The Self-Efficacy Teacher For Resolving Conflicts Between Teachers

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Abstract
The purpose of this study was to explore the ways in which novice teachers in the towns of La Serena and Coquimbo, where there are both public and private schools, develop and shift their perceptions about their own capacity for conflict resolution (Chile). Qualitative research was conducted by interviewing three groups of four participants each for a total of 12 interviews and keeping a journal to record incidents of conflict in the school environment. Four teachers experienced "reality shock," and the researchers concluded that social persuasion or professional socialization had an important role in helping new teachers settle in.

Keywords: "Secondary teacher, self-efficacy, conflict, teaching technique, teacher's attitude".

Introduction
The main driver of variations in the school learning is the quality of teachers, according to some investigations, and it is this essential action to improve the system results educational is to strengthen the developing professional of the themselves(UNESCO, 1994). The countries that have improved their levels educational at high speed state that one of the key points to achieve this is to develop the teachers until they become in instructors efficient(Leyser & Kirk, 2007).

Is research inquired about one of the factors affecting instruction teacher: conflict resolution. So same, it is intended will know depth the beliefs with which they arrive the teachers Novels in the classroom and their incidence in conflict resolution within the school environment. On the one hand, the beliefs of the teachers about the issues involved the process educational influence directly in What react in the classroom with students(UNESCO, 1994). Certainly, in practice pedagogical the teachers interpret the teaching from their beliefs about learning and teaching, constituting the filter where

make judgments and make decisions in the ambit educational. Beliefs what else effect possess in people's behaviors refer to the perception of one's own efficacy.

One of the aspects less investigated self- efficacy in the system educational have relation to conflict resolution in the classroom. Teacher self-efficacy is considered important given the impact it has on the students, since there is a relationship positive between it construct and student behavior in the classroom. Of this way to face the conflict are due analyze and understand their own attitudes(ELLINS, 2005).

According to (Tait 2001), the teachers who present greater difficulties with discipline in the classroom, in their relationships with the proxies and with their colleagues, are the teacher's novels. What characterizes is stage, it is phase criticism and distancing knowledge academics previous ones, which provokes a readjustment of expectations and perceptions past(UNESCO, 1994).

One of the shortcomings of teacher's novices this related to conflict resolution since it is only prepared in its undergraduate training in around the teaching content and not the driving group. Being East last one of the factors that affect self - efficacy**(Commonwealth Consolidated Acts, 1992)**.

Below is presented a description of the key concepts of this research, and then the process carried out by four teachers' novices during his first year of insertion professional. They are also described the main changes in relationship with the ability to resolve conflicts of these teachers.

Background

Definition of self- efficacy

Bandura (1999) conceptualizes the self - efficacy term as "beliefs in their own abilities to organize and execute the courses of action required to drive situations future. Influence on the way people think, feel, motivate themselves and act". The belief of one's own effectiveness exercises its influence through four sources of efficacy: mastery experiences, vicars, social persuasion and estates psychological and emotional(Training, 2006). According to Bandura, experiences of mastery are the most influential exercise on the strengthening or weakening of efficacy beliefs, as they are contrasted immediately with the results obtained, and are experienced What successes or failures that are attributed to their own capacities or efforts(Training, 2006). The experiences vicarious, increase self - efficacy beliefs, to the extent that Models social are perceived what similar, after achieve your goals or tasks successful (1999). Social persuasion refers to people who are affirmed verbally about their ability to perform determined tasks or goals (1999). Finally, the state emotional and psychological of people to tasks proposals when they are interpreted what signs of stress, tension and/or annoyance, decrease the beliefs of one's own efficacy(Training, 2006).

Self - efficacy expectations they can affect both initiation as the persistence of behavior, that is, the effectiveness perceived will affect the choice of behaviors, determining the effort you will make a person and persistence in the conduct time versus experiences adverse(Avramidis & Norwich, 2002). The perception of high efficacy does not guarantee that a subject will have a better performance. However, the self-assessment positive about the actions you take a person, added to the confidence that he possesses in their abilities, it increases the possibility of obtaining a good performance(De Boer et al., 2011). Lastly, it has been shown that a high perception of efficacy is related to high rates of health, both physical and what psychological, in addition to greater achievement and social integration(Ross-Hill, 2009).

Self-efficacy teacher
Some research made in the context educational suggests that there is relationship between thought of the teachers and the actions they carry out in the classroom. It arises the self - efficacy concept teacher as "the teacher's belief in its personal ability to control the effect of their own actions"(apo, 2013).

Hollins (2005) state that "self- efficacy teacher interacts with performance, motivation, perception of efficacy in the students and teachers, and their actuate in the classroom. In this regard, for example, a teacher with high self-efficacy show greater openness to new ideas, plan better your activities and will try new teaching methodologies. In addition, the teachers with adequate self - efficacy beliefs are found motivated a teach, dedicate plus time to students who find it difficult to learn and demonstrate its commitment by educate." It is considered that judgments they make the teachers about your own effectiveness are based in the achievements obtained for his students retrospectively, and that time, they are interpreted usually through their actions past more than in judgment criteria external. Can be tell so what are you interpretations stabilize over time and tend to persist. So that they can be modified these beliefs are due produce judgments on the results in chores similar, complemented with verbal persuasion("Encyclopedia of Cognitive Science," 2003). Another of the factors that allow the change in the self - efficacy beliefs of the teachers is the information, which will influence the change cognitive depending on your evaluation the information subject acquired(Burke & Sutherland, 2004).

