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Relationship between Conflict Management Styles and Job Performance at College Level



Abstract *Objective of the present study was to investigate relationship between conflict management styles and teachers' job performance at college level. Study was quantitative in nature and correlation research design was used to find out relationship between the variables. Population of the study was comprised of all the college teachers in district Lahore. Sample was selected on convenient basis, where 100 male and 100 female college teachers were selected as a sample. Two survey questionnaires were used in this study to collect data. One instrument was based on conflict management styles. Reliability of conflict management styles was .87 and job performance .77 respectively. Findings of the study concluded that there was significant strong positive correlation found between conflict management styles and teachers' job performance at college level. It was revealed that there was significant difference of male and female college teachers' perceptions found regarding conflict management styles and teachers' job performance.*

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Introduction

The struggle is a common component of each social organization since of human intelligence. Strife is the result of disharmony between stakeholders' interface, values, and objectives as stated by Henry (2009). The interface to realize the specified objectives ended up the cause of struggle in the organization. According to (Barki & Harwick, 2001) Strife is intrapersonal and interpersonal marvel. The scholars and professionals have diverse viewpoints regarding organizational strife. Strife could be a handle in which a party considers that the other party has negative impacts on his/her interface, Robbin and Judge (2009) explored that the Intuitive makes requirement for the position, control, and freedom in people which is getting to be the primary cause of the strife, Henry (2009) elaborated that strife is the result of social intuition among the organizational individuals, Shapiro (2006) promulgated the same idea was to encourage engendered that strife is a battle around Desires, assets, control, status, convictions,

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and inclinations, Darling and Walker (2007). In brief, strife is the result of certain level of disappointment which is caused by the activities of chairpersons and co-workers at educational institutions. It is experimentally apparent from the creative writing that traded as well as instructive organization cannot be saved from strife since of human intelligence. In educational institutions, there may be educator organization strife, educator learner dispute, and educator -educator dispute. The short number of the dispute is acknowledged though a bigger number of the dispute is devastating for the educational working. It is generated that difference of opinion is a common and normal occurrence at educational institutions these days as stated by Darling and Walker (2007). Jehn (1995) explored that the dispute has both negative and positive impacts on instructive institutions.

The analysts have portrayed two sorts of clashes, i.e., valuable and damaging whereas examined by Darling and Walker (2007) that useful and broken sorts of clashes. According to (Rivers, 2005) the useful clashes makes a difference for specialists to realize directional objectives and it too improves bunch execution. Whereas according to (Olakunle, 2008) the broken clashes captivates directional endeavors and assets. The positive clash may be gotten to be the cause of modern thoughts, convictions, and suspicions, Bagshaw (1998). Likewise, The positive clash had driven towards the advancement as explained by Waterway (2005). It was presented by Darling and Walker (2007) that the positive clash as a modification for activities, alter and directional enhancement. Besides, It was disclosed by Maltz and Kohli (2000) that flawed clash breaks the establishment and aggravates the directional assets. Moreover, the broken clash chokes the way of victory and makes the establishment detached Barclays (1991). Hart (2000) explored It was demonstrated that broken clash short of responsiveness to the directional method and chokes the enhancement.

It is experimentally demonstrated from the above mentioned survey that clash is the portion and allocate of institution establishment. It has negative as well as positive impacts on establishments. The query emerges whether what are the causes of clash or dispute? The causes of the clash are information differences, convictions and values, desire for control, position and acknowledgment, individual enjoying, loathing, and recognition around directional culture, Deutch and Coleman (2006). Likewise, communicated a few causes of clash, i.e., inaccessibility of assets, authority behavior, out of line dissemination of workload, social and racial issues, Havenga (2004). highlighted by Robbin and Judge (2009) different other angles of strife, viz.; the need of assets, communication boundaries, identity encounter, and part enigma. From the above-mentioned causes of struggle, Olakunle (2008) investigated diverse levels of strife which are an interpersonal clash, intra and connect gathered encounter, and associate and intra- organizational clash. The chairpersons have different styles of overseeing clash which eventually influence the results. According to the research of two renowned scholars, Kilmann and Thomas (1975) five styles of clash have been displayed by them which are broadly utilized by the show day instructive chairpersons. These techniques are Shirking, Convenience, understanding, settlement, Battling and participation. Likewise, Rahim and Magner (1995). Moreover, engendered the similar techniques of overseeing clash, i.e., Integrating/Collaborating Technique, Obliging/Accommodating Technique, Dominating/Competing Technique, Dodging Technique and Compromising Technique. The detailed narration of these techniques is said below.

