



## A STUDY ON CONFLICT AND GLOBAL ADJUSTMENT OF MIDDLE SCHOOL TEACHERS IN THIRUVALLUR DISTRICT

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### ABSTRACT

*This study examined the relationship between conflict and global adjustment of middle school Teachers in Thiruvallur District. This study adopted survey method of research. Participants were 120 middle school Teachers were randomly selected from 9 different schools in Thiruvallur District. The research instruments used for data collection was conflict rating scale developed by S.Sathiyagirirajan(2011) and Global adjustment inventory prepared by Ebenezer prabhu (2008) tested at 0.05 and 0.01 level of significance. The findings indicated that there exists a significant negative relationship between conflict and global adjustment of middle school Teachers. there exists a significant with respect to type of management, Medium of instruction and Location. And there is no significant impact on Gender, Qualification of middle school Teacher on the conflict and Global Adjustment of Middle School Teachers.*

**Keywords:** Conflict Global Adjustment Random Technique, Survey Method, Teachers.

### INTRODUCTION

During our daily lives, we are all involved in a number of conflicts. Sometimes, the conflicts may be small, for example, a person may ignore us while we are talking. Sometimes, the conflict may be more serious, for example, two persons behaving violently toward each other.

Whether big or small, conflict is not confined only to a person and the people around her/him. It can be between people one is not even associated with. A conflict can, for example, be between people and the prevailing laws. Conflict does not only occur at the personal level but also at the national, and even international level. Apart from external conflicts between individuals or groups, there can also be internal conflicts within an individual.

Conflicts occur when people (or other parties) perceive that, as a consequence of a disagreement, there is a threat to their needs, interests or concerns. Although conflict is a normal part of organization life, providing numerous opportunities for growth through improved understanding and insight, there is a tendency to view conflict as a negative experience caused by abnormally difficult circumstances. Disputants tend to perceive limited options and finite resources available in seeking solutions, rather than multiple possibilities that may exist 'outside the box' in which we are problem-solving.

### CONCEPT OF CONFLICTS

The term 'conflict' is used in so many ways in our day to day set up. There may be conflicts between the ideologies of two sects, cultures, religions and organisations. Conflict may be aroused between husband and wife, father and his son, the teacher and the taught. They may also show their presence among brothers and sisters, members of an organisation or community, states of a country and

countries of the world at large. Apart from these external or outer conflicts, there are inner or internal conflicts which are called psychological conflicts.

Conflicts means a painful emotional state which results from a tension between opposed and contradictory wishes. - **Dougals and Holland**

### CONFLICT STAGES

There is general agreement on four basic stages of conflict. These stages are not mutually exclusive and therefore, an individual may be involved in more than one at a time.

- Intrapersonal: conflict within the individual (for example, a person who cannot make decisions).
- Interpersonal: conflict among two or more individuals (for example, an argument between a boyfriend and girlfriend, or between a student and her/his teacher, or child and parent, or between friends/colleagues).
- Intergroup: conflict within a group (for example, between members of the same work or football team).
- Intergroup: conflict between two or more groups (for example, between two different youth gangs, or between students and the school faculty).

### TYPES OF CONFLICTS

#### Approach - Approach Conflict

An approach - approach conflict is a conflict between two positive goals, goals that are equally attractive at the same time. For instance a physiological conflict arises, when a person is hungry and sleepy at the same time. These type of conflicts are usually resolved either by satisfying first one goal and then the other. Compared with other conflict

situations.

### **Avoidance - Avoidance Conflict**

A second type of conflict, avoidance - avoidance involves two negative goals and is a fairly common experience. For example a boy must do his arithmetic home work or get a spanking. A student must spend the next 2 days studying for an examination or face the possibility of failure. Such conflicts are capsuled in the saying "caught between the devil and the deep blue sea". We can think of all things we do not want to, but must do or face even less desirable elements.

### **Approach - Avoidance Conflict**

The third type of conflict, approach - avoidance, is often the most difficult to resolve because, in this type of conflict, a person is both attracted and repelled by the same goal object. Because of the positive valence of the goal, the person approaches it; but as it is approached, the negative valence becomes stronger. If, at some point during the approach to the goal, its repellent aspects become stronger than its positive aspects; the person will stop before reaching the goal. Because the goal is not reached, the individual is frustrated.

