

Conflict Management: From the Perspectives of Teachers and Management Officials in Government and Private Institutes.

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Abstract: Conflict is inevitable in nearly all the Type of institutions and if it is ignored, its consequences may not be in the interest of the Type of institution or any institution. This research paper investigated the existence of conflicts, teachers and management officials' capability to manage conflicts effectively from the perspectives of teachers and management officials. Present paper also analysed the association between dependent variable (government and private institutions) with conflict management capabilities. 11 null hypotheses were formulated to address this research problem; and were tested with the Chi square test. In this exploratory research, primary data of 762 teachers and management officials out of which there were 602 teachers (Assistant professors and Associate professors) and 160 management officials were used. Findings of the study revealed all the null hypotheses were rejected, hence it can be concluded that there is association between both the dependent and independent variables. Finally it is concluded that government and private institutions have conflicts and the approach of the teachers and management officials is different while dealing with existing conflicts.

Keywords: Conflict, Teachers, Management Officials, Conflict management, Government & Private Institutions.

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I. Introduction

1.1. Context

Conflict has become an inseparable part and parcel of our lives. It has become a natural phenomenon of our personal and professional existence. Some of this conflict involves us directly, while some we may simply observe. But all of it affects us in some way, just as it affects the organizations we belong to. Though the type of conflict we experience may vary from day to day, one thing remains unchanged: conflict at work is inevitable. The best we can do is to learn to manage it well and, perhaps, even come to appreciate its possible benefits.

"Conflict", has been defined differently by different authors. Putnam & Poole (1987), expresses it to be an "interaction of interdependent people who perceive opposition of goals, aims and values and who see the other party as potentially interfering with the realization of these goals."

Conflict is the perception of differences of interests among people (Thompson, 1998). Mujtaba & McCartney (2010) claim that conflict in the workplace can be functional (forces creativity or positive output) or dysfunctional (negative and stressful). Whereas dysfunctional conflict is destructive and leads to decreased productivity, functional conflict may actually encourage greater work effort and help task performance.

According to Felstead et al (2002) work-life conflicts have significant negative impact on the workers' health, psychological and physical needs, and job productivity. On the other hand, conflict inside any organization does not always have a negative effect; sometimes conflict has positive effects, and this might lead to improved crisis solving or decision-making, to the stimulation of originality and may increase the productivity (Hellriegel & Slocum, 2004).

In recent years, there have been renewed interest and significant changes in the study of conflict in social and organizational contexts. The formation of the International Association for Conflict Management and Conflict Management Division of the Academy of Management to encourage research, teaching, and training and development on managing social and organizational conflicts and the publication of the International Journal of Conflict Management attest to this renewed interest. A number of universities in the United States—Harvard, Northwestern, George Mason, for example—have shown great interest in teaching and research on social and organizational conflicts.

Timely recognition of such conflicts and a prompt response to resolve the misunderstandings among those affected is required. Although issues related to conflict management of the teachers or management officials have been addressed worldwide, there is paucity of data regarding teachers or management officials in

India.

Therefore this study will be conducted to assess the effect of conflict on the performance of teachers or management officials working in various medical, engineering and management institutions of Uttar Pradesh. This study shall be first of its kind as we could not find any previous study from North India reporting conflict management among employees. Nyamajiwa (2000, p. 3), defined conflict as, “the opposition of individuals”, or groups’ interest, opinions or purpose”. It can be between individuals, groups, parties or countries. However, most conflict situations require negotiation whenever they occur. In order to formulate an effective solution, it is essential that all factors which give rise to the conflict situation are carefully identified and explored. Nyamajiwa (2000) has identified some causes or sources of conflict within an Institution. These include-

- Inadequate information,
- Role conflict/collision, and
- Differences in goals,
- Differences in values, and
- Competition for limited resources,
- Responsibility,
- Personnel,
- Space,
- Tools and equipment,
- Access to superiors.

1.2. Justification and Significance of the Study

The present research studied existence of conflicts and teachers’ and management officials’ conflict management capabilities. The research focused on different perspectives of teachers and management officials; and it also considered the different perspectives of teachers and management officials of government institutes and private institutes. Findings of the study may be useful for teachers, education researchers, management officials, administrators, and hopefully, it will increase awareness of the consequences of conflict as well as conflict management methods which are constructive and beneficial for the institution. The results of the study will help policy makers and educational planners to make adequate adjustments that enhance performance in management and administration of institutions.

1.3. Research Questions

The study was guided by the following research questions:

1. Whether the conflicts exist in government and private educational institutions or not?
2. What is the approach of teachers and management officials to manage the conflicts?
3. Is there any association between the types of institution and the independent variables?

1.4. Research Objectives and Hypotheses of the Study

Research Objective-1: To investigate the conflict management in the education institutions from the perspectives of teachers and management officials.

Alternate Hypothesis (H1)-1: There is an association between dependent variable (teachers and management officials) and the conflict management.

Null Hypothesis (H0)-1: There is no association between dependent variable (teachers and management officials) and the conflict management.

Research Objective-2: To study the association between the type of institution and conflict and conflict management.

Alternate Hypothesis (H1)-1: There is an association between the types of institution and conflict management.

Null Hypothesis (H0)-1: There is no association between the types of institution and conflict management.

Null Hypotheses:

- **Null Hypothesis (H0)-1:** There is no association between **Types of Institution (dependent variable)** and **I have conflicts with teachers (independent variable)**.
- **Null Hypothesis (H0)-2:** There is no association between **Types of Institution (dependent variable)** and **I have conflicts with management (independent variable)**.
- **Null Hypothesis (H0)-3:** There is no association between **Types of Institution (dependent variable)** and **I have conflicts with management (independent variable)**.
- **Null Hypothesis (H0)-4:** There is no association between **Teachers and managements officials (dependent variable)** and **I have conflicts with management (independent variable)**.

- **Null Hypothesis (H0)-5:** There is no association between **Types of Institution (dependent variable)** and **Teachers are capable of managing conflict effectively (independent variable)**.
- **Null Hypothesis (H0)-5:** There is no association between **Teachers and managements officials (dependent variable)** and **Teachers are capable of managing conflict effectively (independent variable)**.
- **Null Hypothesis (H0)-6:** There is no association between **Types of Institution (dependent variable)** and **Management officials are capable of managing conflict effectively (independent variable)**.
- **Null Hypothesis (H0)-7:** There is no association between **Teachers and managements officials (dependent variable)** and **Management officials are capable of managing conflict effectively (independent variable)**.
- **Null Hypothesis (H0)-8:** There is no association between **Types of Institution (dependent variable)** and **Type of institution Teachers are enough emotionally intelligent to manage conflicts (independent variable)**.
- **Null Hypothesis (H0)-9:** There is no association between **Teachers and managements officials (dependent variable)** and **Teachers are enough emotionally intelligent to manage conflicts (independent variable)**.
- **Null Hypothesis (H0)-10:** There is no association between **Types of Institution (dependent variable)** and **Management officials are enough emotionally intelligent to manage conflicts (independent variable)**.
- **Null Hypothesis (H0)-11:** There is no association between **Teachers and managements officials (dependent variable)** and **Management officials are enough emotionally intelligent to manage conflicts (independent variable)**.

