

The Difference of Conflict Management Styles and Conflict Resolution in organization (schools), as a workplace

Mr. Shandru Mariyadas¹, Dr. AR. Saravanakumar²

¹PhD Research scholar, Dept. of Education, DDE, Alagappa university, Karaikudi, Tamil Nadu, India.

²Asst Professor, Dept. of Education, DDE, Alagappa university, Karaikudi, Tamil Nadu, India.

[1chandrumariyadas@yahoo.com](mailto:chandrumariyadas@yahoo.com) and [2skumarar@alagappauniversity.ac.in](mailto:skumarar@alagappauniversity.ac.in)

Abstract

This paper is a review of conflict management styles and conflict resolution from the managers and supervisor's (principal's) point of view. Conflict is a predictable fact for any organization. The school Leaders should recognize and be relevant various conflict management techniques and conflict resolution styles in classify to form strong dealings with subordinates. Conflict is a situation when two or more parties are in disagreement. Unresolved confrontation can negatively impact the success of an organization (school). So, leaders (principals) must learn how to address and manage conflict depending on the situation and the people involved. Workplace conflicts may result in absenteeism and affect employee (staff) loyalty. To carry out the goals of this study, relevant reports in the field of conflicts management theories were reviewed as well as school administration. The insights afforded from these reports guided in high performing schools in Batticaloa, Sri Lanka. The researcher explored features of principal's conflict management style that were evident in high performing schools and required to discover the characteristics of principal's peaceful management ways. 10 I-AB schools from the total of 64 high performing schools were being selected from research area by Random Sampling Method where Principals, teachers, and non-academic staff and student's leaders have selected as the respondents of primary data collection to fill up the Questionnaire and face to face interview. And also, secondary data (Documentary) would be utilized to ensure the primary data as supportive documents for the study of conflict resolution management theories. The results showed in addition, Conflicts serve as a learning curve for all organizations. Without conflict, an organization will not improve. Superior and subordinates should learn to resolve the conflicts that occur instead of just avoiding that conflict. Employees should learn and practice the various methods of conflict resolution. Superior and subordinates should start solving conflicts as it is the only way to ensure that conflicts are handled better in the future of organizations.

Keywords: Conflict management, Conflict resolution, organization, work place

1. Introduction

A conflict usually occurs when two or more people converse. When people think of conflict in simple terms, they think that happens when serious issues and anger is invoked in communication process. Conflict is misinterpreting one's words or value. Inappropriate, poor communicated information and selecting the wrong channel to transmit the information arise in the parties. There

are frequent conflict management styles such as passive aggressive style, forcing style, avoiding style, accommodating style, compromising style, and collaborating style. There are two different types of conflict; one of it is task conflict and focuses on the ways to resolve problems. Conflict in an organization (school) affects the obligation and absenteeism of employees (staff).

1.1 Hypothesis

Due to the causes of developing conflicts among work place and its effects on school developing. By understanding the types of conflict, supervisors can use appropriate conflict resolution styles. If a conflict is left unresolved, it may cause serious consequences. If a manager (principal or leader) only uses one type of conflict management style in handling all conflict in the workplace, it may not work as they expect it to clear that situation.

1.2 Objectives

The main objective of the study is to find **The Difference of Conflict Management Styles and Conflict Resolution in workplace** activities through the destructive impacts in school development and it may lead to violence and identify the connection of organization's (school's) effectiveness between staff satisfaction and leader's (principal's) management. **The specific objectives are as follows;**

- To identify the conflicts in workplace (schools) and reasons for the conflicts arises by employee (staff) through review of documentaries.
- To evaluate, Difference of Conflict Management Styles and Conflict Resolution by Applying organizational leaders.
- To call out the impacts of conflicts between staff and give awareness for suggestion to organizational development (school) development

1.3 Problems of the research

Nowadays, staff has strong attitude, According to Pygmalion's Theory, the supervisors' attitude and expectations of staff and how they treat them mostly determine the staffs' performance. When a conflict arises between supervisor (principal) and subordinates, and the staff think that the supervisors has low anticipation of them, the staff will be devoted and may use absenteeism to escape (avoiding style) from the conflict. Managers (principals), supervisors, employers and leaders should use different type of conflict management styles when facing different kind of subordinates, staff and employees. Nowadays, managers (principals or leader) only uses one type of conflict management style in handling all conflict in the workplace (school), it may not work as they expect it to. In conflict response, a supervisor is not only affecting the relationship between the supervisor-subordinate, it also affects the trust and loyalty of subordinate that perceived a supervisor as a representative of the organization. Despite that, there are several factors that can trigger a conflict.

