

CONFLICT RESOLUTION AND OCCUPATIONAL STRESS AMONG TEACHER EDUCATORS

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In the context of global policy, global society and global economy, each and every country is seriously thinking of heightening the degree of quality in the system of education. Quality in education is rapidly evolving over time and helpful for social, economic, political, cultural and environmental development and shapes the curriculum or program to reflect these unique conditions. As a result the teachers and teacher educators have to acquire professional competencies, commitment and empowerment to perform multiple tasks inside and outside the classroom to meet the challenges of 21st century. In teaching learning situation, the teacher educators have been facing different types of problems that create discomfort in various workplaces. The present study tries to explore some emerging socio-psychological problems of the teacher educators that cause conflicting situation in taking decision and discourage them to involve different innovative activities working in some colleges in the state of Punjab and suggest some innovative techniques to minimize these problems.

Keywords: Conflict Resolution, Occupational Stress, Teacher Educators

INTRODUCTION

Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable society and provides skills and competencies for economic well-being, (UGC, 2011). The quality of life cannot be achieved unless the human society is empowered with input of knowledge and process of the mind, spirit through developmental process of science and technology. Learning is extraordinary important because it is endless. A teacher is a bridge between the past and future and can reform the society. Teacher's role is now changing from information giver to facilitator, counselor, advisor, guide, coach, co-learner, mentor, and resource and technology manager. As such the key point of instruction is not the infusion of information, but the construction of knowledge, civilization of abilities and illumination of wisdom. To confront the change in teacher's role and instructional innovation, teachers will have to review, arrange, reflect, reconstruct and share their practical knowledge. They will have to play the role of knowledge workers (Rahim 1992). The job market for knowledge workers is also very different from that of the past. There is an increasing demand for actual knowledge and skills. The job market will require teachers of international standards.

Conflict resolution is a range of methods for eliminating sources of conflict. Negotiation is the part of conflict resolution simply means to solve problems. It

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describes more about person's rights and how they are sometimes stressed; conflicts resolutions become necessary. Negotiations come in as a result of conflict. Conflict, for Nyamajiwa (2000) can be defined as, "the opposition of individuals", or groups' interest, opinions or purpose". However, most conflict situations require negotiation whenever they occur. In order to formulate an effective solution, it is essential that all factors which give rise to the conflict situation are carefully identified and explored. Nyamajiwa (2000) has identified some causes or sources of conflict within educational institutions. These include inadequate information, role conflict/collision, and differences in goals, values, and competition for limited resources, responsibility, personnel, space, tools and equipment, access to superiors. In most cases, unresolved conflicts result in communication breakdown affecting the smooth running of the colleges (Mandeep,2009). Such situations disturb the tone and climate of the college and ultimately the performance of both teachers and pupils is negatively affected. Perturbed by these circumstances, the study sought to establish the major sources of these conflicts and examine the frequency or occurrences of the negotiations between college heads and teachers. In addition the study will seek to establish teachers' preference of who should mediate or resolve the conflicts with peace full talk and tolerance which also reduce stress. Stress is mental, physical and emotional reaction we experiences as result of demands of our life. Stress is a fact and part of life. It is all round at work, in our environment and our personal life, (Kelly,2006). Today, stress has become inevitable companion in all fields of life whether a person gets late for office or over burdened teacher, students or over worked for teachers. Stress also depends on the person's evaluation of his ability to cope with whatever is threading him. It was stated that stress is a state of disharmony and threatened homeostasis. Most of us experiences stress at one time to another without stress, there would be no life. However excessive or prolonged stress can be harmful. Stress is unique and personal (Peterson, 2012). A situation may be stressful for someone but the some situation may be challenging for others. For examples arranging a world level symposium may be challenging for one person but stressful to another. Some person has habit of worrying unnecessarily. Stress is not always harmful .Stress is not something bad. It all depends on how you take it. The stress of exhilarating , creative successful work is beneficial , while that of failure, humiliation or infection is deter mental .People often work well under certain stress leading to increased productivity many times they do not know in advance and stress period may be sudden. They may not be under their control. Too much stress is harmful. We should know our level of stress that always us to perform optimally in our life.

OBJECTIVES OF THE STUDY

1. To study difference in conflict resolution and occupational stress of teacher educators with respect to gender and type of colleges.

2. To find out relationship between conflict resolution and occupational stress of teacher educators with respect to gender and type of college of education.

