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CONFLICT MANAGEMENT STYLES CONCERNING ADMINISTRATIVE EXPERIENCE OF PRINCIPAL AT HIGHER SECONDARY SCHOOL LEVEL

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Abstract

Aim of this research study was to determine the conflict management styles concerning administrative experience of principal at higher secondary school. Total107 principals were selected from six southern districts of Khyber Pakhtunkhwa as a sample of the study.A valid and reliable five point likert scale research instrument covering five conflict management styles i.e. compromising, accommodating, avoiding, competing and collaborating was used for data collection. Researcher personally visited to selected sample and received maximum response from respondents. The gathered data was properly arranged and entered into SPSS matrix. Descriptive statistics mean and inferential statistics correlation and regression was applied to meet the objectives. It was concluded that most of the principals were focusing compromising conflict management style to overcome conflict in schools. Similarly collaborating conflict management style was also used for removal of conflict and smooth running of schools. Further concluded that there is week association between principals' administrative experience and conflict management styles. The principal need to apply compromising style on resolving conflict among the staff members.

Keywords: Conflict Management styles, administrative experience, Principals, Secondary schools, Southern districts

Introduction

Conflict takes place whenever different people interact each other in an organization. It is a serious misunderstanding, occurs when peoples are interacted and oppose each other opinions. Burnside (2008) described that

conflict occurs among people because of incompatibility in ideas, opinions and interest. Rahim, Margner and Shapiro (2000) stated that conflict exists difference in views, approaches and principles among the members of an organization. To uplifting the organizational environment there is a need to resolve all these conflicts in efficient manner by properly following management styles. The number of styles are being applying for handling the conflicts in organization i.e. collaborating, avoiding, compromising, accommodating and forcing (Lussier, 2000; Williams 2003).

Gross and Gurerro (2011) conflict also exists in educational institutions including university college, primary, secondary and higher secondary schools, therefore efficient leadership needs having dynamic and critical skills to overcome conflict in educational organization. The leader having powerful conflict managenent skills is consider more productive, skillful, efficient and competent leader.Lack of skills related to conflict management lead to improper running of institution. The term conflict management has been defined in various perspective. Similarly skills related to conflict management provide road map to people in conflict situation to come an agreement (Stermanan, 2010).

The concept of conflict management was taken from the leadership theory of managerial grid given by Black and Mounton in (1964). The theory gives the idea of leadership into two parts, first part connected with concern for people while the other part linked with concern for production. The theory rated individuals towards their concern on 1-9 scale (Wagude, 2015).The peoples those are motivated with concern for people show interest to build and maintain long term relationship while individuals motivated towards concern for production shows interest to focus on their own objectives and goals. The theory of managerial grid was pinpointed five management styles these were; i something (concern for people and production, low & high), ii withdrawing (low concern for both), iii compromising (medium concern for both), problem solving (concern was high for both) and forcing (same as something). The efficient leader of organization may apply one of these conflict to overcome conflict (Wagude, 2015).

Ababakar (2005) talks the number of research studies have pinpointed two main types of conflict and these are commonly connected to two concepts like task and effect.The concept of task oriented which is also known as cognitive conflict that occurs among team members when they oppose each other opinions especially in condition when members are commonly trying to achieve their organizational objectives and goals while the other concept related to effect also known as interpersonal conflict is occurs among team members due to emotional interaction or personality clashes within an organization (Adeyemi, 2009). According to Akinnubi et al. (2012) commonly conflict divide into tow category one is interpersonal and the other is intrapersonal, interpersonal conflict takes place when people disagree each other views in organization while the intrapersonal conflict occurs within an individual itself in case of frustration. Conflict emerges in every working institutions like, industry, bank, offices,

universities, colleges and schools etc. Therefore it is very important for school principals to used effective conflict management skills to smooth running of school as well as teaching learning process. When conflict take place in school principals need to take initiative instantly and offers timely assistance to his subordinates for conflict perseverance (Ghafar, 2011).

As we know that generally conflict occurs between principal and staff members in schools. The principal personal aspects like age, teaching experience, administrative experience, sex and qualification play a very dynamic role in developing management skills and smooth ruing of schools (Okorie, 2002; Taiwo, 2010; Hallinger, Bickman& Davis, 1996). The principals having vast administrative and teaching experience put their best potential to motivate teaching and not teaching staff towards fulfilment of school objectives and goals (Ike, 2000; Kember, 2016).

In various pas studies including Ziaee (2012) concluded that accommodating conflict management style was found much effective than competing style at primary school level. Further concluded that collaborating and compromising conflict management styles were showed positive result towards conflict resolution in training institutions. The other study conduct by Rajabi (2012) concluded that the conflict management style like accommodating found most effective among principals than other styles.Sterman (2010) concluded that collaborating conflict management style was much preferred by school principals for smooth ruing of school environment. He also found positive relationship between school performance and avoiding conflict management style.The study conducted by Adeyemi (2011) found positive association between conflict management styles and performance at secondary school level. The secondary school principals preferred compromising conflict management style than competing conflict management style in respect of their age (Rahim, 1983; Cheng, 1994). The research study conducted by Janet (2015) and found no connection between principal age and conflict management styles at secondary schools of Nigeria. The various researchers were found in the perspective of principalsthat, daily school management activitiesaffected due to conflict (Berger, Benatov, Raiya&Tadmor, 2016; Hunts, 1992).

