



## A Study on Conflict Among Secondary Grade Teachers

### KEYWORDS

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**ABSTRACT** *This empirical study attempts to find out the conflict among the secondary grade teachers with the variables of Gender, Residential Background, Locality of Working Place, Subjects Studied and their Types of Family. The sample consist 153 secondary grade teachers based on random sampling technique. A Standardized tool on Conflict Rating Scale (CRS) structured and validated by Dr. S. Sathyagirirajan was employed. Mean, Standard Deviation and t-test were used. The findings revealed that there is a significant difference in conflict rating score among Secondary Grade Teachers in terms of the foresaid variable.,*

### Introduction

Education is a tri- polar process where teacher, students and curriculum are inseparably interwoven. The school is functioning towards educational goals and nurturing citizenship quality among its students along the teaching and learning process. The goals of education can be attained through the team work of head of the institution, teachers, students, parents and supporting staff where put their joint venture. Teachers and their responsibility play an imperative role in reaching the educational goals. The multi face of teacher while working with heads, students, parents and supporting staff accomplish more results. So that, the individuality of teacher affects the school results however the team effort made. The term "conflict" popularize in recent times in the area of human resource management and put into the research. The conflict level of individual teacher is not ordinary issue which is a factor influence in the educational outcomes.. So that, researcher deals it as educationist opinion.

### Conflict

Conflict refers to a situation in which a person is motivated to engage in two or more mutually exclusive activities. Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Conflict on teams is inevitable; however, the results of conflict are not predetermined. Conflict might escalate and lead to nonproductive results, or conflict can be beneficially resolved and lead to quality final products. Therefore, learning to manage conflict is integral to a high-performance team.

No single definition accepted universally for conflict even though the following definition helps to understand that are "process in which one party perceives that its interests are being opposed or negatively affected by another party" (Wall & Callister, 1995, p.517), and "the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities" (Rahim, 1992, p. 16).

### Need for the study

Nowadays, the concept of conflict is not only limited to particular dimension, but also covers all the sectors especially teaching and learning. Therefore, the conflict is of much value to administrators, policy makers, parents and students. In this context, a study on conflict is the need of the hour.

### Objective

To study the conflict rating score of secondary grade teachers in relation to their

- Gender
- Residential Background

- Locality of Working Place
- Subject Studied and
- Types of Family

### Hypotheses

- There is no significant difference in the conflict rating score of secondary grade teachers in terms of their Gender, Residential Background, Locality of Working Place, Subject Studied and Types of Family.

### Sample

There are 153 Secondary Grade Teachers in and around Chennai region were selected as sample by using Random Sampling Technique.

### Tool

In order to collect the necessary data to attain the objective of this study a standardized tool Conflict Rating Scale (CRS) was used. The tool was structured and validated by Dr. S. Sathyagirirajan (1990).

### Administration of the Tool

Investigator collected data from the target group. In addition to the rating scale responses, personal information also collected to analyze the data in relation to the certain selected variables. The responses were scored, tabulated, analyzed and discussed as given below.

### Scoring procedure

The Conflict Rating Scale (CRS) is a self-rating scale consisting of 20 items. The rating scale is five point rating with the following expected responses, namely, to Great Extent, to a Substantial Extent, to Some Extent, to a Marginal Extent and to a Negligible Extent with the numerical weightings 4, 3, 2, 1 and 0 respectively. Higher the scorer, higher will be the conflict.

### Statistical Technique Used

Statistical measures such as Mean, Standard Deviation and t- test were used to interpret the obtained data.