Teacher self - efficacy is considered important given the impact it has on the students. According to Kagan, there is a relationship positive between this construct and student behavior in the classroom. it is so What a high perception of teacher effectiveness is related to a high motivation student , increase in the self - esteem of students , attitudes positive towards school and increase in the self - direction capacity of the students(Scruggs & Mastropieri, 1996).

Conflict resolution
The school is a reflection of the dynamics that occur in society and it is what they experience diverse types of conflicts, of different kind and different intensity. It's for this than the teachers, directors and supervisors must arbitrate conflicts , both at the student

level such as teacher, parents or community educational, in different degrees of intensity and visibility(Bender et al., 1995).

Is understood by conflict a process cognitive that involves perceptions of differences in criteria, interests or personal position regarding issues, situations, opinions, interests, needs and/or values that are felt what opposed, incompatible or antagonistic. It is necessary to understand the conflict as a process in the which is it so two or more involved parts, since it allows visualize the reversible character, condition basic for your resolution(Forlina & Chambersb, 2011).

Usually the conflicts are associated with elements negatives because they are confused with violence. This is a mistake then the conflict is a process of disagreement, in change the violence involves damage physical and/or psychological. However, a conflict denied, not confronted, leads to aggressiveness that derives in many occasions in violence, easily giving way to the service of destruction and becoming in violence. it is necessary to understand the conflict as a process that has a dynamic in part predictable and that will follow a central scheme that is presented What a climbing, in where is identified a tension, a culmination point and a distension.

In relation to the above, it is observed that the teachers novices present greater difficulties in mediation conflicts, since with too much frequency the learning of these is self - taught, which leads to mix indiscriminately methods and forms of action that do not allow results optimal and even in Some cases they can be contradictory**(Hastings et.al 2003)**.

Sources of Conflict in the Ambit Educational
Medina (1998) defines that the first source of instability and conflict in the organization education arises from the definition of a project educational with goals multiple What expression of a permeability of relationships between school and the sociocultural environment, since often the members of these do not have a clear and complete idea of the objectives achieved, which causes global action to be disturbing and inefficient. Investigations show that the conflicts horizontal, far from discrepancies and fights between subordinates and superiors, they are conflicts between colleagues by deficit organizational, and an excessive competition leading to rates high stress. To the same time, some research indicate the existence of different hotspots of conflict within the communities schools that negatively affect coexistence within them, being the youths students their majors protagonists and plus affected. These they would have needs of different type, inherent to the stage of development that they are living (construction of identity, exploration of roles, relationships affective significant, recognition, space and conditions to experience, among others) and that tend to oppose a school culture, whose general tendency is to deny and/or devalue these needs and processes, favoring the development of different degrees of disagreement(Forlin et al., 1996).

Hollins (2005) proposes a classification of origins of the conflicts in the school context in where emphasizes that the causes of the conflict they can obey the operation

organizational or are inherent to the organization itself. Nature of the school institution. He points out that the conflicts in the school institution you can sort out in four types, intimately interlinked, and sometimes hardly separable. The first category is the conflicts ideological-scientists, who are based in options different pedagogical, school concept ideas, organization and school culture. The second category is referring to power, whose conflicts are generated by organizational control, promotion _ professional, access to _ resources, and decision making. The third is related to the structure, that is, with the ambiguity of goals, functions, and weakness organizational. The last category is related to issues personal and interpersonal relationships, such as esteem own, affirmation, security, dissatisfaction labor and communication poor and/or uneven.

Fighting styles against conflict
there are five attitudes or styles of confrontation possible facing a conflict:

- Compete (not give in): pursue the objectives personal at the expense of others, without stopping to think in the others.
- Collaborate (if there is a conflict there is a problem, and it must be look for the solution jointly): implies a level of incorporation of one and the other in pursuit of a goal common.
- Compromise commitment (is at a midpoint between yielding and not yielding): it is an attitude based in the negotiation, in the search for solutions of agreement, normally based in the pact and resignation partial to the interest of the individual or groups.
- Avoid(ignore the conflict): attitude basic that is characterized for not facing or postponing the problems.
- Accommodate (given) supposes give usually to the points of the others, giving up the own. The base of this classification is the interrelationship between two dimensions fundamental: the search for needs own and the search for the satisfaction of the needs of the others.

It is clear that none of the attitudes can be visualize in a unique and pure way in a situation or person, neither can consider a attitude better than the other, we'll all Depends on the intended situation tackle, like this What also each person can have their own preferences or inclinations in the choice of confrontation technique(Ellins & Porter, 2005).

For Cabrera (2000 in Salinas, Posada &Isaza, 2002), the conflicts at school they are assumed tacitly, they coexist with them without resolving or confronting them, which tends to generate environments of deep tension. Teachers show the mark tendency to take party, assume postures radical and disqualify mutually. A can be add, in the same way, intolerance, verticality and abuse of power to give end to situations conflicting. The evasion seems to be the intervention strategy plus used.

Professional Development Teacher
Development professional teacher, like process dynamic, it evolves, like the different phases of personal development, characterized in a series of stages specific and

differentiated(Westwood & Graham, 2003).Is done necessary then, describes the insertion stage professional or novice teacher, since for the purposes of this study we worked with teachers who started its experience in teaching.

Insertion professional of the Teachers
The main feature of this instance is to be a phase criticism and distancing knowledge academics previous ones, which also causes a readjustment of expectations and perceptions past.

