

CATALYSTS OF NEGOTIATION INITIATION IN EDUCATIONAL SETTINGS: AN EXPLORATION OF GENDER DYNAMICS

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ABSTRACT

The objective of the study are to investigate the negotiation style uses by Man and Women and the gender influence on the initiation of negotiation in educational conversation context. The research design used in this study is a qualitative descriptive research design. The researchers used the purposive sampling technique to select participants. Participant of this research were an 11 male students and 11 female students of English students of UKI Toraja. The instrument used are observation and interview. This study used the interactive model to analyze data. Data analysis techniques are carried out interactively and take place continuously until complete until the data is saturated. This study confirms that: 1) both male and female participants exhibit a prevalent utilization of the 'compete' negotiation style when initiating conversations within diverse social contexts. Specifically, this negotiation style encompasses proactive engagement in discussions for the explicit purpose of seeking information pertinent to the context. Notably, a higher proclivity for information-seeking through competing behavior is observed among female participants, while male participants tend to engage in conversations without introducing novel topics, emphasizing the nature of their engagement as oriented toward interaction rather than information acquisition. 2) The Influence of Gender Initiation within the Educational Conversation Context, Particularly in the Realms of Attaining Research Information: A Scholarly Exploration and Fostering Collaborative Engagement for Assignment Completion among Peers.

Keywords: *Catalysts, Negotiation Initiation, Educational Settings, Exploration, Gender Dynamics*

INTRODUCTION

Knowing how gender dynamics affect negotiation can inform teaching practices, classroom management, and conflict resolution strategies, ultimately enhancing the overall educational experience (Griffin & Phillips, 2023; Madani et al., 2017). The term gender was introduced by social scientists to explain the differences between women and men who are innate as God's creation and who cultural formations are learned and socialized from childhood (Prawitha et al., 2023). This distinction is very important, because so far it has often mixed human characteristics that are natural and non-natural (gender). This difference in gender roles really helps us to rethink the division of roles that have been considered inherent in human women and men to build a dynamic and appropriate picture of gender relations and match the reality that exists in society. Differences in the concept of gender socially have given birth to differences in the roles of women and

men in their society (Deb et al., 2015; Glenn, 2016). In general, the existence of gender has given birth to differences in roles, responsibilities, functions and even the space in which humans move (Chodorow, 2018; Schneider & Bos, 2019). So much so that this gender difference is inherent in our perspective, so we often forget as if it is something permanent and eternal as permanent and eternal biological characteristics possessed by women and men (Sumerau & Cragun, 2015).

Gender is more appropriate to distinguish people based on their sociocultural behavior, including the language used (Azul et al., 2022; Ubaydullayeva, 2022). By comparing the speech between men and women in everyday life, there are differences in the way they speak (Maltz & Borker, 2018; Pink, 2020). In a language-speaking society, the emergence of norm system demands on the speaker community can be due to differences in the form of expressions (Tagg & Seargeant, 2014). Despite having the same intention, men and women will use different word choices and ways of delivery.

Several studies conducted related to negotiation strategies. As male and female negotiators have different personality traits (Babcock et al., 2013). Women have different personalities from men, and female negotiators tend to be more cooperative and negotiate more peacefully (Aharoni, 2017). Different gender personalities lead to the use of different negotiation strategies (Crossley et al., 2016). Gender variances in the initiation of negotiation do indeed exist, yet they tend to be minor and closely tied to specific contexts. Furthermore, they delve into the mechanisms that can modify these gender differences, with a specific emphasis on identifying potential entry points for practical interventions (Kugler et al., 2018). In this present study focuses on negotiation style uses by Man and Women and the gender influence on the initiation of negotiation in educational conversation context.

The phenomenon of conversation or interacting with others we cannot forget in everyday life. Humans use language as a means of communication and interaction with others. People use language that can be understood and understood by certain communities, as well as the language commonly used by UKI Toraja students in interacting with other students. The language used in everyday life by male and female students in the UKI Toraja campus environment certainly cannot be separated from the culture that influences the use of language in these

conversations. For example, female students are more likely to open conversations or interactions in a discussion than male students. Men and women have their own language characters. In terms of the amount produced, numerous specialists contend that women tend to use more words than men do. Men and women often use language that is contrary to their intentions and objectives. Men and women have their own language characteristics. Therefore, the objective of the study are to investigate the negotiation style uses by Man and Women and the gender influence on the initiation of negotiation in educational conversation context.

