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IMPLICATIONS OF CONFLICT TRANSFORMATION COMPONENTS OF SEE (SOCIAL, EMOTIONAL AND ETHICAL) LEARNING IN IB CURRICULUM WITH SPECIAL REFERENCE TO PYP (PRIMARY YEAR PROGRAMME)

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Abstract:

IB education has turned out to be a huge asset to the education system. We all have witnessed to how the IB platform opened up its wings to the entire education fraternity even more so in the ongoing uncertain times. It has provided us with numerous opportunity to use the IB platform to further our education. Yet every rose has a thorn in it. Although it has its own unique set of difficulties, IB-Learning also provides significant benefits to students. SEE Learning and IB curriculum is an ideal combination. A service that can offer students the ideal environment in which to develop and flourish. SEE Learning is a futuristic educational approach that aids students develop social, emotional, and ethical competencies. IB in itself is a vast and progressive platform catering to a large community of students worldwide. This paper will discuss how IB learning and SEE learning platforms can complement each other - building on their individual strengths - and combining the best approaches from the two to prepare students for the 21st-century challenges. This paper will focus on the Conflict Transformation as a Component of Relationship Skills under SEE Learning, and its implications in the PYP Programme of IB Curriculum. The Conflict Resolution Model of Thomas & Kilmann was applied for this Research Work. The aim of the study was to find out whether PYP Learners of IB curriculum were able to identify the various types of conflicts and apply Conflict Management styles to resolve the conflicts. Qualitative methodology of research was used while conducting the study (Statistical techniques like frequency and percentage analysis was also used for Qualitative analysis). The researcher finds out that Most of the PYP Learners were able to apply the conflict management strategies in their real-life conflicting situations and respond constructively to conflict and facilitate collaboration, reconciliation and peaceful relations.

Key Words: *SEE Learning, IB Curriculum, Conflict Resolution Model, Conflict Management Styles.*

Introduction:

The foundation of SEE Learning is the fast developing consensus in a variety of areas that education can and should be expanded to foster the values and abilities that increase happiness for both individuals and society as a whole. Increasingly, research suggests that it is unwise for education to focus solely on cognitive skills while

neglecting emotional intelligence development such as emotional awareness and social skills, the ability to cooperate and collaborate with others, and the ability to deal constructively with conflict when it arises. Dr. James Heckman, an economist and Nobel Prize winner, argues that life skills should be taught in schools since they are essential for success in life and are just as significant as cognitive aptitude exams. Employers across a variety of industries are increasingly emphasizing life skills as a hiring factor.

For a global network of schools, the International Baccalaureate Organization (often known as the IB) offers four rigorous educational programmes with the goal of building a better and more peaceful world.

IB Curriculum comprises four programmes:

> 1) Primary Years Programme (PYP)
>
> 2) Middle Years Programme (MYP)
>
> 3) Diploma Programme (DP)
>
> 4) Career-related Programme (CP)

The PYP curriculum framework is an educational approach designed to promote development of children aged 3 to 12 years. It is based on the belief that children are active learners who construct their own understanding of world through inquiry and exploration.

There are six transdisciplinary themes which are broad areas of study that connect different subject areas that help children make connections between what they are learning in school and the real world.

The PYP curriculum emphasizes on the development of knowledge, skills and attitudes that are relevant to the real world and seeks to develop children's curiosity, creativity, and critical thinking skills. Teachers use a variety of teaching methods including inquiry-based learning to engage and develop a deeper understanding.

Relationship skills are the abilities and behaviours that people use to build, maintain, and improve their relationships with others. These skills can be b0oth verbal and non-verbal, and can range from active listening and effective communication to empathy, conflict resolution, and problem-solving.

In the context of SEE learning, which is a teaching method that emphasizes social and emotional learning (SEL), relationship skills are considered essential for building healthy and positive relationships with others. SEE

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learning recognizes that strong relationships are essential for our well-being and happiness, and that developing relationship skills can help us build stronger and more fulfilling connections with others.

Some examples of relationship skills that are emphasized in SEE learning include:

Active listening: This involves listening to others with an open mind and a willingness to understand their perspective. It requires focusing on the speaker's words and non-verbal cues, and responding with empathy and respect.