HYPOTHESES OF THE STUDY

1. There exists a significant difference in conflict resolution of male and female teacher educators working in govt. colleges.
2. There exists a significant difference in occupational stress of male and female teacher educators working in private colleges.
3. There exists a significant relationship between conflict resolution and occupational stress of male and female teacher educators working in aided colleges.
4. There exists a significant relationship between conflict resolution and occupational stress of male and female teacher educators working in govt. colleges.
5. There exists a significant relationship between conflict resolution and occupational stress of male and female teacher educators working in private colleges.
6. There exists a significant relationship between conflict resolution and occupational stress of male and female teacher educators working in aided colleges.

METHODOLOGY

It is a descriptive study and survey method has been used because it helps in explaining the phenomena in terms of the conditions or relationships that exists. All teacher educators working in different colleges (Private, Govt. and Aided) in various districts of Punjab constitute population for the present study. The investigators have selected 200 teacher educators by using stratified random sampling technique. For collection of data the investigators has used Occupational Stress Index standardized by A. K. Srivastava and A. P. Singh.(2004) and Conflict Management Inventory standardized by Susan Goldstein.(1993) and result analysis, t-test and Pearson's product moment correlation have applied.

RESULT ANALYSIS AND MAIN FINDINGS

Results pertaining to difference in conflict resolution among male and female teacher educators working in private colleges

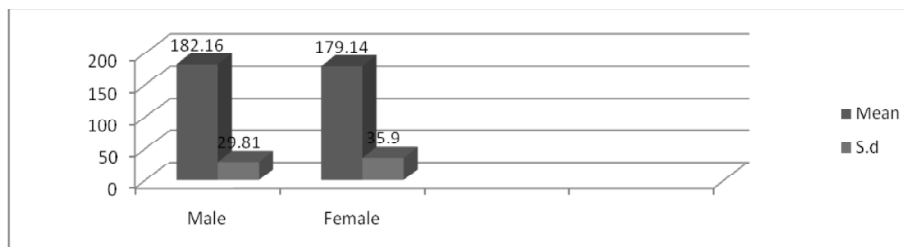
To find out difference among male and female teacher educators working in private colleges, t-ratio was calculated and result is presented in the table 1

TABLE 1: RESULT OF T-TEST WITH RESPECT TO CONFLICT RESOLUTION AMONG TEACHER EDUCATORS

Variable	Gender	N	M	S.D.	df	t-ratio	Result
Conflict Resolution	Male	57	182.16	29.81	112	5.73	Significant
	Female	57	23.96	35.90			

The table no. 1 depicts that the obtained, t-value of male and female teacher educators working in private colleges is 5.73. The critical values (df=112) at 0.05 and 0.01 level of significance at both levels respectively. Therefore, it can be interpreted that there a significant difference in conflict resolution of male and female teacher educators working in private colleges. Hence, hypothesis stands accepted.

The difference in mean scores of conflict resolution among male and female teacher educator working in private colleges has been shown graphically below:



GRAPH 1

Result pertaining to difference in conflict resolution among male and female teacher educators working in government colleges

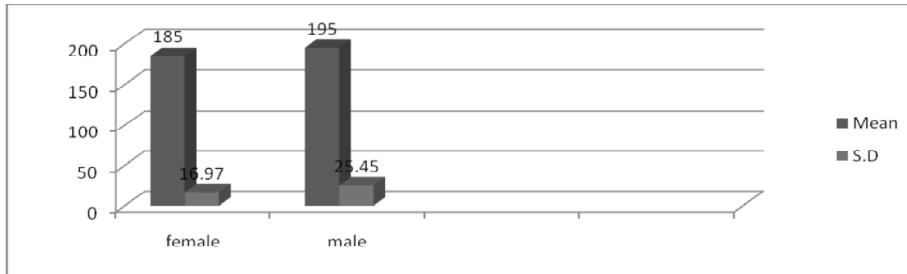
In order to find out difference in conflict resolution among male and female teacher educators working in govt. colleges, t-ratio was calculated and result is presented in the table 2

TABLE 2: RESULT OF CONFLICT RESOLUTION AMONG MALE AND FEMALE TEACHER EDUCATORS

Variable	Gender	N	M	S.D.	df	t-ratio	Result
Conflict Resolution	Male	22	185	16.97	42	6.63	Significant
	Female	22	195	25.45			

It depicts that the obtained t- ratio of male and female teacher educators of government colleges is 6.63. The critical values (df=42) at 0.05 and 0.01 level of significance at both levels respectively. Therefore, it can be stated that there a significant difference in conflict resolution of male and female teacher educators working in government colleges. Hence, the proposed hypothesis stands accepted.

