

Existence of Conflicts between Teachers and Management Officials, And Their Association with the Type of Educational Institution.

¹Nishat Fatima, ²Dr.Ruchi Singh,

¹Research Scholar, Dept. of Management, S.R.M. University,Lucknow.

²Associate Professor,IMCE, S.R.M. University,Lucknow.

Corresponding Author: Nishat Fatima

Abstract: The purpose of this research paper is to investigate the nature of conflicts between teachers and management officials existing in various types of institutions such as medical colleges, engineering and management institutes, degree colleges and other educational institutions. Purpose of research is to examine the association and relationship between types of institutions and nature of conflicts existing in respective institutions. Conflicts are existing in every organisation or institution. There is a struggle or contest between teachers and management officials with opposing needs, ideas, beliefs, values, or goals. Conflict is inevitable and its consequences may not be in the interest of institution. Conflicts might escalate and become worse and it may also lead to non-productive results if not dealt properly and proactively. Consequently, proper management of conflict is necessary for the productivity and growth of any institution. The present research is an endeavour to know the nature of conflicts existing in different types of institutions, so that different strategic approaches can be suggested to minimise the conflict at least if all conflicts cannot be resolved. 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 collected. Chi square analysis was used to test the hypotheses and correlations analysis was used to determine the relationship between independent variables (factors of nature of conflicts) and dependent variables (types of institutions).

Keywords: Conflict, Nature of conflicts, Teachers, Management, Conflict management.

Date of Submission: 15-01-2018

Date of acceptance: 05-02-2018

I. Introduction

1.1. Background

Conflict, for Nyamajiwa (2000, p. 3), can be defined 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.

In an institution, a number of these sources of conflict could be applicable to management/administrators and teachers. Almost every day we hear of cases where teachers and management conflict over issues that concern their practices. In most cases, unresolved conflicts result in communication breakdown affecting the smooth running of the institution. In other instances management officials reprimand and verbally fight with teachers over certain issues. Such situations disturb the tone and climate of the institution and ultimately the performance of all; teachers, management as well as of students is negatively affected. Perturbed by these circumstances, the study seek to establish the existence and nature of these conflicts and examine the

effective management of the conflict between management officials and teacher of medical colleges, engineering and management institutions, degree colleges in UP, India.

1.2. Justification and Significance of the Study

The study will be significant in that the findings may be useful to education researchers, teachers, management officials, administrators, educational planners and other scholars of educational administration as it will hopefully increase their awareness of the values of conflict as well as conflict management methods which are constructive and benefit the institution. The findings will help teachers and management in management and engineering institutions, and other education stakeholders to adopt measures to minimize conflicts. 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 educational institutions or not?
2. What is the nature of conflict in educational institutions?
3. Is there any association between the types of institution and the nature of conflict?

1.4. Research Objectives and Hypotheses of the Study

After the literature review, following hypotheses were developed and the proposed study seeks to achieve the following specific objectives, which are given below accompanying their respective alternate hypothesis.

Research Objective-1: To investigate the existence of conflicts between teachers and management in the education institutions.

Alternate Hypothesis (H1)-1: There exist conflicts between teachers and management in the education institutions.

Null Hypothesis (H0)-1: There exist conflicts between teachers and management in the education institutions.

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.

II. Literature Review

2.1 Conflict and Conflict Management

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.

2.2 Conflicts in Educational Institutions

Conflict presently continues to be a factor in academic life. Educational institutions frequently appear to be centres of tension; on occasion, they are perhaps a manifestation of problems in the community. (Karen L. Fleetwood, 1987) The term conflict is viewed in a variety of ways because of its confusion with those conditions which lead to situations of different conflict. (E. M. Beck and Michael Betz, 1975)

Thomas (1976) defines conflict as “the process which begins when one party perceives that the other has frustrated, or is about to frustrate, some concern of his”.

According to Denohue, W. A. and B. Kott (1992), Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals, and it arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop.

According to Carter McNamara (2010), 'Because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in educational institutions takes different forms; for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the educational institution activities. It, therefore, becomes common that conflict between teachers and the educational institution principal occur frequently at any time in the educational institution.'

In institutions, conflict occurs between various individuals because of their frequent interaction with each other. Conflict is an expression of hostility, antagonism and misunderstanding between the staff members. (David W. Johnson and Roger T. Johnson, 1996) According to David W. Johnson and Roger T. Johnson (1996), Conflict is inevitable and often good, for example, good teams always go through a "form, storm, norm and perform" period. Getting the most out of diversity means often-contradictory values, perspectives and opinions.

Conflict is often needed. It:

- i). Helps to raise and address problems.
- ii). Energizes work to be on the most appropriate issues.
- iii). Helps people "be real", for example, it motivates them to participate.
- iv). Helps people learn how to recognize and benefit from their differences.

2.3 Conflict in Educational Institutions- Its Causes & Management Strategies

According to Tschannen-Moran, M. (2001), conflict is not the same as discomfort. The conflict isn't the problem – it is when conflict is poorly managed that is the problem. Conflict is a problem when it:

- (1) Hampers productivity
- (2) Lowers morale
- (3) Causes more and continued conflicts
- (4) Causes inappropriate behaviours.

