# Conflict at teacher training college their impact on Teacher Trainee Students

**Dr. Shinde Baliram Niwartti**

## 1. Introduction

Every person is facing some kind of struggle, school, college students are no exception. Every student is involved in some kind of struggle. There should always be a discussion on how he solves the conflict, what methods he uses, whether the students have any skills, what are his ways. What is conflict, Conflict arises when two or more such conflicting objectives, attitudes, goals are awakened in the mind at the same time. Just as it can be formed in the mind of an individual, it can also be formed in two classes of society, in groups, and also in individuals belonging to the same organization. Conflicts arise in a person's mind as to which of the conflicting objectives to choose,

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. It is the process of dealing with (perceived) incompatibilities or disagreements arising from, for example, diverging opinions, objectives, and needs. Since conflicts in a Classroom, team teaching are a natural part of the workplace, every person going on this path or way in the life, it is important that is understanding teacher and student as well as management, about the conflict and know how to resolve them and what is needed to skill resolve and managing conflict, This is important to learn student, parents and teacher,

The origin of conflict concept is equivalent to the history of humanity. The occurrence of conflicts in every environment in which human is present appears to us as normal. The subject of the conflict, especially starting from 1970's has been the center of attraction of organizational life particularly in the USA and the world. Even, one of the results that makes people sad and the other one that causes workforce losses and time loss of the organizations has led to countries to establish organizations and has led the organizations to attend actively to training in order to minimize these problems. On the other hand, conflict is part of the daily life and it is inevitable. Conflict will continue as long as there are differences in values, beliefs, cultures of people and groups. In this regard, conflict can be defined as divergence naturally occurring in the life (Sarpkaya, 2002; Karip Öztaş & Akın, 2009). Conflict is an important part of thinking, watching, performing and managing in an organization (Tjosvold, 1991). In this context, it has been known that conflict is an organizational reality and in there are the people who lead up to the conflict and have different characters. Thus, conflict is one the most important and the most urgent subjects that are required to how to deal to conflict' Conflict at teacher training college their impact on Teacher Trainee Students.

**Statement of Problem:-** Conflict at teacher training college their impact on Teacher Trainee Students.

## 2. Methodology
### 2.1 Research Types :- qualitative research –

The study that utilized the survey method, to identify trainee teacher student's views related to conflict process at teacher trainee college (B.Ed.).

### 2.2 Samples

Present Study sample were selected that randomized sampling method, total sample were selected of 60 students equal number of male and female, the sample selected from teacher trainee college, Bachelor of education (B.Ed. course) in beed district, during 2021-22 academic year.

### 2.3 Data Collection Tool

Semi-structured interview form was used in the study as data collection tool. Related literature was reviewed during the development of the form, open-ended questions were prepared, and views of five experts in the field of teacher training college were taken prior to the pilot implementation which included the views of five teachers and five experienced school principals. The finalized form was distributed to the trainee teachers who were asked to respond in writing. Interview form included three open-ended questions provided below:

### Objectives / Research Questions

1. What does teacher training college conflict mean?

2. What are the reasons behind teacher training college conflicts?

3. Are there positive or negative outcomes of teacher training college conflicts? What are they?

### 2.4 Data Analysis and Interpretation

Data obtained in the study were analyzed with the help of content analysis. Data analysis started by coding interview forms as T1 = Teacher 1.. T 30 and the analysis process included four phases described below:

First phase: teacher responses to each question in the interview form were examined in depth and separately, responses that included similar or common aspects were marked and coded.

Second phase: following the coding, similar answers and common points mentioned in the same questions were reexamined to categorize the findings and themes were generated based on the codes. Frequency of each view was calculated and the data were digitalized.

Third phase: the data obtained by analyzing the coded teacher views were written under the themes as direct or indirect quotes. Teacher views that were found interesting by the researchers were directly quoted. Teachers' opinions are expressed in "f" in the tables.

Fourth phase: the findings obtained by analyzing the data collected with the help of interview forms were interpreted. Possible reasons and results were emphasized during interpretation phase and efforts were made to establish the relationships among the data. For reliability, expert view was sought for the categories after data analysis.

### Interpretations

### Table 1 Research questions 1. & 2.

| Research questions | Main Theme | Opinion | Frequency (F) |
|---|---|---|---|
| 1. What does teacher training college conflict mean? | Differences of opinion | Inability to find common ground Clash of ideas, Differences of opinion Having different views, Disagreement | 18 |
| | Negative situation | Forming group with like minded people Tension, Unconformity, Harming others, Communication gap, Ideological disputes, prejudices | 12 |
| 2 What are the reasons behind teacher training college conflicts? | Lack of communication | Indifferences, Disrespect, Personal Judgments, Persistency, Misunderstands | 23 |
| | Personal factors | Unnecessary complaints, High expectation, Dissatisfaction Personal ambitions and weaknesses Lack of tolerance, Cultural differences | 14 |
| | Training Institute | Inability to follows rules, Teaching Program, Students Absent Failure in education & Training | 24 |

Above the table no 1 showing that trainee teachers/ B.Ed. Students shared their ideas defined training college conflicts as well as second question are reasons behind training college conflicts as differences of opinions and negative situation. The trainee defined conflict as differences of opinion emphasized the concepts such as inability to find common ground Inability to find common ground, Clash of ideas, Differences of opinion, Having different views, Disagreement, For teachers who defined conflicts as negative situations emphasized the following concepts: Forming group with like-minded people, Tension, Unconformity, Harming others, Communication gap, Ideological disputes, prejudices.