2. Literature review

Consequences of Unresolved Conflict

According to Journal of Anesthesia, the consequences of unresolved conflict can be separated into two categories: indirect and direct. Indirect consequences are negative promotion and media coverage, decreased morale, increased disability and employee's payment claims, increased turnover, and diversion of imperfect and valuable resources to dispute resolution, consist of legal remedies. The direct consequence of unresolved conflict is a blockade to communication between the members. Appropriate communication among team members is well recognized in some of the safety-critical industries (Davies, 2005).

Internet Conflict

Communication is not only face-to-face deliberations. By a click of a mouse, people can get connected. Internet has become a main tool to keep in touch with friends, family, relatives, customers, clients, managers, principal - teachers and subordinates. When the emails replace face-to-face delegations, there are bound to be conflicts. This can be attributed to some of the limitations of using email including the absence of non-verbal communication. One of the most common mistakes is due to misinterpreting the message from sender. There is no non-verbal cues show to the receivers, it may cause misunderstandings. Education level difference among the sender and receiver may cause wrong interpretations. Furthermore, some information (data) is very tricky to explain in text. Data may be lost during the transfer period. For example, if managers (principals) send a challenging task to (staff) subordinates, the subordinates may interpret the task in their own way. When subordinates hand in the accomplished task to manager (principals), the data may be lost if the subordinate does not save a copy. So, a conflict among managers and subordinates arise. Who should exposed the responsibilities to answer for it? The only answer is subordinates have to rebuild the task because the manager (principal) has a higher position in the chain of authority. People (staff) have to use email consciously to prevent misunderstandings and conflicts by using Internet. (Davies, 2005).

Conflict Affects Commitment and Absenteeism

Research has shown that commitment is a critical ancestor of staff behaviour in common (Allen and Meyer, 1990, Meyer and Allen, 1991) and in absenteeism (Blau, 1986; Gellatly, 1995) Affective commitment is clear as the staff's positive emotional affection to the organization (school) Lined up with the social exchange principle and staff that have strong affective commitment come into contact with an internal strength and support focus, leading to achieve maximum need level of success under the terms of the deal (Luchak and Gellatly, 2007). If affective commitment is low, staff may stop their employment, although absenteeism might be an option to quit work while it provides workers with a mechanism to express their disagreement to serious circumstances in the organization (school) (Gaziel, 2004). Absenteeism and others resignation behaviours such as lateness and personnel turnover will reflect 'indirect' attitudes like increased job unhappiness and low organizational commitment. Research has shown the relationship between supervisory conflict and absenteeism. Specifically, an integrative conflict strategy can be seen as a form of leadership (Lorenzi, 2004) by which leaders (principals) focus to the desires of a group instead of focus on their own control and individual interests. Supervisors that put into practice an integrative conflict strategy

give space to their staff' anxieties and make an effort to satisfy them. In fact, this strategy pays off in terms of a more committed and more near workforce. This integrative conflict strategy may be seen as a transformational leadership, given that its importance is associated with the leader's (principal) sense of social accountability and collective interests rather than with self-interest (House and Aditya, 1997 and Walumbwa and Lawler, 2003). Also, it decreases the levels of lack in workforce. School is an organized system in which pupils in various civilizing backgrounds pursue their studies at different levels and receiving commands from the teacher. In involving instructional activities, teachers have to plan their activities by making use of their abilities and capabilities to give effective teaching to the learners. Attitude of novice teachers needs a better change though all other dimensions taken up in the study namely, internal locus of control and self efficacy are reported to be satisfactorily good. But none of these dimensions involved in the academic performance of teachers, offered by (Saravanakumar, AR. Paniadima, A, 2008)

Ways of People (staff) Deal with Conflict

According to Robinson (2010), Pruitt and Rubin (1986), there are more than a few ways that people commonly use to resolve conflict.

- **Passive-aggressive style** – People (staff) with passive-aggressive behaviour can be passive one minute and violent the after that second. They do and say things indirectly, act immobilized to form hostility and then protest to others or act out in subversive ways, for example forget to bring important data to a meeting when it is promised (Katz and Kahn, 1996).
 - **Avoidance style** – People (staff) that always stay away from conflict. For example, they pretend that everything is okay to the point that if they are openly asked, “Do you have any worry that you want to express?” they usually say, “No”. People who favour the avoidance style tend to ignore conflict. Avoidance style is common in East Asian culture, Chinese cultures main concern in maintaining affiliation. They usually use this style to maintain a harmony situation (Huang, 1999).
 - **Compromising style** – This involves a give-and-take condition in which both parties will give up something after collaboration in order to reach an agreement (Yuan, 2007). It will create I-win and I-lose section to create compromise. These people change their own opinion either because they found sufficient reasons to do so or simply to avoid continued confrontation (Lussier, 2010)
 - **Collaborating style** – People (staff) who make your mind up the conflict with the best solution agreeable to all parties. It is commonly named as problem-solving style. They attend to the issue openly, honestly and neutrally by communicating with the other party. Previous study showed that, there is significant positive relationship in using collaborating style and people's satisfying their task, their supervision and their job in general (Alexander, 1995).
 - **Forcing style** – People (staff) who use aggressive behaviour to solve the conflict. They force other people in order to achieve their goals. They use establishment, threats, and scare styles to force the parties agree with it (Lussier, 2010).
- Accommodating style** – People (staff) who use interventions of other parties to resolve the conflict. These people are not assertive but supportive (Yuan, 2007).