The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively. Moran (2001) sees conflict management as "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives". Conflicts as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of educational institution life. Conflicts offer competitive as well as cooperative context in the Institution but it varies according to the situation. Problems exist in managing conflicts when the context is competitive/individualistic or when the context and the conflict resolution procedures are incongruent. The effectiveness of a conflict resolution and peer mediation program may be limited when the classroom and educational institution context is competitive. (Fisher, R.J. 1997)

2.5 Sources of Conflict

The possible sources of conflict are poor communication, competition for common but scarce resources, incompatible goals and the like. Fisher (1997) notes, "...both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them. Frustration of these basic needs....becomes a source of social conflict"

According to Plunkett and Attner (1989), the sources of conflict include-

- Shared resources,
- Differences in goals,
- Difference in perceptions and values,
- Disagreements in the role requirements,
- Nature of work activities,
- Individual approaches, and the
- Stage of Institutional development.

Gray and Stark (1984) suggested that there are six sources of conflict. These are:

- Limited resources;
- Interdependent work activities;
- Differentiation of activities;
- Communication problems;
- Differences in perceptions;
- The environment of the Institution.

According to **Gray, J.L and Strake, F.A, (1984)** and other researchers, conflict can also arise from a number of other sources, such as:

- Individual differences (some people enjoy conflict while others don't);
- Unclear authority structures (people don't know how far their authority extends);
- Differences in attitudes;
- Task symmetries (one group is more powerful than another and the weaker group tries to change the situation);
- Difference in time horizons.

Another author **Campbell et-al (1983)**, identified a list of sources of conflict. These are:

- Control over resources,
- Preferences and nuisances,
- Values,
- Beliefs, and
- The nature of relationships between the parties.

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 medical colleges, engineering and management institutions, and degree colleges. 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 **'Do conflicts between teachers and management exist in your organisation?'**

Table-5:

Crosstab		Do conflicts between teachers and management exist in your organisation?		Total	
		Yes	No		
Type of Institution	Medical College	Count	63	4	67
		% within Type of Institution	94.0%	6.0%	100.0%
	Engineering Institute	Count	138	26	164
		% within Type of Institution	84.1%	15.9%	100.0%
	Management Institute	Count	258	98	356
		% within Type of Institution	72.5%	27.5%	100.0%
	Degree College	Count	58	40	98
		% within Type of Institution	59.2%	40.8%	100.0%
	Other Institutes	Count	54	17	71
		% within Type of Institution	76.1%	23.9%	100.0%
Total		Count	571	185	762
		% within Type of Institution	75.5%	24.5%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In **medical colleges**, out of total 67 respondents, 94% respondents said that there exists conflict between management and teachers and only 6.0% respondents said that there is no conflict between management and teachers.

In **engineering colleges**, out of total 164 respondents, 84.1% respondents said that there exists conflict between

management and teachers and only 15.9% respondents said that there is no conflict between management and teachers.

In **management institutes**, out of total 356 respondents, 72% respondents said that there exists conflict between management and teachers and only 27.5% respondents said that there is no conflict between management and teachers.

In **degree colleges**, out of total 98 respondents, 59.2% respondents said that there exists conflict between management and teachers and only 40.8% respondents said that there is no conflict between management and teachers.

In **other institutes**, out of total 71 respondents, 76.1% respondents said that there exists conflict between management and teachers and only 23.9% respondents said that there is no conflict between management and teachers.

H₀: The two factors are independent.

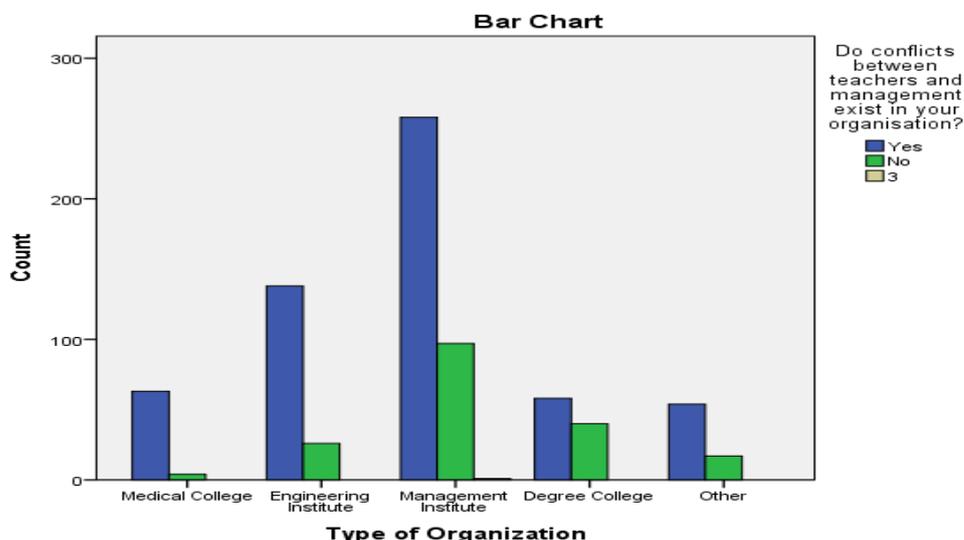
H₁: The two factors are not independent (associated).

Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

Table:6

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.996 ^a	8	.000
Likelihood Ratio	39.245	8	.000
Linear-by-Linear Association	19.311	1	.000
N of Valid Cases	756		
a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .09.			
Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.218	.000
	Cramer's V	.154	.000
N of Valid Cases		756	
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

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: Analysis of the Association between **Type of organisation (dependent variable)** and **I have conflicts with teachers(Independent variables)**

Table-7:

Crosstab			I have conflicts with teachers.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of Institution	Medical College	Count	4	24	9	14	16	67
		% within Type of Institution	6.0%	35.8%	13.4%	20.9%	23.9%	100.0%
	Engineering Institute	Count	22	34	11	24	73	164
		% within Type of Institution	13.4%	20.7%	6.7%	14.6%	44.5%	100.0%
	Management Institute	Count	47	106	57	58	94	362
		% within Type of Institution	13.0%	29.3%	15.7%	16.0%	26.0%	100.0%
	Degree College	Count	19	26	20	9	22	96
		% within Type of Institution	19.8%	27.1%	20.8%	9.4%	22.9%	100.0%
	Other Institutes	Count	0	32	10	3	26	71
		% within Type of Institution	0.0%	45.1%	14.1%	4.2%	36.6%	100.0%
	Total	Count	92	222	107	108	231	760
		% within Type of Institution	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, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In **medical colleges**, out of total 67 respondents, 6.0% respondents strongly agreed, 35.8% respondents agreed, 13.4% respondents were neutral, 20.9% respondents disagreed and 23.9% strongly disagreed that they have conflicts with the teachers.

In **engineering institutes**, out of total 164 respondents, 13.4% respondents strongly agreed, 20.7% respondents agreed, 6.7% respondents were neutral, 14.6% respondents disagreed and 44.5% strongly disagreed that they have conflicts with the teachers.

In **management institutes**, out of total 356 respondents, 13.0% respondents strongly agreed, 29.3% respondents agreed, 15.7% respondents were neutral, 16.0% respondents disagreed and 26.0% strongly disagreed that they have conflicts with the teachers.

In **degree colleges**, out of total 98 respondents, 19.8% respondents strongly agreed, 27.1% respondents agreed, 20.8% respondents were neutral, 9.4% respondents disagreed and 22.9% strongly disagreed they have conflicts with the teachers.

In **other institutes**, out of total 71 respondents, 0.0% respondents strongly agreed, 45.1% respondents agreed, 14.1% respondents were neutral 4.2% respondents disagreed and 36.6% strongly disagreed that they have conflicts with the teachers.

H₀: The two factors are independent.

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

Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

Table-8:

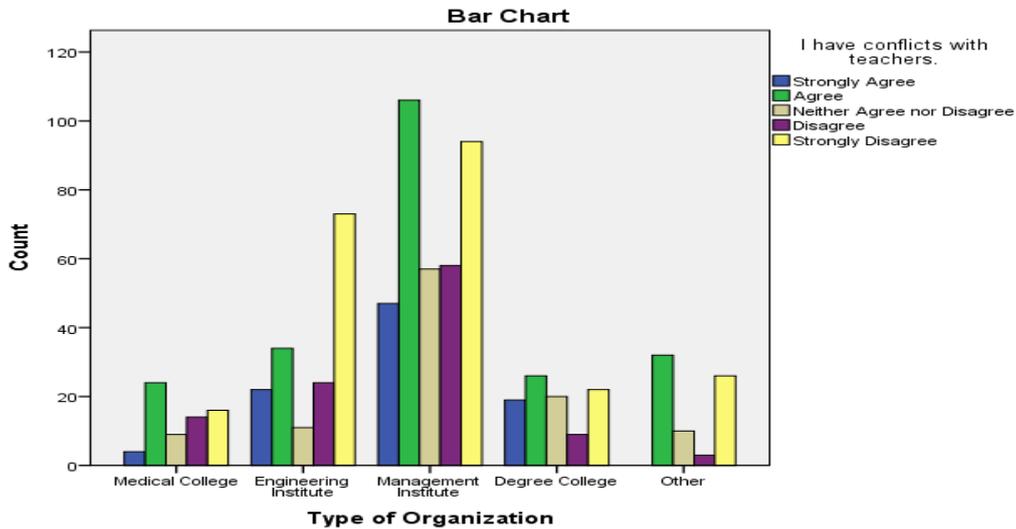
Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	63.524 ^a	16	.000
Likelihood Ratio	73.230	16	.000
Linear-by-Linear Association	3.076	1	.079
N of Valid Cases	760		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.11.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.289	.000
	Cramer's V	.145	.000
N of Valid Cases		760	
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

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: Analysis of the Association between **Type of organisation (dependent variable)** and **I have conflicts with management(Independent variables)**

Table-9:

Crosstab			I have conflicts with management.					Total	
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		
Type of Institution	Medical College	Count	0	21	14	10	22	67	
		% within Type of Institution	0.0%	31.3%	20.9%	14.9%	32.8%	100.0%	
	Engineering Institute	Count	8	44	46	30	36	164	
		% within Type of Institution	4.9%	26.8%	28.0%	18.3%	22.0%	100.0%	
	Management Institute	Count	45	103	44	69	101	362	
		% within Type of Institution	12.4%	28.5%	12.2%	19.1%	27.9%	100.0%	
	Degree College	Count	4	23	49	6	14	96	
		% within Type of Institution	4.2%	24.0%	51.0%	6.2%	14.6%	100.0%	
	Other Institutes	Count	0	9	20	2	42	73	
		% within Type of Institution	0.0%	12.7%	28.2%	2.8%	56.3%	100.0%	
	Total		Count	57	200	173	117	212	762
			% within Type of Institution	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 756 respondents, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In **medical colleges**, out of total 67 respondents, 0.0% respondents strongly agreed, 31.3% respondents agreed, 20.9% respondents were neutral, 14.9% respondents disagreed and 32.8% strongly disagreed that they have

conflicts with the management.

In **engineering institutes**, out of total 164 respondents, 4.9% respondents strongly agreed, 26.8% respondents agreed, 28.0% respondents were neutral, 18.3% respondents disagreed and 22.0% strongly disagreed that they have conflicts with the management.

