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A STUDY ON CONFLICT MANAGEMENT OF HIGHER SECONDARY SCHOOL HEAD MASTERS IN RELATION TO THEIR TEACHERS JOB SATISFACTION IN VILLUPURAM DISTRICT

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ABSTRACT

The impact of industrialization has brought rapid change in our society, bringing a cultural change which is based on technology, industry and urban life style. This change has impacted in a way of life characterized by the proximity and brought dependency among the people as terms and conditions of social life and harboring the threats to human conflict. These threats of social integrity are present in all societies ranging from primitive to modern and in the contemporary era. But when the people shifted from a relatively primitive to a relatively technologically advanced society, along with the emergence of industrial civilization; these threats of human conflict gave rise to numerous psychological and sociological problems. As the very existence of every society rests on harmonious relations of its people and processes, such problems jeopardize a relatively new technological society like ours. With the advancement of technology in the industrial field the situation became so complicated that it drew the attention of not only the industrialists but also the Government and social activists of the nation. The human evolution has undergone mammoth changes since its origin millions of years ago in the Stone Age. It was then that animals and human beings moved into a local habitat and established the web of interactions characterizing an ecosystem. With time, dramatic shifts had completely remodeled the habitat, with the survival of the fittest. Ultimately, new species inhabited different areas; but the ancestors of human beings found a niche in every habitat. Homo sapiens, through millions of years of civilization had experienced drastic changes, not only at physical, but also at an emotional level. All the other species in the history of evolution were forced to adjust or to leave, but not humans. Over an extended gradual series of changes, the species of human beings began to grow and mature with intelligence and emerged on the top in the hierarchal pyramid of civilization and intellect. Human beings have been learning about conflict throughout its development and with their flare for learning, experimenting, innovation forced the situations to become their slave and have mastered the art of solving conflicts through generations (Van De Vliert, 1997).

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INTRODUCTION

Conflict – A Totality Concept: Conflict is a perceived by one party as a negative when the other party affects in the process something it cares. Conflict is disagreement that occurs between individuals over an issue of mutual interest. Conflict can range from small disagreement to violent acts. Conflict is a serious problem in any organization. It certainly adversely affects organization's performance that is, efficiency, quality, effectiveness and reduces satisfaction of group members. Conflict has a positive side as well as a negative side (Wall, 1986).

Conflict Management: Interventionist efforts towards preventing the escalation and negative effects, especially violent ones, of ongoing conflicts. Rarely are conflicts completely resolved. More often, they are reduced, downgraded, or contained. Such developments can be followed by a reorientation of the issue, reconstitution of the divisions among conflicting parties, or even by a re-emergence of past issues or grievances. Conflict management when actively conducted is, therefore, a constant process.

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Definitions of Conflict Management: Litterer (1966) 65 defines conflict management as "a type of behavior which occurs when two or more parties are in opposition or in battle as a result of a perceived relative deprivation from the activities of or interacting with another person or group".

Conflict Prevention: The anticipation of conflict that seeks to redress causal grievances to avoid the escalation of violent forms of conflict engagement or to curtail the re-occurrence of violent exchanges or some combination of these elements. The term 'conflict prevention' can be misleading, because theoretically none of the aforementioned aspects aspire to 'prevent' conflict as such. Instead, the aim is often to resolve a conflict at hand or more typically to prevent escalation or violent manifestations. Although at times referred to as 'preventive diplomacy' and 'crisis prevention', such activities usually involve maintaining the status quo due to potential threats associated with crises or the anticipated outcomes from engaging in a dispute. Conflict prevention, however, recognizes that in order to avoid the catastrophes associated with strife, particularly violent upheaval, change is usually necessary, for example, through new institutions, revitalized processes, or the sharing of power.

Conflict Resolution: A variety of approaches aimed at resolving conflicts through the constructive solving of problems distinct from the management or