Eddy (1971 in Tardif, 2004), distinguishes three phases in the first years of insertion. The first, characterized by the transition from idealism to reality, in which the evolution of the student condition occurs towards that of teacher, in where the beginners discover, for example, that the beginning educational or guidance pedagogical are not really important in the classroom; what should follow the rules and regulations of the administration strictly to be an agent efficient transmission to students. A second phase, in which the initiation occurs in the system informal normative and in the hierarchy of positions busy at school. The last phase is the discovery of the "real "students, since students do not correspond to the expected or desired image.

According to Torres (2005), there are two factors that determine the insertion of the teacher: the discovery and survival. The first indicates the enthusiasm to face a situation new, and what does it take a to assume a position of responsibility; while the second related to the Crash with reality raised by Torres (1984), is a process of intense type learning trial error, loaded with uncertainty and difficulties faced the professor rookie. This insertion process can develop in ways different, depending on the type of induction you face the rookie in a studio done in Chile by González, Araneda, Hernández & Lorca (2005), it was found that the prevailing model in institutions schoolchildren, is the model swim or sink in the which the own self professional rookie has the responsibility to enter in the school, which It would exempt from responsibility to guide its induction or socialize the teacher in the work environment. This model is characterized due to lack of guidance by part of peers, and by the cultural tendency to subject the beginners to an initiation ritual, marked by indifference, obstacle draw and the novitiate fee. Furthermore, the administration of establishment's schoolchildren delivery to poor working conditions (Sharma U et al., 2006) such as: schedules extremes, courses with students difficult, access limited to means educational and multimedia, among others. Studies they show that the conditions labor where are they the teachers novices influence directly in the performance of it. Teacher's newbie's who meet in situations precarious in which they do not have a staff contract in the institution experience an apprenticeship in the profession complex and difficult. relationship is found marked by the impossibility of maintaining continuous contact with the students; with the uncertainty of instability labor, the feeling of frustration in front of the changes constant schedules and courses, which requires them great adaptation and flexibility, such as the need to prove to be "good" teachers , and even better than the rest, to keep their jobs . Is precariousness can lead them to question about the relevance of continuing

or not the race? In change for the permanent teachers (that is, those who form part of the crew of an establishment), we find the idea of domain progress of work situations, both at the pedagogical or didactic as at level relationship with the organization, so they assume a commitment with the profession and accept its consequences and allows them to receive the peer recognition, which makes it feel integrated, someone in who can to trust, and to which there is no need to watch neither guide (Forlin et al., 2009).

Characteristics of the Teachers Novices

The novices orient its thought a to identify characteristics or circumstances positive, granting a great value to creativity, attitudes of respect, tolerance, flexibility and communication with their students. They maintain the idea that with their will and dedication will be able progress despite adversity and that the school failure is certain by reasons external to the students.

Interpersonal relationship, link and the affection with students appear what ingredients that define the task of teaching, but whose proportions vary, according to the teacher. For some, loving and pampering or getting along constitutes the main component of the task, while for others they are just one more. There are also those who claim that the relationship or link established transcend the time and the school space. for some novels, the reactivation of aspects negative or dark points of the own school and family history that are intended "repair", "cure", preventing it from happening to their students(Hollins, 2011).

The instruction is oriented to the replication of what has been acquired in training initial, predominating a teaching method based in exhibitions theoretical, systematized and interaction unidirectional; distinguishes a style democratic way of teaching, which tends to be more authoritative as he acquires experience and is socialized.

They differ from teachers experts, in as for these almost double the novices in the use of representational [instruction type] strategies and slightly they use plus those of activation, while, the novices "outperform experts in the use of the Presentation Strategies, since they support their explanations with dictations that make the students".(Costello & Boyle, 2013)

Alliaud (2004), points out that for the teachers beginners There are two ways of conceiving students: can represent yourself What beings asleep, passive, what is necessary revive, activate or resurrect and/or as individuals who need to be appeased and calmed down. Facing conflict situations tend to solve them through consensus, to use motivation strategies extrinsic, guide their decisions behavioral strategies, especially related to the student behavior management specific(J et al., 2003).

Meanwhile, Rodríguez (2002) concludes that the teachers beginners perceive themselves with a burden of responsibility important, lacking the ability necessary to find solutions immediate to achieve organize a class environment that serves as a basis for building a learning process, which is exacerbated front students with needs educational specials.

In As for the relationship with the others community members educational, have an approach intention towards parents and one cautious approach towards the rest teachers. in a studio done by Umpierrez, (2005), it was found that in schools plus traditional the rookie is an agent external, which is not considered part of the institution; situation that is evident openly to the beginner, from the type of reception given, the demand to generate obedience and discipline of his students, the clothing that is requested to give class and distance in the relationship These aspects are established by the rest of the teachers who wear plus weather in teaching.

According to González et al. (2005), the perception that the rest of the teachers on the novels is based in the belief that he is a professional theoretical, lacking experience; what does he do mistakes, he is idealistic, he flags by the students and that has special attention for parents and guardians.

In the relationship with the administration of the institutions, it is observed, according to Rodríguez (2002), a certain discomfort by part of many teachers' beginners due to the coercion of the authorities to achieve certain objectives and not others, both for the profile pedagogical what by the management style of responsible. Others The reasons are related to the difficulties they have the teachers novices to participate in intervention programs, classroom or research projects education, that suit their interests, due to the lack of spaces to express their opinions and the pressure institution that prioritizes general coordination before coordination interdisciplinary by knowledge area.(Forlin, 2003)

Methodology

Participants

The sample he was integrated by four teacher's novels. This number was determined from the type of study, the tried to reflect reality so complete and deep, and therefore prioritized describe situations and events, how they are and how they manifest, and specify the properties important of the participants, for on the representativeness of the sample and the generalization of the results.

