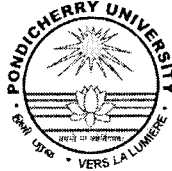


A Research Proposal
On
CONFLICT MANAGEMENT OF HIGH SCHOOL TEACHERS

Submitted to



School of Education
Pondicherry University
Pondicherry

Under the Scheme of



Government of India
Ministry of Human Resource
Development

**Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
(PMMMNMTT)**

Department of Higher Education, Ministry of Human Resources and Development
Government of India, New Delhi

Submitted by

M. Rosary Kiruba Alexy (Principal Investigator)

Assistant Professor

St. Xavier's College of Education (Autonomous)
Palayamkottai.



ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

(Re-accredited (3rd Cycle) by NAAC at 'A' Grade with CGPA: 3.67)

Palayamkottai - 627 002.

September 2019

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

From

25-09-2019

M. ROSARY KIRUBA ALEXY
Assistant Professor in Education
St. Xavier's College of Education (Autonomous)
Palayamkottai.

To

Prof. Mumtaz Begum
Coordinator, PMMMNMTT/MHRD/GOI
Dean & Head, School of Education
Pondicherry University
Pondicherry.

Respected Madam,

Sub: Applying for Minor Research Project on 'Conflict Management of High School Teachers' - reg.

St. Xavier's College of Education established in 1950 has set its mark of excellence in the educational map of India. Our college offers B.Ed., M.Ed., M.Phil, and Ph.D. in education. Being an autonomous institution since 2006, NAAC re-accredited our college with 'A' grade, with CGPA of 3.67 for a period of five years from 2012-'13 and has extended the validity of the given status to our college for two more years. The college has produced 390 M. Phil., and 115 Ph. D. scholars in education.

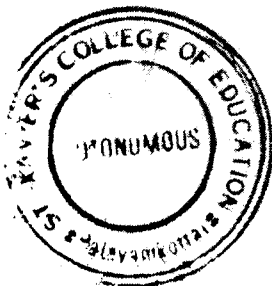
As per the information and guidelines available in the website, I am applying for a minor project entitled, 'Conflict Management of High School Teachers', along with the necessary documents. Kindly consider and do the needful.

Thanking you,

Yours faithfully,

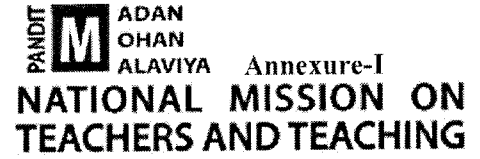
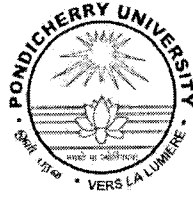
M. Rosary kiruba Alexy

Encl.: Application Form, Project Proposal and Budget Proposal



M. Rosary kiruba Alexy
Principal
PRINCIPAL
ST. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)
PALAYAMKOTTAI - 627 002

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002



**Pondicherry University
SCHOOL OF EDUCATION**

SUBMISSION OF PROPOSAL FOR MINOR RESEARCH PROJECT

PART – A

1. **Broad Subject** : Education
2. **Area of Specialization** : Leadership and Managerial Skills
3. **Duration** : Six months
4. **Principal Investigator**
 - a. Name : M. Rosary Kiruba Alexy
 - b. Sex : Female
 - c. Date of Birth and Age : 27-02-1984, 35 Years.
 - d. Category : OBC
 - e. Qualification : M.Sc (Phy), M.Sc (Stat & IT) M.Ed, NET (Edn),
M.Phil (Edn)
 - f. Designation : Assistant Professor
 - g. Address: Office : St. Xavier's College of Education (Autonomous),
Palayamkottai - 627 002.
Tamil Nadu.
5. **Name of the Institution where the project will be undertaken:**
 - a. Department : Education
 - b. College : St. Xavier's College of Education (Autonomous),
Palayamkottai.

c. Affiliating University : **Tamil Nadu Teachers Education University,
Chennai.**

d. Whether the institute is located in rural/backward area: **No**

6. Whether the College is approved under Section 2 (f) and 12 B of the UGC Act?

Yes.

7. Teaching and Research Experience of Principal Investigator :

a. Teaching experience : **UG 2 Years**

b. Research experience : **Nil**

c. Publication:

Papers Published : **2 (Enclosed)**

Books Published : **Nil**

PART – B

Proposed Research Work

I. Project Title

CONFLICT MANAGEMENT OF HIGH SCHOOL TEACHERS

II. Introduction

Conflict is viewed as the active striving for one's own preferred outcome which, if attained, precludes the attainment by others of their own preferred outcome, thereby producing hostility whereas conflict management is the practice of being able to identify and handle conflicts sensibly, fairly and efficiently. Not all adverse situations lead to aggression and violence. When people perceive an incompatibility between their own goals and those of others, negative psychological processes, such as mistrust and deliberate deception, can begin. There are many reasons why conflicts develop in, and among groups, as well as between individuals. Some of the more important reasons relate to problems of communication, basic differences in values and influence processes, and a lack of shared perceptions and attitudes. As a result, the members of one group will tend to have incorrect attitudes about, and perceptions of, the mission and proper functions of other groups. According to Keashey and Fisher (1990, 1996), the elements of a conflict involve resources and subjective elements. While resources consist of material things, such as money, the latter category, subjective elements, is social psychological in nature, for it refers to perception, communication and attributions in a situation.

