A Study of Conflict Handling Styles of School Teachers with Different Personality Types

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Abstract

In this research paper the problem on "A study of Conflict Handling Styles of School Teachers with different Personality types" was selected in which 300 sec. school teachers from various schools of 4 districts of Haryana were taken as sample. Two tools were used for collection of data i.e. Singh's Differential Personality Inventory by Arun Kumar Singh and Ashish kumar Singh and Conflict handling styles inventory prepared by investigator. The research can help in the understanding of the knowledge and skills needed by teachers in order to intervene and resolve conflict situations harmoniously in a multicultural work setting. Understanding of conflict management styles will increase positive conflict outcomes and will lead to improved decision making resulting in improved relationships, increased job satisfaction and increased retention of teachers in educational institutions.

Keywords: Conflict Handling Styles, Personality Types.

Introduction

Conflict is known to be inseparable in all human interactions. An organization can be recognized as an entity that is attempting to move towards common goals, productivity, profit and recognized success, but within the organization itself, conflicts arise everyday relating to various factors on which employees, managers and departments will disagree. The intensity and the seriousness of these conflicts will vary dramatically from amicable disagreement to open conflict, such as strike action. It is important however to recognize the uses of conflict. In a controlled manner, conflict can stimulate creativity and action to a project, or even an organization. Conflict can be a serious problem in an organization. In can create conditions that make it nearly impossible for employees to work together. On the other hand, conflict also has a less well known positive side.

Conflict can be defined "as a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about".

The five independent dimensions of interpersonal conflict handling styles are:

Dominating Style

When one person seeks to satisfy his or her own interests, regardless of the impact on the other parties to the conflict, he or she is competing. It is also called a competing style.

Integrating Style

When the parties to conflict each desires to fully satisfy the concern of the all parties, we have cooperation and the search for a mutually beneficial outcome.

Avoiding Style

A person may recognize that conflicts exist and want to withdraw from it or suppress it. Low concern for self and others is identified in this style.

Obliging Style

When one party seeks to appease an opponent, that party may be willing to place the opponent's interests above his or her own. Low concern for self and high concern for other is identified in this style.

Compromising Style

When each party to the conflict seeks to give up something, sharing occurs, resulting in a compromising, there is no clear winner or loser.

Personality

Personality is understood as dynamic organization of traits which determine person's unique adjustment to his environment. Traits thus constitute the most important parts of personality. Traits refer to observed consistency of behavior. Traits are not directly observed rather inferred from behavior of the person. General cues to the traits are what the person does, how he does it and how well he does it.

Several traits together constitute a dimension of personality which helps us in making distinction among persons. The ten major dimensions with its meaning in brief are presented below:

Decisiveness

This trait refers to person's ability to take quick decisions in controversial issues, to decide priorities and attend accordingly, to take a clear-cut stand over the given issues, etc.

Responsibility

It is defined in terms of a number of behavioral syndromes such as finishing a task in time, meeting people on appointed time, going somewhere according to fixed schedule, attending meeting in time, etc.

Emotional Stability

Persons having trait of emotional stability has well control over his emotion, talk confidently with others, consider ailments in their proper perspective, face comments and criticisms realistically, etc.

Masculinity

This trait refers to person's ability to do arduous and risky work, his ability to handle challengers from others and face them boldly, accepting a job in police or military, taking interest in mountaineering, fighting, etc.

Friendliness

Persons possessing such trait develop deeper acquaintance with people, often help others in time of trouble and show proper love and affection to even juniors and unknowns.

Hetero Sexuality

Persons possessing such trait have normal sex relationship with opposite sex, don't shy among members of opposite sex and take active participation in working with members of opposite sex.

Ego-Strength

Persons having the trait of ego-strength tend to concentrate and attend to different activities at a time, have feelings of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and actions.

Curiosity

Persons having the trait of curiosity tend to explore the details of objects or things which are relatively new, tend to reach the destination in time, tend to know the contents of talks of other or reactions of others toward oneself, etc.

Dominance

Persons having the trait of dominance tend to dictate over others for their duty, tend to be the leader of the group, tend to settle controversy between rivals, tend to undertake the supervision of a difficult and complex task.

Self-Concept

It is a composite image of what we think we are, what we think others think of us and what we would like to be.

Justification of the Study

Understanding conflict handling styles and how they are perceived by others is a critical process. The training related to conflict management and stress management for college personnel is seldom addressed. The spiraling nature of conflicts in educational institutions over past decade sends a clear signal that there is need for more intensive study of conflict management in educational institutions.