METHOD

The research design used in this study is a qualitative descriptive research design (Cresswell et al., 2019). The researchers used the purposive sampling technique to select participants (Etikan et al., 2016). In this study, the participants of research was English students of UKI Toraja. Participant of this research were an 11 male students and 11 female students. The reason why the author chose English students as objects is because according to the observations and experiences of current researchers as one of the English students at UKI Toraja, students are often involved in negotiations. In this case, if it is associated with a gender perspective, then students have an influence in negotiations in educational conversation context. The instrument used are observation and interview (Birmingham & Wilkinson, 2003). This study used the interactive model to analyze data (Riani et al., 2012). Data analysis techniques are carried out interactively and take place continuously until complete until the data is saturated.

FINDING AND DISCUSSION

1. Negotiation Style in Educational Conversation Context

Negotiation style refers to the means or approaches used by individuals or groups in the process of negotiating or communicating to achieve goals. Negotiation styles can vary depending on personal characteristics, culture, and situation. This style of negotiation can affect the overall negotiation process and outcome. Below is the elaboration of this study finding on negotiation style in educational conversation context specifically dealing with how some females

engage in strategic competition to secure maximum personal advantages within an educational context:

Extract 1 : Dealing with research method

This discussion will take place in Uki Toraja on July 27, 2023. Conversations between female students and male students when they discuss while the research methods they used while in the process of making a thesis and female students give opinions but male students refuse by giving explanations. It can be seen in following excerpt :

Nanda : It should have quantitative to have a lot of material.

Andre : Not. Qualitative has more material than quantitative.

Nanda : means the proposal is a little?

Andre : Yes, a little bit. That's why those who on average use quantitative proposals less, like this.

From the conversation above, it shows that women are more dominant in starting conversations, it is proven that women are more active in giving questions and men are dominant in answering. From the conversation, it was explained that conversations between men and women, women dominate more in starting conversations than men. Why is it said that women are more dominant in starting the conversation because we can see that the style of women in the conversation above is more competitive where they have a very large curiosity to get more information related to what is asked. To get clearer information about the reasons why women are more dominant in starting conversations in extract 1, we can see the results of direct interviews with these objects in the form of the following transcript :

“Yes, I started the conversation because it fits the situation or condition, I am experiencing now in the process of making a thesis. I asked this question about the research method because I didn't really understand it and of course I needed a concrete answer to make me understand. Therefore, I am the first to start the conversation because in that context I will take more advantage. When I'm out I often start conversations as well but go back to the situation and context of the discussion” (Interview with Nanda, 27th July 2023)

“In my opinion, if it's about starting a conversation, it depends on the topic. Na in this conversation the topic of discussion about research methods. It was here that Nanda started the conversation because the topic of discussion came up according to what Nanda needed, so she asked questions to start this conversation in hopes of getting an answer. The point depends on the topic on which the woman can start the conversation first. In the context of

everyday life, yes, maybe women often start conversations when meeting or talking to men because in reality women are more chatty. But it does not rule out the possibility that men cannot start a conversation but return to the context of the conversation" (Interview with Andre, 27th July 2023)

From the interview answers obtained by researchers from the object in extract 1 about the reasons why women are more active in starting conversations, the women's side is right in the context of the discussion needed and the men's side in the conversation is only as a complement to the topic of discussion.

Extract 2: Towards Civil Servants

This conversation took place in UKI Toraja on July 28, 2023. Conversations that occur between male students and female students. They discussed the process of applying to become a Civil Servant.

- Tiara : I think now civil servants already have a time or age limit?
Erin : If civil servants let only high school graduates
Dian : There is another acceptance of Cpns high school graduates who serve in the defense section
Riel : It's amazing that civil servants.

From the conversation above, we can see that again the woman who started the conversation. In the conversation, it can be seen that the topic that is temporarily discussed between women and men is something that will benefit both parties. But what happened in the conversation was that the women who were active in starting the conversation because it could be seen that the two women in the conversation were both included at the beginning of the conversation. For more details on why women are more active in these conversations, we can see from the results of direct interviews of researchers with the two objects in the form of the following transcript:

"If I want to provide information and want to find out what I don't understand about civil servants, then I also immediately connect the conversation by discussing this topic" (Interview with Erin, 28th July 2023)

"Because they are the first to discuss the topic, I can only provide information or what I know also about this topic" (Interview with Dian, 28th July 2023)

"If I am because they might be curious then bring up the topic about this. But I'm just following you in the back in this conversation because they've already said what I want to say hehe" (Interview with Riel, 28th July 2023)

From the results of the interview above, it can be said that in conversations that occur in the context of civil servants, women are more active or early in starting

the conversation because they want to know information about civil servants and then on the male side they prefer to follow and enjoy the conversation by providing little information they know. So the women are more active in starting the conversation again because they are the first to bring up the topic of discussion about civil servants.

