

Emerging Trends in The Interplay of Conflict Management Styles with The Performance of School Teachers

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ABSTRACT

Every social institution has a built-in conflict. A misalignment of stakeholder interests, values, and goals is the root of the conflict. To achieve the targeted goals, the desire to do so becomes a subject of contention in the office. Interpersonal and interpersonal conflict are two forms of conflict. There is a certain level of irritation caused by the activities of coworkers and school officials, which leads to conflict. Empirical studies show that even when people are connected, they can't prevent conflict within organisations like corporations or educational institutions. In educational environments, there may be conflict between teachers and administrators, between teachers and students, and between teachers. There is nothing wrong with a little bit of disagreement, but a lot of conflict is bad for the institution.

Introduction

Theorists and practitioners interpret organizational conflict in different ways. As defined by Robbin and Judge (2009), a conflict arises when one party believes that the other's actions will adversely affect his or her own interests. Instinct, according to Henry (2009), fuels people's lust for authority, control, and freedom, all of which can lead to strife. Conflict occurs as a result of social interactions among members of an organisation, according to Shapiro (2006). Conflict, according to Darling and Walker (2007), is a struggle for resources, power, position, views, preferences, and desires of one side versus the other. School conflicts are inevitable, according to Darling and Walker (2007). According to Jehn, conflict can have both beneficial and harmful impacts on educational institutions (1995). Conflict can be productive or detrimental, as Darling and Walker (2007) found in their study of functional and dysfunctional conflict. Organizational goals are furthered and group performance is enhanced by the functional conflict (Rivers, 2005), but the dysfunctional conflict consumes organisational efforts and resources (Rivers, 2005). In the words of Olakunle (2008), Bagshaw (1998) asserts that constructive conflict can lead to the emergence of new ideas, beliefs, and assumptions. In addition, River (2005) asserted that creativity had resulted from constructive conflict. Organizational progress can be spurred on by "positive conflicts," according to Darling and Walker (2007). However, Maltz and Kohli (2000) found that dysfunctional conflict damages organisations and disturbs their resources. Barclays (1991) also claims that dysfunctional conflict inhibits achievement and makes the organisation passive. Dysfunctional conflict, according to Hart (2000), is characterised by a lack of receptivity to organisational procedures that halts advancement. According to the studies cited above, conflict is an inevitable part of school management. Businesses can reap both positive and negative benefits from it. One can inquire, "What are the underlying causes of conflict?" According to Deutch and Coleman, conflict is the result of a variety of factors, including a desire for power, position, and recognition, as well as an individual's personal

preference for or dislike of the company's culture (2006). Like Havenga (2004a), he also found that a shortage of resources, a leader's approach to delegation and a disparity in the division of labour all contribute to conflict. A lack of resources, communication challenges, personality incompatibilities, and role ambiguity were also cited as additional causes of conflict by Robbin and Judge in 2009. As a result of the aforementioned causes of conflict, Olakunle (2008) examined many levels of conflict, including interpersonal conflict, intragroup and intergroup conflict, and inter and intraorganizational conflict. The administrators use a range of methods to deal with disagreement, and this has an effect on the outcomes.

Styles:

Researchers Kilmann and Thomas (1975) drew out a list of five conflict tactics that many school leaders still utilise today. The five approaches are aversion, accommodation, compromise, competition, and collaboration. Rahim and Magner (1995) advocated conflict management methods such as integrating/collaborating, obliging/accommodating, dominating/competing, avoiding, and compromising. Listed below is a comprehensive guide to the many different types:

Integrating Style:

Aggressiveness and collaboration are often found together in the popular behavioural style known as "integrating style." Both parties use it to work out their disputes and deal with one another's concerns (Gray, 1989). The integrating style is used when both parties are content with the outcome and support the proposed solution. To get people to work together. Both parties are satisfied with the solution and are willing to support it in a unified way (Killman, 1972). Because it benefits both parties, the integrated method is popular. Management can be improved by combining different techniques. Human behaviour and interests vary widely (Huntington, 1993), making it difficult to find common ground when utilising an integrated method. Summary: According to

Pruitt and Carnevale (1993), social conflict is best handled using an integrated strategy.