In **management institutes**, out of total 356 respondents, 12.4% respondents strongly agreed, 28.5% respondents agreed, 12.2% respondents were neutral, 19.1% respondents disagreed and 27.9% strongly disagreed that they have conflicts with the management.

In **degree colleges**, out of total 98 respondents, 4.2% respondents strongly agreed, 24.0% respondents agreed, 51.0% respondents were neutral, 6.2% respondents disagreed and 14.6% strongly disagreed that they have conflicts with the management.

In **other institutes**, out of total 71 respondents, 0.0% respondents strongly agreed, 12.7% respondents agreed, 28.2% respondents were neutral 2.8% respondents disagreed and 56.3% strongly disagreed that they have conflicts with the management.

H₀: The two factors are independent.

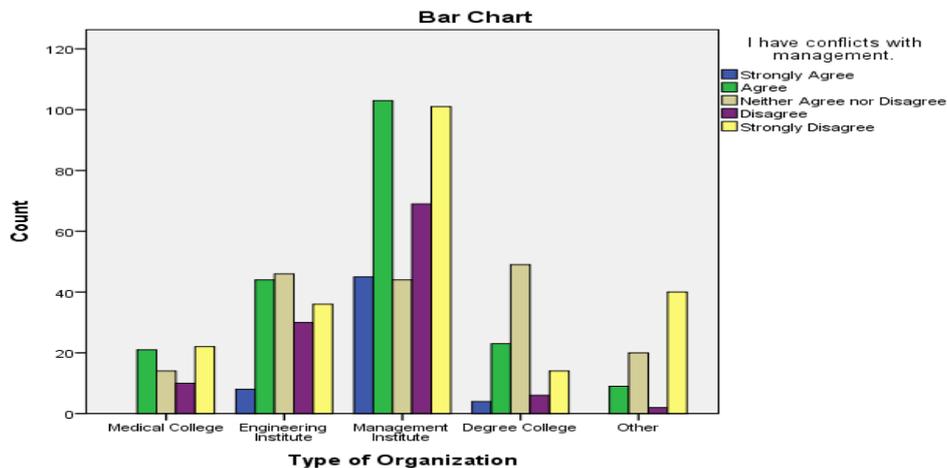
H₁: The two factors are not independent (associated).

Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

Table-10:

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	131.957 ^a	16	.000
Likelihood Ratio	138.443	16	.000
Linear-by-Linear Association	2.471	1	.116
N of Valid Cases	760		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.03.			
Symmetric Measures			
	Value	Approximate Significance	
Nominal by Nominal	Phi	.417	.000
	Cramer's V	.208	.000
N of Valid Cases	760		
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

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: Analysis of the Association between **Type of organisation (dependent variable)** and **Teachers are capable of managing conflict effectively (Independent variables)**

Table-11:

Crosstab			Teachers are capable of managing conflict effectively.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of Institution	Medical College	Count	17	30	5	14	1	67
		% within Type of Institution	25.4%	44.8%	7.5%	20.9%	1.5%	100.0%
	Engineering Institute	Count	12	21	33	47	51	164
		% within Type of Institution	7.3%	12.8%	20.1%	28.7%	31.1%	100.0%
	Management Institute	Count	55	76	78	91	62	362
		% within Type of Institution	15.2%	21.0%	21.5%	25.1%	17.1%	100.0%
	Degree College	Count	1	37	21	29	10	98
		% within Type of Institution	1.0%	37.8%	21.4%	29.6%	10.2%	100.0%
	Other	Count	10	20	16	13	12	71
		% within Type of Institution	14.1%	28.2%	22.5%	18.3%	16.9%	100.0%
	Total	Count	95	184	153	194	136	762
		% within Type of Institution	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 756 respondents, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In **medical colleges**, out of total 67 respondents, 25.4% respondents strongly agreed, 44.8% respondents agreed, 7.5% respondents were neutral, 20.9% respondents disagreed and 1.5% strongly disagreed that Teachers are capable of managing conflict effectively.

In **engineering institutes**, out of total 164 respondents, 7.3% respondents strongly agreed, 12.8% respondents agreed, 20.1% respondents were neutral, 28.7% respondents disagreed and 31.1% strongly disagreed that Teachers are capable of managing conflict effectively.

In **management institutes**, out of total 356 respondents, 15.2% respondents strongly agreed, 21.0% respondents agreed, 21.5% respondents were neutral, 25.1% respondents disagreed and 17.1% strongly disagreed that Teachers are capable of managing conflict effectively.

In **degree colleges**, out of total 98 respondents, 1.0% respondents strongly agreed, 37.8% respondents agreed, 21.4% respondents were neutral, 29.6% respondents disagreed and 10.2% strongly disagreed that Teachers are capable of managing conflict effectively.

In **other institutes**, out of total 71 respondents, 14.1% respondents strongly agreed, 28.2% respondents agreed, 22.5% respondents were neutral 18.3% respondents disagreed and 16.9% strongly disagreed that Teachers are capable of managing conflict effectively.

H₀: The two factors are independent.