Extract 3 : Discussion of Research Permit

The conversation below takes place at the UKI Toraja campus on July 21, 2023. Conversations occur among students who are discussing research permit.

- Mery : Many of them say there is no need to make a research letter if, for example, we do research on campus.
Cris : There later we will attach to the thesis the research letter.
Mery : But you said it is very necessary for academic ethics as well as administrative completeness as well.
Cris : Yes, there will be that later.

From the conversation above, women bring up the topic of conversation by providing information to respond to and then the man only appears to provide additional information related to the topic raised by the woman. It is clear that in the above conversation, women are more dominant in starting conversations to provide information. For more details, we can see the results of direct interviews of researchers with objects in the following quotes:

“I brought up the topic of discussion about the research letter because I was still confused by the lure that was not clearly related to the topic. So I brought up the topic so that it became a discussion and got clear information” (Interview with Mery, 21st July 2023)

“Yes, because the topic of discussion is a research letter, I came up with information about what I know related to the topic. And then about starting this conversation, I was defeated because I actually wanted to bring up the topic but first it was discussed by the women, just follow the discussion in this conversation. Outside I can also actually start a conversation but depending on the topic being discussed, but if you meet ordinary female friends who talk the most, they haha” (Interview with Cris, 21st July 2023)

From the results of the researcher's interview with the object in extract 3 above, it can be said that women are more initiated in bringing up the topic of conversation in extract 3 because they want to know more information related to the topic discussed.

Extract 4 : Explanation of the Thesis Title

This conversation took place on the campus of UKI Toraja on July 12, 2023. This conversation was conducted by male students with female students with discussions about the title of the thesis related to the theory used. We can see it in the form of the following transcript:

Citra : You teach too?
Ayub : No, Just analyze the school, stay to school but not me to teach.
Citra : Wow in short.
Ayub : Length of this now because I added this and still extensive.
Citra : Oh... This is also my first time consulting.
Ayub : Keep this long stay short.
Citra : The length of the title but the breadth of the material.
Ayub : Yes.

From the conversation above, it can be seen that the negotiation style used by gender is the compete negotiation style. Where Citra asks a question in the hope of getting information about the material related to the title of her thesis. Job engaged in the conversation by responding to questions from Citra by explaining what was known because their titles were almost identical. To find out more clearly whether it is proven that gender in the conversation above uses a compete negotiation style, researchers will present the results of direct interviews with objects in the form of the following transcript:

“I asked this question because I wanted to find out more details about the material that will be used related to my title and how I will retrieve the data as well. And it just so happens that my title with Job is almost somewhat similar to the way of retrieving the data because both in school Only Job did not teach him, I taught” (Interview with Citra, 12th July 2023)

“Because Citra asked so obviously I answered. Here also happened to ask to about how to retrieve my data, only I don't teach na he teaches ih trus then the material also we will both have a lot of short titles but the discussion of the material will be extensive. Na here is also when we discuss the title of the thesis whose direction is to research the school” (Interview with Ayub, 12th July 2023)

Therefore from the results of the interview above, it is clear that the gender in extract 4 uses compete negotiation style in conversation. Because according to Citra she wants to find out information related to how to collect data at school by discussing material related to the title. Then Ayub got involved because he only

wanted to answer questions from Citra and provide a little information regarding how to collect data at school.

This finding provides a detailed examination of a specific negotiation style observed within the educational conversation context, specifically focusing on how some females engage in strategic competition to secure maximum personal advantages within an educational context such as dealing with research method, towards civil servants, discussion of research permit, and explanation of the thesis title. This present study result is related to the previous ones that As male and female negotiators have different personality traits (Babcock et al., 2013). Women have different personalities from men, and female negotiators tend to be more cooperative and negotiate more peacefully (Aharoni, 2017). Different gender personalities lead to the use of different negotiation strategies (Crossley et al., 2016).

2. Influence of Gender Initiation In Educational Conversation Context

In social situations, such as gatherings with friends, family events, or community gatherings, the ability to negotiate casually and listen to the views of others is key to creating positive relationships. So the influence of gender in the initiation of a conversation can be successful positively if it ultimately results in a deeper understanding of a topic of discussion in the conversation. In the following, researchers present findings on the influence of gender in initiation in educational context:

a. Attaining Research Information: A Scholarly Exploration

The influence of gender initiation within an educational conversation context, specifically concerning the process of attaining research information, is comprehensively explored through direct interviews with the subjects mentioned in the following quotation:

