



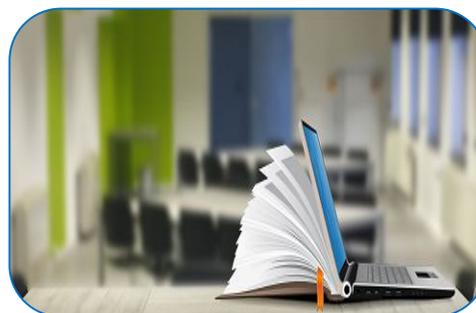
LEADERSHIP STYLE AND CONFLICT MANAGEMENT COMPETENCE IN EDUCATIONAL INSTITUTIONS

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ABSTRACT:

Leadership is the ability to positively influence the attitudes and behaviour of other individuals and channelise and direct their energy to achieve a specific goal. A leader has to deal with individuals having different traditional and cultural backgrounds, typical mindsets, different beliefs and values, different educational backgrounds, different levels of Intelligence quotient (IQ) and different levels of Emotional Intelligence (EI) or Emotional Quotient (EQ). All the organisations or institutions face the issue of interpersonal conflicts due to human interaction dominated service industry. Conflicts among individuals are bound to happen; hence the role of a leader becomes more significant. The present research work studied the relationship between types of leadership styles and conflict management competence and grievance handling techniques. The abovementioned research was conducted on the 762 respondents (602 teachers and 160 management officials) in the educational institutions. It was found that there was a positive relationship between the democratic style of leadership and conflict management competence and grievance handling techniques and there was a negative correlation between conflict management competence and grievance handling techniques.

KEYWORDS: Leadership Styles, Conflict Management, Grievance Handling, Teacher & Management Officials.

1. INTRODUCTION

1.1 Statement of the Problem

The theories of X, Y and Z of human motivation were related to Maslow's hierarchy of needs and how the motivation of individuals plays role in productivity. These theories were developed by the sociologists and psychologists in the great scholars Douglas McGregor for X and Y and Dr. William Ouchi and W. J. Reddin for Z in 1950s and 1960s. Theory X had an assumption that employees dislike and try to avoid work, and further suggested that management needs to control, motivate and closely supervise the workforce. On the contrary, theory Y assumed that under favourable conditions employees are self-motivated, enjoy work and will seek opportunities to excel. Therefore, theory Y advocated an environment of trust with the employees, involving them in decision-making, allowing them to exercise their skills and talents and seek out further responsibilities. Theory Z derives from theory Y, promoting employee loyalty, concern and security, both in and out of work. Theory Z, by Ouchi, suggested that the average employee prefers to cooperate with an organization if it is taking care of the employee. Thus, the employee's apprehension is not only the performance in the working environment, but also the support provided to him/her. Teamwork is vital for the employee, and a feeling of

belonging goes hand in hand with performance and productivity. Consequently, management is a collaborative effort in this case. In educational institutions, leadership style plays a significant role in managing operations, service delivery process (delivery of educational services from teacher to students) and in managing all the other activities related to teachers and students. Management of educational institutions have two major stakeholders-teachers and students and is supposed to satisfy both the parties. Conflicts are inevitable, so is the case with educational institutions. It is the responsibility of the management to be aware of the existing conflicts and manage it before it escalates.

1.1 Justification and Significance of the Study

The present research studied leaders' competence level to handle grievances and grievance handling mechanism in educational institutions and styles of the leaders (management officials) to deal with conflicts. The research paper also investigated the association between the designation level and variables of grievance handling, leadership styles and competence. The research studied the different perceptions of teachers and management officials of government institutes and private institutes. Such a research study is very advantageous for teachers and management officials / administrators. Researchers also investigated the leadership style/type followed by the management officials in educational institutions and its suitability for managing conflicts. The final findings the research study will be helpful for the management officials and administrators so that they can handle grievances and manage conflict in a very constructive manner.

1.2 Research Questions

- What is the effective way of handling grievance handling in educational institutions?
- Is there any association between designation level and grievance handling mechanism in educational institutions.?
- What are the leadership style/type followed by the management officials in educational institutions?

1.3 Research Objectives & Hypotheses

Research Objective-1: To study the association between designation level and grievance handling mechanism, Leadership styles & Competence in educational institutions.

