

A Study on the Communication Conflict of Secondary Students in the Classroom

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Abstract:

Communication conflict faced by secondary student in the classroom has been considered as the measurable variable of present study. In the technically organized communication system done by a teacher for the learning of students, different types of conflicts will be arisen to continue the process of classroom communication. Noise plays an important role to resist or to divert the communication normality in respect to conduct the process of information transfer; investigator has assumed that realisation or perception of conflict may play an intervening role to divert actual process of communication in the classroom. To find out the relevant answer regarding the assumption related to the communication problem found in the classroom, 200 secondary students have been as sample for present study. In this regard, survey type research method has been followed to find out the representative answer about the hypothetical question. At the end of the study, it has been found that moderate level of communication conflict has been identified. In the study of mean difference, insignificant locality wise as well as gender wise mean difference has been found.

Keywords: Communication, Conflict, Classroom Communication, Communication Conflict

1.0. Introduction

Communication is an important process to find out the actual essence for the formation of human existence through the practice of information which will be received to meet the demand of the situation as well as to regulate the adaptability. Communication is a process to sending and receiving message from one point to another. It is very important to regulate inter-psychological as well as intra-psychological operations to meet the requirement of environment. It is very important to continue or to perform effective role in the existing ecological system and also to maintain the relationship between biotic and a-biotic component. To maintain the relationship, to protect the environmental basic system, to achieve the actual relationship between different existences, effective role of individual will be required by conducting communication processes. Through the effective regulation of the communication process found in the existing social system as well as environmental system, an individual will be able to plan or to shape own duty and responsibilities as a human being. In the process of communication, a lot of interactive influences of different components have been identified in different segments of the society in respect to meet the adjustment. Communication is an objective oriented process; it has been performed an effective role to meet some predetermined objectives; the process of

communication has been designed in different forms different time parameter. In the society, communication plays an important role to meet the social demands that is considered as the demand of social relationship, social integration, social adaptation etc. In the case of the formation of human personality, the influence of communication has been observed in different forms in respect to deal with the different types of intra- personal as well as interpersonal psycho- physiological operations. It is important to use individual thinking process and also associated psychological processes. To transfer signal from a point of psychology to another point, effective performance of communication will be required. To meet the need of adjustment, the importance of communication has been realized by different scholars from different countries of the world. It is an effective objective oriented process related to the basic need based system against the level of corresponding survival. To study the condition for adjustment as well as to find out the actual status about the provision for environmental adjustment, an individual has to know effective information in different forms; to collect the relevant information in respect to cope with the requirement of the situation, needs of information will be realized by an individual. Therefore, it has been interpreted by different scholars of same field that communication is a process to meet the environmental demand; in this regard, collection and dissemination of the information for the purpose of social adjustment as well as environmental adaptation will be reacquired as very helpful. Communication is a process which has also been technically design to disseminate the message from one point to another to regulate the human thinking industry to take effective decision as per the nature of the society in appropriate way. In this case different types of technical principles will be required to conduct the communication process. There are some fundamental processes to identify the message as well as to disseminate the message in respect to carry forward the communication process. Therefore, effective application of technical principles in the segment of communication has been realized in different systematic segments of the communication process namely sending the message, transforming through the medium, seeing the message and providing feedback etc. To conduct communication process, effective application of technical policies has been considered as more functional to deal with the different approaches of encoding of signal, decoding of the signal, transforming information. So, it has been concluded that in the sector of communication, effective application of technical processes has been realized operationally. Application of technical principles will be considered as very effective to minimize the effort, communication time respectively. Principles of system have been considered as the basic regulatory framework of the communication system; there are two fundamental approaches to deal with the principles of system - those are interdependency as well as interrelationship among difference of components. In the process of communication, there are so many interrelated systems which are related to the core mechanism of communication namely message sending, receiving the message, provide feedback against the message. All sub components are interrelated and interdependence which are regulated or guided to fulfill a particular objective that is effective transformation of information. To ensure the performance of communication in desirable parameter, it is needed to maintain the principles of systems namely interdependence and

