School teachers: Motivation direction and strategies of behavior in the conflict situation

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Abstract

It is no secret that high pedagogical results are achieved by teachers with high professional motivation. It is very important that the teachers get pleasure from working with children, strive for personal and professional growth, have motivation for success and flexible motivational sphere.It is also important for them to have conflictological training, to be able to manage school conflicts, using constructive methods and techniques. Study objective: to study what strategies of behavior in conflict situations are chosen by teachers with different motivational orientation? The study was attended by teachers from the schools of Kazan. We used the questionnaire "Motivation for Success and Fear of Failure" (A.A. Rean), questionnaire "Diagnosis of Partial Orientation of the Teacher's Personality", questionnaire "Diagnostics of Motivational Tendencies in the Self-Concept of Personality" (S.M. Petrov) as the diagnostic material. In order to evaluate the statistical significance of difference between the sample arithmetic mean of two data distributions, we used the statistical Student's t-test in our study. We obtained the following results. The teachers focused on success often use the tactics of "cooperation" and "compromise" in a conflict situation. The strategy of "competition" is the least used by the teachers. A typical strategy of teachers focused on avoiding failures is the strategy of "avoidance", the second position is occupied by the "adaptation" strategy. The teachers with a motivation for success are labor-oriented, they try to overcome difficulties in their work, they are guided in their work by accomplishing their tasks through overcoming difficulties, treat people positively and appreciate kindness in people. The teachers with motivation to avoid failures do not believe in well-being in life, adhere to pessimistic fatalism, do not seek self-development and self-improvement. With a high degree of probability, we can argue that the respondents of the second group tend to avoid trouble with the outside environment, threats, dangers, think always about themselves.

Keywords

Conflict situation, Motivational orientation, School teachers, Strategy of behavior

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