

CONFLICT MANAGEMENT IN SCHOOL

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In a school system, teachers' and administrators' effectiveness, hardworking behaviour and creativity is mainly reduced due to various levels of conflict felt by them. For this, a survey research was conducted to have an extended investigation with respect to two major components responsible for creating conflict in school organisations--individual characteristics and school environment variables.

This study was designed from a post-positivist perspective. The overall study was guided to explore the solutions to four research questions, (1) What is the existing level of conflict within and among secondary school teachers and administrators?, (2) To what extent do personal characteristics -- age, gender, educational qualification, training status, experience and income--affect level of conflict?, (3) How do environmental factors (remuneration and facilities, work and working condition, leader's behavior, work relation and communication, autonomy and responsibility, and professional respect) influence level of conflict?, and (4) What strategies teachers and administrators prefer to minimise conflict from the work place?

36 private schools and 16 public schools, with 288 participants were studied in this research.

This research result discovered that the overall level of conflict felt by the Nepalese school teachers was level 2 (moderate level) and administrators were classified level 1 (initial level). Similarly, private school administrators prefer avoiding and compromising techniques whereas public school administrators prefer avoiding techniques to minimise conflict from the school organisation.

The findings of this research demanded (a) enhancement of conflict management within and among teachers and administrators; (b) the importance of to revisiting the remuneration and facility, work load, working condition, leaders behaviour, communication system, autonomy and responsibility and professional respect to reduce level of conflict within and among teachers and administrators; and (c) proper policy and strategies to address and minimise situations of conflict within the school zone.

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DEDICATION

This dissertation is dedicated to my dearest and beloved father Late Krishna Prasad Dahal whom I greatly miss. He was a source of great inspiration for me.

DECLARATION

I hereby declare that this dissertation entitled “Conflict Management in School” submitted to Kathmandu University School of Education, Balkumari, Lalitpur, Nepal, is my own original work done in the form of partial fulfillment of the requirements for the Master Degree of Education (M.Ed.) in Educational Management, has not been submitted by any candidate for any other degree.

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I understand that my dissertation will become part of the permanent collection
of the library of Kathmandu University. My signature below authorizes release of my
dissertation to those who are interested to study it upon formal request.

Rajendra Dahal, Degree Candidate

25th May 2012

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ABBREVIATIONS

ANOVA	Analysis of Variance
DEO	District Education Office
HSS	Harmonized Salary Structure
LGA	Local Government Authorities
MOE	Ministry of Education
NISTU	Nepal Institutional School Teachers' Union
SMT	School Management Teams
SPSS	Statistical Package for Social Sciences
TESCOM	Teaching Service Commission

CHAPTER I

INTRODUCTION

Chapter Overview

This dissertation begins with its introductory part highlighting the background of the study following its relevance in the context of Nepal. It also includes the purpose of the study, the statement of the problem, research questions, rationale of the study, limitation of the study, delimitation of the study and definitions of key terminologies.

Background of the Study

It is quite difficult to accept the reality regarding conflict which is essential in school organisations for organisational growth and development. Janssen, Vliert & Vennstra (1999) and Engleberg, Wynn & Schutter (2003) have a similar view toward conflict as an inevitable factor which is normal and should be expected in an organization. Jones (2004) states, that conflict is a natural disagreements resulting from individuals or groups which differ in attitudes, beliefs, values or needs. It can be said that, conflict is a part and fact of normal life which may occur between individuals daily within the school organisation.

Schools are places where children go to be educated and managed by individuals. Those qualified and dedicated individuals are serving as a milestone for quality education, and improving the successful education system of the country. Individuals have different ideas, goals, values, beliefs, needs etc. and these differences are the primary strengths of any staff if these differences are used properly by the school organisation.

Perceptions are different, and differences lead to uniqueness in work, but are also the cause of conflict in the work place because differences, disagreements, and feeling of competition generate conflict. Afful & Karki (1999) commented that the strengths of individuals are able to uplift the organization from all its weakness and threats, but that these strengths also inevitably lead to conflict among them. It is difficult to find a single university or a secondary school or a department of government education administration which is free from some kind of conflict at any given time between groups of individuals or between individual members working in them (Agrawal & Bhatnagar, 2001, p.172).

Individual differences are essential for the prosperity of the school, but having no method of managing conflict may create disaster within the school organization in the long run, as Afful & Karki (1999) state, "if an organization and its employees have no methods of managing conflict, it can undermine employee morale, divert energy from important tasks, decrease productivity by disrupting co-operation, create suspicion and distrust among employees, and overemphasize the differences between individuals".

As Thapa (2003) states "governments in the developing countries have been facing many challenges of educating their people", school organisations conducting formal education programmes in Nepal have been continuously facing numerous difficulties in educational sector. One of the major difficulties in schools was having schools shut down by teachers. There might be various causes behind unusually closing school/s but one of the distinct factor is conflict within and among teachers and school management in school zone.

2nd May 2009: "Both private and public schools in Lalitpur and all private schools in Kathmandu and Bhaktapur districts remained closed at the call of ISTU.",

13th July, 2009: "The Nepal Institutional School Teachers' Union (NISTU) shut down all private schools in Kathmandu Valley, protesting against the arrest of six of its officials.", November 27, 2009: "The Maoist-affiliated all Nepal teacher's organization had decided to shut down all schools across the country on December 7, saying that the authority did not pay attention to its demands.", 13th July, 2009: "St Xavier's School, one of the oldest English-medium schools in Nepal and part of the educational chain run by Jesuit Fathers renowned for their contribution to education in Nepal and India, has closed down indefinitely after an agitation by a section of teachers. The school authorities decided to close down the 58-year-old school indefinitely from Monday after a newly formed union of teachers, calling itself the Nepal Institutional School Teachers' Union, submitted a 12-point demand to the principal and began a sit-in before the gate of the school in Jawalakhel in Kathmandu Valley. St Xavier's had fired the six teachers at the end of March—it reinstated one of them, Shashi Basnet, later and fired another teacher, Sudhir Khanal, on 25th June." These were some of the stories Nepalese schools faced in the year 2009 as examples of conflict in schools extracted from daily news paper (Shuts Valley Schools, 2009).

The examples of school shutting mentioned above, were proof of the existence of conflicts between teachers, and management in the country as Agrawal & Bhatnagar (2001) state "Our educational institutions, today, are full of conflicts of various kinds" (p.172). Generally authorities tend to blame teachers for creating situations of conflict in the school, on the other hand teachers also had their own requirements which must be evaluated by the authorities as (Deutsch, 1973 & Fleetwood, 1987, as cited in Daresh, 2002) "a conflict exists whether incompatible activities occur" (p.113).

The researcher himself felt and observed a situation of conflict in a school as a teacher where he used to work. One of his good friends was fired from school and on this issue there were meetings of the teachers and all of them decided to shut school in order to give moral pressure to the management. Finally, the school management decided to give compensation to the victimized teacher. That event gave knowledge to the administrators and teachers and forced them to establish new rules in case of similar situations in future. That event generated questions in the researcher's mind: "does conflict exist in all the schools?", "what are the levels of conflict within individuals teachers and administrators?", "what are the proper way to minimise conflict from the school organisation?", etc.

Nepalese people are witnesses of the ongoing revolution of the country after 10 years of conflict. Conflicted situations establish better situations many times in many countries as Sigford (1998) states "Conflict is a healthy part of life and gives us lesson to learn" (p. 59), but in the absence of qualified and trained manpower in management, this same conflict may bring distraction within the organisation as Mukhopadhyay (1994) states, "Improper management of conflict de-motivates the individual and group to work, and if they are managed properly, moderate levels of conflicts become the source of motivation" (p. 164). These are the reasons conflict should be identified in time to understand its level and manage or minimise it accordingly with conflict management strategies before hampering school organisations.

Statement of the Problem

"The presence of conflict has become more noticeable in recent years as more freedom has been granted to various educational groups, people and communities" (Agrawal & Bhatnagar, 2001, p. 174) which is also helping people and educational

organisation to know their standards and also fulfilling employs' demands according to their awareness in their rights and responsibilities. This might be the primary reason different forms of strikes have occurred in the past, may happen at present, and threaten to disturb school activities in the future. But while fighting for individual rights, managing misunderstandings between individuals, a stress filled working environment dealing with the, frustration of individuals, do teachers' and administrators' care about the rights of the children?

Government has introduced different types of instruments and trainings to improve teaching and learning activities. Similar activities can be found in the various schools regarding their focus on the training and improvement of teaching and learning activities, but the effects of these activities do not visibly improve the quality of education, and the major reason is conflict as Agrawal & Bhatnagar (2001) states "Various innovations that have been introduced at different levels of education have failed to have significant impact on the quality of education due to conflict within a school "(p.173).

As Engleberg, Wynn & Schutter (2003) state, "whenever people unite to work as a team for anything more than a brief duration, some conflict is normal and should be expected"(pp.146-147). But are the hiring and firing of teachers randomly, strikes of teachers against school administration, keeping the child behind on their learning etc. normal examples of conflict? These kinds of activities are normal in conflict as Agrawal (2003) states "Conflict consists of all kinds of opposition, incompatibilities or antagonistic interactions" (p.418) but this scholar again states that "If conflict is too little, performance tends to be low. If it is too high, it can be a disruptive force"(p.418). So to identify the situation of conflict in the school is not enough

its level also should be identified, whether it is in the beginning, moderate or in the critical level.

Conflict in school undermines teacher morale, diverts their energy from important tasks, decreases productivity by disrupting co-operation among teachers and principals, creates suspicion, overemphasizes the differences between individuals, but still "Conflict is essential to the organization for its prosperity" as stated by (Afful & Karki, 1999, p.39). In this situation all the students of different levels are affected by conflicting activities in the past and even at present as Cummings & Worley (2005) state, "unsolved conflict can proliferate and expand". This may be the reason educational quality in schools is decreasing. The conflict is violating children's educational rights.

It is not possible to use conflict as a motivational tool and minimise conflict without identifying its possible causes and level which might be responsible for its negative effect on teachers, administrators and the entire school zone. After identifying its level, conflict can be minimised by the help of proper strategies of conflict management to increase the educational quality of school, protect the child's right to be educated, to develop professionalism among teachers and administrators. To identify the depth or reality of the situation, the present context demands a research study on conflict.

There were no researches conducted to measure the level of conflict prevailing in the secondary level schools of Nepal. This gap led the present researcher to explore this area of study. Therefore, the present researcher intends to conduct a systematic study in this very special area by focusing on a single statement of the problem – What is the overall level of conflict within and among the Nepalese secondary level school teachers and administrators?

Purpose of the Study

The purpose of this study was to explore the various levels of conflict present within and among the secondary level school teachers and administrators. More specifically, it aimed to measure level of conflict within and among teachers and administrators in terms of personal characteristics and school environment variables from the perspective of the participants.

Research Questions

The present researcher developed a set of four research questions based on statement of the problem considered in this study. These questions wear designed to frame the necessary information required in this study so as to accomplish its purpose. The questions on which the whole dissertation is based upon are:

1. What is the existing level of conflict within and among secondary level school teachers and administrators in Lalitpur metropolitan city?
2. To what extent do personal characteristics --age, gender, educational qualification, training status, experience and income-- affect level of conflict?
3. How do the environmental factors --remuneration and facilities, work and working condition, leader's behavior, work relation and communication, autonomy and responsibility and professional respect -- influence the level of conflict?
4. What strategies do teachers and administrators prefer to use to minimise conflict in the work place?

Rationale of the Study

There were 31655 primary, 11341 lower secondary and 6928 secondary schools in Nepal where 4900663, 1604422 and 790348 students and similarly 153536, 40259 and 29109 teachers were involved in teaching and learning activities

respectively (DOE, 2009/010). The data shown above proves that the huge population of the country is involved in teaching and learning activities, which is essential to produce a competitive and capable citizen for the country. But our educational institutions today are full of conflicts of various kinds. In this situation, how do the schools of Nepal produce competent citizens for its future? Conflict is one of the reasons minimising educational standards of Nepal's schools, by disturbing teaching and learning unnecessarily in the name of strikes, and violating children's rights by forcing the child to stay at home instead of learning at school.

It is possible to minimise conflict within the school and transform conflict into the being a source of motivation as stated by Mukhopadhyay (1994) "Improper management of conflicts demotivate the individual and group to work, and if they are managed properly, moderate levels of conflict become the source of motivation (p.164)". Another scholar, Agrawal (2003) states that if there is too little conflict, performance tends to be low. If it is too high, it can be a disruptive force. Optimal level of conflict can be good for the health of an organisation (p.418). Accordingly the level and causes of conflict should be identified before taking action against any conflicts in an organisation.

To minimise conflict in a proper way, level, causes and current conflict minimisation strategies of the schools should be identified. Researcher did not find a research related with conflict in the context of Nepalese teachers and administrators and its minimization, this is the reason the researcher was interested to find out levels of conflict.

After carrying out findings of the research, the direct benefits of this study will be for school managers and teachers of public and private schools. It will help them to understand and minimise conflict in the work place. Additionally, it will equally serve

to educate learners of conflict management. Parents, students, community members and other stakeholders of schools are also expected to gain lots of information on conflict and its minimisation in schools.

Delimitations of the Study

The research has following delimitations

1. Only teachers and administrators were considered as the participants of the study. Perceptions of other stakeholders of school were not included in the study.
2. This study of conflict is primarily delimited to selected number of variables as the guiding elements of the study. Basically, some personal characteristics (gender, marital status, educational qualification, experience, training status and yearly income) and work related variables(remuneration, working condition, leader's behavior, work relation and communication, autonomy and responsibility and professional respect) were included in this research. This study did not consider other personal and other work related variables.

Definition of key Terminologies

The major purpose of this section is to make readers understand this research easily. A few of the terms which are repeatedly used in this research are given below.

Conflict: Conflict is a natural disagreement resulting from an individual or group that differs in attitudes, beliefs, values or needs, which is the outcome of behavioral interactions within and among teachers and administrators in this dissertation.

Secondary school: Secondary schools refer to schools running classes from grade 9 and grade 10 only.

Stakeholders: All the internal and external members sharing different interests in a school are the stakeholders of that school.

Chapter Summary and Organization of the Report

This chapter started with the background of the study about conflict, its definition, purpose of the study and statement of the problem. Researcher states some research questions that guided him towards certain findings. This chapter also provided an overview of the usefulness of this research in the rationale section. Besides these, this section covered limitation, delimitation of the study and the definition of key terminologies.

CHAPTER II

REVIEW OF LITERATURE

Chapter Overview

The main purpose of this review of literature is to enhance the present level of understanding of the related concepts and practices governing conflict. For this purpose, the chapter has been presented in the following thematic sequential order: a) review of the theoretical perspectives, b) review of the research studies, c) theoretical framework of the study, d) the gap which the researcher observed and d) chapter summary.