**Table: 1:**

**t- Test for Conflict Rating Score of Secondary Grade Teachers in terms of selected variables.**

Variable	Sub-variables	N	Mean	Standard Deviation	t-value	Level of Significance
Gender	Male	44	38.91	3.69	5.703	0.01
	Female	109	44.53	6.10		
Residential Background	Rural	71	40.82	4.82	4.193	0.01
	Urban	82	44.72	6.46		

Locality of Working Place	Village	78	40.59	5.19	5.240	0.01
	Urban	75	45.33	5.99		
Subject Studied	Arts	106	39.98	4.25	13.080	0.01
	Science	47	49.53	3.98		
Types of Family	Joint Family	54	39.02	4.99	6.651	0.01
	Nuclear Family	99	45.04	5.54		

### Findings

Hypothesis, H1: There is no significant difference between male and female secondary grade teachers in their conflict rating score.

In order to check the Hypothesis H1, the t-test was used. The mean value of Conflict Rating Score of Male Teacher is 38.91 with Standard Deviation 3.69. The mean value of Conflict Rating Score of Female Teacher is 44.53 with Standard Deviation 6.10. The calculated t-value, 5.703 is higher than the table value (2.61) at 0.01 level of significance with  $df = 151$ . Hence, the Hypothesis (H1) is rejected.

Hypothesis, H2: There is no significant difference between rural and urban secondary grade teachers in their conflict rating score

While using t-test to check the hypothesis (H2) the mean value of Conflict Rating Score of secondary grade Teacher belonging to Rural Residential Background is 40.82 with Standard Deviation 4.82. The mean value of Conflict Rating Score of Teacher belonging to Urban Residential Background is 44.72 with Standard Deviation 6.46. The calculated t-value, 4.193 is higher than the table value (2.61) at 0.01 level of significance with  $df = 151$ . Hence, the Hypothesis (H2) is rejected.

Hypothesis, H3: There is no significant difference between secondary grade teachers working in villages and urban in their conflict rating score

While using t-test to check the hypothesis (H3) the mean value of Conflict Rating Score of Teacher working in Villages is 40.59 with Standard Deviation 5.19. The mean value of Conflict Rating Score of Teacher working in the Urban is 45.33 with Standard Deviation 5.99. The calculated t-value, 5.240 is higher than the table value (2.61) at 0.01 level of significance with  $df = 151$ . Hence, the Hypothesis (H3) is rejected.

Hypothesis, H4: There is no significant difference between Arts and Science subject studied secondary grade teachers in conflict rating score

In order to check the Hypothesis H4, the t-test was used. The mean value of Conflict Rating Score of Arts Subjects background secondary grade Teacher is 39.98 with Standard Deviation 4.25. The mean value of Conflict Rating Score of Science Subjects Studied Teacher is 49.53 with Standard Deviation 3.98. The calculated t-value, 13.080 is higher than the table value (2.61) at 0.01 level of significance with  $df = 151$ . Hence, the Hypothesis (H4) is rejected.

Hypothesis, H5: There is no significant difference between secondary grade teachers who belongs to Joint and Nuclear family in their conflict rating score

In order to check the Hypothesis H5, the t-test was used. The mean value of Conflict Rating Score of Teacher from Joint Family is 39.02 with Standard Deviation 4.99. The mean value of Conflict Rating Score of Teacher from Nuclear Family is 45.04 with Standard Deviation 5.54. The calculated t-value, 16.651 is higher than the table value (2.61) at 0.01 level of significance with  $df = 151$ . Hence, the Hypothesis (H5) is rejected.

According to the table followed by the statistical procedure, the study reveals that there is significant difference in Conflict Rating Score of Secondary Grade Teachers in terms of Gender, Residential Background, Locality of Working Place, Subjects Studied and their Types of Family. Female secondary grade teachers who belong to nuclear family system residing and servicing at urban with arts background are having the more conflict than the rest of the group.

### Conclusion

Where there are two or more people involved, sooner or later there will be conflict. Conflict is not the end of the world not should it interfere with ministry. Not all conflict that arises in either the secular world or church world is bad conflict. There is constructive conflict that can serve to bring problems out into the open where they may be addressed. There are destructive conflicts that must be dealt with. In the secular world we see there is general a mechanism in place to handle such problems.

### REFERENCE

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