II. Literature Review

2.1. Conflict & Conflict Management

There is no generally accepted definition of conflict. According to a review of the literature, conflict is defined as “a process in which one party perceives that its interests are being opposed or negatively affected by another party,” (Wall & Callister, 1995). Some even say that conflict is a feature of organizational life that is more pervasive than any other (Johnson, Ford, & Kaufman, 2000). The ability to manage this pervasive construct is vital to the well-being of an organization as it leads to a variety of detrimental outcomes. Conflict can also be defined as an interactive process manifested in incompatibility, opposing interests between parties or disagreements, within or between individuals, groups, etc. Some of the elements that may be present in a conflict are, recognition of such opposed interests, and beliefs by each party that the other will thwart or has thwarted his or her interests, that conflict is a process, and that actions by one or both parties may hinder the attainment of others’ goals (Rahim, 2001). The key to management of conflict comes with the understanding of what causes conflict and how to handle the inevitable effects. There are several causes of conflict. Conflict may occur when:

- A party is required to engage in an activity that is incongruent with his or her needs or interests.
- A party holds behavioral preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences.
- A party wants some mutually desirable resource that is in short supply, such that the wants of all parties involved may not be satisfied fully.
- A party possesses attitudes, values, skills, and goals that are salient in directing his or her behavior but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s).
- Two parties have partially exclusive behavioral preferences regarding their joint actions.
- Two parties are interdependent in the performance of functions or activities. (Rahim, 2002)

2.2. Negative Effects of Conflicts

Hocker & Wilmot (1985) have assumed that conflict have negative effects in the organization, which are listed as follows;

- a. It has been proved that harmony is normal and any problem situation is abnormal.
- b. Whether in organization or individual capacity conflicts and disagreements is an always one and the same phenomenon.
- c. For the escalation of the adverse effects of conflict proper measures must be initiated.
- d. One main reason of conflicts is a clash of personality.
- e. Difference exists between emotions and a true conflict.

According to Deetz, Stanley & Stevenson (1986) there are destructive assumptions about conflict. They are:

- (a) It is an untrue and unnatural departure from human perspective and a social way of life.
- (b) It should be stopped in maximum circumstances.
- (c) Misunderstanding on the part of the employees is considered a major cause of conflict which occurs due to

communication failure.

According to both Daft (1992) and Terry (1996), several factors may create organizational conflict which are as follows:

- a) Scarce Resources- Resources may include money, supplies, people, or information. Often, organizational units are in competition for scarce or declining resources. This creates a situation where conflict is inevitable
- b) Jurisdictional Ambiguities- Conflicts may also surface when job boundaries and task responsibilities are unclear. Individuals may disagree about who has the responsibility for tasks and resources.
- c) Personality Clashes- A personality conflict emerges when two people simply do not get along or do not view things similarly. Personality tensions are caused by differences in personality, attitudes, values, and beliefs.
- d) Power and Status Differences- Power and status conflict may occur when one individual has questionable influence over another. People might engage in conflict to increase their power or status in an organization.
- e) Goal Differences- Conflict may occur because people are pursuing different goals. Goal conflicts in individual work units are a natural part of any organization.
- f) Communication Breakdown- Communication-based barriers may be derived from differences in speaking styles, writing styles, and nonverbal communication styles. These stylistic differences frequently distort the communication process. Faulty communication leads to misperceptions and misunderstandings that can lead to long-standing conflict.

Additional barriers to communication may emerge from the cross-gender and cross-cultural differences of participants.

According to Giga & Hoel (2003) prolonged association with conflict and stress can have a negative impact on the workers and their organizational performance. If an organization has too much negative work life conflicts between employees and management, it is very dangerous for its long-term performance (Beauregard & Henry, 2009). If work-life conflicts decrease then it can help to increase the overall productivity and performance of the organization (Naithani, 2010).

Lather, Jain & Shukla (2011) attempted to make a comparison of the preferred resolution conflict management styles followed in Asia, America and Australia. He found that accommodation and avoidance are the most preferred modes of conflict resolution in Indian situations.

Perhaps the most frequent consequence of conflict is upset parties. This can be manifest in a number of ways such as anger, feelings of hostility, socio-emotional separation, tension, anxiety, and stress. Negative emotions can lead to personal frustrations, reduced motivation and performance.” (Wall & Callister, 1995) When these negative emotions translate into interpersonal conflict at work, the levels of conflict are negatively related to job satisfaction, and positively related to turnover intentions (Medina et al., 2005). Specter & Jex (1998) also discovered that interpersonal conflict at work was positively related to depression and other somatic symptoms, but unrelated to self-esteem. From these findings it is easy to surmise that interpersonal conflict at work appears to be an important job stressor that is related to several harmful outcomes.

In a study conducted among schoolteachers in China, workplace bullying had a significant negative correlation with affective commitment while satisfaction with supervisor and satisfaction with co-workers each had a significant positive correlation with affective commitment. Furthermore, workplace bullying, satisfaction with supervisor, and satisfaction with co-workers all had significant unique effects on affective commitment. (McCormack et al, 2006)

2.3. Positive Effects of Conflicts

Contrary to the common belief that conflict is limited to a disruptive effect, a number of researchers acknowledge substantial benefits. In fact, conflict can be a driving force of change. When managed correctly, conflict produces the following results: new ideas for changing organizations, solving of continuous problems, a chance for workers to expand their capabilities, and the introduction of creativity into thoughts about organizational problems (Bowditch & Buono, 1997). A moderate amount of conflict, handled in a constructive manner, is essential for attaining and maintaining an optimum level of organizational effectiveness (Rahim & Bonoma, 1979). With that said, managers and supervisors must realize the importance of allowing constructive conflict. At the same time, management must swiftly and effectively confront conflict that is detrimental to the organization.

Hussain and Mujtaba (2012) conducted a study among National Database and Registration Authority workers in Pakistan and concluded that work-life conflicts and employee performance have a positive and a significant relationship. They also reported that gender had no significant effect on performance and work-life conflicts whereas marital status of the respondents' had a significant impact on the work-life conflicts. Thus from previous reports it is evident that, it is impossible to eliminate conflict from organizations, and attempt on the part of managers to eliminate all conflict, in the long run, will affect individual, group, and organizational productivity.

Though in many instances conflict can bring a few positive benefits to an organization, such as group

efficiency and productivity, creativity and decision quality, this is only true when the conflict is in moderate levels (Wall & Callister, 1995). Borisoff and Victor (1998) point out, "We have come to recognize and to acknowledge the benefits dealing with conflict affords. Because of our differences, we communicate, we are challenged, and we are driven to find creative solutions to problems."

Effective Conflict management

It is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting (Rahim, 2002). Properly managed conflict can improve group outcomes (Rahim & Bonoma, 1979; DeChurch & Marks, 2001). Robbins (1974) opines that management of conflict is to plan and then evaluate different levels of conflict". Management of conflict is a social process used people or groups thereof to tackle different conflict types so as to understand each other's grievances about their behaviors; conflict management is first a diagnostic process, interpersonal conflict i.e. between individuals, negotiating strategies, for the timely handling of conflicts so as to reduce its negative effects. Conflict management is an effective catalyst or motivating force for bringing change in the institution. That is the main reason for the principal or administrator which approach is best for bringing a positive change in the organization and amicable change in the behaviours of the employees.

Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Conflict on teams is inevitable; however, the results of conflict are not predetermined. Conflict might escalate and lead to non-productive results, or conflict can be beneficially resolved and lead to quality final products. Therefore, learning to manage conflict is integral to a high-performance team. Although very few people go looking for conflict, more often than not, conflict results because of miscommunication between people with regard to their needs, ideas, beliefs, goals, or values. Conflict management is the principle that all conflicts cannot necessarily be resolved, but learning how to manage conflicts can decrease the odds of non-productive escalation. Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in your environment. (Source: <http://www.studymode.com/essays/Conflict-Management-In-Ob-430217.html>)

III. Research Design and Methodology

A research design is a plan or blueprint of how the researcher intends conducting the research. Research methodology focuses on the research process and the kind of tools and procedures to be used (Mouton, 2003: 55-56). This research is exploratory in nature. A survey was designed to examine the existence and nature of conflicts existing between teachers and management of government and private institutions. A thorough research was conducted on the existing conflicts, with the help of the questionnaires and schedules using five point LIKERT scale such as strongly agree-1, agree-2, neutral-3, disagree-4, and strongly disagree-5.

To collect information / data for the research purpose we have used **quota sampling**. The target population, to which we would like to draw inferences, comprises the teachers and management officials of medical colleges, engineering and management institutions, and degree colleges in U.P., India, which can be said as the **universe** of the study. We know that the population is heterogeneous in nature which is an advantage for the sampling, as it reduces the biasness of the data. This research study is comparative in nature, so the data of medical colleges, engineering and management institutions, and degree colleges have been used. The survey was conducted on the teachers and management officials and the total **Sample size** was of **762 teachers and management officials** out of which there were 602 teachers (Assistant professors and Associate professors) and 160 management officials. For the analysis of the data, IBM SPSS STATISTICS 21 version software has been used to perform frequency analysis and chi square analysis.

IV. Data Analysis, Interpretation & Findings

4.1. Demographic Analysis

Table-1: Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Thirty	24	3.1	3.1	3.1
	30-39	503	66.0	66.0	69.2
	40-49	197	25.9	25.9	95.0
	50-59	38	5.0	5.0	100.0
	Total	762	100.0	100.0	

Table-2: Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	545	71.5	71.5	71.5
	Female	217	28.5	28.5	100.0
	Total	762	100.0	100.0	

Table-3: Designation

Designation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant Professor	502	65.9	65.9	65.9
	Associate Professor	100	13.1	13.1	79.0
	Professor	24	3.1	3.1	82.2
	Registrar	7	.9	.9	83.1
	Head of the Department	5	.7	.7	83.7
	Director	114	15.0	15.0	98.7
	Chairman	7	.9	.9	99.6
	Other Administrative Position	3	.4	.4	100.0
	Total	762	100.0	100.0	

Table-4: Type of Institution

Type of Institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medical College	67	8.8	8.8	8.8
	Engineering Institute	164	21.5	21.5	30.3
	Management Institute	362	47.5	47.5	77.8
	Degree College	98	12.9	12.9	90.7
	Other	71	9.3	9.3	100.0
	Total	762	100.0	100.0	

Interpretation and Findings

- ❖ From the tables it can be seen that maximum number of teachers and management officials belong to the age group of 30-39 and age group of 40-49.
- ❖ It can also be seen that out of 762 respondents, 71.5% respondents were males and 28.5% respondents were females.
- ❖ Out of 762 respondents, 602 respondents were **Teachers** (Assistant Professor and Associate Professor) and 160 respondents were **Management Officials** (Professor, Registrar, Head of the Department, Director, Chairman & Other Administrative Position).
- ❖ Out of 762 respondents, 8.8% respondents were from Medical Colleges, and 21.5% respondents were from Engineering Institutes, 47.5% respondents were from Management Institutes, 12.9% respondents were from Degree College and 9.3% respondents were from other Institutions.

4.2. CHI SQUARE ANALYSIS: Analysis of the Association between the **Types of the institution** and **Existence of the conflicts.**

- ❖ **Analysis:** Association between **Types of Institution (dependent variable)** and **I have conflicts with teachers.**

Table:5

Crosstab								
			I have conflicts with teachers.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of institution	Government Institute	Count	13	59	27	26	32	155
		% within	8.4%	38.1%	17.4%	16.1%	20.0%	100.0%
	Private Institute	Count	79	163	80	83	200	607
		% within	13.1%	26.9%	13.2%	13.7%	33.1%	100.0%
Total		Count	92	222	107	108	231	762
		% within	12.1%	29.2%	14.1%	14.2%	30.4%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes.

In **government institutes**, out of total 155 respondents, 8.4% respondents strongly agreed, 38.1% respondents agreed, 17.4% respondents were neutral, 16.1% respondents disagreed and 20.0% strongly disagreed that they have conflicts with teachers.

In **private institutes**, out of total 607 respondents, 13.1% respondents strongly agreed, 26.9% respondents agreed, 13.2% respondents were neutral, 13.7% respondents disagreed and 33.1% strongly disagreed that they

have conflicts with teachers.

Null Hypothesis (H0): The two factors are independent.

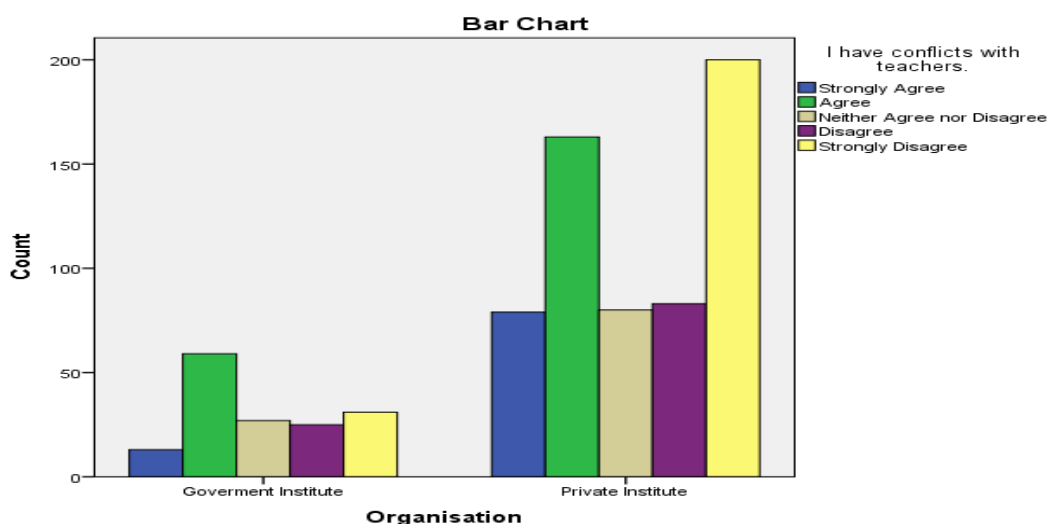
Alternative Hypothesis (H1): The two factors are not independent (associated).

Table:6

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.418 ^a	4	.003
Likelihood Ratio	16.914	4	.002
Linear-by-Linear Association	3.834	1	.050
N of Valid Cases	760		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.76.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.003 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Types of Institution (dependent variable)** and **I have conflicts with teachers**.

Table:7

Crosstab			I have conflicts with teachers.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers and managements officials	teachers	Count	84	103	99	97	219	602
		% within	14.0%	17.2%	16.5%	16.0%	36.3%	100.0%
	Managements officials	Count	8	119	8	12	13	160
		% within	5.0%	74.4%	5.0%	7.5%	8.1%	100.0%
Total		Count	92	222	107	108	231	762
		% within	12.1%	29.2%	14.1%	14.2%	30.4%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 602 respondents were Teachers and 160 respondents were Management officials.

Out of total 602 respondents (**Teachers**), 14.0% respondents strongly agreed, 17.2% respondents agreed, 16.5% respondents were neutral, 16.0% respondents disagreed and 36.3% strongly disagreed that they have conflicts with teachers.