The current competitive environment in the world of business does not restrict itself to competition among educational institutions. Competition exists as well between education administrators who compete for resources within their institutions in search of goal achievements for the institutions or for personal gains. Such competition usually leads to conflicts which is inevitable in institutions and is considered a natural aspect of social relationship.

Each individual involved in a conflict may react to it differently as a result of the situational variables perceived as well as the personality of the individual. The main objective of this study is to examine the conflict handling styles of teachers of schools and its relation to their personality type. The research will help to examine the relationship between conflict handling styles and personality types and its effect on decision making of educational administrators. A great deal of interest is especially focused on what types of people are most effective in different management.

As conflict is a sensitive issue, the knowledge of conflicts handling styles in a diverse multicultural environment such as educational institutions (schools) is crucial in ensuring the success of institutional operations. The dearth of research in this area would greatly help educational institutions by providing an insight into the relationship between decision making, stress management and conflict handling styles of educational administrators. A review of literature shows that research focusing on conflict handling mode preference of educational administrators is lacking. The research will help in the understanding of the knowledge and skills needed by education administrators in order to intervene and resolve conflict situations harmoniously in a multicultural work setting. It will give a better understanding of the impact on decision making of individual approaches in resolving conflicts.

So the study is significant because conflict is something that happens in every institution for the growth and development of the institution. As there is not one style that is used as a guideline in any institution, each department manager in educational institution uses the style that is confirmed by his or her personality. Understanding of conflict management styles will increases positive conflict outcomes and will lead to improved decision making resulting in improved relationships, increased job satisfaction and increased retention of teachers in

educational institutions.

Statement of the Problem

The rationale presented above and review of related literature shows the need for

"A study of Conflict Handling Styles of School Teachers with different Personality types"

Objectives of the Study

1. To know the different styles of conflict handling of school teachers.
2. To examine the relationship between conflict handling styles and personality types of school teachers.
3. To study and compare difference in conflict handling styles of school teachers on the basis of gender.
4. To examine the difference of High conflict handling styles and Low conflict handling styles of school teachers regarding their different personality dimensions.
5. To reduce affective conflict at all levels and to enable the teachers to select and to use the appropriate styles of handling stress so that various situations can be effectively dealt with.

Hypotheses of the Study

1. There is no significant relationship in conflict handling styles and personality types of school teachers.

2. There is no significant difference in conflict handling styles of school teachers on the basis of gender.
3. There is no significant difference of High conflict handling styles and Low conflict handling styles of school teachers regarding their different personality dimensions.

Sample of Study

The sampling frame comprises all school teachers. In view of the objectives of the present study the investigator collected the data from the teachers of government and non government schools of four districts of Haryana. The present study was conducted on 300 school teachers, Out of 300 teachers 150 were male and 150 were female which were further subdivided into 75 rural and 75 urban for both the categories.

Tools

1. Conflict handling styles inventory prepared by investigator
2. Singh's Differential Personality Inventory by Arun Kumar Singh and Ashish kumar Singh

Results

Hypothesis No.1

There is no significant correlation between conflict handling styles and personality types of school teachers.

Table - 1

Coefficient Correlation between Conflict Handling Style and Personality Types of School Teachers

Sr. No.	Variable	N.	Mean df	Coefficient of correlation	Level of significance
1	Conflict Handling Style of school teachers	300		0.48	Significant at both levels i.e. .05 & .01
2	Personality types of school teachers	300	598		

df=598   .05=.062   .01=.081

Hypothesis No.2

There is no significant difference in Conflict-handling style of school teachers on the basis of gender.

Table 2

Sr. No.	Variable	N.	Mean	S.D.	Df	'C.R.' Value	Level of significant
1	Conflict-handling style of Male school teachers	150	124.65	3.01	298	4.66	Significant at both levels i.e. .05 & .01 level.
2	Conflict-handling style of female school teachers	150	123.12	2.68			

df=298   .05= 1.97   01 = 2.59

In this research, total 300 school teachers selected in the sample were given Conflict Handling Style test and it was found that 128 school teachers scored more than 110 marks were identified as High Conflict Handling Style teachers and 172 school teachers scored less than 110 marks were identified as Low Conflict Handling Style teachers. The above selected 128 High Conflict Handling Style teachers and 172 low Conflict Handling Style school teachers were given Personality Inventory and the various dimensions of their personality like decisiveness, responsibility, emotional stability, muscularity,

friendliness, heterosexuality ego strength, curiosity, dominance self concept were studied. The analysis and interpretation of different dimensions of personality of High Conflict Handling Style & Low Conflict Handling Style of school teachers is mentioned below.

