Original Research

Teachers-Adolescent Students' Conflicts Resolutions and their Mental Health Afflictions during Adolescent Development in Arumeru Secondary Schools, Tanzania

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Abstract

Background: Adolescence is a stormy period marked by conflicts. Studies indicate that teachers and adolescents frequently experience conflicts due to age-related changes. However, little is known about how these conflicts are resolved and about their impact on adolescents' mental health during this period. This study explored teachers' and adolescents' views on teacher-adolescent conflicts and how these conflicts affect adolescents' mental health during their development in Arumeru secondary schools in the Arusha region of northern Tanzania.

Methods: This qualitative study employed a case study design guided by psychosocial theory. Data saturation was achieved with 44 purposively sampled participants who participated in in-depth interviews and four focus group discussions. The data were analyzed thematically with the assistance of NVivo 14.

Results: The study found that teachers and adolescent students adopt different conflict-resolution styles, which are likely to affect their psychological well-being and mental health. Some choose to live with psychological hostility, leading to stress, depression, and aggression. Positive resolution styles included seeking intervention from a third party for psychological relief; participants also chose either a comforting or a negotiating approach to achieve psychological

relief, and, where possible, either ignored the conflict or sided with one side to maintain peace of mind among the conflicting parties.

Conclusion: The study identified several conflict resolution styles and their potential hiccups on adolescents' psychological health and mental well-being. School management should create a supportive environment where adolescent students can openly discuss their challenges, allowing for appropriate support to promote stable psychological well-being and mental health.

Key Words: *Adolescence; Development; Conflicts; Mental Health*

Introduction

The adolescent stage of human development is a stormy period marked by stress (1). It acts like a magnet for conflicts between adolescents and their parents or other adults (2,3). Ibesh (4) views the terms 'conflict' and 'adolescence' as similar. Adolescence is undoubtedly a stressful time, and adolescents' relationships with the adults who look after them are inherently tense and hostile (2). The conflicts throughout adolescence are sometimes unavoidable and crucial to adolescents' subsequent developmental functioning (4). However, when conflicts are not resolved positively, they may leave adolescents in a state of mental disturbance and consequently destroy their mental and psychological well-being (5). Adolescents who experience conflict experience stress, aggression, and depression. Many of them turn to risky behaviors such as substance abuse, including smoking, drinking, and taking marijuana as a coping mechanism, which eventually jeopardizes their health (6). The psychological changes experienced during adolescence can encourage adolescents to seek individuality and autonomy, and they may even rebel against those who care for them in their efforts to personalize their lives (7). They experience emotional disruptions within themselves and in others as they pursue autonomy and social recognition (8). The prevailing adult view holds that teenagers are not mature enough to manage their own lives. At the same time, adolescents believe they are prepared and mature enough to make their own decisions and exercise self-control (5). Faults committed during adolescence can cause suffering in later stages of development and have a negative psychological and mental health impact throughout their lives if not properly managed (1). Parents and teachers experience stress caring for adolescents and

ensuring a safe environment for their health and social well-being. Adolescents' vulnerability to psychological consequences exposes parents to fear and worry, leading them to try to protect their children from making mistakes (9). Teachers, acting as surrogate parents, play a crucial role in promoting adolescents' psychological and mental development through established rules and principles that guide behavior. However, their efforts often conflict with adolescents' wishes, highlighting the challenges they face in enforcing these rules (3), which frequently result in disputes between teachers and adolescents.

Conflict arises when adolescents and teachers oppose or disagree with each other (10). In reality, disagreements, arguments, and struggles dominate the teacher-adolescent relationship during this developmental stage (9). Many of these conflicts are evident through overt behavior, such as verbal aggression rather than physical violence (9). Teachers and adolescents sometimes engage in diatribes or even physical fights (11), creating stressful situations and hostile teaching and learning environments. According to Masalu's study (12) in Tanzania, the main drivers of such teacher-student conflicts were identified as academic performance at school, substance abuse, illegal sexual relationships, homework and appearance, taking care of the room, excessive television watching, respect, and overzealous restrictions. Other factors contributing to conflicts between teachers and students include personal hygiene, social life, peers or choice of friends, disobedience, and sexual trysts (4).