Research objective-2: To study the association between **Government and Private Institutions and Conflict Management Competence.**

2. Literature Review

Bass B.M. (1985), applied the concepts of transactional and transformational leadership to business organizations. He identified a range of components representing transformational, transactional and laissez-faire leadership.

The five transformational leadership components are:

1. charisma;
2. idealized influence;
3. inspirational motivation;
4. intellectual stimulation &
5. individual consideration.

K. B. Lowe et al. (1996) found that charismatic leadership has been associated with-

- increased organizational effectiveness,
- subordinate ratings or
- effectiveness.

J. B. Fuller et al. (1996) concluded that leadership is highly associated with subjective and objective performance.

J. M. Howell et al. (1993), concluded that final aim of the leader is organizational financial performance.

According to the researchers Aula, P. and Siira, K. (2010), conflicts are part of people in all aspects of life. Conflicts cannot be ignored at home or office.

Russell, P., and Peppers, J. G., (1976) found that conflict can be of interpersonal or inter-group types and interpersonal conflicts occur between the between individuals or manager and his subordinate at the same level of the official hierarchy.

Preez, V. (1998), argued that conflict is a condition of competition in which the parties are aware of the incompatibility & irreconcilability with the other for something perceived to be significant by at least one of the parties involved.

Burton, J. W. (1998), described that conflicts of interest are inevitably conditioned social relationships.

Slabbert, D.A (2004). Defined the qualities of a leader as someone who influences, improves, manages conflict and changes the others.

Azamosa, O. (2004) observed that conflicts encompass the broad range of behaviours and attitudes that are in the opposition between bosses and employees. He further suggested that to have an effective conflict management system, and there must be cooperation among leader and employee.

Graham, S. (2009) described the cause of conflict that irrespective of the category, the people involved in insalubrious conflict often involve in spiteful interactions, and it serves as the fuel the fire of conflict.

Jones, G. R., et al. (2000), defined that the leaders must ensure that the roles and responsibilities of the employees are passed on to them and they must be de-motivated to interfere with other's work. Employees must not be allowed to waste their time and energy in fighting with others. An employee must enjoy his work; or else, he would not perform at his best.

Ongori, H. (2009), found that leadership and organisational change are crucial for conflict management. Effective leadership in organisations reduces the number of disciplinary complaints and grievances; and it also improves employee's confidence, team performance and productivity.

Schramm-Nielsen, J., (2002), stated that interpersonal trust and mutual harmony promotes effective conflict management, employee empowerment, teamwork, and leadership during uncertainty and change.

Tutsch, C. (2008), defined a leader who acknowledges that the problems, conflict causes can be treated as an opportunity to make the organisation better.

3. RESEARCH METHODOLOGY

This present research is exploratory and cross sectional in nature. A questionnaire-based survey was designed to address the abovementioned research questions. The questionnaire was structured and close ended, and have dichotomous, multiple choice and mainly based on five point LIKERT scale based questions. The quota sampling technique was used to collect data for the research purpose. 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). The population was comprised of the teachers and management officials working in medical colleges, management & engineering institutions and degree colleges in U.P., India. For the analysis of the data, IBM SPSS STATISTICS 23 version software has been used to perform frequency analysis and Correlations analysis & chi square analysis.

4. DATA ANALYSIS, INTERPRETATION & FINDINGS

4.1 CHI Square Analysis: Analysis of the Association between Designation Level and factors of Grievance Handling.

<p>Research objective-1: To study the association between designation level and grievance handling mechanism in educational institutions.</p>
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- ❖ **Null Hypothesis (H0)-1:** There is no association between Designation Level (Teachers and managements officials) and variable- There is a grievance handling mechanism in my institution. Table-1

Crosstab							
		There is a grievance handling mechanism in my institution.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	67	144	122	130	139	602
	% within	11.1%	23.9%	20.3%	21.6%	23.1%	100.0%
	% of Total	8.8%	18.9%	16.0%	17.1%	18.2%	79.0%
Managements Officials	Count	16	44	27	66	7	160
	% within	10.0%	27.5%	16.9%	41.3%	4.4%	100.0%
	% of Total	2.1%	5.8%	3.5%	8.7%	0.9%	21.0%
Total	Count	83	188	149	196	146	762
	% within	10.9%	24.7%	19.6%	25.7%	19.2%	100.0%
	% of Total	10.9%	24.7%	19.6%	25.7%	19.2%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 726 respondents, 602 respondents were teachers and 160 respondents were Management officials.