Hypothesis No.3.1

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their decisiveness personality dimension.

Table 3.1

Variable	N	Mean	S.D.	Df	C.R value	Level of Significance
Decisiveness type of personality of High Conflict Handling Style of school teachers	128	10.12	2.43	298	3.59	Significant at both levels i.e. .05&.01 level
Decisiveness type of personality of low Conflict Handling Style of school teachers	172	9.16	2.10			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.2

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their responsibility personality dimension.

Table 3.2

Variable	N	Mean	S.D.	df	C.R value	Level of Significance
Responsibility type of personality of High Conflict Handling Style of school teachers	128	10.42	2.58	298	3.70	Significant at both levels i.e. .05&.01 level
Responsibility type of personality of low Conflict Handling Style of school teachers	172	9.38	2.16			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.3

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their emotional stability personality dimension.

Table 3.3

Variable	N	Mean	S.D.	df	C.R value	Level of Significance
emotional stability type of personality of High Conflict Handling Style of school teachers	128	10.20	2.51	298	3.57	Significant at both levels i.e. .05&.01 level
emotional stability type of personality of low Conflict Handling Style of school teachers	172	9.22	2.12			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.4

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their Muscularity personality dimension.

Table 3.4

Variable	N	Mean	S.D.	df	C.R value	Level of Significance
Muscularity type of personality of High Conflict Handling Style of school teachers	128	9.98	2.22	298	5.26	Significant at both levels i.e. .05&.01 level
Muscularity type of personality of low Conflict Handling Style of school teachers	172	8.68	1.99			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.5

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their friendliness personality dimension.

Table 3.5

Variable	N	Mean	S.D.	df	C.R value	Level of Significance
Friendliness type of personality of High Conflict Handling Style of school teachers	128	10.32	3.01	298	3.72	Significant at both levels i.e. .05&.01 level
Friendliness type of personality of low Conflict Handling Style of school teachers	172	9.12	2.41			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.6

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their Heterosexuality personality dimension.

Table 3.6

Variable	N	Mean	S.D.	Df	C.R value	Level of Significance
Heterosexuality type of personality of High Conflict Handling Style of school teachers	128	9.22	2.42	298	4.04	Significant at both levels i.e. .05&.01 level
Heterosexuality type of personality of low Conflict Handling Style of school teachers	172	8.16	2.02			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.7

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their Ego-strength personality dimension.

Table 3.7

Variable	N	Mean	S.D.	df	C.R Value	Level of Significance
Ego-strength type of personality of High Conflict Handling Style of school teachers	128	8.22	2.03	298	4.59	Significant at both levels i.e. .05&.01 level
Ego-strength type of personality of low Conflict Handling Style of school teachers	172	9.40	2.42			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.8

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their Curiosity personality dimension.

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Table 3.8

Variable	N	Mean	S.D.	df	C.R value	Level of Significance
Curiosity type of personality of High Conflict Handling Style of school teachers	128	9.25	2.72	298	3.88	Significant at both levels i.e. .05 &.01 level
Curiosity type of personality of low Conflict Handling Style of school teachers	172	8.14	2.08			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.9

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their dominance personality dimension.

Table 3.9

Variable	N	Mean	S.D.	df	C.R Value	Level of Significance
Dominance type of personality of High Conflict Handling Style of school teachers	128	11.21	3.12	298	3.60	Significant at both levels i.e. .05&.01 level
Dominance type of personality of low Conflict Handling Style of school teachers	172	10.02	2.40			

df=298   .05=1.97   .01=2.59

Hypothesis No.3.10

There is no significant difference in High Conflict Handling Style and low Conflict Handling of school teachers regarding their self concept personality dimension.

Table 3.10

Variable	N	Mean	S.D.	df	C.R Value	Level of Significance
self concept type of personality of High Conflict Handling Style of school teachers	128	11.39	3.50	298	3.70	Significant at both levels i.e. .05&.01 level
self concept type of personality of low Conflict Handling Style of school teachers	172	10.02	2.70			

df=298   .05=1.97   .01=2.59

Findings of the Study

There exists significant positive correlation between conflict Handling Styles and personality types of school teachers. The results reveal that shifting the focus from the elimination of conflict to the management thereof requires a better understanding of the conflict phenomenon, but in this process consideration should also be given to the impact that personality has on the styles of handling conflict. Influence of personality characteristics has a direct impact on the styles applied.