Integrating Technique

As per (Gray, 1989), the broadly utilized behavioral Technique is all about joining Techniques which could be a mix of confidence and co-operation. On the behalf of both parties, it is used to settle their clashes commonly and address each other's concerns. Coordination techniques resolve the clash when both parties are sensibly fulfilled and brace the arrangement. It is collaboration impersonate. According to (Killman, 1972), In coordination fashion, both parties are sensibly fulfilled and eagerly bolster the arrangement. The joining Technique is broadly acknowledged since both sides have win-win condition. Through joining Techniques, directors can create valuable results. However, applying coordination fashion is troublesome since human conduct as well as interest varies (Huntington, 1993) and requests vitality and difficult work to accommodate the circumstance. Inside a nutshell, Pruitt and Carnevale (1993) passed on that the joining technique is the foremost fitting technique of overseeing social disputes.

Obligating Technique

An obliging technique includes less concern for high and self-concern for others. This technique is related with an endeavor to decrease contrasts and emphasize commonalities for the purpose of fulfilling the requirements of the other party. This technique has been found to be utilized by a person accepting that he/she may be off-base which the issue in query is much more vital than the other person's inclusion. According to (Afzalur, Garrett, & Buntzman, 1992) It can be utilized as a technique when a person is willing to form a concession with the trust of getting something in return. This technique shows less concern for high and self-concern for others. This can be too known as pleasing. This technique is related to an endeavor to play down the contrasts and emphasizing agreement to satisfy the concern of the other party. There is a component of self-sacrifice in this technique. It may take the frame of magnanimous liberality, charity, or acquiescence to another party's command. An obliging individual ignores his/her possess concern to fulfill the concern of the other party. Such a person is like a dispute safeguard.

Dominating Technique

Rahim (2001) explored that It is driving behavior to win the circumstance. The Dominating technique is connected when directors need to attain their objectives without caring of others and to fulfill one's possess concerns and picking up control, Hellriegel (1995). It is the foremost angry technique since of manager's self-interest. In this technique, the director employments powerful strategies to win its drives and is not prepared to move from his first stand. Dominating Technique centers as it were on winning objectives and overcoming rivals. Problems' setting impact the utilize of Dominating Technique as explained by Pruitt and Rubin (1986). It was expressed by Friedman, Tidd, Currall and Tsai (2000) that the application of dominating technique minimizes the chance of arriving at dispute determination. The Dominating Technique is appropriate for the accomplishment of desire Papa and Canary (1995). Spitzberg, Canary and Cupach (1994) outlined the Dominating Technique as to maximize the significance of one's needs at the taken a toll of others' needs. Inside a nutshell, dominating technique may be successful but not appropriate inequitable society.

Compromising Style

According to (Goldfien & Robbennolt, 2007), Compromising fashion implies self-assured and agreeable at the same time. The director needs to fulfill his possession needs and needs concession from the opposing party. It is all approximately to preserve the harmonious affairs as compared to attain individual objectives. In this fashion, one party regards the wishes of the other party or both parties are in giving in or giving up circumstance. Besides, a few specialists respected it as more giving up than you need. It could be a mix of concordant affairs among parties. This technique is suitable when both parties have critical objectives to attain. Compromising fashion may be viably utilized to handle the key and complex issues. Concurring to Rahim (2001) In the compromising technique, the parties arrange the deliberately vital point and let go the inconsequential point. In few words, compromising technique may be compelling in dealing with prompt disputes but the imperative issues ought to not be yielded on the title of settlement.