- **Teachers**

Out of 602 respondents, 11.1% respondents Strongly Agreed, 23.9% Agreed, 20.3% respondents Neither Agreed nor Disagreed, 21.6% respondents Disagreed and 23.1% respondents Strongly Disagreed that there is a grievance handling mechanism in my institution.

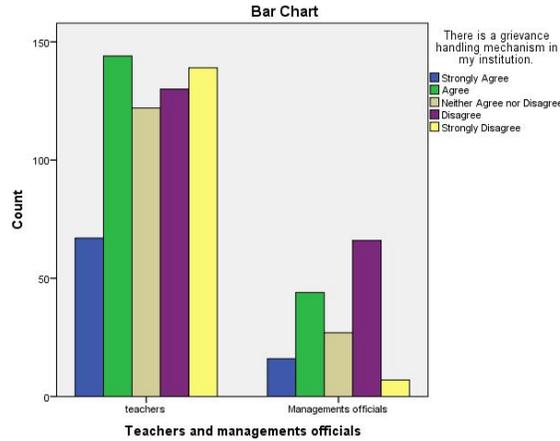
- **Managements officials**

Out of 160 respondents, 10.0% respondents Strongly Agreed, 27.5% Agreed, 16.9% respondents Neither Agreed nor Disagreed, 41.3% respondents Disagreed and 4.4% respondents Strongly Disagreed that there is a grievance handling mechanism in my institution.

Table-2:Chi-Square Tests

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	43.640	4	.000
Likelihood Ratio	49.620	4	.000
Linear-by-Linear Association	2.748	1	.097
N of Valid Cases	762		

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.



❖ **Null Hypothesis (H0)-2:** There is no association between Designation Level (Teachers and managements officials) and variable-I prefer handling grievances, disagreements and confrontations positively.

Table-3

		I prefer handling grievances, disagreements and confrontations positively.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	106	157	106	77	156	602
	% within	17.6%	26.1%	17.6%	12.8%	25.9%	100.0%
	% of Total	13.9%	20.6%	13.9%	10.1%	20.5%	79.0%
Managements officials	Count	6	97	27	18	12	160
	% within	3.8%	60.6%	16.9%	11.3%	7.5%	100.0%
	% of Total	0.8%	12.7%	3.5%	2.4%	1.6%	21.0%
Total	Count	112	254	133	95	168	762
	% within	14.7%	33.3%	17.5%	12.5%	22.0%	100.0%
	% of Total	14.7%	33.3%	17.5%	12.5%	22.0%	100.0%

INTERPRETATION & FINDINGS:

- **Teachers**

Out of 602 respondents, 17.6% respondents Strongly Agreed, 26.1% Agreed, 17.6% respondents Neither Agreed nor Disagreed, 12.8% respondents Disagreed and 25.9% respondents Strongly Disagreed that they prefer handling grievances, disagreements and confrontations positively.

- **Managements officials**

Out of 160 respondents, 3.8% respondents Strongly Agreed, 60.6% Agreed, 16.9% respondents Neither Agreed nor Disagreed, 11.3% respondents Disagreed and 7.5% respondents Strongly Disagreed that they prefer handling grievances, disagreements and confrontations positively.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

- ❖ **Null Hypothesis (H0)-3:** There is no **association** between Designation Level (Teachers and managements officials) and variable-I prefer spotting where personality clashes may impact on work performance.

Table-4

Crosstab		I prefer spotting where personality clashes may impact on work performance.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	39	168	134	123	138	602
	% within	6.5%	27.9%	22.3%	20.4%	22.9%	100.0%
	% of Total	5.1%	22.0%	17.6%	16.1%	18.1%	79.0%
Managements officials	Count	13	95	12	22	18	160
	% within	8.1%	59.4%	7.5%	13.8%	11.3%	100.0%
	% of Total	1.7%	12.5%	1.6%	2.9%	2.4%	21.0%
Total	Count	52	263	146	145	156	762
	% within	6.8%	34.5%	19.2%	19.0%	20.5%	100.0%
	% of Total	6.8%	34.5%	19.2%	19.0%	20.5%	100.0%

Interpretation & Findings:

- **Teachers**

Out of 602 respondents, 6.5% respondents Strongly Agreed, 27.9% Agreed, 22.3% respondents Neither Agreed nor Disagreed, 20.4% respondents Disagreed and 22.9% respondents Strongly Disagreed that they prefer spotting where personality clashes may impact on work performance.