Effective communication: This involves expressing oneself clearly and effectively, while also being receptive to the needs and perspectives of others. It requires using language that is inclusive, respectful, and supportive, and being willing to compromise and find common ground.

Conflict resolution: This involves working through disagreements and conflicts with others in a constructive and positive manner. It requires identifying the underlying issues, communicating openly and honestly, and finding mutually agreeable solutions.

Problem-solving: This involves working collaboratively with others to identify and address challenges and obstacles. It requires using creativity and critical thinking to find innovative solutions, and being willing to learn from failures and setbacks.

Empathy: This involves understanding and experiencing the feelings and perspectives of others, and responding with sensitivity and care. It requires being attuned to others' emotions and needs, and demonstrating compassion and and understanding.

Overall, relationship skills are critical for building positive and supportive relationships with others, and for navigating the complex social landscape of our lives. SEE learning recognizes the importance of these skills and provides opportunities for individuals to develop and practice them in a safe and supportive environment.

Objective: To analyze the implications of conflict management strategies among PYP Learners of IB Curriculum.

Methodology of Research: In the present study, the Researcher applied Qualitative Research methodology .(Statistical techniques like frequency and percentage analysis was also used for Qualitative analysis)

Sample: Twenty learners of International Baccalaureate (IB) curriculum undergoing Primary Year Programme (PYP) were selected for the present study.

Tools Used: Conflict Chart and Conflict Management Style Sheet

Conflict Management Flowchart

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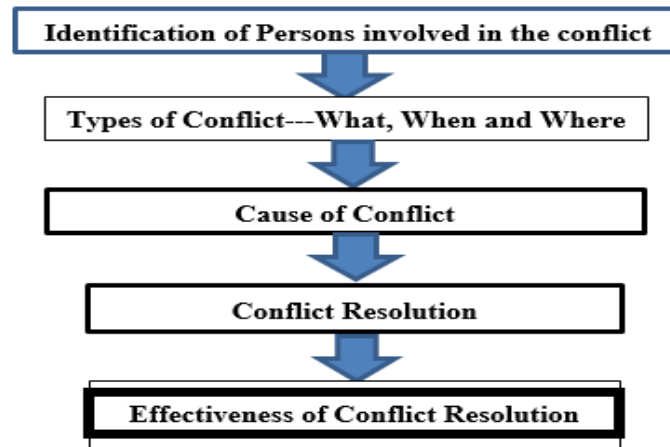
Analysis & Interpretations:

Identification of Persons involved in the conflict
CASE 1-Sister and Cousin sister
CASE 2-Father and Brother
CASE 3-Brother and mobile phone
CASE 4-self
CASE 5-Elder Brother and Younger brother
CASE 6-Mother and Father
CASE 7-Uncle and Cousin sister
CASE 8- Father and younger sister
CASE 9- Mother and Father
CASE 10-Mother and Sister
CASE 11-Father and Elder Sister
CASE 12- Mother and Father
CASE 13-Aunty and Cousin sister
CASE 14- Mother and Father
CASE 15- Mother and Father
CASE 16- Aunty and Cousin sister
CASE 17- Mother and Father
CASE 18-Mother and elder sister
CASE 19- Mother and Father
CASE 20- Myself and classmate

Analysis:

On the basis of analysis of 20 samples, it was found that, with a few exceptions, the majority of PYP students enrolled in the IB Curriculum's conflicts—maximum of 17 students—were among family members. One student was found to be directly involved in the conflict, another was found to be at odds with a classmate, and one case revealed that a brother and technology conflict existed.

85% of PYP learners identified the conflict that occurred within the family members whereby they applied the Conflict Management Styles and c of PYP learners identified the conflict that occurred within the family

members whereby they applied the Conflict Management Styles and came to an amicable resolution are to an amicable resolution. 15% of PYP learners identified the conflict that occurred with self, classmates and mobile, whereby they applied the Conflict Management Styles and came to an amicable resolution.

Conclusion:

Most of the students were able to identify the Conflict that occurred between the family members as the first step of Conflict Management. It helped them to chalk out all the plan to take on the role of a Conflict Manager.

