather, it enables its users make visible their social Networks which facilitate connections between people who otherwise may not have been possible. These meetings mostly are between "latent ties" that have some offline connection. On most of the large SNSs, for example, users are not necessarily looking forward to meeting new people, rather, they primarily communicate with individual who is already a part of their social network (p. 2).

Some social media include but not limited to Facebook, LinkedIn, Myspace, and Wikipedia. Multimedia sharing sites includes YouTube and Flickr. Some bookmarking sites are Del.icio.us and Digg. Rating sites includes Yelp, this site allow people interact, particularly by sharing information about any brand or product. Twitter and RSS is mostly used to facilitate viral campaigns or encourage a buzz (Edwards 2011, p.1).

2.11 Social Exchange Theory in Relation to Social Networking

Social exchange theory has its root in basic principles of economics, and it compares the behavioral process of every human to that of a transaction within a market environment. The theory is based on the principle that the foundation of human social behavior rests on a motive to maximize benefit and minimize costs. Meaning it

becomes an imperative during social exchange for a person to give in order to receive.

However, for maximum satisfaction, the degree of a perceived reward should be more than the amount of a perceived costs invested during process of social interaction (Zafirovski 2001, pp.1-2). This theory consists of six basic rewards; these are inclusive of both the tangible and intangible elements such as love, wealth, money, services, information and goods. However, time and energy have been identified as the primary cost involved in social exchange theory (Ripa and Carrasco, 2007, pp. 1-3).

According to Zafirovski (2001), social exchange theory are evaluated in terms of cost and benefits analysis in the understanding that social relations amongst individuals is established and maintained essentially based on mutual gains or benefit.(p, 3). Homans (1958) a leading figure in social exchange theory rejects the notion that social and cultural settings impact human behavior rather, he adopted the notion that psychological elements are the only factors relevant in this regard. For example, arguing that history is only considered essential because in it lays a history of reward that explains to a person that which is in his/her best interest (p.569).

According to Hutchinson (2008), additional perspective has been added to social exchange theory. Some other theorists have highlighted the role of social, political, economic and historical elements in social exchange (p. 141). While Ripa and Carrasco (2007) again stated that a primary premise in social exchange theory concerns the issue of power, but this element of power is not limited to the potential reward or punishment, rather it's inclusive of a person's ability to exercise influence

on the behavior or thought process of others during the course of social exchange. Implying that the foundation of such control becomes present when there is the dependence of one person on another toward gaining a sense of reward (p.14).

Therefore, applying social exchange theory to social networking phenomenon, it may be said that technological interaction amongst people highlights the structure involving mutual cost and benefit. This is so because the amount of time and energy a person invests posting comments and daily status update on a social media such as Facebook likewise other social media is associated with a perceived reward that emerges when these updates are liked and responded to by family and friends.

2.12 Facebook

Facebook, being one of the social media was founded by Mark Zuckerberg while studying psychology at Harvard University, although a keen computer programmer. In February 2004, Zuckerberg launched "The Facemash," as it was referred. It profiled both students and staff. Within a day of its launch, a total of 1,200 Harvard students became members. Within one month, about half of the undergraduate population signed up and had a profile. In September 2006, the network extended its services from educational institutions to include individuals with a registered email address.

The site is free for users with no subscription fee required. Facebook generates its profit through advertising revenue (Philips, 2007, p.2). Facebook with its million users across the globe has become one of the basic social networking activities that have transformed the idea, ways and manners of social interactions both on an interpersonal and global scale. Such transformation may give way to a different

approach by which friends, relatives and groups resolve conflicts amongst each other while of Facebook.

There are over 20, 000 study conducted on Facebook these include but not limited to the following. Hew and Cheung (2012) examined Singapore student's use of Facebook, the types of friends they communicate with and how these students manage their privacy. The result of the finding revealed that forty five percent of the participant visit Facebook daily, thirty percent of the participant visited Facebook once in a week, twenty percent visited Facebook once fortnightly while five percent logged on to Facebook when they had to effect an update to their profile.

These students did also reveal that they use Facebook as a means of finding lost friends, for entertainment, to express their emotion and follow the trends. The study also found that majority of friends respondents have on Facebook were peers they physically know and are within similar age bracket such as previous and present schoolmates. 66% of respondents changed their privacy setting in a way that allowed only their friends access to their information, while 33% reported to have left their profile open to anyone (pp. 187-189).

Giannakos et al, (2012) researched into the uses and gratification of users of Facebook those within the ages of 25 and 34. Findings from this study showed that the most essential uses of Facebook related to social connection, having fun, locate people with similar interest and organize party (p.600). Parka et al, (2013) conducted a study on Facebook with the purpose to understand how health related organizations use interactive features on Facebook toward management of their brand for advertising purposes. The study examines the health organization that employs the

use of Facebook as a means of promoting health related issues including the interactive features that is usually employed. The result of the study in content analysis of over 1,760 wall post and comments showed that health organizations majorly employ the use of wall post for health communication, such as recommendations on health routine through which they build are able to build a brand present and ultimately advertise (p. 63).

2.13 Media Theories

Several definitions of theory exist. According to Turner (1998) theories, are narratives that attempt to offer an explanation concerning the reason certain event occur (p.1). Bowers and Courtright (1984) view theory as **"a set of statement asserting relationships amongst classes of variables"** (p.13). Bailey's (1982) perception of theory adopts a broader way of understanding the social world and stated that a theory is the **"explanation and prediction of social phenomena that relate the subject of interest to other phenomena"** (p.39).

Littlejohn and Foss (2008) perception of theory takes a communication approach noting that a theory is any **"structured set of ideas or explanation regarding human experience."**(p.14). Reinforcing Stephen and Foss (2008) perspective is reaffirmed in Griffin (1994), acknowledging an essential reality of communication. Embracing this broader view of theory, he stated that a theory is any **"concept that explains an event or any behavior."** Furthermore, he noted that a theory clarifies a confused or an unclear situation, thereby focusing people's attention to that which is crucial (p. 34).

Based on the definition of theory explained above, media theory, therefore, is one that offers explanation into activities or event relating to media, why people use

media, how it is used and its impact on the behavior both on a micro and macro level. Some media theory includes but not limited to Information (innovation) diffusion theory, information flow, uses and gratification, and cultivation theory. For purpose of this research, uses and gratification theory is applied.

According to Baran and Davis (2010), information flow theory seeks to assess how effective the media is at transmitting information to a large audience, in addition, if information is actually learned by people through the media. This theory addresses how information transits from the media to the audience with a specific intended effect. More importantly, when and why information from the media will be attended to by people, as well as the kind of learning such information produces (pp. 161-163). Information (innovation) diffusion theory is a combination of information flow theory. This theory examines both the flow of information as well as personal influence involved. The integration of information flow and diffusion theory was a success that resulted in what is referred to as information diffusion theory. When this theory is applied to the diffusion of something else that is not information related such as technologies, it is called" innovation diffusion theory." Innovation diffusion theory asserts that the emergence of new technological innovations and people's adoption of the technology tend to undergo series of stages.

In the first stage, there is an awareness of the innovation by most people often through the mass media. In the second stage, the innovation is embraced by limited group of people referred to as" innovators" otherwise known as early "adopters. " In the third stage, opinion leaders gain knowledge of the innovation through early adopters beyond this; they make efforts toward trying the innovation. If the innovation is considered useful, opinion leaders will extend the knowledge to their

friends or "opinion followers." There is also a group of people referred to as "laggards or late adopters." Laggard's effect changes when the innovation has been adopted by most people. Importantly, this theory noted that early adopters are directly influenced by the media, who eventually influence others (pp. 281-282).

Uses and Gratification Theory: the theory attempts to understand why and how a particular media is use. The theory examined and found that "three major types of gratification" exists. According to this theory, people listen to a particular media for "emotional release," a second reason is that it provides people with the opportunity for" wishful thinking" and the third reason is that people obtain advice from listening and watching daytime series. This theory concluded that with a model which is **"the expectation of reward all over effort,"** this model is considered a primary factor that determines what media an individual selects.

The point however is that people tend to consider the reward or gratification they anticipate from a medium as well as the level of effort required to accomplish that goal. (p. 245). According to Palmgreen and Rayburn (1979), people are responsible for the medium they consume, and when a particular medium satisfies their expected gratification, this result is persistent use of the medium. A person's sought for gratification implies what a person desires from a particular media experience while the gratification obtained is what an individual derives from   the media experience (p. 159).

From all the theories mentioned, uses and gratification theory relates to Facebook, therefore, is used to explain the present research. Globally, Facebook as a social media has risen to prominence with users all over the world. Facebook has emerged

as a medium used by both young and old people through which an individual can relate to family, friends, including the privilege of viewing daily activities of those they share a close or special relationship with. Individual motive for using Facebook differ. Some people may use Facebook as a means of expressing their affection toward those they share a close relationship with.

While this may be the case, Facebook may also provide some people with an opportunity of resolving conflict between themselves and their loved ones without being physically present. Factors that may encourage resolution of conflict through Facebook result from the barrier caused by distance, including lack of time to be physically present. Relating this even further to Facebook, people tend to use Facebook because it fulfills their needs or desire, in this context; it creates in people a sense of emotional reward or gratification. Reinforcing this argument, Hew and Cheung (2012) affirms that some people use Facebook as an avenue of making new friends, stating further that through Facebook users update their status, equally allowing their friends to be notified of their current status.

Additionally, for some people, the motive of using Facebook is to maintain an offline relationship. For some other individual, Facebook is used to occupy one's time as well as learning purposes such as group project (pp. 183-184). A finding by Giannakos et al. (2012) suggests that users of Facebook alternate their motive and behavior while using it. Some people use Facebook to browse daily information or activities of other people they are not directly connected with; however, the people they prey are not total strangers instead these are people related to the person's contact. Furthermore, it is stated that some people use Facebook as way of wasting time while some tend to make use of the features such as playing games (p. 599).

2.14 Conflict Resolution on Facebook

With the growing population and daily active participation of friends, siblings and extended members of a person's family on Facebook signifies the possibility that the process of communicating with people with whom a person share an "I-THOU" relationship may be accompanied by conflicts, resulting from disagreements, incompatibility of ideas and misunderstandings. Importantly, up to now nobody has conducted any research into conflict resolution on Facebook in TRNC.

In a study conducted by Drussell (2012) toward understanding preference of young adult in terms of conflict resolution through texting or Facebook. The study found that one way some participants in this study express their anger towards friends on Facebook was by unfriending these friends rather than engaging in any conversation. While some participants expressed that they had at some point instigated other friends into ganging up against another with whom they are in a conflict, as a way at ensuring the other party gives up (p.30).

According to Kim and Ahn (2013), conflict on Facebook arises between individuals sharing a close relationship from an observation that a person's information or interaction on Facebook is inconsistent with their expectations in real life. Additionally, nonverbal interaction, absence of physical presence and speed of information sharing may influence the escalation or resolution of conflicts on Facebook. It is stated that some young adults reported they experienced conflicts on social media such as Facebook and some of these conflicts sometimes involve arguments that ended the existing friendship (p.2).

Facebook like other social media is characterized by a mediated communication pattern while the presence of an offline relationship may cause a change in a person's behavior contrary to those on Facebook. In a study conducted by both author toward understanding the different behaviors relating to interpersonal conflicts on Facebook, it was found that most conflicts existed between friends when confronted with inappropriate manners in an online conversation. For example in a situation where a friend leaves a comment on another friend's Facebook posts. The poster's network of friends may perceived such person as an aggressive attacker and respond angrily and collectively against the person who commented (p.6).

Continuing with the findings, three categories of behavior and their varying ways of both conceptualizing and dealing with the conflicts they experienced on Facebook emerged. Some users were termed the" brave"; these set of people careless with the censoring of their postings and comments. The brave are always ready for any confrontation with a direct retaliation and the likelihood of not abandoning the conflict. Most interviewees in the study utilize Facebook for socialization purposes in terms of maintaining and building of relationship with past and current friends. Considering this purpose of using Facebook, they deliberately chose to avoid conflicts by distancing themselves from issues or provocative discussions, these set of people are referred to as the "careful."

The careful are extremely conscious of potential conflict. However, under some circumstances, "the careful" tend to act like "the brave" this they do by taking risks of potential conflicts. While under certain conditions, the brave become a bit cautious about their behavior as such behave as the "careful," these set of people are termed "the inconsistent." Additionally, in other situations, the inconsistent may

instigate a conflict and hide behind other people to help with the resolution of the conflict. These set of people have multiple reasons for their unstable and changing behavior on Facebook (p. 10). After extensive search on literatures that research into conflict resolution on Facebook, it was discovered that no research was conducted in this context. However, significant research was found with topics relating but not limited to the following; Facebook usage habit of tertiary students, the ability of Facebook to serve as an academic tool, Facebook usage behavior of teachers amongst other topics unrelated to tertiary students and Facebook. Therefore, this study is necessary and attractive since there is no published report on the subject matter.

