

Attitudes of university students - future teachers about prevailing school conflicts and behavior strategies in them

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Outline

- **Introduction**
- **Sample and instruments of the study**
- **Hypothesis of the study**
- **Analysis of the results of the study**
- **Conclusion**



Introduction

- **The culture of school as an organization:**
 - The prevailing and established specific style of carrying out its activities
 - The attitudes towards them
 - A complex of methods and rules for dealing with problems from the exterior and interior school environment
- **Conflict:** It's a part of life, a part of work. It occurs when interdependent parties perceive interference from each other in achieving their respective goals.



Conflict competence:

The ability of the active person, whether a leader, a manager or a teacher, which is manifested in the real conflict through activities (functions) directed at minimization and management (resolution) of its destructive form.

It represents a level of development of knowledge and skills for identification of conflicts and likely strategies (methods and techniques) for their management.

Conflict management

The practice for identification and exerting influence on conflicts in a reasonable, fair and effective manner. It includes the application of strategies aiming at limiting the negative effects of conflicts and reaching of a reconciliation.



Sample and instrument of the study

- 120 students majoring in Preschool and Primary School Education not studying a foreign language
- 120 students majoring in Preschool and Primary School Education studying a foreign language (English) for the whole period of instruction
- Thomas-Kilmann Instrument



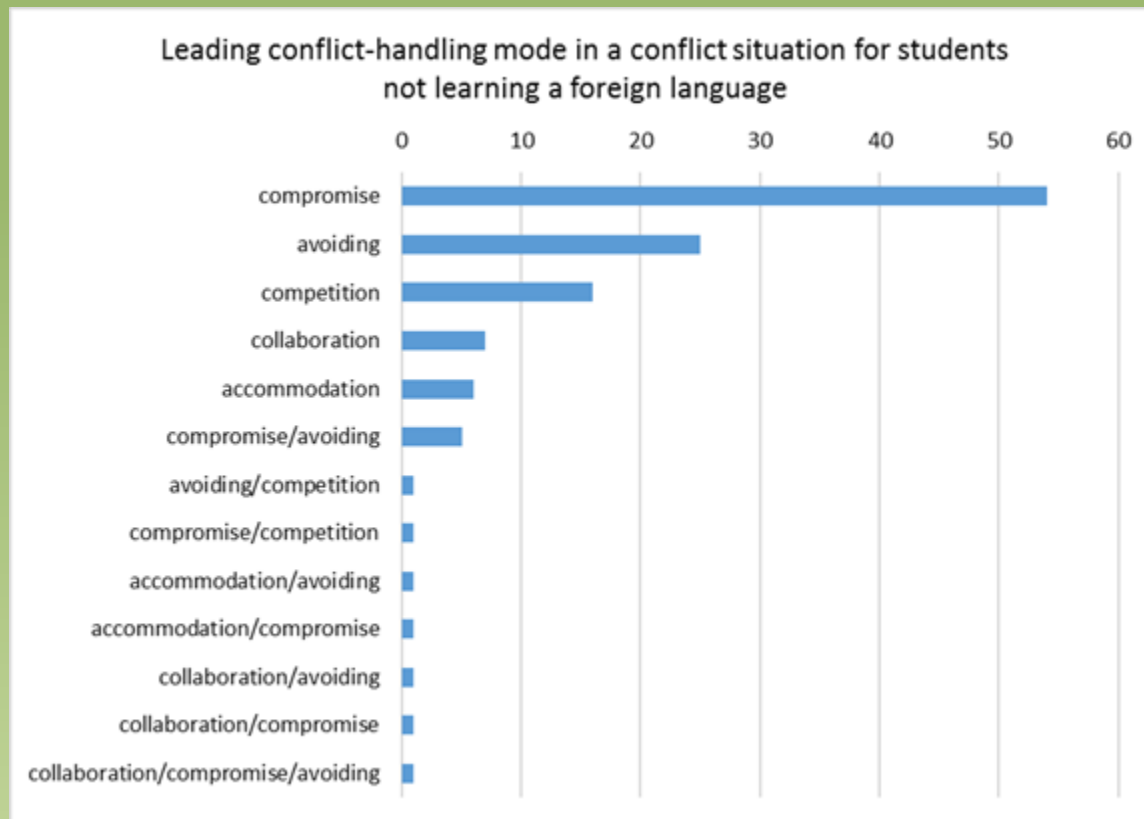
Hypothesis of the study

Students who did not study a foreign language intensively would produce results with statistically considerable differences in terms of conflict-handling modes compared to those who studied a foreign language intensively. The hypothesis of the research is based on the presumption that the students learning English purposefully form and develop their communicative competence as specific and it is a very important part of their preparation. Communicative competence is as very important element of the conflict competence and it is functionally integrated in it. The training of the other group did not put a special emphasis on the communicative competence and it was developed implicitly.