Introduction to Conflict

Nature made each individual in its own image, but it also made individuals unique. Therefore, the views and opinions of individuals are different from those of other individuals. These primary differences are the major causes of disagreement and situations of conflict within and among individuals. "Conflict refers to perceived or experienced incompatible differences within the individual or between two or more individuals, which may lead to some or other form of opposition" (Kroon, 1991, p.436). On the other hand (Gilman, 2002, as cited in Jonkman, 2006, p.5) defines conflict as a natural tension that arises from differences. Furthermore Lussier (2000) agreed on the definition of conflict to be if people are in disagreement and opposition. Similarly, Griffin (1990) viewed conflict as a disagreement between two or more individuals or groups (p.531).

Johns (2004), states that the conflicts are natural disagreements resulting when individuals or groups differ in attitudes, beliefs, values or needs (p. 104). Sigford (1998), states that conflict is a part of natural daily life (p.52). It is human activity and

happens daily in every aspect of our lives and our organizations. Any time two or more people are brought together, the stage is set for potential conflict. According to Stephen & Timothy (2007), "conflict is a process that begins when one party perceives that another party has been negatively affected, or is about to negatively affect, something that the first party cares about" (p. 504). When people become selfish and want things their own way, their behavior often results in hostility and a breakdown in human relations, so conflict is a fairly common fact of life.

Hellriegel & Slocum (1996), define conflict as opposition arising from disagreements about goals, thoughts or emotions within or among individuals, teams, departments or organisations (P.552). Achoka (1990), defines conflict as any situation in which two or more people or groups perceive that their goals are incompatible (p.43).

Conflict is natural and occurs daily in everyone's life. Conflict is not necessarily good or bad. It is the way that conflict is handled that makes the outcome positive or negative. If handled effectively, conflict can create good learning experiences. Jones (1994) suggested to handle conflict by understanding its nature, but if it is handled ineffectively, conflict can quickly escalate to physical and emotional violence (p.2). Conflict is sometimes necessary to bring justice where injustice exists. It can provide an opportunity for new social and political systems to be established and can help to shape the future. However, when conflict becomes violent it will usually do more harm than good. After violent conflict, it is often difficult to see the opportunities for a better future due to the widespread destruction of infrastructure and livelihoods, the breakdown of trust and the suffering caused through bereavement, trauma, grief and anger. It is also likely that such social change could have occurred before the conflict became violent.

View and Nature of Conflict

When people think of the word conflict, they often think of wars or violence. However, conflict exists at all levels of society in all sorts of situations. It is easy to forget that we experience conflict every day of our lives and it is also appropriate to say that there has been conflict over the role of conflict in groups and organisations. From the literature it is found that there are three schools of thought about conflict: the traditional view, the human relation view and the inter-actionist view.

Traditionalists viewed conflict as undesirable and bad for both the organisation and individual. "Conflict was viewed negatively, and it was used synonymously with such terms as violence, destruction, and irrationality to reinforce its negative connotation" (Stephen & Timothy, 2007, p.505). This view was consistent with the attitudes that prevailed about group's behaviour in the 1930's and 1940's. "Traditional view assumes that all conflict must be avoided" (Afful & Karki, 1999, p.40). So "the most general action was to suppress conflict" (Satyal, 2000).

The human relation view dominated conflict theory from the late 1940's through the mid 1970. According to this concept conflict is natural and inevitable in any organisation. Stephen & Timothy (2007) state that the human relation view of conflict cannot be eliminated, and there are even times when conflict may benefit a group's performance (p.505). According to this view conflict will occur even if organisations have taken great pains to prevent it.

Satyal (2000) defines the inter-actionist view as a current view of conflict. "Inter-actionist view encourages conflict on the grounds that a harmonious, peaceful, tranquil, and cooperative group is prone to becoming static, apathetic, and non-responsive to needs for change and innovation" (Stephen & Timothy, 2007, p.505).

"Interactionist view of conflict is not only a positive force in a group but that it is absolutely necessary for a group to perform effectively" (Afful & Karki, 1999, p.40).

According to Stephen & Timothy (2007) the inter-actionist view does not propose that all conflicts are good. Rather some conflicts support the goals of the group and improve its performance; these are functional, constructive forms of conflict. In addition, there are conflicts that hinder group performance; these are dysfunctional or destructive forms of conflict.

Functional conflicts arise within an organisation. Generally this type of conflict is created if there are issues while working for certain goals. "Functional conflict is issue oriented, generally of administrative or technical nature" (Agrawal, 2003, p.419). Rabins (2001), defines functional conflict as the conflict which supports the goals of the group and which improves the group's performance. The argument is that if conflict leads to normal competition among groups and as a result the groups work harder and produce more, then conflict is advantageous to the group.

It is also true that conflict in an organisational setting, especially at the resolution level, may lead to constructive problem solving. For example, the need of employed teachers or groups to resolve conflict can enable them to search for ways of bringing changes. The conflict resolution process can be a stimulus for positive change within an organisation. "The productivity of confrontations arises from the fact that conflict can lead to change, change can lead to adaptation, and adaptation can lead to survival and even prosperity " (Walton, 1976, as cited in Warioba, 2008, p.27).

Dysfunctional conflict is conflict that leads to a decline in communication or the performance of a group. Warioba (2008), defined dysfunctional conflict as the negative aspect of conflict which occurs due to its disruption of communication, cohesiveness and cooperation. "It is personality-oriented, consisting of animosities

and deep-rooted personal feelings and attitudes. It hinders performance” (Agrawal, 2003, p.419). The productive activity of each party will further be reduced by the diversion of time and energy to winning a conflict. Individuals engaged in conflict typically experience stress, frustration, and anxiety; these in turn can reduce job satisfaction, impair concentration on the task, create apathy and encourage withdrawal in the form of absenteeism or turnover.

Conflict is further exacerbated today by changes in technology, global shifting of power, political unrest, and financial uncertainties. To some heads of organisations, conflict is thought to be something which should be avoided at all cost. To others, conflict presents exciting possibilities for the future, particularly if it is managed in a positive and constructive way.

Traditionally, conflict within a school and organisation has been seen as a sign of a problem. As Swart (1998) states, most principals have traditionally viewed conflict as a problem to be avoided, whereas Stoner and Freeman (1989) argue that the traditional view of conflict is unnecessary and harmful. They believe that conflict could develop only when principals failed to apply conflict management principles. On the other hand, Stoner and Freeman (1989) view the current, inter-actionist view of conflict in organisations like schools as inevitable and even necessary no matter how the school is designed and operated. Murphy (1994) stipulates that principals have begun to realise that conflict has positive and negative aspects. Principals who try to eliminate conflict will not last long, while those who manage it well will typically experience both institutional benefits and personal satisfaction.

The more conflict develops, the more bitter the conflict becomes, and the less easy it is to achieve a solution and manage it. As stated by Everard and Morris (1990), conflict becomes dangerous and disruptive when principals try to avoid it rather than

manage it (p.88). If conflicting situations of educational organisations are not managed properly, this can create a bitter environment for individuals and organisations.

Forms or Types of Conflict

Conflict is a complex phenomenon both in schools, organisations and in society. Conflict may take one or more forms in different situations and contexts. Some of these are mentioned below.

Goal-conflict results from incompatible preferred or expected outcomes. According to (Galabawa, 2000, as cited in Warioba, 2008, p.19) it includes inconsistencies between the individual's or group's values and norms such as standards or behaviours and the demands on task assigned by higher levels in institution. Goal conflict usually occurs when, for example, the teachers' view on the productivity standards or performance indicators become incompatible or totally dissimilar to the view of their principal. In this case, a goal conflict occurs because the teachers and the principal do not agree on what should be achieved in a particular time. In general terms, goal incompatibility refers to the extent to which an individual or groups' goals are at odds with the capacity to achieve the goals. For example, principals aim to get 100% distinction result for upcoming SLC result, but teachers aim to getting some distinction and remain in the first division. In this situation, goal-conflict arises.

The cognitive type of conflict is a common form of conflict among individuals which occurs when there is an incompatibility of ideas and thoughts within or between individuals. In same case, it is referred to as inter-individual conflict. It often occurs when an individual has two different ideas on solving a problem, whereupon it becomes difficult to decide on which idea to adopt. In this case, if the situation is

prolonged, a cognitive conflict occurs. The same may be the case between two individuals who have two different views on how to make a decision (Galabawa, 2000, as cited in Warioba, 2008, p.19).

"When industrial experience and emotions are incompatible within an individual or between individuals, affective conflict occurs" (Woriba, 2008).

Although it is difficult to openly express differences of feelings and emotions between individuals, it is very common that two individuals may have different feelings about the same situation. For example, two teachers could experience different feelings when discussing issues of their section. One could experience positive feelings about the decision and another could feel threatened. This would certainly result in conflict between those teachers.

Procedural conflict is common, but school the management and teachers may differ in the methods of making decisions or solving problems. These differences amount to procedural conflict. The most common procedural conflict occurs in negotiations between unions and management. For example, the Teachers union and school management had a procedural conflict when the employees refused to accept the privatisation of the top management without taking into account the teachers' terminal benefits.

A scarce resource conflict is the conflict which takes place when there are insufficient resources in an institution. This happens when some members in certain departments start complaining that other departments are favoured in resource distribution while others are ignored. This situation was observed by one researcher at Mzumbe University where non-academic staff felt that the academic staff were paid more than them Warioba (2008). They have already complained to the management who were working on the issue.

Babyegeya (2002) defined an authority conflict as a conflict which emanates from improper use of authority (p.220). Some administrators resort to authoritarian powers in their operations. They believe that every member of the group should listen and obey orders. The teachers for various reasons may resist these orders and the result is a clash between the administrators and the teachers. On the other hand, teachers may challenge the administrator or the authority, not because they do not believe that the institution should have a manager, but because the principal may be considered incapable or unfit for the position. "Offensive and defensive behaviours become the order of the day between the manager and the staff" (Babyegeya, 2002, as cited in Warioba, 2008).

Interdependence conflict is the form of conflict which emanates from work relationships and the need to work together. During the execution of functions, groups may use different strategies to accomplish the work. Or one group may not see the need to cooperate with another group because of perceiving themselves as being more important than others. This can cause clashes between the groups, leading to poor performance. This conflict is common where there are high levels of specialization, job dissatisfaction due to divergent goals among the staff and communication obstacles. In school, for example, teachers specializing in the science subject may perceive themselves to be more important or intelligent than teachers in the art subject. This may cause the art subject teacher to retaliate by forging an alliance with other teachers that may always block any suggestion from the science camp even if the suggestion is a good one. This may lead to inefficiency and ineffectiveness.

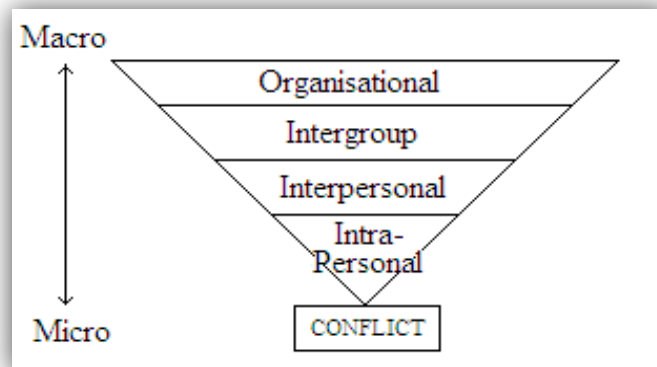
Level of Conflict

Levels of conflict from the point of view of parties that are involved in organisational conflict are: intra-personal conflict, inter-personal conflict, inter-group

conflict, intra-group conflict and intra-organisational conflict. Figure 1 provides information on the different levels of conflict from micro to macro levels in organisations.

Figure 1

Level of Conflict in Organisational Behaviour



Adopted from Luthans (2002, p.404)

Agrawal (2003) defines intrapersonal conflict as conflict within a person (p.420) whereas Afful & Karki (1999) state intrapersonal conflict as “the stage where conflict goes on in someone's head and concerns different methods of achieving a proposed outcome”. If conflict is analysed, selected the best methods than conflict will be the source of invention and creativity (ibid, p.50). According to Kroon (1991) Conflict within individual can indicate the presence of simultaneous, opposing, divergent and conflicting ideas, feelings and activities. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, depression and insomnia. For example, an individual might be task orientated at the expense of human relations. This can cause stress within the principal if s/he has to decide whether to give a warning to a teacher whose work is not up to standard. Between teachers, intrapersonal conflict occurs when an individual is faced with two or more incompatible views or ideas and s/he cannot easily adopt one. Sharma (2009), states that intra personal conflict is caused by

conflict due to frustration, goal conflict, role conflict and ambiguity in his handouts given in informal talk on 27th November, 2009.

Interpersonal conflict is broadly defined as disagreements, incompatible interest concerning goals, policies, rules and discordant behaviour that creates anger, distrust, fear and rejection or resentment among individuals. This is the most common and visible type of conflict in schools and other organisations where people are involved. Interpersonal conflicts in an organisation like a school are often not so visible but exist in the school because "It occurs due to personality clashes, communication failures, and perception differences"(Agrawal, 2003, p.420). The origins of such discord can also lie outside the school organisation.

“Intergroup conflict occurs between different groups in the school, such as different departments, especially if they are competing for scarce resources like number of educators, time allocation for extramural activities, textbooks and other learning material, teaching aids and so on" (Bank, 1995, p.168). In many schools, groups such as the union and the management often experience inter group conflict. This kind of conflict also occurs when each department or team strives only for its own goals, disregarding the goals of other departments and teams, especially if these goals are incompatible. In cases where each department or team has its own values, such conflict emerges.

According to Joseph (1996), “Organisational conflict includes all types of conflict occurring within an organisation”, “which occurs when management and staff disagree about working conditions, goals, authority and decisions” (Swart, 2001, p.368). While Westhuizen (1991) states that this type of conflict can also originate between certain groups in a school or school system it can occur between members of a certain subject interest group, for example between history teachers, concerning a

certain approach to the work. When more than one person is involved, coalitions are created within the interest groups.

Sigford (1998) summarized all levels of conflict and classified them into major three groups: level one, level two and level three conflicts.

Level one conflict concerns unseen conflicts, where persons feel uncomfortable due to personal factors and the working environment of the school. Irrational and undesirable relationships between principals and their subordinates, scarcity of resources and equipment, mismanaged structure of the school can lead to these conflicts. These may be due to misunderstanding of goals, which can be addressed by improved communication and the conscious effort of opposing groups to understand each other's needs and opinions. These conflicts occur on the surface level having no roots. These conflicts below the surface might need to be brought out into the open where it can be effectively addressed easily.