De Haan et al. (13) argue that teachers and teenagers need to develop more effective techniques for handling and resolving conflicts without harming teenagers' mental health. Research indicates that conflicts between teenagers and their caregivers can affect adolescents' development, particularly in areas such as individuation, self-control, and autonomy (14). It also shows that unresolved conflicts can negatively affect the growth and psychological well-being of both teachers and adolescents (15,16).

Existing studies on adolescent students' development often focus on cases of indiscipline among teenage students in secondary schools (16–20). Although these studies provide valuable insights into the factors that contribute to conflicts among adolescent students, they are less focused on how disputes are resolved and on the mental health setbacks during teenage development.

This study aims to address this research gap by highlighting conflict-resolution styles and their cognitive and psychological consequences for adolescents' health. The study's findings can provide teachers and adolescent students with helpful information on conflict-resolution strategies and on how to prevent conflicts from emerging among them. Such information is critical for fostering positive, stable emotional connections, supporting a healthy psychological environment, and improving adolescent students' health and well-being.

Theoretical framework

The study utilised Erik Erikson's (21,22) psychosocial theory to understand and predict conflicts between teachers and adolescent students. The theory outlines eight stages of adolescent development, including each stage's developmental needs and psychosocial crises. It postulates that an imbalance between personal needs (psycho) and society's expectations (social) causes conflicts, which the psycho resolves, and that an adolescent's upbringing determines how these conflicts are resolved. The theory suggests that stable adolescents may adopt positive resolution styles when their developmental needs are well-balanced, whereas negative styles may harm their psychological health.

Methods

Study area

This study was conducted in the Arusha region of northern Tanzania, focusing on purposively selected ordinary secondary schools in the Arumeru district between November 2022 and January 2023. Arusha was chosen because it is the first of five areas in Tanzania to report incidents of adolescent aggression. The others, in order, are Dar es Salaam, Mbeya, Mara, and Mwanza. Additionally, according to the Tanzania Mainland Global School-Based Student Health Survey (GSHS) report (23), Arusha is a leading region for aggression, violent behaviour, and drug abuse, as shown in Table 1.

Table 1: Regions and Percentage of Aggression and Violent Behaviours in Tanzania

SN	Region	Aggression and Violent Behaviours (%)
1	Arusha	27.5
2	Dar es Salaam	24.8
3	Mbeya	22.1
4	Mara	21.6
5	Mwanza	19.2

Source: GSHS (2017)

Study design

A case study research design was used to frame this exploration. This approach enabled the study to elicit and gain a comprehensive understanding of conflict experiences and occurrences (24). The case study design enabled the collection of extensive data from the participants through in-depth interviews and focus group discussions (25).

Sample size and sampling technique

The study included 44 participants: 8 teachers, 4 school heads, 4 discipline masters, 4 guidance counselors, and 24 adolescent students. Based on school disciplinary reports and conflict experiences, participants were purposively selected from four secondary schools in the Arumeru District of the Arusha Region, northern Tanzania. Teachers who had experienced conflicts with students within the past three months of the interview were intentionally recruited for in-depth interviews (IDIs) to gain detailed insights into their experiences, including the causes and resolutions of those conflicts. Adolescent students, particularly those involved in conflicts with their teachers within the past three months of the interview, were deliberately included in focus group discussions (FGDs) to share their experiences of conflicts with teachers and how these are resolved. Recruitment for both the IDIs and FGDs ended once data saturation was achieved.

Data collection and analysis

The researcher collected data through IDIs and FGDs. The IDIs involved teachers (8), school heads (4), discipline masters (4), and guidance counselors (4). The four FGDs included 24 adolescent students, with each group comprising 6 participants. Both IDIs and FGDs were audio-recorded with participants' permission. The IDIs lasted approximately 45 to 60 minutes, while the FGDs took about 60 to 90 minutes. The audio-recorded interviews and FGDs were transcribed verbatim. The transcripts were checked for quality before being imported into NVivo 14, the qualitative data management software, to support data management and analysis. The six steps of the thematic analysis process, as outlined by Braun and Clarke (26), were followed during the study: familiarizing with the data, generating preliminary codes, searching for themes, evaluating themes, defining and labeling themes, and writing the manuscript.

Ethical considerations

The study received ethical approval from the University of Dar es Salaam and permission from the Regional Administrative Secretary and the District Administrative Secretary to conduct research in Arusha Region and Arumeru District, respectively. The Arumeru District Education Officer's office also permitted the study to be conducted in schools. All participants provided voluntary written informed consent; parents or caregivers signed for students under 18, and students signed an assent form. Additionally, the researcher ensured confidentiality and anonymity by not collecting personal identifiers.

