

A Study to Assess the Conflict Management Style Among the Nursing Students in Madha College of Nursing, Chennai

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ABSTRACT

A conflict emerges when individuals have varied thoughts, thought procedures, attitudes, benefits, requirements and they find it problematic to regulate with each other. Causes of conflict among the students are inadequacy of resources such as finance, equipment, facilities, etc. different attitudes, values or experiences, disagreements about needs, goals, significances and interests, poor communication, inadequate executive structure, lack of teamwork and lack of simplicity in roles and responsibilities. The major reason of conflict among student nurses are miscommunication between people with regard to their needs, ideas, beliefs, goals, or values. The study was organized by implementing a descriptive research design. The sample size was 30 students from B.Sc(N) IV year and P.B.B.Sc(N) I year were taken. They were selected by convenient sampling technique. The tool was constructed based on the review of literature and experts suggestions. Major findings of the study: The conflict management style among students indicated that 25(83.33%) students having approach style, 2(6.66%) students having avoidance style and 3(10%) students having both approach and avoidance style of conflict management. There was no considerable association between the selected variables and conflict management style at $p < 0.05$.

Keywords: Conflict, Management, Style

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INTRODUCTION

“If we manage conflict constructively, we harness its energy for creativity and development.”

Kenneth Kaye

A conflict rises when individuals have diverse feelings, thought procedures, attitudes, goods, needs and they find it hard to correct with each other. A conflict starts when individuals perceive things in dissimilar ways and cannot find the way to reach a solution [1].

Causes of battle among the students are shortage of resources such as finance, gear, facilities, etc. diverse attitudes, values or visions, differences about needs, goals, priorities and interests, poor

announcement, inadequate organizational structure, lack of teamwork and lack of clarity in roles and responsibilities. The most common cause of conflict among student nurses are miscommunication between people with regard to their needs, ideas, beliefs, goals, or values [2].

Physiologically the individual responds to conflict in two ways that is to “get away from the conflict” or ready to “take on the conflict.” The most common style of conflict we use is either avoidance or approach style [3]. The avoidance style of conflict is fleeing when the conflict occurs. Approach style is to face and solve the conflict in an effective manner.

Choosing a conflict management style is an important factor among the students.

The first conflict management style is forcing. In this method the manager or principal takes a decision regarding the conflict management [5]. This style would not be best for those who are working with their employees or with the students.

The second conflict management style is accommodating. In this method the individual student will take the decision. This style would not be best for a manager or the principal who deal with a conflict situation [6]. The third conflict management style is avoiding. In this method the individual will completely ignore the conflict situation. These three styles are called as the avoidance style of conflict management [7].

The fourth conflict management style is compromising. In this method the individual will come up with a solution to the problem that would make both parties compromise. The fifth conflict management style is collaborating [8]. In this method the both the parties individuals will find a solution, that is best for the student nurse. These conflict management styles are called as approach method.

Conflict can have positive as well as negative aspects. The way the conflict is perceived and managed is the essence of whether the process is productive or unproductive to the individual student nurses or organizational system [9]. Hence learning to manage a conflict situation makes a good administrator or good student.

Need for the Study

According to the sociologist Aristotle stated that "Man is a social animal" hence he cannot live in the society alone he needs to interact with others for daily living. A conflict occurs when his ideas, needs, desires are not fulfilled within a society the individual is living. Conflict can never be eliminated in organizations or among the students. Conflict can take place between individual staff, within a unit, or within a department. They can be

interunit and inter departmental, affect the entire organization or the entire class and even occur between multiple teams or units or between an organization and the community. Conflict is a part of life that arises because of the complexity of human relationships [11].

The manager role or the facilities role is to create a working environment or studying environment where conflict may be used as a conflict for growth, innovation and productivity. The managers or the staffs must recognize it in its early stages and actively intervene so that the students' motivation and organizational productivity is not adversely affected. Appropriate conflict resolution requires good leadership skills among the nursing students [12].