Obliging Style:

To have an obliging manner is putting the needs of others ahead of one's own. A desire to minimise differences and emphasise commonalities in order to meet the other party's demands is linked to this style. Someone who believes he or she is in the wrong and that the problem at hand is more important than another person's involvement employs this style of communication. A tactic that makes use of someone's willingness to accept a concession in exchange for something else (Afzalur, Garrett, & Buntzman, 1992).

An individual with this characteristic is more concerned with the welfare of others than with their own well-being. Being hospitable is a common term for this. There's an effort to minimise differences while creating concord in order to soothe the other party's anxiety. In this style, there is a feeling of self-sacrifice. Charity, selflessness or obedience are all examples of this. Making accommodations is putting one's wants aside in order to accommodate another. Such a person serves as a buffer in times of tension.

Style of Dominance:

According to Rahim, this is a form of coercion in order to win the situation (1992). To satisfy their own anxieties and to gain power, managers who utilise a domineering style, according to Hellriegel (1995), do so in order to attain their goals while disregarding the needs of others. Because of the manager's self-interest, this is the most aggressive type of management. In this approach, the manager uses aggressive tactics to gain support and is unwilling to bend from his original stance. All that matters in the dominant style is scoring and defeating opponents. To some extent, the problem's context affects whether or not a dominant style is used, as Pruitt and Rubin (1986) claim. In the opinion of Friedman, Tidd, Currall, and Tsai (2000), choosing a dominating approach to a problem decreases the likelihood of solving it. Predator-like behaviour is good for accomplishing goals, according to Papa and Canary (1995). Putting one's own desires ahead of the needs of others is the dominant style, per Spitzberg, Canary, and Cupach (1994). Finally, a dominating strategy may be successful, but it is not fit for democratic societies.

Style Compromise:

However, a compromise style simultaneously asserts and cooperates (Goldfien & Robbennolt, 2007). The management tries to persuade the other side to give in to his demands. It's more vital to have a good working relationship than to pursue personal objectives. As a result of this approach, either one side honours the other's wishes or both sides are forced to compromise or give up. In addition, some experts think you're sacrificing too much. An amalgamation of the nice connections between the parties. When the goals of both sides are equally significant, this method is appropriate. Rahim (2001) asserts that a compromise style can be an effective strategy for dealing with strategic and tough difficulties. The parties compromise on the strategic point while letting go of the insignificant point in order to reach a mutually beneficial agreement. Compromising in the sake of

resolution may be helpful in solving pressing problems, but it should not be given up.

Avoiding Style:

This approach is taken by the administration in order to avoid a conflict. He does not want to help anyone achieve their goals or impose his own behaviour in this manner. This approach is used when the issue at hand is of no consequence to the administration. Because turtles believe that avoiding conflict is easier than confronting it, researchers invented the term turtle style. It has been discovered that some administrators operate in a "passive approach," in which they hide issues rather than address them. According to Farooqi, Akhtar, and Islam (2013), administrators who use the avoidance strategy do not satisfy themselves or the other party. Rahim (2002) also pointed out that drawing conclusions quickly using this strategy is erroneous. This technique is acceptable in the event of a near-impossible victory. This tactic is used by the administrator when he considers that someone else is better equipped to address the issue.

