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Educational Influences on Value Orientation: Insights from Face Negotiation Theory

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Abstract

This paper aims to explore how educational conditioning through different education systems, particularly western style and traditional style schools, plays a role in developing different types of self-construal, reflected through their choice of conflict managing style. The study is based on the principles of Stella Ting-Toomey's Face Negotiation Theory. This study focuses on examining interpersonal conflicts resolved among students. The study aims to investigate that educational conditioning may develop self-construal and face-concerns in individuals which may be different than that expected of them because of their cultural background. To be specific, individuals coming from western style education systems may show individualistic orientation, regardless them belonging to collectivistic culture. The research is based on interviews following qualitative approach. 16 participants were interviewed; 4 males and 4 females from each educational system. These interviews give an insight into the self-perception of participants and their face-concern. Moreover, their face-concern revealed through the interview aligns with the prediction of Ting-Toomey's Face Negotiation Theory about individuals' conflict style. Thematic analysis is used for analyzing the data from interviews, by identifying key patterns in face work strategies. This study contributes to a deeper understanding of why certain individuals might display different orientation opposed to culturally driven expectations.

Keywords: Self-construal, Face Concern, Face Work Strategies, Conflict Style, Individualistic Orientation, Collectivistic Orientation.



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Introduction

At times, individuals from the same cultural background show difference in orientation towards collectivism and individualism. Apart from cultural background, early conditioning such as that through educational institute can also influence the development of value orientation reflected in face-concern and self-construal of individuals. All these aspects are reflected in an individual's manner of communication and the ways they tend to involve in the situation of conflict. Those who have experienced western style education, characterized by freedom of individual expression and open approach of things, may handle an unfavorable or displeasing situation differently than those who have experience of traditional schooling, where emphasis is given to conformity-as indicated by Hofstede's observation in his study on cultures (Samovar et al., 2010).

It is one of the important considerations in language studies to analyze the function of language in interpersonal communication, such as avoiding and managing the unwanted situations like conflicts. Stella Ting Toomey (1998) in her theory of Face Negotiation gives an insight into predictability of how one may preferably manage a situation. Her theory suggests that an individual's choice of conflict managing style depends on their cultural background; individualistic or collectivistic. Moreover, she also suggests that the kind of culture plays a role in an individual's self-perception and self-construal, and these are linked to the strategy an individual may adopt during conflicts and for resolving conflicts, making their behavior and reactions more or less predictable.

Face Negotiation Theory provides an explanation and reason of why people react to conflict situation differently focusing on their face concerns, seeking to make cross cultural interactions productive and respectful. Knowledge of these evaluated concerns makes one culturally sensitive and aware of what the other person expects in a communication. Similarly, it is also important to be mindful of other aspects other than the cultural aspects, by being open to considering other perspectives and not being over assuming (Griffin, 2006).

In short, Face Negotiation Theory is based on the premise that communication strategies are closely related to one's cultural values; the dimension of individualism versus collectivism to be particular. But at certain instances, individuals tend to go against their cultural values and rather reflect values internalized during schooling.

Students from education systems following western style of grooming often reflect individualistic values. These students show openness and directness in communication reflecting concerns related to self-face, and also display conflict style associated with individualism. In contrast, students groomed in educational institutes following traditional schooling style, manifest face-concerns and conflict style associated with collectivism.

Although Face Negotiation Theory gives a predictable insight into how an individual might be expected to manage a conflict based on their cultural background, developing of self-construal based on the traits of individualism and collectivism persistent in their culture, and what strategies they opt for to recover face, there still lies a significant gap in the analysis of why certain individuals from collectivistic cultures show individualistic approaches in their communication while managing their conflicts. This study seeks to fill the gap by analyzing how individuals from collectivistic cultures tend to develop independent self-construal based on the education systems they have opted for, by focusing on the specific ways an educational institute might contribute to individualistic self-perceptions among individuals.

