



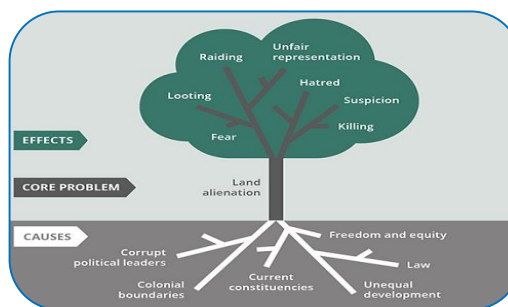
CAUSES & DESTRUCTIVE CONSEQUENCES OF CONFLICTS IN EDUCATIONAL INSTITUTIONS

Nishat Fatima¹ and Prof. (Dr.) Ileyas Rizvi²

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

² Professor & Director,

Aryakul College of Management, Lucknow, U.P., India.
Director, Management & Research Institute, Lucknow, U.P., India.



ABSTRACT:

In any work place, conflict must be considered as an unavoidable and inevitable challenge. The effective organisations or institutions accept this fact and take proactive measures to manage it. It is better for an individual or any organisation / institution to research on the causes of conflict beforehand. Knowing the causes of conflicts may reduce the chances and intensity of conflicts. This research is conducted to study the major causes of conflicts in different institutions such as medical colleges, engineering institutes, management institutes, degree colleges & other institutes. This research also analysed the association between Variable (types of institution) and the various causes of conflicts. Factor analysis was performed to identify the major causes of conflicts and chi square test was used to ascertain the association between the dependent and Variables. As a final point it can be said that government and private organizations have conflicts and the attitude of the teachers and management executives is different while handling with prevailing conflicts.

KEYWORDS: Conflict, Destructive Consequences, Teachers & Management Officials.

1. INTRODUCTION

Conflict & its management has become a reality of each and every organisation. Thomas (1976) defines conflict as “the process that starts when one party recognises that the other has disappointed, or is about to frustrate, some concern of his”. Nyamajiwa (2000), defined conflict as, “the opposition of individuals’, or groups’ interest, opinions or purpose”. Conflict can be between individuals, groups, parties or countries. However, most conflict situations require their management and negotiation whenever they occur. In order to formulate an effective strategy for conflict management and solution, it is essential that all reasons and issues which give rise to the conflict must be acknowledged, recognised and resolved. Nyamajiwa (2000) has recognized some causes or sources of conflict contained by an organization. These include-

- Inadequate information,
- Role conflict/collision, and
- Differences in goals & values,
- Responsibility,
- Competition for limited resources,
- Space,
- Equipment and tools,

- Personnel,
- Access to superiors.

In an organization, a number of these causes of conflict could be pertinent to administrators and teachers. Nearly daily we encounter the issues where teachers and heads (management) conflict over disputes that concern their service delivery process. In most the cases, unresolved conflicts result in communication breakdown affecting the smoothness of service delivery process of the institution especially in medical colleges, management and engineering institutions. Ultimately, this situation may lead the students' and teachers' dissatisfaction. Fulmination or reprimand to teachers over certain issues can disturb the organisational climate and environment. Such a situation has its dire consequences too. It can result in the inefficiency or non-performance of the teachers which may ultimately result in the student's dissatisfaction with the quality of institution.

Perturbed by these circumstances, the study proposes to seek to establish the major causes of conflicts between management officials and teachers of medical colleges, engineering, management institutions and other institutions in UP, India, as well as dire consequences of conflicts. The present study attempted to establish the major causes of conflicts existing in the institutions. In the present study, various variables/causes related to conflicts were identified and factor analysis was performed to identify the major causes of conflicts and the destructive consequences.

1.1 Justification and Significance of the Study

The present research studied causes of conflicts between teachers and management officials as well as its destructive consequences. The paper also dealt with the association between the type of institution and the various variables of causes of conflict. The research included the different perspectives of teachers and management officials of government institutes and private institutes. Such profound research studies are the needed in educational institutions and its findings will be very useful for teachers, management officials / administrators, and surely, it will enhance the conflict management capabilities of the concerned persons in the institution. The findings and results of this research study will help policy makers and administrators to deal with the conflict in a very constructive manner in order to improve the overall performance of the institutions. Though problems related to conflict management of the teachers or management officials have been spoken worldwide, there is scantiness of data concerning teachers or management executives in India.

