

# The Pre-service Teachers' Perception About Coexistence in Their Centre



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## Abstract

Coexisting in school from a positive perspective, implies having teachers ready and willing to interact with each other following this approach. However, this determination could be limited due to their perception of concepts that are highly relevant to coexistence such as conflict, so it seems necessary to know the pre-service teachers ideas about it. Thus, this research, through a descriptive study, aims to identify the perception of 63 students of the degree in Primary Education of Madrid about coexistence. The same as previous studies within The Help Project results show that although most frequent conflicts in school are those that involve psychological violence, the students have a remarkable difficulty to recognize as a violent situation the one that does not involve physical harm. Students perceive as well "conflict" as something negative to avoid and they highlighting the relevance of dialogue and teachers' intervention to solve it. Also, the students emphasize the importance of the involvement of the student and, especially, of the teacher as a mediator of conflicts, as well as highlighting the importance of cooperative group work, explicit training on coexistence and the importance of rules in the development of a good coexistence. Consequently, it seems necessary to develop training programs that allow students to think about their own ideas of conflict and its potential influence on coexistence.

## Introduction

Conflict is an additional aspect to learning and students interaction. Due to this, we need to be ready to face it positively and take it as an enrichment opportunity for the whole school (Caballero, 2010; Ibarrola- García & Iriarte, 2012; Uruñuela, 2016.). We need to take into consideration avoiding conflict does not mean it disappears and downplays its relevance. In fact in many cases it can trigger the contrary effect.

However, it is essential to pay attention to conflict happening in the classroom, with verbal abuse, since they are quite frequent and harmful. Not without saying conflicts in which participation of other students is blocked by other students and also the ones in which the teacher is constantly being interrupted (Gómez & Barrios, 2009; Latorre & Teruel, 2014).

Because of this is quite essential, that students think about their ideas about "conflict" as well as they should be able develop socio-emotional competencies, since this is an effective way to understand the conflict as something positive and build better relationships with others resulting in an improvements of coexistence (Retuert & Castro, 2017; Ruvalcaba-Romero, Gallegos-Guajardo & Fuerte, 2017). Additionally it is essential to improve coexistence that all educational agents participate (Colombo, 2011; Gotzens, Badia, Genovard & Dezcallar, 2010; Nail, Gajardo & Muñoz, 2012; Tirado & Conde, 2016.; Trianes, Fernández & Escobar, 2013).

## Aims

This research aims to know the perception of 63 first-year students of the Degree in Primary Education from Madrid Region in respect to conflict at university.

In particular, it is intended to assess the students perception in respect to:

- Conflict at university.
- The difference between conflict and violence.
- The best strategy to solve a conflict.

## Methodology

This research is carried out by a descriptive study with a mixed approach: qualitative and quantitative approach. To do this, a questionnaire for students has been used: questionnaire "Conflictos y Violencia escolar" (Ortega & Del Rey, 2003).

This questionnaire is divided into three sections: First of them consists of linker type scale with four different answers where the students perception is analyzed in terms of conflict in their school. A second part where the students will be asked which aspects mentioned in the first part they would recognized as part of conflict and violence. A third part in which will be asked to propose activities that could be adequate to solve conflicts.

Moreover, with the aim of analyzing the qualitative information ATLAS.ti is used; a computing resource that allows to manage a great deal of information allocating categories to pieces of significant information of the research, as well as identifying interconexions among them.

## Results

The 1<sup>st</sup> graphic shows the most frequent conflict situations are people spoken badly, people hiding materials and constantly interrupting conversations or being ignored. The rest seem non-existent or practically non-existent.

In addition, the 2<sup>nd</sup> graphic shows the perception of conflict is identified mainly as a negative event.

Figure 1. Type of conflict

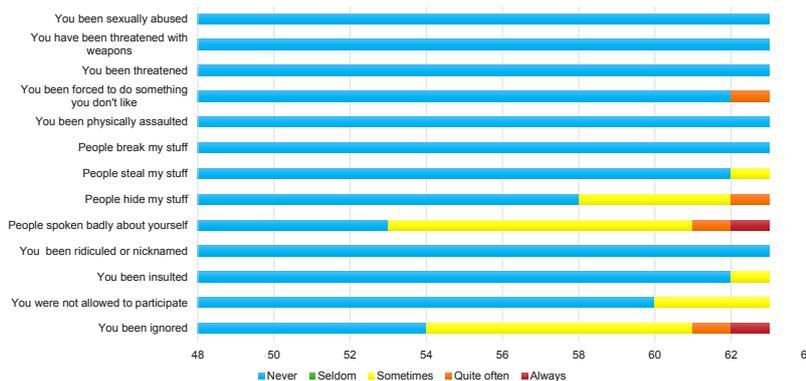
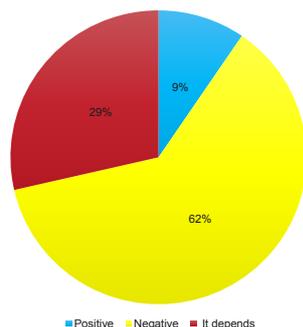


Figure 2. Conflict perception



Regarding the qualitative study and the second research objective, the subjects show ample difficulties in recognizing the existence of violence in conflicts when it does not involve physical or sexual aggression. Likewise, the qualitative results of the third research objective show a generalized perception in which the use of dialogue is the most effective way to resolve a conflict, as well as the involvement of students and teachers. In addition results highlight the relevance of rules, cooperative work and explicit training.

## Discussion/Conclusions

The results of this research show that students perceive conflict as something reductionist and negative that tends to be preserving the traditional view of the conflict (Uruñuela, 2016). This perception disregards the inherent essence of conflict to all kinds of institutions and squandering all opportunities offered to build up renewed relationships. Conflict not always encloses violence and it could be a driving force for change (Caballero, 2010).

Thus, it seems important to offer the student a training that involves a reflection on their own ideas about the conflict and greater emotional development to deal effectively with it. In this sense, the simulation of problematic situations presents a good opportunity to train them in a reasonably safe way, so it seems necessary to work on the development of realistic environments that make it possible to represent problematic situations relevant to the student.

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