interrelationship based on common objective. Communication is a process to nurture the actual level of activeness; through the practice of the activity based principles, all the fundamental operations of a communication system will be properly regulated as per the requirement of the situation. At the time to encode the message into symbol, presence of activeness should be required as very important to produce effective performance in predetermined action Plan; similarly, in the case of receiving the information, nurturing of the principle of activeness or activity concentric action plan will be needed to regulate corresponding communication system. It is also a continuous process; it can maintain the principles to the fulfillment of expected target. There are so many fundamental characteristics of communication process; principle of multi-polar approach transform the message will be regulated on the basis of the principle of horizontal, vertical, group, individual, downward, upward transformation of messages. There are three fundamental points to continue the process of communication; at the initial point, the communication process will be regulated on the basis of the effective process of sending message; in the middle point, the approach to manage the medium to transfer the information from one point to another will be effectively regulated; in the third point, the decoding process will be performed to receive the information; after that, providing feedback to the sender regarding the matter of message receiving respectively. These three fundamental points of communicative processes play an essential role to frame a scientifically design system for effective transformation of message. Communication is an interactive process to deliver messages which is directly related with the psychological settings of both sender and receiver by regulating the process of encoding the symbol as well as decoding the message. Therefore, it has been considered that communication is systematically design process to transfer information to fulfill the desirable objective; it is a system to meet the collective interest as per the demand of adjustment. In this study, classroom communication has been considered to describe the reality regarding the nature of communication in respect to deliver the information from one single point to another regarding the teaching point to the learning point. In a class, a teacher plays an important role to deliver information regarding the content; similarly, a student will get the information provided by the teacher in the classroom on the existing curriculum in respect to meet the objectives of predetermined course. In the classroom teacher plays an important role as an effective information sender; the task to sending information has been regulated by the effective participation of teachers in the classroom. Similarly, the approach to receive information will be appropriately regulated by the classroom students who are intended to receive information regarding any content as per the predetermined course that are needed to effective regulation. In the classroom communication, a teacher will play as an important role to provide the approach of encoding; a student will follow the principle of decoding for receiving information from the symbol. There is a fundamental segment within the classroom communication that is medium for communication; appropriate use of communicative skill of a teacher throughout the effectively designed medium for instruction, an effective atmosphere of information transformation will be developed. In present study, investigator intends to find out the nature of conflict realized by students in respect to deal with the educational content

proposed against the predetermined course. There are so many segments which are directly represents the presence of conflict associated with the process of communication. Experience plays an important role to overcome the classroom communication conflicts with the help of educators, administrators and also students; undergraduate students have expressed the opinion in respect to deal with classroom communication apprehension (*Bowers, J. W., 2009*). Classtalk is an important factor to regulate the active learning which has the potentialities to stimulate the classroom communication; class talk is an essential process to facilitate the classroom instruction; it has the potentialities to regulate the students participations than traditional class (*Dufresne, R. J., Gerace, W. J., Leonard, W. J., Mestre, J. P., Wenk, L.,1996*). Influence of technology has been identified in the case of classroom communication; has been assessed in respect to interpersonal dimensions (*Comeaux, P., 1995*). Conflict is another important variable of present study which has been studied in respect to deal with the classroom communication. Conflict has been found in the sector of sending the message; this type of conflict will also be found in the actual system of medium; in the case of the coding or receiving the message, will face a lot of problems associated with the receiving as well as feedback system. In this study to find out the actual nature of classroom communication as well as the communication conflict, the study has been design a survey method to describe the situation.

2.0. Objectives of the Study:

Investigator, at the end of the study wants –

- To measure the level of communication conflicts of secondary students.
- To find out the mean difference in respect to deal with the communication conflict of secondary students found in the classroom.
- To find out the mean difference in respect to larger response in terms of communication conflicts through the bootstrapping technique.

3.0. Significance of the study

This study will have to conceptualise the effective problematic positions of classroom communication which is more significant in respect to deal with the matter of effective teaching and learning to assure the aspired students' personality development as per the nature of the situation.

4.0. Analysis and Interpretation

Through implementing survey type data collection system, investigator has collected the responses against the test item; which has been converted into quantitative data. Collected data regarding communication conflict has been analyzed and corresponding result has been interpreted below.

