



Full Length Research Article

**A STUDY OF HUMAN CONFLICT AMONG GRADUATE TEACHERS AND
POST GRADUATE TEACHERS**

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ABSTRACT

A study has been conducted on 200 teachers of which 62 are men and 138 are women from 15 different schools in Chidambaram Taluk, to find the level of factors responsible for human conflict (caste, religion, economical factors and government policies). It is found that the graduate teachers and post graduate teachers significantly differ in respect of caste and religion and they do not significantly differ in respect of economical factors and government policies.

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INTRODUCTION

The teacher should do everything in his/her capacity to build the innovative thinking and capabilities of the students. The role of the teachers is to build and support an educational system that prioritizes the student in all aspects of the school life. Teachers should sow the seeds of capacity building in the students and develop in them entrepreneurial skills and leadership qualities. They should not only aim at academic excellence, but strive for overall personality development as well. There is no dearth of skill in our country. In fact, the entire world, including the so-called developed countries, have acknowledged our strong brain power. Dr. Kalam has rightly pointed out the need to build the youth power in order to bring about a long-term development which he hopes will happen by 2020. This can be done only at the school, the college and the university level, and the teachers have a strong and vital role to play in this respect. The teachers have to realize the important responsibility that rests on their shoulders and rise up to the occasion.

Review of Related Literature

Mohammed Raffi, (2007) has studied the attitude of the primary school teachers towards educational administration-in relation to their organizations climate on a sample of 210 primary teachers in Thirukovilur Taluk which reveals that there exists a significant difference in attitude towards

administration and organizational climate on the basis of gender, location of institution and type of institution. So, there is no significant difference in respect to the variables namely gender, location of institution and type of institution on the basis of religion and community.

Human Conflict Definition

A conflict is an opposition of people, forces or other entities.
Objectives of the Study

1. To know the extent of human conflict among the graduate teachers and post graduate teachers of Chidambaram Taluk.
2. To find out the level of the factors responsible for human conflict among teachers graduate teachers and post graduate teachers
3. To find out whether there are significant differences among graduate teachers and post graduate teachers in respect of
 - a) Caste
 - b) Religion
 - c) Economical Factors and
 - d) Government Policies

Hypotheses of the Study

1. Religion as the factor responsible for human conflict of graduate teachers is the highest among the four factors.

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2. Economical factor as the factor responsible for human conflict of Post graduate teachers is the highest among the four factors.
3. Government Policies as the factor responsible for human conflict of Post graduate teachers is the lowest among the four factors.
4. There is no significant difference between the graduate teachers and post graduate teachers in respect of caste and religion as the factors responsible for human conflict.
5. There is no significant difference between the graduate teachers and post graduate teachers in respect of economical factor and government policies as the factors responsible for human conflict.

METHODOLOGY

Normative survey method is adopted in this study. Random sampling technique is used to select 200 teachers from 15 different schools of which 62 are men and 138 are women teachers are involved in this study. The tool used in this study is the human conflict scale constructed by the Investigator. The data have been computed for the above said data.

Table 1. Details of the extent of human conflict among teachers

S.No.	Dimension of Human Conflict	Low		Moderate		High	
		N	%	N	%	N	%
1.	Caste	28	14	133	66.5	39	19.5
2.	Religion	8	4	156	78	36	18
3.	Economical factors	15	7.5	155	77.5	30	15
4.	Government Policies	31	15.5	132	66	37	18.5

Table 2. Descriptive statistics for the factors responsible for human conflict among teachers (Graduate teachers)

S.No.	Factors responsible for human conflict	N	Mean	Standard Deviation
1.	Caste	59	30.73	4.82
2.	Religion	59	26.81	6.48
3.	Economical Factors	59	29.69	4.53
4.	Government Policies	59	26.14	5.45

Table 3. Descriptive statistics for the factors responsible for human conflict (Post graduate teachers)

S.No.	Factors responsible for human conflict	N	Mean	Standard Deviation
1.	Caste	97	28.26	5.56
2.	Religion	97	29.43	4.58
3.	Economical Factors	97	29.85	4.43
4.	Government Policies	97	27.56	5.38