Hence the researcher felt that there is a need for assessing the conflict management style among the students this will enable the researcher to analyze the style followed by the nursing student.

Objectives

- [1] To assess the style of conflict management among the nursing students.
- [2] To associate the style of conflict management with their selected demographic variable among the nursing students.

METHODOLOGY

Research Design

The research design used in this study was descriptive study.

Setting of the Study

The study was conducted in Madha College of Nursing, Kundrathur, Chennai.

Population

The population of the study was all the students who are studying in Madha College of Nursing.

Sample

The sample consists of B.Sc(N) IV year students and P.B.B.Sc(N) I year students who fulfill the inclusive criteria.

Sample Size

Sample size consists of 30 students.

Sampling Technique

Convenient sampling technique was used by the researcher to select the sample.

Criteria for Sample Selection

Inclusive Criteria

- Students who are studying B.Sc(N) IV year and P.B.B.Sc(N) I year in Madha College of Nursing.
- Students belong to the age group between 20 and 30 years.

Exclusive Criteria

- Students belong to the age group of below 20 years and above 30 years.
- Students who were not willing to participate in the study.

Description of the Instrument

An opinion survey was prepared to assess the style of conflict management among the students.

Part I: Demographic Data

It includes age of student, religion, course, mode of stay and place of residence.

Part II: Opinion Survey

It consists of 24 items regarding the style of conflict management. The items have two types of styles under the six subtypes with three scores on each sub styles. Rating of 3 items on each subtype was added. This gives the total score for the style.

- Highest score: Approach style
- Lowest score: Avoidance style

RESULT

Section A

The data from Table 1 shows that among 30 students, 26(86.7%) students were in the age group of below 20–23 years,

3(10%) were between 24 and 26 years, 1(3.3%) was between 27–30 years. Regarding religion 14(46.7%) of students were belongs to Hindu, 16(53.3%) students were belonged to Christian.

Table 1. Frequency and percentage distribution of demographic variables of students. (N = 30).

S. no	Demographic variables of students	Frequency (no)	Percentage (%)
1	Age of students		
	20–23 years	26	86.7
	24–26 years	3	10
	27–30 years	1	3.3
2	Religion		
	Hindu	14	46.3
	Christian	16	53.3
	Muslim	-	-
3	Course		
	B.Sc(N)	21	70
	P.B.B.Sc(N)	9	30
4	Mode of stay		
	Hosteller	20	66.7
	Day scholar	10	33.3
5	Place of residence		
	Rural	10	33.3
	Urban	20	66.7

With regard to course, 21(70 %) students were studying B.Sc(N) and 9 (30%) students were studying P.B.B.Sc(N). Regarding mode of stay 20(66.7%) students were staying in hostel and 10(33.3%) were coming as a day scholar.

Regarding the place of residence 10(33.3%) students were living in rural and 20(66.7%) students were living in urban.

Section B

Table 2 shows the frequency and percentage distribution of conflict management style of students. It indicates that 25(83.33%) students having approach style, 2(6.66%) students having avoidance style and 3(10%) students having both approach and avoidance style of conflict management.

Table 2. Frequency and percentage distribution of conflict management style of students (N=30).

S. no.	Conflict management style	Frequency (no.)	Percentage (%)
1	Approach style	25	83.33
2	Avoidance style	2	6.66
3	Approach and avoidance style	3	10

Section C

Table 3. Association between level of knowledge of students with their selected demographic variables. (N=30).