### **Multiple Approach - Avoidance Conflict**

Many of life's major decisions involve multiple approach - avoidance conflicts, meaning that several goals with positive and negative valences are involved. A multiple approach - avoidance conflict depends on the relative strengths of all the positive and negative valences involved. These valences, which are obstacles to reaching a goal are generally internalized, such internalised obstacles, or inner negative valences, usually result from the training in social values which a person has received. The emotional reactions generated by approach - avoidance conflict in which internal obstacles play a part are at the root of many behavioural problems. On the more positive side, if we have insight into our own conflicts and the internalized obstacles which create them, we will probably be happier and experience less distress in our lives.

### **GLOBAL ADJUSTMENT**

The term Global adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him with in given environment. His needs will be satisfied in accordance with the social needs. Psychologists have interpreted adjustment from two important points of view.

Global Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that his maximum needs will be fulfilled. So, he should play his

role properly and get maximum satisfaction. If he does not play his role according to standards and training Home Environment received his needs may not be fulfilled and he may get frustrated.

### **STATEMENT OF THE PROBLEM**

A study on conflict and global adjustment of middle school teachers in thiruvallur district

### **OBJECTIVES OF THE STUDY**

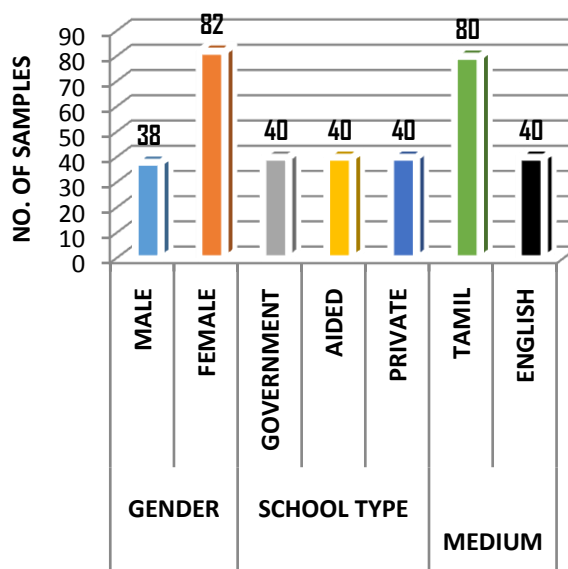
1. To find out significant difference between the Male and Female Middle school Teachers based on their Conflict.
2. To find out significant difference between the Male and Female Middle school Teachers based on their Global Adjustment.
3. To find out significant difference among the Middle school Teachers Conflict based on their Type of school.
4. To find out significant difference among the Middle school Teachers Global Adjustment based on their Type of school.
5. To find out significant difference between the Tamil and English medium Middle school Teachers based on their Conflict.
6. To find out significant difference between the Tamil and English medium Middle school Teachers based on their Global Adjustment.
7. To find out significant difference between the Rural and Urban area Middle school Teachers based on their Conflict.
8. To find out significant difference between the Rural and Urban area Middle school Teachers based on their Global Adjustment.
9. To find out significant difference between the D.Ted and Degree Qualification Middle school Teachers based on their Conflict.
10. To find out significant difference between the D.Ted and Degree Qualification Middle school Teachers based on their Global Adjustment.
11. To find out significant relationship between the Conflict and Global Adjustment of Middle school Teachers.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference between the Male and Female Middle school Teachers based on their Conflict.
2. There is no significant difference between the Male and Female Middle school Teachers based on their Global Adjustment.
3. There is no significant difference among the Middle school Teachers Conflict based on their Type of school.

4. There is no significant difference among the Middle school Teachers Global Adjustment based on their Type of school.
5. There is no significant difference between the Tamil and English medium Middle school Teachers based on their Conflict.
6. There is no significant difference between the Tamil and English medium Middle school Teachers based on their Global Adjustment.
7. There is no significant difference between the Rural and Urban area Middle school Teachers based on their Conflict.
8. There is no significant difference between the Rural and Urban area Middle school Teachers based on their Global Adjustment.
9. There is no significant difference between the BT and PG Middle school Teachers based on their Conflict.
10. There is no significant difference between the BT and PG Middle school Teachers based on their Global Adjustment.
11. There is no significant relationship between the Conflict and Global Adjustment of Middle school Teachers.