Out of total 160 respondents (**Management Officials**), 5.0% respondents strongly agreed, 74.4% respondents agreed, 5.0% respondents were neutral, 7.5% respondents disagreed and 8.1% strongly disagreed that they have conflicts with teachers.

Null Hypothesis (H0): The two factors are independent.

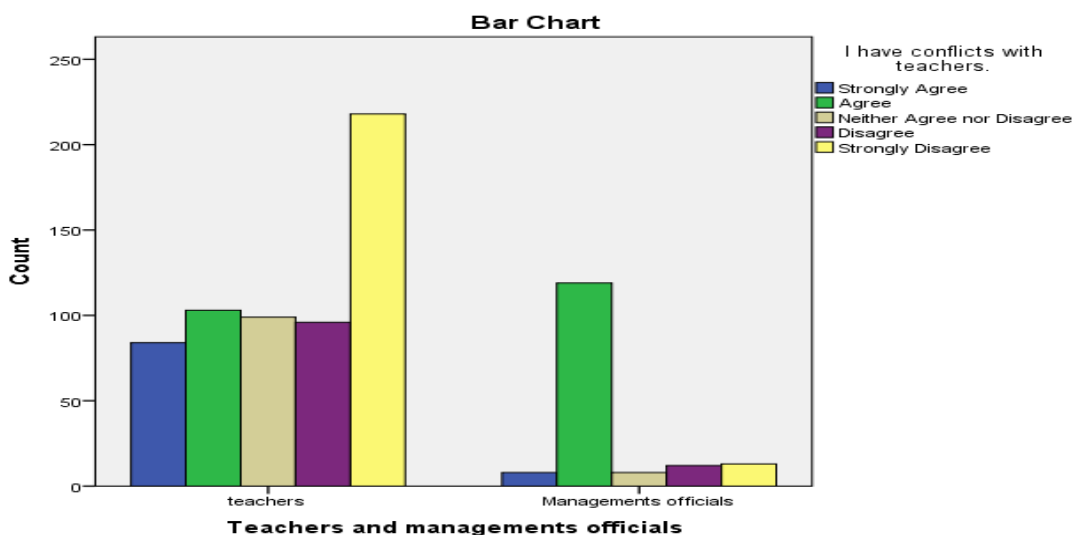
Alternative Hypothesis (H1): The two factors are not independent (associated).

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	201.334 ^a	4	.000
Likelihood Ratio	189.012	4	.000
Linear-by-Linear Association	65.515	1	.000
N of Valid Cases	760		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.37.

Table:8

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Types of Institution (dependent variable)** and **I have conflicts with management**

Table:9

Crosstab			I have conflicts with management.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of institution	Government Institute	Count	5	53	42	29	26	155
		% within	3.2%	34.2%	27.1%	18.7%	16.8%	100.0%
	Private Institute	Count	52	147	131	88	187	605
		% within	8.6%	24.3%	21.7%	14.5%	30.9%	100.0%
Total		Count	57	200	173	117	213	760
		% within	7.5%	26.3%	22.8%	15.4%	28.0%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes.

In **government institutes**, out of total 155 respondents, 3.2% respondents strongly agreed, 34.2% respondents agreed, 27.1% respondents were neutral, 18.7% respondents disagreed and 16.8% strongly disagreed that they have conflicts with management.

In **private institutes**, out of total 607 respondents, 8.6% respondents strongly agreed, 24.3% respondents agreed, 21.7% respondents were neutral, 14.5% respondents disagreed and 30.9% strongly disagreed that they have conflicts with management.

Null Hypothesis (H0): The two factors are independent.

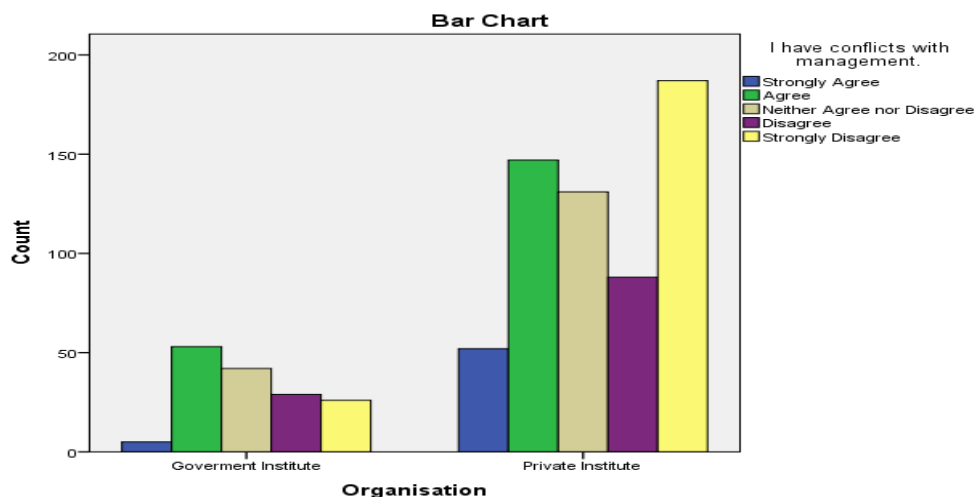
Alternative Hypothesis (H1): The two factors are not independent (associated).

Table: 10

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.127 ^a	4	.000
Likelihood Ratio	22.821	4	.000
Linear-by-Linear Association	3.816	1	.051
N of Valid Cases	760		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.63.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Teachers and managements officials(dependent variable)** and **I have conflicts with management**.

Table: 11

Crosstab			I have conflicts with management.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers and managements officials	teachers	Count	55	87	154	106	198	600
		% within	9.2%	14.5%	25.7%	17.7%	33.0%	100.0%
	Managements officials	Count	2	113	19	11	15	160
		% within	1.2%	70.6%	11.9%	6.9%	9.4%	100.0%
Total		Count	57	200	173	117	213	760
		% within	7.5%	26.3%	22.8%	15.4%	28.0%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 602 respondents were Teachers and 160 respondents were Management officials. Out of total 602 respondents (**Teachers**), 9.2% respondents strongly agreed, 14.5% respondents agreed, 25.7% respondents were neutral, 17.7% respondents disagreed and 33.0% strongly disagreed that they have conflicts with management.

Out of total 160 respondents (**Management Officials**), 1.2% respondents strongly agreed, 70.6% respondents agreed, 11.9% respondents were neutral, 6.9% respondents disagreed and 9.4% strongly disagreed that they have conflicts with management.

Null Hypothesis (H0): The two factors are independent.

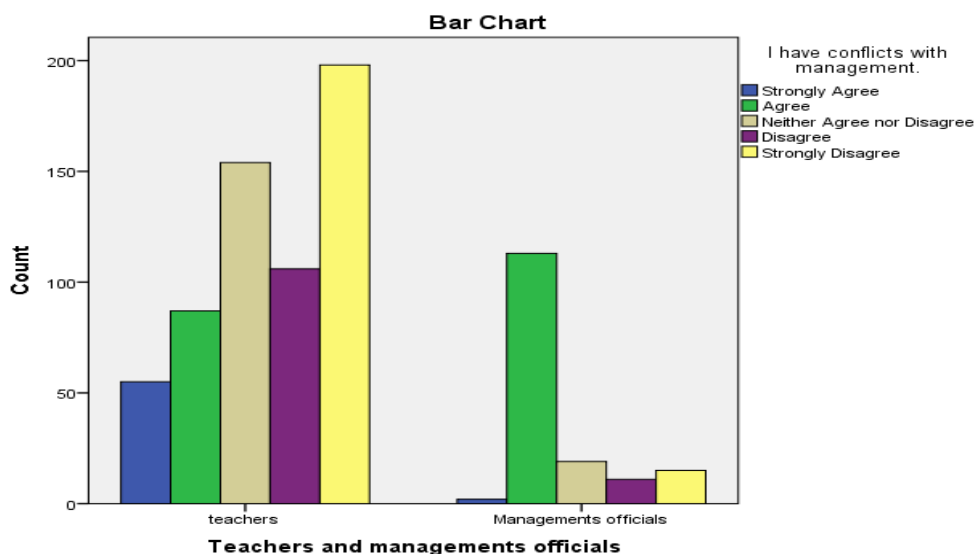
Alternative Hypothesis (H1): The two factors are not independent (associated).