Avoiding Technique

This technique is utilized when the director needs to abstain from the clash. In such technique, the chairperson does not need to assist anybody to attain his objectives or/and does not need to force his claim behavior. This fashion is utilized when the matter has no significance for the chairperson. Analysts called it turtle technique since turtle considers that to abstain from the dispute is less demanding than to confront it. Besides, analysts called it detached technique since the chairperson need to stay absent from the issues and attempt to cover up the circumstance. The directors who utilize dodging technique not one or the other fulfills themselves nor to the other party as explained by Farooqi, Akhtar and Islam (2013). In addition, it was expressed by Rahim (2002) that it is unseemly to create rushed choices through this technique. This technique is reasonable in case of incomprehensible triumph. The director employments this technique when he feels that somebody else is in a great position to resolve the issue.

Teachers' Job Performance

Teachers are meant to be the real strength of a nation. In addition to that they are the pillars on which the whole foundation of a nation is standing that is why they are said to be the nucleus of every educational system. There are some prescribed standards on which the performance of the teachers is gauged in school organizations. Leu (2005) elaborated that teachers are said to be the main focus of every educational system and that is why the whole educational system is highly dependent on teachers. Panda and Mohanty (2003) described that teachers' performance is the key element of teaching learning process. Moreover, Stronge (2010) said that success of teachers is the success of students and success of the whole education system. Teaching learning process is highly dependent upon the performance. Teachers performance has been highly criticized in Pakistan. Rivkin, Hanushek and Kain, (2005) stressed upon the idea that some teachers can produce more results in relation to their colleagues. Students' performance and learning is get effected by the objective evaluation of the teachers. The improvement of teacher's performance is said to be highly beneficial than any other educational factor. The biggest area of concern in the educational system is the teachers' performance evaluation Khojastemehr and Takrimi (2009) presented four characteristics of effective teachers, viz., instructional strategies, communication skills, personal characteristics and knowledge. Kniepp, Biscoe and Richard (2010) examined

the effects of teachers' characteristics on students' perceptions through the Big Five Theories. Solmon and Podgurshy (2000) admitted that compensation should be based on performance and emphasized on teachers' performance evaluation. Madaus (2002) elaborated that evaluation helps to assess information so that feedback about an object can be taken. There are certain job obligations that a teacher has to perform, and they are referred as Performance standards. Professional knowledge, instructional planning, instructional delivery, assessment for learning, learning environment, professionalism, and students' progress are one of those seven standards presented by Stronge (2010).

The key issue is that teachers' job performance must be judged accurately as it is a real crucial factor which can help in providing feedback to them so that they can get control over their weakness. Moreover, in this way their professional development could be enhanced. Curricular and co-curricular activities must be performed by a teacher successfully. Teachers' performance evaluation (Hammond, 2000) states that the process of measuring teachers' planning, preparedness, self-assurance, skill and knowledge of work, instructional skills, viewpoint and classroom management skills are part and parcel of teacher's performance evaluation. Harris and Rutledge (2007) explored that there are certain good oracles of performance which are cognitive ability and personality. Self-evaluation helps an instructor in understanding about teaching learning process and recognized strength in the classroom. Notable Performance factors are suggested as following by this study. (Expressing power, knowledge about work, problem solving ability, control and conduction, decision making power and work (output and quality) are meant to be the six chief aspects which are helpful in illustrating the teachers' performance.

Statement of the Problem

Conflict is a natural element of school organization. It has both positive and negative effects on the working sphere of school organizations. The performance of teachers is directly associated with working condition. It is obvious that conflict like situation has its impact on the performance of teachers. Thus, it is directly needed to measure the positive or negative impact of conflict management styles on teachers' performance at college level.

Objectives of the Study

1. To investigate the level of teachers' perceptions regarding conflict management styles and job performance at college level at secondary level
2. To explore the relationship between conflict management styles and job performance at college level
3. To find out the significant difference of male and female teachers' perceptions about conflict management styles and job performance at college level

Research Questions

1. What is the level of teachers' perceptions regarding conflict management styles and job performance at college level at secondary level?
2. Is there any relationship between conflict management styles and job performance at college level?
3. Is there any significant difference of male and female teachers' perceptions about conflict management styles and job performance at college level?