Trustworthiness of the research findings

The study used IDIs and FGDs to gather diverse perspectives on conflict and resolution, ensuring the findings accurately reflect participants' experiences. Engaging various population groups enhanced credibility through triangulation and member checking (27). A detailed description of the research process was provided to ensure data transferability and strengthen dependability. Efforts were made to achieve data saturation across groups, and study conclusions were thoroughly verified during data collection and analysis to confirm replicability in similar studies.

Results

Several themes emerged in the study of how conflicts between teachers and adolescent students in school settings are resolved, including: i) living in psychological hatred, ii) seeking intervention from a third party for psychological relief, iii) using a consoling and negotiating style to find psychological relief, and iv) ignoring and complying to maintain peace of mind.

Living in psychological hatred

The study's findings showed that some teachers and teenage students choose to live with psychological hatred; they internalize disagreements and intensify them in their minds. Although most teachers and adolescent students stopped fighting after conflicts, they continued to hold hatred in their hearts. This emotional burden was reported to affect the mental health of the teenage students. One of the teachers interviewed revealed that some students' and teachers' hearts conflicted.

> *"One day I heard a student say, 'I always feel bad when I see Madam X.' In most cases, teachers and students live together, yet in their hearts there is a burning agenda that affects their social relationship and psychological well-being"* (IDI 01, Teacher).

Similar feelings also came up during interviews with students. This situation reportedly fuelled hostility between the teenage students and teachers. During a conversation, one adolescent student said:

> *"There is a certain student who hates teacher X, and when the teacher sees this student, he always tries to find out the mistake so that he punish her. Sometimes this student becomes incredibly angry; she does not even want to see the teacher come into the class. There were times when she would dodge the sessions because she did not want to meet with this teacher. One day, I tried to advise her, and she said If I could get a chance to mistreat this teacher, I could do it because I hate him and do not want to see him even in the corridor"* (FGD 01, Adolescent student).

Implicitly, teachers and adolescent students live in psychological hatred, fighting physically when they encounter each other in a win-lose or lose-win dynamic. This competitive conduct leads to unhappiness and adverse effects on mental health. During FGDs, all the students agreed that they continue to hunt each other. One of them said:

> *"Sometimes our paths keep crossing, and we keep finding each other. If he comes into my horizon, I must show him, and sometimes, if he finds me in his horizon, he always does the same" (*FGD 03, Adolescent student).

Additionally, a guidance teacher, during an interview, explained that unresolved conflicts perpetuate hatred and prolonged suffering among the parties involved and that the consequences are primarily negative. When detailing this, the participant cited an example of a conflict that ended with the teacher being hospitalized after being stoned by a student:

> *"Most teachers and students do not find a constructive way to address emerging conflicts; they continue to find each other. The students develop hatred, and I have witnessed this. One of our students here developed a conflict and decided to stone his teacher outside the school. I remember this incident occurred after school hours, during the evening, when the student stone the teacher on the head, and as a result the teacher was hospitalized. When we followed*

> *up, we realized that the two were engaged in a heated conflict. Later, after this event, the student dropped out of school. Most of the students have tried to organize violence, or others request a transfer to another school by lying to their parents that the current school is not good enough"* (IDI 03, Guidance teacher).

Seeking intervention from a third party to get psychological relief

Seeking intervention from a third party for psychological relief was another option reported for resolving conflicts. When responding to the question about conflict settlement styles, participants described the kinds of students and teachers who seek outside assistance from someone who can facilitate psychological harmony and peace between the two parties. In this regard, a guidance teacher said:

> *"I remember one day a student came to my office with a concern, saying, "Sir, there is something I want you to help me with. There is a teacher who has done something bad to me. "So, please help me talk to that teacher." So, I took a chance and called the teacher, then the student. Lastly, I summoned them to find a way to bring peace between the two"* (IDI 02, Guidance teacher).