There have been a number of studies focusing on learning cultures in western countries and Asian countries, focusing on how these learning cultures have affected student participation in class, influenced their perception about themselves and ways of reacting to situations. For instance, in their study of Cultures of Learning, Cortazzi and Jin exploring this area suggested adopting some styles of learning from western schools and incorporating it into the traditional style of learning followed in China. They were of the view that this could enhance creativity and critical thinking in students required for grooming them for the modern time and for imparting modern knowledge.

Face Negotiation Theory links interdependent self-construal to collectivistic cultures but there is a lack of discussion on how communication strategies related to individualistic cultures are internalized among the students of collectivistic cultures due to the exposure of educational backgrounds based on Western trends of imparting education. The existing literature often overlooks the role of educational background as a sociocultural force in shaping the self-perception of an individual. Therefore, the study aims to investigate the influence of educational institutes or educational style in developing independent self-construal and exhibit choice of conflict style associated with individualistic cultures.

The study is significant as it offers theoretical contribution by giving an insight into the fact that it is not just cultural background that influences an individual's self-perception and behavior in certain situations, but values internalized because of education system can also play a role in development self-construal. Moreover, it also discusses what makes some individuals behave and manage situation differently than their peers from the same cultural background.

Narrowing down the discussion, the objectives of this research is to investigate how students from western style education background differ in their manner of handling conflict situation in school group works than the students from traditional schooling background. The study focuses on examining conflict styles the students employ, and the influence of educational background on their face concerns and communication manner. To be specific, the aim is to explore the lived experiences of individuals from collectivistic society showing individualistic values due to the influence of education system and to understand how the individuals having independent self-construal manage their group conflicts compared to those having interdependent self-construal.

To conclude, this paper aims to critically examine the conflict style of individuals coming from different schooling backgrounds and analyze their conflict style with respect to their face-concerns, using the theory of Face Negotiation as a guiding framework. By doing so, the study seeks to offer new insights into how these norms observed in communication are internalized and enacted. Thereby, the study contributes to the theoretical development of Face Negotiation Theory by bringing learning and schooling culture into consideration rather than extreme focus on national cultural background.

The research focuses on the following questions;

1. In what ways is self-perception affected by different styles of education?
2. What are the effects of Western style education background and traditional style education background on conflict managing styles?

Though the discussion may revolve around self-perception, as it may give an insight into why certain individuals behave differently than what is expected of them because of their cultural background, but the study is limited in its focuses on their conflict managing choices. Also, the study can be elaborated and seen from the lens of different theoretical perspectives, such as the theory of Identity Negotiation, but the paper will only consider Face Negotiation Theory as it

aligns with the focus of study that is limited to exploring self-construal, face concerns and conflict styles of individuals coming from Western style education background and those coming from traditional schooling background in Pakistan. Moreover, the research only focuses on individual's background of first ten years of schooling, as that is considered crucial in development of self-perception.

Literature Review

The Face Negotiation Theory developed by Stella Ting Toomey (1998) is based on her observation, of the different ways people from different cultures communicate in the situation of conflicts. The theory has its bases in Goffman's work on face and politeness theory which explains the concept of face and how people manage face in different contexts. The word face in the term refers to the public self-image a person wants to project during social interactions, while facework refers to the verbal and nonverbal strategies used to maintain or recover face (Griffin, 2006). Based on Goffman's concept of face, Brown and Levinson developed their theory of politeness. The politeness theory describes two types of face; positive face, which refers to the wish of being liked and accepted in society, and negative face, which refers to the wish of autonomy. The theory examines the individual's use of language strategies in maintain relationships and avoiding conflicts during communication (Meyerhoff, 2018). The theory paves way for the Face Negotiation Theory, which adds a broader dimension of cultural and intercultural communication into understanding face concerns and ways of managing conflicts. The key view is that the individual's choice of conflict managing style is directly influenced by the cultural background they belong to, suggesting that it is the cultural values, self-construal and face concern, which helps one adopt a certain manner of communication as well as a manner of approach towards resolving a conflict. Furthermore, FNT discusses two types of cultures and while explaining the features of each of the culture respectively, she identified five types of conflict managing styles (Griffin, 2006).