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

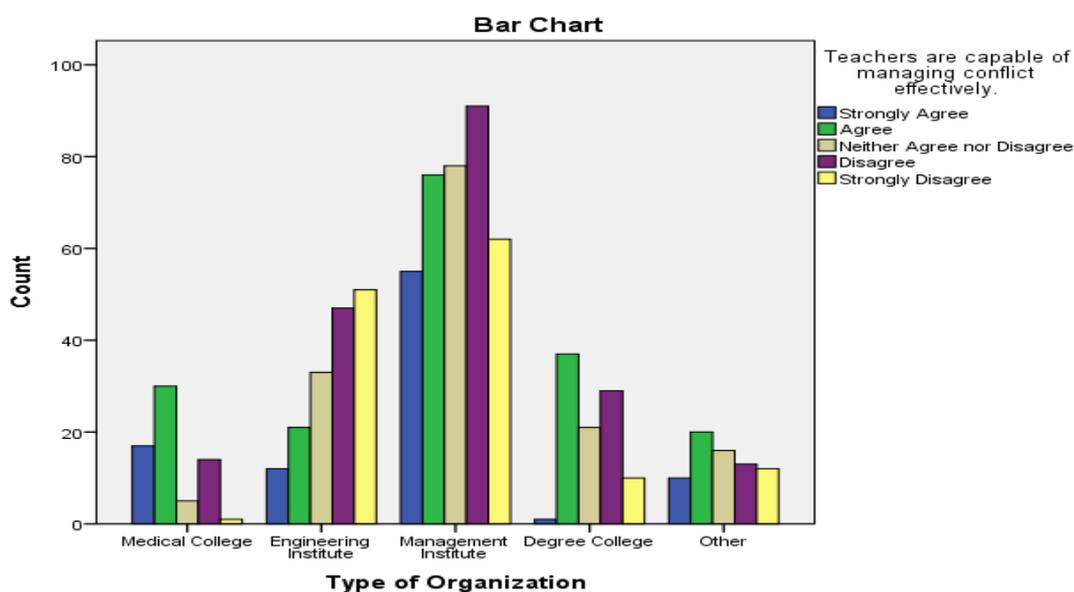
Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

Table-12:

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	93.903 ^a	16	.000
Likelihood Ratio	104.130	16	.000
Linear-by-Linear Association	.007	1	.935
N of Valid Cases	762		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.35.			
Symmetric Measures			
	Value	Approximate Significance	

Nominal by Nominal	Phi	.351	.000
	Cramer's V	.176	.000
N of Valid Cases		762	
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

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: Analysis of the Association between **Type of organisation (dependent variable)** and **Management officials are capable of managing conflict effectively (Independent variables)**

Table-13:

Crosstab			Management officials are capable of managing conflict effectively.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type Institution of	Medical College	Count	20	27	14	6	0	67
		% within Type of Institution	29.9%	40.3%	20.9%	9.0%	0.0%	100.0%
	Engineering Institute	Count	10	12	40	30	72	164
		% within Type of Institution	6.1%	7.3%	24.4%	18.3%	43.9%	100.0%
	Management Institute	Count	64	105	62	61	70	362
		% within Type of Institution	17.7%	29.0%	17.1%	16.9%	19.3%	100.0%
	Degree College	Count	2	47	25	24	0	98
		% within Type of Institution	2.0%	48.0%	25.5%	24.5%	0.0%	100.0%
	Other Institutes	Count	9	4	17	25	16	71
		% within Type of Institution	12.7%	5.6%	23.9%	35.2%	22.5%	100.0%
Total		Count	105	195	158	146	158	762
		% within Type of Institution	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 756 respondents, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In **medical colleges**, out of total 67 respondents, 29.9% respondents strongly agreed, 40.3% respondents agreed,

20.9% respondents were neutral, 9.0% respondents disagreed and 0.0% strongly disagreed that Management officials are capable of managing conflict effectively.

In **engineering institutes**, out of total 164 respondents, 6.1% respondents strongly agreed, 7.3% respondents agreed, 24.4% respondents were neutral, 18.3% respondents disagreed and 43.9% strongly disagreed that Management officials are capable of managing conflict effectively.

In **management institutes**, out of total 356 respondents, 17.7% respondents strongly agreed, 29.0% respondents agreed, 17.1% respondents were neutral, 16.9% respondents disagreed and 19.3% strongly disagreed that Management officials are capable of managing conflict effectively.

In **degree colleges**, out of total 98 respondents, 2.0% respondents strongly agreed, 48.0% respondents agreed, 25.5% respondents were neutral, 24.5% respondents disagreed and 0.0% strongly disagreed that Management officials are capable of managing conflict effectively.

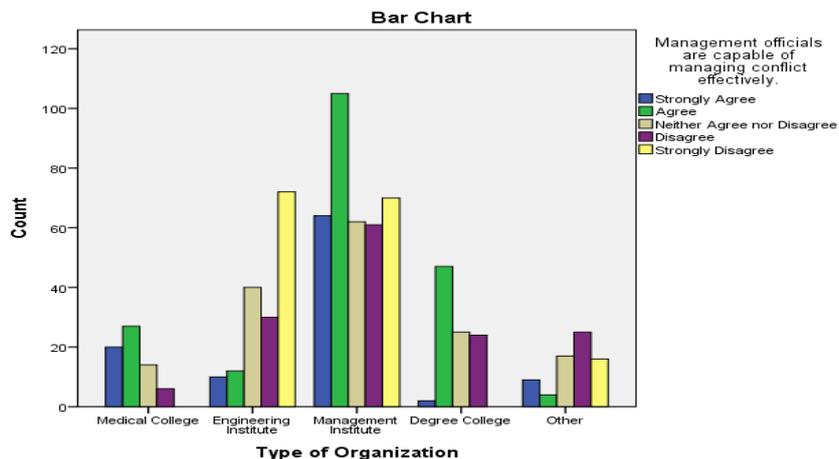
In **other institutes**, out of total 71 respondents, 12.7% respondents strongly agreed, 5.6% respondents agreed, 23.9% respondents were neutral 35.2% respondents disagreed and 22.5% strongly disagreed that Management officials are capable of managing conflict effectively.