S. no.	Demographic variables	Conflict management style			X ²
		Approach	Avoidance	Both	
1	Age of students				
	20–23 years	22	2	2	$\chi^2 = 2.29$
	24–26 years	2	–	1	df = 4
	27–30 years	1	–	–	NS
2	Religion				
	Hindu	12	1	1	$\chi^2 = 0.29$
	Christian	13	1	2	df = 4
	Muslim	–	–	–	NS
3	Course				
	B.Sc(N)	19	1	1	$\chi^2 = 2.4$
4	P.B.B.Sc(N)	6	1	2	df = 2
					NS
4	Mode of stay				
	Hosteller	18	1	1	$\chi^2 = 2.07$
	Day scholar	7	1	2	df = 2
5	Place of residence				
	Rural	9	–	1	$\chi^2 = 1.06$
	Urban	16	2	2	df = 2
					NS

*P < 0.05, SS – statistically significant, NS – nonsignificant.

DISCUSSION

The First Objective of the Study Was to Assess the Style of Conflict Management Among the Nursing Students

Checklist was used to assess the conflict management style among the nursing students. It indicates that 25(83.33%) students having approach style, 2(6.66%) students having avoidance style and 3(10%) students having both approach and avoidance style of conflict management.

The study findings are consistent with the Dutta et al. (2005) conducted a study on stress in health professions among the students in Washington [4]. The purpose of the study was to determine the extent to which health profession students experience counterproductive stress and to examine the existing gaps in the literature concerning all health profession students and stress. The results of the study indicated that the highest incidence of stress happened in medical students

Table 3 shows that the association between selected variables of students with their level of knowledge regarding conflict management style. Analysis revealed that there was no significant association between the selected variables and conflict management style.

followed by dental and then nursing students. There was, however, a dearth of studies related to stress in pharmacy students alone, despite the fact that pharmacology requires a rigorous educational process that is similar to other health professions. The study concluded that health profession students suffer from high levels of stress during their training. A thorough list of stressors is presented for the health education profession students.

The Second Objective of the Study Was to Associate the Style of Conflict Management with Their Demographic Variable Among the Students

In association of conflict management style with their demographic variables revealed that there was an association between selected variables of students with their level of knowledge regarding conflict management style. Analysis revealed that there was no significant association between the selected variables and conflict management style.

The results are consistent with the Thomas et al. (2009) done a study on to assess the conflict management style among the male and female students in Australia [10]. A sample of 501 undergraduate students were selected (326 males, 175 females). They were assessed by using the 5-point Likert-type scale. Results revealed that the males had more competing behavior toward same-sex peers than toward opposite-sex peers, and more avoiding behavior toward opposite-sex peers than toward same-sex peers. Males, associated to females, reported more cooperative behavior near both same-sex and opposite-sex peers. The findings support the conflict behaviors are different for males and females, particularly as exhibited toward same-sex and opposite-sex peers.

CONCLUSION

From this study, the researcher found that most of the students prefer approach style of conflict management and have adequate knowledge on conflict and its management. It is necessary for the students to know about the conflict management style and the importance of this.

NURSING IMPLICATIONS

Nursing Practice

The nurse in charge should understand the concept of conflict and help the nurses who are in the stage of conflict and how to avoid conflict and the management of conflict and the styles. She should arrange the in-service education regarding the conflict and the management. Application of conflict management style aid nurses to have a sound mind.

Nursing Education

The findings of the study have some implications for nursing education, must focus on the promotion of the health. The nursing students should be educated about the conflict and the management.

Nursing Administration

In the hospital setting the administrative department should take the initiative measures to provide education and the training in the field of conflict and the management of conflict situation and how to maintain a conflict free working environment in the working place.

NURSING RESEARCH

There is an extensive and intensive research in this area, so that the knowledge of conflict and the conflict management. New nursing researches are emerging to assess the conflict management and the approaches on conflict.

RECOMMENDATIONS

- The same study can be conducted between I and IV year B.Sc(N). Students to compare their approach style on conflict management.
- A similar study can be undertaken with large sample for a more valid generation.
- A similar study can be done for the staff nurses working in the hospitals.
- A similar study can be conducted as quantitative study
- A similar study can be done for the teachers working in colleges and the schools.

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