Table -1 Descriptive Analysis of Communication Conflicts based on Locality plus Gender

	CCUB	CCUG	CCRB	CCRG
N	50	50	50	50
Mean	93.1600	93.8800	92.9800	101.9400
Std. Error of Mean	2.32104	4.02478	2.56499	1.95572
Median	95.5000	90.5000	97.5000	103.0000
Mode	103.00	87.00 ^a	102.00	106.00
Std. Deviation	16.41224	28.45952	18.13722	13.82900
Skewness	-.140	-.001	-.530	-.165
Std. Error of Skewness	.337	.337	.337	.337
Kurtosis	.312	-.623	-.237	.515
Std. Error of Kurtosis	.662	.662	.662	.662
P25	83.7500	73.7500	80.7500	94.5000
P50	95.5000	90.5000	97.5000	103.0000
P75	103.0000	116.0000	106.2500	110.0000

a. Multiple modes exist. The smallest value is shown

From the table -1, it has been found that communication conflicts of secondary students have been found in above average level to participate in the existing teaching learning system. Analysis of above table has been done on the basis of the response provided by 50 secondary students. Higher performance has been found in the case of rural girls secondary students; lower level of mean value has been observed in the case of rural boys secondary students. The calculated value of SEM has been specified the acceptance of the corresponding result regarding the matter of communication conflicts. Value of mean, median and mode have been presented a symmetrical condition of corresponding analysis of central tendency regarding the responses on communication conflicts. Higher level of scattered responses against the items of the test has been recorded in the case of urban girls secondary students. Lower level of error values have been found in the cases of UB, UG, RB and RG regarding the matter of communication conflicts in the classroom. Percentile difference has been found in lower level in respect to respond regarding the mater of communication conflicts done in the classroom. Lower value of P25 has been recorded in the case of urban girls secondary students that is 73.75; higher value of P25 has been found in the case of rural girls students that is 94.5. Similarly, lower value of P75 has been recorded in the case of urban girls secondary student that is 103; higher value of P75 has been found in the case of rural girls students that is 116. Value of skewness, kurtosis, SE of skewness and SE of kurtosis have proved the authenticity of corresponding data of the distribution due to reflecting the lower value concerning the measurement.

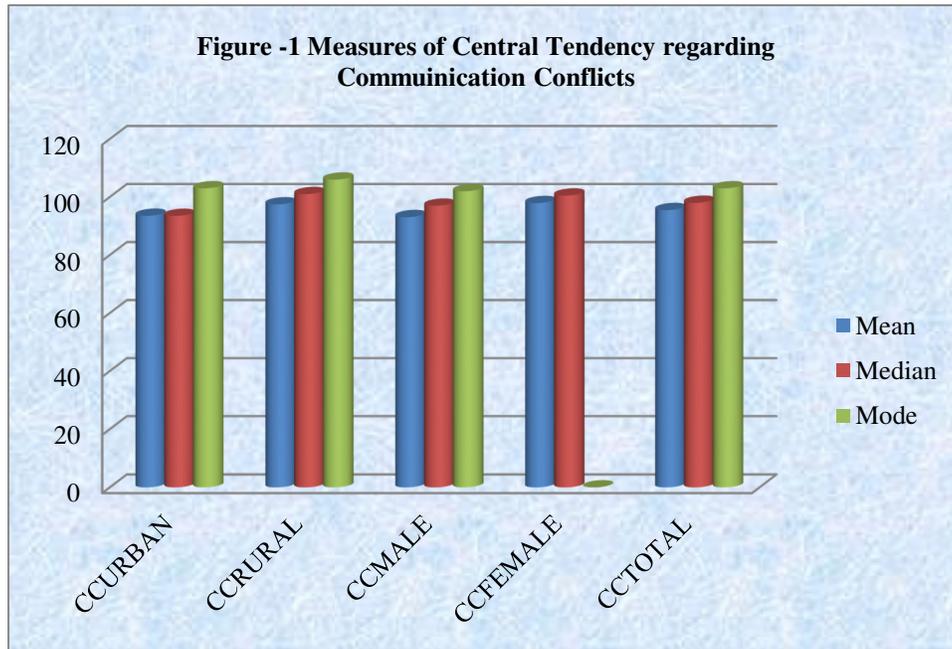
Table -2 Descriptive Analysis of Communication Conflicts based on Locality and Gender