Trainee teachers stated lack of communication followed by personal and Training Institutional as the reasons of conflict that are based on communication, personal judgment, Indifferences, Disrespect, Personal Judgments, Persistency, Misunderstands. Personal factors unnecessary complaints, High expectation, Dissatisfaction, Personal ambitions and weaknesses, Lack of tolerance, Cultural differences,

Finding suggest that trainee teachers still have the traditional approach towards the concept of conflict because the majority trainee teachers consider conflict as unnecessary and disturbing situation based on traditional view. Conflicts are considered to be phenomena that hinder the realization of Educational goals and that harm educators and students. Therefore the majority of teachers do not believe that conflicts at schools and colleges can create opportunities to resolve problems related to management.

**Table no.2. Research questions 3.**

| Research questions | Main Theme | negative Outcomes | Frequency (F) |
|---|---|---|---|

| Research questions | Main Theme | | Frequency (F) |
|---|---|---|---|
| 3. Are there negative outcomes of teacher training college conflicts? What are they? | Psychological Factors | Anger and tension Lack of communication Harming the self and others Unease Lack of trust Feelings of insignificance Unhappiness, disappointment Frustration Stress Indifference | 16 |
| | Institutional factor | Tense and unsettled environment Weakened cooperation Damaged team spirit Forming groups with ideologically like-minded people Decreased productivity and performance Decreased motivation and achievement Lack of discipline Drop out, Lack of communication Decreased training quality | 15 |
| Research questions | Main Theme | positive Outcomes | Frequency (F) |
| Are there positive or outcomes of teacher training college conflicts? What are they? | Personal factors | Correct Learning behaviors Noticing mistakes Noticing different opinions, Ability to consider events from multiple perspectives Developing new ideas and methods Ability to find the truth Relaxation Compromise Increased experiences | 16 |
| | Training Institute | resolving problems Developing new/different solutions Increased competitive performance Attaining better situations Democratic environment, increasing learning & teaching quality | 20 |

According table no.2 showing that trainee teachers views presented Negative and positive impact on trainee students as well as training college, institutional conflicts mainly psychologically, organizationally, Psychologically negative factors outcomes to Anger and tension Lack of communication Harming the self and others Unease Lack of trust Feelings of insignificance Unhappiness, disappointment Frustration Stress Indifference, Institutional factor / organizationally as well as environmental factors Tense and unsettled environment Weakened cooperation Damaged team spirit Forming groups with ideologically like-minded people Decreased productivity and performance Decreased motivation and achievement Lack of discipline Drop out, Lack of communication Decreased training quality,

Positive or outcomes of teacher training college conflicts Personal factors Correct Learning behaviors Noticing mistakes Noticing different opinions, Ability to consider events from multiple perspectives Developing new ideas and methods Ability to find the truth Relaxation Compromise Increased experiences, Training Institute / organizationally factors resolving problems Developing new/different solutions Increased competitive performance Attaining better situations Democratic environment, increasing learning & teaching quality

**Results**

1. Conflicts at the training college differences of opinion, like ideas, disagreements and having different views and negative situations unconformity, harming other, lack of communication.
2. Training college conflicts are caused by lack of communication, misunderstand, unnecessary complaints, high expectation and ambitions, and Training Institute environment / organizational rules factors.
3. Training college conflicts have both positive and negative outcomes of psychological and organizational aspects.

4. Positive outcomes are increasing competitive performance & learning & teaching quality.

## References

1. Saraswat, R.K. & Gaur, J.S., (1981). Approaches for the measurement of self-concept – An Introduction. *Indian Educational Review,* 16(3), 114-119.
2. Arya. A., (1984). "Emotional Maturity and Value of Superior Children in Family".
3. Fourth Survey of Educational Research -1983-1988, Vol. II, NCERT. p. 1326.
4. Rahim, M. A. (1985). A Strategy for managing conflict in complex organizations.     Human Relations, 38(1), 81-89.
5. Rahim, M.A. (1992). Managing Conflict in Organizations (2nd Ed.). New York:  Praeger.
6. Suliyman turkiye: (2016). Conflict at school and their impact on teachers. Journal of educational and training. Vol 4. Pub. Redifame.
7. Nayeresh shahmammadi. (2014). Conflict management among secondary school students. Social and behavioral sciences. Vol. 159