The Face Negotiation Theory has its basis in predicting conflict resolving strategies based on the difference between cultural backgrounds. The two cultural domains identified are individualism and collectivism. Individualism refers to a social pattern where the individuals view themselves as self-sufficient and prioritize their personal goals over others. Collectivism refers to a social pattern where the individuals view themselves as a part of other collectives (family, nation, tribe), which makes them feel connected to each other, and therefore they work on goals which suits their collectives (Ting-Toomey, 2017). Triandis views that the actions of the members of the collectivistic society are governed by the norms of their culture and that they very consciously hold we-identity, whereas the members of the individualistic culture prefer personal goals and needs and are only concerned with the I-identity (Griffin, 2006). Hofstede (2011) in his study of Dimensionalizing Cultures, working on different values of cultures, analyzed certain features of the individualistic and collectivistic cultures, and his findings aligns with that of Ting-Toomey's idea of self-perception and priorities differently revealed by the members of different cultures.

Self-construal, which refers to an individual's self-perception about themselves helps in analysis of choice of conflict style. Self-construal is of two types; independent (values self-face) and interdependent (values other-face). Based on the face concerns, five primary conflict management styles were identified. These include; avoiding, obliging, compromising, dominating, and integrating. Avoiding refers to the style of conflict resolving where the individual withdraws from openly discussing the reason of conflict. Obliging is where the individual gives into the wishes of the other to resolve the conflict. Avoiding and obliging both are opted when other-face is the concern. Compromising is a strategy which is used to seek a middle way and where both self-face

and other-face are worked upon. The strategy of integrating also has mutual face concerns but the difference is that the needs of both the parties are satisfied. The strategy used when only self-face is concerned is called dominating where communication approach is direct and assertive (Oetzel & Ting-Toomey, 2003). Various studies revealed that the first three are more common in collectivistic cultures while the other two are opted more commonly in individualistic cultures (Griffin, 2006)

Over the years, Face Negotiation Theory has been applied to various contexts beyond intercultural contexts, such as organizational, healthcare and educational contexts. In organizational contexts, face concerns and power dynamics are linked to conflict managing styles, keeping the aspect of cultural value aside, where individuals with self-face concerns and authority showed dominating styles, and individuals with other-face concerns and less authority exhibited avoiding and obliging styles (Oetzel, et al., 2003). The study revealed that encouraging mutual-face orientations, and promotes integrating styles, can make working environment collaborative and respectful. Kirschbaum (2012) applied this theory to the context of healthcare by analyzing communication in the operation room. Along with face concerns and power dynamics, she observed different face works i.e. preventive face work (strategies to avoid face threat), supportive face work (strategies to restore face after threat) and aggressive face work (used to control situation at the expense of other's face). Her study integrates interpersonal communication, healthcare communication and organizational communication.

In the context of education, apart from considering individualistic and collectivistic traits, studies have been conducted. Nnagboro (2023) investigates students' face concerns during cold calling scenarios and how the strategy still remains ineffective in improving their motivation level. The study gives an awareness of how students view and perceive such situations and what are their face concerns, and so the researcher suggests adopting of appropriate face work strategies by the teachers to mitigate face threats to the students, in order to enhance student motivation to participate. Similarly, the context of gender has also been considered from the lens of Face Negotiation Theory. The study Gender Differences in Virtual Negotiation by Stuhlmacher, Citra, and Willis (2007) examines difference in behavior while negotiating online than negotiating directly, focusing on both the genders. The results reveal that people behave differently because they feel no social pressure while communicating in online settings.

Fletcher (2014) challenged and worked on refining methodological implication of the Face Negotiation Theory. The focus of the work was to analyze whether the measures from the scales for comparing face and conflict styles across cultures are reliable or not, as the interpretation and perception of items showed differences, reflecting that different concepts may be differently constructed based on culture, making the comparative measurements questionable. Fletcher emphasized checking for measurement equivalence, rather than comparing mean scores, as it may invalidate the study.