Is research used a sampling by criterion (Paton, 2001) whose parameters were the following: Teachers or teaching teachers basic or medium of establishments private and/or subsidized. that they will be found within the first months of his insertion professional and with at least half a day of work in classroom. Belonging to the communes of La Serena and Coquimbo, Chile. From these requirements, the sample was made up as table 1 shows:

Tabla 1. Muestra

Profesor	Sexo	Tipo establecimiento	Carrera	Comuna	N° de horas
1	M	Subvencionado	Pedagogía en Biología y Cs Naturales	La Serena	28
2	M	Subvencionado	Pedagogía General Básica- Mención Trastornos de aprendizaje	La Serena	36
3	F	Particular/ Subvencionado	Pedagogía en Matemática y Computación	Coquimbo	22
4	M	Particular/ Subvencionado	Pedagogía en Historia y Geografía	La Serena	44

Data collection techniques

Data collection techniques used in is research were an interview episodic (Flick, 2006) and a logbook. The preparation of the interview guideline and the log was carried out after the application of a Test pilot of both instruments, at a teacher who started its second year of experience labor. The process He had duration of one month. After this phase were determined the instruments definitive, which allowed an optimal approach to research topics(Tait & Purdie, 2000).

The type of interview used it was the interview episodic, which, according to Flick (2006), allows study a context specific from the experiences that the subjects they store what knowledge narrative-episodic and semantic. For this interview it was necessary build up a pattern or guide, who guided the interviewer regarding the themes related to the problem, and from this, the subject's participant's narrated situations relevant. Bliss pattern consisted of one slogan, which had What objective deliver instructions basic, like the type of questions to ask and the duration time , so that the teachers novices will be familiar with this type of interview. The questions focused in the story of one or more episodes and their beliefs regarding their actions related to conflict resolution(Tait & Purdie, 2000)

In As for the log, this corresponds to one harvesting technique biography, which being a personal document, allows, as Valles (1999) points out , understand the people 's life course, being a reflection of experience and providing pay attention to protests intimate of the subjects a investigate. The points considered in the blog they detached themselves from the literature reviewed and of objectives raised.

These techniques made it possible to collect the data throughout the investigation period and facilitated the recognition of the process of changing the beliefs of the teachers through it. Of the same way allowed the access, through their narrations, to the experiences of the subject, both to the situations concrete like the assumptions and relationships extracted from them.

Data collection procedure

The data collection procedure was carried out during ten months to each individual was interviewed three occasions. The duration approximate of these interviews it was 45 to 60 minutes, and they requested episodes with questions of the type: "Relate a situation punctual in the context educational where conflict resolution is evidenced". The first interview it was between the months of April and May 2006; two months later the second interview phase (August-September); and the last stage in November and December. The log was delivered during the first two weeks of research and total collection was achieved in the latest month of data collection.

Analysis of the data

The analysis that was done in is research consisted in two stages. the first it was during the data collection process, which allowed, according to Briones (1989), to move forward and backward in the search for information. The construction of the second and third interview was elaborated based on the coding open interview precedent of each subject, who was in audio format.

The second analysis stage was performed after data collection, both for the interview episodic as for the log. In both stages, the analysis it was made according to procedure called coding theme (Flick, 2006), method that consists in a series of steps that realize comparisons between cases as of the different moments of the investigation. The first step is the preparation of a brief description of each case in relation to the research question, this It includes an affirmation typical of the interview, that is, a motto of the case and a description of the person with topics relevant to the studio.

During this procedure, an analysis was performed in depth of each case, but preserving relationships significant, for this a system of categories was developed for each individual case. By decision of the researchers, an information leak obtained from the subjects based on study objectives.

Subsequently the analysis of the data was made under procedures of the Theory Grounded or Grounded Theory. was used a coding open of the data (process of fragmenting, examining, comparing, conceptualizing and categorizing the data) and subsequently axial and selective coding was developed(Hemmings & Woodcock, 2011), where develop categories headquarters and domains thematic substantiated in the analysis of all the cases and one representation final explanatory graphic.

For him Log data analysis was used the parse integration matrices, which is a format for parsing data that can be combined, on some type of index or scale. The choice of this array type is because it allowed introduce the way data simultaneous, focused and systematic. Finally, to carry out the content analysis process of the interviews, it was used the ATLAS/TI program version 5.0, specifically in the interview analysis transcribed, tending to the elaboration of codes (coding open).

Rigor Criteria

According to Lincoln &Guba, all research qualitative must possess three rigor criteria: credibility, transferability and dependability.

In Regarding the first criterion, this study has credibility since it was done a triangulation of multiples techniques, including conducting interviews episodic and the end of the log by part of the research subjects throughout the process, producing so a painting plus full of the phenomenon studied. to your time, it was done a triangulation of inter subjectivity of the researchers, which involved a process of second order, "observation of observations", which allowed correlate the results obtained from said process through analysis processes individual in a first instance by part of the researchers, for later realize the analysis respective in manner group(Avramidis et al., 2000).Because the sampling procedure was performed in relationship direct to the objectives of the study and the accessibility of the subjects of the sample, more than to the randomness and representativeness of the population in general, the transferability of the studio constitutes one of the most restricted(Alghazo et al., 2003). Still that's how it should consider that the main objective of this research refers to the depth, rather than the amount of information collected, and to the transferability of the results to teacher's rookies in contexts similar. Fulfilling the dependability criterion, the information it was engraved in audio format, prior authorization of the subjects, to be later transcribed fully, in order to ensure the access to all information and so allow an external audit who requests it. So as, the use of symbols in the encoding process, in order to combine criteria between researchers(Hemmings & Woodcock, 2011). were finally considered the criteria ethical, the which looking for hold relations cordial with the subjects to get a better provision, in order to access the plurality of each reality and empower subjects to obtain resources that allow them face from one better way their futures experiences in conflict resolution.