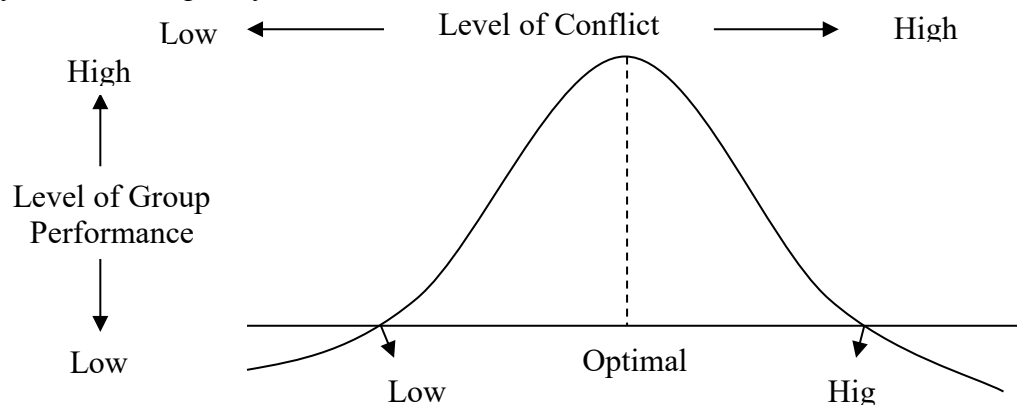
Level two may not be perceived by the parties concerned, in the sense that it makes the conflicting parties tense, unhappy or emotional. This results from misunderstanding of each other's points of view or positions. Causes of level 2 conflict are the thoughts of individuals who think that his/her point of view is correct and that the points of views of others are wrong. This produces strain, discomfort, pain or emotional unhappiness in the parties. According to Agrawal & Bhatnagar (2001), level two conflict is generated by two reasons: first, the demands of the parties being inconsistent and not being easily met cause anxiety and emotional strain and second, there are extra organizational pressures on them which, additionally, produce tension in them. This level of conflict exists when the conflict is personalised, causing anxieties or tensions.

When the conflict is expressed overtly in the actual behaviours of the parties, the conflict escalates to the Level three. The behaviour indicating the conflict is concrete and can be seen. Level three conflict behaviour may take various forms. The most obvious of these is open aggression resulting into numerous kinds of verbal and concrete behaviours such as derogatory criticism, insulting, abusing, shouting slogans against, image damaging propaganda, defiance, destructive activities and many others forms of physical and verbal violence. Mukhopadhyay (1994), states that the cause of this conflict is when someone's conflict produces frustration in others, and the conflict of the former comes in the way of achieving goal by others. This conflict is very visible and has deep roots, sometimes over several generations. Both the causes and the effects need to be addressed.

Similarly Robbins, Coulter & Vohra (2010) also levelled conflict on the basis of performance. Figure 2 provides information on level of conflict and group performance.

Figure 2

Conflict and Group Performance



Adopted from Robbins, Coulter & Vohra (2010, p.246)

According to Robbins, Coulter & Vohra (2010), low and high level of conflict are unproductive and dysfunctional, while optimal level of conflict are productive and functional. Tear fund roots resources (2003) also supported the same concepts

and divides levels of conflict into major four groups. In his definition the ideal level of conflict was different rather than Sigford (1998) and Robbins, Coulter & Vohra (2010) which talks about the satisfaction level of individuals, where they meet their demands and satisfied in their profession. Under this category, school teachers and administrators are happy with their professional career, and satisfied with where never they work. The school environment is suitable for them, and they are satisfied with current facilities. Any peaceful individual is likely to face conflict sometimes, although individuals or groups in this category are good at resolving conflict before it develops.

Stage in the Development of Conflict

Pondy (1967 as cited in Mukhopadhyay, 1994) observed that organisational conflict takes place through a number of conflict episodes (p.165). Stages in the development of conflicts based on individual involvement are found: latent conflict, perceived conflict, felt conflict, manifest conflict and conflict aftermath.

Generally latent conflict is not seen, but is present in hidden form. Latent conflict exists in the organisation in the form of potential causative conditions (Agrawal & Bhatnagar, 2001, p.177). Major causes of this conflict are the sharing of scarce resources, drives for autonomy, divergences of sub-system goals etc. Some of the causes are too much work load for teachers, undesirable relationships between principals and their subordinates, poor emoluments, scarcity of resources and equipment, structure of the school and so on.

Perceived conflict may be perceived even if it is not present even in the latent form. This conflict results from misunderstanding of each other's point of view. According to Mukhopadhyay (1994), conflict is suppressed if it is only mildly threatening. On the other hand, if it constitutes strong threats it is unable to be

suppressed. Causes of perceived conflict are the thought of individuals who believe that his/her point of view is correct and others are wrong.

A conflict may be there, but it may not be felt by the parties in the sense that it makes the conflicting parties tense, unhappy or emotional. If on the other hand, it produces strain, discomfort, pain or emotional unhappiness in the parties, it is said to be felt conflict. According to Agrawal & Bhatnagar (2001), this is generated by two reasons first is the demands of the parties being inconsistent and not being easily met, causing anxiety and emotional strain, and second, there are extra organizational pressures on the parties which, additionally, produce tension in them.

When the conflict is expressed overtly in the actual behaviours of the parties, it is said to be the manifest conflict. The behaviour indicating the conflict is concrete and can be seen. Manifest conflict behaviour may take various forms. The most obvious of these is open aggression resulting into numerous kinds of verbal and concrete behaviours such as derogatory criticism, insulting, abusing, shouting slogans against, image damaging propaganda, defiance, destructive activities and many others forms of physical and verbal violence. Mukhopadhyay (1994), states that the cause of this conflict occurs when someone's conflict produces frustration in others, the conflict of the former comes in the way of achieving goal by others.

If management and teachers are not able to minimise and handle conflict than various kinds of conflict arise. In general "conflict arises due to inadequate resolution of conflict situation" (Mukhopadhyay, 1994, p.165).

Causes of Conflict

There are various reasons for different activities around us but we may be not able to identify the proper reasons for those activities, as similarly, there are various reasons behind conflict in or outside the school organisation. "Conflict does not appear

out of thin air"(Robbins, 2000.p.536). It has causes."The most important sources are issues dealing with income and remunerations (material gains), power and authority sought, cultural values and beliefs, antagonistic altitudes towards particular persons or groups, control over resources, preferences and nuisances, nature of relationship between the parties" (Agrawal &Bhatnagar, 2001, p.176). Causes of conflict in school organisations are poor communication, information deficiency, personal differences and individual perception, structural and human factors, role incompatibility, work policy and practices, frustration etc.

Communication barriers create misunderstandings among individuals. Those misunderstandings create conflict in the work place. According to Afful & Karki (1999), the greatest source of personal conflict is poor communication. In the work setting, where many different people work together, communication breakdowns are inevitable. "Often workers, who should be focusing on the problem, are instead placing blame on others for their failure to communicate" (ibid, p.59). When teacher and principals learn to deal with this problem directly, the damage causes by miscommunication can be significantly reduced.

People have different personalities which result in them doing things differently. These "diverse personalities can create the potential for conflict. Because people differ in respect of their socio-economic backgrounds, values attitudes, and expectations and because there is usually little respect between people for each other's differences, conflict potential is increased" (Mondy, Sharplin & Premeuax, 1991, p.407). In addition, the characteristics of a person and the way in which he/she expresses him/herself canclash with the habits of other people. These people tend to blame others for their miseries.

Perception is the specific way in which each individual experiences the world around him. Although two teachers and principals are faced with the same situation, each teacher and principal would experience the situation differently because they experience the reality subjectively. Values, attitudes, expectations and needs influence the teacher's perception of his/her situation in the school. Individuals can come into conflict because of differing objectives and incorrect perceptions.

According to Achoka (1990), structural factors related to the school cause conflict. For instance, the size of the school correlates with the amount of disputes. That is, the larger the school, the greater the number of differences and the higher the degree of conflict intensity (p.40). Principals who are authoritarian but have low self-esteem tend to misinterpret the behaviour of others and initiate conflict. Interest groups with different goals will run into differences at times. A situation is at times also provoked by a divergent perspective (ibid, p.44).

According to Sharma (2009), in today's inter-functional organizations, many managers have functions and tasks that are interdependent but the role of these managers may be incompatible so conflict exists among them. The same thing can be observed in the school compound between different teachers with various responsibilities.

"Interpersonal conflicts can develop when an organisation has arbitrary or confusing rules, regulations and performance standards. Workers will see little correlation between job performance and salary advancement if they discover that another worker doing the same job is making more money or is being promoted faster than they are" (Afful & Karki, 1999, p.60).

"Frustration occurs when a motivated drive is blocked before a person reaches a desired goal" (Luthans, 2008, p.256). Sharma (2009) has given as an example this

metaphor: a thirsty person who comes up against a stock door and is prevented from reaching a water fountain will experience frustration. Such thwarted impulses lead individuals into conflict. Luthans (2008), states that the theft of company property and even violence on the job may be a form of an aggressive outcome to job frustration and dissatisfaction.

Maslow propagated the 'hierarchy of needs theory' on the basis of many researchers' discussions and assessments and classified needs as higher order and lower order, and has attempted to explain how a new set of needs emerges after attainment of an existing set of needs in a of lower to higher order of expectation and attainment. Researchers have found a direct relationship between dissatisfaction, conflict and this sense of need and its fulfillment. The studies have indicated that physical, psycho-social, emotional, and economic factors collectively contribute to employee's overall experience of dissatisfaction and conflict in the workplace.

Conflict Management

Generally, the term conflict management refers to those programs which teach individuals about concepts and skills for preventing, managing and peacefully resolving conflict. Galabawa (2000, as cited in Warioba, 2008) considers conflict resolution as conflict management in human relations and that it refers primarily to conflict within an institution though it can also mean dispute between institution through it can also mean dispute between institutions and the public.

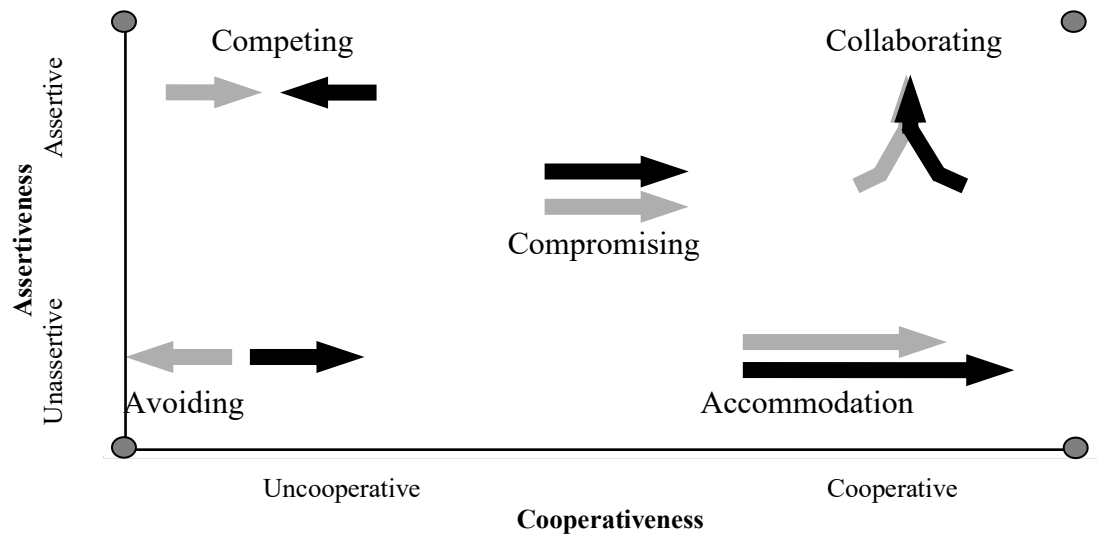
Conflict management has become an essential part of principals' tasks at schools. Although conflict is a natural part of human existence, many educators and learners lack the skills necessary to effectively resolve it. Conflict management programs have demonstrated that educators and learners in schools can quickly learn to use effective conflict management skills when they are given an opportunity to

practice such skills. They are also encouraged to use their new skills in real life situations and to observe peers and people in authority modelling effective conflict management skills. "The acquisition of conflict management skills empowers individuals to take responsibility for their own conflicts and for the resolution of those conflicts" (Walton, 1976, as cited in Warioba, 2008). Since principals can no longer ignore conflict, he or she should make provision for handling and solving conflict within the context of the school.

In the recent past, several models and approaches have been developed for managing organisational conflict. The Bargaining model, The Bureaucratic model, The Systems model and The Kenneth Thomas model were among them. The Thomas model developed by Thomas (1976) was more practical and rational approach to conflict management as cited in (Jones, 2004), (Agrawal & Bhatnagar, 2001), (Judge and Robbins, 2007) and (Sharma, 2009) this was the reason his model is applied in this research.

Agrawal & Bhatnagar (2001) and Stephen & Timothy (2007) state that, "the approach is always two-dimensional. One dimension is the cooperativeness (the degree to which one party wishes to satisfy the other concerns) and assertiveness (the degree to which one party attempts to satisfy his or her own concerns)". In this approach there are five conflict handling intentions which are "competing (assertive and uncooperative), collaborating (assertive and cooperative), avoiding (unassertive and uncooperative), accommodating (unassertive and cooperative), and compromising (midrange on both assertiveness and cooperativeness)" (Stephen & Timothy, 2007, p.510). Figure 3 below illustrates the dimensions of conflict handling intentions.

Figure 3

Dimension of Conflict Handling Intentions

Adopted from Thomas 1992, p.668 as cited in Stephen & Timothy, 2007, p.510

"Avoidance is a decision to do nothing" (Jonkman, 2006, p.24). In avoidance it is assumed that if the situation is ignored, the conflict may resolve itself without requiring any personal involvement. This is the approach which is recommended to be used in a situation in which it is not likely that the conflict can be resolved. "This technique is appropriate when the situation and possible outcomes lack clarity, when outcomes depend upon or are expected to be influenced by the resolution of some other concurrent issues or when some other matters are of higher priority" (Agrawal & Bhatnagar, 2001, p.184). This method of dealing with conflict is to simply withdraw, so avoidance is not a successful method for achieving a long-term solution since the original cause of the conflict remains. School administrators can use this style when both parties involved view the issue as a minor one, when the possible damages and costs that the conflict can cause may be more important than the benefits of a solution, or when additional time is required by both parties to cool off.

A person responding in an accommodating way tries to absorb conflict by ignoring, covering up, or playing down differences with the other persons. In

accommodating style, self interest is ignored to satisfy the other's concerns. "It involves willingness on the part of the parties to satisfy each other's concern at the expenses of one's own" (Agrawal & Bhatnagar, 2001, p.185). The obliging person has difficulty expressing ideas, beliefs, and feelings, is often unable to say "no" to unreasonable requests, feels guilty when saying "no" and will not make his or her own needs known. The long-term effect is for the obliging person to become a pushover for anyone initiating a conflict. If the person is in a leadership position of a school, the conflicts will eventually spread to other groups and persons, which will lead to a dysfunctional school organisation. Tactics and strategies employed are to express regret and make excuses, be silent, use a soft, hesitant voice, and conform to ideas of the opposing party. "The obliger tends to avoid eye contact, display nervous body movement, and maintains a closed body posture" (Johnson, 2005 as cited in Jonkman, 2006). It is a 'win lose' orientation in which each party tries to see that it wins and the other party loses. In this situation management of conflict is difficult. Ibid (2001) defines this as a situation of power struggle, because win lose situation uses the power of authority to resolve conflicts. Principals can use this style when the relationship with the staff is more important, when the issue is not as important to one person as it is to the other person, when s/he want to encourage the other party to express his/her point of view.