Table: 12

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	207.023 ^a	4	.000
Likelihood Ratio	189.845	4	.000
Linear-by-Linear Association	69.808	1	.000
N of Valid Cases	760		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.00.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Types of Institution (dependent variable)** and **Teachers are capable of managing conflict effectively**.

Table: 13

Crosstab		Teachers are capable of managing conflict effectively.					Total	
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		
Type of institution	Government Institute	Count	22	50	34	45	4	155
		% within	14.2%	32.3%	21.9%	29.0%	2.6%	100.0%
	Private Institute	Count	73	134	119	149	132	607
		% within	12.0%	22.1%	19.6%	24.5%	21.7%	100.0%
Total		Count	95	184	153	194	136	762
		% within	12.5%	24.1%	20.1%	25.5%	17.8%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes.

In **government institutes**, out of total 155 respondents, 14.2% respondents strongly agreed, 32.3% respondents agreed, 21.9% respondents were neutral, 29.0% respondents disagreed and 2.6% strongly disagreed that Teachers are capable of managing conflict effectively.

In **private institutes**, out of total 607 respondents, 12.0% respondents strongly agreed, 22.1% respondents agreed, 19.6% respondents were neutral, 24.5% respondents disagreed and 21.7% strongly disagreed that Teachers are capable of managing conflict effectively.

Null Hypothesis (H0): The two factors are independent.

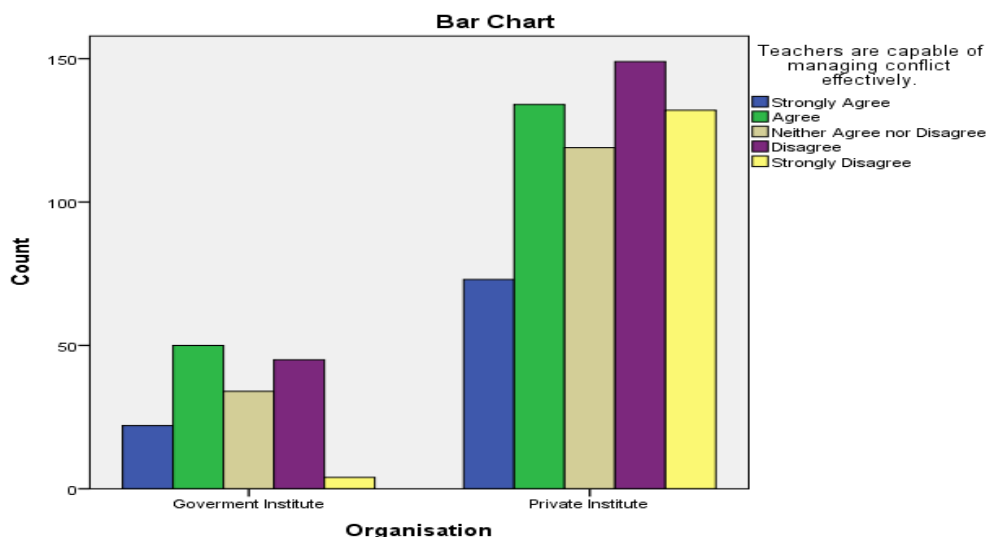
Alternative Hypothesis (H1): The two factors are not independent (associated).

Table: 14

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.488 ^a	4	.000
Likelihood Ratio	43.335	4	.000
Linear-by-Linear Association	17.025	1	.000
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.32.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Teachers and managements officials (dependent variable)** and *** Teachers are capable of managing conflict effectively.**

Table: 15

Crosstab			Teachers are capable of managing conflict effectively.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers and managements officials	teachers	Count	76	158	129	116	123	602
		% within	12.6%	26.2%	21.4%	19.3%	20.4%	100.0%
	Managements officials	Count	19	26	24	78	13	160
		% within	11.9%	16.2%	15.0%	48.8%	8.1%	100.0%
Total		Count	95	184	153	194	136	762
		% within	12.5%	24.1%	20.1%	25.5%	17.8%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 602 respondents were Teachers and 160 respondents were Management officials.

Out of total 602 respondents (**Teachers**), 12.6% respondents strongly agreed, 26.2% respondents agreed, 21.4% respondents were neutral, 19.3% respondents disagreed and 20.4% strongly disagreed that Teachers are capable of managing conflict effectively.

Out of total 160 respondents (**Management Officials**), 11.9% respondents strongly agreed, 16.2% respondents agreed, 15.0% respondents were neutral, 48.8% respondents disagreed and 8.1% strongly disagreed that Teachers are capable of managing conflict effectively.

Null Hypothesis (H0): The two factors are independent.

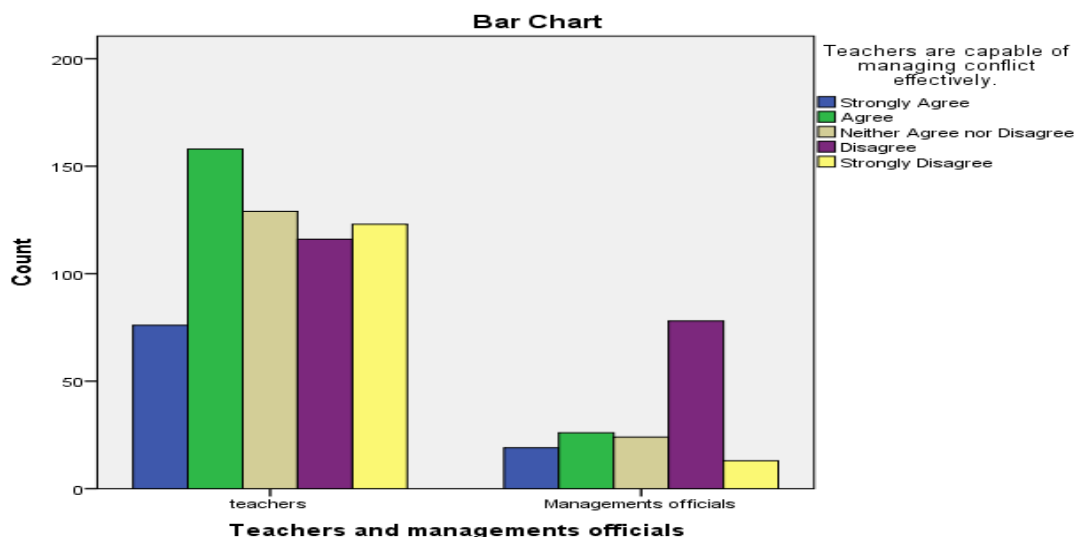
Alternative Hypothesis (H1): The two factors are not independent (associated).

Table: 16

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	61.768 ^a	4	.000
Likelihood Ratio	58.104	4	.000
Linear-by-Linear Association	1.995	1	.158
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.95.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Types of Institution (dependent variable)** and **Management officials are capable of managing conflict effectively**.