1.2 Research Questions

- What are the major causes of conflicts between teachers and management in the different educational institutions?
- Is there any association between Types of Institution and various Causes of Conflict?
- What are the destructive consequences of Conflict?

1.3 Research Objectives & Hypotheses

Research Objective-1: To find out the major causes of conflicts between teachers and management in the different educational institutions.

Research objective-2: To study Association between Types of Institution and various Causes of Conflict.

Research Objective-3: To find out the destructive consequences of the conflicts between teachers and management in the educational institutions.

2. REVIEW OF PREVIOUS RESEARCHES

2.1 Conflicts in Educational Institutions

"Conflict", has been defined variously by various authors. Putnam & Poole (1987), states it to be an "interaction of interdependent people who perceive opposition of goals, aims and values and consider other party as potentially interfering in goals' realisation." Thompson, (1998) defined conflict

as the perception of differences of interests among people. Mujtaba & Mc Cartney (2010) claimed that conflict can be functional (forces creativity or positive output) or dysfunctional (negative and stressful). Whereas dysfunctional conflict is most of the time destructive and often leads to decreased productivity, on the other hand, functional conflict may indeed encourage better work effort and help task performance. The focus of this research paper is on the dysfunctional conflict, hence researchers studied causes and destructive consequences of conflicts in a profound manner.

According to Felstead et al (2002) conflicts have significant negative impact on-

- Health,
- Psychological
- Physical needs, and
- Job productivity.

Educational institutions especially government institution are facing the problems of conflicts frequently. Referring to Denohue, W. A. and B. Kott (1992), Conflict comprises of circumstances in which differences are conveyed by interdependent persons in the process of attaining their goals and needs, and it rises when a difference between two or more people necessitates change in at least one person for their engagement to continue and develop. According to Carter McNamara (2010), 'Conflict in educational institutions have different forms such as-

- teachers' reluctance to obey their seniors
- teachers' reluctance to follow rules
- teachers' reluctance to accept extra work
- teachers' reluctance to cooperate with principals.

Principals too have an authoritative approach and pressurize teachers for an perfect working and other operations.

In educational institutions, conflict happens because of frequent interaction with one another.

According to researchers David W. Johnson and Roger T. Johnson, (1996), Conflict is an expression of-

- Hostility,
- Antagonism
- Misunderstanding

According to Tschannen-Moran, M. (2001), conflict should not be considered as discomfort or problem- it is when conflict is poorly managed it becomes the problem. Conflict is a problem when it:

- Hampers productivity
- Lowers morale
- Causes more and continued conflicts
- Causes improper behaviours.

The better teachers and students understand the exact nature of conflict, the better able they are to handle conflicts constructively. Moran (2001) sees conflict management as a set of skills that support individuals and groups in greater knowledge and dealing with conflict as it arises in all perspectives of their lives". Conflicts as a theory never remain positive or negative but it has always been comprehended as a fundamental and result oriented part of educational institution life. Conflicts offer competitive as well as the cooperative context in the Institution but it varies according to the circumstances. Difficulties exist in managing disputes when the context is competitive/individualistic or when the context and the conflict analysis procedures are incongruent. The efficiency & effectiveness of a conflict resolution and peer arbitration program may be limited when the classroom and educational institution context is competitive. (Fisher, R.J. 1997)

2.2 Sources of Conflict

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

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

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

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

2.2.1 Positive Impact of Conflicts

On the other hand, Hellriegel & Slocum, (2004) concluded that conflict does not always have a negative effect; sometimes it has positive effects also, and this might lead to improved crisis solving or decision making, to the stimulation of originality and may increase the productivity. Timely recognition of conflicts and a prompt response to resolve the misunderstandings among those affected is required. David W. Johnson and Roger T. Johnson, (1996), further defined conflict as inevitable and often good. It:

- Helps to address problems.
- Helps people "be real",
- Helps people learn how to identify and take advantage of the differences.

3. RESEARCH DESIGN AND METHODOLOGY

This present research is exploratory, qualitative and cross sectional in nature. A questionnaire based survey was designed to identify and analyse the causes & destructive consequences of conflicts in educational institutions. The questionnaires and schedules were based on five point LIKERT scale based questions. The quota sampling technique was used to collect data for the research purpose. The target population was comprised of the teachers and management officials working in medical colleges, management & engineering institutions and degree colleges in U.P., India, This research study is comparative in nature, so the data of medical, engineering, management institutions, and degree colleges have been used. The total Sample size of the research was of 762 teachers as well as management officials. There were 602 teachers (Assistant and Associate professor level) and 160 management officials (professors, head of the departments, deans, directors etc). For the analysis of the data, IBM SPSS STATISTICS 23 version software has been used to perform frequency analysis and Factor analysis & chi square analysis.