Moreover, during FGDs, adolescent students reaffirmed that the responses to conflicts provided by the discipline masters, guidance teachers, and school heads were appropriate. One student said:

> *"I have experience with this. I remember one day the teacher punished me without any fault. The teacher did not bother to investigate the situation because he found out that my friends and I were acting like we were fighting, but he decided to punish us. I was not happy with that punishment, so I decided to find the teacher, who is his best friend. He talked to him about my concern and decided to talk to me personally. I thank God we concluded the conversation amicably"* (FGDb 02, Adolescent Student).

An FGD discussant shared similar sentiments:

> *"One day, the teacher punished the class. Some students were making noise while the teacher was writing notes on the blackboard. Suddenly, the teacher turned sharply to identify the students making noise. Unfortunately, he accused me of*

> *making the noise, even though I wasn't. The teacher punished me severely. I cried so much, but the teacher wouldn't listen to me. After the class session, I decided to seek help from the guidance teacher on how to talk to the teacher. The guidance teacher called the students near me to verify the issue, and they confirmed that I was not making any noise. The guidance teacher helped us resolve the conflict"* (FGD 01, Adolescent Student).

This method of conflict resolution was seen as beneficial because it was thought to have no negative impact on the two parties' psychological well-being, particularly when a third party intervened to resolve the conflict. Furthermore, when teachers and adolescents observed a particularly harmful conflict that was having an adverse effect or was prolonged, some approached the third party for assistance. It was reported that this method was effective at resolving conflicts with minimal impact on the mental well-being of teachers and adolescent students. For example, one teacher said this:

> *"Yes… When the conflict is bigger, teachers sometimes involve another person to help resolve the situation. They involve people, so sometimes it depends on the wisdom of the person involved, because it is necessary to hear from both sides and try to harmonize the situation"*(IDI 05, Teacher).

Consoling and negotiation style to get a psychological cure

The findings from the interviews and FGDs revealed that, in addition to internalized conflicts, some teachers resolved conflicts by offering solace to one another or by holding special conversations to determine how to restore harmony and move forward. Throughout the FGDs, the students expressed a wide range of opinions as they shared their experiences:

> *"From my experience, some teachers summon the student to talk to them, especially when the teacher believes they are wrong. They explain the issue and try to calm the adolescent student. It is not done immediately after the conflict arises, but after a few days, a teacher may decide to talk to the student and try to find a way forward. A few teachers use this method, but many engage in conflict or use other questionable approaches because they do not want to humble themselves before their students"* (FGD01, Adolescent Student).

Some teachers, when they realize they have made a mistake, apologize to students, and this makes them feel humbled, as this student described:

> *"I remember one teacher punished me in the cafeteria, but later he was told by another student that he had punished me even though I had not made the mistake. The teacher called me and apologized. I was so humbled because the teacher apologized to me, just a student"* (FGD03, Adolescent student).

During the interviews, teachers noted that some students seek their teachers' forgiveness when they realize the conflict is their own fault. In this regard, a teacher said:

> *"Sometimes, students apologize to their teachers after realizing their mistake. After all… there is a saying that 'an adult cannot be wrong in front of a child'. So, when they do make a mistake by mistreating a student, some teachers find indirect ways to calm the adolescent student, while others never do so despite being wrong"* (IDI 06, Teacher).

The teachers reported this resolution style, and in most cases, it involved humble adolescent students. On the other hand, some teachers and teenage students reached this point after exhaustive psychological and physical battles as the conflicts escalated.

> *"Yes… There are times when I see that the conflict has affected my student's relationship with me, and I decide to summon the student for a friendly talk. Because I know that if I do not do that, the student may perform very poorly in the subject I teach them"* (IDI 02, Guidance Teacher).

Participants reported that this style was the most common method teachers used, especially when the conflict seemed to affect the teaching and learning process. Its application emerged as a positive way to mitigate the terrible or harmful psychological torture experienced by both sides of the conflict.

Ignoring or compliance style to maintain peace of mind

Although the results indicate that conciliatory, conflict-engaging, and third-party conflict-resolution styles are used, participants in the focus group discussions and interviews reported that some teachers and students managed or resolved conflicts by avoiding or ignoring them. This approach

shows how one side in a disagreement prevails in its demands and how the other side decides to seek peace by ignoring the conflict. During the focus group discussion, one adolescent student said:

> *"You know, some teachers are aggressive by nature. As such, I decide to avoid them, and if they assign me anything, I do it to avoid quarrels. For example, Sir X. I do not like the way he treats us, but because I know he is the teacher, I do everything to ignore him, even if he has done something unbelievably bad to me"* (FGD 01, Adolescent Student).