> Types of Conflict
> CASES 1,2 &5 TO 20-Man Vs Man
> CASE 3- Man Vs Technology
> CASE 4- Man Vs Himself

Analysis:

On the basis of analysis of 20 samples of PYP Students studying in IB Curriculum, all most for 18 cases the type of conflict was Man Vs Man, whereas only 1 student identified the Conflict as Man vs Himself and another 1 as Man vs Technology.

Means 90% of PYP Learners identified Man vs Man as the types of conflict from the Conflict chart. 10% of PYP Learners identified Man vs Himself and Man vs Technology as the types of conflict from the Conflict chart.

Conclusion-Most of the PYP Learners were able to identify Man vs Man as the type of conflict where they took the role of Conflict Manager.

> Cause of conflict
> CASES 1,2,5,6,7,8,9,10.11.12.13,14,15,16,17,18,19,20 - argument over a decision to be taken
> CASE 3&4 -Loosing Temper

Analysis:

On the basis of analysis of 20 samples, it has been observed that out of 20 samples of PYP Students studying in IB Curriculum, 18 Students' cause of conflict was argument over a decision to be taken and in case of 2 students loosing Temper was the cause of conflict.

That means 90% of PYP Learners identified 'argument over a decision to be taken "as the Cause of Conflict.10% of PYP Learners Identified 'Loosing Temper" as the Cause of Conflict.

Conclusion:

Most of the PYP Learners identified 'argument over a decision to be taken "as the Cause of Conflict" which helped them to plan out further steps to be able to take the role of conflict manager.

> Conflict Resolution
> CASE 1, 2 &4 to 20 -The Peacemaker
> CASE 3-The Escapist

Analysis:

On the basis of analysis of 20 samples, it has been observed that out of 20 samples of PYP Students studying in IB Curriculum, 19 students tried to Resolve the conflict by maintaining harmony and acting as a peacemaker to

Resolve the conflict whereas only 1 student tried to take on the role of Conflict Manager by withdrawing from the situation.

Which means 95% of PYP Learners were able to resolve the conflict by applying 'the Peacemaker" role to resolve the conflict through maintaining Harmony among the persons involved in the conflict. 5% of PYP Learners withdrew from the conflicting situation and adopted the 'Escapist" role as a conflict Manager.

Conclusion:

Most of the PYP Learners identified 'the importance of selection of being 'The Peacemaker' to fit in the role of a Conflict Manager. It also reflects that except for one PYP Learner all the students find it worth to be a Peacemaker and try to maintain harmony at the same time give topmost priority to relationships.

Effectiveness of Conflict Resolution (Conflict Management Styles)
CASES 1,2 & 4 to 20-Accomodation
CASE 3-Avoidance

Analysis:

On the basis of analysis of 20 samples, it has been observed that out of 20 samples of PYP Students studying in IB Curriculum, 19 students tried to apply Accommodating style of conflict management whereas only 1 student tried to apply Avoidance style of conflict management.

95% of PYP Learners applied Accommodation style of Conflict Resolution and 5% of PYP Learners applied 'Avoidance style' of Conflict Resolution.

Conclusion:

Most of the PYP Learners identified Accommodation style of conflict management the best to deal with the conflict related to Man vs Man as this is the only style of conflict management which takes into consideration the highest concern for relationships.

Conclusions and Discussions:

On the basis of the present Research ,it can be concluded that Most of the PYP Learners were able to identify the Conflict that occurred between the family members which helped them to chalk out all the plan to take on the role of a Conflict Manager .The PYP Learners were able to identify Man vs Man as the major type of conflict ,and 'argument over a decision to be taken "as the Cause of Conflict" which helped them to plan out further steps to be able to take the role of conflict manager. The PYP Learners realized 'the importance of selection of being 'The Peacemaker' to fit in the role of a Conflict Manager and tried to maintain harmony and at the same time gave topmost priority to relationships. On the whole, it can be concluded that PYP Learners were able to perform the role of an effective Conflict Manager .The same type of Research study could be conducted for the Learners of Middle Year Programme (MYP) and Diploma Programme (DP) of IB Curriculum.A comparative study could also be conducted between the PYP Learners of Middle Year Programme (MYP) and Diploma Programme (DP) of IB Curriculum

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