Results

For reasons of space, they will not be presented here the results descriptive individual, but only derived from the global analysis. the results aim to understand the whole group studied, that is, the similarities between the teacher's novices in its insertion process labor regarding your self-efficacy in conflict resolution. Figure 1 shows that the HYPERLINK "http://www.scielo.org.co/img/revistas/eded/v15n2/v15n2a07g01.jpg" actors of the system educational are located in the center of the circumference. To the left of them are the types of conflicts and to the right, the conflict resolution strategies (CKD) are identified in each research stage. So, itself, outside the circumference, are the sources of self-efficacy (on the left) and regulators of it (on the right).

Starting with the start of the experience, you can appreciate that among study subjects; the presence and identification of the four types of conflicts are observed proposed by (AK et al., 2000). First of all, the conflicts interpersonal more often, then the conflicts structural and power conflicts, and finally the ideological. The presence of conflicts interpersonal are of greater importance because the teachers newly begin its

insertion process work, and that's when must deal with different system actors educational.

Now, both the conflicts structural What those of power in is stage are due to a consequence of his own insertion professional, since the teacher must validate its role within the school, and it is precisely before the students, parents and colleagues, not like this facing direction who supports him in its work since the time to hire him .

The above can be look in the next quote:
what are you going in the elective and I have told him what is in the Program only and there I kind of started to get angry, but ...it's just that you do not they said here us we changed, it is that they have not me said nothing and therefore I ca not change anything and told me start to change your work plan.

Regarding the conflicts ideological, these possess minor importance because they are transversal to education, not situational What the previously named, and even, although the teachers criticize the system in the one, they are inserts, do not propose strategies to solve East apparent conflict that the affects, remaining alone in criticism and exposing their beliefs based on their experience What part of the system. In about the strategies they used. The teachers to solve the conflicts, you can notice that in the beginning of insertion resorted mainly to collaboration, which indicates that teachers tried mediate with the parties involved in the conflicts to solve them.

An example of the above is on the date next:
Went talking, and left getting a little closer to me, now (I did not have to get closer) but he to me, in those conversations he left What the issue of discrimination, we talk about many value things, for example, family, children, among that, I raised the possibility that, genetically, one (does not) know-how will be born its son and maybe in the future then one is going to have a son, with problems like those of his partner and cannot discriminate him, and do you would like you What attorney tea they would say your son is discriminating? Then there like he fell, like no yes have a reason. From there it follows bothering but, but not as much as it bothered him, that is, suddenly made his sizes, and the other little boy he likes it anyway bother, yes, why are we going a being with things.

It is also important to emphasize that they use the strategy of competing in a stage, considering opposite to the previous one. This is because although the collaboration appears to be effective, both in the conflicts structural interpersonal, it does not work So in the power conflicts, the professor must impose their vision in East type of conflicts. This type of strategy results effectively in the resolution of the conflict because it requires minor wear on part of the teacher, not only in the time you invest but at the level emotional and psychic.

As it passed the study, in half of the experience, no changes in the types of conflicts faced by the teachers, but yes appear new actors involved in these. In the conflicts, structure adds the address and paracodeines, who are also seen wrapped in power conflicts. It is a stage of the investigation; a change is observed as important in conflict

resolution strategies: collaboration is no longer used to make way for the competition. This occurs since the conflicts presented have been expanded to a larger number of actors in the system, the burden on professionals has increased, as has the wear emotional, and results in is stage does not seem to be successful, for, therefore, the to compete for result plus cash and less exhausting when it comes to solving some situation conflictive. conflicts structural and interpersonal follow appearing, but are considered inherent in his profession and to challenges they face while being inserted in a system that considers the school as the foundation of society, and therefore, to teachers like the trainers of the citizens of the future. Finally, the conflicts ideological disappear from the scheme, since the teacher's interviewees are unable to glimpse solutions to an idea of education, which when contrasted with the reality of their insertion, does not seem to be what they believed or wanted.

It's interesting to review what happened with conflict resolution strategies, since this group of teacher's resorts, again, to the collaboration strategy used in the first phase. They reject the idea of competition because it provokes discomfort or discomforts the struggle that entails strategy and add the avoidance what a solution to difficulties presented with teachers and students. The use of collaboration shows the teachers what subjects are reflective and able to deal with the environment by facing in an active, direct, and understanding, and not through opposition.

"Now my more noble work, because in East sense me in my life forever it was the fight him other, the compete, me I have my sword and yes tea I have to cut tea short, then the to be with middle children, the being with children is different. In change now the working with children is different the how does one have to file its daily to live so that got me plus quiet".

Regarding the theme of self-efficacy, it is observed that at the beginning of the investigation the group of teachers managed to identify the four types of sources of self-efficacy. However, they only rated domain experiences as positive and received social persuasion by its environment employment, covering the need for trust and security in its role what teacher, due to their results positive obtained up to that time."...of course because already first me I said, admit, what do I do? What I make this, but Already after your only you act, that is, now, you know what you have to do, and that goes basically with experience in the classroom"

In addition, both the presence of states psychological and emotional negatives as of experiences vicars contrasted with these results, generating in conflict situations sorrow, rage, frustration and sometimes disappointment of the actors of the system, of itself themselves by not responding to the needs of the environment, and/or facing the lack of experienced labor.