The difference in mean scores of conflict resolution among male and female working in govt. colleges has been shown graphically



GRAPH 2

Result pertaining to difference in conflict resolution among male and female teacher educators working in aided colleges

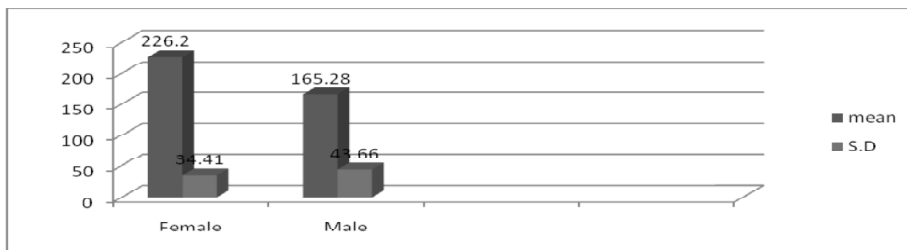
In order to find out difference in conflict resolution among male and female teachers working in aided colleges, t-ratio was applied and result is presented in the table 3.

TABLE 3: RESULT OF CONFLICT RESOLUTION AMONG MALE AND FEMALE TEACHER EDUCATORS

Variable	Gender	N	M	S.D.	df	t-ratio	Result
Conflict Resolution	Male	21	226.2	34.41	40	12.4	Significant
	Female	21	165.28	43.66			

The table 3 depicts that the calculated t- ratio of male and female teacher educators working in aided colleges is 12.4. The critical values (df=40) at 0.05 and 0.01 level of significance at both levels respectively. The calculated t-value is significant at both levels and it can also be interpreted that there a significant difference in conflict resolution of male and female teacher educators working in aided colleges. Hence the proposed hypothesis stands accepted.

The difference in mean scores conflict resolution among male and female working in aided colleges has been shown graphically below:



GRAPH 3

Result pertaining to difference in occupational stress among male and female teacher educators working in private colleges

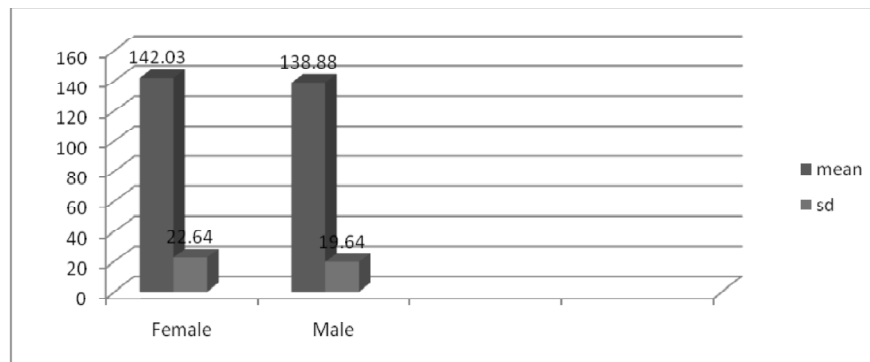
In order to analyze the difference in occupational stress of male and female teacher educators working in private colleges, t-ratio was calculated and result is presented in the table 4

TABLE 4: RESULT OF OCCUPATIONAL STRESS TO AMONG MALE AND FEMALE TEACHER EDUCATORS

Variable	Gender	N	M	S.D.	df	t-ratio	Result
Occupational Stress	Male	57	142.03	22.64	112	9.19	Significant
	Female	57	138.88	19.64			

The table shows that the calculated t-ratio of male and female teacher educators of private colleges is 9.19. The critical values (df=112) at 0.05 and 0.01 level of significance at both levels respectively and it can also be interpreted that there is a significant difference in conflict between male and female teachers of aided colleges. Hence, the proposed hypothesis stands accepted.

The difference in mean score and standard deviation of occupational stress of male and female working in private colleges has been shown graphically below:



GRAPH 4

Result pertaining to difference in occupational stress of male and female teacher educators working in govt. colleges

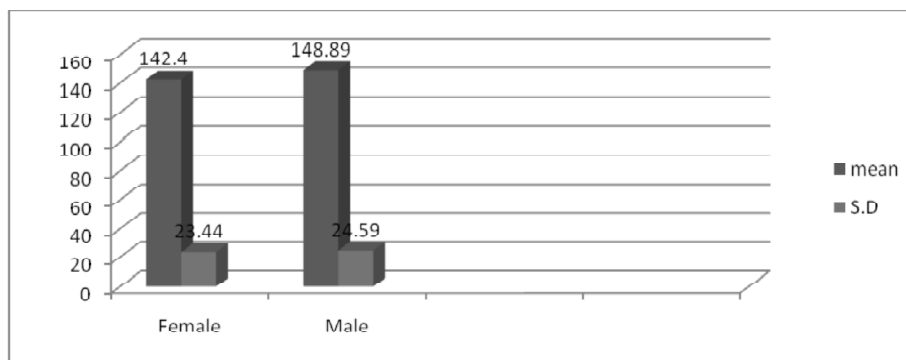
In order to analyze the difference in occupational stress of male and female teacher educators working in govt. colleges, t-ratio was calculated and result is presented in the table 5.