- **Managements officials**

Out of 160 respondents, 8.1% respondents Strongly Agreed, 59.4% Agreed, 7.5% respondents Neither Agreed nor Disagreed, 13.8% respondents Disagreed and 11.3% respondents Strongly Disagreed that they prefer spotting where personality clashes may impact on work performance.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

- ❖ **Null Hypothesis (H0)-4:** There is no association between Designation Level (Teachers and managements officials) and variable-I prefer listening to and empathising with others while handling grievances.

Table-5

Crosstab		I prefer listening to and empathising with others while handling grievances.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	79	153	110	132	128	602
	% within	13.1%	25.4%	18.3%	21.9%	21.3%	100.0%
	% of Total	10.4%	20.1%	14.4%	17.3%	16.8%	79.0%
Managements officials	Count	81	16	17	23	23	160
	% within	50.6%	10.0%	10.6%	14.4%	14.4%	100.0%
	% of Total	10.6%	2.1%	2.2%	3.0%	3.0%	21.0%
Total	Count	160	169	127	155	151	762
	% within	21.0%	22.2%	16.7%	20.3%	19.8%	100.0%
	% of Total	21.0%	22.2%	16.7%	20.3%	19.8%	100.0%

Interpretation & Findings:

• Teachers

Out of 602 respondents, 13.1% respondents Strongly Agreed, 25.4% Agreed, 18.3% respondents Neither Agreed nor Disagreed, 21.9% respondents Disagreed and 21.3% respondents Strongly Disagreed that they prefer listening to and empathising with others while handling grievances.

• Managements officials

Out of 160 respondents, 50.6% respondents Strongly Agreed, 10.0% Agreed, 10.6% respondents Neither Agreed nor Disagreed, 14.4% respondents Disagreed and 14.4% respondents Strongly Disagreed that they prefer listening to and empathising with others while handling grievances.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

4.2 CHI Square Analysis: Analysis of the Association between Designation Level and Leadership Styles.

Research objective-2: To study the association between Designation Level and Leadership Styles in educational institutions.

- ❖ **Null Hypothesis (H0)-5:** There is no association between Designation Level (Teachers and managements officials) and variable-Democratic leadership style to manage conflicts.

Table-6

Crosstab		Democratic leadership style to manage conflicts.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	129	149	156	127	41	602
	% within	21.4%	24.8%	25.9%	21.1%	6.8%	100.0%
	% of Total	16.9%	19.6%	20.5%	16.7%	5.4%	79.0%
Managements officials	Count	15	14	9	115	7	160
	% within	9.4%	8.8%	5.6%	71.9%	4.4%	100.0%

	% of Total	2.0%	1.8%	1.2%	15.1%	0.9%	21.0%
Total	Count	144	163	165	242	48	762
	% within	18.9%	21.4%	21.7%	31.8%	6.3%	100.0%
	% of Total	18.9%	21.4%	21.7%	31.8%	6.3%	100.0%

Interpretation & Findings:

• **Teachers**

Out of 602 respondents, 21.4% respondents Strongly Agreed, 24.8% Agreed, 25.9% respondents Neither Agreed nor Disagreed, 21.1% respondents Disagreed and 6.8% respondents Strongly Disagreed with Democratic leadership style to manage conflicts

• **Managements officials**

Out of 160 respondents, 9.4% respondents Strongly Agreed, 8.8% Agreed, 5.6% respondents Neither Agreed nor Disagreed, 71.9% respondents Disagreed and 4.4% respondents Strongly Disagreed that there is a grievance handling mechanism in my institution.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Null Hypothesis (H0)-6:** There is no association between Designation Level (Teachers and managements officials) and variable-Authoritative style to manage conflicts.