Ignoring also emerged during interviews with teachers as a way to resolve conflicts:

> *"Aah! Sometimes, I ignore them because I know they are at a foolish age, so their actions are also foolish. I do not disturb myself. What I always do is take the time to guide and advise them so they know the age they are living in"* (IDI 01, Teacher).

The students reported similar patterns during the focus group discussions:

> *Here at our school, there is a highly aggressive teacher. I think he has quarreled with almost all the students. As a result, students now ignore him altogether. When he punishes them without a mistake, they remain quiet and move on because arguing with him only aggravates the situation* (FGD 04, Adolescent Student).

Treating adolescent students as the teachers' own children was a viable way to resolve conflicts amicably and support their psychological and mental development. During the IDIs, one of the heads of school reported encouraging his colleagues to do the same:

> *"I have been encouraging my fellow teachers to treat these students as their own children. Sometimes teachers must assess students to determine the driving forces behind their actions. If a teacher assesses that a student is driven by this foolish age, you close your eyes and find a way to help and support the student in his development. If you struggle with someone who is not operating under normal circumstances, you need to be careful; otherwise, this is why teachers and students start to fight each other"* (IDI 03, Head of School).

It emerged that ignoring was the preferred approach to resolving conflicts, linked to better psychological adjustment among adolescent students and their teachers because it was less likely to lead to psychological manipulation.

Discussion

This study explored views on teacher-adolescent conflicts, how they are resolved, and how they affect adolescents' mental health during their development in Arumeru secondary schools in the Arusha region of northern Tanzania. The study's findings indicate that teachers and adolescent students use various conflict-resolution techniques, most of which are favorable. However, teachers and adolescent students struggle to determine who wins and who loses during conflict resolution, which can lead to poor lifestyle choices that affect their psychological health. The study's theoretical framework, based on Erik Erikson's (21,22) work, frames adolescence as a stressful period that affects adolescents' mental health and well-being. This situation can potentially aggravate adolescents' anger and hatred, which are well-known elevators of adolescents' vulnerability to risky behaviors and predictors of various risk decisions, including violence, smoking, and substance abuse (28,29). Indisputably, the ending cycle of conflicts is reported to inform the circumstances that influence negative psychological adjustment and the general well-being of adolescents' health (2).

In this study, conflicts were resolved in the third person, a more constructive approach. Similar findings on conflict resolution were also reported in a longitudinal survey by Van Doom et al. (30) on teenagers aged 13-17 in the early to late stages of adolescence. According to the study, adolescents aged 13-14 used constructive problem-solving techniques by seeking assistance from others. The results also showed that girls were more likely than boys to use positive conflict-resolution techniques, such as third-party involvement. Moreover, the results align with the cross-sectional study of Zhao et al. (31), which showed that teenagers use third-party assistance in resolving conflicts. The use of third parties in this study's conflict resolution appeared effective, with less impact on the two parties' psychological well-being. Indeed, third parties are reported to be more likely to take a conciliatory action than to escalate the conflict (32). This underscores the need to apply this approach to prevent conflicts from escalating to serious

consequences for the adolescent's mental and psychological well-being.

Conciliation and dialogue between the teacher and adolescent students evolved into a constructive, positive conflict-resolution method that satisfied both parties and brought about psychological harmony and peace. Consistent with this study's findings, Folger et al. (33) reported that effective strategies for resolving disputes between teachers and students included guidance, loving communication, composed debate, and correction. Van Doom et al. (30) also observed this, finding that females were more likely than boys to employ constructive conflict-resolution techniques, including conciliation and third-party involvement. Although the current study did not assess gender disparities in teacher-student conflicts and conflict resolution, these issues are essential to explore, as they are likely to yield insights into differences in conflict resolution and their potential consequences for adolescent health. Although teenage girls experience conflicts more frequently than their male counterparts, they are reported to resort more often to conciliation to resolve them (34). These findings align with Leung and Shek's (35) theories of adolescent development, which emphasize that the defining feature of adolescence is a conflict between adults, parents, and adolescents.