1. Table: 17

Crosstab			Management officials are capable of managing conflict effectively.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of institution	Government Institute	Count	27	49	44	33	2	155
		% within	17.4%	31.6%	28.4%	21.3%	1.3%	100.0%
	Private Institute	Count	78	146	114	113	156	607
		% within	12.9%	24.1%	18.8%	18.6%	25.7%	100.0%
Total		Count	105	195	158	146	158	762
		% within	13.8%	25.6%	20.7%	19.2%	20.7%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes.

In **government institutes**, out of total 155 respondents, 17.4% respondents strongly agreed, 31.6% respondents agreed, 28.4% respondents were neutral, 21.3% respondents disagreed and 1.3% strongly disagreed that Management officials are capable of managing conflict effectively

In **private institutes**, out of total 607 respondents, 12.9% respondents strongly agreed, 24.1% respondents agreed, 18.8% respondents were neutral, 18.6% respondents disagreed and 25.7% strongly disagreed that Management officials are capable of managing conflict effectively

Null Hypothesis (H0): The two factors are independent.

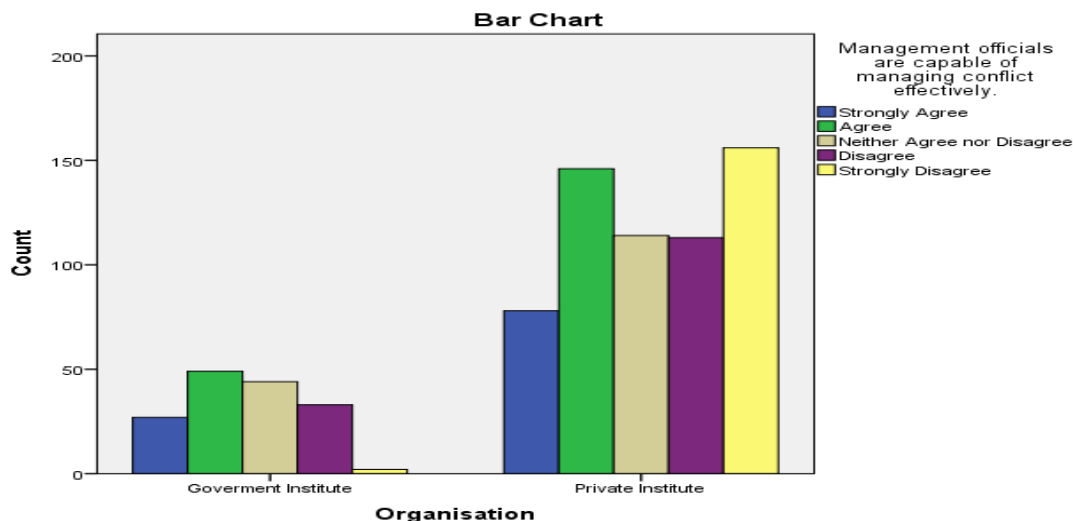
Alternative Hypothesis (H1): The two factors are not independent (associated).

Table: 18

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	46.065 ^a	4	.000
Likelihood Ratio	65.774	4	.000
Linear-by-Linear Association	26.722	1	.000
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.36.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**



❖ **Analysis:** Association between **Teachers and managements officials (dependent variable)** and *** Management officials are capable of managing conflict effectively.**

Table: 19

Crosstab		Management officials are capable of managing conflict effectively.					Total	
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		
Teachers and managements officials	teachers	Count	85	125	137	110	145	602
		% within	14.1%	20.8%	22.8%	18.3%	24.1%	100.0%
	Managements officials	Count	20	70	21	36	13	160
		% within	12.5%	43.8%	13.1%	22.5%	8.1%	100.0%
Total		Count	105	195	158	146	158	762
		% within	13.8%	25.6%	20.7%	19.2%	20.7%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 602 respondents were Teachers and 160 respondents were Management officials.

Out of total 602 respondents (**Teachers**), 14.1% respondents strongly agreed, 20.8% respondents agreed, 22.8% respondents were neutral, 18.3% respondents disagreed and 24.1% strongly disagreed that Management officials are capable of managing conflict effectively

Out of total 160 respondents (**Management Officials**), 12.5% respondents strongly agreed, 43.8% respondents agreed, 13.1% respondents were neutral, 22.5% respondents disagreed and 8.1% strongly disagreed that Management officials are capable of managing conflict effectively

Null Hypothesis (H0): The two factors are independent.

Alternative Hypothesis (H1): The two factors are not independent (associated).

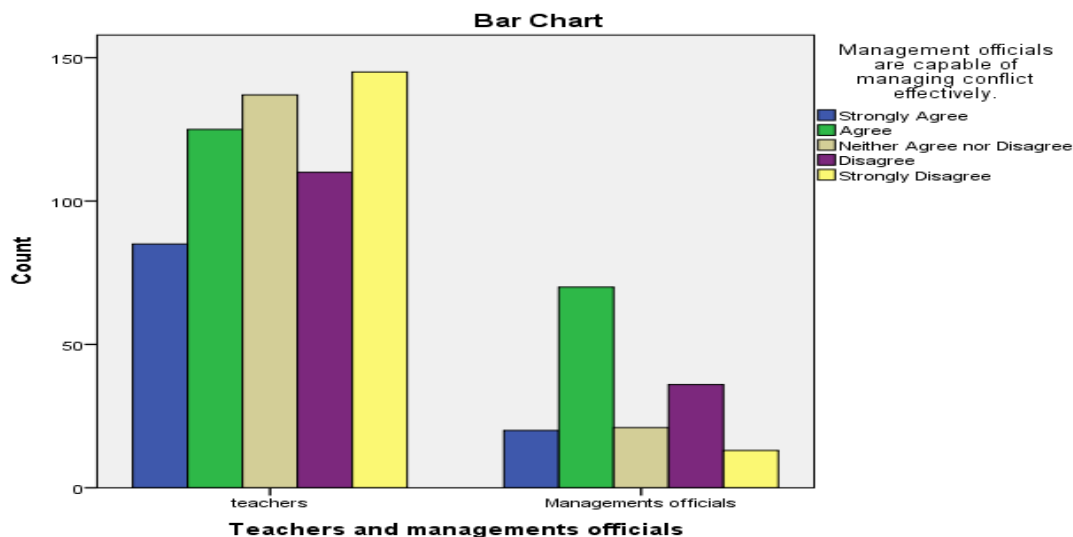
Table: 20

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	48.705 ^a	4	.000
Likelihood Ratio	49.595	4	.000
Linear-by-Linear Association	15.590	1	.000
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.05.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Types of Institution (dependent variable)** and **Type of institution ***
Teachers are enough emotionally intelligent to manage conflicts.

Table: 21

		Teachers are enough emotionally intelligent to manage conflicts.					Total	
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		
Type of institution	Government Institute	Count	22	47	31	51	4	155
		% within	14.2%	30.3%	20.0%	32.9%	2.6%	100.0%
Private Institute		Count	49	159	107	172	120	607
		% within	8.1%	26.2%	17.6%	28.3%	19.8%	100.0%
Total		Count	71	206	138	223	124	762
		% within	9.3%	27.0%	18.1%	29.3%	16.3%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes.