**GRAPH SHOWING THE SAMPLING DISTRIBUTION OF MIDDLE SCHOOL TEACHERS**



**Fig -1**

**RESEARCH DESIGN**

**METHODOLOGY**

The study was conducted through normative survey method of research and it is most suitable for the perfect study.

**SAMPLE**

A stratified random sampling technique was adapted the selection of sample. 120 middle school teachers were taken for the study.

**TABLE-1  
SHOWS THE SAMPLING DISTRIBUTION OF  
MIDDLE SCHOOL TEACHERS**

VARIABLE		SAMPLE	TOTAL
GENDER	MALE	38	120
	FEMALE	82	
SCHOOL TYPE	GOVERNMENT	40	120
	AIDED	40	
	PRIVATE	40	
MEDIUM	TAMIL	80	120
	ENGLISH	40	

**Research Tools**

To verify the Hypothesis formulated in the study.

The following Tolls have been used .

- A) Conflict the rating scale developed by **S.SATHIYAGIRIRAJAN(2011)**.
- B) Global adjustment inventory developed by **EBINEZER PRABHU (2008)**.

**Statistical techniques:**

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

1. Description Analysis – mean and SD
2. Differential - Analysis ‘t’ Test and ANOVA
3. Relational Analysis – Pearson product moment – Correlation r.

**MAJOR FINDINGS**

1. It is found that no significant difference between Male and Female Middle school Teachers with regard to Conflict.
2. It is found that there exists significant difference between Male and Female Middle school Teachers with regard to Global Adjustment.
3. It is found that there exists significant difference in the Teachers Conflict with respect to Government, Aided and Private Middle school Teachers based on their Conflict.
4. It is found that there exists significant difference

in the Teachers Global Adjustment with respect to Government, Aided and Private Middle school Teachers based on their Global Adjustment.

5. It is found that there exists significance difference between the Tamil and English medium of teaching middle school teachers on their Conflict mean scores.
6. It is found that there exists significance difference between the Tamil and English medium of teaching middle school teachers on their Global Adjustment mean scores.
7. It is found that there exists significance difference between the Rural and Urban area Middle school Teachers on their Conflict mean scores.
8. It is found that there exists significance difference between the Rural and Urban area Middle school Teachers on their Global Adjustment mean scores.
9. It is found that there exists no significance difference between the BT and PG Middle School Teachers on their Conflict mean scores.
10. It is found that there exists no significance difference between the BT and PG Middle School Teachers on their Global Adjustment mean scores.
11. It is found that there exists a significant Negative relationship between Conflict and Global Adjustment of middle school teachers..

**TABLE -2**

**Table shows the significant difference between the Male and Female Middle school Teachers based on their Conflict based on their gender using mean scores.**

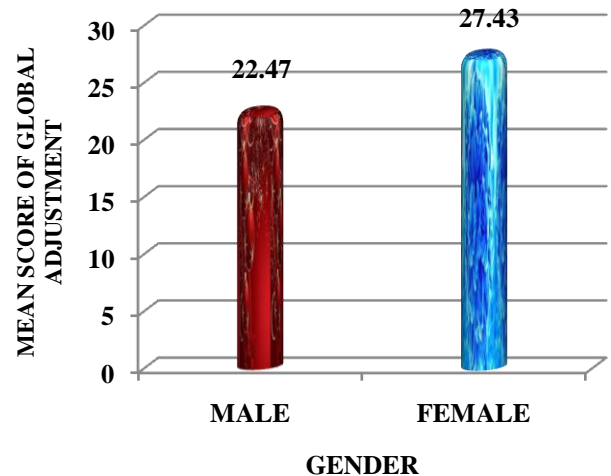
VARIABLE	GENDER	N	MEAN	SD	t-value	L.S
Conflict	Male	38	53.53	20.474	1.929	NS
	Female	82	59.90	14.898		