Different Styles of Conflict - Advantages and Disadvantages

According to Lussier (2010), each conflict style has advantages and disadvantages. The benefits and weaknesses of each conflict style are given as follows.

- **Avoidance style** – The advantage of this style is that can uphold the relationship between managers (principals) and subordinates (staff). The weakness of this style does not resolve conflict. Montoya-Weiss, Massey and Song (2001), found that using this style will hurt relationship of a team. People usually let the conflict be pointed while time goes on. In fact, avoiding the problem does not make it go away, but this is making it worse.
- **Compromising style** - Benefit of this style is conflict can resolve in short period while the relationship is still maintained. Weakness of this style is compromising styles usually starts to another fallout (Suboptimum decisions). If people do to excess this style, it may cause the people being gluttonous and ask for several times to get achieve their needs.
- **Collaborating style** – The advantage of using this style is make all parties joyful with the final decision (Montoya-Weiss et al., 2001). On the other hand, due to letting all parties to be fulfilling the final decision, it may use longer time and put in more try than other styles.
- **Forcing style** – The benefit of this style is improved organizational decisions will be choose if the forcer is correct rather than choosing a less effective decisions. The weakness of this style is aggressions and annoyance occurs toward its users. Research suggested that forcing is a negative conflict management style that would reduce team performance (Cohen & Bailey, 1997).
- **Accommodating style** – Relationship is maintained by the users. The more effective ideas may not be used due to accommodating style. Abuse of this style may leads to misplace of affiliation that they try to maintain.

3.0 Methodology

Data of evaluate, the conflict resolution theories which identified, How to apply between staff and organization (school) by managers (principals) have collected by Random Sampling method where selected managers and employees as a schools Principals, teachers and non-academic staff as the respondents of primary data collection to fill up through interview and questionnaire method to fill up data and the most important the previous researches and documentary evidence also as a secondary data have been utilized to ensure the topic and primary data as supportive for this study. 10 I-AB schools from the total of 64 schools are going to be selected by Random Sampling Method in research area. Based on the ratio of 5: 1, 180 teachers and 89 students' leaders have been chosen as sampling population. From the records, teachers, principal, vice-principal and non-academic staff and student's leaders would be selected as sample. As being higher number of teachers and students' leaders presented in the study location, random sampling would be carried out to select the sampling population. Both qualitative and quantitative methods have been used to analyses the results. Mostly, qualitative analysis has ensured as being principal, teachers, students and non-academic staff have been countered as the respondents of this study. Along with the statistics, analysis, discussion, compares and contrast too.

3.1 Data Collection

3.1.1 Schools Information of Zonal Education – Batticaloa, Sri Lanka.

Zonal Division	Types of school				Total
	I AB	IC	type II	type III	
Manmunai North	08	04	16	11	39
Eravur Pattu	01	03	03	02	09
Manmunai Pattu	01	03	04	08	16

Table 3.1

(Zonal Education Office, Batticaloa - 2019)

3.1.2 Details of school for research study

Zonal Division	Number of school for selection	
	I AB schools	Sample schools
Manmunai North	08	08
Eravur Pattu	01	01
Manmunai Pattu	01	01

Table 3.2

Note: Situation was created to choose the schools which consists more number of staff as being the number of variables and factors are higher in this study. Through which, conflicts based on individual and managerial drawbacks have been collected as well. Therefore, I AB schools have more number of staffs and students where sampling population has been higher than the other schools. Random sampling method has encouraged to ensuring the possibilities of getting equal chances by individuals.

3.1.3 Selected internal sampling population

Name of the School	Principal and vice-principal	Teachers	Non-Academic staff	Students' leader
A	03	76	12	40
B	06	85	12	45
C	06	110	18	55
D	06	126	18	65
E	06	90	15	55
F	03	72	15	35
G	06	107	18	55
H	03	76	15	30
I	03	65	13	35
J	03	59	8	30

Table 3.3

(School Record and Zonal Education Office, 2018-2019)

Note: From the records, teachers, principal, vice-principal and non-academic staff have been selected as sample. As being higher number of teachers presented in the study location, random sampling has been carried out to select the sampling population.