4. DATA ANALYSIS, INTERPRETATION & FINDINGS

4.1. Demographic Profile of the Respondents

Out of total 762 respondents, 3.1% respondents belong to the group of below thirty years, 66.0% respondents belong to the age group of 30-39, 25.9% respondents belong to the age group of 40-49 and 5.0% respondents belong to the age group of 50-59. 71.5% respondents were male and 28.5% respondents were female and 62.5% respondents were married, 37.4% respondents were unmarried and 0.1% respondent belonged to other marital status. Out of 762 respondents, 35.6% respondents were post graduate, 26.1% respondents were UGC NET, and 6.2% respondents were M. Phil and 32% respondents were PhD qualified. 65.9% respondents were Assistant Professor, 13.1% respondents

were Associate Professor, 3.15% respondents were Professor, 0.9% were Registrar, 0.7% respondents were Head of the Department, 15.0% respondents were Director, 0.9% respondents were Chairman & 0.4% respondents were holding other Administrative Position. Out of 762 respondents, 20.3% respondents belonged to Government Institutes and 79.7% respondents belonged to Private Institutes. Out of 762 respondents, 8.8% respondents were from Medical Colleges, and 21.5% respondents were from Engineering Institutes, 47.5% respondents were from Management Institutes, 12.9% respondents were from Degree College and 9.3% respondents were from other Institutions.

4.2 Factor Analysis: Major Causes of Conflict: Educational Institutions

Factor Analysis was performed to determine the Factors which are major causes of conflict in Educational Institutions in U.P., India.

Table-1: KMO and Bartlett's Test

KMO and Bartlett's Test ^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.857
Bartlett's Test of Sphericity	Approx. Chi-Square	8421.225
	Df	253
	Sig.	.000
a. Based on correlations		

Adequacy of the data is tested on the basis of results the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity (homogeneity of Variance) provided in above table. The KMO measure of sampling adequacy is **0.857**, which indicates the present data is suitable for factor analysis. Similarly, Bartlett's test of sphericity is significant ($p < 0.001$); that explains existence of sufficient correlation between variables to proceed with the analysis.

Table-2: Total Variance Explained

Total Variance Explained										
	Component	Initial Eigenvalues ^a			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1	13.206	29.920	29.920	6.626	28.807	28.807	4.440	19.306	19.306
	2	5.764	13.059	42.978	3.048	13.251	42.058	2.798	12.165	31.471
	3	3.980	9.018	51.996	2.135	9.282	51.340	2.728	11.859	43.330
	4	2.804	6.353	58.349	1.380	6.002	57.342	2.649	11.518	54.848
	5	2.213	5.013	63.363	1.114	4.843	62.185	1.688	7.338	62.185
	6	1.877	4.252	67.615						
	7	1.513	3.429	71.044						
	8	1.489	3.374	74.418						
	9	1.269	2.874	77.292						
	10	1.166	2.643	79.935						
	11	1.096	2.483	82.418						
	12	1.013	2.295	84.713						
	13	.965	2.185	86.898						
	14	.820	1.858	88.756						
	15	.817	1.852	90.608						
	16	.784	1.775	92.383						
	17	.621	1.407	93.790						
	18	.580	1.314	95.103						

19	.515	1.168	96.271						
20	.503	1.139	97.410						
21	.438	.993	98.403						
22	.393	.891	99.294						
23	.311	.706	100.000						

Extraction Method: Principal Component Analysis.

a. When analyzing a covariance matrix, the initial eigenvalues are the same across the raw and rescaled solution.

