

2024

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Recommended Citation

Griffith, Molly and Alemu, Yared (2024) "An Analysis: Interpersonal Conflict Resolution in Children's Television," *Concordia Journal of Communication Research*: Vol. 9, Article 2.

DOI: <https://doi.org/10.54416/CZGF9033>

Available at: <https://digitalcommons.csp.edu/comjournal/vol9/iss1/2>

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An Analysis: Interpersonal Conflict Resolution in Children's Television

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Children in the United States today are consuming television at a vastly higher rate than we have seen before (Sigman, 2012). Due to this hands off approach, there has been an increase in parents' cognition of what television their children are consuming which includes both entertainment television or educational television. The researchers highlighted the importance of teaching proper interpersonal conflict resolution to children through the television they are consuming as they learn through all observations. We highlighted the types of conflicts that are depicted in the children's show Bluey which is an educational children's television series produced in Australia. Researchers also determined different types of conflict management that was used throughout the show's season. By conducting research on the most recent full season of Bluey, we were able to pinpoint the time spent on said conflicts with the attributing factors such as third party interventions. The literature has supported the hypothesis that the demonstration of proper conflict resolution through the television children watch is pivotal to their intellectual growth and development.

INTRODUCTION

Children these days are presented with an abundance of different media outlets. Due to the overwhelming, yet increasing, amount of media being consumed by youth, it is even more important to look at what it is they see. Specifically, how are these young individuals being taught lessons through television? In addition, there is concern about the content of educational television as opposed to purely watching shows for entertainment, though both forms would demonstrate viable forms of interpersonal communication that children would learn to emulate. Interpersonal conflict describes the conflict between individuals when needs or ideas aren't in alignment. Interpersonal conflict begins at a very young age, often without the cognitive ability to understand what was disliked about their words or actions, or without the ability to verbalize

what they haven't liked about their experience. Interpersonal conflict can be seen in children teasing one another, not listening to their parents, and/or struggling with their own personal feelings. Due to the appearance of conflict in one's life from an early age up into adulthood, it is of the utmost importance that children are able to see and be taught the correct way of managing that conflict and their responses to it as well.

When looking at childhood development, it is vital that children are able to see successful examples of how to resolve conflict in a number of scenarios or contexts. Sometimes, children will not have access to successful examples of this within their homes or schools, so it is even more important that children's programming and media help to reinforce good communication etiquette for them to learn as they watch or experience those media sources. Researchers have found the education of proper interpersonal conflict and the dialogue used to understand the included thoughts and feelings to be important (Jones et al., 1998). As noted by researchers Henri Barki and Jon Hartwick (2004), the main elements of interpersonal conflict include disagreement, negative emotions, and interference. All of these elements include big emotions for matured individuals which reinforces that, since children are just beginning to understand and conceptualize these feelings, having some kind of help in understanding is crucial to their psychological growth.

LITERARY REVIEW

Types Of Conflict:

Pseudo

Interpersonal conflict involves several individuals and the way that they understand the message or response of the other(s). Through interpersonal conflict there is a shift in cognitions,

emotions, and behaviors (Welch et al., 2022). Pseudo conflict insinuates an introduction to conflict. Badgering is one aspect of this conflict type which includes teasing and instigating an individual. For example, if the act of the perpetrator using this type of behavior was exuded by a child, the child would be the one who instigated the conflict (Dowe,1934). Instigation is when the child actually initiates the pseudo conflict through doing something that they know to be problematic for the other person. The problem with this is, when this is what the child observes and repeats with their other interactions, this would create unnecessary conflict-adjacent situations that can cause misunderstanding and difficulties that they may not be able to overcome. Such actions, conducted through different biases and understanding of the situation they happen in can be harmful (Cupach et al.,1997). Synonymous to the pseudo type, the researched term of parallel conflict explains that there are overlapping qualities of multiple types of conflict which mirror one another but there are also nuanced differences between each type (Cupach et al.,1997).

Fact

Conflicts that can be faced with simple solutions can be considered as the fact type. This conflict type can be seen in issues resulting from two parties who perceive different facts to be correct. In children this can result in conflicts over not completing a task their parents had told them to complete. Possibly alluding to the fact that their parents never told them. Another instance in which this type can be seen includes not following the rules. Rules can be clearly stated in a verbal or written form. Synonymous with past researchers, Cupach, Canary, Spitzberg (1997), displaced conflict “someone might have an objective reason for conflict and perceives that a conflict exists but has perceptions of the conflict issue that are off target”. During the time

of this resulting conflict is when you can drive the conversation back to the stated rules to highlight the insignificance of the pursuing conflict.