Methodology

Objective of the present study was to investigate relationship between conflict management styles and teachers' job performance at college level. Study was quantitative in nature and correlation research design was used to find out relationship between the variables. Population of the study was comprised of all the college teachers in district Lahore. Sample was selected on convenient basis, where 100 male and 100 female college teachers were selected as a sample of the study. Two survey questionnaires were used in this study to collect data. One instrument was based on conflict management styles inventory developed by Vern Johnson (2001) and other instrument was based on teachers' job performance developed by Amin et al. (2013). Reliability of conflict management styles was .87 and job performance .77 respectively. Data were analyzed by using means and standard deviations and independent samples t-test to answer the research questions of the study.

Results

Table 1. Descriptive Statistics of Male and Female Teachers' Perceptions about Conflict Management Styles at College Level

Gender		Integrating Style	Obligating Style	Compromising Style	Dominating Style	Avoiding Style
Male	Mean	15.99	15.42	18.94	21.42	17.55
	N	100	100	100	100	100
	SD	3.48	3.07	3.38	4.62	4.35
Female	Mean	18.30	17.79	20.50	26.21	21.33
	N	100	100	100	100	100
	SD	1.45	1.89	3.03	3.21	2.39
Total	Mean	17.14	16.60	19.72	23.81	19.44
	N	200	200	200	200	200
	SD	2.90	2.81	3.29	4.63	3.98

The above table shows the mean scores to find out teachers' perception about the Conflict Management Styles at College Level. Finding of the study revealed both male and female have dominating behavior among the others factors in their professional life with the mean value of (M = 21.42 & 26.21). The mean value shows that females teachers' have more dominating behavior in their professional as comparatively male teachers.

Table 2. Descriptive Statistics of Male and Female Teachers' Perceptions about Job Performance at College Level

Gender		Teaching Skills	Management Skills	Discipline and Regulatory Skills	Interpersonal Relations
Male	Mean	25.35	15.23	24.08	29.45
	N	100	100	100	100
	SD	2.76	2.99	3.27	5.81
Female	Mean	27.20	14.68	26.61	33.87
	N	100	100	100	100
	SD	1.52	2.64	2.19	2.45

	Mean	26.27	14.95	25.34	31.66
Total	N	200	200	200	200
	SD	2.41	2.83	3.05	4.97

The above table shows the mean scores to find out teachers’ perception about Job Performance at College Level. Finding of the study revealed that female teachers emphasized more on interpersonal relations with the mean value of (M = 33.87). Hence it is concluded that female teachers used more interpersonal skills in their professional life to enhance their job performance.

Table 3. Correlation between Teachers’ Conflict Management Styles and Job Performance at College Level

Measures	M	SD	r- value	Sig.
Conflict Management Styles	96.72	12.94	.607**	.000
Job Performance	98.23	9.55		

Correlation between teachers’ conflict management styles and job performance at college level was calculated by using Pearson r. It is concluded that there was significant strong positive correlation was found between teachers’ conflict management styles and their job performance at $p \leq 0.05$ level of significance.

Table 3 (a). Effect of Teachers’ Conflict Management Styles on Job Performance at College Level

Model	β	t- value	P	df	F	R ²
Conflict Management Styles	.607	13.485	.000	198	115.651	.369

Dependent Variable Job Performance

A linear regression analysis was conducted in order to find the significance effect of conflict management styles on job performance of teachers at college level. “It was revealed from the findings that by the use of conflict management styles was found to be significant with (R² = .369) at $p \leq 0.05$ level of significance”. “The findings of the effect of conflict management styles on job performance was significantly predict the dependent variable with” ($\beta = .609$, $F = 115.651$, $p = 0.000$). The findings of these variables show that conflict management styles have an impact on job performance.

Table 4. Correlation between Teachers’ Conflict Management Styles and Teaching Skills at College Level

Measures	M	SD	r- value	Sig.
Conflict Management Styles	96.72	12.94	.467**	.000
Teaching Skills	26.27	2.41		

Correlation between teachers’ conflict management styles and teaching skills at college level was calculated by using Pearson r. It is concluded that there was significant moderate positive correlation was found between teachers’ conflict management styles and their teaching skills at $p \leq 0.05$ level of significance.