transformation of conflict. Conflict resolution is multifaceted in that it refers to a process, a result, and an identified field of academic study as well as an activity in which persons and communities engage every day without ever using the term. The antagonisms in question may involve interpersonal relationships, labour-management issues, business decisions, intergroup disputes, disagreements between nation-states, or international quarrels. Not all conflicts are harmful. Some may ultimately result in positive social change. As noted by Nigerian sociologists Onigu Otite and Isaac Olawale Albert (1999: 17), 'although conflicts have negative connotations . . . [many] constitute an essential creative element for changing societies and achieving the goals and aspirations of individuals and groups'. Conflict resolution involves recognition by the clashing parties of one another's interests, needs, perspectives, and continued existence. The most effective forms identify the underlying causes of the conflict and address them through solutions that are mutually satisfactory, self-perpetuating, and sustaining. Conflict resolution can also be practised with a variety of emphases, including but not limited to cooperation, non-confrontation, non-competition, and positive-sum orientation. Serious challenges are found when parties at times favour, for various reasons, continuation of conflict over its resolution. In such cases, the role of external parties can be critical in creating a balance of power, enacting sanctions or incentives, or acting as neutral mediators or invested facilitators. Not all conflicts lend themselves to conflict resolution techniques.

The five Conflict Management Styles: The Five Conflict Management Styles We all adopt different types of conflict management styles, which vary with the conflict at hand and the person it involves. Knowing the 5 different types of conflict management styles can help people in becoming more aware of how they deal with conflict, and if this is a good strategy to address the noted issue. It's important to note that each style has its pros and cons.

The Competing Style: The Competing Style of conflict management can be described as placing high emphasis on the goal, at the detriment of the relationship you have with the individual involved. "It's my way or the highway!" The goal is asserted aggressively, and the use of authority, position, as well as pressure tactics such as threats, force of persuasion is common. This style allows quick response to a situation and you are responsible for the decision taken. The cons include increased stress leading to health problems as well as decreased trust and morale. It also puts others in a flight or fight position. The real issue is often disguised. The power in this style of conflict management comes from a position of strength.

The avoiding style: The Avoiding Style of conflict management occurs when someone places little emphasis on their goal as well as on the relationship with the individual involved. "No way! Let's not make a big deal out of this!" The individual may deny the problem, avoids decisions and confrontations. They may also deflect responsibilities and blame other people. Assertiveness is low. The power in this style of conflict management comes from silence and lack of cooperation. This style may work well when a situation is unimportant, or when there is a risk of harm. It is also good if you need to time to think things over. The cons may involve disputes can grow and explode, as well as issues may go underground and start involving other people. Very little is accomplished.

The Accommodating style: The Accommodating Style of conflict management can be described as placing low emphasis on the goal, but high emphasis on the relationship with the person involved. "OK, whatever you say. We'll do it your way!" Someone adopting this style can be described as protective and 'soft' on relationships. They set aside their needs for the other person and will yield to the other point of view. They are highly cooperative and can be described as a 'yes' person. They want to build good faith and relationships for the future. The other person may learn from the experience and the risk is low. However, the risk includes a lack of healthy confrontations, and the person may feel taken advantage of. This may also frustrate others who want to collaborate. The power in this style of conflict management comes from relationships and approval of others.

The Compromising Style: The Compromising Style is characterized by moderate emphasis on both the goal and the relationship with the person involved. "OK, I'll meet you half way!" the individual may listen and understand both sides, and introduces many issues so everyone gets a share. They split the difference and everyone loses and wins. The power in this style of conflict management comes from moderation and reasonableness. This style is good for quick solution or when time is a factor. However, both parties may feel that they lost, and does not deal with the underlying issues.

The Collaborating Style: The Collaborating Style occurs when someone places high emphasis on both the goal and the relationship involved. There is high assertiveness. "Let's do it our way! This is what I prefer... What do you want?" They listen and communicate with others to understand needs and values. They use information and resources most effectively, and ongoing problem solving is required. Trust and balance are also important. Satisfaction with the work and commitment to the solution is imperative to all. The risk

with this style includes fatigue, and use of too much time, no solution in sight and distraction from other tasks. The power comes from openness, clarity and cooperation.

Teachers Job Satisfaction: Teachers Job satisfaction is one of the most important and heavily researched areas of inquiry in the field of industrial-organizational psychology. Although a concise and consistent definition of job satisfaction is not available (Bonner, Hayes & Pryor, 2010:805), there appears to be a high level of agreement among scholars in respect of its meaning (Okpara, 2006:225). Job satisfaction refers to a person's affective relation to his or her working role.

Headmaster: The Headmaster is the one who is the Head of the school, the educational leader who has the most opportunity to exercise leadership in a school (Drysdale, Gurr, & Mulford, 2006:371). In this study the Headmaster is the Head or Headmaster of a higher secondary school in Villupuram District who has the responsibility of overseeing every activity in the school, in collaboration with the other teaching and administrative staff.