Table-7

Crosstab		Authoritative style to manage conflicts.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	100	239	101	107	55	602
	% within	16.6%	39.7%	16.8%	17.8%	9.1%	100.0%
	% of Total	13.1%	31.4%	13.3%	14.0%	7.2%	79.0%
Managements officials	Count	4	116	19	16	5	160
	% within	2.5%	72.5%	11.9%	10.0%	3.1%	100.0%
	% of Total	0.5%	15.2%	2.5%	2.1%	0.7%	21.0%
Total	Count	104	355	120	123	60	762
	% within	13.6%	46.6%	15.7%	16.1%	7.9%	100.0%
	% of Total	13.6%	46.6%	15.7%	16.1%	7.9%	100.0%

Interpretation & Findings:

• **Teachers**

Out of 602 respondents, 16.6% respondents Strongly Agreed, 39.7% Agreed, 16.8% respondents Neither Agreed nor Disagreed, 17.8% respondents Disagreed and 9.1% respondents Strongly Disagreed with Authoritative style to manage conflicts.

• **Managements officials**

Out of 160 respondents, 2.5% respondents Strongly Agreed, 72.5% Agreed, 11.9% respondents Neither Agreed nor Disagreed, 10.0% respondents Disagreed and 3.1% respondents Strongly Disagreed with Authoritative style to manage conflicts.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Null Hypothesis (H0)-7:** There is no association between Designation Level (Teachers and managements officials) and variable-Authoritative exploitative style to manage conflicts.

Table-8

Crosstab		Authoritative exploitative style to manage conflicts.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	167	177	81	89	88	602
	% within	27.7%	29.4%	13.5%	14.8%	14.6%	100.0%
	% of Total	21.9%	23.2%	10.6%	11.7%	11.5%	79.0%
Managements officials	Count	5	115	7	20	13	160
	% within	3.1%	71.9%	4.4%	12.5%	8.1%	100.0%
	% of Total	0.7%	15.1%	0.9%	2.6%	1.7%	21.0%
Total	Count	172	292	88	109	101	762
	% within	22.6%	38.3%	11.5%	14.3%	13.3%	100.0%
	% of Total	22.6%	38.3%	11.5%	14.3%	13.3%	100.0%

Interpretation & Findings:

• **Teachers**

Out of 602 respondents, 27.7% respondents Strongly Agreed, 29.4% Agreed, 13.5% respondents Neither Agreed nor Disagreed, 14.8% respondents Disagreed and 14.6% respondents Strongly Disagreed with Authoritative exploitative style to manage conflicts..

• **Managements officials**

Out of 160 respondents, 3.1% respondents Strongly Agreed, 71.9% Agreed, 4.4% respondents Neither Agreed nor Disagreed, 12.5% respondents Disagreed and 8.1% respondents Strongly Disagreed with Authoritative exploitative style to manage conflicts.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Null Hypothesis (H0)-8:** There is no association between Designation Level (Teachers and managements officials) and variable-Rational approach to manage conflicts.

Table-9

Crosstab		Rational approach to manage conflicts.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	119	165	146	102	70	602
	% within	19.8%	27.4%	24.3%	16.9%	11.6%	100.0%
	% of Total	15.6%	21.7%	19.2%	13.4%	9.2%	79.0%
Managements officials	Count	8	114	11	18	9	160
	% within	5.0%	71.3%	6.9%	11.3%	5.6%	100.0%

	% of Total	1.0%	15.0%	1.4%	2.4%	1.2%	21.0%
Total	Count	127	279	157	120	79	762
	% within	16.7%	36.6%	20.6%	15.7%	10.4%	100.0%
	% of Total	16.7%	36.6%	20.6%	15.7%	10.4%	100.0%

Interpretation & Findings:

- **Teachers**

Out of 602 respondents, 19.8% respondents Strongly Agreed, 27.4% Agreed, 24.3% respondents Neither Agreed nor Disagreed, 16.9% respondents Disagreed and 11.6% respondents Strongly Disagreed with Rational approach to manage conflicts.