Value

When a conflict over value gets introduced it is much more difficult to manage. This is due to an individual's belief system being targeted. According to researcher Osinchuck (1995), “values over what “should be”, beliefs of “what is”, and the nature of the relationship between parties”(p.9). For instance in a household there may be an arising conflict over what one member of the family deems as good and another who deems something as bad. In this case scenario there isn't a direct line to who is correct and who is wrong. When viewing this conflict type from the perspective of parent-child relationships the values and beliefs of children aren't as preponderate as the parents and or adults in the home. The adults have more validity and respect amongst the other household members. Thus holding their value at a higher level than the childs. In some cases this conflict can be managed with an extensive amount of time and understanding. Other scenarios this type of conflict may not see a style of management, thus never being resolved.

Ego

Maintaining the image of self is the main priority for some individuals in interpersonal conflict. The conflict in question becomes more of a winning or losing situation as opposed to a conversation regarding the conflict. Fact and Value type conflict may be the instigator. This is a dangerous type of conflict because personal self gets involved. Children have to not fully develop their brain function therefore their immaturity drives their self centered behavior, this encompasses the child's ego (Lettieri, 2005). Resulting in the ramping up of emotions and feelings toward the instance, other individual, and self. In a family dynamic this may be shown

frequently within children. Due to their non-ability to understand and interpret emotions at this stage in their life. When only just learning to do so there may be a higher rate of intervention of third parties involvement. Prevention is the key to keeping ego out of conflict.

Policy

When conflict strikes up there may be a disagreement on the following courses of action needed to be taken. In policy we are focusing on what should be done. With that being said there isn't a strict right or wrong to quickly dissolve the situation. Tending to be more situationally or culturally based. When a policy conflict strikes there may have been a plan already in existence. And renewing that policy may be the issue or resolution in this conflict. In families this can be seen when siblings see the game they are playing differently. One child sees the imaginary play one way and the other a completely different way. Collaboration is needed for management in this conflict because policy requires a group effort, a collective understanding on moving forward.

Types of Management:

Withdrawing

The withdrawal approach is a management style that seeks to smooth over conflicts pretty quickly. Those who show this emotion don't often express anger and irritation. They're often patient and often focus on interdependence. They're also inclined to act indifferent to both their own concerns and the concerns of others. This style of management has been compared to sidestepping, and disengagement. Seeking action that'll less likely lead to conflict later.

“Withdrawing or avoiding is not really a resolution, does not resolve a conflict, and may weaken your position because parties may assume you have an unfair bias(Usamni, 2022, pg.1).”

Ultimately this approach can also be seen as running away and non confrontational due to the lack of effort on the end of one person. Which is why it's pretty weak.

Accommodate

The accommodating conflict management style often involves someone putting aside their personal interests in order to find a solution that may go against their original plans. This type of management is usually unselfish, and often used when someone quickly needs to resolve an issue. It's also been used for those tight schedules, or smoothing out arguments. This has likely been used a lot in parent and children relationships. Mostly where the parent is forced to accommodate the child's wants and needs, and even with the parent and their job sometimes for the sake of their kid. The lives of parents in general often use this type of management style. It's more so used as an easy way to avoid conflict because one person is usually inconvenienced while the other gets their way. You might use this strategy if the conflict is small and you need to quickly move past an issue. These people aren't assertive and they're more cooperative. However, there are downsides to this style. "Relationship is maintained by the users. The more effective ideas may not be used due to accommodating style. Misuse of this style may lead to loss of relationship that they try to maintain(Huan, 2012, pg. 147). Leaving the relationship unequal due to the lack of assertiveness.

Force

Usually a person with power offers a win-lose solution. This method usually favors the person in power of the decision and is often frowned upon. As it is named, those who use this style often use their authority to force other parties to agree with them. "The benefit of this style is enhanced organizational decisions will be chosen if the forcer is correct rather than choosing

less effective decisions(Huan 2012, pg.146)”. This style can usually end with aggression and animosity towards those who use this style. Decreasing the chance for consideration of alternative ideas and thoughts. A very assertive and one sided type of management.

Collaborate

According to researcher Brown, “Collaborative innovation involves actions of collective learning to enhance the joint creation of novel ideas, products, services, processes or business models by combining expertise, capabilities and resources of the participating organizations and individuals(Brown, 2021, pg. 2)”. This management style is used when goals or a purpose cannot be met individually. This management style can also represent purposeful decisions and actions within parties when they cannot achieve desired outcomes without collaborating.

Realizing that the desired results can’t be achieved individually is very important. It’s a very intentional and voluntary action between two or more parties to enhance resources.