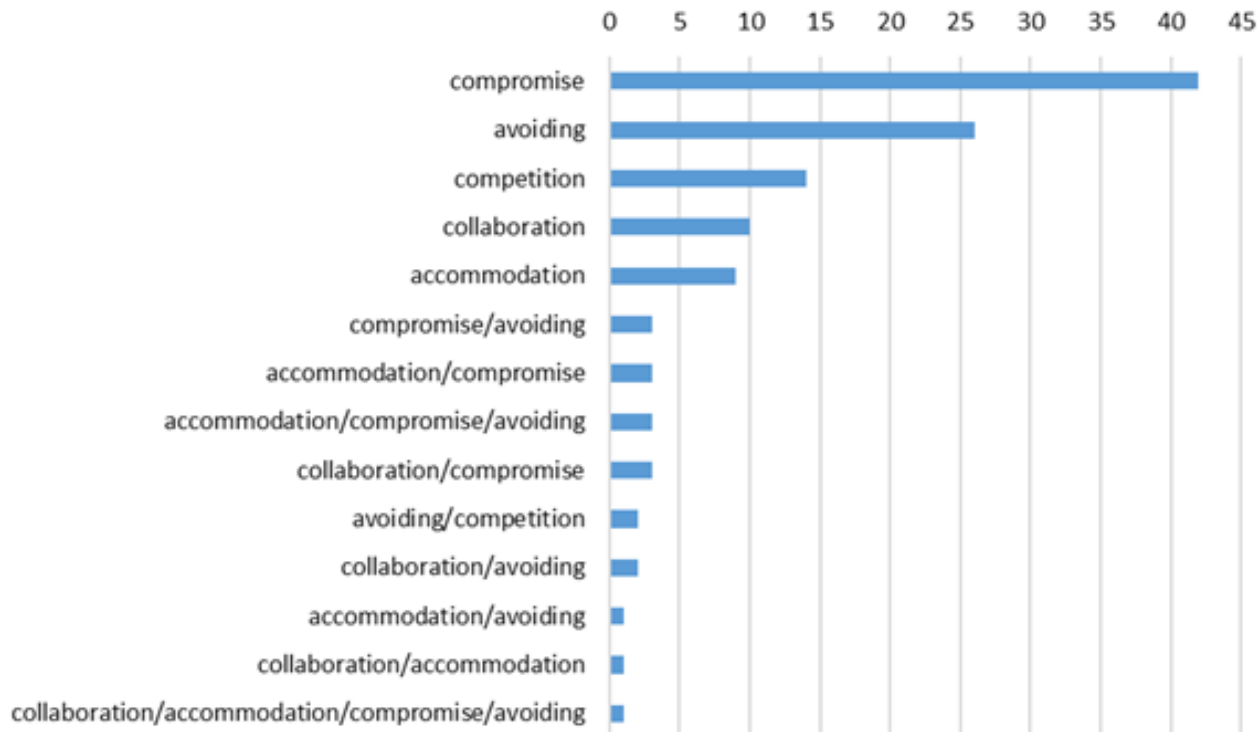
Analysis of the results of the study

Each of the 120 students not learning a foreign language had their leading conflict-handling mode calculated, as well as the subsequent strategies.