**TABLE -3**

**Table shows the significant difference between the Male and Female Middle school Teachers based on their Global Adjustment based on their gender using mean scores.**

VARIABLE	GENDER	N	MEAN	SD	t-value	L.S
Global Adjustment	Male	38	22.47	11.886	2.405	0.05
	Female	82	27.43	9.795		

**GRAPH SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE MALE AND FEMALE MIDDLE SCHOOL TEACHERS BASED ON THEIR GLOBAL ADJUSTMENT BASED ON THEIR GENDER USING MEAN SCORES**



**FIG -2**

**TABLE -4**

**Table shows the significant difference between the Tamil and English medium Middle school Teachers based on their Conflict using mean scores.**

VARIABLE	TYPE OF TEACHING	N	MEAN	SD	t-value	L.S
Conflict	Tamil	80	49.54	13.492	10.51	0.0

	English	40	74.58	9.400	9	1
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TABLE -5

Table shows the significant difference between the Tamil and English medium Middle school Teachers based on their Global Adjustment using mean scores.

VARIABLE	TYPE OF TEACHING	N	MEAN	SD	t-value	L.S
Global Adjustment	Tamil	80	30.99	8.795	10.087	0.01
	English	40	15.60	5.574		

GRAPH SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE TAMIL AND ENGLISH MEDIUM MIDDLE SCHOOL TEACHERS BASED ON THEIR CONFLICT USING MEAN SCORES

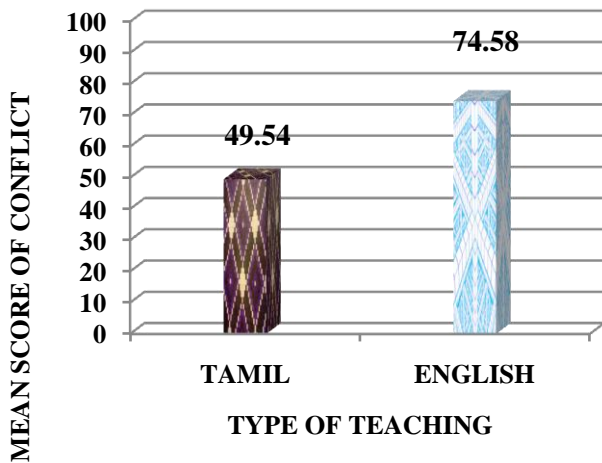


FIG-3

GRAPH SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE TAMIL AND ENGLISH MEDIUM MIDDLE SCHOOL TEACHERS BASED ON THEIR GLOBAL ADJUSTMENT USING MEAN SCORES

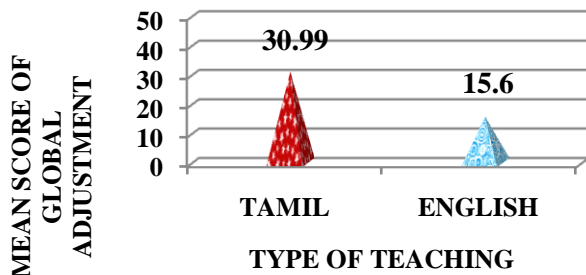


FIG - 4

TABLE -6

Table shows the significant difference between the Rural and Urban area Middle school Teachers based on their Conflict using mean scores.

VARIABLE	LOCATION OF THE SCHOOL	N	MEAN	SD	t-value	L.S
Conflict	Rural	30	50.67	18.626	2.752	0.01
	Urban	90	60.29	15.864		

TABLE -7

Table shows the significant difference between the Rural and Urban area Middle school Teachers based on their Global Adjustment using mean scores.