3.1.4 Details of sample

Name of the School	Total No. of Teachers	Sample of Teachers	Total students' Leaders	Sample of students' Leaders
A	76	15	40	08
B	85	17	45	09
C	110	24	55	11
D	126	26	65	13
E	90	18	55	11
F	72	14	35	07
G	107	21	55	11
H	76	15	30	06
I	65	13	35	07
J	59	12	30	06

Table 3.4

Note: Based on the ratio of 5: 1, 180 teachers and 89 students' leaders have been chosen as sampling population. Along with the sample, random sampling would continue to select the number of sample too.

4.0 Data analysis and interpretation

Analyzing the data in an appropriate way is the most important part of the dissertation writing. Interpretation analyze quantitative data gathered using questionnaire. Reliability test has been conducted to confirm the reliability and validity of the statistical data. The data has included tables, bar charts, percentages etc. The qualitative data has been subject to content analysis to bring opinions and differences with the quantitative data collected. Both qualitative and quantitative methods have used to analyses the results. Mostly, qualitative analysis have been ensured as being principal, teachers, students and non-academic staff are going to be countered as the respondents of this study. Along with the statistics, documentary evidence, analysis, discussion, compares and contrast have been done.

4.1 Data Analyses

4.1.1 Special objective 01 : To identify the conflicts in workplace (schools) and reasons for the conflicts arises by managers and employee (staff) through review of documentaries.

4.1.1.1 Documentary analyses : After exploratory a variety of sources, such as journal articles and web-based documents, an effective team leader learns how to resolve the conflict by using the following eight stages to navigate with challenging interaction in senior team, Develop ground rules;

Select a facilitator; Uncover the details of the problem and its history; Check the facts and clarify perceptions; Focus on individual and shared needs; Develop multiple options for solving the issue; Develop doable next steps; and Make mutual-beneficial agreements such as, **Passive-aggressive style, Avoidance style, Compromising style, Collaborating style, Forcing style, Accommodating style** were identified by staff as a people view and **Process of Conflict Resolutions** has been taken through staff opinion and **Avoidance style, Compromising style, Collaborating style, Forcing style, Accommodating style** too identified through past researches. the researcher determined that there was inadequate information explaining the process principals undergoes to build teachers and non academic staff relationship roles in an effort to develop a high-developing school. “Most of the documentary evidence of research history, said man power is very important to effective administration and conflict resolutions are essential need to development of organization. The managers should be as a leader in administration. The researcher determined that there was insufficient information explaining the process leaders and managers (principals) should be undergoes to build peaceful management skills.

4.1.2 Special objective 02 : To evaluate, Difference of Conflict Management Styles and Conflict Resolution by Appling organizational leaders.

Question: “Our school base conflict management strategies are peaceful way of guiding for continuing study and developing to the school administration by the school leaders”

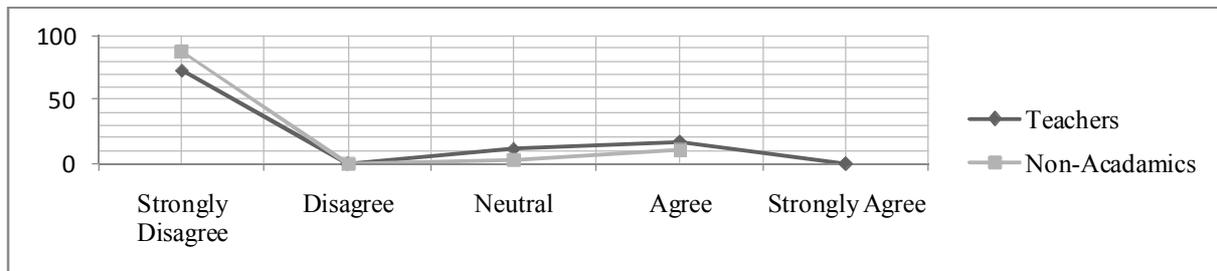


Figure 4.1

According to the question, 130 teachers, and 125 non academic staff have chosen “strongly disagree” and 30 teachers, 10 student leaders and 15 non academic staff have chosen “agree”, 20 teachers and 04 non academic staff have chosen “Neutral”. So above mention percentage, we are coming to know the current conflict management strategies which is going on the schools is not suitable system to correct resolution way of guiding for continuing study and developing to the school administration.