These states are reflected in the next quote:
"..It's what complicates me the most and what kills me because I don't know What take it, talk, now The only thing I can do is make them shut up, I 'm not one of those who shake,

oh, oh and they don't move more, there are people who hit them and it is not so bad, but I can't, because I'm sorry,... oh... my boy"

It's for that, for example, consider the experience vicar what insufficient environment to tasks administrative what the class book and your practice professional, since not faces really to the world labor.

During the middle of the experience are kept the state psychological and emotional negative in the teachers, which cause them to wear a level of professionalism. This would explain why the use of the ERC "competence" in the East period.

As one teacher put it:
"...and that tea tired and you wear out at the end... of the first semester I didn't want anything I didn't want knowing nothing about school... well it wasn't him unique ...".to your time, social persuasion seems to collect importance to teachers, who express the need to feel supported or reinforced by their environment, in its role What teachers, in the strategies they use when resolving conflicts and in its actuate overall rating is font What insufficient or negative by part of the rest system actors. At the end of the experience, social persuasion gained greater value for the teachers, considering that it was insufficient, preventing its assessment positive of the drive and greatly feeling the need for the reinforcement of the direction. Concerning domain experiences, they went to the second plane, coexisting both the hits what the failures.

This is observed in response to one teacher when asked by the interviewer "what is the perception that you have of your work?

"...I don't know, I think I don't know. Sometimes Yes I think it's good, and sometimes I don't know what no one tea he tells them... I would like him to tell me, I knew this is wrong, and lousy ... I would rather that before they have me, there I am not interested in being told super good, same that fills one up, but ... already they are to you saying, but they can you be saying by many things, up, or patio no yes, there are still a lot of people who are like that, but me I'd rather someone tell me well, militia, you know this is not done so ... that you did it's wrong,....".

About the self-efficacy regulators, at the beginning of the experience, they seemed important to the processes cognitive, through the self-esteem of the own capabilities and thought anticipatory. In addition, the processes motivational charged relevance to outcome expectations and goals cognitive, which influenced directly the performance of the teachers.

In this regard, a teacher states:
"... and aside from the fact that I believe the story, I personally I become a member, I am my best member, yes".

In the middle of the experience, they remain the processes motivational What the main regulator of self-efficacy, distinguishing the attributions causal of their expectations of results, regarding how to solve the conflicts, since they must the changes experienced

at the level professional and personal, a product of the insertion experience professional, and mature achieved, which is reflected in the respect for the role of teacher; to the definition of limits, especially with the student body; and to assume the responsibility that implies its work.

"... I think the experience of exercising What teacher, I think that being insert in the countryside you realize that you can no longer be so relaxed, you have children in charge, and you have to be constantly pending them, that if they were lost a gum, that if they do not do their homework, of everything, that tea does turn you plus responsible, and mature. In addition, you have to deal not only with the children, but with the parents, who require things that for me are impossible, I the Can I look after in the classroom, but not outside". At the end of the experience, the processes motivational prevail in the East group of teachers, attributing their achievements and failures in conflict resolution to the lack and /or increase of their "maturity" in the to-do teacher.

One of the teachers expresses it as follows way:
"... yes, I think maturity reached East year is priceless, now am sure that I like what I do, and that I have good arrival with guys, I like it teach and make it a challenge for me"

Discussion and Conclusions
This job search does a reflection on the insertion processes professional of the teachers, including its developing professional, stage evolutionary, their beliefs Regarding education, its sources and regulators of self-efficacy, and its facilitators and obstacles inside this process. Through this study were identified some beliefs related to self-efficacy and conflict resolution. So same the participant's also revealed beliefs related to the same insertion process, development of professionals, and system education. Teachers' rookies who participated in the experience, and as they point out others investigations (see by example Pujaris, 1992) early in his insertion professional are characterized by its optimism against education, but as the experience goes by it becomes contrasted with reality educational, which finally translates into disenchantment with education.

From this research can we affirm, such What refers Eddy (1971 cited in Tardif, 2004), which are distinguished three phases in the first years of insertion, which were experienced by the subjects in the first months of this, being coincidentally the main sources of conflict in the start.

Thus, first, the transition from idealism to reality is observed, linked to the contradictions with their expectations and beliefs, and to the difficulties to establish its role, mainly with the proxies. Subsequently, the third stage proposal by Eddy (1971 cited in Tardif, 2004): the discovery of the "real" students, which influenced the coping styles and strategies they used and their evolution in all the cases. Finally, the second phase is transversal to the other two, since the system knowledge is informal normative and in the hierarchy of positions busy at school it stays from the beginning to the end of the experience.

As for the factors designated by Torres (2005), although all present the factor of discovery, this I was marked from practical experience professional, and for others experiences labor, which made their expectations will guide its enthusiasm to face situation new. Still Thus, despite the differences individual and contextual, all they arrived a to assume a position of responsibility with his work, which led in the second factor of survival, impregnated with changes personal and professional significant, attributed to maturity already acquired the need to protect an "ideal image of a teacher" who knows how to solve conflicts, that it can be autonomous, and that it must hold the "role teacher" despite the consequences it generates. In relationships interpersonal, agrees with Alliaud (2004), regarding the importance they assign the teacher's newbies to the link and the affection with students, especially those who identify What lacking in affection or whose parents tend to show little commitment to their education, being factors important when determining the conflict resolution strategies to use, as well as when evaluating its responsibility and efficiency in the confrontation between them. In addition, the proposal is confirmed by Rodríguez (2002), regarding the difficulties presented the beginners at the time of achieving organize the classroom climate, about all front students with needs educational specials and abilities different, or sociocultural underprivileged.

