



The Attitude of Prospective Teachers Towards Conflict Management

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This paper is merely an attempt to present the importance of conflict management ability of prospective teachers and how well they are adjusted in their profession and in the society. The major objectives of this study are to find out the attitude of prospective teachers towards conflict management based on Gender, marital status, habitation, and medium of instruction. The population consists of prospective teachers from Patna, District. And the sample consisted of 100 prospective teachers. The investigator adapted the survey method. Self-constructed and validated tool on Conflict Management Scale (CMS) was administered to collect the data. Mean, standard deviation and t-test was used to analyse the data to infer the findings. It is also inferred from the findings that there is a significant difference in the Attitude of prospective Teachers towards conflict Management based on Gender, Marital Status, Habitation. The findings also reveal that there is no significant difference in the Attitude of prospective Teachers towards conflict Management based on Medium of Instruction.

Keyword: Conflict, Adjustment, Management, Profession, Society

INTRODUCTION

Teachers are considered nation builders. In Indian society position of teachers is equivalent to God. Teachers are the backbone of society. Teachers have the power to change our life, ignite us most perfectly. The profession of teaching, tents a teacher to have many skills, use many tactics. For proper management, survival, not only within the boundaries of school but for the society. Life skills are an important part of having the ability to fulfil the challenges of the present time and scenario. To deal with the increasing pace and alter of modern life,

students need new life skills like the ability to cope with stress and frustration. Today's teachers will have many new jobs throughout their lives, with associated pressures and therefore the need for flexibility. Education is vital, but education to support and live life better is more important. It's been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of a person to fulfil the requirements and demands of this society and helps in particularly handling the above issues to urge desired behaviour practical. Imparting life skill training through inculcating life skill education will help youth to beat such difficulties in life. Constructive conflict management strategies are important in maintaining a positive classroom environment yet little is thought about interpersonal or school variables related to teacher's use of such strategies with students additionally as colleagues. It strengthens the power of a person to fulfil the requirements and demands of the present society. Thus, a relevant conflict management strategy will help in seriously addressing the problems to urge desired behaviour practical. Conflict management is the principle that each one conflicts cannot necessarily be resolved, but learning the way to manage conflicts can decrease the percentages of non-productive escalation. Conflict management involves acquiring skills associated with conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for the management of conflict in your environment.

RATIONALE OF THE STUDY

Human beings have been learning about conflict throughout its development and with their flare for learning, experimenting, innovation, and forcing situations to become their slave have mastered the art of solving conflicts through generations. Conflict can have many faces, but the ability of individuals to tackle it has become better and better with passing time. There is a multitude of ways of dealing with human conflict around the world, which are transmitted from parent to child, generation to generation, and from one life experience to the next. Management of conflicts is one of the life skills everybody learns and practices. Some individuals do it better than others. Of course, the forms of conflict have been changing with the changing facets of society. It is perhaps the gift of nature that human beings can show great resilience against much of the day-to-day conflicts. The ability to manage conflict is one of the most important social skills which is unique to every individual. An individual may use different strategies to deal with conflict, which are called conflict management. The concept of conflict management in schools is probably an admission of the fact that conflict in schools is inevitable, but that not all conflicts can always be resolved; therefore, what the teacher can do is to manage and regulate them, thus the teacher's role as an in loco-parentis. Conflict management involves the reduction, elimination, or termination of all forms and kinds of conflicts. Hence, conflict management tends to use terms like negotiation, bargaining, mediation, or arbitration. While conflict management could be a method incorporated to facilitate a positive or a minimum of an agreeable outcome. Principals and teachers do involve in conflict management within the school system on issues bordering on student's discipline and control. after we speak about conflict management at school and therefore the role of the teacher, we simply mean those responses that the teacher makes to accommodate the conditions that may encumber the belief of the mixture objective of the varsity and therefore the teacher's instructional or behavioural classroom lesson objective.

REVIEW OF RELATED LITERATURE

Saiti (2014) researched the Conflicts in schools, conflict management styles, and the role of the school leader: A study of Greek primary school educators, the study reveals that integration, collaboration, and coherence are the key factors for cultivating a constructive conflict management strategy and enhancing better school performance.

Thuo(2017) researched Conflict Management and Resolution Strategies between Teachers and School Leaders in Primary Schools of Wolaita Zone, Ethiopia. Findings indicated that major causes of conflict were either; institutional, work, or leadership-related. Major conflict management strategies included; building leadership skills, following rules and regulations. embracing change, wise allocation of recourses, involvement in decision making, providing opportunities for training, and understanding individual differences and roles, in case of disputes, techniques included; discussions, punishing, forcing, compromising, avoidance, and ignorance.

Dewi and Saputra (2019) researched the role of the Head of School in Conflict Management in the Industrial 4.0 Revolution, the study concludes that the role of the principal as a leader must be able to direct and make the best decisions in resolving a conflict that occurs in the school. The principal must be able to understand and implement conflict management so that the conflict in the school becomes energy, purposive to advance the school.

Valente et.al., (2020) researched School Conflicts: Causes and Management Strategies in Classroom Relationships, the study reveals that it is important to conflict face and resolve it with skills to manage it properly and constructively, establishing cooperative relationships, and producing integrative solutions. Harmony and appreciation should coexist in a classroom environment and conflict should not interfere, negatively, in the teaching and learning process.

STATEMENT OF THE PROBLEM

The Attitude of Prospective Teachers Towards Conflict Management.

OPERATIONAL DEFINITION

Attitude

This study defines it as a general evaluation that prospective teachers hold regarding conflict management.