Despite its widespread application and empirical support, the theory is criticized for depending solely on cultural aspects, and not taking other aspects into consideration. Even in this regard, studies have been conducted on the influence of gender or power, but the influence of different education systems fostering different face concerns and it being reflected through the choice of conflict managing style has still been less worked upon.

Research Methodology

This part of the paper focuses on the methodology through which research will be conducted. The researcher discusses how the data will be collected, analyzed and interpreted. This chapter also includes scope of paper, sample size, criteria, and population used for sampling.

The researcher explores how educational conditioning plays a role in orientation towards certain cultural value (individualism or collectivism) which may be different than that expected of one due to their cultural background. For this purpose, the research utilizes qualitative approach for the study, specifically interviews, as it gives appropriate insight to the lived experiences and perceptions of individuals in this regard. Qualitative analysis in this manner allows for an in-depth examination of communication manner especially in the situations of conflict among members, formed into a group, for completion of an assigned task. So, the primary data collection tool employed is semi-structured interviews.

The tool of interview helps getting a view of how individuals manage and resolve their group conflicts, reflecting further their employment of communication strategies, allowing the data to be related to face-concern and self-construal. The interview questions focus on getting an idea about the strategies used to manage and resolve conflicts. For this purpose, individual as well as group interviews are conducted, some in person and some on call, 25-40 minutes' duration per session. Furthermore, the data for interview are transcribed verbatim for analysis after participants' consent and their anonymity is maintained throughout the study.

The target population of the study consists of individuals from western style schooling background (such as BSS, Roots, City) and those from traditional schooling background (Forward and Qurtuba). The research employs purposive sampling to make sure that the participants are selected based on their lived experience in group conflicts, ensuring that the data is relevant to the study. The sample size is 16, all members above the age of 16, containing equal representation of participants from each group; to be specific, four males and four females.

The study adopts inductive method to Face Negotiation Theory, which means questions are designed to obtain responses for conflict style and then the data is analyzed to reflect the core concepts related to the theory. For the process of analysis and interpretation of data, thematic analysis is used. Thematic analysis helps in identifying patterns related to face concerns (self-face, mutual-face and other-face), self-construal (dependent/interdependent) and conflict style (avoiding, obliging, compromising, integrating, and dominating), making the data align with the core concepts of Face Negotiation Theory.

Results

This chapter is based on presenting and analyzing the data for investigating the aspects of Face Negotiation in group conflicts in students coming from Western style and local education backgrounds. Based on the Face Negotiation Theory of Stella Ting-Toomey, the study explores how concerns related to face such as self-face, other-face and mutual-face are manifested in real life interactions and how these face concerns influences the choice of conflict managing style. Moreover, these face concerns are shown in relation to self-construal, which in turn is shown to be influenced by the educational environment. The findings are supported by direct quotes and analyzed thematically.

For qualitative data collection, interviews were conducted with sixteen participants, eight from western style education system and eight from students who were taught at schools using traditional teaching method. Each of these eight participants included four males and four females.

The participants were asked questions related to their experienced conflicts among their task groups. The data from these interviews were transcribed and connected to their face concern, self-construal and conflict style, and were analyzed using thematic coding. The themes were developed both deductively (using Face Negotiation Theory as a theoretical framework) and inductively (emerging from the experiences of participants).

Overview of Emerging Themes:

Four themes were yielded as a result of thematic analysis, all reflecting the aspects of Face Negotiation Theory.