- **Managements officials**

Out of 160 respondents, 5.0% respondents Strongly Agreed, 71.3% Agreed, 6.9% respondents Neither Agreed nor Disagreed, 11.3% respondents Disagreed and 5.6% respondents Strongly Disagreed with Rational approach to manage conflicts.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

- ❖ **Null Hypothesis (H0)-9:** There is no association between Designation Level (Teachers and managements officials) and variable-Emotional approach to manage conflicts.

Table-10

Crosstab		Emotional approach to manage conflicts.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	34	133	153	117	165	602
	% within	5.6%	22.1%	25.4%	19.4%	27.4%	100.0%
	% of Total	4.5%	17.5%	20.1%	15.4%	21.7%	79.0%
Managements officials	Count	1	9	11	120	19	160
	% within	0.6%	5.6%	6.9%	75.0%	11.9%	100.0%
	% of Total	0.1%	1.2%	1.4%	15.7%	2.5%	21.0%
Total	Count	35	142	164	237	184	762
	% within	4.6%	18.6%	21.5%	31.1%	24.1%	100.0%
	% of Total	4.6%	18.6%	21.5%	31.1%	24.1%	100.0%

Interpretation & Findings:

- **Teachers**

Out of 602 respondents, 5.6% respondents Strongly Agreed, 22.1% Agreed, 25.4% respondents Neither Agreed nor Disagreed, 19.4% respondents Disagreed and 27.4% respondents Strongly Disagreed with Emotional approach to manage conflicts.

- **Managements officials**

Out of 160 respondents, 0.6% respondents Strongly Agreed, 5.6% Agreed, 6.9% respondents Neither Agreed nor Disagreed, 75.0% respondents Disagreed and 11.9% respondents Strongly Disagreed with Emotional approach to manage conflicts.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

4.3 CHI Square Analysis: Analysis of the Association between **Designation Level** and **Leadership Qualities**.

❖ **Null Hypothesis (H0)-10:** There is no association between Designation Level (Teachers and managements officials) and variable-I prefer identifying where alliances could be built with other areas.

Table-11

Crosstab		I prefer identifying where alliances could be built with other areas.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	30	173	129	162	108	602
	% within	5.0%	28.7%	21.4%	26.9%	17.9%	100.0%
	% of Total	3.9%	22.7%	16.9%	21.3%	14.2%	79.0%
Managements officials	Count	5	123	8	15	9	160
	% within	3.1%	76.9%	5.0%	9.4%	5.6%	100.0%
	% of Total	0.7%	16.1%	1.0%	2.0%	1.2%	21.0%
Total	Count	35	296	137	177	117	762
	% within	4.6%	38.8%	18.0%	23.2%	15.4%	100.0%
	% of Total	4.6%	38.8%	18.0%	23.2%	15.4%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 726 respondents, out of which 602 respondents were teachers and 160 respondents were Managements officials.

- **Teachers**

Out of 602 respondents, 5.0% respondents Strongly Agreed, 28.7% Agreed, 21.4% respondents Neither Agreed nor Disagreed, 26.9% respondents Disagreed and 17.9% respondents Strongly Disagreed that they prefer identifying where alliances could be built with other areas.

- **Managements officials**

Out of 160 respondents, 3.1% respondents Strongly Agreed, 76.9% Agreed, 5.0% respondents Neither Agreed nor Disagreed, 9.4% respondents Disagreed and 5.6% respondents Strongly Disagreed that they prefer identifying where alliances could be built with other areas.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Null Hypothesis (H0)-11:** There is no association between Designation Level (Teachers and managements officials) and variable-I prefer taking the lead whenever there is an opportunity to do so.

Table-12

Crosstab		I prefer taking the lead whenever there is an opportunity to do so.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	89	131	89	89	204	602
	% within	14.8%	21.8%	14.8%	14.8%	33.9%	100.0%
	% of Total	11.7%	17.2%	11.7%	11.7%	26.8%	79.0%
Managements officials	Count	116	8	11	9	16	160
	% within	72.5%	5.0%	6.9%	5.6%	10.0%	100.0%
	% of Total	15.2%	1.0%	1.4%	1.2%	2.1%	21.0%
Total	Count	205	139	100	98	220	762
	% within	26.9%	18.2%	13.1%	12.9%	28.9%	100.0%
	% of Total	26.9%	18.2%	13.1%	12.9%	28.9%	100.0%

Interpretation & Findings:

- **Teachers**

Out of 602 respondents, 11.1% respondents Strongly Agreed, 23.9% Agreed, 20.3% respondents Neither Agreed nor Disagreed, 21.6% respondents Disagreed and 23.1% respondents Strongly Disagreed that they prefer taking the lead whenever there is an opportunity to do so.

