

The relationship between conflict management style and performance (Case study: Secondary teachers Dorud city)

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ABSTRACT: Existing of different people with different personal traits, needs, beliefs and expectations, made inevitable the appearance of conflict in organizations and of course in schools. This research has done by the aim of considering the relationship between the style of conflict management and operation of Doroud city high school instructors. The main question is that, is there a relationship between the style of conflict management and the high school instructors operation? So that the independent variable of conflict management includes five styles, competing style, avoiding style accommodation style, compromising style and golloboroting style. The dependent variable of instructors operation includes ability, clarity, and help-organization support, motivation, evaluating performance feedback, validity and environment. For this aim, 174 persons were chosen by the simple accidentally sampling method from 320 statistical communities. The method of the research is from correlation description research kind. The researcher has done it through collecting the researcher made questionnaire about styles of conflict management and managers operation. To analyses data, SPSS software was used. In analyseing data, Spirman s multiplex coefficient was used. The results showed correlation between styles of conflict management and instructors operation. The multiplex coefficient between management style and operation (ability, clarity, help -organization support, motivation, evaluating performance feedback, validity and environment).

Keywords: Conflict, management style, operation, style of conflict management, Doroud city.

INTRODUCTION

We have entered an era almost stable in times of rapid change, it is yet unclear. The increasingly rapid changes in the field of science and technology has made organizations today are more complex structure and behavior as a result of the new organization managing directors would not be possible with traditional thinking. Managers must balance the right solution for the manufacturer, the people in the organization to discover the means of all the intellectual capacity to improve the efficiency of their use. However, whatever the level of cooperation in the rise of conflict is reduced and thus the improved health. In the midst of nature, which is fertile ground for conflict and disagreement is growing and growing. There are different people with personality traits, needs, beliefs and expectations are different, conflict is inevitable in organizations, including schools. On the other hand, the hierarchical structure of the organization and the differences between vertical and horizontal, There are inflexible administrative systems, sub- systems and the existence of different groups with different interests and goals, constantly varying prepares the ground for conflict (Farhangi,1987). The only issue some thought about these organizations, how to resolve conflict(Mirkamali,2000). It is important that the constructive or destructive conflict turn out depends largely on how it is managed and controlled. This means that if consciously and rationally deal with conflict not only not have a negative effect but as a positive force in life is to be applied(Rabinz,2002). According to what was said in the organization's main problem is not whether or not there is a conflict. If in any case, and despite efforts to prevent managers and stifled the conflict will have a permanent presence, It is important that managers in the event of a conflict in how organizations react against it. Conflict resolution and management practices can have significant

impact on the performance impact. Poor managers face with conflict can reduce the returns to education. When training managers, using the methods and styles to effectively manage conflict, have seen an increase in the performance of staff in various training areas and you can expand the capabilities of teachers and teachers on topics of assessment, planning, implementation, assessment, and education(Fathi,2006). Sections 2 and 3 we examine the literature and research methodology in sections 4 and 5 we will analyze the data and conclusions.

Litrature

A study was conducted the results showed that managers who are under the direct supervision of the way in dealing with conflict avoidance and competition and managers who are indirect supervisory practices in dealing with conflict, compromise and sacrifice style to employ(Hossein vand,2008). In another study The results showed that the style of conflict management and performance management there is no competition (Shokri,2005). The results of another study, the dominant mode of managers trained in conflict resolution, cooperation (Momayez,2005). The results of another study summarizes the insights and perspectives toward conflict and conflict is a natural and unavoidable factor in the organization accepted (Hosseini,2004). The following results were obtained in another study the relationship between avoidance and management performance cannot be seen with the increased use of solution-oriented style of management performance can be improved(Moharami,2004). Overall, the results suggest that the managers of schools that have passed their use Failure to satisfy the emotional needs of teachers with issues faced less stress and greater comfort and emotional security (Nemati, 2000). After reviewing the results, it was found that most teachers use collaborative approaches to peace and management practices (Moghdam, 2000). The results further indicate that the style of conflict management (avoidance) and the performance of teachers and there is a significant negative correlation (Mahmoodi,2005). The results further indicate that the managers about ways to resolve the conflict, there is a difference, the dominant management style used reconciliation to resolve conflict(Roodkhani,1998). A study shows that men use more collaborative approach (Momayez,1998). Therefore it can be concluded that the various schools not only a style used to manage conflict, but in different circumstances and situations of each of these styles may be more or less used by managers (Smaeili,1999). Some of the findings of the research include: Project Managers group manager of all styles conflict management in conflict situations have preferred. Managers who deal directly with the people involved in dealing with conflicts dominate the way it used to run (Ersent Goree,1993). the results of another study showed that Conflict among university administrators examined, conflict management style and corporate culture, there is a significant relationship (Cetin,2004). The results showed that differences in educational level of a deterrent, leading to the creation of a proper relationship between them (Dilaver,2005). Robbins conflict of views between the four phases of potential disagreement, conflict, behavior and results. This conflict can yield some experts point the efforts and activities goals in a period considered, the impact is positive or negative. Key factors affecting the performance of the seven factors of ability, clarity, support, motivation, evaluation, validation environment as Model ((Achieve)) provided(Hersy,2003).