PERFORMANCE OF TEACHERS:

An educational system would be incomplete without teachers, who are arguably the most essential national resource. A teacher's effectiveness is measured against predetermined benchmarks by administrators at educational institutions. Because the entire educational system revolves around teachers, they are a significant presence in the system. According to Panda and Mohanty (2003), the teaching-learning process relies heavily on the performance of teachers. As Stronge (2010) points out, the performance of instructors and the educational system as a whole is directly linked to the success of students. Teaching and learning necessitate the ability to perform. There has been a lot of criticism in Pakistan over the way instructors are evaluated for their performance. Some teachers, say Rivkin, Hanushek, and Kain (2005), are better at their jobs than their colleagues at getting students to learn. Students benefit from realistic evaluations of a teacher's work because they learn and perform better. Improved teacher performance has demonstrated to be more effective than any other educational component. One of the most difficult issues facing the educational system is how to fairly evaluate the work of teachers. According to Khojastemehr and Takrimi (2009), effective teachers have four characteristics: instructional strategies, communication skills, personal qualities, and knowledge. Kniepp, Biscoe, and Richard (2010) employed the Big Five Theories to examine the impact of teacher qualities on students' perceptions. While recognising the need of performance-based pay for teachers, Solmon and Podgursky (2000) also emphasised the importance of teacher assessment. Evaluation, according to Madaus (2002), is "the systematic analysis of information in order to use it for feedback on some object." Teachers are expected to achieve performance standards as part of their work. Students' success, professional expertise, instructional design and delivery and assessment for learning are among the seven requirements listed by Stronge (2010). It isn't as easy as it appears to evaluate the teachers' abilities. Teachers' performance must be carefully evaluated. Teachers' job performance evaluations should provide constructive feedback

to assist them overcome barriers and advance their careers.. When it comes to the role of a teacher, completing curricular and extracurricular activities is the most crucial one. Teachers' performance is evaluated by examining their planning, readiness, self-confidence, work experience and knowledge, instructional skills, attitude, and class management abilities (Hammond, 2000). According to Harris and Rutledge (2007), cognitive ability and personality are favourable indicators of performance. Teachers' self-evaluation provides insight into how they think they do in the classroom and how they see themselves as an educator. According to this research, the following are the most important performance criteria. There are six major indications of a teacher's performance (power of expression, understanding of work, analytical ability, supervision and direction, decision-making capacity and work ethic) (output and quality).

Expressional Power:

The ability to express oneself succinctly is one of the hallmarks of an excellent educator. When lecturing in class, they achieve this by modulating their vocal tones and pitches. Students prefer teachers who talk with clarity and precision. It is imperative that educators improve their ability to speak clearly and loudly. Each situation necessitates that they have the ability to modulate these aspects of their voice. Through the power of expression, the secret relationship between the Creator and the created was uncovered and revealed. Power of expression refers to an individual's ability to influence others. Persuasion through speech is the capacity to get people to do what you want them to do (Cartwright & Zander, 1968). A higher-order mind's action is conveyed physically through a variety of facial expressions. In order to produce a beautiful painting, this is a vital part of the process (Hartely, 2004). Understanding a piece of music is a lot like understanding a piece of writing. A teacher's job is to set an example for their students. It is the teacher's responsibility to read and interpret a work in accordance with the author's intent (Palmer & Corbett, 2003). An effective teacher should be able to present and analyse text, as well as speak clearly and collaboratively with students to facilitate learning (Marshall, 2001). One of the most important aspects of expression is the ability to guide sentences with suitable punctuation and the ability to articulate them clearly. Students are compelled to study because of teachers' authority in communication, according to Menges (1977).

Work Experience:

Complex duties are expected of teachers during the teaching and learning process. Skills, knowledge, and understanding are unique to every profession. A teacher's work knowledge is based on their content knowledge as well as their training and code of conduct (Millerson, 1964). Teachers' knowledge formation differs from that of other professions, according to Eraut (2002), who examined the intricacies of teachers' occupations. It's a waste of time to teach if you don't do your homework first. To give students useful feedback, teachers need to be well-versed in assessment procedures and competent in their use (Angelo & Cross, 1993). Keep up-to-date on current events in addition to enhancing one's own abilities and expertise (TALIS, 2010). There are two main methods in which good teachers exhibit

their expertise in the classroom. The methods of instruction and evaluation employed in the classroom serve as an excellent illustration of this. Others are professional characteristics they display. Lesson objectives and instructional strategies are laid out in a Tactical Lesson Planning Approach. They bombard the students with inquiries in order to elicit active participation from them during class sessions (Banks & Mayes, 2001). A connection exists between teacher professional development and student accomplishment in the form of coaching (Angrist & Lavy, 2001).