In the school, the role of a teacher is one who consciously attempts to mould character, transfer knowledge and develop desirable skills in another. In fact, the teacher influences expected change in behaviour as a result of learning experiences. The important skill for teachers in the millennium is to surface and manage conflict. The teacher's responsibility in school goes beyond classroom teaching into the encouragement and promotion of peaceful and affable attitudes in the students through instruction and, guidance and motivation. The teacher is to exemplarily model his life within the school precinct so as to build sustainable harmony and cordiality between him and fellow teachers. Conflict management in schools as it relates to teachers pertains to a given condition whereby teachers acquire programmed and patterned mediums through which they can twig and deal decisively with conflict as a way of embellishing conditions of conflict in schools at all times. Conflict is increasingly inevitable in today's

organization and the teacher must be skilled at conflict management. The teacher should be an effective mentor and coach, it is essential for the teacher to develop his or her students by transferring his or her skills and knowledge to the students. Since conflicts are natural and inevitable, skills are required to constructively manage these situations. For the same reason, it is necessary that they be introduced as early as possible in the life of the child. By adopting an open and proactive approach to conflicts, the teacher can reduce the frequency with which conflicts arise and their impact. Students work better when they feel that their instructors care about them; therefore, the teacher tries to reduce anonymity and use students' names whenever possible. Thus, conflict can be managed by establishing a cooperative, problem solving relationship with other person, or by developing a creative process for expanding the option necessary for resolving the conflict or by taking an outsider or analytical perspective to the conflict. Hence the investigator interested to know how the teachers manage the conflicts among the peers, students, family and the management.

iii. Objectives

General objectives

- I To find out the level of conflict management and its dimensions of high school teachers with respect to the background variables.

Specific objectives

- i To find out whether there is any significant difference between i) men and women, ii) UG with B.Ed. and PG with B.Ed. qualification iii) nuclear and joint family iv) rural and urban high school teachers in their conflict management and its dimensions.
- ii To find out whether there is any significant difference among i) govt., aided and unaided schools ii) boys, girls and co-education high school teachers in their conflict management and its dimensions.
- iii To find out whether there is any significant association between i) monthly income ii) years of experience and conflict management and its dimensions of high school teachers.

Null hypothesis

- i) There is no significant difference between i) men and women, ii) UG with B.Ed. and PG with B.Ed. qualification iii) nuclear and joint family iv) rural and urban high school teachers in their conflict management and its dimensions.
- ii) There is no significant difference among i) govt., aided and unaided schools ii) boys, girls and co education high school teachers in their conflict management and its dimensions.
- iii) There is no significant association between i) monthly income ii) years of experience and conflict management and its dimensions of high school teachers.

iv) Methodology

Method proposed to use

The investigator proposed to use the survey method for the study.

Tool proposed to use

The investigator proposed to construct and validate a questionnaire for measuring the conflict management of high school teachers.

Population of the study

The population proposed for the study will be the high school teachers those who are working in the schools of Tirunelveli District.

Sample of the study

The investigator proposed to use stratified random sampling technique to select 400 high school teachers in Tirunelveli District.

Statistical techniques

The investigator proposed to use the following statistical techniques:
Percentage analysis, t-test, Chi-square test, ANOVA.

v Plan of work

Month	Targets to be achieved
October	Review of studies from the literature
November	Preparation & Validation of tool
December	Administration of tool
January	Analysis of data & Submission of Interim report
February	Interpretation of findings
March	Submission of report

- i. Whether the teacher has received support for the research project from any agency under Major, Minor or from any other agency? If so, please indicate:

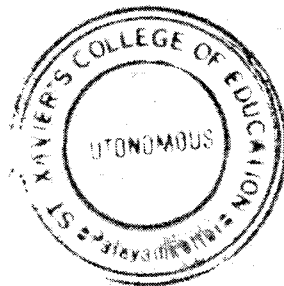
No

To certify that

- The College/Institution is approved under Section 2(f) and 12(B) of the UGC Act and is fit to receive grants from the UGC.
- General physical facilities, such as furniture/space etc., are available in the Department/College.
- I shall abide by the rules governing the scheme in case assistance is provided to me from the SoE/PU for the above project.
- I shall complete the project within the stipulated period. If I fail to do so and if the SoE/PU is not satisfied with the progress of the research project, the Commission may terminate the project immediately and ask for the refund of the entire amount (with interest) released by the SoE/PU.
- The above Research Project is not funded by any other agency.

M. Francis Kimba Alexy

Signature of Principal Investigator



Thomas
Principal

ST. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)
PALAYAMKOTTAI - 627 002

BUDGET PROPOSAL

Item	Estimated Expenditure Non-Recurring (Rs).	Estimated Expenditure Recurring (Rs).
i. Books and Journals	20,000	
ii. Equipment if needed	10,000	
iii. Field Work and Travel		30,000
iv. Special requirements		20,000
v. Printing & stationery		30,000
vi. Submission of Research Report		30,000
vii. Contingency		10,000
viii. Hiring Services		20,000
ix. Overhead Charges		10,000
Total	30,000	1,50,000
Total (Non-Recurring + Recurring)	1,80,000	

LIST OF PAPERS PUBLISHED

Papers in peer-reviewed journals

1. Yearn of a children and their Well being, *Roots - International Journal of Multidisciplinary Researches*, Vol. IV, November 2017. Impact Factor – 3.487.
2. Parent's pursuit of making a Pollyanna child, *International Journal of Academic Research*, Vol. 6, Issue – 3(1), March 2019. Impact Factor – 6.023.

