# Trust and Conflict Resolution: Relationship Building for Learning

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**Abstract :** This research paper combined grounded coding and research questions with the objective to investigate conflict resolution in the classroom. The students' answers concerning teaching were coded according to phrasal meanings which revealed concepts. These concept codes then became input data into theoretical frameworks. The investigation indicated two conflicts: whether the information was valid and whether to make the study effort which was discussed as perceptions of teacher's competence in helping to learn. The relevant factors in helping to learn were predominately emotional. These factors were important in the negotiation process to develop relationships. Information validity seemed to be the motivator to begin and participate effectively with the learning process. In effect, confidence in the learning negotiation process with the focus towards relationship building with the subject matter seemed to be the motivator to make the study effort.