Question: “when the strict/hard resolution for the conflicts management methods were applied by me, conflicts were arisen by the teachers and non-academics”

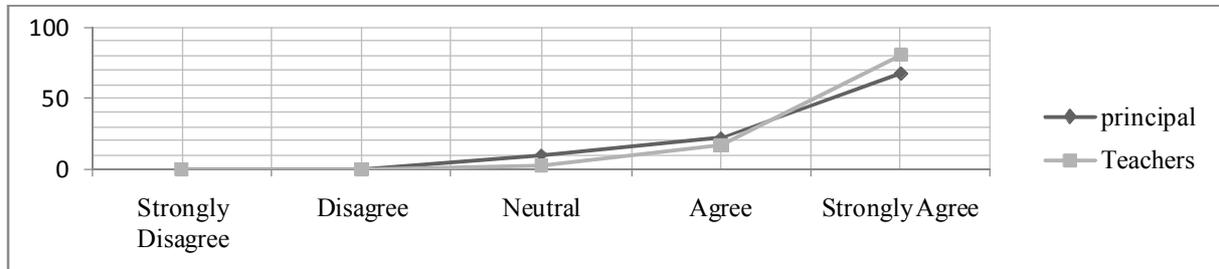


Figure 4.2

According to the question (Figure 4.1), 145 teachers have chosen strongly agree and 30 persons have chosen agree and 31 principals have chosen strongly agree and 10 persons has chosen agree, 05 person has chosen Neutral. So we are coming to know strict resolution management methods will create a new confrontation with the staff (employees) and the administration.

4.1.3 Special objective 03: To call out the impacts of conflicts between staff and give awareness for suggestion to organizational development (school) development

Question: “the staff (employees) job satisfaction and peaceful enthusiasm of school administration is very essential needs to develop the school effectiveness”

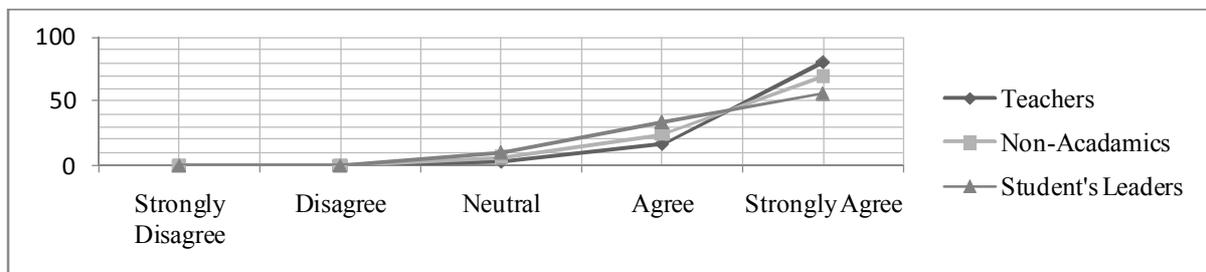


Figure 4.3

According to the question (Figure 4.3) , 145 teachers have chosen strongly agree and 30 persons have chosen agree, 100 Non- academics have chosen strongly agree and 35 persons have chosen agree, 50 student’s leaders have chosen strongly agree and 30 persons have chosen agree. So we are coming to know, staff job satisfaction and peaceful school enthusiasm is must for school’s effectiveness and developments.

Question: “We expect All the Principals must get the knowledge about different and flexible conflicts managing methods from how to create the peaceful administration of school”

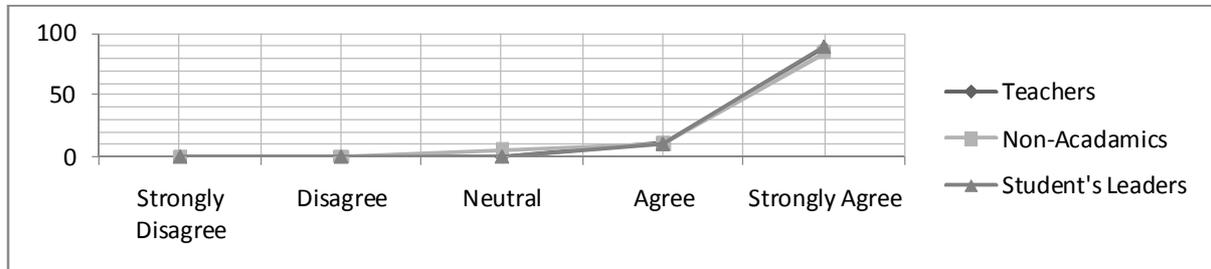


Figure 4.4

According to the question (Figure 4.4), 160 teachers have chosen strongly agree and 20 persons have chosen agree, 121 Non- academics have chosen strongly agree and 15 persons have chosen agree, 80 student’s leaders have chosen strongly agree and 09 persons have chosen agree. So we are coming to know, Principals must get the knowledge about flexible leadership methods from how to create the peaceful administration of school