In above table, output lists the eigen values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, Output has identified **23** linear components within the data set. **All factors with Eigen values greater than 1 are extracted**, which leaves us with **five factors**. According to Kaiser Criterion, only first **5 factors** should be used because subsequent eigenvalues are less than 1. But after extraction and rotation, all the **4** factors explain the following percentage of total variance. **So, factor 1 explains 29.920% of total variance, factor 2 explains 13.059% of total variance, factor 3 explains 9.018% of total variance, factor 4 explains 6.353% of total variance & factor 5 explains 5.013% of total variance.** As evident from the above table of Total Variations Explained, we find out that from the total 23 components (Major Causes of Conflict: Educational Institutions), 5 factors are extracted and these 5 factors together account for only **63.363%** of the total variance (Information contained in original 32 variables) hence we have reduced the number of variables from 23 to 5 underlying factors. Around **36.637%** of the total variation or Information, is sacrificed.

Table-3: Rotated Component Matrix

	Component				
	1	2	3	4	5
Conflict due to personal ego.	.867				
Behavioural.	.853				
Differing personalities are the reasons of conflict.	.768				
Involvement in Other administrative responsibilities.	.736				
Responsibility and accountability without authority.	.688				
Financial.	.670				
Quality teaching remains unacknowledged.	.642				
Religious / Caste biasness.		.790			
Biasness related to regionalism.		.776			
Social.		.728			
Cultural.		.677			
Strict rules regarding dressing sense / uniform.		.541			
Lack of financial assistance to attend seminars / conference / faculty development programs.			.848		
Lack of motivation to attend seminars / conference / faculty development programs.			.809		
Lack of training and development.			.800		
Favouritism & nepotism			.506		
Improper termination policies.				.821	
Improper appointment policies.				.780	
Improper subject allotment.				.645	
Job insecurity.				.513	
Involvement in marketing activities.				.435	
Salary.					.807
No. of Lectures per day.					.658

Interpretation: Major Causes of Conflict: Educational Institutions

In the present study Factor Analysis exhibits the rotated factor loading for the statements of **Major Causes of Conflict: Educational Institutions** in U.P., India. Looking at table of Rotated Component Matrix, we find out that-

Factor/Component 1 contains the 7 items-

1. Conflict due to personal ego.
2. Behavioural.
3. Differing personalities are the reasons of conflict.
4. Involvement in Other administrative responsibilities.
5. Responsibility and accountability without authority.
6. Financial.
7. Quality teaching remains unacknowledged.

Factor/Component 2 contains the 5 items-

1. Religious / Caste biasness.
2. Biasness related to regionalism.
3. Social.
4. Cultural.
5. Strict rules regarding dressing sense / uniform.

Factor/Component 3 contains the 4 items-

1. Lack of financial assistance to attend seminars / conference / faculty development programs.
2. Lack of motivation to attend seminars / conference / faculty development programs.
3. Lack of training and development.
4. Favouritism & nepotism

Factor/Component 4 contains the 5 items-

1. Improper termination policies.
2. Improper appointment policies.
3. Improper subject allotment.
4. Job insecurity.
5. Involvement in marketing activities.

Factor/Component 5 contains the 2 items-

1. Salary.
2. No. of Lectures per day.

Hence, it can be said that our **Research Objective-1** is fulfilled.

CONCLUSION:

A major contribution of this study is to identify the factors of Major Causes of Conflict: Educational Institutions in U.P., India. Results of factor analysis have produced aforementioned factors, which can be considered as Major Causes of Conflict in Educational Institutions in U.P., India.

For further research, items included in only first three factors will be considered.

4.3 CHI Square Analysis: Analysis of the Association between **Types of Institution** and **Causes of Conflict**.

It was found that out of total 756 respondents, 67 respondents were from medical colleges, 164 respondents were from Engineering Institutes, 356 respondents were from Management Institutes, 98 respondents were from Degree colleges and 71 respondents were from other institutions.

In case of the association between types of institution and causes of conflict, all the null hypotheses were rejected, it can be concluded that both the variables were associated.

Table-4: Crosstab: Conflict due to personal ego

			Crosstab					Total
			Conflict due to personal ego.					
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Type of Organization	Medical College	Count	6	40	0	8	13	67
		% within	9.0%	59.7%	0.0%	11.9%	19.4%	100.0%
	Engineering Institute	Count	27	13	9	9	106	164
		% within	16.5%	7.9%	5.5%	5.5%	64.6%	100.0%
	Management Institute	Count	80	69	53	60	100	362
		% within	22.1%	19.1%	14.6%	16.6%	27.6%	100.0%
	Degree College	Count	26	32	16	17	7	98
		% within	26.5%	32.7%	16.3%	17.3%	7.1%	100.0%
	Other Institutes	Count	18	14	11	10	18	71
		% within	25.4%	19.7%	15.5%	14.1%	25.4%	100.0%
Total		Count	157	168	89	104	244	762
		% within	20.6%	22.0%	11.7%	13.6%	32.0%	100.0%

