

A comparative study of conflict management behaviour adopted by principals of government and private senior secondary schools

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Abstract

Study examine the Comparative study of conflict management behaviour adopted by principals of government and private senior secondary schools. Data was collected by random sampling technique from a sample of 100 principals of government and private senior secondary schools of Ludhiana District. Standardized tool for assessment of Conflict Management Behaviour was used in this study. The data were analyzed by employing mean, SD and t ratio. Results show that there exist no significant mean difference in conflict management behaviour adopted by principals of government and private senior secondary school. Further it was found that there is no significant mean difference in conflict management behaviour adopted by principals of government and private senior secondary school with respect to the gender.

Keywords: management behaviour, principals of government

Introduction

Conflict management, otherwise known as Reconciliation, is conceptualized as the methods and processes involved in facilitating the peaceful ending of conflict and retribution. Often, committed group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group and by engaging in collective negotiation. Dimensions of resolution, typically parallel the dimensions of conflict in the way the conflict is processed. Cognitive resolution is the way disputants understand and view the conflict, with beliefs and perspectives and understandings and attitudes. Emotional resolution is in the way disputants feel about a conflict, the emotional energy. Behavioral resolution is how one thinks the disputants act their behavior. Ultimately, a wide range of methods and procedures for addressing conflict exist, including but not limited to, negotiation, mediation, diplomacy, and creative peace building.

The term conflict management may also be used interchangeably with dispute management, where arbitration and litigation processes are critically involved. Furthermore, the concept of conflict management can be thought to encompass the use of non-violent resistance measures by conflicted parties in an attempt to promote effective management.

Conflict management

Conflict management in an organization, does not necessarily refer to strategies that avoid, diminish or erase conflict. On the contrary it involves designing effective strategies aiming at minimizing the dysfunctional elements of conflict and the parallel enforcement of the functional elements of conflict (Menon et. al, 1997) [7].

Blake & Mouton (1964) [1] were the first authors to develop a conceptual scheme for classifying the styles for handling intra-organizational conflict. The pivotal notion in their model was the extent to which the manager is concerned for production or for people. Their idea was further developed by

Thomas (1976) who placed emphasis on the intentions of the party, namely: cooperativeness (i.e., attempting to satisfy the other party's concerns), and assertiveness, (i.e., attempting to satisfy one's own concerns).

Balkes and Mounon (1964) [1] have outlined five possible mechanisms of resolving conflicts (a) withdrawal (b) smoothing (c) forcing (d) win-lose, and power struggle and (e) confrontation. They favor confrontation, made for promoting conducting and healthy interpersonal relations in the organization.

Thomas (1977) [9] discovered that out of the five conflict management styles, collaborating (high on both dimensions) involved the most cognitive ability in order to formulate super ordinate goals and derive creative solutions. The traits associated with collaborating and are very similar to those possessed by persons with higher emotional intelligence.

Objectives of the study

The study was carried out with following objectives:-

1. To study the conflict management behaviour adopted by principals of government senior secondary schools with respect to gender.
2. To study the conflict management behaviour adopted by principals of private senior secondary schools with respect to gender.
3. To compare the conflict management behavior adopted by principals of government and private senior secondary schools.

Hypotheses of the study

The study was carried out with following hypotheses:-

1. There will be no significant difference in strategy 1 (competing) as conflict management behaviour adopted by principals of government senior secondary schools with respect to gender.
2. There will be no significant difference in strategy 2 (collaborating) as conflict management behaviour adopted

by principals of government senior secondary schools with respect to gender.