Question: “The (principal) manager should provide the courage on developing the skills of the (academic staff) employee, secure the harmony with the surroundings and take more attention over the livelihood development of the person who works at the organisation (school administration)”

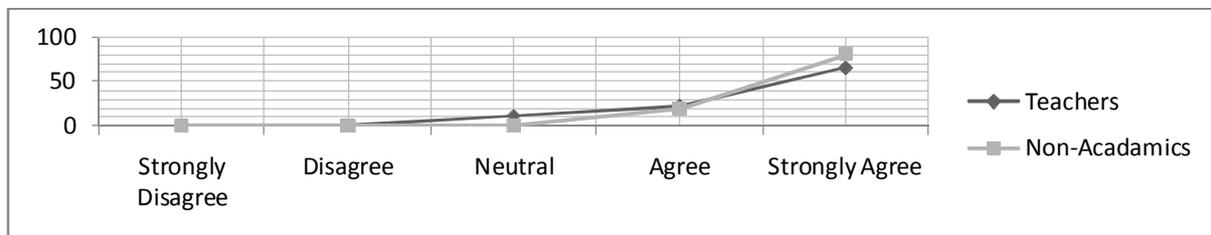


Figure 4.5

According to the question (Figure 4.5), 119 teachers have chosen strongly agree and 41 persons have chosen agree, 116 Non- academics have chosen strongly agree and 28 persons have chosen agree. So we are coming to know, every principals should be provide the courage on developing the skills of the academic staff, secure the harmony with the surroundings and take more attention over the livelihood development of the person who works at the school administration.

Discussion

This paper discusses the different types of conflict management, conflict resolution, and its sound effects in place of work. Studies have shown an motivating scene when supervisors (principals) handle conflicts in a calculating way, the affective obligation of subordinates remains unchanged and they are rarely in absent. Whereas, emotional attachment to the organization (school) can be

improved by the supervisor's integrative conflict strategy. If the supervisors (principals) solve conflicts in a controlling way, the affective commitments of subordinate remain unchanged and they are not likely to be absent. In fact, emotional part to the organization (school) can be improved by the supervisor's (principals) integrative conflict strategy. Conflict is decisive process variables, which regularly serve as a mediator between previous conditions of team behavior and team outcomes.

Conclusion and suggestions

In conclusion there are a number of types of conflict that have been named by different authors, from their viewpoint. Consequence of unresolved conflict may affect staff job satisfaction and employee (staff) loyalty in any given organization (school). Superior should mediate a conflict by using the right method. Conflict may affect employees' commitment through the organization (school) and increase the rate of absenteeism in workplace. In addition, there are several ways to deal with conflict, such as passive hostility, negotiation, collaborating, obliging and etc. Different styles of conflict management have its benefits and weaknesses, users have to identify the most suitable conflict styles based on the different location they are in. By following the conflict resolution procedure, conflicts will be solved without problems. Conflicts give out as a learning curve for all organizations. Without conflict, an organization (school) will not improve. Superior and subordinates (principals) should learn to resolve the conflicts that occur instead of just avoiding that conflict. Employees (staff) should learn and put into practice the a variety of methods of conflict resolution. Superior should start solving conflicts as it is the only way to ensure that conflicts are handled better in the future. Based on Robinson (2010), an effective team leader learns how to resolution the conflict by using the following eight stages to navigate with demanding interaction in senior team.

Step 1: Develop ground rules for constructive commitment

The first serious step is to build up a set of ground rules for how people (staff) will connect each other in an organization, and of course, follow and put into effect those ground rules. It is a simple fact of the human condition that people need some guidelines to help rule their behaviour. Simply hoping that everyone will rise to the occasion and behave logically is immature. The leaders must consistently model and enforce the ground rules.

Step 2: Select a facilitator

Management is needed when a team environment become not efficient or aggressive. In most of the confrontational situations, the parties involved are emotionally trapped up to unbiased and objectively deal with the conflict resolution process by themselves. In some situation, another party such as a colleague can be enlisted to help assist the process, while others will engage the executive in charge. Help from outside the organization will be needed rarely, but if you can develop the internal ability to "mediate" conflicts, most issues can be resolve effectively Research has suggested that when managers adopt a conflict management style that focal point on satisfying needs of parties involve in

Step 3: Uncover the details and history related to the issue

Everyone's position must be taken notice. The parties involved must offer all the related details such as the situation as well as any information about earlier challenge to solve the problem. All people arguments must be heard and get all parties to involved in resolution. It is very important that all voices are heard, no matter how uncertain is. Regularly, extremely assertive and fluent people (staff) push their agenda while the less assertive or articulate people feel uncomfortable. Therefore, the more pushy/articulate person may win the argument while the other party is offended and then may just exhibit a resistance to the outcome in a passive-aggressive way.