Conceptual Framework

Figure 1
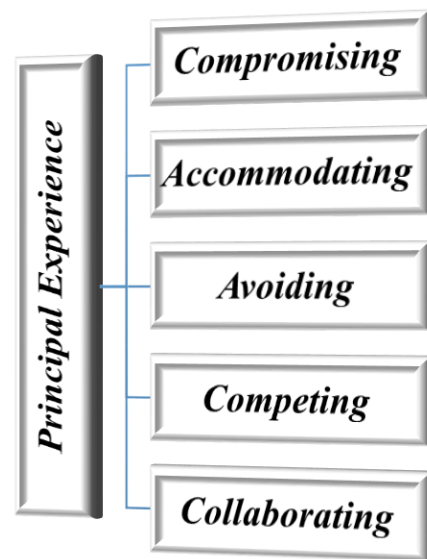
Objectives
1. To find out the association between principal administrative experience and conflict management at higher secondary school level in southern areas of KP
2. To see the effect of principal administrative experience on conflict management at higher secondary school level in southern areas of KP.

Research Questions
RQ$_1$ is there any association between principal administrative experience and conflict management at higher secondary school level?
RQ$_2$ Is there exist any significant effect of higher secondary school principals' administrative experience on conflict management?

Materials and Methods
The primary focus of research study was to see the relationship between conflict management and administrative experience of principal, therefore quantitative research design and survey method was followed for collection of research data. The population of current research investigation was constituted of all higher secondary school principals of southern districts of Khyber Pakhtunkhwa. There are total six districts in southern areas of KP including, Karak, Kohat, Bannu, Lakki, Tank and Dera Ismail Khan. Total 134 principals are working in southern areas out of these 107 principals were selected by following Krejcie and Morgan (1970) rule for sample of the study. A five point likert scale research instrument covering five conflict management styles i.e. compromising, accommodating, avoiding, competing and collaborating was used for data collection. The research instrument was properly passed through validity and reliability process and was found .85 reliability of coefficient. A valid and reliable research instrument was delivered to higher school principals for the sake of data collection. Researcher personally visited to selected sample and received maximum response from respondents. The gathered data was properly arranged and entered into SPSS matrix. Descriptive

statistics mean and inferential statistics correlation and regression was applied to meet the objectives.

Results

Table 1   **Showing Results of Descriptive Statistics of School Principals regarding Conflict Management Styles in Respect of Their Experiences**

Administrative Experience		Compromising	Accommodating	Avoiding	Competing	Collaborating
1-10	N	50	50	50	50	50
	Mean	4.3600	4.0933	4.0400	4.1050	4.1200
	Sd	.51833	.49961	.52442	.47673	.44037
11-20 years	N	38	38	38	38	38
	Mean	4.1316	4.1754	4.1579	4.1068	4.2368
	Sd	.50546	.51835	.48234	.42294	.36274
21-onward	N	19	19	19	19	19
	Mean	4.2632	4.0702	4.4035	4.0000	4.1930
	Sd	.56195	.52797	.34389	.43301	.32041

The above table 1 presents that principals having experience 1-10 years are giving preference to compromising conflict management style as mean (4.3600). The principal having administrative experience 11-20 years are in favor of collaborating conflict management style as (mean= 4.2368). Similarly principals having 21-onward experience are also in favor of compromising conflict management style as (mean= 4.3632).

Table 2   **Correlations between Administrative Experience of Principals and Conflict Management Styles**

		Administrative Experience	Style
Administrative Experience	Pearson correlation	1	.155
	P		.110
	N	107	107

	Pearson correlation		.155	1
Style	P		.110	
	N		107	107

The above table 2 shows week association between principals administrative experience and conflict management styles as (r=.155).

Table 3 **Showing Result of Regression Analysis of Principals Administrative Experience and Conflict Management**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.155[a]	.024	.015	.21527

a. Predictors: (Constant), Administrative Experience

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.120	1	.120	2.598	.110[b]
	Residual	4.866	105	.046		
	Total	4.986	106			

a. Dependent Variable: Management Style

b. Predictors: (Constant), Administrative Experience

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.071	.052		78.460	.000
	Administrative Experience	.045	.028	.155	1.612	.110

a. Dependent Variable: Management Style

Table 7 shows the result of linear regression analysis. As ANOVA table shows sig value is .110 (p>0.05) it means there is no significant effect of principals administrative experience on conflict management styles. The calculated R^2 value is .024 which shows that principal administrative experience describes 2.4% variation in conflict management style. Here the null hypothesis of the stud is rejected.

Discussion

Farooqi et al. (2013) stated that conflict exists difference in views, approaches and principles among the members of an organization. To uplifting the organizational environment there is a need to resolve all type of conflicts in efficient manner by properly following management styles. The number of styles are being applying for handling the conflicts in organization i.e. collaborating, avoiding, compromising, accommodating and forcing (Lussier, 2000; Williams 2003). The particular sty was found that most of the principals were focusing compromising conflict management style to overcome conflict in schools.The study finding supported by Rahim (1983) and Cheng (1994) they found principals preferred compromising styles than competing in respect of their age.The current study found that collaborating conflict management style was also used forremoval of conflict and smooth running of schools. The study also found week association between principal administrative experience and conflict management styles. The finding supported by Janet (2015) and Batool (2016) they found no connection between principal age and conflict management styles at secondary schools of Nigeria.

Conclusion

As we know that generally conflict occurs between principal and staff members in schools. The principal personal aspects like age, teaching experience, administrative experience, sex and qualification play a very dynamic role in developing management skills and smooth ruing of schools. It was concluded that most of the principals were focusing compromising conflict management style to overcome conflict in schools. Similarly collaborating conflict management style was also used for removal of conflict and smooth running of schools. Further concluded that there is week association between principals' administrative experience and conflict management styles. The principal need to apply compromising style on resolving conflict among the staff members.

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