Table 4(a). Effect of Teachers' Conflict Management Styles on Teaching Skills at College Level

Model	β	<i>t</i> -value	<i>P</i>	<i>df</i>	<i>F</i>	<i>R</i> ²
Conflict Management Styles	.467	7.424	.000	198	55.118	.214

Dependent Variable Teaching Skills

A linear regression analysis was conducted in order to find the significant effect of conflict management styles on teachers' teaching skills at college level. "It was revealed from the findings that by the use of conflict management styles was found to be significant with ($R^2 = .214$) at $p \leq 0.05$ level of significance". "The findings of the effect of conflict management styles on teachers' teaching skills was significantly predicted the dependent variable with" ($\beta = .467$, $F = 55.118$ $p = 0.000$). The findings of these variables show that conflict management styles have an impact on teachers' teaching skills.

Table 5. Correlation between Teachers' Conflict Management Styles and Administrative Skills at College Level

Measures	M	SD	r-value	Sig.
Conflict Management Styles	96.72	12.94	.079	.265
Administrative Skills	14.95	2.83		

Correlation between teachers' conflict management styles and administrative skills at college level was calculated by using Pearson *r*. It is concluded that there was insignificant weak positive correlation was found between teachers' conflict management styles and their administrative skills at $p \leq 0.05$ level of significance.

Table 6. Correlation between Teachers' Conflict Management Styles and Discipline Regulatory Skills at College Level

Measures	M	SD	r-value	Sig.
Conflict Management Styles	96.72	12.94	.449**	.000
Discipline Regulatory Skills	25.34	3.05		

Correlation between teachers' conflict management styles and discipline regulatory skills at college level was calculated by using Pearson *r*. It is concluded that there was significant moderate positive correlation was found between teachers' conflict management styles and their discipline regulatory skills at $p \leq 0.05$ level of significance.

Table 6(a). Effect of Teachers' Conflict Management Styles on Discipline Regulatory Skills at College Level

Model	<i>B</i>	<i>t</i> -value	<i>P</i>	<i>df</i>	<i>F</i>	<i>R</i> ²
Conflict Management Styles	.449	7.063	.000	198	49.883	.201

Dependent Variable Discipline Regulatory Skills

A linear regression analysis was conducted in order to find the significance effect of conflict management styles on discipline regulatory skills of teachers at college level. "It was revealed from the findings that by the use of conflict management styles was found to be significant with ($R^2 = .201$) at $p \leq 0.05$ level of significance". "The findings of the effect

of conflict management styles on discipline regulatory skills was significantly predict the dependent variable with” ($\beta =.449$, $F=49.883$, $p=0.000$). The findings of these variables show that conflict management styles have an impact on discipline regulatory skills.

Table 7. Correlation between Teachers’ Conflict Management Styles and Interpersonal Skills at College Level

Measures	M	SD	r- value	Sig.
Conflict Management Styles	96.72	12.94	.620**	.000
Interpersonal Skills	31.66	4.97		

Correlation between teachers’ conflict management styles and interpersonal skills at college level was calculated by using Pearson r. It is concluded that there was significant strong positive correlation was found between teachers’ conflict management styles and their interpersonal skills at $p\leq 0.05$ level of significance.

Table 7(a). Effect of Teachers’ Conflict Management Styles on Interpersonal Skills at College Level

Model	B	t- value	P	df	F	R ²
Constant	.620	4.123	.000	198	123.528	.384
Conflict Management Styles						

Dependent Variable Interpersonal Skills

A linear regression analysis was conducted in order to find the significance effect of conflict management styles on interpersonal skills of teachers at college level. “It was revealed from the findings that by the use of conflict management styles was found to be significant with ($R^2 = .384$) at $p\leq 0.05$ level of significance”. “The findings of the effect of conflict management styles on interpersonal skills was significantly predict the dependent variable with” ($\beta =.620$, $F=123.528$, $p=0.00$). The findings of these variables show that conflict management styles have an impact on interpersonal skills.

