

A Study of Intragroup Conflict in Basic Education High Schools

Myat Thandar Aye¹ and Naing Naing Zaw²

Abstract

The aim of the study is to investigate the intragroup conflict mostly among the teachers and conflict management styles mostly used by the teachers in resolving the conflict in Basic Education High Schools, Thingangyun Township, Yangon Region. Quantitative method was applied in this study. Cluster sampling method was used in this study. All basic education high schools from Thingangyun Township were selected as a cluster and all the teachers from these high schools were selected as sample. Questionnaire included three parts; first part is related to the personal data of the teachers; second part is the questionnaire about the types of intragroup conflict and third is the questionnaire about the conflict management styles. The reliability coefficients (Cronbach's alpha) were 0.89 for the questionnaire of intragroup conflict and 0.83 for the questionnaire of the conflict management styles. Descriptive statistics was used for the analysis of quantitative data. The study found that task conflict was mostly occurred among the teachers and the teachers mostly used accommodating and collaborating styles for resolving conflict.

Key words: conflict, intragroup conflict & conflict management styles

1. Assistant Lecturer, Department of Educational Theory and Management, Yangon University of Education
2. Middle School Head, Basic Education High School (Branch), Gant Gar, Kyaukphyu Township, Rakhine