“Yes, I started the conversation because it fits the situation or condition I am experiencing now in the process of making a thesis. I asked this question about the research method because I didn't really understand it and of course I needed a concrete answer to make me understand. Therefore, I am the first to start the conversation because in that context I will take more advantage. When I'm out I often start conversations as well but go back to the situation and context of the discussion” (Interview with Nanda, 24th July 2023)

“In my opinion, if it's about starting a conversation, it depends on the topic. Na in this conversation the topic of discussion about research methods. It

was here that Nanda started the conversation because the topic of discussion came up according to what Nanda needed, so she asked questions to start this conversation in hopes of getting an answer. The point depends on the topic on which the woman can start the conversation first. In the context of everyday life, yes, maybe women often start conversations when meeting or talking to men because in reality women are more chatty. But it does not rule out the possibility that men cannot start a conversation but return to the context of the conversation” (Interview with Andre, 24th July 2023)

From the results of the interview above, the researcher got information that Nanda's purpose in starting the conversation was because he wanted to find out more information about qualitative research and Nanda managed to get this information. Moreover, Andre engages in the conversation because he just wants to answer questions from Nanda. Therefore, the effect of negotiation in terms of aspects of effective communication skills related to achieving research information succeeded positively.

Attaining research information signifies that the study delves into the impact of gender dynamics on the initiation of educational discussions, situated within the broader context of scholarly research concerning the acquisition of research information. This suggests a comprehensive and academically rigorous exploration of the nuanced intersection between gender and educational discourse initiation.

b. Fostering Collaborative Engagement for Assignment Completion among Peers

In the endeavor to complete a challenging thesis assignment, Mei and Maya adopted proactive roles by initiating conversations with their fellow classmates. Recognizing the complexity and scope of the task, they sought to harness the collective knowledge and skills of their peers. Their initiative was evident in their deliberate efforts to foster collaboration, as evidenced by the following quotation:

“This conversation arose when I wanted to go to campus but because I was lazy myself, I invited my friends to go to campus in order to work on my thesis. Then if I'm outside I also often start a conversation but it depends on the situation whether it fits what will be discussed” (Interview with Mei, 24th July 2023)

“I appeared in this conversation because I actually wanted to go to campus but was lazy hahaha that's why here I invite friends that thesis work does not have to go to campus. Then when outside I sometimes start a conversation if there is something important or I like” (Interview with Maya, 24th July 2023)

“Before this conversation appeared, I actually wanted to go to campus too, but was a bit lazy when I was alone, and coincidentally, their discussion arose about inviting me to campus in the group, so I immediately said yes and it turned out that in the end it didn't turn out too haha” (Interview with Rian, 24th July 2023)

This context describes a situation where Mei and Maya recognized the benefits of collaboration and took the initiative to initiate conversations with their classmates. Their goal was to encourage their peers to join them in working on a demanding thesis assignment, acknowledging the advantages of pooling their resources, insights, and expertise to achieve a more successful outcome. This proactive approach highlights the importance of peer engagement and teamwork in academic endeavors, especially when tackling complex assignments such as a thesis.

This study result signifies a research endeavor that aims to uncover and analyze the intricate relationship between gender dynamics and the initiation of educational conversations, particularly within the context of collaborative assignment work among peers. This research seeks to contribute to a deeper understanding of how gender influences educational interactions and offers insights that can inform more inclusive and equitable educational practices.

The study substantiates the assertion regarding the Influence of Gender Initiation within the Educational Conversation Context, specifically within the dimensions of Attaining Research Information: A Scholarly Exploration, and Fostering Collaborative Engagement for Assignment Completion among Peers. This finding related to the study confirms that different gender personalities lead to the use of different negotiation strategies (Crossley et al., 2016). Gender variances in the initiation of negotiation do indeed exist, yet they tend to be minor and closely tied to specific contexts. Furthermore, they delve into the mechanisms that can modify these gender differences, with a specific emphasis on identifying potential entry points for practical interventions (Kugler et al., 2018).

CONCLUSION

Based on the finding and discussion above, it can be concluded that:

1. Both male and female participants exhibit a prevalent utilization of the 'compete' negotiation style when initiating conversations within diverse social contexts. Specifically, this negotiation style encompasses proactive

engagement in discussions for the explicit purpose of seeking information pertinent to the context. Notably, a higher proclivity for information-seeking through competing behavior is observed among female participants, while male participants tend to engage in conversations without introducing novel topics, emphasizing the nature of their engagement as oriented toward interaction rather than information acquisition.

2. The Influence of Gender Initiation within the Educational Conversation Context, Particularly in the Realms of Attaining Research Information: A *Scholarly Exploration* and Fostering Collaborative Engagement for Assignment Completion among Peers.

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