Table 4. Differential statistics for the factors responsible for human conflict among the teachers (Graduate Teachers vs. Post Graduate Teachers)

S.No	Factors responsible for human conflict	Employment status	N	Mean	SD	't'	Significant/ Non significant
1.	Caste	Graduate teachers	59	30.73	4.82	2.927	S
		Post graduate teachers	97	28.26	5.56		
2.	Religion	Graduate teachers	59	26.81	6.48	2.718	S
		Post graduate teachers	97	29.43	4.58		
3.	Economical factors	Graduate teachers	59	29.69	4.53	.203	NS
		Post graduate teachers	97	29.85	4.43		
4.	Government policies	Graduate teachers	59	26.14	5.45	1.586	NS
		Post graduate teachers	97	27.56	5.38		

Descriptive Analysis

In order to divide the whole sample into three groups namely, low, moderate and high, the investigator assumed normality of distribution of human conflict scores and followed the conventional procedure of using sigma (σ) distance. The subjects whose score falls in between M-1 to M+1 are classified as moderate, those subjects whose score fall below M-1 are regarded as low, while subjects whose scores are above M+1 are classified as high. With respect to the objective number, a research question is formulated and the answers are found out as given in the following Table. As it is indicated in the Table 1, regarding caste as high as 66.5 percent of the teachers have moderate level of human conflict and 19.5 percent of the teachers have high level of human conflict and only 14 percent of them have low extent of human conflict. Regarding religion, as high as 78 percent of the teachers have moderate level of human conflict and 18 percent of the teachers have high level of human conflict and only 4 percent of them have low extent of human conflict. Regarding economical factors, as high as 77.5 percent of the teachers have moderate level of human conflict and 7.5 percent of the teachers have high level of human conflict and only 15 percent of them have low extent of human conflict. Regarding government policies, as high as 66 percent of the teachers have moderate level of human conflict and 15.5 percent of the teachers have high level of human conflict and only 15 percent of them have low extent of human conflict.

Table 2 reveals the mean and standard deviation scores of the graduate teachers in respect of the factors responsible for human conflict. Caste as the factor responsible for human conflict of graduate teachers is the highest among the four factors. Government Policies as the factor responsible for human conflict of graduate teachers is the lowest among the four factors. Hypothesis No.1 is not accepted, but hypothesis No.2 is accepted. Therefore, it is found that caste as the factor responsible for human conflict of graduate teachers is the highest among the four factors. It is also found that government policies as the factor responsible for human conflict of graduate teachers is the lowest among the four factors. Table 3 reveals the mean and standard deviation scores of the factors responsible for human conflict of post graduate teachers. Economical factors as the factor responsible for human conflict of post graduate teachers is the highest among the four factors. Government policies as the factor responsible for human conflict of post graduate teachers is the lowest among the four factors. So, hypotheses no. 3 and 4 are accepted. Therefore, it is found that economical factor as the factor responsible for human conflict of post graduate teachers is the highest among the four factors.

It is also found that government policies as the factor responsible for human conflict of post graduate teachers is the lowest among the four factors. Table 4 reveals the 't' scores of 2.927 and 2.718 for caste and religion which are higher than the table value of 1.97 to be significant at 0.05 level. The scores of .203 and 1.586 for economical factors and government policies 't' scores are not significant. Hypothesis No.5 is not accepted but hypothesis No.6 is accepted. Therefore, it is found that graduate teachers and post graduate teachers differ in respect of caste and religion and they do not differ in respect of economical factors and government policies as the factors responsible for human conflict.

Findings

1. Caste as the factor responsible for human conflict of graduate teachers is the highest among the four factors.
2. Government policies as the factor responsible for human conflict of graduate teachers is the lowest among the four factors.
3. Economical factors as the factors responsible for human conflict of post graduate teachers is the highest among the four factors.
4. Government policies as the factors responsible for human conflict of post graduate teachers is the lowest among the four factors.
5. There is a significant difference between the graduate teachers and postgraduate teachers in respect of caste and religion as the factors responsible for human conflict.
6. There is no significant difference between the graduate teachers and post graduate teachers in respect of economical factors and government policies as the factors responsible for human conflict.

Conclusion

The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative times. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

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