Table 1: *Description of Constructs of Face Negotiation Theory*

Theme	Description	Sub-themes
1. Conflict style	Ways of engaging in and resolving conflicts	Avoiding, obliging, dominating, compromising, integrating
2. Face concern	Difference in prioritizing different face concerns	Self-face, other-face, mutual-face
3. Self-construal and educational environment	Development of self-perception based on educational environment	Independent or dependent self-image
4. Communication style	Clear expression of opinion or disagreement	Directness or indirectness in communication

(a) Conflict Style:

The data from interviews reveals that the individuals from western-style schooling background showed a similar pattern in managing their conflicts. Most of the participants showed assertive (dominating) style in resolving conflicts. They emphasized expressing their ideas and were concerned with their perspectives being heard. One participant responded, “I was firm in advocating my plan” (Participant D, personal communication, 22nd March, 2025), reflecting an overpowering attitude for getting favorable outcomes. Another response, “Explained to them why my idea was the best choice” (Participant F, personal communication, 10th March, 2025) suggested an assertive approach coinciding with dominant style of dealing with the situation. This illustrates that even in peer-level problems where power relation is not relevant, more dominating conflict behaviors are triggered which indicate the concerns for perceived personal stakes. Some responses also showed an integrating strategy for resolving the problem but that also reflected their priority for what they concerned for most i.e. the task, like, “Asked for feedback to incorporate their idea” (Participant H, personal communication, 23rd March, 2025). Furthermore, a few participants showed compromising strategy until their concerns were being taken care of, such as indicated by the response, “Prioritized my key concerns and let go of the rest” (Participant G, personal communication, 23rd March, 2025).

Among the participants from traditional education background, avoiding, obliging and compromising were the most commonly noted strategies. Avoiding style was employed by participants in the case of conflict where they felt speaking up might make the situation worst or

create discomfort. For instance, a participant responded, “Rather than focusing on their fault I tried to do my part the best” (Participant L, personal communication, 2nd March, 2025). Another participant shared quite the same response by stating, “Ignored the situation” (Participant J, personal communication, 4th March, 2025). Similarly, obliging and compromising conflict style was shown by the participants who viewed conflict can be better resolved by considering others’ opinions, such as evident from the response, “waited for my other group member’s preferences” (Participant L, personal communication, 2nd March, 2025).

(b) Face Concern:

The analysis of the data collected through interview indicates that the approaches to conflict are influenced by face concern. Self-face concern was prominently reflected in the participants from Western-style education background. It was noted that the participants belonging to this category prioritized their credibility during situations of representation. These participants preferred maintaining a positive self-image and were particular about how they were perceived. This attitude reflected in their way of managing group work and dealing with peers, as suggested from a response, “Tell them to make correction because can’t take risk with task assigned to us” (Participant C, personal communication, 18th March, 2025). Another participant shared, “I confronted them about it as their mistake could have affected us” (Participant D, personal communication, 22nd March, 2025), which also reflects concerns related to self-face.



Figure 1: *Face Negotiation Theory*

On the other hand, responses collected from the participants of traditional education background showed a distinct angle. These participants showed sensitivity and respect towards others and hence the focus was more on the protection of mutual-face and other-face. The aspect of mutual-face concern is reflected in the response, “tried to find a solution that had best of both” (Participant M, personal communication, 7th March, 2025), suggesting their aim to maintain a cooperative environment. Similarly, Other-face concern was a defining feature among participants showing their priority for preserving the dignity and emotional comfort of others. Such individuals were mindful of their behavior and communication in order to not embarrass or offend their peers, as revealed by another response, “talked to that person in private about it” (Participant O, personal communication, 9th March, 2025).

(c) Self-Construal:

Another theme identified in the data was that of self-construal. It refers to how individuals perceive themselves in connection to others. The participants from western-style education background were observed to have independent self-construal, which means they viewed themselves as distinct to others and manifested a sense of autonomy and individuality. This perspective of them is demonstrated by their responses to ways of dealing with problems related to task. According to a response, “guide them and expect them to work independently” (Participant A, personal communication, 22nd March, 2025), while other participant responded, “offered them direction and made them realize that they have to do it on their own” (Participant D, personal communication,

22nd March, 2025). They believed that every group member should do their part by themselves and only a little guidance or verbal discussion is what they should be helped with.