VARIABLE	LOCATION OF THE SCHOOL	N	MEAN	SD	t-value	L.S
Global Adjustment	Rural	30	30.60	5.090	2.886	0.01
	Urban	90	24.28	11.605		

GRAPH SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE RURAL AND URBAN AREA MIDDLE SCHOOL TEACHERS BASED ON THEIR CONFLICT USING MEAN SCORES

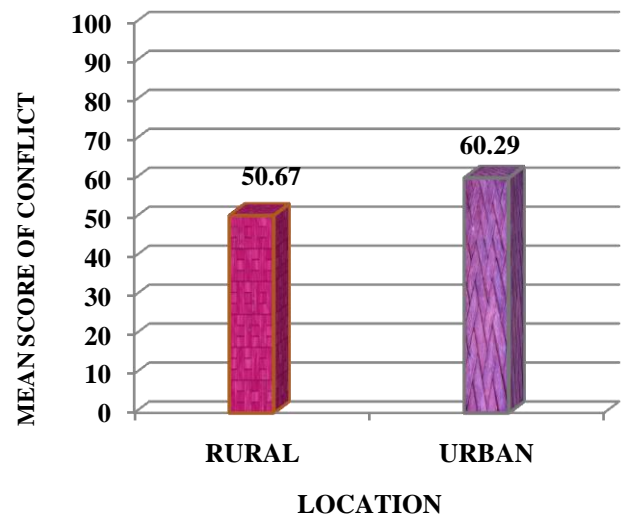
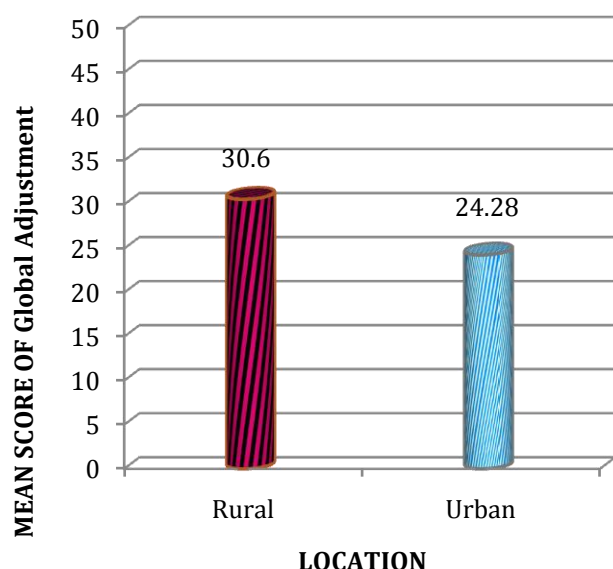


FIG - 5

**GRAPH SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE RURAL AND URBAN AREA MIDDLE SCHOOL TEACHERS BASED ON THEIR GLOBAL ADJUSTMENT USING MEAN SCORES**



**FIG -6**

**DISCUSSION**

Conflict is a reality of life. Be it with students, parents, administrators, or colleagues, it is unavoidable. Improving our understanding of conflict can help us deal with it more effectively. The three most useful tools to resolve conflict are intellect, maturity, and confidence. The three most destructive tools to deal with conflict are unsubstantiated information, emotion, and defensiveness. Conflict is a normal and necessary part of healthy relationships. After all, two people can't be expected to agree on everything at all times. Therefore, learning how to deal with conflict rather than avoiding it is crucial. Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal need is at the core of the problem, such as a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds. Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or smooth over disagreements.

**CONCLUSION**

There are no magical solutions when you are dealing with conflict. However, having the skills and a good understanding of the nature of conflict will help you to deal with it confidently. As professionals our role is to bring the best knowledge and strategies to issues to address them in a productive, respectful and positive matter. If our perception of conflict comes from frightening or painful memories from previous unhealthy relationships or our early childhood, we may expect all present-day disagreements to end badly. We may view conflict in relationships as demoralizing, humiliating, dangerous, and something to fear. If our early life experiences also left us feeling out of control and powerless, conflict may even be traumatizing for us.

If our view conflict as dangerous, it tends to become a self-fulfilling prophecy. When we go into a conflict situation already feeling extremely threatened, it's tough to deal with the problem at hand in a healthy way. Instead, we are more likely to shut down or blow up in anger. Better to avoid conflict. Whether it is a positive or negative conflict. Over dosage always result in side effects. With conflict as a product no teacher in the world could adjust globally in this society. Hence the result of this research may really help the Middle school teachers to avoid unnecessary conflict and continue their service to the world of enlightening education.

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