Need for the study: As human beings, teachers have also their needs, wants, ambitions and aspirations, like and dislikes, besides goals for achievement. When their ambitions are not fulfilled, they tend to be frustrated. This leads to dissatisfaction in their profession or vocation. If the dissatisfied teachers do not do their work properly, the students and the society suffer ultimately. Also, it expresses the extent of match between teacher's expectations and aspirations and the rewards the job provides and the values it creates and gets cherished. In fact, these values become important organizing themes in the behaviors of individuals. As a Headmaster is the role models to the teachers are molders of future generations, their Conflict management of higher secondary school Headmasters in relation to their Teachers job-satisfaction in Villupuram District are vital. In this juncture, the present study intends to correlate the Conflict management of higher secondary school Headmasters in relation to their Teachers job satisfaction in Villupuram District.

Significance of the Study: The teacher holds the most important place in the process of education. So, there exists a greatest need for the teacher to be effective. This area of teacher effectiveness draws a keen interest of educationists and researchers. The Conflict management has been studied in relation to various teacher related variables. There may be many others factors also which may have a definite impact on teacher effectiveness. The school organizational climate can be one of those factors. The concept of organizational climate has been growing fast and it is often the determining factor of the success and failure of the school. So, this study will be useful to identify the prevailing school climate in the Government secondary schools of Villupuram district and their effect on teacher effectiveness. It will be helpful in determining which type of school environment is most conducive for teacher effectiveness. Since it is said, what the main spring is to watch, or the engine to the steamship, the headmaster is to the school. The administrative behaviour of the 10 school head influences the overall climate of the school. Conversely, school heads in different type of school climate may exhibit different type of administrative behaviour. The school head is responsible for taking the whole school with him. So, he must have a great influence on teacher conflict management. In this study the administrative behaviour will be studied on the basis of self perception by the school heads specifying the four vital components i.e. Planning, Organization, Communication and Decision making. The difference in administrative behaviour across different school organizational climate and its effect on teacher Conflict management that this study may bring forward can be of great importance and far reaching implications to improve the overall school practices.

Statement of the Problem: For the present study the investigator selected the research statement of the problem entitled "A Study on Conflict Management of higher secondary school Head masters in Relation to their Teachers Job-satisfaction in Villupuram District".

Variables of the Study

1. Experimental Variables
 - a. Conflict Management – Independent
 - b. Teachers Job-satisfaction – Dependent
2. Bio-institutional Variables
 - a. Gender (Male/Female)
 - b. Management Types of the school (Government/ Private)
 - c. Locality (Rural / Urban)
 - d. Experience (0-10 years/ 11-20 years/ 21 years and above)

Objectives of the Study

1. To find out the Conflict Management of higher secondary school Headmasters.

2. To find out the Conflict Management of higher secondary school Headmasters, with respect to their,
 - a. Gender (Male/Female)
 - b. Management Types of the school (Government/ Private)
 - c. Locality (Rural / Urban)
 - d. Experience (0-10 years/ 11-20 years/ 21 years and above)
3. To find out the degree of Teachers job-satisfaction.
4. To find out the Teachers job satisfaction with respect to their,
 - a. Gender (Male/Female)
 - b. Management Types of the school(Government/ Private)
 - c. Locality (Rural / Urban)
 - d. Experience (0-10 years/ 11-20 years/ 21 years and above)
5. To find out whether there is any relationship between Conflict Management of Higher secondary school Headmasters and Teachers job-satisfaction.

Hypothesis of the Study

1. Conflict Management of higher secondary school Headmasters is vary
2. There is no significant difference between Conflict Management of higher secondary school Headmasters with respect to their,
 - a. Gender (Male/Female)
 - b. Management Types of the school (Government/ Private)
 - c. Locality (Rural /Urban)
 - d. Experience (0-10 years/ 11-20 years/ 21 years and above)
3. There exists a high degree of Teachers job-satisfaction.
4. There is no significant difference between Teachers job satisfaction with respect to their,
 - a. Gender (Male/Female)
 - b. Management Types of the school (Government/ Private)
 - c. Locality (Rural /Urban).
 - d. Experience (0-10 years/ 11-20 years/ 21 years and above)
5. There is no significant relationship between the Conflict Management of higher secondary school Headmasters and teacher's job-satisfaction.

Statistical Techniques: The following statistical treatments are employed in the present study.