Step 4: Check for the facts and clarify perceptions

Rather than approaching the issues as what the lawyers might trying to do and prove the other influence are wrong, try to confirm the reality of an issue, so that all parties involved will understand the problem and its serious penalty. The facilitator is a key role during this step as he or she must help the participants to separate the "evidence" from perceptions and maintain a calm attitude toward probing the evidence and resolving the conflict.

Step 5: Importance of individual and shared needs

It is necessary that the parties involved appreciate each other's real needs such as need for success and need for self-government. Managers (principals) need to know the satisfactory suggestion by all parties. If suggestion is dissatisfying, resistance to resolution occurs. Managers (principals) will reach a mutually acceptable solution by understanding and attempting to maintain each party's needs.

Step 6: Develop vary options for solving the issue

In finding solutions to a notorious problem, think about three to five options. If one option goes wrong, you will still have other options as back up (Darling and Walker, 2001). When people are under stress and at the same time conflict is caught up, then they try to hold off all fixed ideas. Brainstorming is one of the effective methods to generate several options on reducing conflict. Multiple options make the resolution process smoother when two parties are in great contentious level.

Step 7 : develop achievable next step

Think of achievable next steps as stepping-stones along the trail of resolving conflict. They make the last decision become reasonable, available small solutions or proceedings chief to a comprehensive solution. People (staff) involved will see a hopeful vision, which reinforces the positive actions managers are using as manager completed each possible step. Achievable small steps build trust, force and improve the relationships for working together.

Step 8: Make mutually beneficial agreements

After developing multiple options and before taking any realizable steps, parties have to plan and come into an agreement. Team members have to distinguish and choose to emphasize their common goals. Therefore, team elements will think about the conflict resolution. Mutual confirmation and success will increase the level of confidence among team members, and they are confident to handle difficulties (Robinson, 2010). Some of the individualities have to be removed towards compromise. In fact, not every wish or wants are all satisfied during this phase. Therefore, the ground rule

“Develop and use a decision-making rule that generates the level of commitment needed” is very important. Managers who follow these steps will facilitate and raise their team’s performance. Developing an environment where resolve a conflict effectively is the model and difficulty even though the professional of leader. Effort is worth when results in positive outcomes. Through contentious issues, employees (staff) feel more confident at working, they will benefit from working more and be more productive for the reason that they spend less touching energy toward activities that are not obliging, for example, avoidance, backstabbing, and/or releasing pent up anger in outburst, etc. Positive emotional energy will increase through the workplace and people (staff) will be more delightful and willing to contribute for the organizations.

References

- Alexander, D.C. Conflict management styles of administrators in school for the deaf: Teacher perceptions of job satisfaction. *Unpunished doctoral disscription*. Gallaudet University, United states. (1995).
- Darling, J.R., Walker, W.E. Effective conflict management: Use of the behavioural style model Leadership & Organization. *Development Journal*; **22**, (2001), 5/6; ProQuest Central pg. 230.
- Gaziel, H.H. Predictors of absenteeism among primary school teachers. *Social Psychology of Education*, **7**, (2004), 421-34.
- Hanish, K.A. & Hulin, C.L. General attitudes and organizational withdrawal: An evaluation of a causal model. *Journal of Vocational Behavior*, **39**, (1991), 110-128.
- Huang, K. Interpersonal harmony and conflict: Indigenous theories and research, Gui Guan, Taipei, (1999).
- Katz, J.D. Conflict and its resolution in the operating room. *Journal of Clinical Anesthesia* **19**, (2007), 152–158.
- Montoya-Weiss, M. M., Massey, A. P., & Song, M. Getting it together: Temporal coordination and conflict management in global virtual teams. *Academy of Management Journal*, **44**, (2001), 1251-1262.
- Lorenzi, P. Managing for the common good: Prosocial leadership *Organizational Dynamics*, **33**, (2004), 282-91.
- Luchak, A.A. & Gellatly, I.R. A comparison of linear and nonlinear relations between organizational commitment and work outcomes. *Journal of Applied Psychology*, **92**, (2007), 786-93.

Lussier, R.N. Human relations in organizations: Applications and skill building. Singapore: Mc Graw Hill/Irwin (2010).

Pruitt, D.G., & Rubin, J.Z. Social conflict: Escalation, stalemate, settlement. New York: Random House (1986).

Robinson, C. When conflict happens: navigating difficult interactions in senior teams - 66fostering a culture of constructive engagement. *Business Strategy Series*, 11(4), (2010), 214 – 218.