Chapter 3

METHODOLOGY

This chapter offers explanation into the process of carrying out the present study. Firstly, research methodology and design are explained, followed by explanation regarding the population and sample utilized for the study. Furthermore, reliability of data collection instrument is stated and analysis procedures are introduced.

3.1 Research Methodology and Design

Quantitative methodology has been adopted in the study. Data collection was done using questionnaire with registered students of the FCMS and the FE of (EMU) in the fall term of 2014-2015 academic year. To start with, permission of the deans of two faculties were sought. As a comparative study, the research compares two faculty's students conflict resolution strategies on Facebook. The principle of a comparative study involves the simultaneous application of one measure in comparing two or more entities. A comparative study seeks to identify and establish an element of difference amongst two or more groups (Arnold et al., 1983).

3.2 Data Collection Instruments

Questionnaire is prepared containing 52 questions designed to answer the research questions regarding the conflict resolution strategies employed by EMU's students on Facebook. First section of the survey is prepared to obtain participant's demographic characters. The first section contained six questions. This is followed

by the second section also consists of five-point Likert Scale questions related to participant's personality. The statements contained in this section aims to identify participant's approach to conflict in real life situations. This section consists of 17 statements. The third section equally comprises of Likert scale questions designed to identify causes of conflict on Facebook and participants conflict resolution strategy on Facebook. The questions contained in the fourth section are 27 and designed to identify conflict resolution strategies employed by participants on Facebook.

3.3 Population and Sample of the Study

Participants for this study are derived from the FCMS and the FE of EMU. A total of 601 students are registered in the FCMS in fall semester of the 2013-2014 academic year. The entire number of registered students at the FE is 2,727 in the same semester. 200 (6%) students participated in the research. 100 students were selected from the FCMS and 100 students from the FE. Non-proportional Random Sampling strategy is utilized during sample selection for the research. Given the imbalance that exists in population of both faculties, the application of non-proportional Random Sampling is to achieve an equal and unbiased representation of respondents from both faculties.

3.4 Reliability and Validity of Data Collection Instrument

As it has been mentioned earlier, prior to administering survey questions to participants, a written consent has been obtained from Deans of both the Faculty of Communication and Engineering respectively. Furthermore, to enhance the validity of the present research, two pilot studies were conducted on participants at the Faculty of Art and Sciences. The aim of this process is to test the survey questions for the research. During the first pilot study, participants identified difficulties with some of the questions that included the complexity and lack of understanding of

some of the questions. Most importantly, all participants that partook in the first pilot study expressed dissatisfaction for the excessive number of questions asked.

In the first pilot study, 101 questions were served to 30 student's population, out of this number; only 20 participants returned the survey questions to the researcher. Then, the questionnaire was rechecked with the supervisor in order to prepare the second pilot study. The second pilot study contained a total of 50 questions and was conducted with 10 participants; all problems identified in the first pilot study were corrected in the second pilot study. The second pilot study proved effective due to the absence of complaints by participants with respect to the final survey questions. The whole questionnaire was subjected to reliability test and Likert-type questions (44 in number) contained in the questionnaire assessed using T-test to reveal the reliability of the data collection instrument.

Table 1: Case processing and T-test analysis for whole questionnaire

Case Processing Summary for all questions			
		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics for all questions		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.831	.836	83

Table 2: ANOVA analysis for suitability and reliability of data collection instrument

ANOVA for all questions						
		Sum of Squares	df	Mean Square	F	Sig
Between People		2261.704	199	11.365		
Within People	Between Items	4794.153	82	58.465	30.436	.000
	Residual	31345.461	16318	1.921		
	Total	36139.614	16400	2.204		
Total		38401.318	16599	2.313		
Grand Mean = 2.5927						

As tabulated in the T-test Table 1, the Cronbach's Alpha for the entire questionnaire is 0.831 indicating that the data collection instrument is reliable. Also, suitability and adequacy of the data collection instrument was assessed via the analysis of variance (ANOVA), to identify its accuracy in answering the research question. As shown in the ANOVA Table 2, the data collection instrument is suitable as seen from its high F-value (30.436) and highly significant p-value = 0.000, which is below 0.05.

Table 3: Case processing and T-test analysis for Likert-Scale questions

Case Processing Summary for Likert-Scale questions.			
		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics for Likert-Scale questions		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.833	.855	60

As shown in Table 3, it can be seen that the whole Likert-type questions are also suitable to answer the research questions. The Cronbach's alpha is 0.833, which indicates a high level of internal consistency for the Likert-Scale questions. The

overall reliability coefficient obtained is greater than 0.70, indicating very high consistency of the data collection instrument which is sufficient for exploratory studies (Ritter, 2010).

3.5 Data Analysis Procedures

Data collected were analyzed using the Statistical Package for Social Sciences software. Cohen's kappa and T-tests were conducted to measure the degree of agreement between the students of the both the Faculty of Communication and Engineering on the conflict resolution strategy employed on Facebook.

Table 4: Case processing and T-test analysis for responses from students from both faculties

Case Processing Summary for T-test			
		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	0.889	4

As shown in Table 4, the Cronbach's alpha is 0.892, which indicates a high level of internal consistency between each faculty. Therefore, the responses of both faculties are statistically significant.

Table 5: Symmetric measures and Cohen's test for degree of agreement between both faculties on Likert-type questions relating to conflict resolution strategies

Symmetric Measures		Value	Asymp. Std. Error[a]	Approx. T[b]	Appro x. Sig.
Interval by Interval	Pearson's R	.305	.066	4.506	.000[c]
Ordinal by Ordinal	Spearman Correlation	.319	.066	4.737	.000[c]
Measure of Agreement	Kappa	**.598**	. 123	5.554	.000[c]
N of Valid Cases		200			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Based on normal approximation.					

Case Processing Summary for Cohen's kappa							
Faculty: **FCMS and FE**	Cases						
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
On Facebook, I always prefer to win a conflict and my friend lose	200	100.0%	0	.0%	200	100.0%	
On Facebook, I prefer to lose a conflict allowing my friends win	200	100.0%	0	.0%	200	100.0%	
On Facebook, I prefer that I and my friends both lose a conflict	200	100.0%	0	.0%	200	100.0%	
On Facebook, I prefer that both I and my friends win a conflict	200	100.0%	0	.0%	200	100.0%	

As obtained from SPSS, the Cohen's kappa (κ) is 0.598. This is the degree of agreement between the two faculties' responses on questions relating to conflict resolution strategies on Facebook. According to Landis and Koch (1977, p. 149), kappa (κ) ranges between -1 and +1. Therefore, kappa (κ) of 0.598 represents a moderate degree of agreement between FCMS and FE responses. Additionally, the *p*-values < 0.05 also indicate that the Cohen's test is statistically reliable.

Cohen's Kappa Test was further conducted to measure the inter-participants responses (male and female) on statements relating to conflict resolution strategies on Facebook. Data obtained are discussed in chapter and conclusions made are reported in Chapter 5 of this study. In order to execute the Cohen's test, the following assumptions were made:

a. The response data are **paired observations** of the same phenomenon, meaning that the participants assess the same questions.

b. The participants are **independent,** no interference between the responses.

c. The respondents are **fixed**, meaning that they are specifically selected to take part in the research.

Chapter 4

ANALYSIS AND FINDINGS

Data analysis and findings obtained from the research conducted in the FCMS and FE of EMU is presented in this chapter. Demographical features and analysis of data obtained is presented in the first part. Secondly, the attitudes and means of respondents on the statements designed based on Likert scale are introduced.

Five-point Likert-scale questions which measure the degree of agreement or disagreement of the respondents is used. The values attached to the Likert- scale questions are as follows: 5 = Strongly agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1= Strongly Disagree. Balcı's (2005) recommendation was employed in this research for the scale division. As suggested by Balcı, the five-point Likert-type scale would be as follows: Strongly Disagree (1-1.79); Disagree (1.80- 2.59); Undecided (2.60- 3.39); Agree (3.40- 4.19); Strongly Agree (4.20-5.0).

Finally, the Cohen's Kappa (cross-tabulation) and T-test analyses are presented to compare the responses of female and male respondents in the two faculties on questions relating to conflict resolution strategies employed on Facebook. Additionally, analysis conducted to investigate the responses of both faculties on the strategies employed to resolve conflicts on Facebook are presented.

4.1 Analysis of Demographic Features of the Participants

A total of 200 participants took part in this research comprising of 100 (50%) females and 100 (50%) males. Out of 200 respondents in FCMS and FE, 66 (33%) students are between ages of 18-21, 39.5% are between ages of 22-25, a total of 42 (21%) participants are between the age of 26-29 and 6.5% of the respondents are above 30 years old.
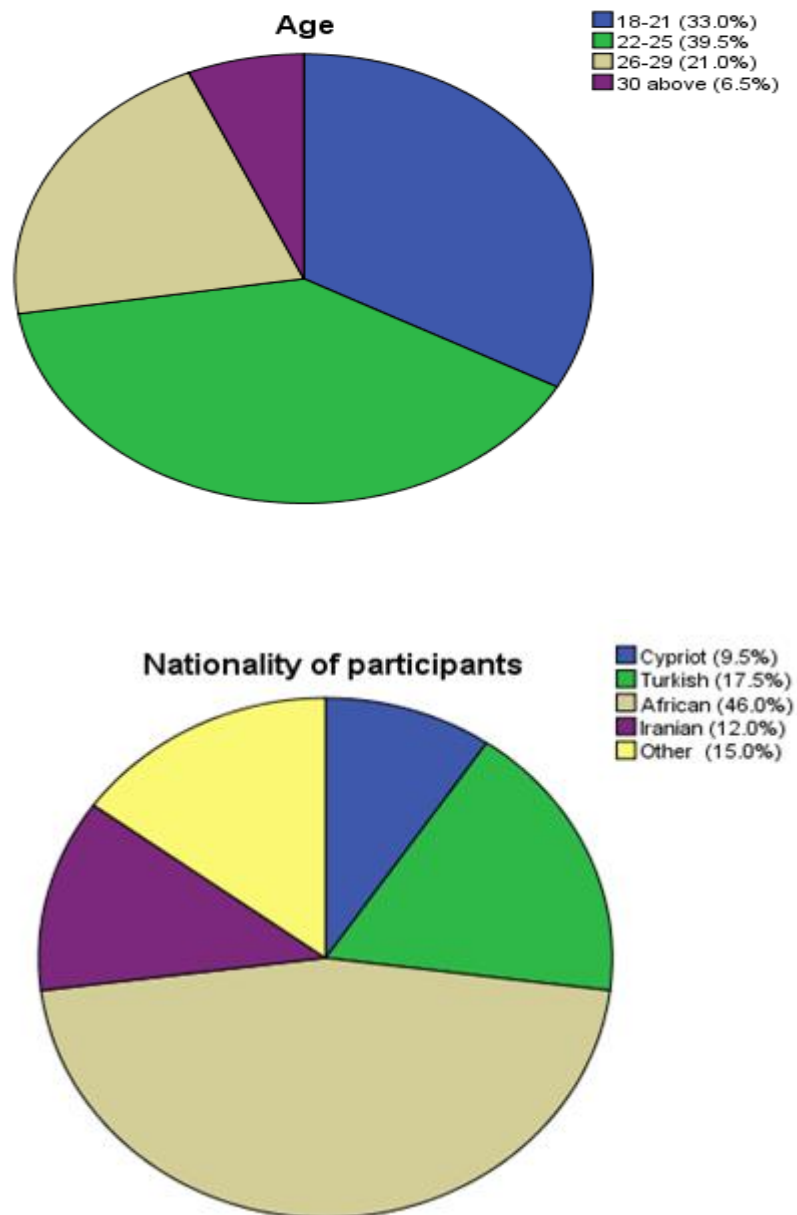
Figure 7: Demographic characteristics of all participants (Age and nationality)