The competition or domination method of conflict management is an undesirable outcome for many situations, especially when the risk is high for both parties as they are in a school. The effects are often critical because the conflict is not resolved and might even be escalated. However, the undesirable effects of a dominating style may be equalizing by gains in organisational efficiency in some low-stakes scenarios. The dominating style involves the use of power and aggressive

behaviour in attaining personal needs. Such behaviour shows a lack of respect for the rights and feelings of others. It often displays hostility and sarcasm and forces personal feelings, beliefs, ideas, and shifts responsibility from one's own actions to blaming others. Intense and definite enemies emerge as a result to this response. Tactics and strategies include attacking others ideas and beliefs, offering derogatory remarks, and demanding concessions from others. "Nonverbal behaviour includes glaring or condescending eye contact, an attacking or threatening body posture, and hostile facial expressions" (Wheeler, 2005, as cited in Jonkman, 2006, p.25). Administrators can use this style in emergency situations when they have to decide an action, when the school principal has to implement changes which meet resistance, or which meet resistance or when all other methods have failed.

The collaborative or integrative style is characterised by mutual differences, but this form of conflict is, at times, regarded as natural and healthy. It requires open confrontation together with an objective search for a common solution to the problem. People hope and expect that various conflicting viewpoints can be integrated in a new, improved, viewpoint or aim. This style may be labelled as one of co-operation and win-win because the conflict is not highlighted by personal opinion, and a sincere and true effort is being made to find a correct and real solution as Agrawal & Bhatnagar(2001) state that this method requires that both the parties should be open about their motives and objectives. In this situation, efforts should be made to increase mutual understanding. School administrators can use this style when they want to merge the feelings and experiences of people from different backgrounds, perspectives and perceptions, when s/he wants to resolve a long-standing conflict, which may have a negative effect on the working relationship, when s/he expects the staff to be forthcoming with creative solutions for specific problems.

The sharing or compromising style of conflict management aims to solve conflict issues by having each party give up some required outcomes in order to get mutually desired outcomes. Compromise often involves bargaining by the conflicting parties and generally requires a situation that offers both parties the chance to be in a better position or at least in no worse position after the conflict is resolved. Stephen & Timothy (2007) state, "In compromising, there is no clear winner or loser. Rather, there is a willingness to ration the object of the object of the conflict and accept a solution that provides incomplete satisfaction of both parties' concerns" (p.511). School administrators use this style when the two parties involved have equal power, or when administrators want to achieve a temporary settlement in complex matters.

Conflict management styles provide general guidelines for parties in a conflict situation. They define each party's concern. Conflict management also provides general guidelines for parties in a conflict situation. They define each party's purpose. Yet, teachers and principals intentions are not fixed. During the course of a conflict, they might change because of re-conceptualization or because of an emotional reaction to the behaviours of the parties concerned and "it must be remembered that there is no one best way of managing conflict in organisation" (Agrawal & Bhatnagar, 2001, p.186). The basic principle in choosing a conflict management strategy must minimize the destructive effect on school growth and development.

According to Chen & Tjosvold (2002, as cited in Balary, 2006), professionals use three major behavioural strategies; Avoidance, Competition and Compromising during a fight. Based on these theoretical arguments, literature shows that conflict management can take different forms, and that each classification is different

according to the author. In the light of these findings, conflict management strategies of this study were based on the three approaches mentioned above.

Review of Research Studies

Within the literature available in the Nepalese context, no research regarding conflict management between teachers and management was found. However, studies on similar topics were available on different websites. The following paragraphs discuss some of this research.

Jonkman (2006) tested conflict management theory of Thomas (1992) using a mixed research method. The researcher prepared a questionnaire to be completed by the School Management Teams (SMT) (deputy principals and head of departments) and post level educators with regard to conflict and conflict management in secondary schools. Questionnaires were preceded and followed by interviews which were designed to fulfil specific research objectives. Out of 15 schools, he chose any 3 schools. From each school, 8 educators and 1 principal were respondents. A pilot study was conducted as a preliminary step to avoid errors.

Questionnaire responses were 58% male and 42% female. The percentage of individuals with 1-10 years experience individuals was 33% similarly, 54% of teachers had 11-20 years of experience, and 13% had 21-30 years respectively. 33% of respondents were trained in educational management.

According to this research, the major reason for conflict in schools was misunderstanding, not taking instructions and poor communication. The educators on the other hand identified commitment, poor management and differences in opinion as other causes of conflict. Principals perceive conflict as the behaviour of individuals who do not adhere to the rules, regulations, policies and communication problems and

differences in opinion which include objective inference, competition, personality differences, communication and differences in perception.

In the research it appeared that principals were not using conflict management principles in managing conflict. Comparing the school management teams and the educators in this regard, both felt that principals were not running the schools well thus there was no unity among all role players. Furthermore, principals did not encourage educators and learners, which resulted in poor communication and problems being addressed negatively. Principals did not lead by example or take unilateral decisions. Principals need to use proper management principles in handling conflict.

In this research it was found that principals were not sure of their roles in managing conflict. Both the schools management teams and educators agreed that principals did not have conflict management skills,so required training. Furthermore it was concluded that the most important role that principals should play is that of mediator and problem solver when looking for fair solutions in discordant situations. Mediation is a process in which an unbiased third party enters a dispute between two parties for the purpose of assisting them in reaching an agreement.

This research suggested the need for further research on conflict between learners, educators and school management because if such a study can be done, an ideal and conflict-free educational environment can be realised.

Okotoni & Okotoni(2003) conducted research on conflict management in secondary schools in Osun state, Nigeria. This study was particularly relevant at a time when Osun State workers (teachers inclusive) were holding a long-standing strike over the non-implementation of the Harmonized Salary Structure (HSS) announced by the Federal Government. The partial implementation of HSS for

workers in the state after a long delay did not help matters. All of these became potential sources of industrial conflicts not only in the educational sector, but also in the entire civil service in the state.

The researchers included 36 schools as the sample, which was ten percent of the total secondary schools of Osun State at the time of research. Two sampling techniques were used: purposive and random sampling. The subjects for the study included school principals, teaching and non-teaching staff members, as well as school prefects. Personal interviews were conducted using twenty-five secondary schools including twenty principals and forty-five teachers. Others interviewed included thirty-six school prefects and fifteen non-teaching staff. Some officials of the Teaching Service Commission (TESCOM), Osogbo, were also interviewed. Both primary and secondary data were collected for the study. The primary data was collected from questionnaires, interviews and observations, while secondary data was obtained from official documentations.

Data collected by the researcher showed that there were several types of conflicts in secondary schools of Osun State. The types of conflicts identified were ranked in order of dominance as inter-personal conflicts (34.7%), inter-union conflicts (26.7%), conflicts between staff and school administrators (20.9%), conflicts between labour and government (13.6%), and others [i.e. students versus staff, or students versus school administrators, students versus food vendors, conflicts between parents and teachers] (13.6%). On a few occasions, there were cases of conflicts between the school and community members.

The identified causes of conflict from the research were unimpressive conditions of service, partial implementation of the minimum wage salaries approved by the Federal Government for workers, forceful and compulsory

retirement/retrenchment of workers, administrative incompetence of principals, misappropriation and embezzlement of school funds, indiscipline (on the part of both staff and students), negligence of duty, Personality clashes, inferiority/superiority complex, favouritism, role conflicts, misunderstanding of motives and youthful exuberance.

School administration had been negatively affected by a lack of knowledge of conflict management. Most administrators handled conflicts with a trial and error approach because there were no specific procedures and methods of managing conflicts.

The study concluded that a good welfare package for the staff would go a long way to reduce the incidence of conflicts in schools. Governments at all levels should endeavor to improve the conditions of teachers in the country not only as a measure to prevent or reduce conflicts in schools, but also as a measure to restore confidence and dignity to the teaching profession.

Balay (2006) conducted research to understand the conflict management strategies of administrators and teachers. Data was collected from both administrators and teachers employed in seventeen primary schools in the city of Van, Turkey. Researchers used a stratified random sampling method to select schools, and a simple random sampling method to select teachers from individual schools. Sample size was determined from the total population of 250 schools. Seventeen schools were selected for research, thirteen were public and four were private. 88% of teachers and 12% of principals responded to the questionnaire prepared by the researcher.

Pools of forty eight items were generated for the purpose of scale construction. Some of them were modified using 'conflict management strategies scale'. All the questions were made on a 5-point scale (1=never agree to 5=always agree). Factor

analysis was used to determine the discriminate validity of this scale. Mean scores and t-tests were used for analysis. Conflict management strategies (competing, avoiding and compromising) were examined in terms of task and school type.

Balay (2006)'s findings indicated that administrators are more likely to use avoiding and compromising strategies than teachers. Moreover both administrators and teachers at private primary schools tend to use compromising, avoiding, and competing behaviours more than their colleagues at public schools.

According to the available literature, research studies and theories of conflict, the state of disagreement and dissatisfaction within and among teachers and administrators lead to various types of conflict, and the motivation factor theory as well as the theory of conflict have distinguished two sets of work factors that determine the level of conflict within school organizations. The first sets (intrinsic factors) are referred to as situations such as recognition, responsibility, advancement, achievement, and the nature of the work itself. The second, hygiene factors, are comprised of extrinsic factors relating to the work environment including a number of factors such as company policies, supervision, interpersonal relationships and working conditions.

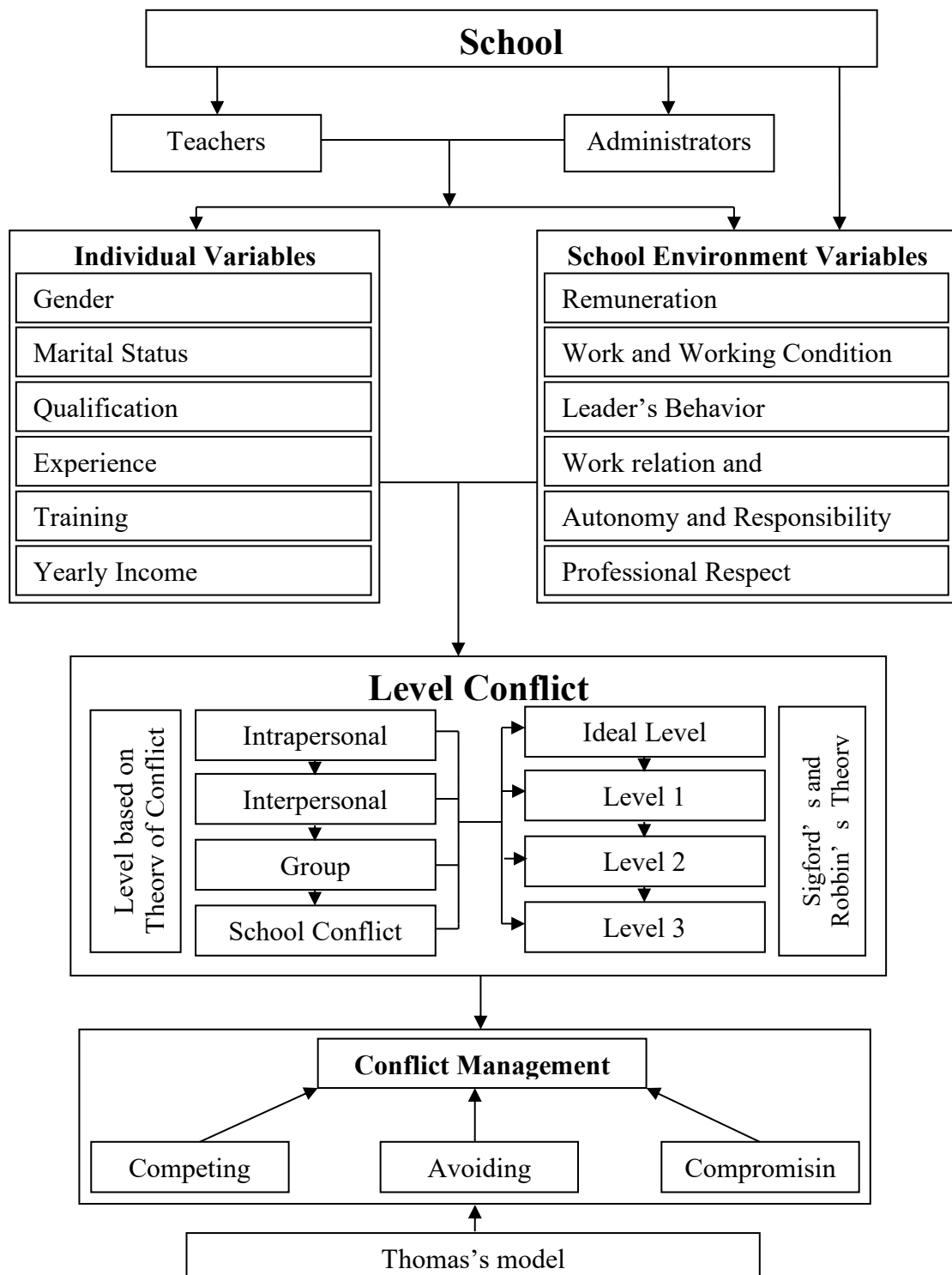
The theory of Sigford (1998) divided conflict into three distinct groups: level 1, level 2 and level 3, which were explained as low level, optimal level and high level in Robbins, Coulter & Vohra (2010)'s book on management. A Similar theory was given in the Tear fund roots resources (2003), where the ideal level was different than that given by Robbins, Coulter, Vohra (2010) and Sigford (1998). In the conflict management theory of Thomas (1978) there was a more practical and rational approach rather than other popular model i.e. bargaining model, bureaucratic model, systems model etc. This was the reason that the researcher conducted

research adopting ideas proscribed by Thomas (1978), Sigford (1998), Robins, Coulter & Vohra (2010) when dividing levels of conflict.

Theoretical Framework of the Study

This study was designed to examine and explore conflict in secondary schools in the context of Nepal. Conflict, its level and management practises were studied in respect to different variables based on the perception of the teachers and administrators. The main dependent variable was conflict, which was based on the perceptions of teachers and administrators. At least twelve independent variables were grouped in two major components which were personal variables and work environment variables. The theoretical framework of the study is illustrated by table 4 below.

Figure 4

Theoretical Framework of the Study

Idea adopted from Thomas (1976), Sigford (1998), Luthans (2002), Tear fund roots resources (2003) and Robins, Coulter & Vohra (2010).