Table 8. Gender wise Differences of Perceptions of Teachers’ Conflict Management Styles at College Level

Measures	Gender	N	M	SD	t- value	Df	Sig.
Integrating Style	Male	100	15.99	3.48	-6.117	132.745	.000
	Female	100	18.30	1.45			
Obligating Style	Male	100	15.42	3.07	-6.558	164.472	.000
	Female	100	17.79	1.89			
Compromising Style	Male	100	18.94	3.38	-3.433	198	.213
	Female	100	20.50	3.03			
Dominating Style	Male	100	21.42	4.62	-8.509	176.608	.000
	Female	100	26.21	3.21			
Avoiding Style	Male	100	17.55	4.35	-7.603	154.066	.000
	Female	100	21.33	2.39			

Gender wise differences of perceptions of teachers’ conflict management styles at college level was calculated by using independent samples t- test. It was revealed from

the above findings that there was significant difference found between male and female teacher's perceptions about conflict management styles (integrating style, obligating style, dominating style and avoiding style) at $p \leq 0.05$ level of significance.

Table 9. Gender wise Differences of Perceptions of Teachers' Job Performance at College Level

Measures	Gender	N	M	SD	t- value	Df	Sig.
Teaching Skills	Male	100	25.35	2.76	-5.866	154.211	.000
Management Skills	Female	100	27.20	1.52			
Disciplinary Regulatory Skills	Male	100	15.23	2.99	1.376	198	.109
Interpersonal Relations	Female	100	14.68	2.64			
Teaching Skills	Male	100	24.08	3.27	-6.416	173.114	.001
Management Skills	Female	100	26.61	2.19			
Disciplinary Regulatory Skills	Male	100	29.45	5.81	-7.003	133.247	.000
Interpersonal Relations	Female	100	33.87	2.45			

Gender wise difference of perceptions of teachers' job performance at college level was calculated by using independent samples t- test. It was revealed from the above findings that there was significant difference found between male and female teachers perceptions about conflict management styles (teaching skills, management skills, disciplinary regulatory skills and interpersonal skills) at $p \leq 0.05$ level of significance.

Discussion

The present study was aimed to figure out the relationship between conflict management styles and teachers' job performance at college level. The Findings of the study concluded that there was a significant strong positive correlation existed between conflict management styles and teachers' job performance at the level of college. Farooqi, Arshad, Khan and Ghaffar (2015) in of their study "interplay of conflict management styles with teachers' performance" supported the same conclusions that a is a very important relationship existed between conflict management styles and secondary school teachers' performance. The authors of the said study concluded that there is a strong positive correlation of integrating, obliging and dominating styles with teachers' performance moreover the avoiding and compromising styles had said to be a negative effect on teachers' performance. In addition to that the results of the study have reached to a conclusion that conflict management styles applied by the head teachers at secondary schools have significant relationship with teachers' performance. If we talk about the local setting same phenomenon has been applied to the same situation. Globally the researchers have also concluded the same sort of results and aided all of the available outcomes. Chan, Huang and Man-Ng (2007) elaborated that integrating style of conflict management has a strong correlation with regards to job satisfaction for teachers, turn over, duty and obligations. Agwu (2013) concluded that there exists strong relationship between heads conflict management styles and employee's performance in organization. Zia and Syed (2013) described that conflict management has no long term negative effect on organizational performance. It means that conflict management styles have positive effect on the performance of employees and the organization at large.

Conclusion

Objective of the present study was to investigate relationship between conflict management styles and teachers' job performance at college level. Findings of the study concluded that there was significant strong positive correlation was found between conflict management styles and teachers' job performance at college level. It was further revealed that there was significant differences of male and female college teachers' perceptions were found regarding conflict management styles and teachers' job performance.

Recommendations

1. Present study concluded that there was significant strong positive correlation was existed between teachers' conflict management styles and their job performances at college level. It means if teachers may manage their conflicts their job performances would be increased.
2. Awareness campaigns through seminars, social and print media should be planned to guide teachers how they can manage their conflicts at job place.
3. A comparative study might be conducted on relationship between conflict management styles and teachers' job performance between public and private sector institutes.

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