Based on nationality, 19 (9.5%) participants are Cypriot, 35 (17.5%) of the respondents come from Turkey, almost half of the participants (46%) come from Africa, 24 (12%) are Iranians and 30 (15%) come from other nations.
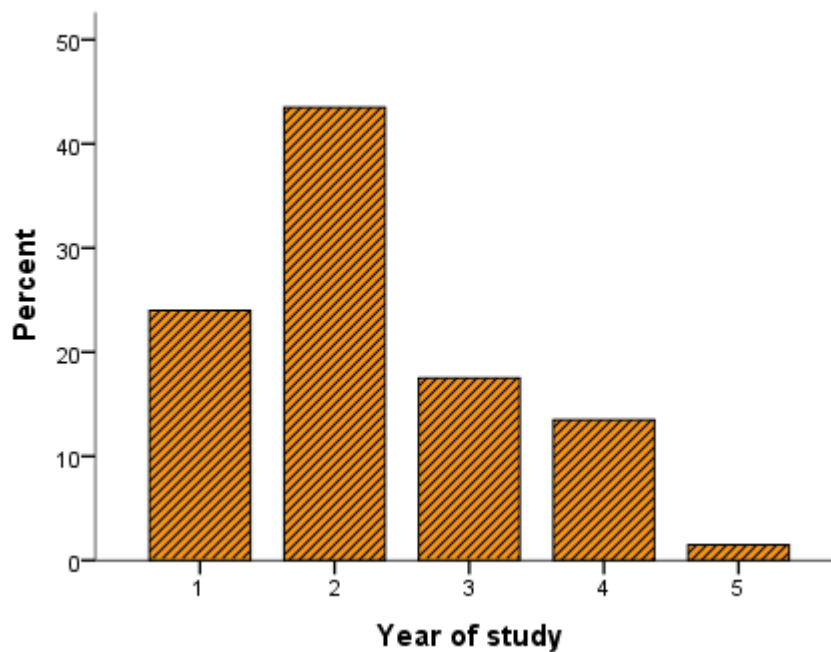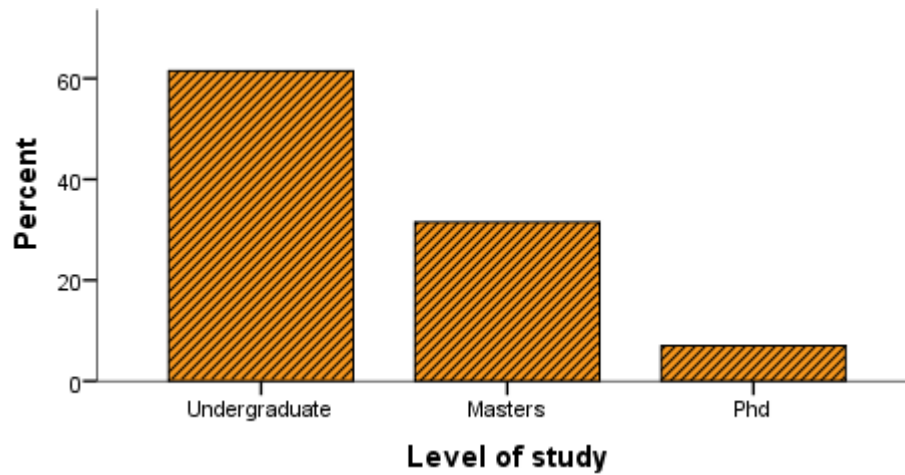
Figure 8: Demographic characteristics of all participants (Level and year of study)

Most of the participants are undergraduate students, 63 (31.5%) are master students, and only 14 (7%) of the participants are registered Ph.D. students in both faculties. From both faculties, 87 (43.5%) of the students are in year 2, 24% of the respondents

are new students, 17.5 % are in year 3, 13.5 of the respondents are in year 4 and only

3 (1.5%) are in year 5 which are noted to be PhD candidates.
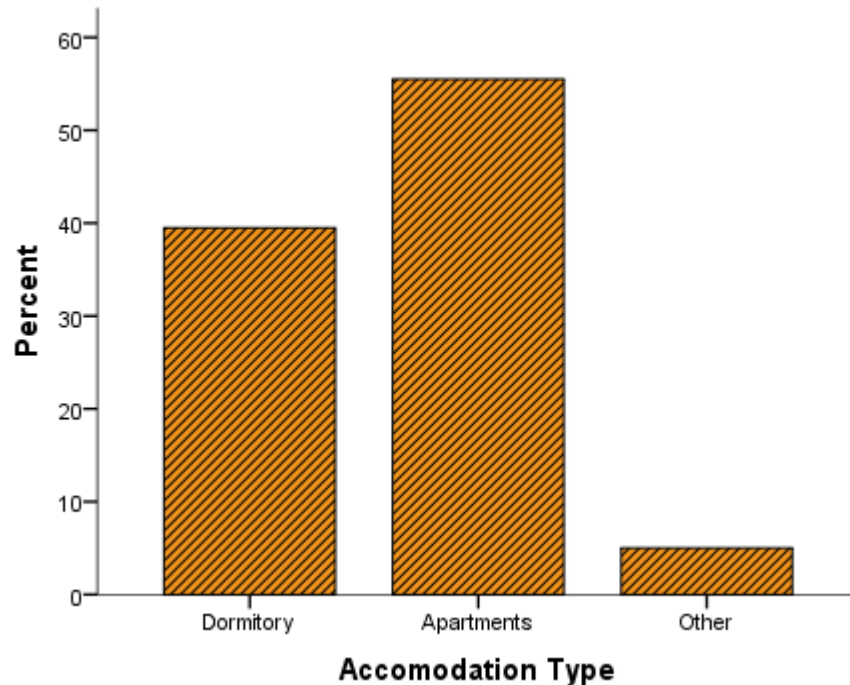
Figure 9: Demographic characteristics of all participants (Accommodation type)

More than half of the participants live in apartments, 79 (39.5%) of the participants

live in the university dormitories and only 10 (5%) of the students do not live in

either in dormitory nor in apartments. Further analysis shows that, the number of

participants who live in apartments is higher in FCMS (25.5%) compared to FE

(14%). FCMS and FE have nearly equal number of students who live with their

friends (27% in FCMS and 28.5% in FE). 27.5% of the respondents live alone while

16.5% live either with their families or partners in both faculties.
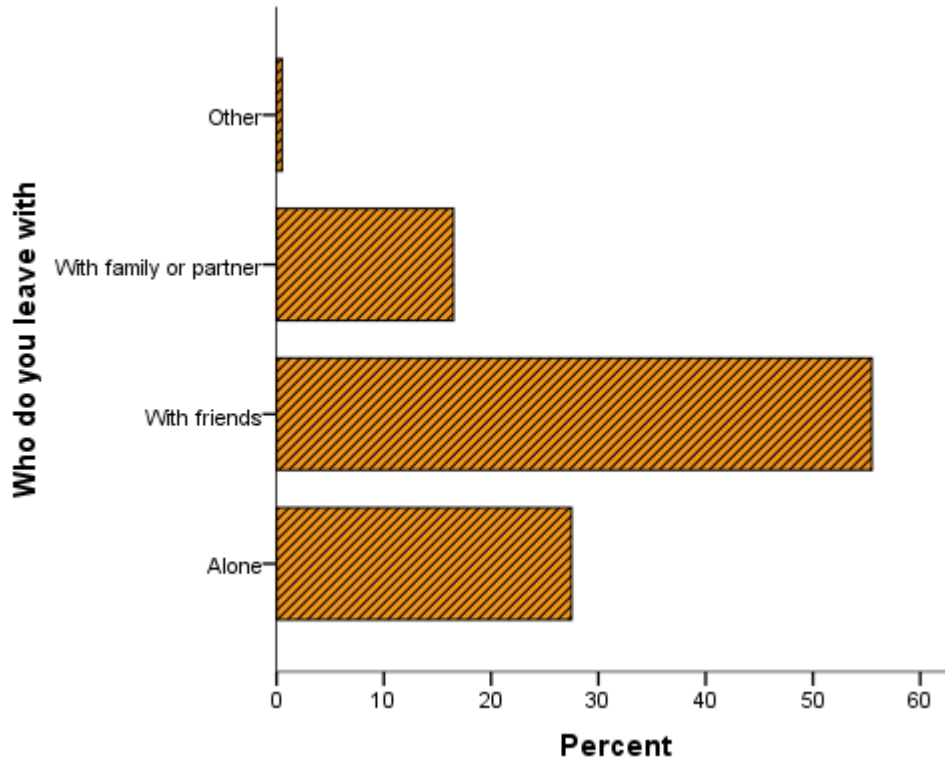
Figure 10: Demographic characteristics of participants ("Who do you leave with?")

4.2 Means and Attitudes on the Likert-Scale Statements

After the demographic questions, the participants responded to additional 17 Likert-scale statements. The participants were asked to indicate to what extent they agree or disagree to each of the statement. The first part relates to, 'Personality of participants in real life'.

The means and attitude of respondents on 'Personality of participants in real life' are tabulated in Table 6. The first set of the Likert-type statements are designed to answer questions relating to 'Personality of participants in real life'.

Table 6: Means and Attitudes of respondents on 'personality of participants in real life'

Statements	FE	FCMS
9) I experience conflict with those people who are special to me.	2.53 (D)	2.21 (D)
10) I experience more conflict in real life	2.71 (U)	2.76 (U)
11) I experience less conflict on Facebook.	2.68 (U)	3.13 (U)
12) I am a person who is afraid of disagreement in a conflict.	2.68 (U)	2.67 (U)
13) The major cause of conflict with friends comes from things concerning our personal life only.	3.20 (U)	2.89 (U)
14) The major cause of conflict with members of my family comes from things concerning our personal life only.	2.98 (U)	3.04 (U)
15) I consider myself a calm person.	2.43 (D)	2.40 (D)
16) I prefer talking about a conflict than walking away from it.	2.64 (U)	2.79 (U)
17) I feel uncomfortable when I do not resolve a conflict with those who are special to me.	2.27 (D)	2.45 (D)
18) I am a person that listens more than talking.	2.25 (D)	2.57 (D)
19) I consider myself talkative.	3.17 (U)	2.93 (U)
20) I always resolve conflict to my benefit.	2.79 (U)	2.13 (D)
21) I try to resolve conflict in a way that I and my friends do not win over each other.	2.61 (U)	2.17 (D)
22) I try to resolve conflict in a way that I and members of my family do not win over each other.	2.38 (D)	2.13 (D)
23) I try to resolve conflict in a way that I and my friends win.	3.40 (A)	3.33 (U)
24) I try to resolve conflict in a way that I and members of my family win.	3.42 (A)	3.48 (A)
25) I feel unhappy when I win a conflict and my friends lose	2.77 (U)	2.85 (U)

Table 6 shows the means and corresponding attitudes of the personality of the participants in real life. No significant difference observed from the responses of respondents from both faculties. Participants from FCMS and FE responded differently with statements 20, 21, and 23, while they responded similarly with slight differences in means to statements 9-19, 22, 24-25. FE students are undecided with statements 20 and 21 while FCMS students disagree with these statements. Obtained results also reveal that FE students agree on statements 23 while FCMS students' undecided with this statement. Additionally, the responses of participants from both

faculties were evaluated using Cronbach's Alpha and Cohen's kappa analyses, and suitability of the Likert-type questions in the second section was validated.

Table 7: Symmetric Measures of the Respondents to the Likert-type questions in the second section

Symmetrics		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.005	.071	.071	.943[c]
Ordinal by Ordinal	Spearman Correlation	.045	.071	.641	.523[c]
Measure of Agreement	Kappa	**.782**	.680	1.588	. 0001[c]
N of Valid Cases		200			

A high level of agreement was obtained from participants of both faculties on the second sets of Likert-type questions as the Cohen's kappa ($\kappa = 0.782$, 95% CI and $p < .0005$) obtained ranges between -1 and +1, which is in agreement with Landis and Koch (1977, p. 149) report. As shown in the Table 8 below, the SPSS output for Cronbach's alpha is 0.843, which shows a high level of consistency for the responses of participants from both faculties on Likert-type statements relating to their personality in real life.

Table 8: Case processing and T-test analysis for Likert-type statements relating to participants personality in real life

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.843	.681	19

As presented in Table 6 and Figure 11, FCMS students agree with the statement 'I experience more conflict in real life'. Even though, FE students are undecided about it, no tangible difference observed in their responses.

According to the cross tabulation analysis shown in Table 9, students from both faculties agree that they resolve conflicts to benefit them. It is important to mention that, FCMS students tend to employ win-Lose strategy for conflict resolution compared with FE students since the summation of the FCMS students that agree to the statement is higher than those from FE.