	CCURBAN	CCRURAL	CCMALE	CCFEMALE	CCTOTAL
N	100	100	100	100	200
Mean	93.5200	97.4600	93.0700	97.9100	95.4900
Std. Error of Mean	2.31156	1.66657	1.72089	2.26261	1.42811
Median	93.5000	101.0000	97.0000	100.5000	98.0000
Mode	103.00	106.00	102.00	96.00 ^a	103.00
Std. Deviation	23.11564	16.66571	17.20891	22.62612	20.19652
Skewness	-.001	-.579	-.361	-.345	-.253
Std. Error of Skewness	.241	.241	.241	.241	.172
Kurtosis	.072	.406	-.042	.324	.353
Std. Error of Kurtosis	.478	.478	.478	.478	.342
P25	82.0000	87.0000	82.0000	84.5000	83.2500
P50	93.5000	101.0000	97.0000	100.5000	98.0000
P75	107.0000	108.7500	105.5000	110.0000	108.0000

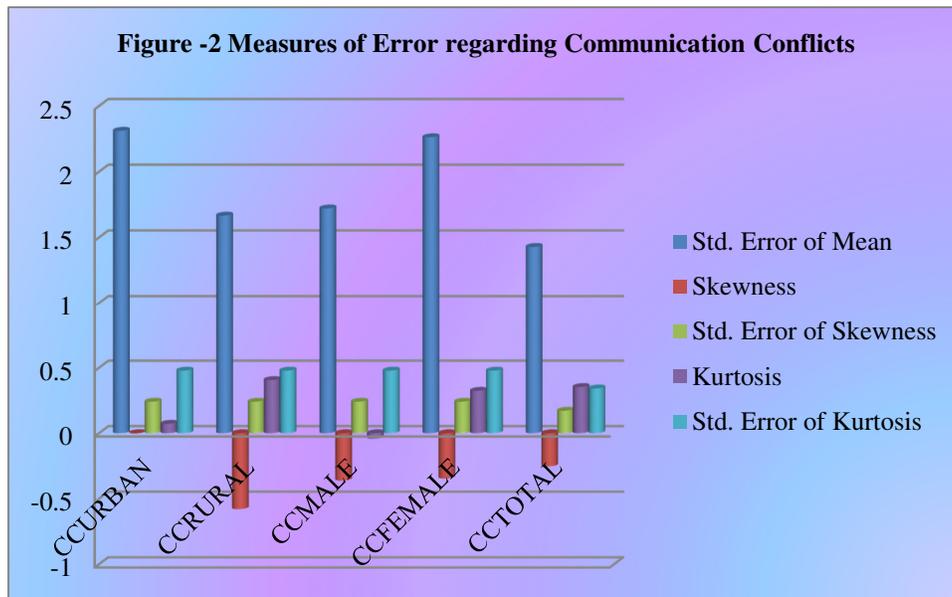
a. Multiple modes exist. The smallest value is shown

From the table -2, it has been found that communication conflicts of secondary students have been found in above average level in respect to participate in the existing teaching learning system. Analysis of above table has been done on the basis of the response provided by 100 secondary students from each segmentation or group. Higher performance has been found in the case of female secondary students; lower level of mean value has been observed in the case of male secondary students. Therefore, it has been interpreted that female students are facing the problem of communication conflicts in the teaching learning system than male secondary students. Similarly, conflict trend has been found slightly higher in the case of rural secondary students than urban students. The calculated value of SEM has been specified the acceptance of the corresponding result regarding the matter of communication conflicts. Value of mean, median and mode have been presented a symmetrical condition of corresponding analysis of central tendency regarding the responses on communication conflicts. Higher level of scattered responses against the items of the test has been recorded in the case of urban secondary students. Lower level of error values have been found in the cases of URBAN, RURAL, MALE and FEMALE regarding the matter of communication conflicts in the classroom. Percentile difference has been found in lower level in respect to respond regarding the matter of communication conflicts done in the classroom. Lower value of P25 has been recorded in the case of urban and male secondary student that is 82; higher value of P25 has been found in the case of rural students that is 87. Similarly, lower value of P75 has been recorded in the case of male secondary student that is 105.5; higher value of P75 has been found in the case of rural students that is 108.75. Value of skewness, kurtosis, SE of skewness and SE of kurtosis have

proved the authenticity of corresponding data of the distribution due to reflecting the lower value concerning the measurement.