Compromise

Compromise usually involves both concern for self and concern for others.This usually involves meeting each other halfway. There’s less interest in getting your way because you can still receive certain benefits from your end. “In terms of achieving win-win situations, a cooperative style encourages open-minded interactions, in order to realize opposing concepts, assimilate opposing views, develop acceptable alternatives, and strengthen individuals’ relationships(Abdullah, 2018, pg. 103)” Although it does come with some sacrifice. Give and take is the best way to describe this. The compromising approach is usually successful in work environments due to the fact that you’re meeting the desires of others even if it's to a certain extent. Positively related to team performance and negatively related to harmful aspects of conflict. In the long run, this style works well because conflicts can be resolved with it. It can

also be risky due some people who may overstep because of their desires. “If people overuse this style, it may cause the people to be greedy and ask several times to achieve their desires(Huan, 2012, pg.146).

Third Parties: Mediation and Arbitration

Mediation

In some forms of interpersonal conflict there is a necessity for third party interventions. Mediation includes the involvement of an un-involved outsider to aid in the resolution of the conflict. Umbriet (2006) works presented the following:

“Mediation involves a neutral third party who assists in a discussion of the conflict among the involved people, so that their concerns can be expressed and important issues resolved. A written agreement is often negotiated. The full power of mediation embraces the hope of repairing relationships through expressing and understanding the emotional context of the conflict. Taken as a whole, the mediation process offers an opportunity to resolve interpersonal conflicts through empowering people to create their own best solutions.” (p. 2)

Children's interaction when a mediator resulted changes to the present conflict. Those changes can be seen with each other as well as individually (Shen et al., 2018). Due to the ongoing development of children's interpersonal conflict skills there are times when a helping hand is necessary. Allowing someone to structure the resolution to their conflict is not only helpful but educational.

Arbitration

In some cases the inclusion of a third party has gone past the point of being necessary now becoming detrimental to the resolution of the conflict. Differing from mediation an

arbitrator has the ability to create a solution to the conflict. There may be no request by conflicting individuals for third party involvement but, now the conflict being at a detrimental state does not require that request. In the instance of a parent-child conflict we often see the occurrence of the arbitration intervention without the presentation of a request meaning it is unsolicited (Landon et al., 2022). In childhood conflict often this can be seen as a necessary step for some. When emotions are running high the adult in the home may need to create a form of resolution without further input.

Conclusion (Yared)

Children these days are being seen using a wider spread of media outlets. Access they have to the media in today's day and age has been easier than it's ever been for kids in any other era in time. For as long as children have had access to these media outlets, they've been watching how certain management styles play a role in kids shows without even knowing. Children having access to these types of media and seeing these management styles in action can be very important because of what they teach children. Children have been taught about the idea of conflict, and how you're expected to handle certain things. Eventually, they learn that these are skills they will use everyday. Even into their adulthood in order to achieve a goal. Whether things work out in their favor or not. Focusing on communication that initiates conflict can have positive effects on the social skills of children. Emotional and moral growth is very important for them to learn early on.

RESEARCH QUESTIONS

When watching each episode it is important for researchers to note the specific type of interpersonal conflict that is being presented. By labeling the interpersonal conflict type researchers will be able to critically unpack the conflict sequence. Thus resulting in researchers

obtaining a better understanding of the reasons the selected characters in the television show are engaging in the conflict.

RQ1: What types of interpersonal conflict are presented in the children's show Bluey?

Noting each interpersonal management style presented in every episode is pivotal, providing insight towards the understanding of how characters in the television series are resolving their conflicts. This will guide the research by giving researchers the insight to further dive into the topic of what conflict management style children are mainly seeing and why it is important.

RQ2: What management styles of interpersonal conflict are being presented in the children's show Bluey?

Collection of the start time and end time in each conflict will provide researchers with the necessary data needed in understanding the timings significance. Researchers aim to understand if there is more time allotted to the conflict or management of the conflict. Showing the amount of time is spent on conflict in this television series will also aid in the representation of educational conflict lessons and implementations.

RQ3: How much time is allocated to conflict-resolution in the children's show Bluey?

The involvement of third parties is incredibly important to note. Reviewing mediators and arbitrators that involve themselves in the conflict will allow researchers to see the effectiveness of their involvement. Including the differing outcomes due to their involvement. Providing researchers with the proper data in understanding if the intervention of third parties provided necessary skills to the children, creating a teaching moment. Teaching moments could

include representations of how children can emotionally handle specific situations that they may not have the current emotional intelligence to do so themselves.

Q4: Are there any third parties involved in the management of the interpersonal conflict?