- **Managements officials**

Out of 160 respondents, 10.0% respondents Strongly Agreed, 27.5% Agreed, 16.9% respondents Neither Agreed nor Disagreed, 41.3% respondents Disagreed and 4.4% respondents Strongly Disagreed that they prefer taking the lead whenever there is an opportunity to do so.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

- ❖ **Null Hypothesis (H0)-12:** There is no association between Designation Level (Teachers and managements officials) and variable-I prefer cooperating fully with others to achieve goals.

Table-13

Crosstab		I prefer cooperating fully with others to achieve goals.					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Teachers	Count	125	131	84	51	211	602
	% within	20.8%	21.8%	14.0%	8.5%	35.0%	100.0%
	% of Total	16.4%	17.2%	11.0%	6.7%	27.7%	79.0%
Managements officials	Count	118	11	9	11	11	160
	% within	73.8%	6.9%	5.6%	6.9%	6.9%	100.0%
	% of Total	15.5%	1.4%	1.2%	1.4%	1.4%	21.0%
Total	Count	243	142	93	62	222	762
	% within	31.9%	18.6%	12.2%	8.1%	29.1%	100.0%

	% of Total	31.9%	18.6%	12.2%	8.1%	29.1%	100.0%
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Interpretation & Findings:

• **Teachers**

Out of 602 respondents, 20.8% respondents Strongly Agreed, 21.8% Agreed, 14.0% respondents Neither Agreed nor Disagreed, 8.5% respondents Disagreed and 35.0% respondents Strongly Disagreed that they prefer cooperating fully with others to achieve goals.

• **Managements officials**

Out of 160 respondents, 73.8% respondents Strongly Agreed, 6.9% Agreed, 5.6% respondents Neither Agreed nor Disagreed, 6.9% respondents Disagreed and 6.9% respondents Strongly Disagreed that theyl prefer cooperating fully with others to achieve goals.

Interpretation & Findings: From the table it was found that asymptotic significance for Pearson Chi Square comes out to be less than 0.05, so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

4.4 Analysis of the Association between Government and Private Institutions and Conflict Management Competence

Null Hypothesis (H0)-13: There is no association between Types of Institution and variable-teachers are capable of managing conflict effectively.

Table-14:Crosstab: Teachers are capable of managing conflict effectively

Crosstab			Teachers are capable of managing conflict effectively.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of institution	Government Institute	Count	22	50	34	45	4	155
		% within	14.2%	32.3%	21.9%	29.0%	2.6%	100.0%
Private Institute		Count	73	134	119	149	132	607
		% within	12.0%	22.1%	19.6%	24.5%	21.7%	100.0%
Total		Count	95	184	153	194	136	762
		% within	12.5%	24.1%	20.1%	25.5%	17.8%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes. In **government institutes**, out of total 155 respondents, 14.2% respondents strongly agreed, 32.3% respondents agreed, 21.9% respondents were neutral, 29.0% respondents disagreed and 2.6% strongly disagreed that Teachers are capable of managing conflict effectively.

In **private institutes**, out of total 607 respondents, 12.0% respondents strongly agreed, 22.1% respondents agreed, 19.6% respondents were neutral, 24.5% respondents disagreed and 21.7% strongly disagreed that Teachers are capable of managing conflict effectively.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

Null Hypothesis (H0)-14: There is no association between Types of Institution and variable-**Management officials are capable of managing conflict effectively.**

Table-15:Crosstab: Management officials are capable of managing conflict effectively

Crosstab			Management officials are capable of managing conflict effectively.					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Type of institution	Government Institute	Count	27	49	44	33	2	155
		% within	17.4%	31.6%	28.4%	21.3%	1.3%	100.0%
Private Institute		Count	78	146	114	113	156	607
		% within	12.9%	24.1%	18.8%	18.6%	25.7%	100.0%
Total		Count	105	195	158	146	158	762
		% within	13.8%	25.6%	20.7%	19.2%	20.7%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 762 respondents, 155 respondents were from Government Institutes and 607 respondents were from Private Institutes. In **government institutes**, out of total 155 respondents, 17.4% respondents strongly agreed, 31.6% respondents agreed, 28.4% respondents were neutral, 21.3% respondents disagreed and 1.3% strongly disagreed that Management officials are capable of managing conflict effectively.