However, there is one divergence about not expressing their emotions negative in front of the students (Alliaud, 2004; Articles, 1998; Mayor & Sánchez, 2000), since we show that they tend to maintain just a serene image to the extent that they can regulate their emotions, being able to express its discomfort, either as a conflict resolution strategy, to maintain the respect of the students, or by not achieving check the arousal of sensations generated.

It is not only important to characterize the teachers as rookies based on their developing professional, but it is essential to understand the change in their self-efficacy beliefs and their conflict resolution strategies and understand the period of development critic by the one they go through.

Teachers' newbies of this research would be located in adulthood early (between seventeen and forty-five years), where a place is established in society and the I work for his progress and development of this same. Another aspect important during a stage is that relationships with the family and other significant people are modified or terminated, due to the development progress of the individual, and all by the influence of the environment that requires changes in Yes himself, in relationships at the occupational, family and love among others. About the influences in the developing Balts (1980, cited in Smith, 1999) postulates that the progress in the stages is not necessarily linear, conceiving three types of influences:

- Influences regulations age - related: including the biological and sociocultural that are related clearly with age, such as maturation psychological during childhood or situations typical of adulthood involving family, education and occupation.

Influences regulations story - related: composed by situations environmental and social issues that affect most of the members of society at the same time, such as wars, casualties' economics, changes technology and epidemics. These emotions differ depending on the age of the person the event time, but most experience them in a similar way.

- Non -normative influences - shaped by events significant for the person, individually, but that do not form part of the set of experiences of the life cycle, as the traffic accidents, winning the lottery and religious conversion.

As a result of this Baltes, Reese &Lippsitt (1980 cited in Baltes, 2006) point out that during the stage of adulthood, in which they are the teachers' rookies, biggest influencer comes from non- normative experiences while the historical It seems decline, and the degree age charges again importance. It's for what can be state that, in the case of the teachers' participants, the fact of leaving the university and entering a job constitutes the main source of changes, more beyond the events developmental biologics that can occur in is stage, since each professor experiment situations specific that necessarily incur in changes, both in the Act What in their beliefs when facing the conflicts and the experience of them. This he was associated, in addition, to the "maturity" that were experiencing as the experience unfolded, a product of both non- normative influences and that of its age. Other aspect that was shown in East process was the differences in as for the changes in the self - efficacy process, in relationship with gender of teacher's rookies, since it was possible appreciate that they existed differences significant in the insertion processes labor of the different teachers' rookies who were interviewees, due to the individual nature of the experiences lived. However, the presence of decreased self - efficacy of the teacher stands out female, because despite the fact that all the teachers agreed in the facilitators and hinderers of the experience, and in their domain sources such as positive social persuasion insufficient and/ or the processes affective and cognitive negative, it was only she who manifested during the end of experience greater tiredness emotional and even he doubted his abilities What teacher and to follow exercising. Could not ensure that this sedated exclusively to your gender, due to the limitations of this studio. However, the investigation by Sala nova, Grau, Martínez, Cifre, Llorens&GarcíaRenedo (2004) concludes that women perceived greater levels of facilitators and higher levels of tiredness than men, those who would present greater self - efficacy levels. According to these authors, women present greater exhaustion levelsdue to the role that women have assumed in society and by complementing its work with the tasks relatives.

However, it would be relevant realize some later study in who works with teachers _ rookies women and men, in order to define which would the causing this greater exhaustion and less self-efficacy in women, since its most the teachers rookies they still do not form their families own, and the role of father or mother still not seen exercised .

Another interpretation that could be realize against decreased self - efficacy perceived in the teacher, are the working conditions (Avalos, 2009), since those teachers do not have a permanent contract in the institution, and as points out Tardif (2004),

present a true distance in relation to identity and status professional of the plant teachers, as well What a difficult interaction and distance with their peers. The lack of identity with the institution, and the limited chances of receiving support for in the conflicts they face by part of the community educational generate a decrease in self - efficacy, either by domain experiences negative or by insufficient social persuasion. A adds the uncertainty of instability labor, frustration for not doing the job and the need to demonstrate their capabilities what teacher.

Keep in situations precarious and irregular to practice education trigger a process accelerated wear professional, leading to teachers to rethink their knowledge and strategies, and in many chances to be disappointed early from his work, leaving aside the ideals initials of being one of the main agents of socialization (Tardif, 2004).

So same could conclude that at the level of facilitators own and context were considered relevant the welcome work environment like the good ones relationships with colleagues, because as points out Flores (2001), the worked in positive environments is a factor that facilitates the teacher's sense of efficacy, and this can be defined What positive when exists support from directors, colleagues, parents and guardians.

As support at these results, we can quote the study done in Buenos Aires called A look at the inclusion of graduates in his first spaces labor, in institutions educational (Umpierrez, 2005), in relation to the type of institution education and the form of relationship established with the teachers rookies. It is so in our research, we recognized that in schools officers plus traditional, the rookie is an agent external, the type of reception is distant, and they are marked norms and rules informal about what you owe do and how to do it realize in the classroom, being able many sometimes not being considerate What teacher by its short age and experience. In schools small, they are perceived What big family ,facilitating the income of the teachers beginners and their integration into culture institutional, distances are maintained with the rest of the teaching staff plus old, but validating its role professional and skills to the extent that they are demonstrated .