METHODOLOGY

In order to gain the data needed in understanding the interpersonal conflict management strategies in children's television shows researchers used the popular streaming channel Disney Plus. Through the use of the streaming channel Disney Plus, researchers were able to gain data from one of the top streamed shows, *Bluey*. Researchers watched the most recent fully uploaded season Disney Plus has. Season two on *Bluey* contains 51 episodes that consistently range at 9 minutes long.

Procedures

A content analysis was conducted to determine the types of conflict used as well as the approaches to conflict management for the children's show *Bluey*. Researchers created a data collection spreadsheet via google sheets, constructed in a grid-like form, to clearly and precisely collect the proper information necessary for analysis. To which included the five interpersonal conflict types including, pseudo, value, fact, ego, and policy. As well as the five interpersonal management types including, withdrawing, accommodating, forcing, compromise, and collaboration. The final section presented on sheet one stated the third parties mediation and arbitration. On a separate sheet researchers collected the times of conflict, to represent the start of conflict and the end of the conflict in each episode. Each sheet was created to include all above data for every episode, listed 1-52. When watching each episode researchers would mark

(x) to represent each of the items listed above. Shortened examples were included next to every (x) indicator to provide further explanation and discussion.

Qualitative data was collected in this study such as the examples, to render support for types and managements of each conflict displayed. Qualitatively researchers accounted for the numerical value of time spent on each conflict displayed in the children's show *Bluey*. Timed data is shown in a scatter plot, in appendix, to visualize the varying data in the collective episodes. By adding up the total sum of (x) indicators of the conflict types of management styles researchers are able to visualize the quantitative data in a qualitative manner, creating a visual representation for the reader.

RESULTS

The researchers have reviewed every episode of *Bluey* season two to determine how long each episode contains conflict. Researchers not only kept track of how long each episode plays conflict between the characters, they also kept track of what type of conflict is going on in each episode, which conflict management style was being used, and the third party style that was being used in an episode if there was one. As a result the researchers noticed that out of all the 51 episodes, two of the most common conflict types were Pseudo conflict and Ego conflict. Ego being expected due to the show being surrounded around children who're growing and learning constantly becoming better versions of themselves. Ego has appeared in the season about 19.6% of the time and Pseudo has appeared about 45.1% of the time.

Collaborate and Accommodate are two of the most common conflict management styles because *Bluey* and *Bingo* are children and sometimes parents will need to adjust to the needs of their children. Collaborate appears in twenty one episodes of *Bluey* and at about 11.13% of the season. Accommodate appears in eleven episodes and about 5.83% of the season. *Bluey* and

Bingo can also be seen doing this for themselves as well. There are also twenty one episodes in all of season two where the characters needed to work together to get out of a bind and solve a problem so there were many displays of Collaboration. Like when Bluey and Bingo had to work together with their friends to push their dad off the seesaw in episode 31.

There was almost a balanced amount of Arbitration and Mediation when it came to third party involvement with mediation leading by one more. Arbitration appeared in four episodes of Bluey, while Mediation was shown in five episodes of Bluey. Mediation has appeared more in episodes using a collaborative conflict type. It has happened three times throughout the entire season. Arbitration has appeared in episodes with all different types of conflict types. Fact, Accommodate, Collaborate, Value, Compromise, and Withdrawing. There aren't any repeats like there are in Mediation. There have also been a few disputes in the season between the children where there has been an intervention in order to reach voluntary agreement. Just like in Bluey season two episode 15 when mom mediates the decisions of Bluey, Bingo, and Dad.

Out of all 51 episodes, the majority of the conflict in each episode lasted for about 3-5 minutes(See figure 4.01). Which was about 82.6% of the episodes that had conflict that lasted for 3 to 5 minutes. Researchers discovered that there were about 11.8% of the episodes that had conflict lasting longer than five minutes. About 5% of the episodes were found to have conflict that lasted for less than three minutes.

DISCUSSION

Traditional theory vs Modern Theory

Looking at the traditional theory of conflict, interpersonal management points out the individualistic concern of the conflict outcomes (Vliert, 1997). The involved parties are only

worrying about their own interests. Researchers point out that in the traditional theory, there is a lack of foundation regarding other aspects to the conflict as a whole, including the relationship of the individuals or the instances of possible third party involvement (Vliert, 1997). Through the traditional lens of interpersonal conflict, there is a lack of evidence seen in *Bluey*. There are instances where the specific conflicted individual is concerned about their own needs, as seen in the ego type of conflict, but the foundation is not lost in the context of the conflict.