On the contrary, the sub-theme related to self-construal among the participants from traditional schooling background identified was interdependent self-construal. These participants prioritized connection with others and tried to maintain group harmony by going beyond what is expected of them, as suggested from the responses to the question of how they deal/dealt with a member stuck in or unable to do their task, “helped each other” (Participant J, personal communication, 4th March, 2025) and “See if I can do something to help them” (Participant M, personal communication, 7th March, 2025). These responses indicate that the participants from this category are less hesitant to go beyond their call of duty and are more concerned with establishing good will by opting for strategies that protects both mutual-face and other-face.

(d) Communication Style:

The data analyzed showed that participants from both the groups (western style education background and traditional schooling background) employed different styles of communication categorized in sub-themes, directness and indirectness. Among the participants from the first category, directness was predominantly observed. These individuals were open in expressing their opinions reflecting high self-face concern and independent self-construal. As noted from the following responses, “Told them to make correction because can’t take risk with task assigned to us” (Participant C, personal communication, 18th March, 2025) and “Communicated openly” (Participant F, personal communication, 10th March, 2025).

The participants from the second category showed a contrastive communication style. Among them, less aggressive and indirect manner of communication was predominant. The use of soft language and non-assertive way was involved in this approach. The distinct style in communication is clearly reflected from the responses obtained. A participant responded, “Put forward my concerns subtly” (Participant P, personal communication, 1st March, 2025), indicating the use of non-assertive communication style. Another response noted; “I showed my dissatisfaction subtly through face expression” (Participant N, personal communication, 7th March, 2025), also showing way of communication without being direct or verbal.

Discussion

The study confirms that the individual’s choice of handling and engaging in conflicts, reflected in their communication strategy, is closely related to their self-construal and face-concern, which in turn is influenced by their value orientation. Moreover, the data also proves that individuals belonging from same cultural background might develop orientation to different values. Also, that the orientation towards certain value namely; collectivism or individualism, does not merely depend on one’s cultural background but can also be influenced by educational conditioning such as that done in schools following western style of education and that following traditional style.

To elaborate, individuals coming from western style education background described to resolve conflicts predominantly by using dominating or integrating strategies. Their verbal description of the situation reflected that their concerns are leaned more towards self-face. Furthermore, in their way of narrating the situation to be resolved in compromising and integrating manner, concern for self-face is more apparent. The data analyzed reveals that they show orientation towards individualistic values, influenced by their educational conditioning rather than their cultural background.

Whilst, the data collected and analyzed from participants coming from traditional education background revealed that they prioritize mutual-face and other-face concerns, reflecting their interdependent self-construal. The manner of handling and managing conflicts categorized in conflict style showed collectivistic orientation as they show obliging and avoiding strategies predominantly. Whereas in using compromising and integrating strategies, mutual and other face-concern is more obvious.

In sum, the analysis of data revealed complex interrelationship between self-construal, face-concern and conflict style. Moreover, it is observed that it is not only national cultural background of an individual which can be used to predict their value orientation, but conditioning through education also plays an undeniable role in developing one's self-construal, face-concern and shaping value orientation, which can be examined by observing their choice of conflict style. Hence, the analysis and discussion aligns with the findings of Ting-Toomey's Face Negotiation Theory which was based on the interrelationship between culture and conflict style, schematically presented in Figure 1. The study only adds the dimension of educational background and examines its probable influence in developing distinct value orientation (Figure 2).



Figure 2: *Revised Dimensions of Face Negotiation Theory*

Since the analysis has been carried out following an inductive approach, the inferred findings have been presented in graphical format in the Figure 3.