MATERIALS AND METHODS

For understanding the relationship between conflict management and teacher performance among high-school teachers Dorud, method correlation and sectional was used. To collect data for the study was a questionnaire was used. To check the validity of the content validity of the questionnaire used. Cronbach 's alpha coefficient was used to determine the reliability of the questionnaire was present. After collecting the information and resources they need in the statistical analysis in this study were the following steps.

1. Spss software was used for data analysis.
2. Descriptive statistics such as percentages, graphs, tables of frequency, we used the average of the cross table.
3. The statistical analysis of data Pearson correlation, regression and significance tests were used.

Analyze of data

In this review, according to the study of descriptive and analytical methods used.

- 1 - Related conflict management style with teacher performance (throughput)

Table 1. Related conflict management style with teacher performance (throughput)

Pearson Significance level	Coefficient	Variable name
0/000	735.0	Conflict management style with the performance(throughput) of the teachers
-	540.0	The intensity of the relationship or correlation intensity or 2 r

Pearson correlation coefficients at high levels and positively with the amount of 0/735. The coefficient of correlation intensity of 0/540 of the related changes in the ability of teachers to manage the level of% 95 to confirm the correlation.

2- Conflict Management style relationship with teacher performance (resolution)

Table 2. Related conflict management style with teacher performance (resolution)

Pearson Significance level	Coefficient	Variable name
0/000	625.0	Conflict management style with the performance(resolution) of the teachers
-	425.0	The intensity of the relationship or correlation intensity or 2 r

In the above table, the correlation coefficient between management style is clearly inconsistent with the teachers, Pearson (0/625) is. That is 95%, there was a significant relationship between the two variables. On the other hand, the intensity of the Pearson correlation between these two variables (42%) is effective.

3. The relationship between conflict management style with teacher performance (support)

Table 3. Related conflict management style with teacher performance (support)

Pearson Significance level	Coefficient	Variable name
0/000	710.0	Conflict management style with the performance(support)of the teachers
-	504.0	The intensity of the relationship or correlation intensity or 2 r

In the above table, the correlation coefficient between two variables, conflict management style and performance to support teachers, Pearson on the 0 / 710 is the 95% level and alpha (= 5%) is significant, and the equation is positive. On the other hand, the coefficient of determination, or (2t) indicates that the level of Pearson (50 percent) and conflict management in support of effective teachers.

4. Conflict Management style relationship with the teacher (motivation)

Table 4. Conflict Management style relationship with the teacher (motivation)

Pearson Significance level	Coefficient	Variable name
0/000	549.0	Conflict management style with the performance(motivation)of the teachers
-	301.0	The intensity of the relationship or correlation intensity or 2 r

The correlation between conflict management style with the motivation of teachers Pearson (0 / 549), which is 95% alpha (= 5%) There is a correlation between the two variables.

5. The relationship between conflict management style with teacher performance (evaluation)

Table.5. The relationship between conflict management style with teacher performance (evaluation)

Pearson Significance level	Coefficient	Variable name
0/000	450.0	Conflict management style with the performance(evaluation)of the teachers
-	203.0	The intensity of the relationship or correlation intensity or 2 r

The correlation coefficient between the data table and conflict management style with performance evaluation of teachers in the Pearson coefficient (0/450). I.e., 95 % and alpha (= 5%) was significantly correlation between these two variables there are null hypothesis is rejected and the hypothesis is verified.

6. Conflict Management style relationship with teacher performance (reliability)

Table 6. Conflict Management style relationship with teacher performance (reliability)

Pearson Significance level	Coefficient	Variable name
0/118	119.0	Conflict management style with the performance(reliability)of the teachers
-	142.0	The intensity of the relationship or correlation intensity or 2 r

The relationship between conflict management style and performance to the teachers validity, Pearson (0/119), Spearman (0/142) and tau- b, (0/118), the correlation is very weak. On the other hand, 95 % and alpha (= 5%) was not significant. Because alpha obtained from (5 %) and the null hypothesis is not rejected.

7. Conflict Management style relationship with teacher performance (environment)

Table7. Conflict Management style relationship with teacher performance (environment)

Pearson Significance level	Coefficient	Variable name
0/121	118.0	Conflict management style with the performance(environment)of the teachers
-	139.0	The intensity of the relationship or correlation intensity or 2 r

In the above table, the relationship between conflict management style with the performance of teachers in the Pearson coefficient (0/118), the correlation between these two variables is very weak. On the other hand, 95 % and alpha level (= 5%) was not significant. The correlation between the style of conflict management and the performance is very low.

CONCLUSION

The purpose of this study conflict resolution and identification of ways to measure the performance of secondary school teachers in the area of theoretical and applied research Dorud is located..The results of the multiple correlation coefficients between the variables of teachers in high-level conflict management style. According to the results of research and to establish human relationships in the school environment and meet the challenges in this area offered a few suggestions :

1. According to deploy alternative proposal managers in dealing with the question of a teacher can be more of a management style used to avoid competition.
2. With regard to the second question, the results suggest that managers deploy alternative support teachers in dealing with the most competitive conflict management style, collaborative use avoidance.

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