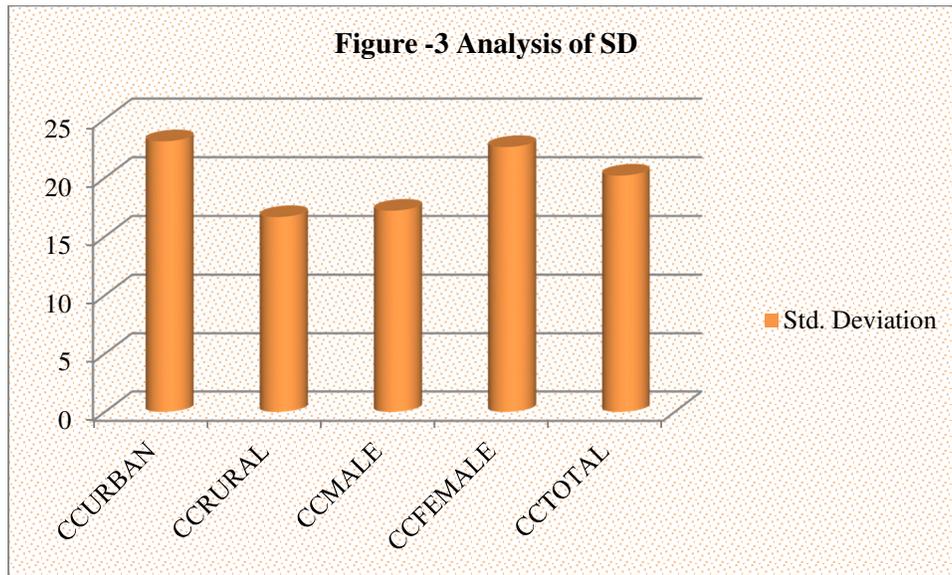


From figure -1, it has been observed that measure of central tendency has been specified the distribution normality regarding the perception of communication conflicts. In every cases of measurement, a symmetrical picture has been found. Slight variation has been found in this regard.

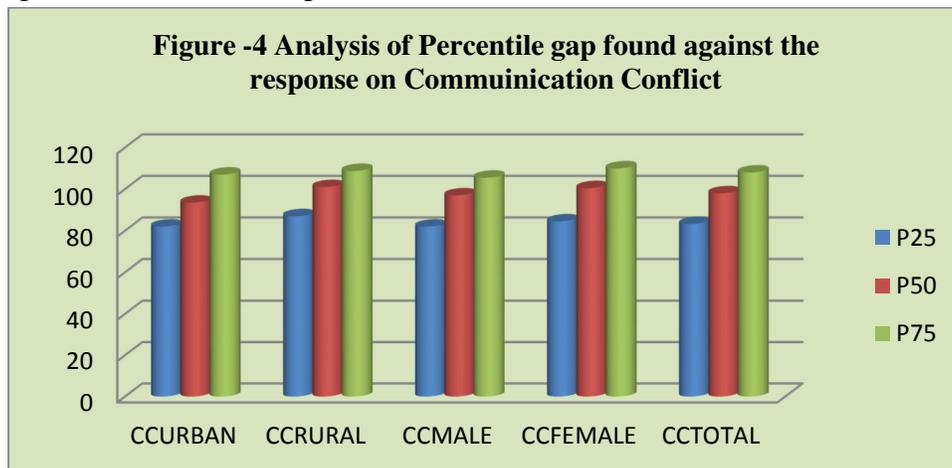


From the above figure -2, it has been specified that corresponding distribution has the representative authenticity of responses provided by the 200 secondary students who are

performed in the exiting teaching learning system. Calculated value of skewness has presented negative value which has specified the acceptability of the corresponding result.