Dr. AR. Saravanakumar (2008), “Effectiveness of Motivational Strategies on Enhancing Academic Achievement”, *Journal of Research and Reflections on Education, India*, Vo16, No.2.

Dr.Saravanakumar, AR., Paniadima, A., (2017). Cognitive Dissonance, Locus of Control, Selfef_cacy and Academic Performance of Novice Teachers, *Journal of Research and Reflection of Education*, Vol.6, ISSN No.0976-648X.

Saravanakumar AR (2008). Effectiveness of Motivational Strategies on Enhancing Academic Achievement, *Journal of Research and Reflections on Education*, 16(2).

Saravanakumar AR (2016). Role of ICT in transforming Sri Lankan Higher Education, *International Journal of Advanced Research Trends in Engineering and Technology*, 3(20).

Saravanakumar AR., & Padmini Devi KR. (2020). Indian Higher Education: Issues and Opportunities, *Journal of Critical Reviews*. 7(2), 542-545.

Saravanakumar AR, Paavizhi K., & Palanisamy P. (2019). Effectiveness of Video-Assisted Learning Module. *International Journal of Control and Automation*, 12(06), 268-275.

Saravanakumar AR. (2018). Role of ICT on Enhancing Quality of Education, *International Journal of Innovative Science and Research Technology*, 3(12), 717-719.

Saravanakumar, A. R. (2014). Present Scenario and Future Prospects of Higher Education in India. *Proceeding of the Social Sciences Research ICSSR*, Kota Kinabalu, Sabah, Malaysia. Organized by <http://WorldConferences.net>.

Saravanakumar, AR. (2014). Present Scenario and Future Prospects of Higher Education in India, *Proceeding of the Social Sciences Research ICSSR 2014* (e-ISBN 978-967-11768-7-0).

Saravanakumar, AR., & Paniadima, A. (2017). Cognitive Dissonance, Locus of Control, Selfef_cacy and Academic Performance of Novice Teachers, *Journal of Research and Reflection of Education*, 6.

Sivakumar, I., & Anitha, M. (2012). Education and Girl Children in Puducherry Region: Problems and Perspective. *International Journal of Social Science and Interdisciplinary Research*, 1, 175-184.

Sivakumar, I., & Usha V.T. (2013). Education and Women in India: In Theoretical Perspective, Development and Displacement: Social Justice Paradigm. (Ed) Gurusamy, S. APH: New Delhi; 141-148.

Sivakumar, I & Usha V.T. (2015). Gender Bias and Women's Education: Status of Illiterate Women in the Fishing Community, *Indian Journal of Women's Studies*, 8(8), 28-35.

Sivakumar, I & Usha V.T. (2012). Gender discrimination among the girl children in Puducherry: A marine fishing community study, *ZENITH International Journal of Multidisciplinary Research*, 2(11), 93-101.

Saravanakumar AR, Paavizhi K., & Balamuruges K.R. (2020). A Survey on Effectiveness of Video-Assisted Learning in Enhancing Knowledge Competencies for Teachers, *Test engineering and management*, 82, 5866–5872.

Walumbwa, F.O. & Lawler, J.J. Building effective organizations: Transformational leadership, collectivist orientation, work-related attitudes, and withdrawal behaviors in three emerging economies. *International Journal of Human Resource Management*, 14, (2003), 1083-101.

Yuan, W. (2007) Conflict management among American and Chinese employees in multinational organizations in China, *Cross Cultural Management: An International Journal*, 17(3), 299 – 311.

Bibliography

Avolio, B.J., Zhu, W., Koh, W. and Bhatia, P. “Transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating role of structural distance”, *Journal of Organizational Behavior*, 25, (2004), 951-68.

Ayoko, O.B., Härtel, C.E.J. Cultural diversity and leadership: A conceptual model of leader intervention in conflict events in culturally heterogeneous workgroups, *cross cultural management: An International Journal*, 13(4), (2006), 345 – 360.

Baron, R. M., & Kenny, D. A. The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical consideration, *Journal of Personality and Social Psychology*, 51, (1986), 1173-1182.

Breen, C.M., Abernethy, A.P., Abbott, K.H., Tulskey, J.A. Conflict associated with decisions to limit life-sustaining treatment in intensive care units, *J Gen Intern Med.* (2001), 16(5), 283-9.

Author's profile



Mr. Shandru Mariyadas¹,

¹Lecturer (prob), Dept. of Education and childcare, Eastern university, Sri Lanka.

¹chandrumariyadas@yahoo.com and shandrum@esn.ac.lk



Dr. AR. Saravanakumar²

²Asst Professor, Dept. of Education, DDE, Alagappa university, Karaikudi, Tamil Nadu, India.

²skumarar@alagappauniversity.ac.in