In modern developments of this theory, it is pointed out that conflict is an organic thing that takes place in interpersonal relationships. When individuals have a relationship, conflict is inevitable. This viewpoint of conflict presents the more extensive factors that are involved in the occurring conflict. Including the background of the presenting situation as well as the personal context that are at play (Barki et al., 2004). Throughout *Bluey*, the Heeler family is very close. Bluey and Bandit get along the majority of the time and the parents are in a happy and healthy relationship. Regardless of their relationship status, due to the close proximity and natural human instincts, conflict is bound to occur. The modern viewpoint is more clearly seen in this show. Consciously at the end of an episode when the conflict is being resolved, you see the family gravitating closer than before the conflict began. Conflict strengthens bonds.

Interpersonal Conflict Type: Pseudo

The pseudo conflict type resulted in over 45.10% of the overall episodes in this season of *Bluey*, as shown in Figure 1.02. Representing the overall conflict of two individuals' needs, it is not possible to meet both simultaneously. This type of conflict is difficult for children to understand due to their lack of perception on why their needs may have to be compromised in one moment and delayed or fulfilled at a later time. An instance occurs in "Episode 17" (Moor et al., 2020) where Bingo and Bluey get super excited with the idea of playing the game tickle

crabs with their parents. The girls wanted to play immediately, due to their uttermost excitement. Mom has things to get done for the day, therefore she is unable to play. The girls' overwhelming enthusiasm was crushed due to the inability for all family members' desires to be met simultaneously. Resulting in the creation of the pseudo conflict type. Researchers found it interesting to note that with the resulting conflict, 39.13% of pseudo conflict resulted in a collaborative management style as seen in Figure 2.01. This connection is important because of the premise upon which the conflict starts. When there is a clear understanding of the needs that both people involved need to have met, then a solution is easier to find because all the necessary information is explained at the start. An example of this is shown in "Episode 2" (Moor et al., 2020) when Bingo wants to play a game of feather wand. Due to her sister's disinterest and conflicting schedule a conflict is created for the family. Throughout the beginning of this conflict Bingo struggles to understand why they can't just play her game then and there. The resolution is a result of Bingo's ability to take into consideration why her needs have to be delayed for a later time, in order to coincide with her family's schedule as well as her sister's desires. This example is one of several displayed in season 2 of *Bluey*, which is why researchers found it important to note the connection made from the coming together of the pseudo conflict type and collaborative type of management.

Management Type: Collaboration

Collaboration and compromise are similar but not the same. On one hand, to collaborate is insinuating the discussion of all issues pertaining to all parties involved. On the other hand, compromise understands that the whole of each person's goals may not be met, and that both may need to give up something in order for a solution to occur. The skill development of learning how to collaborate when a conflict is presented is of the utmost importance for children.

When the collaboration type of management is introduced to younger children early on they are perceived to be much more inviting of it. When implemented at a young age they are far more likely to take this approach with them as they continue to develop personally and socially (Moldovan et al., 2021). It is important to note that collaboration was used in 41.17% of all managing styles represented in *Bluey*, represented in Figure 1.03. Researchers did not predict this outcome. Prior to the study compromise seemed the most likely management style that would be represented when looking into conflict regarding children. Through the research, it was found that the display of this management style is a great way to teach children the power in sharing your thoughts and feelings as well as listening to others express themselves. Representing the value in coming together to reach a common resolution that can be mutually beneficial.

Third Party: Mediation

Introducing someone else to mediate in a conflict may be necessary when a decision cannot be made, as a neutral guide for the conflicting individuals, so they are able to create a resolution on their own and multiple options can be seen in several different scenarios and demonstrated several ways (Umbreit, 2006). The results of mediation represented in *Bluey* were surprising due to the limited 9.8% of episodes representing mediation in their management styles as seen in Figure 1.01. In the instances where a neutral guide was called for, it represented Mom stepping in to encourage the girls to open up more about what it really is both of them want. An example of this can be seen in “Episode 3” (Moor et al., 2020) when Mom steps in to get Bingo to open up about what's really going on. Bingo being the younger sister often gets talked over or dismissed so, in this situation Mom had to intervene and aid the family in coming to a resolution. When Mom’s guidance was included in the ensuing conflict, the girls had the chance to calm down and really process their needs as well as considering the other’s.

Ego Conflict type (paired with type of management)

Researchers found the ego conflict type was the second most used conflict style out of all the conflict types. Making an appearance in about 19.6% of all episodes in the season. This conflict style meant that the parties involved in using it were really only looking out for their own best interest with little to no care about what others may want. Researchers were not surprised about this conflict type being seen a lot in the show due to the amount of children in the show. Typically children will always want to get their way and do whatever it is that they want to do. A great example of this was in episode twenty where during the butler game, Bingo and Bluey both wanted to be the “Butler” and didn’t care about how the other felt about it as long as they got their way in the end. They both wanted to play the butler simply because they both thought it would be more fun. Although they’re both unable to do so because someone would also have to play as the queen as well.