Within the hinderers own found, mentioned what the plus important the wear professional and the discomfort or tiredness emotional. In East sense, Salanova et al. (2004) indicate that teachers between 25 and 35 years old, corresponding in East case at the ages of teachers rookies participants of this study, present the levels higher dedication, that is, they perform greater efforts by achieve good results in its work , because during the first years, they would present a high motivation, enthusiasm and expectations regarding your teacher role. In the case of teacher's participants, this looks reflected in work overload and to assume responsibilities for which they were not prepared, either because they should do lessons in courses minors or because they assumed a role other than teaching, which meant to assume new challenges in their insertion processes.

On discomfort or tiredness emotional, Salanova et al. (2004) suggest that it becomes a mediator between facilitators and obstacles and self-efficacy, through the state psychological and emotional. Thus, experiencing a state emotional negative makes them decrease their levels of self-efficacy, and feel vulnerable and poor in their performance since people evaluate their abilities guided by the state physically and psychologically. It should be noted that the important thing is not the intensity, but what the subjects evaluate these reactions emotional. For example, they can see a high level of arousal as an energizer to action, or as a facilitator (Pajares, 1996).

the apparent wear in most teachers rookies glimpses mainly in the area emotional, which affects the relationship with system actors, mainly _ the students, who according to Salanova et al. (2004), this wear, can Appear What consequence of the perception of the teachers of a series of factors hinderers What also due to their coping styles, ineffective to do in front of the different situations that arise in its labor, what leads to adopting distancing attitudes towards the students and exhaustion. For example, it is noteworthy that after its first year, the main resolution strategy used by the teachers is avoidance, which allows a distancing apparent of the actors, allowing the teachers not to be affected by the situations that occur in the school context, arriving so to depersonalize the conflicts and hand in hand with this allow development in the middle without being startled (Esteve, 2005).

But although in most cases investigated there was apparent wear, in a particular case it was Present a situation opposite, that is, the competitor number four (P4) had a great dedication, vigor in the persistence of the task, with inspirations, pride and constantly introducing yourself new challenges, what is called engagement, which has been defined according to Salanova et al. (2004) as a construct motivational positive related to the work, what is characterized by the vigor, dedication, and absorption. The above is due, as shown in the findings of this research, to environmental factors such as high levels of social persuasion and experiences vicars, like his own ability to do against the demands of labor.

On the other part, like context hinderers, the lack of commitment of the proxies and the lack effective of the students, who according to Tapia (1997) do think to the teachers that their students do not feel motivated in classes and will not get good results by problematic family, personal or social, which initially makes them teachers must devote more time to the learning needs of the student's children, but in the long run, they end up giving up trying because the context in the one that students live does not favor education. Also ads, that in this way the teacher's self-esteem and the assessment of his role become each time plus negative.

Finally, it is relevant to point out the observations that were made is research, so that they constitute a learning source in studies later.Regarding the limitations of this study, considering the contributions delivered by the subjects participants In research, we can point as one of them the use of the log instrument of data collection, since although the teachers identify its use in determining and analyzing its self-efficacy in conflict

resolution, they encountered the difficulty of time to complete it, and of format, the which it was categorized What "tedious", " less practical" and less exploratory than the interviews made. Similarly, when making the analysis, we found that the information extracted, in general, was repetitive to the answers delivered in the interviews, but just the same way allowed to triangulate data.

Higher education institutions are encouraged to focus on study programs you are looking for to form teachers comprehensive, including inside the meshes curricular content, strategies, and techniques plus current and contextualized, especially conflict resolution, from the start of instruction to the latest years, to prevent teachers graduates know null or limited about what it is to resolve conflicts in the classroom, and that product of this, and not of the lack of content, doubt their vocation or experience states of wear emotional worrying, or greater still, execute strategies obsolete, where violence prevails towards the community educational and trigger situations with serious consequences for its members, a situation not observed in the investigation, but inescapably latent in most teachers.to your once is recommended make a change significant in the practice format professionals so far used in universities and institutes professionals, so that these be true work experiences teacher, where can to have autonomy and older responsibilities, and do not happen what they reported the research professors, in where the practices seem to be just visits to schools and beginning the real experience the first year of exercise.

As for schools, it is suggested set induction labor What strategy of integration and socialization of the beginners, contemplating tutoring systems formal, in which there is a mentor, preferably trained, to deliver to the beginner knowledge regarding culture institutional, strengthen the learning of the teacher's task (Orland-Barak, 2008), and promote the personal and professional well -being, avoiding the onset of discomfort teacher. with said objective, invited a promote government policies earmarked for development professional, first effort to give support for teachers in its insert, and achieve set to level group the importance and need for continuous training.

Although this research managed to answer the objectives raised, both specific general, could expand and achieve provide more information to understand, For example, the differences between the teacher's novices, if due to characteristics personal, to the type of school in the one they exercise, to the previous experiences in other schools, to training professional, etc Also result in important research yes among the teacher's beginners and experienced there are differences in regarding conflict resolution effective.

Finally, it is important to mention that in the countries Europeans are being started to work in teacher training through conflict resolution methodologies, which help the teacher to focus on reflecting on their actions and learning from situations conflictive, so act in a way fast and effective in the ambit educational.

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