- In medical colleges and degree colleges majority of the respondents strongly agreed, and agreed they have conflicts due to personal ego and due to behavioural causes of conflict.
- In degree colleges, other institutions, management institutions, majority of the respondents strongly agreed, and agreed they have conflicts due to personal ego and due to behavioural causes of conflict; while in engineering colleges & medical colleges 30-40% of the respondents strongly agreed, and agreed they have conflicts due to personal ego and due to behavioural causes of conflict.
- In **degree colleges** majority of the respondents strongly agreed and agreed that involvement in other administrative responsibilities is a cause of conflict.
- In management institutions and other institutions, majority of the respondents strongly agreed, and agreed that responsibility and accountability without authority is a cause of conflict.
- In medical colleges and management institutions, majority of the respondents strongly agreed, and agreed that they have financial causes of conflict.
- In management institutions & other institutes, majority of the respondents strongly agreed, and agreed that unacknowledgement of quality teaching is a cause of conflict.
- In management institutions & engineering institutes, majority of the respondents strongly agreed, and agreed that they have conflicts of religious/caste biasness.
- In **medical colleges**, management institutions & **engineering institutes**, majority of the respondents strongly agreed, and agreed that they have social causes of conflict.
- In all the institutions, nearly 30% respondents strongly agreed, and agreed that they have cultural causes of conflict.
- In management institutions & **engineering institutes**, majority of the respondents strongly agreed, and agreed that they have conflicts due to strict rules regarding dressing sense/uniform.

4.4 Cross Tabulations Analysis: Destructive Consequences of Conflict**Table-4.5: Crosstab: All the variables (Destructive Consequences of Conflicts)**

Destructive Consequences of Conflicts							Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I feel demotivated and my performance declines.	No.	94	218	75	180	195	762
	%	12.3%	28.6%	9.8%	23.6%	25.6%	100.0%
I break down completely when things happen against my expectations.	No.	26	166	160	196	214	762
	%	3.4%	21.8%	21.0%	25.7%	28.1%	100.0%
I switch over to other institution.	No.	45	183	127	153	254	762
	%	5.9%	24.0%	16.7%	20.1%	33.3%	100.0%
Teachers don't pay attention to the worries and concerns of students.	No.	54	131	90	212	275	762
	%	7.1%	17.2%	11.8%	27.8%	36.1%	100.0%
I don't show sensitivity to understand others' perspectives.	No.	107	116	127	207	205	762
	%	14.0%	15.2%	16.7%	27.2%	26.9%	100.0%
Conflicts vitiate the institutional environment.	No.	79	380	70	99	134	762
	%	10.4%	49.9%	9.2%	13.0%	17.6%	100.0%
Conflicts decrease the institutional performance.	No.	60	432	58	75	137	762
	%	7.9%	56.7%	7.6%	9.8%	18.0%	100.0%
If management is insensitive towards me, I too become insensitive towards students / my subordinates.	No.	133	307	69	122	131	762
	%	17.5%	40.3%	9.1%	16.0%	17.2%	100.0%

FINDINGS:

From the above combined crosstabulation table of all the variables, it was found that most of the respondents agreed that conflicts between management and teachers have following destructive consequences-

- Teachers feel demotivated and their performance declines.
- Teachers break down completely when things happen against their expectations.
- Teachers switch over to other institution.
- Teachers don't pay attention to the worries and concerns of students.
- Teachers don't show sensitivity to understand others' perspectives.
- Conflicts vitiate the institutional environment.
- Conflicts decrease the institutional performance.
- If management is insensitive towards me, I too become insensitive towards students / my subordinates.

5. CONCLUSION & DISCUSSION

Conflict resolution must be promoted to reduce destructively managed conflicts in educational institutions. Management of conflict is a psychological concept related to humans and it had been recognized long ago. The assumptions of conflict management are that people develop patterned response to conflict and develop conflict styles for reasons that make sense to them. No one style is automatically better than another and above all people's styles undergo change in order to adapt to the demands of new situations or conflicts. There are several conflict management strategies by focusing on general strategies used by administrators in an educational setting. There is no difference between management and leadership; hence, management officials are synonymous with leader. Since conflict is seemingly unavoidable, particularly in a educational institution, it is obviously obligatory for management to be able to recognize conflict, to view its constructive as well as destructive potential, to learn how to manage conflict, and to apply conflict management strategies in a practical way.