Prospective teachers

In this study, prospective teachers are the student teachers who are taking their pre-service teacher training in colleges and pursuing their B.Ed.

Conflict Management

It is a social, emotional competency and a life skill to an individual that help them to handle conflict more constructively, build healthy relationship, and create constructive communities.

OBJECTIVES OF THE STUDY

- To find out the attitude of prospective teachers towards conflict management based on Gender.
- To find out the attitude of prospective teachers towards conflict management based on marital status.
- To find out the attitude of prospective teachers towards conflict management based on habitation.
- To find out the attitude of prospective teachers towards conflict management based on the medium of instruction.

HYPOTHESIS

- There is no significant difference in attitude towards conflict management between male and female prospective teachers.
- There is no significant difference in attitude towards conflict management between married and unmarried prospective teachers.
- There is no significant difference in attitude towards conflict management between rural and urban prospective teachers.
- There is no significant difference in attitude towards conflict management between English medium and Hindi medium prospective teachers.

METHODOLOGY

Method

The researcher has used the survey method for the present study.

Population

The population of this study is prospective teachers of Patna District.

Sample

As a sample 100 prospective teachers were selected by the Random sampling method.

Tool

A self-constructed and validated tool Conflict Management Scale (CMS) was used for data collection.

Statistical Techniques

Mean, S.D., and t-test was applied for data analysis.

DELIMITATION

This study is limited to Patna District only.

This study is limited to B.Ed. students only.

This study is limited to a sample size of 100.

DATA ANALYSIS

Hypothesis 1: There is no significant difference in attitude towards conflict management between male and female prospective teachers.

TABLE 1

Mean, S.D. and t-ratio of male and female Prospective teachers in conflict management.

Gender	N	Mean	S.D.	t-ratio	Remarks
Male	57	39.47	3.33	4.25	S*
Female	43	36.47	3.54		

(S* means significant)

It is inferred from **table 1** that the t-value is 4.25 which is more than the table value 2.85 at a 0.01 level of significance. Hence the null hypothesis is rejected. It means there is a significant difference in mean scores of conflict management between male and female prospective teachers. So, it can be said that the conflict management of males is better than the conflict management of female prospective teachers.

Hypothesis 2: There is no significant difference in attitude towards conflict management between married and unmarried prospective teachers.

TABLE 2

Mean, S.D. and t-ratio of married and unmarried Prospective teachers in conflict management.

Marital status	N	Mean	S.D.	t-ratio	Remarks
Married	61	41.63	6.84	7.79	S*
Unmarried	39	33.48	3.57		

(S* means significant)

It is inferred from **table 2** that the t-value is 7.79 which is more than the table value of 2.85 at a 0.01 level of significance. Hence the null hypothesis is rejected. It means there is a significant difference in mean scores of conflict management between married and unmarried prospective teachers. So, it can be said that the conflict management of married is better than the conflict management of unmarried prospective teachers.

Hypothesis 3: There is no significant difference in attitude towards conflict management between rural and urban prospective teachers.

TABLE 3

Mean, S.D. and t-ratio of rural and urban Prospective teachers in conflict management.

Habitation	N	Mean	S.D.	t-ratio	Remarks
Rural	33	39.85	4.45	1.987	S*
Urban	67	37.88	4.39		

(S* means significant)

It is inferred from **table 3** that the t-value is 1.987 which is more than the table value 1.98 at a 0.05 level of significance. Hence the null hypothesis is rejected. It means there is a significant difference in mean scores of conflict management between rural and urban prospective teachers. So, it can be said that the conflict management of rural is better than the conflict management of urban prospective teachers.

Hypothesis 4: There is no significant difference in attitude towards conflict management between English medium and Hindi medium prospective teachers.

TABLE 4

Mean, S.D. and t-ratio of English medium and Hindi medium Prospective teachers in conflict management.

Medium of	N	Mean	S.D.	t-ratio	Remarks
English medium	74	38.87	4.21	0.89	NS*
Hindi medium	26	39.72	4.13		

(NS* means not significant)

It is inferred from **table 4** that the t-value is 0.89 which is less than the table value 1.98 at a 0.05 level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in mean scores of conflict management between English medium and Hindi medium prospective teachers.

CONCLUSION

Based on the above findings, we can conclude that there is a significant difference in mean scores of conflict management based on gender, marital status, habitation, while there is no significant difference in mean scores of conflict management based on their medium of instruction of prospective teachers.

RECOMMENDATIONS

- Despite the nature of this study outcome, the Schools Board must organize regular workshops, seminars, conferences, and orientation programs for principals and teachers on student conflict management strategies. This is appropriate to improve these educator's knowledge, particularly the emerging ideas and innovations concerning student's conflict management in schools.
- Teachers should be educated on the negative implications of the use of the avoiding strategy. Avoiding strategy represents a low degree of assertiveness and a low degree of cooperativeness between principals and teachers.
- Infusing and integrating conflict resolution into the school curriculum and culture is also imperative. This can be accomplished in the following ways:
 - (a) Teaching a stand-alone course that covers the basic concepts and skills.
 - (b) Integrating core concepts and skills into a single discipline course, such as Language Arts, Social Studies, Health Science.
 - (c) Teaching a stand-alone course and integrating core concepts and skills into a variety of other disciplines.
 - (d) Infusing conflict resolution concepts, skills, and values into the day-to-day activities of the classroom, including teaching strategies, teachable moments.
 - (e) Institutionalizing the practices and principles of conflict resolution, social and emotional learning, and inter-group relations into the culture and policies of the school.

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