H₀: The two factors are independent.
H₁: The two factors are not independent (associated).
Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

Table-14:

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	189.956 ^a	16	.000
Likelihood Ratio	225.391	16	.000
Linear-by-Linear Association	.506	1	.477
N of Valid Cases	762		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.23.			
Symmetric Measures			
	Value	Approximate Significance	
Nominal by Nominal	Phi	.499	.000
	Cramer's V	.250	.000
N of Valid Cases	762		
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

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: Analysis of the Association between **Type of organisation (dependent variable)** and **Teachers are enough emotionally intelligent to manage conflicts (Independent variables)**

Table-15:

Crosstab			Teachers are enough emotionally intelligent to manage conflicts.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of Institution	Medical College	Count	16	21	18	12	0	67
		% within Type of Institution	23.9%	31.3%	26.9%	17.9%	0.0%	100.0%
	Engineering Institute	Count	1	38	23	44	58	164
		% within Type of Institution	0.6%	23.2%	14.0%	26.8%	35.4%	100.0%
	Management Institute	Count	29	100	59	134	40	362
		% within Type of Institution	8.0%	27.6%	16.3%	37.0%	11.0%	100.0%
	Degree College	Count	2	45	25	23	3	98
		% within Type of Institution	2.0%	45.9%	25.5%	23.5%	3.1%	100.0%
	Other	Count	23	2	13	10	23	71
		% within Type of Institution	32.4%	2.8%	18.3%	14.1%	32.4%	100.0%
	Total	Count	71	206	138	223	124	762
		% within Type of Institution	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 756 respondents, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In **medical colleges**, out of total 67 respondents, 23.9% respondents strongly agreed, 31.3% respondents agreed, 26.9% respondents were neutral, 17.9% respondents disagreed and 0.0% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts.

In **engineering institutes**, out of total 164 respondents, 0.6% respondents strongly agreed, 23.2% respondents agreed, 14.0% respondents were neutral, 26.8% respondents disagreed and 35.4% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts.

In **management institutes**, out of total 356 respondents, 8.0% respondents strongly agreed, 27.6% respondents agreed, 16.3% respondents were neutral, 37.0% respondents disagreed and 11.0% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts.

In **degree colleges**, out of total 98 respondents, 2.0% respondents strongly agreed, 45.9% respondents agreed, 25.5% respondents were neutral, 23.5% respondents disagreed and 3.1% strongly disagreed that Teachers are enough emotionally intelligent to manage conflicts.

In **other institutes**, out of total 71 respondents, 32.4% respondents strongly agreed, 2.8% respondents agreed, 18.3% respondents were neutral 14.1% respondents disagreed and 32.4% strongly disagreed that Teachers are

H₀: The two factors are independent.

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

Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

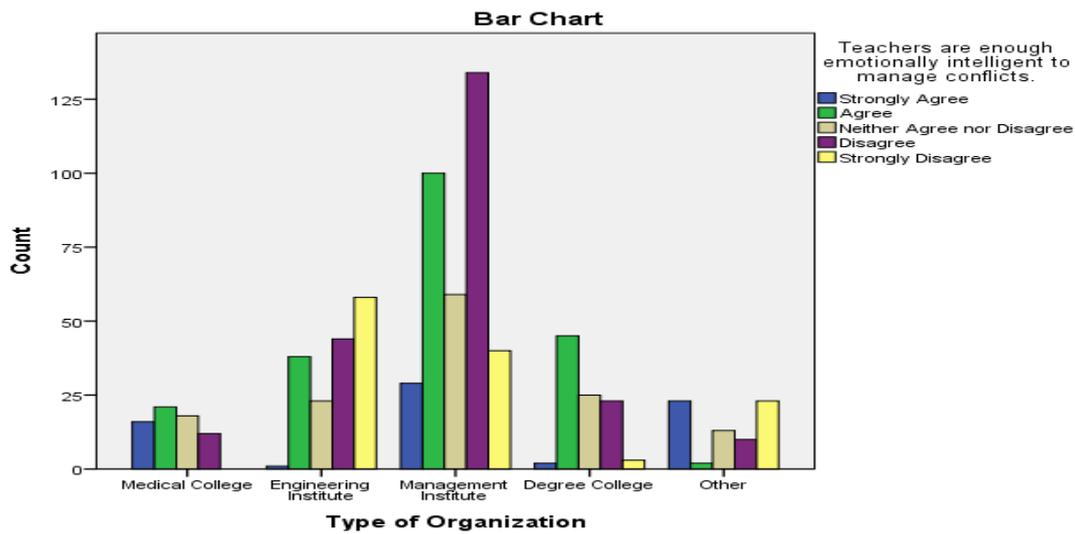
enough emotionally intelligent to manage conflicts.

Table-16:

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	206.114 ^a	16	.000
Likelihood Ratio	211.487	16	.000
Linear-by-Linear Association	.842	1	.359

N of Valid Cases		762	
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.24.			
Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.520	.000
	Cramer's V	.260	.000
N of Valid Cases		762	
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

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: Analysis of the Association between **Type of organisation (dependent variable)** and **Management officials are enough emotionally intelligent to manage conflicts (Independent variables)**

Table-17:

Crosstab			Management officials are enough emotionally intelligent to manage conflicts.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of Institution	Medical College	Count	12	18	26	11	0	67
		% within Type of Institution	17.9%	26.9%	38.8%	16.4%	0.0%	100.0%
	Engineering Institute	Count	0	18	34	49	63	164
		% within Type of Institution	0.0%	11.0%	20.7%	29.9%	38.4%	100.0%
	Management Institute	Count	35	109	61	86	71	362
		% within Type of Institution	9.7%	30.1%	16.9%	23.8%	19.6%	100.0%
	Degree College	Count	1	38	11	34	14	98
		% within Type of Institution	1.0%	38.8%	11.2%	34.7%	14.3%	100.0%
	Other Institutes	Count	5	9	13	37	7	71
		% within Type of Institution	7.0%	12.7%	18.3%	52.1%	9.9%	100.0%
Total		Count	53	192	145	217	155	762
		% within Type of Institution	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 756 respondents, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In **medical colleges**, out of total 67 respondents, 17.9% respondents strongly agreed, 26.9% respondents agreed, 38.8% respondents were neutral, 16.4% respondents disagreed and 0.0% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

In **engineering institutes**, out of total 164 respondents, 0.0% respondents strongly agreed, 11.0% respondents agreed, 20.7% respondents were neutral, 29.9% respondents disagreed and 38.4% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

In **management institutes**, out of total 356 respondents, 9.7% respondents strongly agreed, 30.1% respondents agreed, 16.9% respondents were neutral, 23.8% respondents disagreed and 19.6% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

In **degree colleges**, out of total 98 respondents, 1.0% respondents strongly agreed, 38.8% respondents agreed, 11.2% respondents were neutral, 34.7% respondents disagreed and 14.3% strongly disagreed that Management officials are enough emotionally intelligent to manage conflicts.

In **other institutes**, out of total 71 respondents, 7.0% respondents strongly agreed, 12.7% respondents agreed, 18.3% respondents were neutral 52.1% respondents disagreed and 9.9% strongly disagreed that Management

H₀: The two factors are independent.

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

Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

officials are enough emotionally intelligent to manage conflicts.

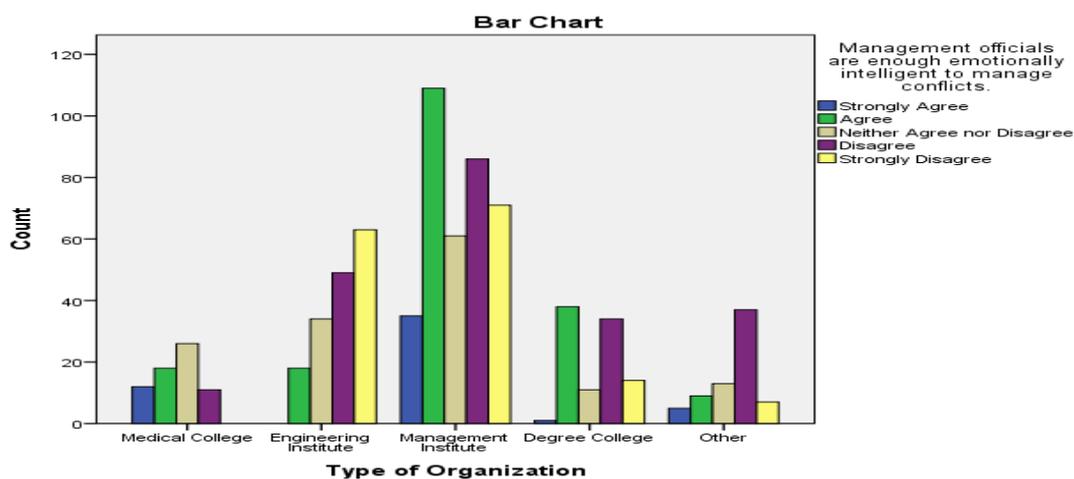
Table-19:

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	145.423 ^a	16	.000
Likelihood Ratio	163.562	16	.000
Linear-by-Linear Association	.057	1	.811
N of Valid Cases	762		

a. 2 cells (8.0%) have expected count less than 5. The minimum expected count is 4.66.

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.437	.000
	Cramer's V	.218	.000
N of Valid Cases		762	
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis.			

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 **Alternate Hypothesis: 1 (H1), is accepted and NullHypothesis: 1 (H0), is rejected and finally Research Objective-1 is fulfilled.**

V. Conclusion & Managerial Implications

In **medical colleges**, majority of the respondents (94% respondents) said that there exists conflict between management and teachers, and In **engineering colleges**, majority of 84.1% respondents said that there exists conflict between management, In **management institutes**, out of total 356 respondents, 72% respondents said that there exists conflict between management, In **degree colleges**, out of total 98 respondents, 59.2% respondents said that there exists conflict between management and teachers, and In **other institutes**, 76.1% respondents said that there exists conflict between management and teachers. 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.

Implications of the research

The practical application of this research is to provide teachers and management officials with conflict management information, the existence of conflicts, and its nature that will be advantageous for both teachers and management officials, personally and professionally. It is the very first and the best strategy of conflict management to accept the existence of conflict and discuss it withal the parties involved in it, directly or indirectly. Teachers and management officials, nearly most of them are willing and very much interested in resolving the conflicts; what they require is the training and competence to manage conflicts. Without the competence to manage conflicts, generally, everyone tries to avoid conflict, hoping it will solve itself; and this never happens, rather fearing and ignoring conflicts usually escalates it and finally, it will result in negativity and non-productivity.

Through self-awareness, teachers can more effectively manage their conflicts and therefore their professional relationships. Furthermore, by addressing issues related to conflict management, teachers can establish an expected protocol to be followed by everyone. However, most teachers never discuss what the conflict culture is, therefore there exists an opportunity for conflicts to escalate.

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.