From the figure -3, it has been cleared that slight higher scattered response has been produced by urban secondary students in respect to deal with the communication conflict; in the case of rural students, slight lower scattered response has been identified.



From the figure -4, it has been specified that there has a lower level of percentile gap has been found. It has been interpreted that all sample has produced a symmetrical responses.

From the above analysis, it has been specified that student has moderate level of conflict in respect to deal with the classroom communication. Corresponding distribution has produced the basic characteristics of normality.

Table -3 Descriptive Analysis of Communication Conflicts based on Locality and Gender by Bootstrapping

		Statistic	Bootstrap ^a			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
N	CCURBAN	100	0	0	100	100
	CCRURAL	100	0	0	100	100
	CCMALE	100	0	0	100	100
	CCFEMALE	100	0	0	100	100
	CCTOTAL	100	0	0	100	100
Median	CCURBAN	93.5000	.0881	3.1140	88.0000	99.0000
	CCRURAL	101.0000	-.2336	1.6361	96.0000	103.0000
	CCMALE	97.0000	-1.2751	2.7491	90.0000	100.0000
	CCFEMALE	100.5000	-.2684	2.6212	95.5000	103.5000
	CCTOTAL	93.5000	.0881	3.1140	88.0000	99.0000
Std. Deviation	CCURBAN	23.11564	-.14744	1.63968	19.77848	26.17871
	CCRURAL	16.66571	-.13475	1.26297	14.12823	19.03567
	CCMALE	17.20891	-.13090	1.18229	14.74110	19.43270
	CCFEMALE	22.62612	-.17743	1.69071	19.13373	25.79782
	CCTOTAL	23.11564	-.14744	1.63968	19.77848	26.17871

a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

From the table -3, it has been found that calculated value of biasness and standard error have been specified the acceptance of result regarding the matter of communication conflicts on the basis of 10000 bootstrapped samples responses. Moderate level of conflicts in communication has been found in the case of larger tendency found from the responses produced by bootstrapped samples.

Table -4 Analysis of Mean Difference regarding Communication Conflicts of secondary students

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
CCUB - CCUG	-.72000	32.90744	4.65381	-10.07219	8.63219	-.155	49	.878
CCRB - CCRG	-8.9600	23.67118	3.34761	-15.68728	-2.23272	-2.677	49	.010
CCURBAN - CCRURAL	-3.940	28.33024	2.83302	-9.56133	1.68133	-1.391	99	.167
CCMALE - CCFEMALE	-4.8400	28.81769	2.88177	-10.55805	.87805	-1.680	99	.096

From the figure -4, it has been observed that there exist insignificant mean differences in respect to locality as well as gender considerations. It has been specified that insignificant influence of locality as well as gender based responses related to the conflicts found in the communication

process done in the classroom situation in respect to deal with the activity assign for selected course.

Table -5 Analysis of Mean Difference regarding Communication Conflicts of secondary students based on Bootstrapped Samples

	Mean	Bootstrap ^a				
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
					Lower	Upper
CCUB - CCUG	-.72000	.03777	4.65567	.881	-9.74000	8.32000
CCRB - CCRG	-8.96000	.01299	3.31050	.009	-15.31950	-2.50050
CCURBAN - CCRURAL	.18000	.04761	3.29855	.956	-6.25950	6.59950
CCMALE - CCFEMALE	-.72000	.03777	4.65567	.881	-9.74000	8.32000

a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

Mean difference in terms in respect to 10000 bootstrapped data has been analyzed in the table of 5. In the case of rural boy and rural girls secondary students, significant difference has been found in respect to deal with communication conflicts. But in other cases, insignificant result has been found.

5.0. Conclusion

Communication conflict within the classroom is an important problem which plays an important role to resist the actual process of information sending as well as receiving processes related to the educational course. It plays an important role as a barrier of classroom communication. Gender and locality are not significant determinants to regulate the changeability of corresponding influences.

Reference

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