In **government institutes**, out of total 155 respondents, 14.2% respondents strongly agreed, 30.3% respondents agreed, 20.0% respondents were neutral, 32.9% respondents disagreed and 2.6% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts

In **private institutes**, out of total 607 respondents, 8.1% respondents strongly agreed, 26.2% respondents agreed, 17.6% respondents were neutral, 28.3% respondents disagreed and 19.8% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts

Null Hypothesis (H0): The two factors are independent.

Alternative Hypothesis (H1): The two factors are not independent (associated).

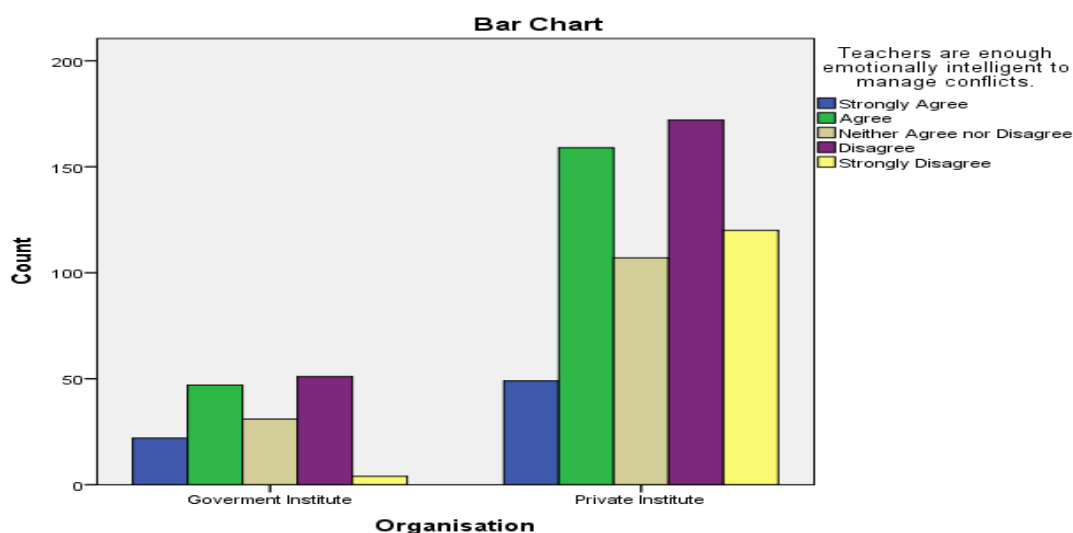
Table: 22

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.424 ^a	4	.000
Likelihood Ratio	38.426	4	.000
Linear-by-Linear Association	16.851	1	.000
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.44.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Teachers and managements officials (dependent variable)** and *** Teachers are enough emotionally intelligent to manage conflicts.**

Table: 23

Crosstab			Teachers are enough emotionally intelligent to manage conflicts.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers and managements officials	teachers	Count	56	179	114	141	112	602
		% within	9.3%	29.7%	18.9%	23.4%	18.6%	100.0%
	Managements officials	Count	15	27	24	82	12	160
		% within	9.4%	16.9%	15.0%	51.2%	7.5%	100.0%
Total		Count	71	206	138	223	124	762
		% within	9.3%	27.0%	18.1%	29.3%	16.3%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 602 respondents were Teachers and 160 respondents were Management officials.

Out of total 602 respondents (**Teachers**), 9.3% respondents strongly agreed, 29.7% respondents agreed, 18.9% respondents were neutral, 23.4% respondents disagreed and 18.6% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts

Out of total 160 respondents (**Management Officials**), 9.4% respondents strongly agreed, 16.9% respondents agreed, 15.0% respondents were neutral, 51.2% respondents disagreed and 7.5% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts

Null Hypothesis (H0): The two factors are independent.

Alternative Hypothesis (H1): The two factors are not independent (associated).

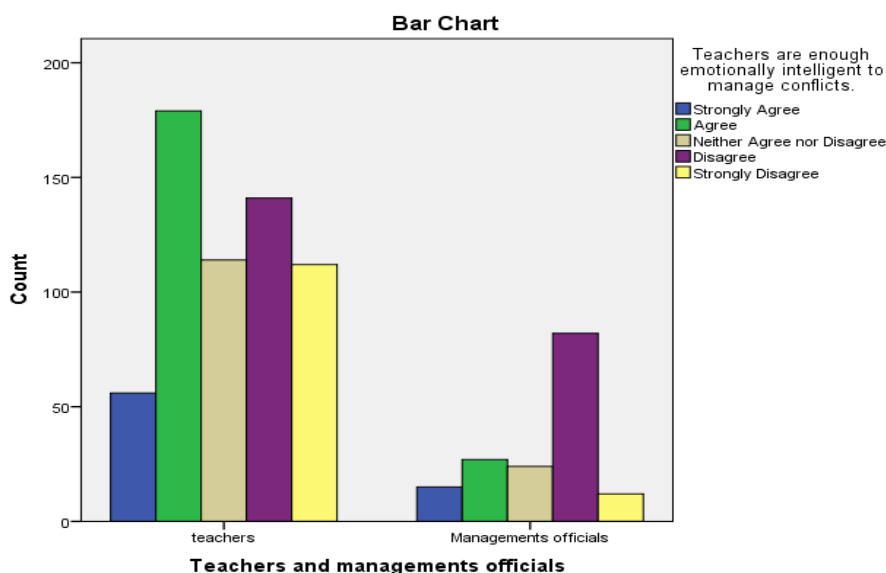
Table: 24

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	51.842 ^a	4	.000
Likelihood Ratio	50.255	4	.000
Linear-by-Linear Association	2.719	1	.099
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.91.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Types of Institution (dependent variable)** and **Management officials are enough emotionally intelligent to manage conflicts**.

Table: 25

Crosstab			Management officials are enough emotionally intelligent to manage conflicts.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of institution	Government Institute	Count	14	41	38	45	17	155
		% within	9.0%	26.5%	24.5%	29.0%	11.0%	100.0%
	Private Institute	Count	39	151	107	172	138	607
		% within	6.4%	24.9%	17.6%	28.3%	22.7%	100.0%
Total		Count	53	192	145	217	155	762
		% within	7.0%	25.2%	19.0%	28.5%	20.3%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes.

In **government institutes**, out of total 155 respondents, 9.0% respondents strongly agreed, 26.5% respondents agreed, 24.5% respondents were neutral, 29.0% respondents disagreed and 11.0% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

In **private institutes**, out of total 607 respondents, 6.4% respondents strongly agreed, 24.9% respondents agreed, 17.6% respondents were neutral, 28.3% respondents disagreed and 22.7% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

Null Hypothesis (H0): The two factors are independent.

Alternative Hypothesis (H1): The two factors are not independent (associated).