References & Bibliography

- [1]. Bentley, M. (1996). *Conflict Resolution in Educational institutions*: Quicker peace and service. Cambridge, U.S.A: Cambridge University Press, p.4
- [2]. Bodin, R.J & Crawford, D.k (1999) Developing emotional intelligence: A guide to behaviour management and conflict resolution in educational institutions. North Mattis Avenue: Research Press, p.155
- [3]. Chandan, Jet. (1994). *Institutional Behavior*, New Delhi: Vikas Publishing House pvt. Ltd. P.271
- [4]. Campbell, R.F., Carbally, J.E., and Nustrand, R.O. (1983) *Introduction to Educational Administration* (6th edition). Boston: Allyn and Bacon Inc. p.187.
- [5]. Carter McNamara, *Basics of Conflict Management*, Adapted from the Field Guide to Leadership and Supervision. Retrieved from <http://managementhelp.org/intrpsnl/basics.htm>, dated: 15-3-2010
- [6]. Cosier, R. A., & Rose, G. L. (1977). Cognitive conflict and goal conflict effects on task performance. *Institutional Behavior and Human Performance*, 19, p. 378
- [7]. David W. Johnson and Roger T. Johnson (1996), *Review of Educational Research*, Vol. 66, No. 4, American Educational Research Association, pp. 459-506.
- [8]. Denohue, W. A. and B. Kott. (1992), *Managing Interpersonal Conflict*. Newbury, Park Calif.: Sage Publication.
- [9]. Deutsch, M. (2005). *Cooperation and Conflict*. In West, M.A, Tjosvold, D. & Smith, K.G. *The essentials of teamwork: International perspective*. Maryland: Wiley, p.15 42 Ibid, p.16
- [10]. D'Oosterlinck, F. & Broekaert, E. (2003) *Integrating educational institution-based and therapeutic conflict management models at educational institutions*. *The journal of educational institution Health*, 73 (6): 222
- [11]. Druckman, D., & Zechmeister, K. (1973). Conflict of interest and value dissensus: Propositions in the sociology of conflict. *Human Relations*, 26, p. 450
- [12]. Druckman, D., Broome, B. J., & Korper, S. H. (1988). Value differences and conflict Resolution: Facilitation or delinking? *Journal of Conflict Resolution*, 32, 489
- [13]. E. M. Beck and Michael Betz (1975), *A Comparative Analysis of Institutional Conflict in Educational institutions* *Sociology of Education*, Vol. 48, No. 1, American Sociological Association, p 60.
- [14]. Fisher, R.J. (1997). *Interactive conflict resolution*. Syracuse University Press: Syracuse, New York. P.6
- [15]. Gebretensay Tesfay (2002), *A Study of factors that generate conflict between government secondary educational institution teachers and educational managers in Addis Ababa Administrative Region*, A Thesis presented to The Educational institution of Graduate Studies Addis Ababa University, p.3
- [16]. Gray, J.L and Strake, F.A. (1984) *Institutional Behavior-Concepts and Applications* (3rd ed.) Columbus Bell and Howell Company, pp.483-386.
- [17]. Hanson, E.M. (1991). *Educational Administration and Institutional Behavior* (3rd Ed), Boston: Allynard Bacon. p.271
- [18]. Jennifer Batton (2002), *Institutionalizing Conflict Resolution Education: The Ohio Model of conflict Resolution Education Quarterly*, vol: 19, no. 4, Wiley Periodicals, Inc. P.480
- [19]. Jehn, K. A. (1997b). To agree or not to agree: The effects of value congruence, individual demographic dissimilarity, and conflict of workgroup outcomes. *International Journal of Conflict Management*, 8, p.288
- [20]. Jhonson & Jhonson, Ibid, p.498
- [21]. Karen L. Fleetwood, (1987), *The Conflict Management Styles and Strategies of Educational Managers*, A thesis submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Master of Arts in Communication
- [22]. Kinard, J. (1988). *Management*, Toronto: D.C. Health and company. P. 303
- [23]. Nyamajiwa, B.M. (2000). *Communication in Negotiation*. Harare: University of Zimbabwe Centre for Distance Education.
- [24]. Plunkett, W.R. and Raymond, F. Attner (1989). *Introduction to Management*, Boston: PWs-Kent Publishing, p.437
- [25]. Robbins, S. P. (1998). *Institutional behaviour*. New Jersey: Simon & Schuster, pp.67-73
- [26]. Plunkett, W.R. and Raymond, F. Attner (1989), *ibid*, p. 439
- [27]. Ross, R. S. & Ross, J. R. (1989), *Small groups in Institutional settings*. Englewood Cliffs, NJ: Prentice-Hall, p. 139
- [28]. Saaty, T. L. (1990). The Analytic Hierarchy Process in conflict management. *International Journal of Conflict Management*, 1, p. 49)
- [29]. Sweeney, B. & Caruthers, W. L. (1996). Conflict resolution: History, philosophy, theory and educational applications. *Educational institution Counselor*, 43, 327.
- [30]. Thomas, Donald (1971), *Decentralization as a management tool*. Paper presented to the American Management Association Annual Conference and Exposition, New York City, New York, p.5
- [31]. Thomas, K.W. (1976). Conflict and Conflict management. In M.D. Dunnette (Ed.), *Handbook of industrial and Institutional psychology*. Chicago: Rand McNally, pp. 889-935.
- [32]. Tschannen-Moran, M. (2001). The effects of a state-wide conflict management initiative in educational institutions. *American Secondary Education*, 29, p.3.

Nishat Fatima "Existence of Conflicts between Teachers and Management Officials, And Their Association with the Type of Educational Institution." *IOSR Journal of Business and Management (IOSR-JBM)* 20.2 (2018): PP 09-25.