The present researcher conducted this research with the assumption that the more negative the working conditions, the greater the negative perception will be within and among teachers and administrators, which ultimately can result in higher levels of conflict. Here, teachers and administrators' perception, were observed on the basis of 12 elements of the study grouped into two groups: personal variables and work environment.

The personal variable considered in this study were gender, marital status, level of education qualification, professional training status, experience in the educational field and yearly income.

Similarly, the working environment variable was comprised of the remuneration and facilities, work and working condition, leader's behavior, work relation and communication and autonomy and responsibility.

It was assumed that a combination of two variables would generate both positive as well as negative perceptions within and among teachers and administrators. The intrapersonal and interpersonal perceptions would lead teachers and administrators into various level of conflict within the respective school systems. Those different levels (intrapersonal, interpersonal, group and school conflict or overall conflict) were again divided into four groups ideal, level 1, level 2 and level 3 on the basis of sum score which was generated by the help of Sigford (1998), Tear fund roots resources (2003) and Robins, Coulter & Vohra (2010).

Thomas's (1976) model was a more practical and rational approach to conflict management as cited in Jones (2004), Agrawal and Bhatnagar (2001), Judge and Robbins (2007) and Sharma (2009), therefore Thomas's model of conflict management was selected for conflict management in the research.

Chen & Tjosvold (2002 as cited in Balay, 2006), state that, professionals use three major behavioural strategies; Avoidance, Competition and Compromising during conflict. On the basis of this argument, the present researcher tested these three conflict management strategies in the context of Nepal.

The set of questionnaire under different level of conflict (intrapersonal, interpersonal, group and organisational or school conflict) was developed adopting the level of conflict prescribed by Agrawal and Bhatnagar (2001), Afful and Karki (1999), Agrawal (2003), Luthans (2008) and conflict resolution models prescribed by Thomas (1976 as cited in Jones, 2004.p.111; Agrawal and Bhatnagar, 2001.p.184; Judge & Robbins, 2007.p.510; Sharma, 2009. p.4; & Balay, 2006) using Likert's rating scales to generate study results into four distinctive levels of conflict prescribed by Sigford (1998), Tear fund roots resources (2003) and Robins, Coulter & Vohra (2010). Conflict management strategies questionnaire were prepared adopting the conflict handling strategies of Thomas (1976). The detailed information regarding rating scale and the area of the questionnaire were discussed in chapter three of the same book (pp. 43-59).

The gap Researcher saw

Review of the works of many scholars reflected the fact that people involved in teaching and managing education were highly prone to conflict compared to others. However, relatively little research has been done to understand the level of conflict experienced by teachers and administrators in foreign countries. Teachers in fact are the key actors for any educational institutions and administrators are the directors to manage schools as they are the ones to implement educational strategies.

Most of the people including teachers and administrators assume that conflict is something that should be avoided. It is perceived to be negative and a sign of an

unhealthy relationship. But if we see the different views of conflict it can be constructive or destructive depending on a number of factors, it either creates a better situation for all involved or it is destructive. Thus, conflict is not necessarily something terrible to be avoided all the time, but is often an opportunity to create new solutions to the problems, to learn about oneself, and to come closer to other people.

There was no research in conflict among teachers and school management in the context of Nepalese schools. Therefore this research can be the new venture itself in the context of Nepal. That's why this researcher tried to find out existing level of conflict with practises of conflict minimisation in secondary schools.

Chapter Summary

The purpose of this chapter was to outline literature and research on the levels of conflict and its management to serve as a theoretical framework for this study. This chapter has included a review of theoretical and recent researches in related areas. Initially, the review of literature was based on theories related with causes, level, types, stages and management of conflict.

CHAPTER III

RESEARCH METHODOLOGIES

Overview of the Chapter

The broad purpose of this chapter was to highlight the research design and methodologies undertaken to conduct this research. Methodologies and research design were presented in the following thematic sequential order: a) Research design b) Population c) Sampling d) Development of belief scales or instrumentation e) Data collection method f) Validity and reliability g) Data analysis techniques h) Ethical consideration i) Chapter summary

Research Design

Planned activities give a higher chance of success, therefore there must be a plan by which specific activities of the research can be conducted and brought to a successful end. It is also the process of investigating and designing research. The purpose of this research design was to seek answers to the research questions as stated by Wiersma and Jurs (2005) “the purposes of research design in quantitative research are to seek answer to the research questions and to control the variance”. The same scholar also stated that, “a good quantitative research design has four characteristics that are freedom from bias, freedom from confounding, statistical precision for testing hypothesis, and control of extraneous variables”, similarly Creswell (2003) defines, quantitative research as “the procedure to seek answers, where the investigator primarily uses post positivist claims for developing knowledge, uses strategies of enquiry such as experiments and surveys, and collects statistical data based on the predetermined instruments.”

This researcher selected survey research design of the quantitative research method to find out answers of research questions. Under quantitative research method, this study was non experimental and descriptive in nature. "Survey research typically employs questionnaires and interviews in order to determine the opinions, attitudes, preferences, and perceptions of persons of interest to the researcher" (Borg & Gall, 1979. p.27). So the data was collected by a structured questionnaire technique from a sampled population and transferred into various statistical forms such as tables and charts, including the use of statistical tools for correlation.

Conducting survey research requires systematic procedures, for that a model designed by Wiersma and Jurs (2005.p.166) was followed. This research followed the questionnaire survey method. A sequential activity for questionnaire survey developed by Wiersma and Jurs was very applicable therefore sequential activities developed by (ibid, p.167) were adopted in this research.

Population

A population is a group of individuals that have one or more characteristics in common which are of interest to the researcher. Best and Khan (1998) explained population as "The population may be all the individuals of a particular type, or a more restricted part of that group" (p. 13). For the researcher, the total number of school administrators and secondary level teachers were the population in this research. The detailed information about schools and number of teachers of Lalitpur district and Lalitpur metropolitan city is given in table 1.

Table 1

Population of the Secondary School Teachers in Lalitpur District

	Schools		Total	Teachers		
	Public	Private		Public	Private	Total
Lalitpur District	69	199	268	309	1095	1404
Metropolitan city	16	105	121	72	578	650

(MOE, 2065) and (DOE, 2009/10)

There were 268 schools in Lalitpur district, among them 69 were public and 199 were private. Similarly there were 1404 teachers teaching in secondary level schools, among them 309 teachers were in public and remaining 1095 were in private schools. Within Lalitpur metropolitan city, there were 16 public and 105 private schools where 650 teachers are teaching secondary levels. Among all the secondary level teachers, 72 were in public and remaining 578 were in private schools.

Sampling Strategies

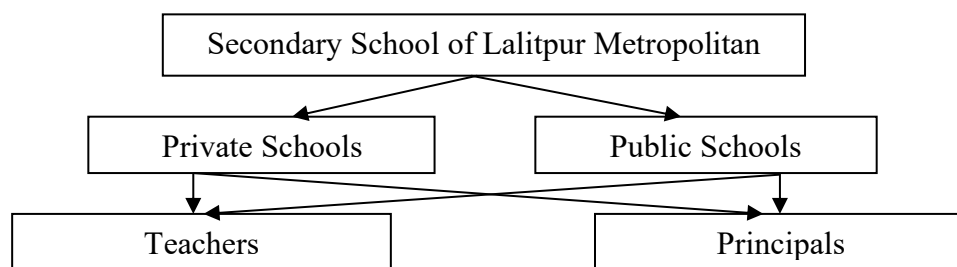
Sampling is the process of obtaining information about an entire population by examining only a part of it, where sampling frame is a list of items from which the sample was drawn and sample design is a definite plan for obtaining a sample from the sampling frame. The major aim of the sampling was to "save time and effort, but also to obtain consistent and unbiased estimates of the population status in terms of whatever is being researched" (Sapsford & Jupp, 2006, p. 26). Therefore, in short, an individual in the total population was called sample unit and the way the researcher selected a sample from the total population was called sampling.

Since the deducted population of this study was 650 and according to the sample size determination table developed by Krejcie and Morgan (1970, as cited in Cohen, Manion & Morrison, 2002, p.94), required about 241 sample population to

maintain 95% confidence level that was 5% sampling error. The researcher used stratified random sampling method while collecting sample to increase higher probability in selecting respondents from diverse groups. Stratified random sampling was done as shown in the figure 5 below.

Figure 5

Stratification Strategy for Sampling



Under stratified random sampling method, the researcher selected 30 public school teachers and 216 private school teachers from 6 public schools and 36 private schools to meet the sample size of the research. The average number of teachers in public school was 4.48 and private school was 5.50 in Lalitpur district so researcher took 5 teachers from public and 6 teachers from each private schools from Lalitpur metropolitan city as shown in the table 2.

Table 2

Stratified Random Sampling

	Schools		Total	Teachers		
	Public	Private		Public	Private	Total
Population	16	105	121	72	578	650
Sample Size	5	36	42	30	216	246

The researcher selected sample schools and teachers using simple random sampling because many scholars recommend using the same sampling method in

research "I recommend selecting a random sample in which each individual in the population has an equal probability of being selected (a systematic or probabilistic sample)" (Creswell, 2003, p.156).

Individual administrators of all the sampled schools were also selected for the research. Number of schools, administrators and teachers sample size was shown in the table 3.

Table 3

Sample Size

Type of school	No of schools	No of principals	No of teachers
Public	6	6	30
Private	36	36	216
Total population	42	42	246

For the propose of random sampling, the name of the schools were written on self made flash cards and the researcher collected each randomly from the box where flash cards were placed until he arrived at the sampled size. The same procedure was followed to obtain sample teachers of all the schools separately in the school compound using secondary teachers' name in case of more teachers in a school and an administrator was selected automatically from those sampled schools.

Instrumentation

Selecting or designing the appropriate instrument was very critical in survey research and the purpose of this research was to find out the respondents opinions. For this purpose, the researcher used only one tool which was questionnaire approach.

The same questionnaire was given to the teachers and administrators separately. Teachers and administrators were requested to rate questions mentioned in the questionnaire to investigate the answers of research questionnaires.

There were different types of beliefs which were developed and used by different researchers in different contexts of time and places for measuring conflict, its level and management practises. In order to produce a reliable and valid questionnaire, the researcher collected materials through all the available literature and researches on the topic with the help of experts.

The questionnaire was framed according to Likert's 5-point scale. The set of questions was developed in line with the elements of the theoretical framework of the study. The tool consisted of 71 items where 1 through 28 were to measure the perceived level of conflict 29 to 45 where school environment variables and 46 through 71 were the questions to measure the practises of conflict management in schools. Table 4 explains detailed information regarding this process.

Table 4

Questions and its Areas

Areas	Question number	No of questions
Level of conflict		
Individual /Intrapersonal Conflict	1 to 10	10
Interpersonal Conflict	11 to 21	11
Inter group conflict	18, 22 to 28	8
<i>Overall level of conflict</i>	<i>1 to 28</i>	<i>29</i>
School environment Questionnaire		
Remuneration	3, 29, 30	3
Work and working condition	6, 8, 31, 32	4
Leader's behavior	33 to 37	5
Work relation and communication	26, 38 to 40	4
Autonomy and responsibility	6, 39, 41	3
Professional respect	25, 42 to 45	5
<i>Total school environment questionnaire</i>	<i>29 to 45</i>	<i>24</i>
Practice of Conflict minimization questionnaire		
Under Competing:	46 to 54	9
Under Avoiding:	55 to 63	9
Under Compromising:	64 to 71	8
Total questions related with conflict management	46 to 71	26
<i>Causes of conflict</i>	<i>3, 6, 8, 25, 26, 29 to 45</i>	<i>22</i>

There were 10 questions to measure the level of individual conflict, 11 questions to measure the level of inter-personal conflict and 8 questions to measure group conflict and all those questions served to measure the overall level of school conflict. Among them, questions no 18 is repeated to measure both interpersonal and group conflict. In the section of the school environment questionnaire there were 3 questions in remuneration and autonomy and responsibility, 4 questions in work and working condition and work relation and communication and 5 questions in leader's behaviour and professional respect. Similarly in the section of practice of conflict minimization questionnaire there were 9, and 8 questions under computing, avoiding and compromising respectively.

The rating scale was developed in the fashion of Likert's rating scales of 1 through 5. The set of questionnaire were developed adopting the level of conflict prescribed by Agrawal and Bhatnagar (2001), Afful and Karki (1999), Agrawal (2003), Luthans (2008) and adopting conflict resolution models prescribed by Thomas (1976, as cited in Jones, 2004, p.111; Agrawal and Bhatnagar, 2001, p.184; Judge and Robbins, 2007.p.510;Sharma, 2009, p.4; Sigford, 1998;Robbins, Coulter & Vohra, 2010&Tear fund roots resources, 2003).

The origins of these 71 questions were based on all the elements of the study in the theoretical framework, which were grouped into 2 categories personal and working environment. The entire items were framed in a rating scale range of 1 through 5, in which 1 meant strongly disagree, 5 meant strongly agree level of existence of the situation as indicated in the instrument. In interpretation, the sum score of these items was taken and divided into different categories. Table 5 given below presents the detailed information of the mechanism for interpretation.

Table 5

Mechanism for Interpretation

Areas	Conflict Level wise sum Score	Interpretation
Level of Conflict		
Intrapersonal Conflict	10-20 = Level 3 conflict	Level 3(Critical Level) He said, she said" type of arguments. Verbal and concrete behaviours.
	21-30 = Level 2 conflict	
	31-40 = Level 1 conflict	
	41-50 = Ideal level	
Interpersonal Conflict	11-22 = Level 3 conflict	Level 2 (Moderate Level) Personal and working environment is not supportive for better work situation. But it may not be felt by the parties in the sense that it makes of the conflicting parties tense, unhappy or emotional.
	23-33 = Level 2 conflict	
	34-44 = Level 1 conflict	
	45-55 = Ideal level	
Intergroup Conflict	8-16 = Level 3 conflict	
	17-24 = Level 2 conflict	
	25-32 = Level 1 conflict	
	33-40 = Ideal level	
Overall Level of Conflict	29-58 = Level 3 conflict	
	59-87 = Level 2 conflict	
	88-116 = Level 1 conflict	
	117-145 = Ideal level	
School Environment Questionnaire		Level 1(Initial Level) uncomfortable due to personal and working environment of the school.
Remuneration and Facilities / Autonomy and Responsibility	3-6 = Level 3 conflict	
	7-9 = Level 2 conflict	
	10-12 = Level 1 conflict	
	13-15 = Ideal level	
Work and Working Condition / Work Relation and Communication	4-8 = Level 3 conflict	Ideal Level (No conflict) Person feels comfortable in the existing personal and working environment.
	9-12 = Level 2 conflict	
	13-16 = Level 1 conflict	
	17-20 = Ideal level	
Leader's Behavior/ Professional Respect	5-10 = Level 3 conflict	
	11-15 = Level 2 conflict	
	16-20 = Level 1 conflict	
	21-25 = Ideal level	

Ideal Level

Ideal level talks about the satisfaction level of teachers and administrators where their demands are met and they are satisfied in their profession. Teachers and administrators under this category were happy with their professional career. School environment was suitable for them, satisfied with facilities provided by the school etc. Any peaceful individual is likely to face conflicts sometimes, although individual or group in this category were good at resolving conflict before it developed.