TABLE 5: RESULT OF OCCUPATIONAL STRESS AMONG MALE AND FEMALE TEACHER EDUCATORS

Variable	Gender	N	M	S.D.	df	t-ratio	Result
Occupational Stress	Male	22	142.4	23.44	42	9.80	Significant
	Female	22	148.89	24.58			

The table 5 depicts that the obtained t- ratio of male and female teacher educators of government colleges is 9.98. The critical values (df=42) at 0.05 and 0.01 level of significance at both levels respectively and therefore, it can be concluded that there exists significant difference in conflict between male and female teachers of government colleges. Hence, the proposed hypothesis stands accepted.

The difference in mean scores of occupational stress among male and female working in govt colleges has been shown graphically below:



GRAPH 5

Result pertaining to difference in occupational stress of male and female teacher educators working in aided colleges

In order to find out difference in occupational stress of male and female teachers educators working in aided colleges, t-ratio was calculated and result is presented in the table 6

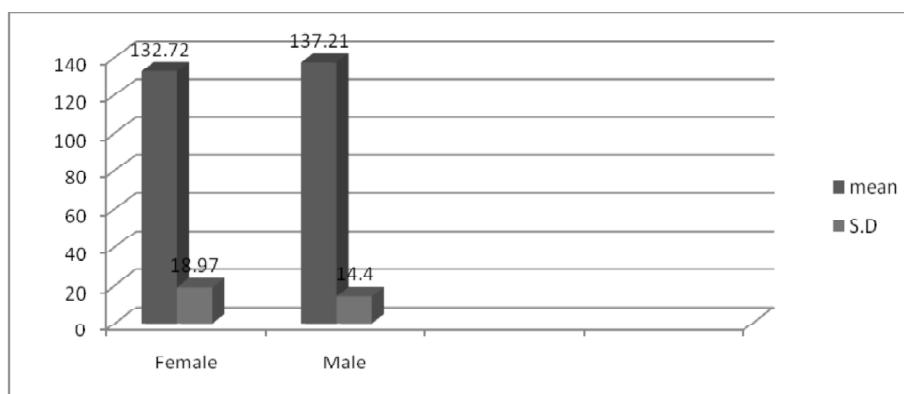
TABLE 6: RESULT OF OCCUPATIONAL STRESS AMONG MALE AND FEMALE TEACHERS EDUCATORS

Variable	Gender	N	M	S.D.	df	t-ratio	Result
Occupational Stress	Male	21	132.22	18.97	40	8.16	Significant
	Female	21	137.21	14.40			

It depicts that the calculated t-ratation of male and female teacher educators working in aided colleges is 8.16. The critical values (df=40) at 0.05 and 0.01

level of significance at both levels respectively. The calculated t-value is significant at both levels. Therefore, there exists significant difference in conflict between male and female teachers of aided colleges and the propose hypothesis stands accepted.

The difference in mean scores of occupational stress among male and female working in aided colleges has been shown graphically below:



GRAPH 6

Relationship between conflict resolution and occupational stress among male and female teacher educators working in private colleges

In order to find out the relationship between conflict resolution and occupational stress of male and female teacher educators working in private colleges, Pearson's co-efficient of correlation was calculated and the result is presented in table: 6

TABLE 6: RESULT OF CO-EFFICIENT OF CORRELATION BETWEEN CONFLICT RESOLUTION AND OCCUPATIONAL STRESS AMONG MALE AND FEMALE TEACHER EDUCATORS

Variable	Gender	N	df	r	Result
Conflict Resolution	Male	57	112	0.23	Insignificant
Occupational Stress	Female	57			

The table 6 reveals that the co-efficient of correlation between conflict resolution and occupational stress among male and female teacher educators is 0.23 and which is found to be insignificant at both levels. Therefore, the result showed that there is no relationship between conflict resolution and occupational stress male teacher educators working in private colleges.