- a. Descriptive Analysis
- b. Differential Analysis
- c. Co relational Analysis

Review of Related Literature

Studies on types of Conflict Management: John-Eke & Akintokunbo, (2020) examines the conflict management as a tool for increasing organizational effectiveness. The emphasis is on identifying the nature and significance of conflicts in an organization as well as recognizing levels or types of conflict; then asserting the appropriate strategy to be applied to achieve positive outcomes that will lead to organizational effectiveness. Related journals, textbooks and other online publications in Management, Organizational Behaviour, and other relevant fields were reviewed. Our findings revealed that conflicts do not always put the organization in a bad light, but constructively managed conflict brings about healthy competition, strengthens team participation, and bridges the communication gap. We, therefore, recommend that organizations should re-educate their employees on conflict management construct; dispelling the trendy but untrue notion that conflict is bad, destructive and should be avoided at all costs. Managers should adopt strategy or strategies based on the nature and type of conflict. Barnett and McCormic (2020) conducted a study on transformational and transactional leadership behaviours of school principals in New south Wales State Secondary Schools and teacher outcomes and aspects of school learning culture. The study concluded that transformational leadership is more facilitative of positive teacher outcomes, task focus goals and excellence in teaching. However, both constructs of transformational and transactional leadership help to explain variation in teacher's outcomes, task focus goals and excellence in teaching. The study also concluded that leadership is a critical process in schools that involves one to one relationships. Teachers, students and parents must consent to being led by a principal. Khan (2002) in his study on leadership roles and improvement of standard of education in Pakistan found lack of communication and friction among staff, political pressure, substandard equipment, curricular and co-curricular activities, advocated for a two dimensional framework of conflict handling strategies based on assertiveness and cooperativeness of the parties concerned. He acknowledged five conflict management strategies: Competing, compromising, collaborating, accommodating and avoiding. The interpersonal conflict could be managed through five strategies, dominating, obliging, integrating, compromising and avoiding based on the level of concerned individuals and those they relate with.

Studies on conflict management and other variables: Gardiner and Simmons (2022) defined conflict as "any divergence of interests, objectives or priorities

between individual, groups, or organizations or nonconformity to requirements of a task; activity or process". Duncan (1975) opined that conflict implies some types of hostility and perhaps some desires to do harm which may be considered an extreme case of competition. Conflict is different from competition, although competition may result in conflict. Some believe that conflicts may occur without any specific reference to competition, as it could occur as a result of breakdown in the mechanism of decision-making. DeCenzo (1997) has this to say:

Studies on Conflict management and teachers job-satisfaction: Singh (2014) measured conflict management of headmasters and studied their relationship with teacher attitudes and job-satisfaction. It was found that teachers were moderately satisfied with almost all factors but female teachers were found to be more satisfied than the male teachers. Also the teachers showed a higher level of social values.

METHODOLOGY OF THE STUDY

Tools used in this present study: The data necessary for carrying out research must be collected with the aid of special instruments or devices. The successful research depends on proper selection of tools. The researcher may employ tools either singly or in combinations to achieve it a result. The general information required is also collected for analysis (Appendix). For the present study the following two standardized tools were used.

A. **Conflict Management Inventory (TVI):** To find out the value pattern of teachers, the Conflict Management Inventory (CMI) constructed and standardized by M.N. Arora and A.Sunil singh (1999) was used. Copy of the tool is given in Appendix.

Description of the Inventory: The inventory In the form of a re-usable booklet, consists of 25 questions each followed by plausible answers (one answer corresponding to one Conflict management). It is a forced choice type of instrument. The respondent is required to arrange all the alternatives in order of his preference. A separate Answer Sheet has been provided.

B. **Teachers Job-Satisfaction Scale (TJSS):** For finding the job-satisfaction of teachers, the Teachers job-satisfaction Scale (TJSS) Constructed and standardized by Amar Singh and T.R.Sharma was used. Copy of the tool is given in Appendix.

Sample of the Study: The present study consists of 200 higher secondary school Headmasters and teachers as subjects and they are selected by random sampling technique. The total sample comprises of 114 male teacher and 86 female teachers working in various Government and private schools of Villupuram District.

Analysis and Interpretations of the Data

Testing of Hypothesis

Conflict Management

Hypothesis: There exists a high degree of conflict Management of higher secondary school headmasters.