Table 9: Cross tabulation of students answers to 'I always resolve conflict to my benefit'

		I always resolve conflict to my benefit					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Faculty	**Communication and Media studies**	51	14	14	13	8	100
	Engineering	30	17	17	16	20	100
Total		81	31	31	29	28	200
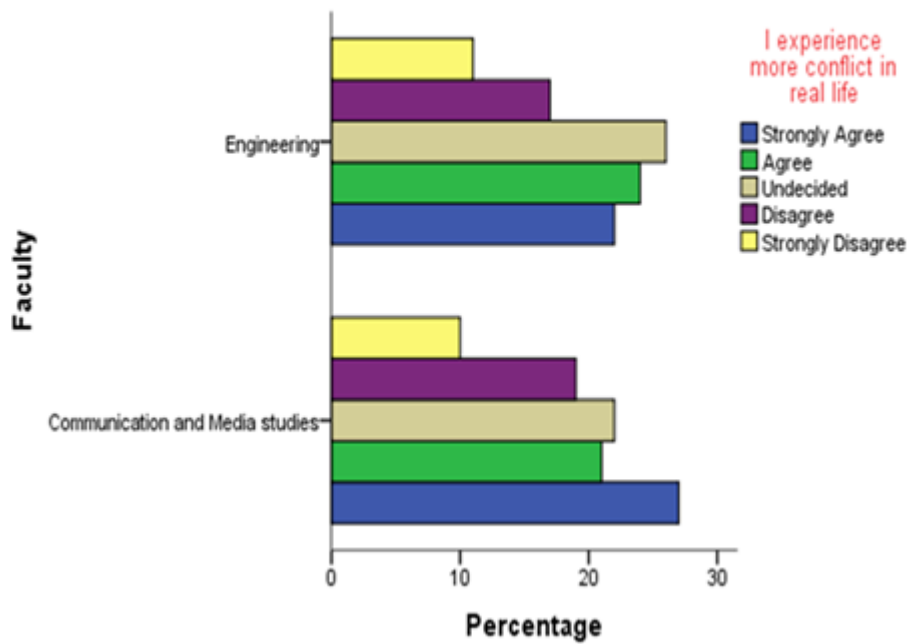
Figure 11: Analysis of students' answers to the statement "I experience more conflict in real life"

Participants from both faculties agree that they experience less conflict on Facebook as indicated by their attitudes (Table 6). As shown, a significant difference observed between means of participants from both faculties. Students of FCMS had moderately higher means to FE students. Respondents from FE and FCMS disagree with the Likert-type statement that the major conflict they experience with friends and family comes from things concerning their personal life.
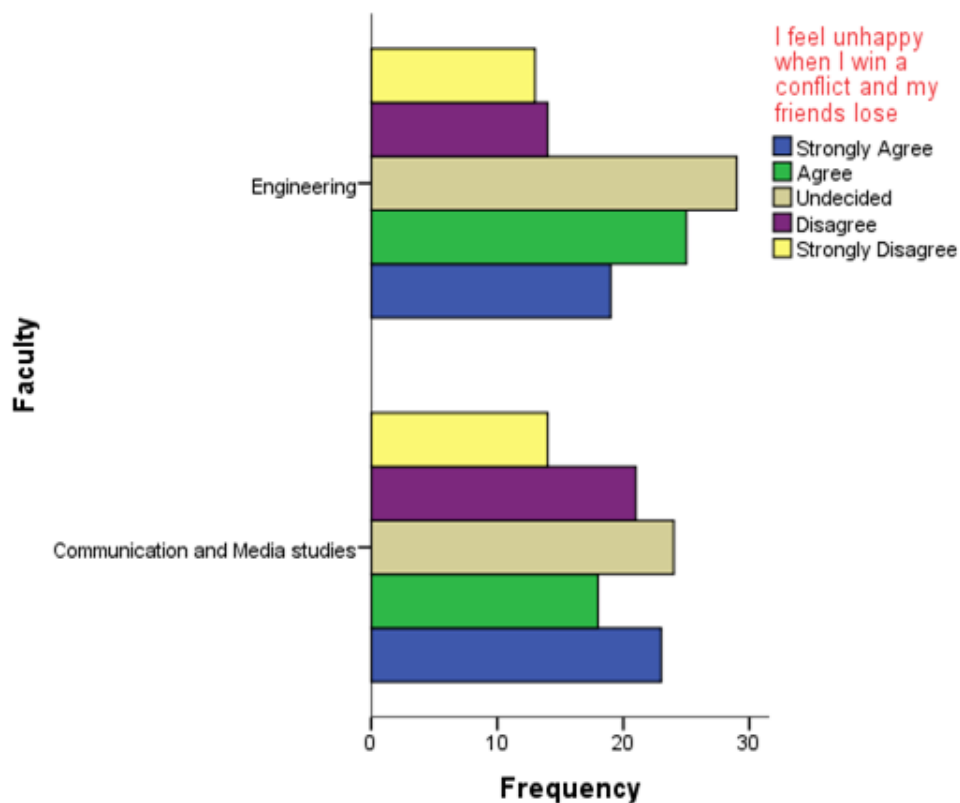
Figure 12: Analysis of students' answers to the statement "I feel unhappy when I win a conflict and my friends lose"

Students of both faculties tend to respond similarly to the statement 'I feel unhappy when I win a conflict and my friends lose'. Despite the fact that both FCMS and FE students are undecided with the statement, the total percentage of FE students that agree to the statement is higher than those of FCMS students. This supports the observation that FCMS students prefer win-Lose strategy to resolve conflict.

The last part of the Likert-type scale statements investigate the strategies employed by participants when in conflict on Facebook. Obtained attitudes and means of participants from FE and FCMS are shown in Table 10.

Table 10: Attitudes and means of Participants on questions relating to 'conflict resolution strategies employed on Facebook'

Statements	FE	FCMS
26) I have been in conflict with a friend on Facebook.	3.40 (A)	3.46 (A)
27) I have been in conflict with members of my family on Facebook.	3.74 (A)	3.49 (A)
28) I experience conflict when people react negatively to my post on Facebook.	2.76 (U)	3.09 (U)
29) I get into conflict with negative messages that are addressed to me publicly.	2.61 (U)	2.62 (U)
30) I do not get into conflict when negative messages are sent to me privately.	2.40 (D)	2.67 (U)
31) On Facebook when my friends don't behave decently I unfriend them.	2.65 (U)	2.57 (D)
32) On Facebook, I experience more conflict with topics on religion	2.70 (U)	2.75 (U)
33) On Facebook, I experience more conflict with topics on football.	3.22 (U)	3.21 (U)
34) On Facebook, I experience more conflict with topics about celebrities.	2.92 (U)	3.15 (U)
35) Facebook makes relationship harder to manage.	2.99 (U)	3.18 (U)
36) Conflict is a situation that cannot be avoided on Facebook.	2.08 (D)	2.63 (U)
37) Things I say on Facebook are easily misunderstood by people than it is in real life/offline.	2.58 (D)	2.60 (U)
38) It is difficult to resolve conflict on Facebook.	2.14 (D)	2.11 (D)
39) I prefer to have conflict with my friends on Facebook than have it in real life.	2.83 (U)	2.65 (U)
40) I prefer to have conflict with members of my family on Facebook than have it in real life.	3.33 (U)	3.20 (U)
41) I prefer to resolve my conflict on Facebook than resolving it in real life.	2.88 (U)	3.12 (U)
42) Facebook has made me have conflict that could have been avoided in real life.	2.52 (D)	2.47 (D)
43) I mostly resolve issues I have in real life with my friends when am on Facebook.	2.88 (U)	2.89 (U)
44) I mostly resolve issues I have in real life with members of my family when am on Facebook.	2.59 (D)	3.38 (U)
45) On Facebook, I always prefer to win a conflict, and my friends lose.	3.12 (U)	3.43 (A)
46) On Facebook, I prefer to lose a conflict allowing my friends win.	3.33 (U)	2.58 (D)
47) On Facebook, I prefer that I and my friends both lose a conflict.	3.13 (U)	3.39 (D)
48) On Facebook, I prefer that both I and my friends win a conflict.	3.52 (A)	3.63 (A)
49) On Facebook, I prefer to walk away from a conflict.	2.86 (U)	2.99 (U)

50) On Facebook, I am not afraid to engage in conflict.	2.58 (U)	3.49 (A)
51) I resolve conflict on Facebook, in the same way, as I do in real life.	3.46 (A)	3.60 (A)
52) I resolve conflict on Facebook in a different way from my real life.	2.50 (D)	2.55 (D)

Table 10 presents the means and attitudes of participants with respect to conflict/conflict resolution strategies employed on Facebook. FE and FCMS students are undecided on numerous statements with slight differences in the means, yet they their responses differ in statements 30, 31, 36, 44-47 and 50.

Based on the results, the participants agree that they have experienced conflicts with friends and family members on Facebook and undecided with 'It is difficult to resolve conflict on Facebook'. Detailed analysis of the student's responses on conflict on Facebook shows that participants from FCMS employ different resolution strategies when compared with those from FE. The FCMS students agree that they and their friends lose when in a conflict on Facebook while FE students are undecided with this statement.

Attitudes of participants to topics shared or post on Facebook are moderately similar despite a slight difference in means obtained from responses to whether they experience more conflict with topics about celebrities on Facebook. Students of both faculties are undecided to resolve their conflicts on Facebook than in real life, although the means of FE students is lower than those of FCMS.

FE students disagree with the statement relating to resolving issues they have with their family on Facebook while FCMS students are undecided. The results show that

FE students agree to walk away from conflict which is similar to the response of FCMS students even with little difference in the means. Additionally, FCMS students are not afraid to engage in conflict while FE students stated they are undecided about this statement. This research reveals a significant finding on the strategy employed by FCMS students. Students from both faculties responded differently to the statement 'On Facebook, I prefer to win a conflict, and my friends lose'. FE students undecided with this statement while FCMS students agree to this statement. Furthermore, students from FCMS disagree with the statement 'On Facebook, I prefer to lose a conflict allowing my friends win' while FE students are undecided. This result indicates that FCMS may employ WIN-LOSE strategy when resolving conflicts on Facebook.
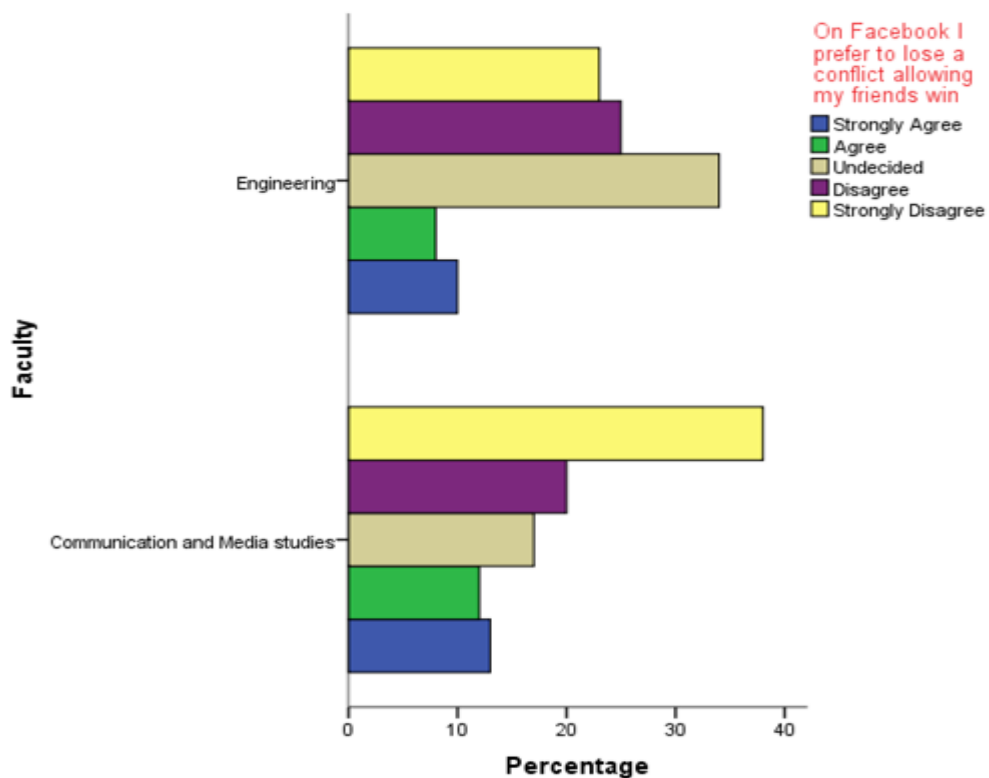

Figure 13: Analysis of students' answers to the statement "On Facebook I prefer to lose a conflict allowing my friends win"