Accommodate (management type)

Accommodating is something that has been shown quite a bit in season two of Bluey. The show is based around a family of two children and parents so learning to adapt to the needs and preferences of others is something that happens quite a bit. Researchers have stated in figure 2.01 that the management type “Accommodate”, has actually appeared in the season the third most out of all the other management styles. Figure 3.01 also shows that Accommodate is one of the two highly used management types in conflict. Researchers have figured that this would come up a lot considering that children are always learning that some things just won’t go their way and parents will usually have to adjust for the sake of their children’s happiness. This kind of thing also happens a lot in real life and the researchers had no reason to think why this would’ve been any different. The researchers found this management style to be important

because learning to be considerate for the needs of others, and promoting inclusivity is important.

Third Party: Arbitration

Figure 1.01 showed the results of how many times arbitration appeared compared to mediation. Which showed up in season two of Bluey less than mediation. There have been instances of arbitration in Bluey in season two episode eleven called “Charades”. Muffin wanted to do the ballerina card despite Bingo already doing it and making the game too obvious. Grandma tells the kids to just help find that card for her and then just pretend that you don’t already know the answer to appease her. The low amount of times Arbitration appeared in Bluey was surprising because of how many children are in this show(View figure 1.01). The researcher also figured that it would happen much more due to how many times management types like “accommodate” appear in the season in general.

Importance involving a Psychological perspective

The ability to manage a conflict can be a marker of a child's social competence as well as being a key tool when developing friendships and relationships outside of the home (Dunn, 1993). *Bluey* presents conflict in small or large form in every episode of the researched season 2. Researchers note specific examples of conflict within the home as well as within the social sphere. Differing in relation to conflict between child-child and child-mother, the mother or adult has a wider scope in understanding of the perceptions of others. But, social conflict which occurs as children age includes the addition of liking another individual which adds more context. The child’s growth, which results in taking the other person's views into account when resolving the conflict, means that the child is more perceptive of the situation involving their peers and are more willing to listen (Dunn, 1993). Analysis of “Episode 45” (Moor et al., 2020)

represents an instance that occurs in the school setting for Bluey when she constructs a game that some of her friends don't agree with. Due to her liking her friends, she makes the decision to compromise in the game to come to a mutual agreement which continues the premise of proper conflict management knowledge being important when children are transitioning to be more involved in peer friendships.

Researchers have analyzed throughout *Bluey* there is the presentation of interpersonal conflict being established and concluded in all episodes. There is evidence that through the viewing of Bluey, Bingo, Dad (Bandit), Mom (Chili), and other family members and friends, children have an opportunity to learn; through the mistakes and successes of these characters, they can learn proper and efficient ways in managing conflict. Thus, *Bluey* can be classified as an educational children's television series as the evidence points to the different interpersonal conflicts that surround some more light and heavy themes. Varying in intensity from personal struggles, like not sticking up for yourself "Episode 3" (Moor et al., 2020), to family struggles, such as the parents' lack of connection "Episode 14" (Moor et al., 2020), there are a number of opportunities for children to recognize and potentially understand what they may experience in real life through the lives of these characters.

Limitations

A limitation in this study includes the small sample of research we choose to study. The research on one full season of a children's television program can highlight the importance of conflict resolution, as well as pinpointing the different types and management styles. But this is a small representation of a much larger sum. Expansion of this research can further prove our ending results.

Researchers' use of the television show *Bluey* also limits the potential for growth and understanding due to the demographic that the show targets. This show targets younger children, specifically around the age of three to seven years old. In addition, the children's age correlates with the inability to purchase streaming services. Children's care takers have to have access to the streaming platforms that present the television show *Bluey* in order to consume this specific television show. Not all children are consuming the same amount of media entertainment based on the status of their home access and sources may vary.

Time taken on the creation and involvement of conflict in the show also outweighs the time taken on conflict management. This may cause a misrepresentation to children on what conflict may actually look like in real life. This lesson represents that further time spent on conflict may be more important than more time spent finding a resolution which may hinder their cognitive development in conflict management skills. As is known, conflict is inevitable when individuals are involved in interpersonal relationships. The key is to highlight the type of conflict the participants are involved in in order to understand how to manage this conflict. It is at the time of resolution and management that individuals can become closer, thus depicting the vitality of conflict management. With the limited management time in *Bluey*, they are potentially hindering the successful development and education of their young viewers.