There exists significant difference between male and female school teachers regarding Conflict-handling style. On comparing mean value of Conflict-handling styles of male and female school teachers, it is analysed that the Conflict-handling style of Male school teachers is more than Conflict-handling style of female school teachers. This is just because of exposure to the situation. If a possibility of conflict exits, certainly male party to the conflict seeks to handle the situation on more frequent basis.

There exists significant difference between High Conflict Handling Style and low Conflict Handling Style of school teachers regarding their different personality dimensions.

On comparing Mean value, it is concluded that the Decisiveness type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. It may be because people of decisiveness personality type make logical, objective and tough minded decision and prefer a decisive, structure, organized environment and handle conflicts effectively.

On comparing Mean value it is concluded that the responsibility type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. It may be because individuals of responsibility type of personality have stable tendencies in the attributions they make about their conflict experiences across time, partners, and situations.

On comparing Mean value, it is concluded that the Emotional Stability type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. It is because there is significant relationship between emotional intelligence and conflict handling styles and people with psychosomatic complaints or who are emotionally unstable have negative long-term consequences and manage conflicts poorly.

On comparing Mean value, it is concluded that the Muscularity type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. It is found that poor health and well-being can trigger conflict in the workplace, and reduce the extent to which conflict is managed in a constructive, problem solving way.

On comparing Mean value, it is concluded that the Friendliness type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. It may be because teachers of friendliness type of personality are more apt to avoid conflict situations.

On comparing Mean value, it is concluded that the Heterosexuality type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. Because it is found that individual who takes active participation in working with members of opposite sex, manage conflict more effectively.

On comparing Mean value, it is concluded that the Ego-Strength type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. As per minute observation by the researcher, High

Conflict Handling Style teachers tend to show high coordination between thoughts and actions.

On comparing Mean value, it is concluded that the Curiosity type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. It may be because individual who tend to reach the destination in time, tend to know the contents of talks of other or reactions of others toward oneself manages conflicts more effectively.

On comparing Mean value, it is concluded that the Dominance type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. It may be because individual of dominance type of personality seeks to satisfy his or her own interests, regardless of the impact on the other parties to the conflict, if a possibility of conflict exists.

On comparing Mean value, it is concluded that the Self-Concept type of personality of High Conflict Handling Style of school teachers is more than low Conflict Handling Style of school teachers. .Because a person with positive self-concept generally deals with conflicting situations more efficiently.

Educational Implications

The most outstanding characteristics of any research are that it may contribute something new to the development of the area concerned. So also is the case in educational research. So the investigator has found out the educational implication from the findings.

This study adds to the growing body of literature on how the personality variable might influence individual behaviors in work settings. The present study reveals some interesting results that would be helpful to the teachers, educationists and educational planners as well. The study can help educational institutions by providing an insight into the relationship between personality types and conflict handling styles.

The research can help in the understanding of the knowledge and skills needed by teachers in order to intervene and resolve conflict situations harmoniously in a multicultural work setting.

Understanding of conflict management styles will increase positive conflict outcomes and will lead to improved relationships, increased job satisfaction and increased retention of teachers in educational institutions. The study would help in

Increased Understanding

The discussion needed to resolve conflict would expand teacher's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other teachers;

Increased Group Cohesion

When conflict is resolved effectively, team members can develop stronger mutual respect, and a renewed faith in their ability to work together; and

Improved Self-Knowledge

Conflict pushes individuals to examine their goals in close detail, help them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness. However, if conflict is not handled effectively, the results can be damaging. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination. To keep team or educational organization working effectively, the study would help to stop this downward spiral as soon as possible.

Thus study would help in

Reducing affective conflicts at all levels and enables teachers to select and use appropriate conflict handling style.

Suggestions

1. A study of conflict Handling Styles of college teachers can also be studied.
2. Other variables Stress Management, decision making pattern can also be studied along with conflict Handling styles and personality types.
3. The impact of stress management on academic achievement, college adjustment, self-concept, achievement motivation, conflict handling styles can be studied.
4. Comparative study can also be conducted to study the conflict Handling Styles of college and school teachers of different personality dimensions.
5. Future research should attempt to validate these findings by using other design and data collection techniques such as direct observation of individual behaviors either in simulations or in real-life work situations.

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