Table mean and standard deviation of sub-samples in their conflict management of higher secondary school headmasters

Variables		Conflict management of higher secondary school headmasters		
		N	Mean	S.D.
Whole Sample		200	52.39	15.42
Gender	Male	114	55.35	16.94
	Female	86	53.71	15.13
Type of the School Management	Government	100	56.23	14.39
	Private	100	55.96	15.19
Locality	Rural	100	57.19	16.12
	Urban	100	56.01	14.26
Years of Experience	0-10	58	56.30	15.39
	11-20	80	59.79	16.48
	≥21	62	52.58	16.67

Table shows that the mean score of Conflict management of higher secondary school headmasters is 52.39 (S.D. 15.42). Therefore, the Conflict management of higher secondary school headmasters are 'strongly agree' with their Conflict management when the whole sample is considered.

Table shows that the mean score of teacher's job-satisfaction of higher secondary school teachers is 43.69 (S.D. 10.36). Therefore, the teachers are 'very satisfied' with their job when the whole sample is considered.

Table mean standard deviation and frequencies for various sub-samples in their higher secondary school teachers job-satisfaction

Variables		Teachers Job satisfaction		
		N	Mean	S.D.
Whole Sample		200	43.69	10.36
Gender	Male	114	47.25	11.49
	Female	86	46.76	13.37
Type of the School Management	Government	100	45.69	14.01
	Private	100	44.13	12.07
Locality	Rural	100	45.48	11.01
	Urban	100	46.32	13.42
Years of Experience	0-11	58	46.67	15.33
	11-20	80	45.33	17.28
	≥21	62	46.55	16.11

SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Hypothesis Verification

- Every hypothesis framed by the researcher is verified. The male and female teachers differ significantly in their Conflict management.
- The Government and Private higher secondary School headmasters in their Conflict management do not differ significantly in their Conflict management.
- The rural and urban Higher Secondary School headmasters in their conflict management.
- The higher secondary school headmasters having experience 0-10 years and 11-20 years do not differ significantly in their Conflict management.
- The higher secondary school headmasters having experience 0-10 years and 21 and more years do not differ significantly in their Conflict management.
- The higher secondary school headmasters having experience 11-20 years and 21 and more years do not differ significantly in their Conflict management.
- The male and female higher secondary school teachers differ significantly in their teacher's job-satisfaction.
- The Rural and urban Higher Secondary School teachers differ significantly in their Teachers job-satisfaction.
- The Government and Private higher secondary School teachers do not differ significantly in their Teachers job-satisfaction.
- The Rural and urban Higher Secondary School teachers differ significantly in their Teachers job-satisfaction.
- The higher secondary school teachers having experience 0-10 years and 11-20 years do not differ significantly in their Teachers job-satisfaction.
- The higher secondary school teachers having experience 0-10 years and 21 and more years do not differ significantly in their teacher's job-satisfaction.
- The higher secondary school teachers having experience 11-20 years and 21 and more years do not differ significantly in their teacher's job-satisfaction.

FINDINGS AND CONCLUSIONS

1. Government and private school higher secondary school headmasters differ significantly in their Conflict management and private school teachers are higher in their Conflict management than Government higher secondary school headmasters.
2. Higher secondary school headmasters having experience 0-10 years and 11-20 years differ significantly in their Conflict management. Higher secondary school headmasters having 0-10 years more than 21 years of experience also differ significantly in their Conflict management.
3. The difference in means for all other categories of conflict management for all other sub-samples is not significant.
4. Teachers possess a high degree of job-satisfaction, as 86.5% of the teachers are either very 'satisfied' or 'extremely satisfied' with their job.
5. Male and female teachers differ significantly in their job-satisfaction and female teachers are more satisfied than male teachers in their job.
6. Secondary level and higher secondary level school teachers differ significantly in their job-satisfaction and secondary level teachers are having higher job-satisfaction than higher secondary level school teachers.
7. Government and private school teachers having different levels of experience do not differ significantly in their job-satisfaction.
8. For Government and private school teachers, Conflict management are significantly and negatively correlated with Teachers job-satisfaction. Also, Conflict management are significantly and positively correlated with Teachers job-satisfaction. The result holds good for higher secondary school teachers too.
9. Teachers Job-satisfaction has significant and positive correlation with Conflict management for higher secondary school teachers belonging to various experience levels. Also, Conflict management has significantly and negative correlation with job-satisfaction for teachers belonging to various experience levels.

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