Result of the statement 'On Facebook I prefer to lose a conflict allowing my friends win' also received contrasting responses from participants from both faculties. FCMS students agree strongly to this statement while students of FE are undecided about it. Similarly when repondents from FE and FCMS were asked to respond to 'On Facebook I prefer that I and my friends both lose a conflict', FCMS disagree with this statement as shown below while FE students are undecided about it.
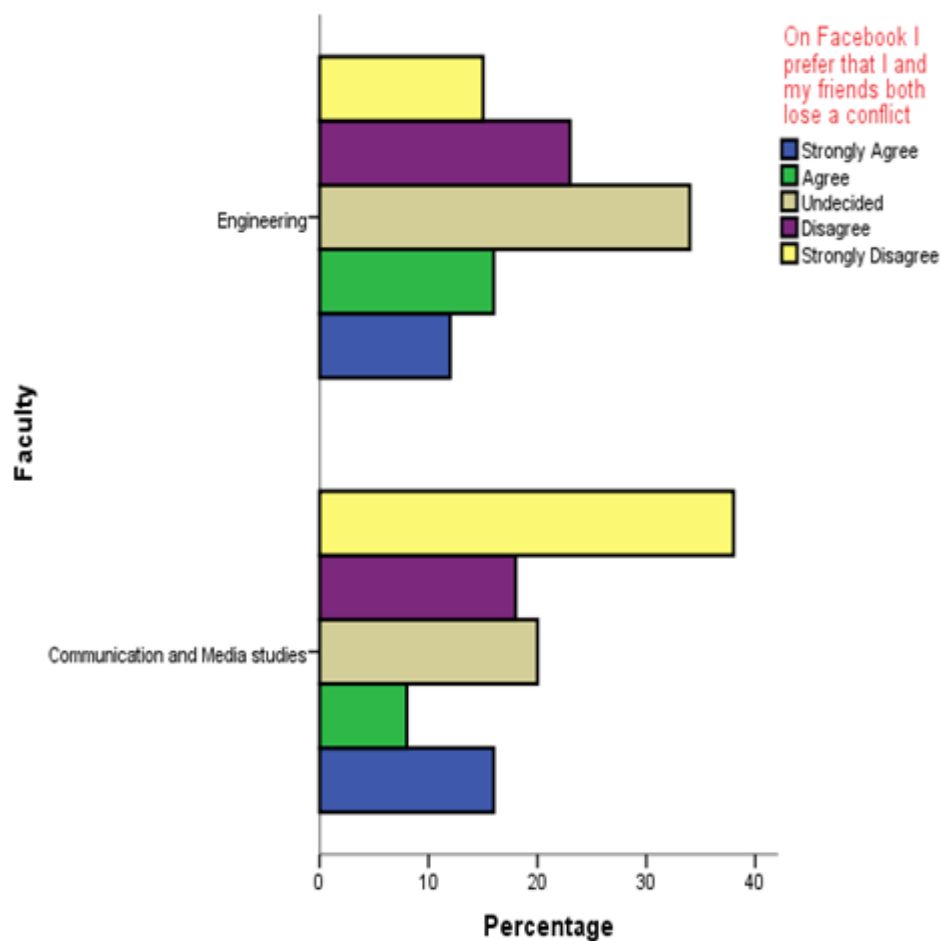

Figure 14: Analysis of students' answers to the statement "On Facebook I prefer that I and my friends both lose a conflict"

As it is shown below, students of the FE strongly agree about the statement 'On Facebook I prefer that both I and my friends win a conflict'. Similarly, the FCMS students also agree to this statement. In general, FCMS students tend to employ win-

lose strategy in all cases investigated which is contrary to a win-win strategy employed by FE students.
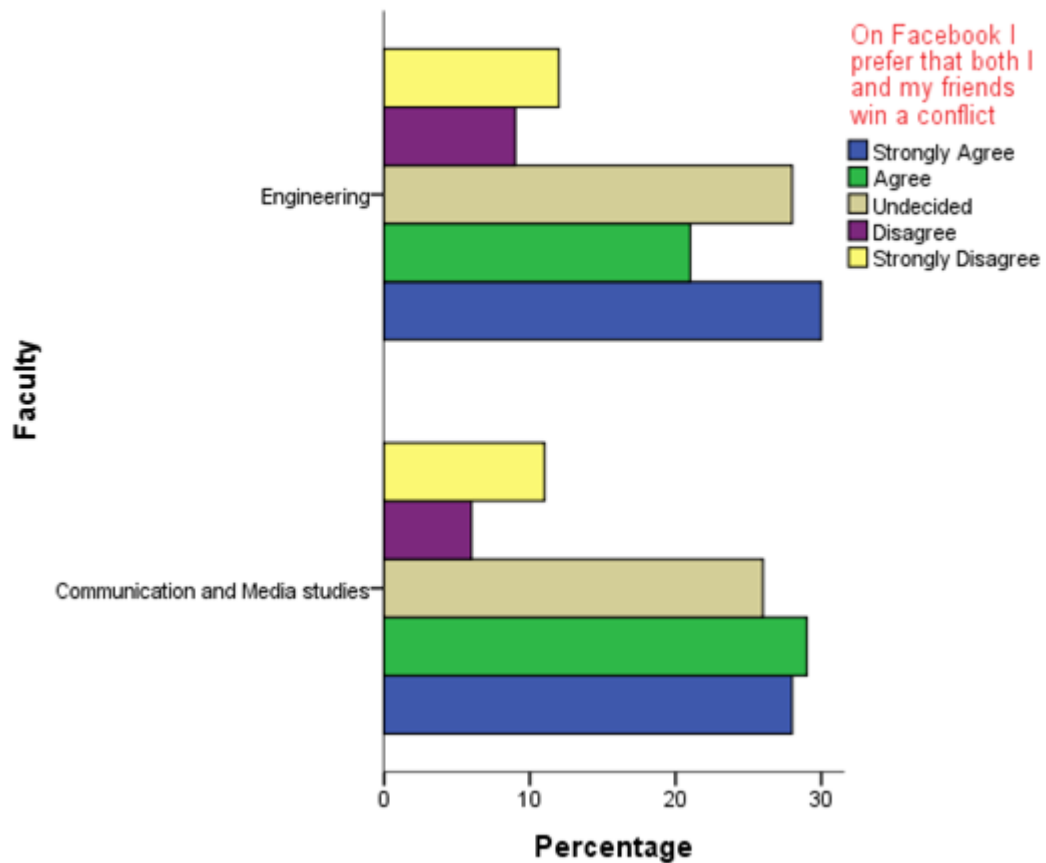
Figure 15: Analysis of students' answers to the statement "On Facebook I prefer that both I and my friends win a conflict"

Cronbach's alpha analysis was further employed to measure consistency ("suitability") of six statements on the Likert-type questions relating to strategies employed to resolve conflicts on Facebook. As shown in Table 11, the Cronbach's alpha is 0.789 for the six statements (45-50), indicating that the statements are highly relevant to evaluate the strategies employ to resolve conflicts on Facebook since the overall suitability coefficient is greater than 0.70 which is sufficient for exploratory studies (Ritter, 2010).

Table 11: Reliability Statistics for Likert-type questions relating to strategies employed to resolve conflicts on Facebook

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.858	6

Further analysis was conducted to examine the effect of the individual statement on Cronbach's Alpha. Below is the Item-Total Statistics table for "Cronbach's Alpha if Item Deleted" from the selected statements (45-50).

Table 12: Item-Total Statistics for "Cronbach's Alpha if Item Deleted" from the selected statements (45-50)

Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
On Facebook, I always prefer to win a conflict and my friend lose	14.9250	26.251	.093	.089	.852
On Facebook, I prefer to lose a conflict allowing my friends win	14.0950	23.795	.327	.309	.749
On Facebook, I prefer that I and my friends both lose a conflict	14.2650	23.100	.372	.339	.727
On Facebook, I prefer that both I and my friends win a conflict	15.1250	23.175	.396	.257	.721
On Facebook, I prefer to walk away from a conflict	14.6750	16.974	.113	.041	.986
On Facebook am not afraid to engage in a conflict	14.9150	24.762	.272	.194	.777

Table 12 shows the value that Cronbach's alpha would be if a particular statement were deleted from the Likert scale questions. As shown, the removal of any statement from the Likert-type questions, except statement 45 and 50, would result in a lower Cronbach's alpha > 0.789. Hence, we would rather not remove these two statements. A small improvement in the overall Cronbach's alpha will be obtained when question 37 and 42 are removed.

Also, lower values of the "Corrected Item-Total Correlation" (0.093 and 0.113) were obtained for these questions (45 and 50) respectively. This might lead us to consider whether we should remove these statements or not.

Figure 16: Analysis of the response of male and female participants to the statement "On Facebook I always prefer to win a conflict and my friend lose"

The responses of the participants in terms of gender were also examined. Both male and female participants of both faculties were asked to respond to statements 37-40. The female participants stated that they strongly agree to the statement 37 while the male participants disagree to it as shown above.

Figure 17: Analysis of the response of male and female participants to the statement "On Facebook I prefer to lose a conflict allowing my friends win"

The male participants from both faculties disagree with statement 38 and similar responses were obtained from the female counterparts even though the percentage of female participants that strongly disagree to statement 38 is obviously higher than those of male participants.
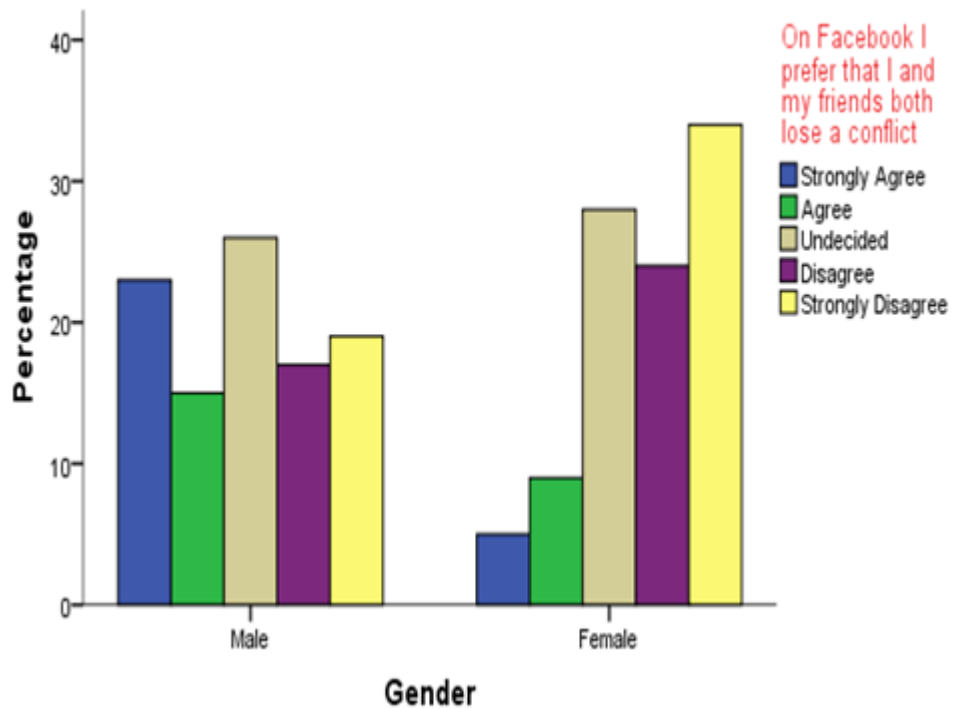
Figure 18: Analysis of the response of male and female participants to the statement "On Facebook I prefer that I and my friends both lose a conflict"