Level 1

Level 1 is initial level conflict which talks about the unseen conflict where people feel uncomfortable due to personal factors and the working environment of the school. This occurs on the surface level having no roots. This level can be addressed by improved communication and the conscious effort of opposing groups to understand each other's needs and opinions.

Level 2

This level may not be felt by the parties in the sense that it makes the conflicting parties tense, unhappy or emotional, and may be perceived even if it was not present even in the hidden form. This results from misunderstanding of each other's point of view or true position. Causes of level 2 conflict are the thought of individual who think that his/her point of view was correct and others were wrong. It produces strain, discomfort, pain or emotional unhappiness in the parties. According to Agrawal & Bhatnagar (2001), it is generated by two reasons. First is the demands of the parties being inconsistent and not being easily met cause anxiety and emotional strain and second, there are extra organizational pressures on them which, additionally, produce tension in them. This level exists when the conflict is personalised, causing anxieties or tensions, etc.

Level 3

When the conflict was expressed overtly in the actual behaviours of the parties, it was said to be the Level 3 or critical level conflict. The behaviour indicating the conflict was concrete and could be seen. Level 3 conflict behaviour may take various forms. The most obvious of these was open aggression resulting into numerous kinds of verbal and concrete behaviours such as derogatory criticism, insulting, abusing, shouting slogans against, image damaging propaganda, defiance, destructive activities and many others forms of physical and verbal violence. Mukhopadhyay (1994), states that the cause of this conflict is when someone's conflict produces frustration in others, the conflict of the former comes in the way of achieving goal by others etc. This level of conflict is very visible and has deep roots, sometimes over several generations. Both the causes and the effects of this level of conflict need to be addressed in time.

Data Collection Procedure

During the data collection process, the researcher himself collected information, consulting the administrators and teachers of sampled schools, clarifying them about objectives of the study and took permission to administer the questionnaires. After visiting and instructing schools, the researcher collected the filled questionnaires. And in some of the cases, the researcher requested his some friends involved in the same schools to collect the questionnaires. Before administering the questionnaires to the participants, necessary request letters from the School of Education, Kathmandu University, were offered to the school principals seeking support and cooperation for establishing contacts with the participants and collecting data.

Reliability and Validity

Since the researcher used a personally developed data collection tool by the help of different literatures and experts, the instrument was confirmed through necessary reliability as well as validity tests.

Test of Reliability

Reliability is the degree to which one may expect to find the same result if a measurement is repeated. "It is concerned with precision and accuracy" (Cohen, Manion & Morrison, 2002). All the research must try to satisfy three principles type of reliability they are stability, equivalence and internal consistency.

A pilot test was conducted in Lalitpur district to test reliability of this research. Test –retest method was used for the same after the development of questionnaire. For the same purpose 20 teachers from two private and two public schools were selected with an administrator from each schools. These participants were within the frame of population of the study but not the selected sample units. After the data collection reliability was tested and 0.934 was obtained.

After a gap of at least 10 days period of time, again the same set of questionnaires was administered and distributed to the same teachers and principals and responses were collected. The second time, reliability was obtained at a level of 0.954.

The responses of teachers and administrators of both periods were entered on the advice of expert in Statistical Package for Social Sciences (SPSS) again and analyzed by reliability with the help of coefficient of reliability. The combined responses reliability was 0.943

After obtaining reliability from test and retest method correlation was obtained. Components wise correlation of pre and post tests was presented on the table 6 below.

Table 6

Component wise Correlation of pre and post Tests

Areas	Question Numbers	No of Questions	Correlation
Intrapersonal Conflict	1 to 10	10	.796
Interpersonal Conflict	11 to 21	11	.877
Intergroup Conflict	18, 22 to 28	8	.799
Overall Level of Conflict	1 to 28	29	.902
School Environment Questionnaire			
Remuneration	3, 29, 30	3	.851
Work and Working Condition	6, 8, 31, 32	4	.901
Leader's Behavior	33 to 37	5	.876
Work Relation and Communication	26, 38 to 40	4	.806
Autonomy and Responsibility	6, 39, 41	3	.735
Professional Respect	25, 42 to 45	5	.914
Total School Environment Questionnaire	29 to 45	24	.933
Conflict Minimization			
Competing:	46 to 54	9	.726
Avoiding:	55 to 63	9	.841
Compromising:	64 to 71	8	.875
All the Questions	1 to 71	71	.837

Correlation was significant at the 0.01 level Sig.

In table6 in each case correlation was obtained more than 0.735 at 0.01 level of significance and each test obtained reliability were more than 0.934 which was enough to show strong association to prove that the instrument confirmed the reliability of information collected.

Test of Validity

If the researcher's measuring instrument actually measures the property it is supposed to measure, then that tool is valid for research. Best and Khan (2003) have a similar definition as quoted by Cohen, Manion and Morrison (2002), "validity is not only an important aspect for research effectiveness, but also a requirement of all types of research. If a piece of research is invalid, then it is worthless." This is the reason various types of validation are used in the study for different types of research.

This research's content coverage was mainly limited to two aspects of conflict -- personal variables and working environment variable. From these aspects, the present researcher intended to observe the level of conflict in terms of the perceptions of teachers and administrators, whereby both perceived phenomenon were to be measured by the help of the instrument.

Coverage of instruments came as the learning outcome after reviewing various concepts and related studies during the phase of preliminary reviews required for defining the research problem as well as at the stage of review of related literature.

Since the instrument and conflict measurement benchmarks have been developed by the help of experts, considering the level prescribed by Sigford (1998), Robbins, Coulter & Vohra (2010) and Tear fund roots resources (2003) this confirms the content validity.

After narrowing down the contents of the study, related experts were consulted and their feedback was obtained to make the study coverage more complete by the improvement of the contents of the data collection instrument.

To construct meaning and to establish construct validity from the collected data, appropriate statistical tools were used and the mechanism for interpretation was replicated with other study instruments developed by different scholars in a fashion

similar to the Likert rating scales. Levels of conflict were established by the help of experts and literature. Measurements of conflict were attained with the help of the established and popular software program, Statistical Package for Social Sciences (SPSS). The program facilitated the overall data analysis, as well with matching the collected data with the right levels of conflict and then suggesting the most relevant measures to be taken to solve the conflict.

To establish criterion-related validity, the researcher compared and analyzed the findings of this research with the findings of previous researches. Similarly, the researcher tried to minimize the threats to the validity of his research throughout the different stages of the study. At the design stage he adopted the following strategies to avoid validity threats:

1. Used appropriate sample for the completion of research.
2. Selected the appropriate methodology for answering research questions.
3. Selected appropriate instrumentation for gathering the type of data required.
4. Selected an appropriate time scale to conduct research.
5. Selected appropriate foci to answer the research questions.

At the data gathering stage, the researcher adopted the following strategies to minimize validity threats:

1. Minimized reactivity effects of the respondents.
2. Tried to avoid dropout rates amongst the respondents ensuring that the research would be beneficial.
3. Gathered the data outlining the motivations of the respondents.

At the data analyze stage, the researcher adopted the following strategies to minimize validity threats:

1. Avoided qualitative data.

2. Reduced the halo effect.
3. Avoided selective use of data.
4. Avoided unfair aggregation of data.
5. Considered the data as valid source of information.
6. Avoided subjective interpretation of data like being too generous or too ungenerous in the awarding of marks.
7. Avoided making inferences and generalizations beyond the data's capability to support such statements.

Data Analysis Techniques

The researcher used Statistical Package for Social Science (SPSS) 16 for analysis of data in the research. T test and analysis of variance (ANOVA) were applied for testing significance relationships of conflict within different variables like gender, marital status, education qualification, training, experience, and yearly income. Mean was used to find out the teachers and administrators conflict management style. Frequency and Sum score were used to find out the level of conflict i.e. individual conflict, inter-personal conflict, intergroup conflict and school organisational conflict (overall school conflict). Similarly standard deviation was used to see the variation of data.

Ethical Consideration

Under ethical consideration, the researcher remembered the statement of McNeff (1992) "Do not reveal the real name of people or place unless you have specific permission to do so. Do not give participants fictitious name, those name may belong to other people somewhere" (p. 3) and collected information not violating the static act 2015B.S. Similarly following activities were considered to maintain ethical consideration.

- The materials taken from books, journals, internet, and any other sources were cited and referenced in proper format (discussed the intellectual properties honestly).
 - Researcher communicated the purpose of the research clearly.
 - Researcher took informed consent from the schools and participants in the beginning. The school management and the participants were provided full rights not to participate in the research or to withdraw from the research once it has started.
 - Full rights were given to the participants to know and change their data.
 - Research was non-discriminative and non-biased.
 - The participants had rights to confidentiality and privacy. The data was not be shared and used for any other purpose than this research.
- Nameless questionnaires were used.
- Researcher considered and obeyed the relevant institutional laws and governmental policies.

Chapter Summary

This chapter has outlined the detailed information on study approach and design, population of the study and sampling mechanism, instrumentation and its validation as well as reliability testing, and finally, statistical procedures used to determine the level of conflict of the secondary school teachers and administrators.

CHAPTER-IV

ANALYSIS AND INTERPRETATION

Chapter Overview

The purpose of this chapter is to conduct necessary processing, analysis, testing and interpretations of data collected through the survey research. The data collection procedure of the study as described in chapter III was followed and collected from schools of Lalitpur Metropolitan City. The collected data were tabulated, presented and interpreted by using appropriate statistical techniques.

The analysis of data and their interpretation is presented in the following thematic sequential order: a) Respondent's personal characteristics, b) Level of conflict, c) Influence of school environment variables on conflict, d) Influence of personal variables on conflict, e) Causes of conflict and conflict management, f) Summary and g) chapter summary.

Respondent's Personal Characteristics

The individuals participated in this research were respondents. Diverse personalities can create the potential for conflict. Altogether there were 288 individual respondents' participated in this research. Among 246 were teachers and 42 were administrators from 42 schools both from public and private respectively. 36 private schools and 6 public schools were included in the analysis although more schools were visited for the data collection. Only responses from 216 teachers and 36 administrators from private schools and 30 teachers and 6 administrators from public schools were included in this research due to the incompatibility of the questionnaire. Therefore the response rate of the survey was 72.57% $(246/339 \times 100)$ more than the sampled size.

Respondents' Gender Background

Generally when male and female get upset, they may not respond in the same way. "Girls are somewhat more likely to burst into tears while boys are somewhat more likely to hit something or run away" (James, 2011). Why do these differences exist? There might be various reasons behind this, but such gendered responses prove that males and females act differently in different situations. Similarly, in a situation of conflict in the work place they may act differently. Therefore, gender difference is one of the important personal characteristics in this kind of research. Table 7 presents relevant information on the gender backgrounds of the respondents in this research.

Table 7

Respondents' Gender Background

Gender	Teachers (N=246)		Administrators (N=42)		Total
	Private	Public	Private	Public	
Male	203	14	28	4	249
Female	13	16	8	2	39
Total	216	30	36	6	288

Out of 288 respondents' there were 249 (86.46%) male and 39 (13.54%) female in this research. Among them 217 were male and 29 were female teachers similarly out of 42 administrators, there were 32 male and 10 female in the research. Within male teachers there were 203 from private schools and 14 from public schools similarly 8 female administrators from private and 2 from public schools.

As described in the table 7 there were significantly less female teachers teaching in the secondary level, particularly in private schools. But the representation ratio of female teachers was much better but not sufficient in public schools. On the

administrators' side, the percentage of male administrators was higher than female in both types of schools. Table 7 (Appendix D) has detailed information of gender background with percentage.

Respondents' Marital Status

A respondents' marital status indicates whether the person is married or unmarried. The detailed information regarding respondents' marital status of this research is given in the table 8 below.

Table 8

Respondents' Marital Status

Marital Status	Teachers			Administrators		
	<i>Private</i>	<i>Public</i>	<i>Total</i>	<i>Private</i>	<i>Public</i>	<i>Total</i>
Married	135	26	161	27	6	33
Unmarried	81	4	85	9	-	9
Total	216	30	246	36	6	42

Out of 288 respondents, 135 (62.5%) teachers and 27 (75%) administrators of private school and 26 (87.7%) teachers and all the administrators of public school were married. Similarly there were 81 (37.5%) teachers and 9 (25%) administrators of private school and 4 (13.3%) teachers of public school were unmarried.

While comparing marital status of the teachers and administrators, the majority of teachers and administrators were married. The ratio of married private school teachers was less than public school teachers. There were one fourth unmarried administrators in private schools but there were no unmarried administrators in public schools. Table 8 (Appendix D) has detailed information of marital status.

Respondents' Educational Qualification

Qualification denotes fitness for purpose through fulfillment of necessary conditions such as attainment of a certain age, taking of an oath, completion of required schooling or trainings, or acquisition of a degree or diploma. But here academic background was one of the major personal aspects of teachers and administrators. It provides confidence to support classroom management, enhances professionalism within individuals and it also supports the abilities to deliver good lectures inside the classroom and manage school properly. Table 9 presents relevant information on the academic backgrounds of the respondents.

Table 9

Respondents' Educational Qualification

Educational Qualification	Teachers			Administrators		
	Private	Public	Total	Private	Public	Total
Under Graduate	11	-	11	-	-	-
Graduate	104	15	119	21	3	24
Above Graduate	101	15	116	15	3	18
Total	216	30	246	36	6	42

Out of 216 respondents 104 (48.2%) were graduate private school teachers and out of 30 respondents 15(50%) were graduate public school teachers similarly out of 36, 21(58.33%) private school administrators and out of 6, 3(50%) public school administrator show there is a majority of graduate teachers and administrators in secondary schools. Similarly there were 47.15% above graduate teachers and 42.86% above graduate administrators and 4.47% under graduate private teachers in the secondary level.

While comparing educational qualification of the teachers and administrators, the majority of teachers and administrators were graduates. Surprisingly there were equal number of graduates and above graduate teachers and administrators in public schools. The teachers and administrators of public schools were found to be more qualified than private school teachers and administrators. But still there were undergraduate teachers teaching secondary level students of private schools, violating the law of ministry of education (MOE) because undergraduate teachers were less qualified for the secondary level. Table 9 (Appendix D) has detailed information on educational qualification with percentage.

Respondents' Experience

An experienced teacher and administrator had enough experience to call him or her a successful teacher and administrator. This personal quality of experiences was very much important to foster self reliance and decrease conflict within and among co-workers. Table 10 presents detail information on respondents working experience as teachers and administrators in secondary schools.