In **private institutes**, out of total 607 respondents, 12.9% respondents strongly agreed, 24.1% respondents agreed, 18.8% respondents were neutral, 18.6% respondents disagreed and 25.7% strongly disagreed that Management officials are capable of managing conflict effectively.

Interpretation & Findings: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

4.5 Correlations among Democratic Leadership Style, Authoritative exploitative Leadership Style and Conflict Management Competence

Correlations						
		Democratic Leadership Style to manage conflicts.	Handling grievances, disagreements and confrontations positively.	Spotting where personality clashes may impact on work performance.	Listening to and empathising with others while handling grievances.	Authoritative exploitative Leadership Style.
Democratic Leadership Style to manage conflicts.	Pearson Correlation	1	.171	.103	.083	-.170
	Sig. (2-tailed)		.000	.005	.021	.000
	N	762	762	762	762	762
Authoritative exploitative Leadership Style.	Pearson Correlation	-.170	-.078	.019	.013	1
	Sig. (2-tailed)	.000	.031	.602	.728	
	N	762	762	762	762	762

From the above table, it can be seen that there is negative correlation between Democratic

Leadership Style to manage conflicts and Authoritative Exploitative Leadership Style. Authoritative exploitative Leadership Style has insignificant and very low correlations with handling grievances, disagreements and confrontations positively, spotting where personality clashes may impact on work performance & listening to and empathising with others while handling grievances. While Democratic Leadership Style has significant low positive correlations with conflict management competence.

5. CONCLUSION, DISCUSSION & SUGGESTIONS

Democratic leaders in educational institutions often manage conflicts by spotting where personality clashes may impact on work performance, and listen to and empathise with others while handling grievances. A true leader must identify the opportunities where alliances could be built with others must cooperate and take the lead whenever there is an opportunity to do so to achieve goals. Lack of empathy in a leader may benefit him for a short period of time, but sooner it will dissatisfy teachers and students. Several researches proved that dissatisfaction of teachers and students would have dire consequences including negative branding and financial loss etc. A leader in an educational institution is expected to have conflict management competence and manifest emotional intelligence while dealing with others.

A leader must have positive approach of managing and resolving conflict in a manner that it is a win-win situation for all; and for this, the preferred style of leadership may differ as per the need. In some situations where there is a limited time, authoritative leadership is suitable, provided leader is competent and technically sound. The issue of leadership and conflict management has some other dimensions too which are never addressed before.

Educational institutions do not have a proper grievance handling mechanism, especially the private institutions. Legally, these private institutions are run by the educational societies registered with government of India; and are non-profit organisations having all the required structure, facilities and human resources and meant for social service. In reality, most of these private institutions are owned by individuals and are run as profit-making business impervious to the needs of the social service.

The issue of the leadership in these private institutions can be understood easily that the authoritative exploitative leadership style is the most preferred and most suitable type for the owner. In such a condition, there is no relevance and need for a proper system of grievance handling mechanism. Most of the critical decisions (especially that involves finance) are taken by the owner. Hence, these institutions are entirely centralised systems; and minimal authority is given to the directors, teachers or other staff.

Authoritative exploitative leadership will handle the grievances, disagreements with positive attitude only if it is in his favour otherwise, and he is free to fire an employee anytime; as the implementation of labour law is nearly invisible and affiliating universities are ignorant.

Thus, the following suggestions are for the leaders of educational institutions-

- They must be visionary, knowledgeable, competent and emotionally intelligent.
- They must be aware of the service delivery system/operations and institutional environment.
- They must inspire and set examples for others with their present acts.
- They must have faith in others and must develop trust in others for themselves.
- They must focus on long term relationship and commitment.
- They ought to have empathy and responsiveness.
- They must train their subordinates and delegate the authority afterwards.
- They should try to minimise the existing causes of conflicts especially, conflicts due to ego, nepotism, socio-cultural differences etc.

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