Conflicts must be resolved constructively so that the institutional goal is achieved without hurting anyone. Since educational institution is an entity which composes of different people with different sociocultural backgrounds and age groups; and that effective negotiation and mediation must be identified as the finest strategy for effective management of conflicts. It can be seen from the findings of research that the major causes of conflicts in educational institutions were-

- Conflict due to personal ego.
- Behavioural.
- Differing personalities are the reasons of conflict.
- Involvement in Other administrative responsibilities.
- Responsibility and accountability without authority.
- Financial.
- Quality teaching remains unacknowledged.
- Religious / Caste biasness.
- Biasness related to regionalism.
- Social.
- Cultural.
- Strict rules regarding dressing sense / uniform.

Management officials must establish good understanding, trust, and rapport with teachers with whom they interact to minimize the probability of conflict. Minimizing conflict with senior management involves knowing their requirements. Management officials should show empathy for teachers' and must understand their challenges, problems, and pressures.

Teachers and management officials, nearly most of them require the training and competence to manage conflicts. Without the competence to manage conflicts, generally, everyone tries to avoid conflict, hoping it will solve itself; and this never happens, rather fearing and ignoring conflicts usually escalates it and finally, it will result in negativity and non-productivity.

Through self-awareness, teachers can more effectively manage their conflicts and therefore their professional relationships. Furthermore, by addressing issues related to conflict management, teachers can establish an expected protocol to be followed by everyone. If teachers practice conflict management skills, it will lead to successful management of conflicts and will result in understanding, better communication, and greater productivity. When teachers manage their conflicts more effectively, they use less energy and are more involved in productive work.

REFERENCES

- Carter McNamara, Basics of Conflict Management, Adapted from the Field Guide to Leadership and Supervision. Retrieved from <http://managementhelp.org/intrpsnl/basics.htm>, dated: 15-3-2010
- David W. Johnson and Roger T. Johnson (1996), Review of Educational Research, Vol. 66, No. 4, American Educational Research Association, pp. 459-506.
- Denohue, W. A. and B. Kott. (1992), Managing Interpersonal Conflict. Newbury, Park Calif.: Sage Publication.
- Felstead, A, Jewson, N, Phizacklea, A, & Walters, S 2002. 'Opportunities to work at home in the context of work- life balance', Human Resource Management Journal, vol.12, no. 1, pp. 54-76.
- Fisher, R.J. (1997). Interactive conflict resolution. Syracuse University Press: Syracuse, New York. P.6
- Gray, J.L and Strake, F.A. (1984) Organizational Behavior-Concepts and Applications (3rd ed.) Columbus Bell and Howell Company, pp.483-386.
- Hellriegel, D & Slocum, JW 2004, Organizational Behavior, 10th ed, Cincinnati, Ohio: South-Western.
- Mujtaba, BG & McCartney, T, 2010, Managing Workplace Stress and Conflict amid Change, 2nd edition. ILEAD Academy Publications; Davie, Florida, United States.

- Nyamajiwa, B.M. (2000). Communication in Negotiation. Harare: University of Zimbabwe Centre for Distance Education.
- Plunkett, W.R. and Raymond, F. Attner (1989). Introduction to Management, Boston: PWS-Kent Publishing, p.437
- Putnam, LL, & Poole, MS, 1987, Conflict and negotiation. In F. M. Jablin (Ed.), Handbook of organizational communication, Newbury Park, CA: Sage, pp. 549- 599
- Thomas, K.W. (1976). Conflict and Conflict management. In M.D. Dunnette (Ed.), Handbook of industrial and organizational psychology. Chicago: Rand McNally, pp. 889-935.
- Thompson, L, 1998, The mind and heart of the negotiator. Upper Saddle River, NJ: Prentice-Hall
- Tschannen-Moran, M. (2001). The effects of a state-wide conflict management initiative in educational institutions. American Secondary Education, 29, p.3.



Nishat Fatima

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



Prof. (Dr.) Ileyas Rizvi²

Professor & Director, Aryakul College of Management, Lucknow, U.P., India.

Director, Management & Research Institute, Lucknow, U.P., India.