Make A Decision:

There are several considerations that teachers must make when it comes to setting high learning goals and deciding on appropriate assessment methodologies as well as how to divide their time effectively, respond to emergency situations, and make instructional judgements using student accomplishment data. Whether or not teachers adopt new technologies is heavily influenced by their own ability (Sugar, Crawley, & Fine, 2004). In Stanovich & Stanovich (2003), a teacher makes a variety of decisions, such as setting goals, designing lessons, and deciding on delivery and evaluation methods. If the targeted goals are achieved, the instructor can rely on his decisions, and new decisions are made if the desired goals are not achieved. Teachers must be aware of the ways in which technology might suit the specific demands of their classes (Stein, Smith, & Silver, 1999).

Supervision And Direction:

Supervisory activities include the enhancement of teaching, the improvement of teachers, selection and organisation of subject matter, training, measurement and evaluation of teachers (Vashist, 1993). Both professional and personal growth are aided by supervision (Wiles, 1967). Students frequently seek guidance. While in school, students may encounter emotional or psychological issues that necessitate the assistance of a knowledgeable instructor. These instructors may assist students with everything from choosing a course of study to setting up homework assignments. As a torchbearer in the night, a good instructor is invaluable. Counselors in schools can assist students with a variety of issues, including conflict resolution, social skill development, career exploration, making healthy life choices, and maintaining their mental health (Gybers, Norman, Patricia & Henderson, 2002). Teachers are in charge of ensuring that all of their students are guided in the right direction and are working toward specific objectives. Students can benefit from advice and supervision in a variety of areas, including academics, advocacy, and personal, emotional, and vocational growth (Imig & Imig, 2006).

Analytical Experience:

Using data in a logical and critical manner to derive new meaning and support or develop an argument are two examples of what we mean by this term. Problem solving and inductive reasoning are two of its most important components. A teacher's job requires a high level of analytical ability (Zottman, George, Fisher & Schrader, 2010). To describe educational events in a variety of ways, to immerse oneself in multiple dimensions, and absorb knowledge so that one is

able to reply to a scenario (Schrader & Hartz, 2003). Expert teachers, according to Berliner (1988), are better able to recognise, analyse, interpret, and use classroom information to address problems. Analytical and problem-solving abilities are supposed to benefit greatly from case-based learning. Teachers' analytical skills and performance can be assessed using interactive learning (Jonsson, 2010).

Work (Quality And Output):

Some educators have included quality principles into their lesson plans to help their students learn better. Recent research have described quality-based classroom teaching methods (Stodinger, 1996; Latzgo, 1997). Teachers that do their jobs well demonstrate to their students their dedication, respect, and fairness by not showing favouritism. Among other things, they have a professional demeanour, a welcoming classroom atmosphere, a sense of belonging to the institution, and the ability to inspire students with their teaching abilities. A perfect teacher has to have their curriculum reworked, restructured, and rewritten. Teachers who have received

specialised training are better equipped to deliver high-quality instruction, which will benefit future generations of students in the country. In Alexander and Fuller (2004), they found that educationally qualified educators boosted the performance of students. Other studies have shown that pupils who are taught by unqualified teachers do worse than students who are taught by professional and certified educators.

Conclusion:

Good conflict management leads to better employee performance, while poor conflict management has the opposite effect (Agwu, 2013) and damages the working environment (Agwu, 2013). (Msila, 2012). Uchendu, Anijaobi-Idem, and Odigwe (2013) also identified a link between teachers' performance and their method of conflict management. Performance benefits from accommodating, integrating, and dominating styles. These conflict management methods help secondary school teachers perform better at work. On the other hand, teachers' performance suffers when conflict is avoided or resolved by compromise.

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