Future Research Suggestions

In the future, researchers could try doing research on other popular children's shows and see how long conflict lasts in each of those shows, and what types of conflict we see in these shows. Paw Patrol is an example of a children's show that is incredibly popular with kids today so that would definitely be doable. Researchers could also look into doing children's movies as well going about the research the same way. Paw Patrol is not only a popular kids show but is

also coming out with a new movie. For example we could look into how many kinds of conflict are in the movie and how long conflict lasts in the movie just like we did with season 2 of *Bluey*. Another suggestion is to look at seasons 1 and 3 of *Bluey* just to see what types of conflict happen in that and see if the amount of a certain type of conflict that happens in those appears in those.

Conclusion

Researchers have found proper examples and use of modern theory of interpersonal conflict in the children's television show *Bluey*. Through the analysis of the data collected *Bluey* primarily presented these key conflict types, the majority which included pseudo and ego conflict, and management types, the majority including collaborating and accommodating. With said examples, researchers are able to provide context to our findings, elaborating on those key themes and connecting them to the everyday life of children today. Interpersonal conflict is a persistent notion in all individuals' lives, including children, as well as the consumption of television. Researchers have highlighted the significance of proper implementation of such skills through children's television shows. There is a psychological importance for the growth of children's cognitive capabilities regarding the proper demonstration and understanding of interpersonal conflict. Lessons learned through television emulate into the real world in real contexts. Having the cognitive understanding of feelings represented through the growth and learning outcomes of the characters in *Bluey* can aid in the conceptualization of the management of conflict.

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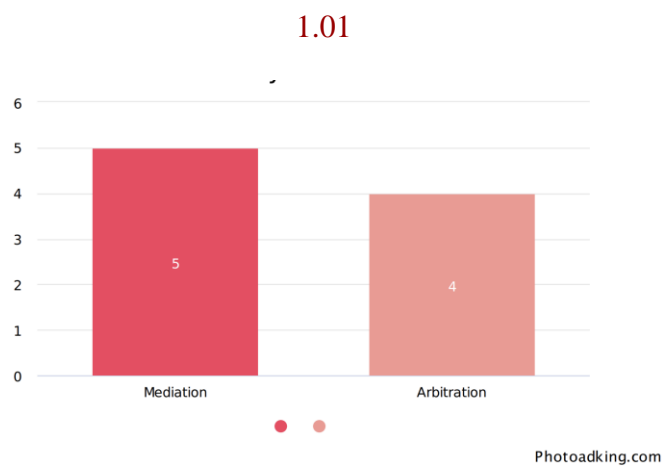
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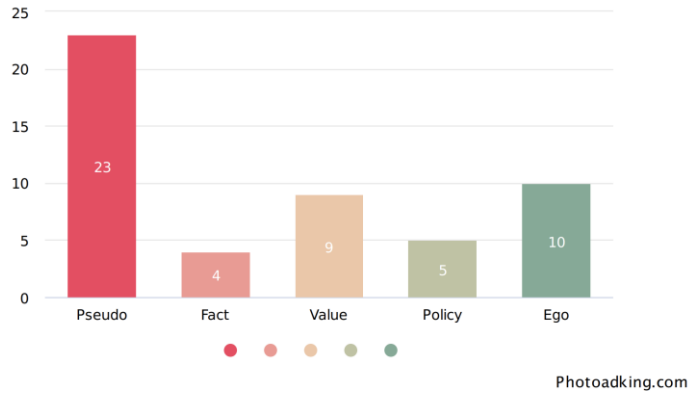
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APPENDIX

Figure 1: Bar graph representing the total data collected in *Bluey* season 2. Including conflict type, management type, and third party involvement.