The female participants strongly disagree with statement 39, and contradictory response was obtained from the male participants of both faculties. This indicates that both the male and female participants employ different strategies to resolve conflicts on Facebook.
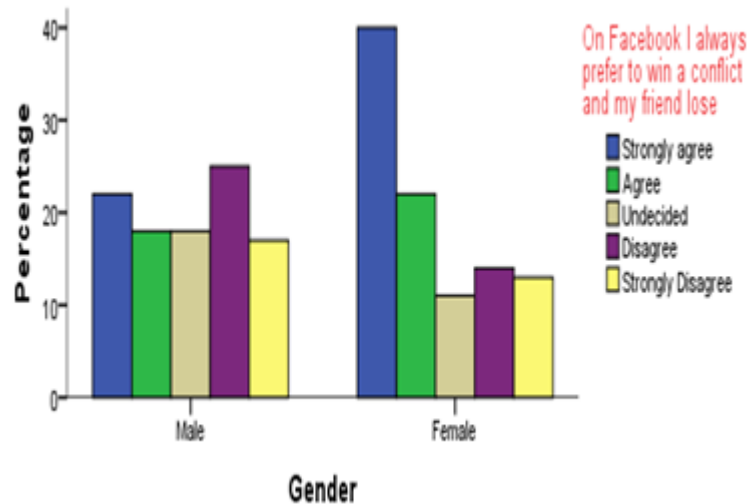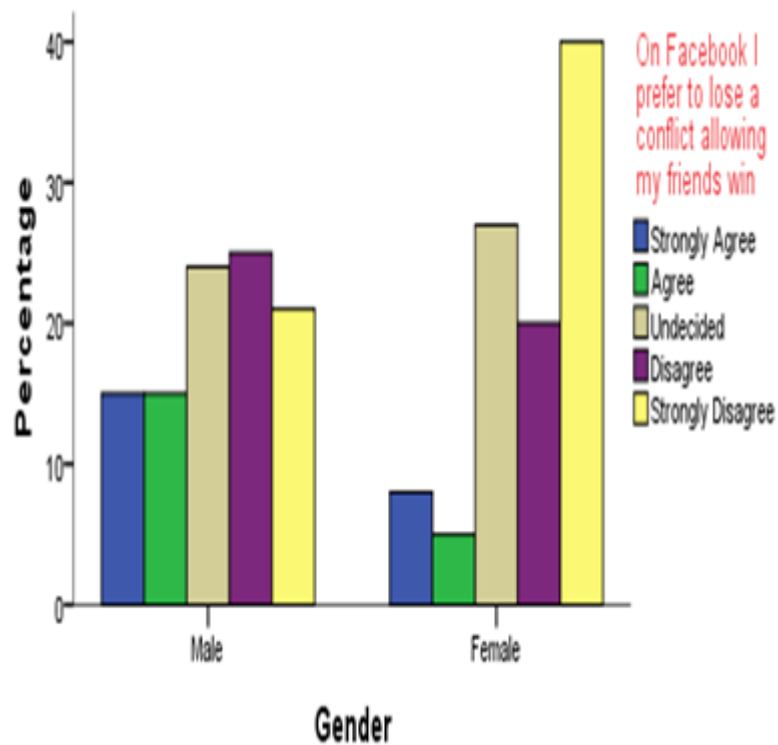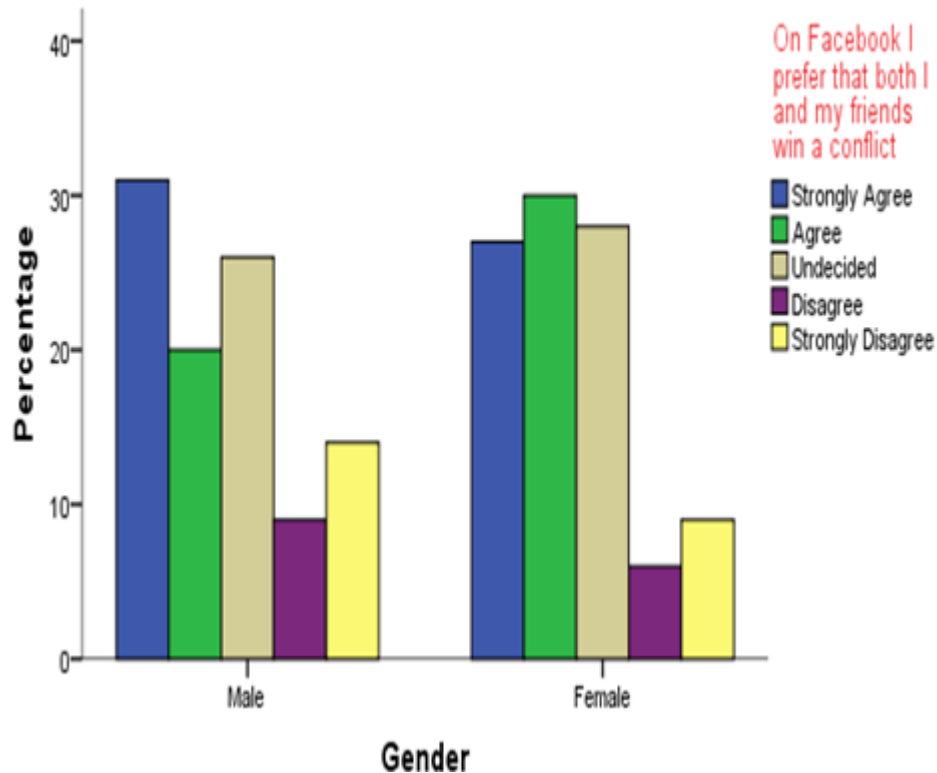
Figure 19: Analysis of the response of male and female participants to the statement "On Facebook I prefer that both I and my friends win a conflict"

Response from both male and female participants of both faculties reveals that the female participants prefer to employ "WIN-LOSE" or "WIN-WIN" to resolve conflict on Facebook which is contrary to earlier assumption in chapter one of this research that 'girls handle conflict appropriately better than boys'. It is important to emphasis that the male participants prefer to employ flexible strategies ("LOSE-WIN or WIN-WIN") to resolve conflict on Facebook, indicating that the male handle conflict appropriately in a flexible manner compared to female.
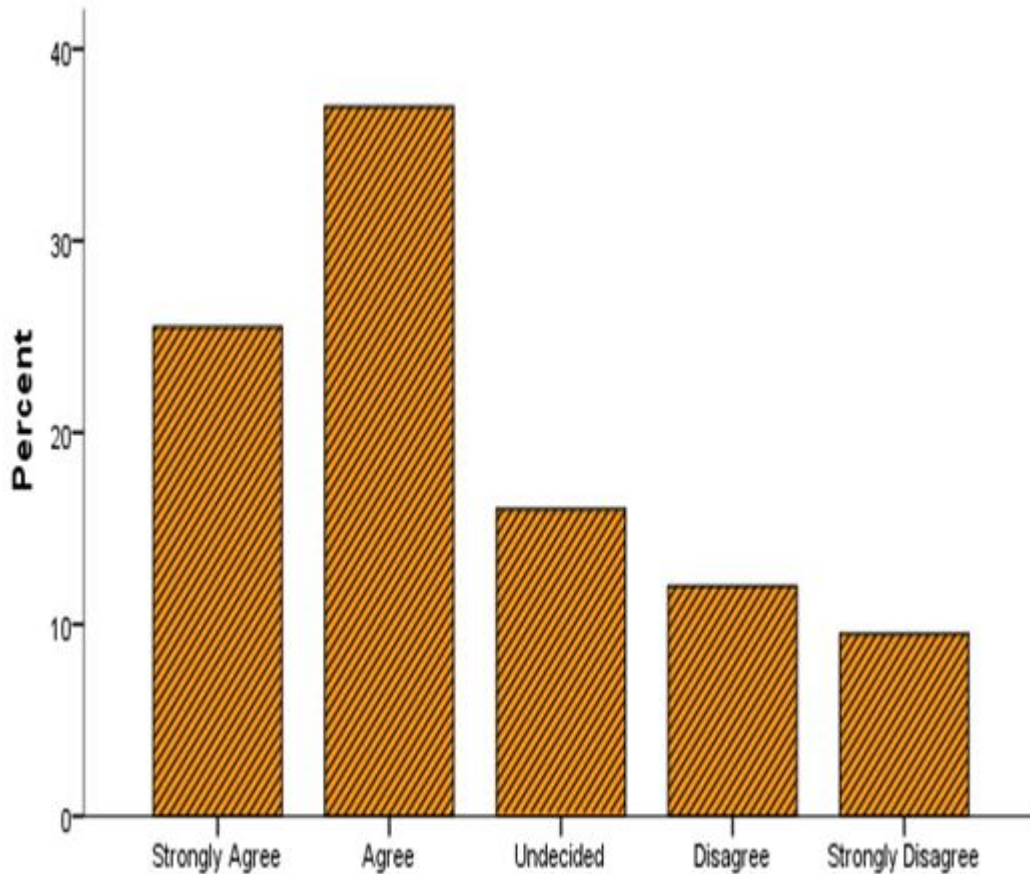
Figure 20: Descriptive analysis of students' answers to the statement "I resolve conflict on Facebook in same way as I do in real life"

The responses of the participants were analyzed to examine if the participants employ same or different strategies to resolve conflict on Facebook and in real life. The results show that participants from both faculties agree that they resolve conflict on Facebook, in the same way as they do in real life.
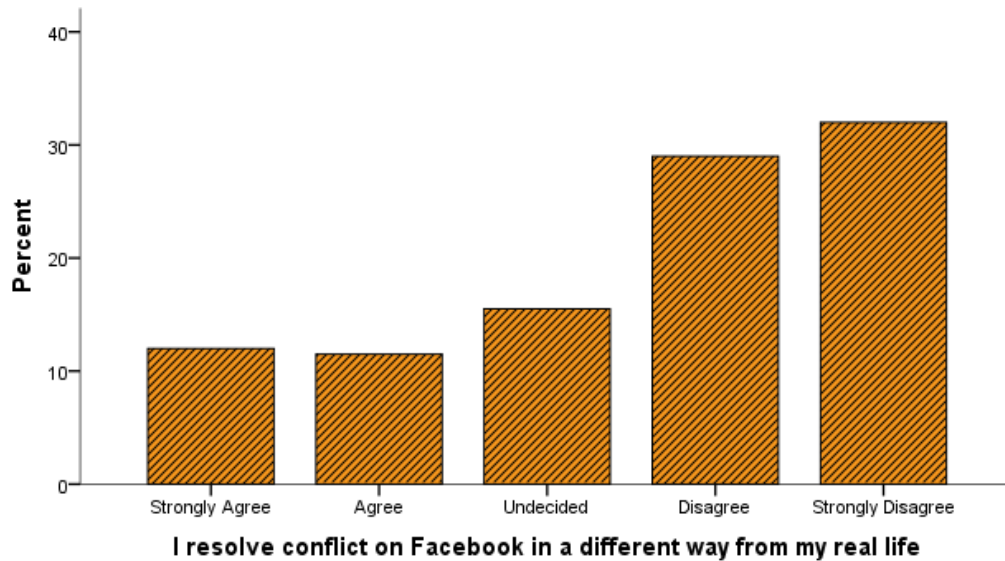
Figure 21: Descriptive analysis of students' answers to the statement "I resolve conflict on Facebook in a different way from my real life"

As seen, participants from both faculties strongly disagree that they resolve conflict on Facebook in a different way from their real life. This suggests that the result is consistent to the assumption made in chapter one that 'Those people with the ability to handle conflict adequately in real life will replicate similar behaviour on Facebook'.

4.3 T-Test Results on the Likert-type Questions

T-test was undertaken for 44 Likert-type statements so as to examine if a statistical difference exist, between the FE and FCMS responses towards the statements relating to use of Facebook, personality and conflict/conflict resolution strategies on Facebook. The significance levels are presented in Table 13. It is observed that only seven questions show statistically significant value out of the 44 Likert-type questions.

Table 13: T-distribution table

Statements and Sections	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	Sig. (2-tailed)	95% Confidence Interval of the Difference	
				Lower	Upper
	4.082	.045			
Section: Personality **Statement:** I always resolve conflict to my benefit.	5.265	.023	.009	.02409	.89591
Statement: I feel unhappy when I win a conflict, and my friends lose.	4.234	.006	.023	.02406	.89594
Section: Conflict Resolution Strategies **Statement:** I have been in conflict with a friend on Facebook.	7.113	.008	.005	.15891	.86109
Statement: Facebook makes relationship harder to manage.	4.023	.023	.035	.15888	.86112
Statement: On Facebook I am not afraid to engage in conflict.	3.048	.032	.041	.00185	.55815
Statement: On Facebook I prefer that I and my friends both lose a conflict.	4.023	.043	.013	.00183	.55817

As presented in the t-distribution table, some statistical differences exist between the FE and FCMS responses with respect to the statements presented in Table 13. In the Likert-type questions, 7 statements shows $p < 0.05$ ($p = 0.005 - 0.041$). Hence, it can be concluded that the responses of FE and FCMS students are statistically significantly different at the 95% confidence intervals ranging between 0.90 to -0.60 ("Upper" to "Lower").

Chapter 5

CONCLUSION

This chapter aims to summarize the entire work and proffer logical conclusions to the observations. A detailed summary of the study is presented firstly, and the research questions are revisited. Conclusions and suggestions for further research are presented finally.

5.1 Summary of the Study

Facebook has treaded recently as the largest and most popularly used SNS worldwide due to its rich and unique applications. Currently, it has more than 1 billion active users worldwide, and it has affected not just the social life but also the activities of people in various ways. The Facebook portal is designed in a way that allows users create a profile, add friends (other users), post updates, share files (photos and videos), exchange messages and receive notifications. It is also enriched with various common-interest groups created by users (Brian, 2014, p. 13).