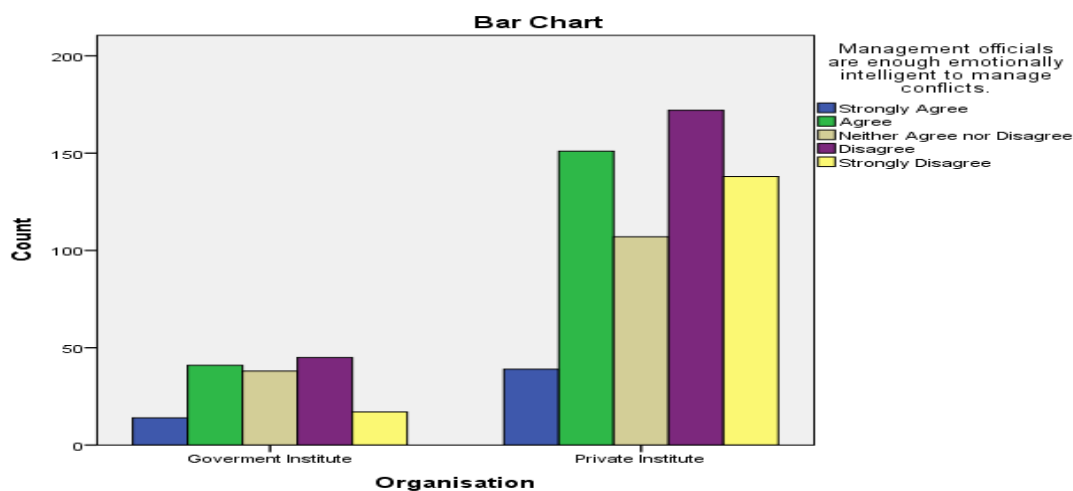
Table: 26

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.833 ^a	4	.012
Likelihood Ratio	13.861	4	.008
Linear-by-Linear Association	7.036	1	.008
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.78.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Analysis:** Association between **Teachers and managements officials (dependent variable)** and *** Management officials are enough emotionally intelligent to manage conflicts.**

Table: 27

Crosstab		Management officials are enough emotionally intelligent to manage conflicts.					Total	
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		
Teachers and managements officials	teachers	Count	39	156	129	140	138	602
		% within	6.5%	25.9%	21.4%	23.3%	22.9%	100.0%
	Managements officials	Count	14	36	16	77	17	160
		% within	8.8%	22.5%	10.0%	48.1%	10.6%	100.0%
Total		Count	53	192	145	217	155	762
		% within	7.0%	25.2%	19.0%	28.5%	20.3%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 602 respondents were Teachers and 160 respondents were Management officials.

Out of total 602 respondents (**Teachers**), 6.5% respondents strongly agreed, 25.9% respondents agreed, 21.4% respondents were neutral, 23.3% respondents disagreed and 22.9% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

Out of total 160 respondents (**Management Officials**), 8.8% respondents strongly agreed, 22.5% respondents agreed, 10.0% respondents were neutral, 48.1% respondents disagreed and 10.6% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

Null Hypothesis (H0): The two factors are independent.

Alternative Hypothesis (H1): The two factors are not independent (associated).

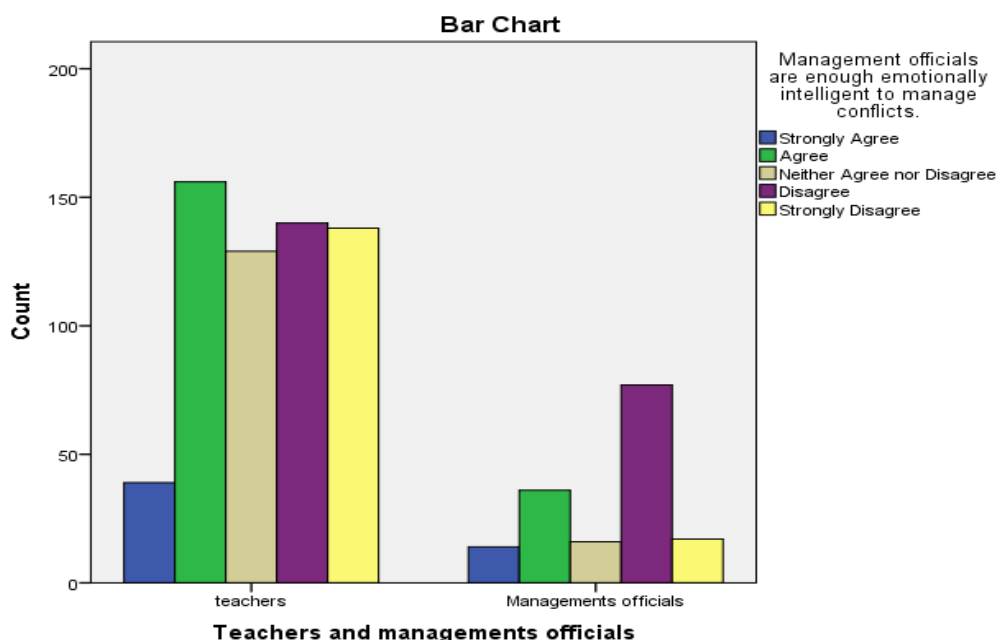
Table: 28

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	47.050 ^a	4	.000
Likelihood Ratio	46.529	4	.000
Linear-by-Linear Association	.006	1	.938
N of Valid Cases	762		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.13.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



Hence, we can say that our all the **Null Hypothesis (H0)**, were **rejected** and all the **Alternate Hypothesis (H1)**, were **accepted**, thus both the **Research Objective-1& 2** are fulfilled.

V. Discussion, Conclusion & Managerial Implications

The study revealed that conflict exists in educational institutions as barely a week passes without either the management officials conflicting with the teachers or the teachers may also have conflicts amongst themselves. It is also evident from the findings that conflicts exist in government and private institutions both. Teachers of private institutes agreed that they are capable of managing conflict effectively but management officials didn't agree while in government institutes perception in this regard is good. It can also be seen that when respondents were asked if management officials are capable of managing conflict effectively, Teachers of government institutes agreed but teachers of private institutes disagreed and the respondents from private institutes also disagreed in this regard, while management officials from private institutes agreed that they are capable.

Most teacher respondents perceived the management officials as the major reason of most of the conflicts in the institute. Most respondents cited several reasons of the conflicts and blame each other for the same. The management officials as the administrator were seen as perpetrating conflict amongst teachers when they exercise unfairness or biasness in the allocation/distribution of resources which in most cases are scarce. This supports Whitaker (1996) who asserts that 30-40% of the School Head's time is spent on preventing or resolving conflict, however, many conflicts find their sources in the Head's leadership style as the major source of conflict. Other causes of conflict amongst teachers were rumours or grapevine.

On the other hand, Adhiambo & Samatwa (2011) in a similar study established that causes of conflict between teachers and administration were: academic performance, difference in opinion, negative attitude towards each other, disciplining of students, intimate relationship between teachers and administration, irresponsibility on the part of all the parties, lack of time management and improper lesson planning by teachers. However, the study established that most teachers from government institutions are more satisfied than the teachers of private institutions. And the management officials of private institutions are more dissatisfied with the teachers'

capabilities to resolve conflicts and teachers' emotional intelligence. Thus, an integrated strategy is the needed where both parties resolve the conflict in good faith, devoid of any kind of mistrust. Here it can be seen that teachers and management officials of government institutions accepted the fact that there exists conflict between them. There may be a reason that in government institutions, teachers have job security, which gives them comparatively more freedom to accept the existence of conflicts, while, in private institutions teachers do not enjoy the same freedom.

In engineering institutions and degree colleges, respondents disagreed that management officials have capability to manage conflicts. This shows the growing dissatisfaction among the teachers as far as conflict management is concerned. It can also be seen in other types of institutions that respondents are disagreed that management officials have capability to manage conflicts.

Recommendations

From the aforementioned findings and conclusions, the study recommends that:

- Management officials and teachers, both should ensure that there is equity and transparency in the institution.
- Management officials of private institutions should ensure that there is fairness in resolving conflicts.
- There should be training and workshops on conflict resolutions.
- Management officials should enhance effective communication with all stakeholders in the institution to minimise causes of conflict.
- If teachers practice conflict management skills, it will lead to successful management of conflicts and will result in understanding, better communication, and greater productivity.
- When teachers manage their conflicts more effectively, they use less energy and are more involved in productive work.

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