1.02



1.03

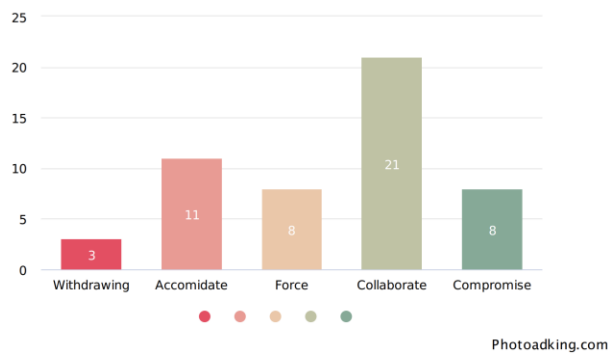
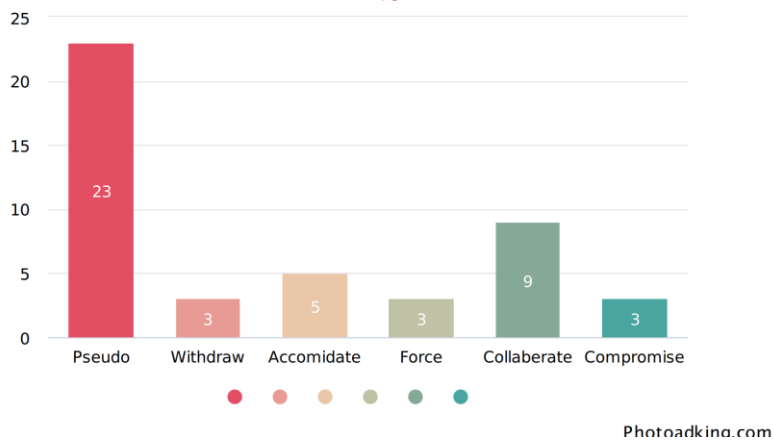


Figure 2: Bar graph containing the data representing the two highly used conflict types with the represented management styles.

2.01



2.02

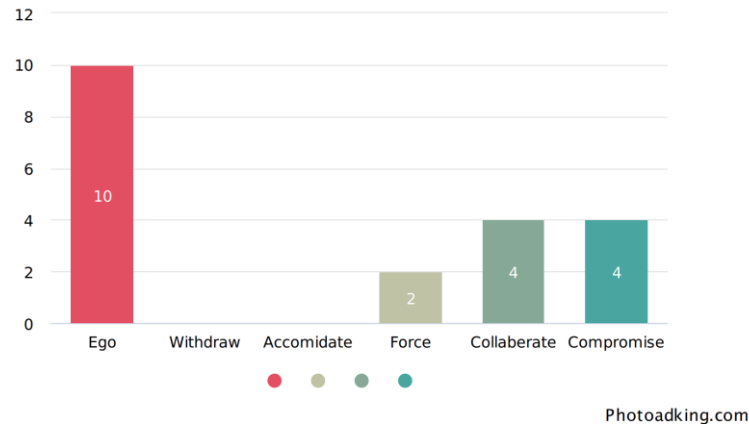


Figure 3: Bar graph containing the data representing the two highly used management types with the represented conflict types.

Figure 3.01

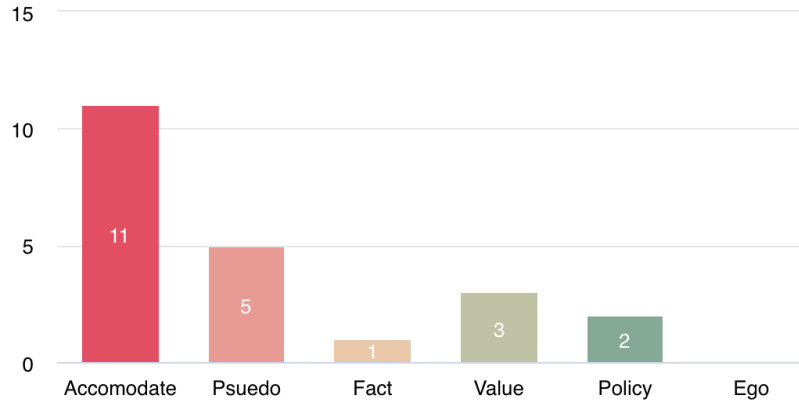


Figure 3.02

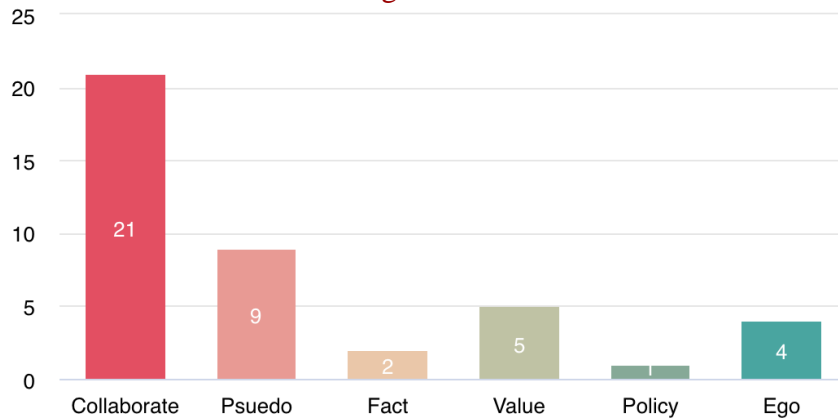


Figure 4: A scatter plot displays the range of time spent on conflict in each episode.