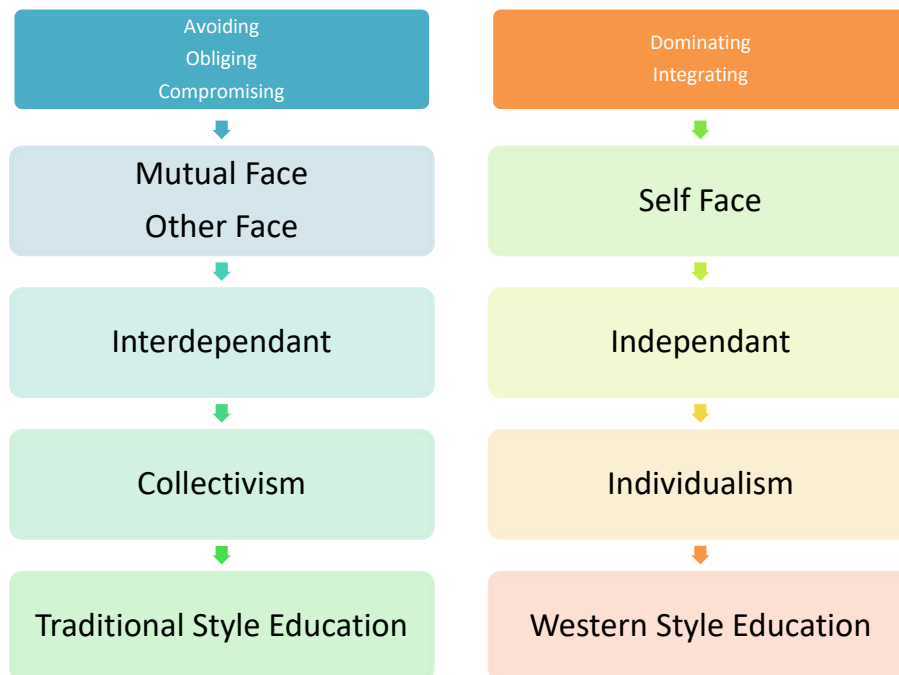


Figure 3: *Summary of Findings*

Conclusion

This study focuses on exploring the difference between strategies for resolving and managing conflicts, during group work, among students belonging to western style education background and those belonging to traditional style education background. The study uses Face Negotiation Theory as a central theoretical framework for this purpose. The aim is to link the choice of conflict style (avoiding, obliging, compromising, integrating and dominating) with individual's face-concern and self-construal, following an inductive approach. Through the tool of interviews, the research gives an in-depth insight into the aspects associated with the core principles of Stella Ting-Toomey's theory. Moreover, the methodology opts for purposive sampling, including participants with lived experience of group conflicts during their educational careers to ensure the data collected aligns with the purpose of the study.

The analysis of the data collected from interviews is done using thematic analysis, which means that insights are taken from participants' lived experiences and that the data is given themes based on core concepts of the Face Negotiation Theory. The data analysis reveals and highlights several patterns. The participants belonging from western style education background are observed to be inclined towards dominating strategy in negotiating conflict along with integrating strategy. Moreover, their choice of conflict style aligns dominantly with independent self-construal and self-face concern, demonstrating orientation towards values associated with individualism.

Furthermore, the data collected from participants belonging to traditional schooling background revealed to show conflict styles associated with collectivism. Their description of the way they managed conflict situation revealed opting for strategies described as avoiding, obliging and compromising in Face Negotiation Theory. Interpretation of the data reflected their face-concern to be leaned towards mutual-face and other-face, and development of interdependent self-construal.

To conclude, the study aims to explore the influence of educational background and educational conditioning to the manner of communication and strategies opted during the situations of conflict. The study also shows and reflects the connection of conflict style and face work strategies to face-concern, self-construal.

Implications:

The implications of the study are that it contributes to the Face Negotiation Theory by adding the aspect of educational conditioning and how this aspect may influence communication strategies and conflict behavior as well as individual's orientation towards certain cultural values; namely collectivism and individualism. The study emphasizes the value of focusing and exploring of nuanced observations. In this way, a more holistic and grounded understanding is achieved depending on knowledge and mindfulness.

Limitations:

The study is based on small sampling size which might affect the generalizability of the data; therefore, future studies should include greater and larger population for sampling. Moreover, the study does not involve power dimension as only situations related to peer-level problems were considered. The findings are related to Face Negotiation Theory though certain aspects may overlap with contemporary theories such as Identity Negotiation Theory.

Conflict of Interest

The authors showed no conflict of interest.

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