3. There will be no significant difference in strategy 3 (compromising) as conflict management behaviour adopted by principals of government senior secondary schools with respect to gender.
4. There will be no significant difference in strategy 4 (Avoiding) as conflict management behaviour adopted by principals of government senior secondary schools with respect to gender.
5. There will be no significant difference in strategy 5 (Accommodating) as conflict management behaviour adopted by principals of government senior secondary schools with respect to gender.
6. There will be significant difference in Strategy 1 (competing) as conflict management behaviour adopted by principals of private senior secondary schools with respect to gender.
7. There will be significant difference in Strategy 2 (collaborating) as conflict management behaviour adopted by principals of private senior secondary schools with respect to gender.
8. There will be no significant difference in Strategy 3 (compromising) as conflict management behaviour adopted by principals of private senior secondary schools with respect to gender.
9. There will be no significant difference in Strategy 4 (avoiding) as conflict management behaviour adopted by principals of private senior secondary schools with respect to gender.
10. There will be no significant difference in Strategy 5 (accommodating) as conflict management behaviour adopted by principals of private senior secondary schools with respect to gender.
11. There will be no significant difference in strategy 1 (competing) as conflict management behaviour adopted by principals of government and private senior secondary schools.
12. There will be no significant difference in strategy 2 (collaborating) as conflict management behaviour adopted by principals of government and private senior secondary schools.
13. There will be no significant difference in strategy 3 (compromising) as conflict management behaviour adopted by principals of government and private senior secondary schools.
14. There will be no significant difference in strategy 4 (avoiding) as conflict management behaviour adopted by principals of government and private senior secondary schools.
15. There will be no significant difference in strategy 5 (accommodating) as conflict management behaviour adopted by principals of government and private senior secondary schools.

Sample

The present study were conducted on 100 government and private senior secondary school principals.

Design of the study

The present study was a descriptive survey which was conducted on principals of government and private senior

secondary school. The investigator classified the sample on the basis of gender (male and female).

Tool employed

Conflict management behavior questionnaire by Thomas and Kilman (2007) ^[10].

Statistical techniques used

Followings techniques were used:

1. Mean
2. SD
3. SE_D
4. t. test
5. Graphical presentation were used.

Delimitations of the study

1. The present study was limited to 100 principals of senior secondary schools.
2. The present study was limited to 50 government senior secondary school principals and 50 private senior secondary schools.
3. The present study was limited to principals of government and private senior secondary schools of Ludhiana District.

Major findings of the study

1. It was found that there exists no significant difference in the mean scores of Strategy 1 (competing) of Govt. (male) and Govt. (female).
2. It was found that there exists no significant difference in the mean scores of Strategy 2 (collaborating) of Govt. (male) and Govt. (female).
3. It was found that there exists no significant difference in the mean scores of Strategy 3 (compromising) of Govt. (male) and Govt. (female).
4. It was found that there exists no significant difference in the mean scores of Strategy 4 (Avoiding) of Govt. (male) and Govt. (female).
5. It was found that there exists no significant difference in the mean scores of Strategy 5 (Accommodating) of Govt. (male) and Govt. (female).
6. It was found that there exists no significant difference in the mean scores of Strategy 1 (competing) of Private (male) and Private (female).
7. It was found that there exists no significant difference in the mean scores of Strategy 2 (collaborating) of Private (male) and Private (female).
8. It was found that there exists no significant difference in the mean scores of Strategy 3 (compromising) of Private (male) and Private (female).
9. It was found that there exists no significant difference in the mean scores of Strategy 4 (avoiding) of Private (male) and Private (female).
10. It was found that there exists no significant difference in the mean scores of Strategy 5 (accommodating) of Private (male) and Private (female).
11. It was found that there exists no significant difference in the mean scores of Strategy 1 (competing) of Government and Private school principals.
12. It was found that there exists no significant difference in the mean scores of Strategy 2 (collaborating) of Government and Private school principals.
13. It was found that there exists no significant difference in

the mean scores of Strategy 3(compromising) of Government and Private school principals.

14. It was found that there exists no significant difference in the mean scores of Strategy 4 (avoiding) of Government and Private school principals.
15. It was found that there exists no significant difference in the mean scores of Strategy 5 (accommodating) of Government and Private school principals.

Conclusion

On the basis of analysis and interpretation of data, it is found that there exist no significant mean difference in conflict management behaviour adopted by principals of government and private senior secondary school. There is no significant mean scores difference conflict management behaviour adopted by principals of government and private senior secondary school with respect to the gender.

Educational implications

On the basis of results and conclusion, certain educational implication can be drawn. Principals should be encourage to accept advanced job training to improve their functioning. They should not be rigid in their thinking and in way of dealing with staff, students, and their parents. Training of principals include integration of thoughts and emotions, heart and mind for appropriate behaviour at the rigid time. They should be taught to strike a balance between rational thoughts and their functioning in order to achieve educational objectives.

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