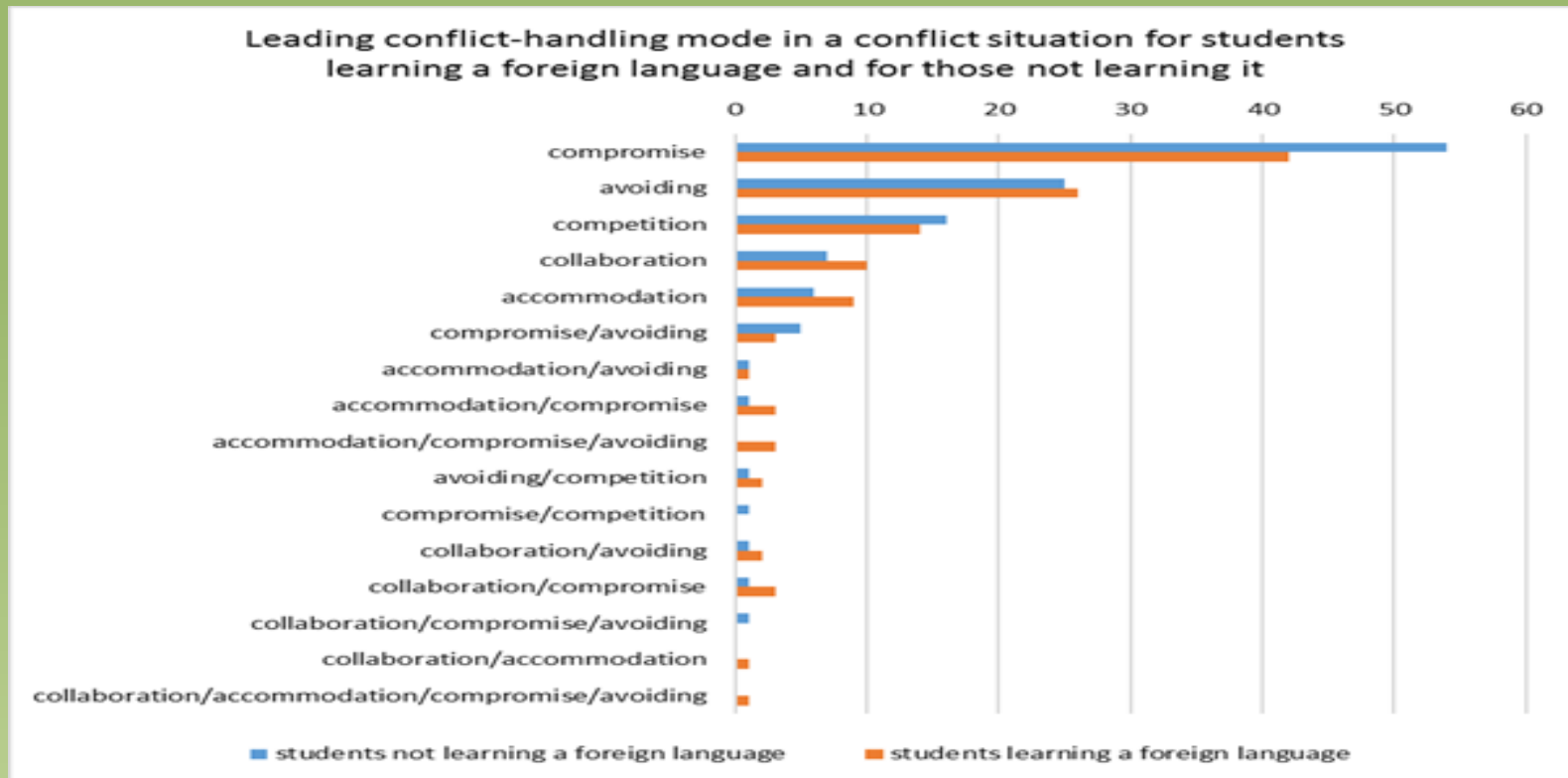
Each of the 120 students learning a foreign language had their leading conflict-handling mode calculated, as well as the subsequent modes.

Leading conflict-handling mode in a conflict situation for students learning a foreign language



Comparison of the results of the study

The comparative diagram gives us a comparison of the leading conflict-handling mode for students learning a foreign language and for those not learning it, in terms of absolute frequency. It makes it clear that the results of the Thomas-Kilmann test for both groups of students are very close to each other.



Comparative diagram of the leading conflict-handling behaviour by absolute frequency for students learning a foreign language and for those not learning it.



Verification of the hypothesis

A verification of the hypothesis for the presence of statistically significant differences in the results of the conflict-handling mode test of Thomas-Kilmann for both groups of students – learning and not learning a foreign language.

It is assumed that there will be a statistically considerable difference between the conflict-handling modes for students learning and for those not learning a foreign language. In other words, the conflict-handling modes depend on whether they do or do not learn a foreign language. We have chosen a level of significance of 0.05 or 5%.



The test results as a whole for both groups are close to one another. According to the results of the comparative diagram, there are grounds to consider that in fact there will be no statistical differences between them. To verify the hypothesis for propinquity of the results of the conflict-handling modes for both groups of students, the X square criterion was used.

The calculated statistics (13) is lower than the critical value of the criterion (24.9 at 15 levels of freedom). This means that we can reject the hypothesis of the statistically significant difference between the results for both groups. It turns out that there is no such. Therefore, the hypothesis is disproved.



Conclusion

The leading attitudes and strategies for the resolution of conflicts by both groups of students - future teachers from the sample do not exhibit any statistically significant difference. This means that the communicative competence of students, integrated functionally in the conflictological competence, does not develop purposefully, but fortuitously and implicitly.



Conclusion

This conclusion is valid specifically for students learning a foreign language.

- ✓ Foreign language teachers will have to direct more attention to the communicative approach in their teaching. Though not applied, it is often declared in many instances.
- ✓ The accent for the formation and development of attitudes and conflict-handling styles in conflict situations of the students - future teachers is to be directed towards the most effective ones: cooperation and compromise and at times accommodating too. They can be manifested in a combination as well.



Thank you for your attention!