Psychologists and adolescent psychology theories, as advocated by Erik Erikson (22,36) emphasize that adolescence is a difficult time and that teenagers and their parents have an inherently tense and hostile relationship (2). Available evidence also indicates that disagreements are unavoidable during adolescence and are natural and integral to their relationships. As such, differences between adolescents and their parents play a developmental role, particularly in fostering adolescents' individuation, self-regulation, and autonomy. (37). Failure to handle misunderstandings positively can have a substantial impact on decision-making and impair adolescents' health throughout adolescence and adulthood. Consequently, teachers and teenagers need to develop conflict-resolution skills (13) with less traumatising effects to ensure the healthy mental state of the two parties involved.

In this study, adopting compliance was used to bring two parties together in harmony and serenity, maintaining peace of mind and a stable emotional state. This is one of the positive approaches to conflict resolution that promotes stronger social bonds and reduces

the likelihood of mental health issues. According to Shibeshi (3), the terms 'conflict' and 'adolescence' can be understood conceptually as synonymous, suggesting that adolescent conflict is both inevitable and essential to their development. This situation is fueled by the general assumption that adolescents exercise autonomy earlier than parents and/or teachers expect (9,37). This study distinguishes between two kinds of conflicts: constructive and destructive. Constructive conflicts entail openness to debate or dialogue between both sides, with reciprocity; however, destructive conflicts occur when one party seeks to impose its views on the other without reciprocity. In general, constructive disputes lead to mutual understanding and harmony, whereas destructive confrontations usually culminate in devastation. When one party gives in to the other's wishes, the compliance-and-disregard strategy can be used to turn growing conflicts between productive and destructive forces, thereby preserving mental health, stability, and peace among them.

The study's findings also align with the typological approach of Branje et al. (2), which employed a correlational design and identified conflict-resolution strategies such as withdrawal, which was most evident when one party avoided addressing the issue, displayed gregarious behavior, or disengaged from the conversation. Negotiation and acquiescence were also reported as common approaches. In their findings, higher frequencies of conflict were associated with greater adolescent difficulties, and internalized problems were observed when withdrawal strategies were used alongside other conflict-resolution approaches. Similar patterns were reported by Folger et al. (33), who found that avoidance was the most commonly preferred strategy, particularly among female adolescents compared with their male counterparts.

According to the theory that guided this study, an imbalance between personal needs (psycho) and society's expectations (social) causes conflicts that the psycho resolves, and adolescents' upbringing determines how these conflicts are resolved. The theory suggests that stable adolescents may adopt positive resolution styles when their developmental needs are well balanced, whereas negative styles may harm their psychological health.

This study has several limitations that should be considered when interpreting the findings. First, the qualitative case study design and

purposive sampling limit the generalizability of the results beyond the selected secondary schools in Arumeru District, as conflict experiences and resolution styles may differ across regions, school systems, and cultural contexts. Second, the study relied on self-reported perceptions from teachers and adolescents, which may be influenced by social desirability bias, recall bias, or power dynamics within the school setting, potentially affecting the openness and accuracy of responses. Third, although psychosocial theory provided a valuable framework for understanding conflict resolution and mental health, it may not fully capture other contributing factors, such as institutional policies, peer influence, or broader socioeconomic conditions. Finally, the cross-sectional nature of the study limits the ability to assess changes in conflict-resolution styles and their long-term mental health impacts across adolescent development.

Public health significance of the findings

The findings of this study have important public health implications, particularly for adolescent mental health promotion in school settings. By showing how teacher–adolescent conflict-resolution styles are linked to psychological distress, stress, depression, and aggression, the study underscores the critical role of schools in early identification and prevention of mental health problems. Promoting positive conflict-resolution strategies, supportive teacher–student relationships, and accessible psychosocial support within schools may help reduce emotional distress and foster healthier developmental outcomes among adolescents. These findings can inform school-based mental health policies, teacher training programs, and adolescent-focused interventions aimed at strengthening coping skills, improving communication, and creating supportive educational environments that contribute to long-term psychological well-being and population mental health.

Conclusions

This study explored teacher-adolescent student conflicts in secondary schools in Arumeru District, Arusha. The study revealed both positive and negative conflict resolutions and their impacts on the mental well-being of both parties. There is a need for school management to foster a supportive environment where adolescent students can freely share and discuss their challenges, enabling appropriate support to promote stable psychological well-being and mental

health. Also, initiatives may be implemented to encourage positive resolution styles rather than negative ones that affect teachers' and adolescent students' psychological and mental well-being.

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