Table 10

Respondents' Experience

Experience	Teachers			Administrators		
	Private	Public	Total	Private	Public	Total
Less than 5 Years	82	4	86	3	-	3
5 to 10 Years	74	2	76	15	-	15
More than 10 Years	60	24	84	18	6	24
Total	216	30	246	36	6	42

The majority of teachers and administrators in private and public schools had above 5 years of experience. Among them, (80%) public school teachers and all the administrators of public school were highly experienced than private school teachers

and administrators. There were few public school teachers having less than 5 years experienced.

One third of private school teachers were less experienced but public school teachers were highly experienced. The majority of administrators on both types of schools were highly experienced. Nominal numbers of administrators of private schools were under 5 years of experience. Table 10 (Appendix D) has detailed information of levels of experience of teachers with percentages.

Respondents' Training Background

Trainings provide teaching competences to the teachers and management competencies to the administrators. A teacher or administrator is able to do justice to all the requirements of the school management and students if s/he is trained. As per the requirement of the teaching profession as well as world practices, all teachers and administrators are supposed to be trained. However, there is still big room for improvement in relation to the training of teachers in the context of Nepal. Table 11 presents information pertaining to cross-tabulation of teachers' and administrators' training status.

Table 11

Respondents' Training Background

Training Status	Teachers			Administrators		
	Private	Public	Total	Private	Public	Total
	N	N	N	N	N	N
Untrained	145	10	155	19	-	19
Trained	71	20	91	17	6	23
Total	216	30	246	36	6	42

There were 91(36.99%) teachers and 23 (54.76%) trained administrators in secondary schools. Among them all the administrators of public school were trained

but only 47.22% administrators of private school were untrained. Less number of teachers of private school had training but the majority of teachers in public school were trained.

Public schools were rich with trained teachers and administrators but the ratio was less in private schools. Administrators training status was higher in both private and public schools. Table 11 (Appendix D) has information on training background of teachers and administrators in detail with percentage.

Respondents' Yearly Income

Income means 'income amount' teachers and administrators earn, derive or receive from the school where they work; or a periodical payment or benefit they receive as a gift or allowance against their contribution in the same school organization in this research. Table 12 presents detailed information on respondent's yearly income.

Table 12

Respondents' Yearly Income

	Teachers			Administrators		
	Private	Public	Total	Private	Public	Total
Less than 100	46	1	47	1	-	1
100 to 160	94	11	105	2	1	3
160 to 210	54	15	69	19	2	21
Above 210	22	3	25	14	3	17
Total	216	30	246	36	6	42

All Rs. are in '000'

The average salary of secondary level teachers was 100 to 160 thousands rupees whereas the average administrator's salary was 100 to 160 thousands rupees per year. In private schools the majority of teachers were having 100

to 160 thousands, but the majority of public schools teachers were having 100 to 160 thousands rupees. Similarly the majority of private school administrators were getting 160 to 210 thousand but the majority of public school administrators were getting above 210 thousands annually.

The private school teachers and administrators were working for less salary than public school teachers and administrators. Table 12 (Appendix D) has detailed information on the annual income of teachers and administrators.

Level of Conflict

The main aim of this study was to assess the existing level of conflict within teachers', administrators' and school. In this study, the level of conflict was assessed by the help of the sum scores of all the respondents. 29 questions, structured in Likert's rating scale with scores ranging from 5 through 1 were asked to find out overall level of conflict. Question no 1 to 10 were related with Intrapersonal conflict, 11 to 21 were related with Interpersonal conflict, 22 to 28 were related with Group conflict and all the 29 questions mentioned above were related with overall school organisational conflict. The mechanism for deducting level of conflict has already been discussed in chapter three (pp. 43-59).

Level of Intra-personal or Individual Conflict

Intrapersonal conflict is a stage where conflict goes on in someone's head and concerns different methods of achieving a proposed outcome. According to Kroon (1991), Conflict within an individual can indicate the presence of simultaneous, opposing, divergent and conflicting ideas, feelings and activities. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, depression and insomnia.

The intrapersonal conflict was levelled on the basis of sum score obtained from the questionnaire. These levels were categorized as sum score of 10 questions from

question number 1 to 10 which was already been discussed in chapter three. Table13 describes the level of intra-personal or individual conflict within administrators and teachers.

Table13

Level of Intrapersonal or Individual Conflict

Category Based on Intrapersonal score		Teachers		Administrator	
		N	%	N	%
Level 3	10- 20	6	2.4	0	0
Level 2	21 - 30	113	45.9	16	38.1
Level 1	31 - 40	108	43.9	21	50.0
Ideal Level	40 - 50	19	7.7	5	11.9
Total		246	100.0	42	100.0

Out of 42 administrators',21(50%) of them were in level 1 (initial level)which talks about initial level of dissatisfaction and tensed situation from where conflict begins in individuals. In the same level, there were 43.9% teachers who were little less than half of the participated teachers. 113 (45.9%) teachers and 16 (38.1%) administrators were in moderate level of conflict (level 2). They were mentally disturbed teachers and administrators in the secondary level. Unfortunately there were some teachers in critical level who were experiencing having excess mental dissatisfaction.

A smaller number of teachers and administrators were only satisfied with their profession. Individually, they were in conflicts of their own. Although it was not a serious problem for the school because these were internal problems of teachers and administrators, if not managed properly, the conflict of individuals may affect the organization in long run. Here, table 14 describes the levels of intrapersonal or individual conflict across the school types.

Table 14

Level of Intra-personal or Individual Conflict Across the School Types

CategoryBased on		Teachers (N=246)		Administrators (N=42)	
Intrapersonal Score		Private	Public	Private	Public
Level 3	10- 20	6	-	-	-
Level 2	21 - 30	104	9	15	1
Level 1	31 - 40	91	17	17	4
Ideal	40 - 50	15	4	4	1
Total		216	30	36	6

The majority of 104 (48.15%) private school teachers and 9 (30%) public school teachers'were in level 2.Private school teachers have more intra-personal conflict rather than public school teachers. Similarly15 (41.67%) administrators of private schools were in level 2 conflict but only 16.67% public school administrators were in the same level had shown more intrapersonal conflict in private school administrators comparing to public school administrators.

The majority of private school teachers had a higher level while public school teachers had lower level of intra-personal conflict. The majority of administrators were in level 1 but the ratio of private school administrators was comparatively more in level 2.Table 14 (Appendix D) has detailed information on intra-personal conflict within teachers and administrators.

Level of Inter-personal Conflict

Inter-personal conflict is most common and visible type of divergence in organisations where people are involved. Inter-personal conflicts in an organisation like a school are often not so visible but exist in the school because "Itoccurs due to personality clashes, communication failures, and perception differences"(Agrawal, 2003,p.420).

There were 11 questions related to interpersonal conflict in the questionnaire. The total sum score of the questionnaire was divided into four levels which has already been discussed in chapter three (pp. 43- 58). The level of interpersonal conflict is presented in the table 15 below.

Table 15

Level of Interpersonal Conflict

Category Based on Inter-personal Score	Score	Teachers		Administrator	
		N	%	N	%
Level 3	11-22	1	0.4	-	-
Level 2	23-33	83	33.7	4	9.5
Level 1	34-44	148	60.2	37	88.1
Ideal Level	45-55	14	5.7	1	2.4
Total		246	100.0	42	100.0

Out of 246 teachers and 42 administrators, there were less teachers and administrators in both ideal and level 3. The highest number of teachers and administrators were in level 1, indicating a low level of dissatisfaction among their coworkers or peers inside the school. There were 33.7% teachers but 9.5% administrators in level 2 indicate a relationship problem between teachers and other stakeholders of the school.

The majority of teachers and administrators do not have a good relationship within and among them. The ratio of level 1 conflict was higher among the administrators than teachers. Teachers were seen to be more open on the matter of their dissatisfaction and conflict among them and with authority as they were in level 2. Table 16 below presents the necessary information regarding levels of conflict across the school types below.

Table 16

Level of Interpersonal Conflict Across the School Types

CategoryBased on Interpersonal Conflict Score	Score	Teachers (N=246)		Administrators (N=42)	
		Private	Public	Private	Public
Level 3	11-22	1	-	-	-
Level 2	23-33	76	7	3	1
Level 1	34-44	127	21	32	5
Ideal Level	45-55	12	2	1	-
Total		216	30	36	6

Although the majority of the teachers and administrators were under level 1, still there were 76 (35.18%) teachers of private school and 7 (23.32%) teachers of public schools were under level 2. Similarly there were nominal numbers of teachers and administrators in the critical level.

Generally public school administrators do not have much burden because most of the academic activities were managed by the government but surprisingly all of them were found to be in different levels of conflict inter-personally. This indicates that administrators of public schools do not have good relationships with their co-workers. The majority of private school teachers and public school administrators in level 2 conflict indicated dissatisfaction with their relationships to others in the school organization where they work. Table 16 (Appendix D) has detailed information on interpersonal conflict within teachers and administrators.

Level of Group Conflict

Involvement of two groups is necessary in group conflict. Members of each group believe their group is right and fight against the demands of the other group. In an organisation “group conflict occurs when management and staff disagree about working conditions, authority and decisions”. According to Swart (2001) this kind of

conflict occurs when management and staff disagree about working conditions, goals, authority and decisions(p.368).Westhuizen (1991) states that this type of conflict can also originate between certain groups in a school or school system, it can occur between members of a certain subject interest group. In our school organisations there are groups of different levels (primary teachers, lower secondary teachers and secondary teachers), different departments (maths, science, English, Nepali etc.) and groups of administrators (principal, vice principal, school manager, director, coordinator etc.)

To find out the level of teachers and administrators group conflict, the sum score of 8 questions were computed based on the responses of respondents. The total sum scores of the questionnaire were divided into different levels which was already been discussed in chapter three (pp. 43-59). The Overall level of group conflict is presented in table 17.

Table17

Group Conflict

CategoryBased on Group Conflict Score	Score	Teachers		Administrator	
		N	%	N	%
Level 3	8-16	38	15.4	5	11.9
Level 2	17-24	119	48.4	7	16.7
Level 1	25-32	75	30.5	22	52.4
Ideal Level	33-40	14	5.7	8	19.0
Total		246	100.0	42	100.0

Out of 246 respondents, there were 119 (48.4%) and 75 (30.5%) teachers in level 2 and level 1 respectively. Similarly out of 42 administrators, there were 22 (52.4%) and 7 (16.7%) administrator in the same levels respectively. Although less number of teachers and administrators were in the ideal level and level 3, but 119

(48.4%) teachers in 2nd level shows the possibility of an upcoming conflicting situation and threat for the school zone.

The majority of teachers were higher levels of group conflict, but surprisingly administrators were in lower levels of conflict. Group conflict of teachers was more critical than administrators. If group conflict within groups in schools is not handled properly, this will easily create the critical problem to the school zone in future. The Overall level of intergroup conflict across the school types is presented in the table 18 below.

Table 18

Level of Group Conflict Across the School Types

Category Based on Group Conflict Score	Score	Teachers (N=246)		Administrators (N=42)	
		Private	Public	Private	Public
Level 3	8-16	36	2	5	-
Level 2	17-24	107	12	6	1
Level 1	25-32	63	12	19	3
Ideal Level	33-40	10	4	6	2
Total		216	30	36	6

Out of 216 private school teachers 36 (16.67%) were in level 3 and 107 (49.54%) were in level 2. These results show the conflicting mentality of the teachers in private schools. The ratio was a little less in the public school teachers. Similarly, the percentage of private school administrators was in the highest level rather than public school administrators.

There was group conflict in both public and private schools. Conflict of private school teachers and administrators was at a higher level but the case of public school teachers and administrators was just the opposite. Teachers of different teaching levels do not have cooperation among them and teachers and management do

not have a good relationship inside of the school. The conflict among groups in private schools was at a more critical level than public schools. Table 18 (Appendix D) has detailed information on group conflict within teachers and administrators percentage.

Level of Organizational or School Conflict

According to Joseph (1996) Organisational conflict includes all types of conflict occurring within an organisation. In this research intra-personal conflict, inter-personal conflict and group conflict were calculated together to find out the level of school organisational conflict. For that purpose the sum score of 29 questions were used. Total sum scores of the questionnaire were divided into four levels which has already been discussed in chapter three. The Overall level of school organisational conflict was presented on the table 19 from ideal level to level three.

Table 19

Overall Level of Conflict

Category Based on Overall Conflict Score	score	Teachers		Administrator	
		N	%	N	%
Level 2	59-87	116	47.2	9	21.4
Level 1	88-116	120	48.8	33	78.6
Ideal Level	116-145	10	4.1	0	0
Total		246	100.0	42	100.0

There was no level 3 conflict in the schools of Lalitpur metropolitan city, which is the critical level of conflict. Level 2 conflict produces strain, discomfort, pain or emotional unhappiness in the parties which was 47.2% in teachers and 21.4% in administrators out of 246 teachers and 42 administrators. Level 1 conflict is the unseen conflict where persons feel uncomfortable due to personal and working

environment of the school which was 48.8% in teachers' and 78.6% in administrators, and there were very few teachers who were in ideal level.

There was conflict in the secondary schools of Lalitpur metropolitan city within and among teachers and administrators. Teachers' conflict was more visible and more critical but there was hidden conflict in the majority of the administrators as it was in initial level. Table 20 shows levels of school conflict across the school types.

Table 20

Overall Level of Conflict Across the School Types

Category Based on		Teachers (N=246)		Administrators (N=42)	
Overall Conflict Score		Private	Public	Private	Public
Level 2	59-87	108	8	8	1
Level 1	88-116	100	20	28	5
Ideal Level	117-145	8	2	-	-
Total		216	30	36	6

Out of 216 private school teachers and 30 public school teachers, the majority of them were in level 2 and level 1 respectively. Out of 6 administrators and 30 teachers of public school, there were 5 (88.33%) administrators and 20 (66.67%) teachers in level 1.

The overall level of conflict showed the presence of conflict in both the public as well as private school of Lalitpur metropolitan city. The majority of administrators of private and public schools in level 1 conflict shows initial conflict in the school from the side of administrators. And the majority of private school teachers in level 2 showed higher level of conflict in private schools than public schools.

According to researchers low level (level 1) and critical level (level 3) conflict decrease the performance of the individuals but optimal level (level 2) conflict always bring changes in the organisation. It can be said that teachers of private schools

were in the process of change and were able to bring changes, but that the majority of administrators and teachers of public schools were not ready to bring about changes within the school organisations.

Influence of School Environment Variables on Conflict

Different factors inside the school like Remuneration and facilities, autonomy and responsibilities, professional respect etc. are the driving forces for job satisfaction among teachers and administrators in the context of Nepal. The status of teachers and administrators' conflict in respect with these selected components taken into account of this study - work and working conditions, salary and benefits, autonomy and responsibility, professional development and support, work relation and leaders behaviour - were grouped into six major components. The overall assessment has been crafted according to the respondent's sum scores under four levels of conflict discussed in chapter three (pp.43-58). Table 21 explains schools' environmental factors and its influence on conflict.