Facebook is used by tertiary students to satisfy their needs, and it has become a major communication tool in the university community. Communication is an inevitable process of human existence in that a person's ability to function socially primarily depends on communication. Facebook as a communication tool allow people meet, satisfy their needs and be able to relate with other people within any society.

Inevitably, while satisfying the users, various forms of conflicts may be experienced on Facebook since conflict is part of human nature, although there are varying perspectives to it. Some individuals view conflict as a situation accompanied by negativity, in this sense such a situation should be intentionally avoided. Some other people view it as an opportunity that allows an individual's personality and intellectual growth; as such utilizes such situation to one's advantage. Perhaps the perspective or definition of conflicts varies significantly because people's attitude and notion of the role of conflict does equally differ.

Any assumption or definition that addresses conflict cannot do so in the absence of communication. In other words, for conflict to be discussed sufficiently there is a usefulness to incorporate or link the element of communication to it. According to Woods (2007), communication is a basic element in any conflict situation, because communication influences and affects conflict. Additionally, specific communicative behavior may escalate conflict (p.242). Woods notes two communication patterns that exist in a state of conflict as unproductive and productive conflict communication patterns. Appropriate communicative behavior is crucial in any communication because lack of it may initiate or produce the inability to resolve the problem.

According to Dodge et al. (1986), two theoretical models attempt to offer explanations into how a person responds in a conflict situation. Both models are social information processing model and the interpersonal negotiation skills model. Huseman et al. (1977) note that conflict management concerns are distinguishing between two conflicts. One of which is termed the useful or (good) conflict and the other is a (bad) conflict which has to be eliminated or avoided. Conflict management

also involves the ability of a person to work in the presence of problems, yet continue to maintain a productive relationship with others in this situation. According to Bass (2000), there are varieties of procedures for addressing or resolving conflict. These are through negotiation, diplomacy, peacebuilding, and mediation, with the objective of employing a non-violent resistance strategy toward the promotion of effective resolution of conflict (p. 98).

Forsyth (2009) offers a model of conflict resolution style referred to as the dual concern model. This falls into competitive conflict style (win or lose), cooperation conflict style (win-win), yielding conflict style (lose-win) and compromise conflict style (lose-lose). Jarboe and Witteman (1996) stated that the ideal conflict resolution style is one based on "win-win" resolution strategy otherwise referred to as cooperative conflict solution (p.808). In conclusion, adopting the "win –win" conflict resolution can help bring about a long-term solution, one that ensures that existing problems are adequately resolved or terminated in a manner that both parties are satisfied. Beyond this, it equally ensures that the present problem is not extended into future conflict making future resolution of conflict difficult to accomplish.

This research explore how tertiary students use Facebook; investigate what constitute conflict on Facebook among these students and the strategies employed to resolve the conflict. Accordingly, the current research investigates the responses of the students who study Communication and Engineering in relation to the research questions. Lastly, the resolution strategies employed on Facebook by male and female students were examined.

Data were collected through a questionnaire containing two parts. Demographic characteristics and uses of Facebook were obtained in the first part. Second part contained five-point Likert-type questions designed to reveal the respondents personality in real life, conflict on Facebook and resolution strategies employed. T-distribution analysis was then conducted finally.

In the present study, 200 students were selected using non-proportional stratified sampling which is a random sampling strategy. The participants are equally selected from FE and FCMS of the EMU in TRNC and SPSS employed to analyze the data.

Students of both faculties stated that they had been on conflict with friends and family members both on Facebook and in real life. The participants have employed varying strategies to resolve conflict on Facebook and do apply the same strategy in their real life. It is noteworthy to emphasis that the present study reveals that students of both faculties tend to employ a win-win strategy. The students with the ability to handle conflict adequately in real life replicate similar behavior on Facebook. Additionally, male students of both faculties employ flexible and ideal strategies to resolve conflict compared to their female counterparts.

5.2 Conclusions Drawn from the Study

Current research is undertaken to examine and compare the strategies employ by students of two faculties (FE and FCMS) when in conflict on Facebook. Specific focus is also laid on resolution strategies employed by male and female participants when in conflict on Facebook and attitudes of participants were examined on strategies employed on Facebook and in real life.

Research findings are presented in order to answer research questions posed in chapter one.

RQ 1: Do they encounter conflicts with people who are special to them on Facebook?

The participants consider their friends more special on Facebook compared to their parents, spouses, siblings and lovers. As obtained, 95 (47.5 %) of the participants responded that they consider their friends special on Facebook and their attitudes and means reflect that they agree equally on this statement (Table 10).

RQ 2: In which situation do they experience conflicts on Facebook?

The results indicate that participants from both faculties encounter conflicts on Facebook. Table 10 shows that FE and FCMS students agree to this statement with slight difference in their means. Furthermore, Table 10 indicates that participants have been in conflicts with friends and members of their families on Facebook when people react negatively to their posts. Finding from this research, indicate that participants also experience conflict when they are addressed negatively in public.

RQ 3: On which topics do they experience conflicts on Facebook?

The means and attitudes of participants related to topics on which they experience conflicts on Facebook are presented in Table 10. Participants agree that they experience more conflicts on topics related to religion. The participants from both faculties are undecided on topics related to celebrities and similarly they disagree that they experience conflicts on topics related to football.

RQ 4: Is there a gender difference between students Facebook using habits?

As shown in Table 10 and the results obtained in this research indicate that female participants tend to be more active on Facebook as compared to male participants.

This study also shows that the strategies employ by female participants on Facebook differs from the male participants.

RQ 5: How do they deal with conflicts on Facebook?

Detailed analyses on how the participants deal with conflicts on Facebook reveal that FCMS may employ WIN-WIN strategy to resolve conflicts encountered on Facebook, likewise FE students. FCMS students tend not to lose in a conflict.

RQ 6: Is there a difference in dealing with conflicts between real life and online conflict?

As shown in Table 10, it can be concluded that participants resolve conflicts in same way in real life and online. In a nut shell, the following analyses pull together the entire findings from this research;

Fourty four Likert-type questions were subjected to a two-tailed T-test to explore responses of the respondents from both faculties with respect to their personality in real life and strategies employ when in conflict on Facebook.

The t-test results show that slight statistical differences exist between the responses of respondents from FE and FCMS. In the Likert-type questions, 7 statements shows $p < 0.05$ ($p = 0.005$ - 0.041) out of the 44 questions. Hence, it can be concluded that the responses of FE and FCMS students are statistically significantly different at the 95% confidence intervals ranging between 0.90 to -0.60 ("Upper" to "Lower"). Although, a statistically significant difference exists between the participants responses, but it does not necessarily mean that the difference observed, is enough to be practically significant.

The first set of the Likert-type questions aimed to reveal the participants' personality in real life and also to examine the strategies employ when in conflict in real life. The

obtained results show no significant differences between the respondents' inputs from FE and FCMS as only three statements out of 17 questions have contrasting views.

They stress that they are afraid of disagreement in a conflict and disagree to the statement that a major cause of the conflict they experience comes from things concerning their personal lives. The participants from both faculties prefer to resolve conflict to their benefits and mostly employ 'win-win' strategies when in conflict with their friends and families in real life. However, students from both faculties are undecided when asked if they feel unhappy when they win, and their friends lose in real life. This can be concluded that, the participants prefer to employ cooperation conflict style in real life.

The Likert-type statements in the second section reveal if the participants have been in conflict on Facebook, what constitutes the conflict they experience and the strategies they employ to resolve conflict on Facebook. According to the findings, there are slight differences between the means of the responses. Their attitudes only differ in a few statements. The participants agree that they have experienced conflicts with friends and family members on Facebook and disagree with the statement 'It is difficult to resolve conflict on Facebook'.

Detailed analysis of the students responses on conflict on Facebook shows that attitudes of participants to topics shared or post on Facebook are moderately similar. Although, a slight difference in means obtained from responses to whether they experience more conflict with topics about celebrities on Facebook. Participants agree to resolve their conflicts on Facebook than in real life, although the means of

FE students is lower than those of FCMS with respect to the statement 41. FE students disagree with the statement relating to resolving issues they have with their family on Facebook while FCMS students are undecided.

Cronbach's alpha analysis was utilized to measure consistency ("suitability") of six statements on the Likert-type questions relating to strategies employed to resolve conflicts on Facebook. The Cronbach's alpha is 0.789 for the six statements (45-50). Indicating that the statements are highly relevant to evaluate the strategies employ to resolve conflicts on Facebook since the overall suitability coefficient is greater than 0.70 which is sufficient for exploratory studies (Ritter, 2010). Further analysis was conducted to examine the effect of the six individual statements on Cronbach's Alpha. The result shows that the removal of any of the six statements except statement 45 and 50 would result in a lower Cronbach's alpha (> 0.789). Therefore, it can be concluded that all the questions are suitable to reveal the strategies employ to resolve conflicts on Facebook.

Participants gave contrasting responses on the statement 'On Facebook I prefer to lose a conflict allowing my friends win'. FCMS students disagree strongly to this statement while FE students are undecided about it. Similarly when participants from both faculties were asked to respond to 'On Facebook I prefer that I and my friends both lose a conflict', FCMS disagree with this statement while FE students are undecided about it.

It was earlier assumed that 'girls handle conflict appropriately better than boys'. Therefore, the responses of the participants based on gender were examined on strategies employ when in conflict on Facebook. Both male and female participants

of both faculties were asked to respond to statements 45-48. The female participants stated that they strongly agree to the statement 45 while the male participants disagree to it. Data also analyzed indicate that female participants strongly disagree with statement 46-47, and contradictory response was obtained from the male participants of both faculties. This indicates that both the male and female participants employ different strategies to resolve conflicts on Facebook.

In the present study, the female participants prefer to employ "WIN-LOSE" or "WIN-WIN" strategies to resolve conflict on Facebook that is contrary to the researcher's earlier assumption in the previous chapter. It is important to emphasis that the male participants prefer to employ flexible strategies ("LOSE-WIN or WIN-WIN") to resolve conflict on Facebook, indicating that the male handle conflict appropriately compared to female participants.

The participants from both faculties agree that they resolve conflict on Facebook, in the same way as they do in real life. This finding is consistent to the researcher's assumption made in chapter one that 'Those people with the ability to handle conflict adequately in real life will replicate similar behavior on Facebook'.

The key points to note in the present study are:
1. Students from both faculties disagree on some statements but no statistically significant differences between the responses of participants even though FCMS students are more active on Facebook. The Cohen's kappa (κ) (0.598) and Cronbach's alpha greater than 0.7 represents a moderate degree of agreement between FCMS and FE responses. Slight differences encountered are not practically significant.

2. Participants have experienced conflict with friends and family members on Facebook.

3. Female participants prefer to employ "WIN-LOSE" or "WIN-WIN" strategies to resolve conflict on Facebook.

4. Male participants prefer to employ flexible strategies ("LOSE-WIN or WIN-WIN") to resolve conflict on Facebook.

5. Participants employ same strategies to resolve conflict on Facebook and in real life.

As stated in the previous chapter, Facebook is characterized by a mediated communication pattern while the presence of an offline relationship may cause a change in a person's behavior contrary to those on Facebook. Therefore, most conflicts existed between friends or families when confronted with inappropriate manners in an online conversation. The ideal or desirable conflict resolution style is one based on "win-win" resolution strategy (cooperative conflict resolution strategy) as presented by Jarboe and Witteman (1996, p.808). In conclusion, adopting the "win –win" conflict resolution bring about a long-term solution that satisfies both parties. Beyond this, it equally ensures that the existing problem is not extended into future conflict. However, findings from this research indicate that present students at the Faculty of communication lack the behavior that can be considered appropriate at resolving conflicts.

5.3 Suggestions for Further Research

The current research was undertaken at the EMU in fall 2014. Further study can be performed with university students with a special focus on nationality in order to examine how group of students from a particular country resolve issues on Facebook

in comparison to those from a different country. Comparative studies on conflict resolution strategies employed on other social network sites can be examined.

Increasingly, university members are beginning to explore Facebook for engaging with their current and prospective students. However, conflict is inevitable due to human nature. Further research can be conducted to explore strategies employ on Facebook when teachers are in conflict with students. Conflict resolution is significant in our lives, in schools/formal education, in this sense; it should be integrated in the curriculum at raising the awareness level. Conflict resolution strategies employ by younger users can be compared with those of older users when in conflict on Facebook. A qualitative in-depth interview may also be conducted. Finally and most importantly, further study should be conducted into understanding why students of the Faculty of Communication prefer to win a conflict and their friends lose.