Result pertaining to relationship between conflict resolution and occupational stress among male and female teacher educators working in govt. colleges

In order to find out the relationship between conflict resolution and occupational stress of male and female teacher educators working in govt. colleges, Pearson’s co-efficient of correlation was calculated and the result is presented in table 7.

TABLE 7: RESULT OF CO-EFFICIENT OF CORRELATION BETWEEN CONFLICT RESOLUTION AND OCCUPATIONAL STRESS AMONG MALE AND FEMALE TEACHER EDUCATORS

<i>Variable</i>	<i>Gender</i>	<i>N</i>	<i>df</i>	<i>r</i>	<i>Result</i>
Conflict Resolution	Male	22	42	0.17	Insignificant
Occupational Stress	Female	22			

The table 7 reveals that the co-efficient of correlation between conflict resolution and occupational stress male and female teacher educators is 0.17 and which is found to be insignificant at both levels. Therefore, it can be interpreted that there is no relationship between conflict resolution and occupational stress among male and female teacher educators working in govt. colleges.

Relationship between conflict resolution and occupational stress among female teacher educators working in aided colleges

In order to find out the relationship between conflict resolution and occupational stress of male and female teacher educators working in aided colleges, Pearson’s correlation was calculated and the result is presented in table 9.

TABLE 9: RESULT OF CO-EFFICIENT OF CORRELATION BETWEEN CONFLICT RESOLUTION AND OCCUPATIONAL STRESS AMONG TEACHER EDUCATORS OF AIDED COLLEGES

<i>Variable</i>	<i>Gender</i>	<i>N</i>	<i>df</i>	<i>r</i>	<i>Result</i>
Conflict Resolution	Male	21	40	0.27	Insignificant
Occupational Stress	Female	21			

The table 9 reveals that the co-efficient of correlation between conflict resolution and occupational stress among male and female teacher educators is 0.27, which is found to be insignificant at both levels. Therefore, it can be interpreted that there exit not significant relationship between conflict resolution and occupational stress among female teacher educators.

CONCLUSIONS

1. There is a difference in conflict resolution of male and female teacher educators working in private colleges. The similarity among male and female teachers working in private colleges because of their ability to tackle various situations tactfully.

2. There is a difference in conflict resolution among male and female teacher educators working in govt. colleges. The similarity among male and female teachers working in govt. colleges lies on independent decision making and ability to involve various activities (Jepson and Forrest, 2006).
3. There is a difference in conflict resolution of male and female teacher educators working in aided colleges, because of their motives to tackle the situations independently despite of involving various academic activities.
4. There is a difference among occupational stress among male and female teacher educators working in private colleges,(Hughes, Ginnett, and Curphy, 2009).
5. There is a difference among occupational stress among male and female teacher educators working in govt colleges.
6. There is a difference among occupational stress among male and female teacher educators working in aided colleges, (Peterson, 2012).
7. The coefficient of correlation between conflict resolution and occupational stress among male and female teacher educators found no significant. Perhaps due to different conflict management strategies between them, (Nilsons and Anderson, 2012).
8. The coefficient of correlation between conflict resolution male teachers working in private colleges is found to be insignificant.
9. The coefficient of correlation between conflict resolutions among male teacher educators working in govt colleges found not significant .Perhaps their conflict strategies different from each other.
10. The coefficient of correlation between conflict resolution among male teacher educators of aided colleges. Perhaps due to type of environment and management of behavior.

RECOMMENDATIONS

1. More workshops and seminars should be organized for teachers in which skill of stress management and conflict resolution should be imparted.
2. Good working conditions, job security and minimum interference by the administration in teaching work, must be created.
3. Latest technologies should be used by the teachers while imparting instruction to the students.
4. Educational journals, surveys, encyclopedias, educational magazines and books should be made available in the educational institutions for the improvement of knowledge in teachers.
5. Work overload in private B.Ed. college teachers should be minimized by decreasing pupil teacher ratio among males.

6. More financial aid, subsidy should be granted to each college so that more clerical and non teaching staff can be employed to reduce the non teaching duties of teachers.
7. Government should make an attempt to introduce a system of giving reward for good performance so that a motivating factor will work toward the trend of showing best performance.
8. The improvement in occupation situation can be improved by introducing stress reduction measure i.e. incentives, pleasure activities etc.
9. In order to increase the effectiveness of the institution, the management and government should focus on increasing quality rather than to have workload among college employees.
10. Administration should supervise properly the needs and requirements of teacher educators in order to enhance their talent.

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