REFERENCES

Bass, J. (2000). The Dynamics of Conflict (2nd ed.) San Francisco CA.

Blake, R., & Mouton, J.S. (1984). Solving Costly Organizational Conflicts. San Francisco: Jossey-Boss Publishers.

Blake, R., & Mouton J.S. (1961). Group Dynamics. Houston: Gulf Publishing Co.

Bercovitch, J., Kremenyuk, V., & Zartma, I. W. (2008). The Nature of Conflict and Conflict Resolution. Sage Handbook of Conflict Resolution.

Boyd, D., & Ellison, N. (2007). Social Network Site: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*. 13 (1), 14-18.

Bodine, R. J., & Crawford, D. K. (1998). The Handbook of Conflict Resolution Education- A Guide to Building Quality Programs in Schools. National Institute for Dispute Resolution.

Crick, N.R., & Dodge, K.A. (1994). A Review and Reformulation of Social Information Processing Mechanisms in Children's Social Adjustment. *Psychological Bulletin*, 115, 74–101.

Corwin, R. G., & R. A. Edelfelt. (1977). Perspectives on Organizations. Washington, D. C. : American Association of Colleges for Teacher Education.

Coser, L.(1964). Continuities in the Study of Social Conflict. New York: Free Press.

Deetz, Stanley A., & Sheryl L. Stevenson. (1986) Managing Interpersonal Communication. New York: Harper and ROW.

Deutsch, M., Coleman, P.T., & Marcus, E.C. (2006). The Handbook of Conflict Resolution: Theory and Practice. John Wiley & Sons.

Deutsch, M. (1973) "Conflicts: Productive and Destructive." In Conflict Resolution Through Communication. Edited by F. E. Jandt. New York: Harper and Row.

Deutsch, M. (1973). The Resolution of Conflict. Princeton, N.J: Princeton University Press.

Dindia ,K., & Fitzpatrick, M.A. (1985). Marital Communication: Three Approaches Compared. In S.W. Duck & D. Perlman (Eds), Understanding Personal Relationship : An Interdisciplinary Approach (pp. 137-157). Newbury Park, CA: Sage.

Dodge, K.A., Pettit, G S., McClaskey, C.L., & Brown, M.M. (1986). Social Competence in Children. *Monographs of the Society for Research in Child Development. 51, 1-2.*

Forsyth, D. R. (2009). Group Dynamics (5th ed.). Pacific Grove, CA: Brooks/Cole.

Furnham, A. (2004). Foreign Students Education and Culture Shock. *The Psychologist. 17, 1-19.*

Garvey, C., & Shantz, C.U. (1992). Conflict Talk: Approaches to Adversative Discourse. Cambridge University Press.

Giannakos, M.N., Chorianopoulos, K., Giotopoulos, K., & Vlamos, P. (2012). Using Facebook Out of Habit. *Behaviour & Information Technology. 32, 594- 602.*

Glasser, W. (1993). The Quality School Teacher. New York: Harper Perennial.

Gottman, J., & Silver, N.(2000). The Seven Principle for Making Marriage Work: Three Rivers, MI: Three Rivers Press.

Haley, J.(1963). Strategies of Psychotherapy. New York: Grune and Stratton.

Hew, K.F., & Cheung, W.S. (2012). Use of Facebook: a Case Study of Singapore Students' Experience. *Asia Pacific Journal of Education. 32, 181-196.*

Hocker, J.L., & Wilmot, W.W. (1985). Interpersonal Conflict. Dubuque, Iowa: Wm. C. Brown Publishers.

Huseman, R.C., Logue, C. M. & Freshley, D. L. (1977). Readings in Interpersonal and Organizational Communication. Boston: Holbrook Press, Inc.

Landis, J.R., & Koch, G.G. (1977). The Measurement of Observer Agreement for Categorical Data. *Biometrics, 33, 159-174.*

Maslow, A. (1968). Motivation and Personality. New York: Harper & Row.

Newcomb, T.M., Turner, R.H., Converse, P.E. (1975). Social Psychology: A Study

of Human Interaction, New York: Rinehart & Winston.

Owens, R. G. (1998). Organizational Behavior in Education. Sixth Ed. Boston: Allyh and Bacon.

Pace, R. W. (1983) Organizational Communication. Englewood Cliffs, N. J.: Prentice-Hall, Inc.

Parka, H., Rodgers, S., & Stemmle, J. (2013). Health Organizations' Use of Facebook for Health Advertising and Promotion. *Journal of Interactive Advertising, 12, 62-77.*

Pearson d'Estree, T., & Shapiro, I. L. (1997). Conflict Resolution–Vol 1. Interpersonal Conflict. Encyclopedia of Life Support System (EOLSS).

Rayudu, C.S. (2010). Communication. Mumbai, IND: Global Media.

Ritter, N. (2010). "Understanding a Widely Misunderstood Statistic: Cronbach's Alpha". Paper presented at Southwestern Educational Research Association (SERA) Conference: New Orleans, LA.

Schiffer, S. (2001). Communication : Published in N. J. Smelser and P. B. Baltes (eds.), The International Encyclopedia of the Social and Behavioral Sciences.

Schmidt, S.M., & Kochan, T.A. (1972)"Conflict: Toward Conceptual Clarity. *Administrative Science Quarterlv 17, 359-370.*

Selman, R. L., & Demorest, A. (1984). Observing Interpersonal Negotiation Strategies: Toward the Integration of Structural and Functional Models. *Developmental Psychology 22 (4) , 450-59.*

Simons, H. (1972). Persuasion in Social Conflicts: a Critique of Prevailing Concept ions and a Framework for Future Research. *Speech Monographs 39, 227-247.*

Sprey, J. (1979). "Conflict Theory and the Study of Marriage and the Family." pp. 130-159. in Burr, et al., (Eds.) Contemporary Theories About The Family, Vol. I, New York: Free Press.

Sternberg, R. J., & Dobson, D.M. (1987). Resolving Interpersonal Conflicts: An Analysis of Stylistic Consistency. *Journal of Personality and Social Psychology, 52, 794-812.*

Tracy, N. (2011). Intercultural Communication: A Practical Guide. Austin, TX: University of Texas.

Williams, J., & Geller, E.S.(2003). Communication Strategy for Achieving a Total Safety Culture. Rockville, MD: Government Institutes.

Womack, B. (2014). "Facebook Becomes Third Biggest US Web Company".The Jakarta Globe, 1, 13-14. http://www.merriam-webster.com/dictionary/conflict Retrieved Dec 2014.

Wood, J. (2007). Interpersonal Communication: Everyday Encounters, Fifth Edition. USA: Cengage Learning.

Wood, J. (2010). Interpersonal Communication: Everyday Encounters, Seventh Edition. USA: Monica Eckman.

Vash, C. L. (1980). The Burnt-out Administrator. New York: Springer Publishing Co.

Ziller, R.C. (1969). The Theory of Self Other Orientation and Interpersonal Conflict: A Technical Report. http://files.eric.ed.gov/fulltext/ED032608.pdf

APPENDICES

Appendix A: Questionnaire Form

This questionnaire is for an MA research project aimed to investigate Conflict Resolution Strategy employed on Facebook

(1) Gender? (a) Male (b) Female.

(2) Age? (a) 18-21 (b) 22-25 (c) 26-29 (d) 30 above.

(3) Nationality? (a) Cypriot (b) Turkish (c) African (d) Iranian (e) other

specify……..

(4) Faculty? (a) Communication and Media Studies (b) Engineering

(5) Level of study? (a) Undergraduate (b) Masters (c) PhD.

(6) Year of study? (a) 1 (b) 2 (c) 3 (d) 4 (e) 5.

(7) Accommodation type? (a) Dormitory (b) apartments (c) other please

specify……..

(8) Who do you leave with? (a) Alone (b) with friends (c) with family or partner (d)

other specify……..

Please read each of the statement and indicate to what extent you agree or disagree with each statement: (5-Strongly Agree), (4-Agree), (3-Undecided), (2-Disagree), (1-Strongly Disagree)

Statements	5	4	3	2	1
9) I experience conflict with those people who are special to me.					
10) I experience more conflict in real life					
11) I experience less conflict on Facebook.					
12) I am a person who is afraid of disagreement in a conflict.					
13) The major cause of conflict with friends comes from things concerning our personal life only.					
14) The major cause of conflict with members of my family comes from things concerning our personal life only.					
15) I consider myself a calm person.					
16) I prefer talking about a conflict than walking away from it.					
17) I feel uncomfortable when I do not resolve a conflict with					

Statements					
those who are special to me.					
18) I am a person that listens more than talking.					
19) I consider myself talkative.					
20) I always resolve conflict to my benefit.					
21) I try to resolve conflict in a way that I and my friends do not win over each other.					
22) I try to resolve conflict in a way that I and members of my family do not win over each other.					
23) I try to resolve conflict in a way that I and my friends win.					
24) I try to resolve conflict in a way that I and members of my family win.					
25) I feel unhappy when I win a conflict and my friends lose					

THE FOLLOWING SETS OF STATEMENTS RELATE TO YOUR CONFLICT/CONFLICT RESOLUTION ON FACEBOOK

Statements	5	4	3	2	1
26) I have been in conflict with a friend on Facebook.					
27) I have been in conflict with members of my family on Facebook.					
28) I experience conflict when people react negatively to my post on Facebook.					
29) I get into conflict with negative messages that are addressed to me publicly.					
30) I do not get into conflict when negative messages are sent to me privately.					
31) On Facebook when my friends don't behave decently I unfriend them.					
32) On Facebook, I experience more conflict with topics on religion					
33) On Facebook, I experience more conflict with topics on football.					
34) On Facebook, I experience more conflict with topics about celebrities.					
35) Facebook makes relationship harder to manage.					
36) Conflict is a situation that cannot be avoided on Facebook.					
37) Things I say on Facebook are easily misunderstood by people than it is in real life/offline.					
38) It is difficult to resolve conflict on Facebook.					
39) I prefer to have conflict with my friends on Facebook than have it in real life.					
40) I prefer to have conflict with members of my family on Facebook than have it in real life.					
41) I prefer to resolve my conflict on Facebook than resolving it in real life.					

42) Facebook has made me have conflict that could have been avoided in real life.					
43) I mostly resolve issues I have in real life with my friends when am on Facebook.					
44) I mostly resolve issues I have in real life with members of my family when am on Facebook.					
45) On Facebook, I always prefer to win a conflict, and my friends lose.					
46) On Facebook, I prefer to lose a conflict allowing my friends win.					
47) On Facebook, I prefer that I and my friends both lose a conflict.					
48) On Facebook, I prefer that both I and my friends win a conflict.					
49) On Facebook, I prefer to walk away from a conflict.					
50) On Facebook, I am not afraid to engage in conflict.					
51) I resolve conflict on Facebook, in the same way, as I do in real life.					
52) I resolve conflict on Facebook in a different way from my real life.					

Appendix B: Letters of Consent

Henrietta Enumah
Department of Communication and Media Studies
EMU.

4th November, 2014.

The Dean of Faculty of Communication and Media Studies,
Eastern Mediterranean University,
North Cyprus.

Dear Prof. Dr. Süleyman İrvan,

RE: Application to Distribute Surveys in Faculty of Communication and Media Studies

I would like to ask for permission to distribute surveys in the Faculty of Communication and Media Studies for a study entitled "Conflict Resolution Strategy on Facebook", which has been given ethical approval by my supervisor, Assoc. Prof. Dr. Bahire Özad.

The aim of this study is to investigate the resolution strategies employed by tertiary students on social media during conflicts, and also to compare strategies used by students of the Faculty of Communication and Media Studies to students of Faculty of Engineering. I will be grateful if you will permit me to do so and hoping for your kind consideration.

Respectfully,

Henrietta Enumah
Graduate student of Communication and Media Studies

Henrietta Enumah
Department of Communication and Media Studies
EMU.

4th November, 2014.

The Dean of Faculty of Engineering,
Eastern Mediterranean University,
North Cyprus.

Dear Prof. Dr. Aykut Hocanin,

RE: Application to Distribute Surveys in Faculty of Engineering

I would like to ask for permission to distribute surveys in the Faculty of Engineering for a study entitled "Conflict Resolution Strategy on Facebook", which has been given ethical approval by my supervisor, Assoc. Prof. Dr. Bahire Özad.

The aim of this study is to investigate the resolution strategies employed by tertiary students on social media during conflicts, and also to compare strategies used by students of the Faculty of Engineering to students of Faculty of Communication and Media Studies.

I will be grateful if you will permit me to do so and hoping for your kind consideration.

Respectfully,

Henrietta Enumah
Graduate student of Communication and Media Studies