Table 21

Conflict due to School Environment Factor

School Environment Variables	Category Based on School Environment Score				
	Post	Ideal level	Level 1	Level 2	Level 3
Remuneration and Facility	Tea.	3	42	92	109
	Adm.	-	5	28	9
Work and Working Condition	Tea.	28	95	101	22
	Adm.	4	26	11	1
Leader's Behavior	Tea.	15	90	98	43
	Adm.	5	22	9	6
Work Relation and Communication	Tea.	26	110	97	13
	Adm.	3	26	12	1
Autonomy and Responsibility	Tea.	25	91	90	40
	Adm.	6	18	15	3
Professional Respect	Tea.	26	110	100	10
	Adm.	12	19	11	-

Tea. = Teachers, Adm. = Administrators

Out of total respondent teachers (N=246), the majority of teachers 109 (44.3%) were in the critical level (level 3) and 92 (37.4%) of them were in moderate level (level 2). Similarly, out of 42 administrators there were 28 (66.7%) administrators in level 2 and 9 (21.4%) of them were in level 3 under remuneration and facilities, which means teachers and administrators were not fully satisfied from the remuneration and facilities of schools where they work. This can also be said that insufficient remuneration was one of the causes of conflict among and within individuals working inside the schools zone.

The majority of teachers were in higher levels of conflict and administrators were in initial level of conflict. 95 (38.6%) of teachers in level 1 and 11, and (26.2%) teachers in level 2 in work and working condition, shows teacher dissatisfaction towards work and working condition. The majority of teachers in level 2 and administrators in level 1, with respect to work and working conditions, show dissatisfaction towards work and working condition of school.

Out of 246 teachers, 98 (39.8%) in level 2 and 43 (17.5%) in level 3 shows conflict created by the behavior of leaders. These same conditions were seen on the side of administrators. Administrators were also dissatisfied with the behavior of their bosses which shows that both teachers and administrators of schools were not satisfied with the behavior of their leaders.

110 (44.7%) teachers and 26 (61.9%) administrators were in level 1 conflict. Similarly, 97 (39.4%) teachers and 12 (28.6%) administrators were in level 2, but only a nominal number of teachers and administrators were in the ideal level, with respect to work relations and communication. From the data mentioned above, it can be said that work relations and communication is one of the factors creating conflict inside the school zone.

There were (N=40) 16.3% and (N=90) 36.6%, teachers in level 3 and level 2 respectively. Similarly, there were (N=3) 7.1% and (N=15) 35.7% administrators in level 3 and level 2, with respect to autonomy and responsibility. Most of the respondents' teachers and administrators were in Level 1, the initial level of conflict, but still there were huge numbers of teachers and administrators who were not satisfied with the autonomy given by schools and the responsibilities assigned by the schools internally.

Out of 246 participants teachers N=110 (44.7%) were in level 1, N=100 (40.7%) were in level 2. Similarly out of 42 administrators N=19 (45.2%) in level 1, N=11 (26.2%) in level 2 and N=12 (28.6%) in ideal level conflict due to professional respect shows the existence of conflicts in the schools due to professional respect. The percentage of administrators in the ideal level was more than teachers which signifies that the administrators were more satisfied than teachers with professional respect, which might be due to the level of their post.

From table 21 above, remuneration and facilities, work and working condition, leader's behavior, work relation and communication, autonomy and responsibility and professional respect were found highly responsible to create conflict inside the school zone. Table 21 (Appendix D) has detailed information with percentage on conflict due to school environment factors.

Influence of Individual Variables on Conflict

This study had also attempted to examine the influence of personal characteristics. These characteristics included gender, marital status, educational qualification, experiences, training status and yearly income of the teachers and administrators. The following sub-sections present the information on each of the characteristic elements.

Gender and Conflict

Among various personal characteristics, gender was considered as one of the influencing variables for the overall status of teacher administrator's conflict. Table 22 shows the present study-based information on it.

Table 22

Gender and Conflict

Category Based on Overall Conflict Score	Score	Teachers		Administrators	
		Male	Female	Male	Female
Level 2	59-87	108	8	8	1
Level 1	88-116	101	19	24	9
Ideal Level	116-145	8	2	0	0
Total		217	29	32	10

Since there was no critical level conflict, level 3 was not mentioned in table 22. Out of 217 male teachers, (N=108) 49.77% and out of 29 female teachers, (N=8) 27.58% were in level 2. Similarly 46.54% male and 65.52% female teachers were in level 1 conflict.

The entire table above shows quite similar results among males and females, but a higher percentage of males in both teachers and administrators shows that the conflicted state of males was higher rather than females in the overall level of conflict.

A t-test was used to ensure whether the mean score of the gender within groups of male and females had a significant relationship or not. Table 23 presents the necessary information.

Table 23

Conflict within Gender (t-test)

Post	Gender	N	Mean	df	t	Sig.
Administrators	Male	32	97.91	40	-0.109	0.418
	Female	10	98.40			
Teachers	Male	217	88.86	244	-2.876	0.979
	Female	29	96.66			

Since the p value of teachers and administrators was greater than 0.05, which shows significantly equal mean scores between the male and female teachers and administrators this means that there was no significant relationship between the level of conflict and the gender of teachers and administrators in secondary schools.

Marital Status and Conflict

A respondents' marital status was one of the influencing variables for conflict between teachers and administrators relating to personal characteristics. Table 24 shows the present study-based information on it.

Table 24

Marital Status and Conflict

Category Based on		Married		Unmarried	
Overall Conflict Score		Teachers	Adm.	Teachers	Adm.
Level 2	59-87	78	7	38	2
Level 1	88-116	76	26	44	7
Ideal Level	116-145	7	-	3	-
Total		161	33	85	9

Adm. = Administrators

N=78(48.45%) married teachers and N=38 (44.71) unmarried teachers were in level 2. Similarly N=76 (47.20%) married and N=44 (51.76%)unmarried teachers wear in level 1. These findings show a similar level of conflict in both married and unmarried teachers, but the ratio of married teacher was higher than unmarried. There were fewer differences in the level of conflict among married and unmarried administrators, but there were more administrators in level 1 rather than level 2.

A t-test was used to ensure whether the mean score of the marital status within groups of married and unmarried showed a significant relationship between these groups or not. Table 25 presents the necessary information produced by the t-test.

Table 25

Conflict within Marital Status (t-test)

Post	Gender	N	Mean	df	T	Sig.
Administrators	Married	33	98.48	40	0.460	0.527
	Unmarried	9	96.33			
Teachers	Married	161	89.72	244	0.078	0.878
	Unmarried	85	89.88			

Since the p value of teachers and administrators was greater than 0.05, the mean scores between the married and unmarried administrators and teachers were significantly equal, which means that marital status does not affect the level of conflict at 0.05 significance. This means that the marital status of teachers and administrators is not responsible for the level of conflict felt by teachers and administrators.

Qualification and Conflict

Academic background is one of the major personal characteristic for teachers and administrators. It provides confidence to support classroom management and enhances professionalism, and it also always supports the delivery of good lectures inside of the classroom and proper school management. Here, in the table 26, is the detailed information regarding the relationship between the level of qualification and level of conflict below.

Table 26

Educational Qualification of Teachers and Conflict

Category Based on		Under Graduate		Graduate		Above Graduate	
Overall Conflict Score		N	%	N	%	N	%
Level 2	59-87	4	36.4	54	45.38	58	50.00
Level 1	88-116	7	63.6	60	50.42	53	45.69
Ideal Level	116-145	-	-	5	4.20	5	4.31
Total		11	100.0	119	100.0	116	100.0

The majority of undergraduate (63.6%) and graduate (45.38%) teachers were in level 1 conflict, but the majority of above graduate (50%) teachers were in level 2 conflict. The percentage of level 2 conflict increased as qualification increased, and level 1 conflict decreased as educational qualification decreased as shown in table 26.

From this information, it can be determined that the qualification of teachers has a positive relationship with level 2 conflict, and a negative relationship with level 1 conflict.

ANOVA was used to ensure whether the mean scores of the educational qualification within groups of under graduate, graduate and above graduate teachers had significant relationships. Table 27 presents necessary information.

Table 27

Conflict Within Academic Qualification of Teachers (ANOVA test)

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	109.110	2	54.555	.280	.756
Within Groups	47341.593	243	194.821		
Total	47450.703	245			

The P value of teachers was 0.756 which was higher than significance level 0.05 which shows no differences among mean value of all the groups of academic qualification of teachers; therefore there was no relationship between teachers' academic qualification and level of conflict perceived by them at 0.05 level of significance. This means that the educational qualification of teachers does not make a difference in the level of conflict felt by them in the school zone.

Table 28 presents necessary information regarding the educational qualification of administrators and conflict.

Table 28

Educational Qualification of Administrators and Conflict

Category Based on		Graduate		Above Graduate	
Overall Conflict Score		N	%	N	%
Level 2	59-87	5	20.83	4	22.22
Level 1	88-116	19	79.17	14	77.78
Total		24	100.0	18	100.0

Since the percentage of level 2 conflict increased as qualification increases and level 1 conflict decreased as educational qualification decreased in table 28 it can be said that level of conflict has a positive relationship with level 2 conflict and a negative relationship with level 1 conflict, but the percentage of the increment is nominal.

Table 28 explains that the percentage and level of conflict increases according to educational qualifications. A higher qualification level may give a human being the confidence to fight inequality. In short, it can be said that highly qualified teachers and administrators are facing higher levels of conflict than those who have less educational qualification.

A t- test was used to ensure whether the mean scores of the educational qualification within groups of graduate and above graduate administrators had a significant relationship. Table 29 presents the necessary information resulting from this t-test.

Table 29

Conflict Within Academic Qualifications of Administrators (t-test)

Qualification	N	Mean	SD	df	t	Sig.
Bachelor	24	98.33	10.433	40	0.186	0.167
Above Bachelor	18	97.61	14.761			

The calculated 'p' value of administrators was 0.167 which was greater than 0.05 significance which shows there was no association between educational qualification of administrators when the level of conflict was measured at 0.05 significance. This means that the educational qualification of administrators was not responsible for the level of conflict felt by them in school zone.

Experience and Conflict

Experience is one of the factors which provide professionalism in teaching and managing schools. Experienced teachers and administrators are the assets of any school organisations because they use their past experiences to cope with present situations. Table 30 shows the present study-based information on experience and conflict.

Table 30

Teachers Experience and Conflict

CategoryBased on		1 to 5 years		5 to 10 years		Above 10 years	
Overall Conflict Score		N	%	N	%	N	%
Level 2	59-87	40	46.51	40	52.63	36	42.86
Level 1	88-116	43	50.0	33	43.42	44	52.38
Ideal Level	116-145	3	3.49	3	3.95	4	4.76
Total		86	100.0	76	100.0	84	100.0

The majority (52.63%) of teachers in level 2 with under5 to 10 years experience,were feeling more conflict than other groups. But the percentage of this group is slightly more than other groups.

Table 31 shows the present study-based information onthe experience of administrators and conflict.

Table 31

Administrators Experience and Conflict

CategoryBased on		1 to 5 years		5 to 10 years		Above 10 years	
Overall Conflict Score		N	%	N	%	N	%
Level 2	59-87	1	33.33	5	33.33	3	12.5
Level 1	88-116	2	66.67	10	66.67	21	87.5
Total		3	100.0	15	100.0	24	100.0

There was no difference in the level of conflict experienced by those with administrators less than 5 years and those with of 5 to 10 years experience. Both groupshad same level of conflict which was the initial level (level 1) 66.67% and the remaining administrators were in the moderate level of conflict (level 2). But administrators having more than 10 years of experience were less common to be in higher levels of conflictswhich might be a result of having become habituated to their professions, they do not want to show their aggression to others.

ANOVA was used to ensure whether the mean score of differentlevel of experience had a significant relationship. Table 32 presents the necessary information about conflict within teachers as related to their level of experience.

Table 32

Conflict Within Teachers Experiences (ANOVA)

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	902.688	2	451.344	2.356	.097
Within Groups	46548.016	243	191.556		
Total	47450.703	245			

The calculated 'p' valueof teachers 0.097wasgreater than the significance level 0.05. This shows that there was no significant difference between the levels of experience of teachers with level of conflict in 0.05significance. This means that there was no association between how experience teachers were andthe conflict felt by the teachers in school. The relationship between administrators experience and conflict, as assessed through ANOVA is presented in the table 33.

Table 33

Conflict Within Experience of Administrators (ANOVA)

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	904.418	2	452.209	3.322	.047
Within Groups	5308.558	39	136.117		
Total	6212.976	41			

In table 33, the calculated p value of administrators was 0.047, which was smaller than the significance level 0.05. There was an insignificant difference between experience and level of conflict in 0.05 significance. This means that the experience of administrators has a negative relationship with the conflict felt by them.

Training Status and Conflict

An organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill is known as training. Let us see the relationship between training status and level of conflict which is given in table 34 below.

Table 34

Training Status and Conflict

Category Based on Overall Conflict Score		Untrained		Trained	
		T	A	T	A
Level 2	59-87	73	3	47	6
Level 1	88-116	76	16	44	17
Ideal Level	116-145	6	-	4	-
Total		155	19	91	23

T = teachers, A = administrators

There were 47.10% untrained teachers and 15.79% untrained administrators in level 2 conflict. Similarly, there were 51.65% trained teachers and 35.71% trained administrators in level 2. Similarly, there were 49.03% and 84.21% untrained teachers

and administrators in level 1 respectively. On the trained side there were 48.35% teachers and 64.29% administrators in level 1.

According to the table 34, percentages of untrained teachers were higher than trained teachers. On the administrator side, more trained administrators were in a conflicted state.

A t-test was used to ensure whether the mean scores of the training status within groups of trained and untrained teachers had a significant relationship. Table 35 presents the necessary information.

Table 35

Conflict Within Training Status

Post	Gender	N	Mean	df	t	Sig.
Administrators	Trained	19	96.58	40	-0.687	.761
	Untrained	23	99.22			
Teachers	Trained	155	89.33	244	-0.657	.157
	Untrained	91	90.54			

Since the p value of administrators and teachers was greater than 0.05 in both cases, the conflict between trained and untrained teachers and administrators was shown to be significantly equal at 0.05 significance which means that the training status of teachers and administrators does not affect the level of conflict at 0.05 significance. This means that the training status of teachers and administrators does not have any relationship with the level of conflict felt by them in the school zone.

Income Status and Conflict

Income status plays a very important role in society. This is one of the major factors to determine the status of the person in society. The teaching profession is taken as a low level income generating profession, this is the reason that the

majority of people do not give emphasis to this profession, rather than others which are higher paid, like doctors, pilots etc. the relationship between income status and conflict is presented in table 36 below.

Table 36

Income Status and Conflict

Category Rs. (in Lakhs)	Teachers (N=246)			Administrators (N=42)	
	Ideal Level	Level 1	Level 2	Level 1	Level 2
<1	3	24	20	1	-
1 to 1.6	3	52	50	3	-
1.6 to 2.1	2	32	35	16	5
2.1 <	2	12	11	13	4
Total	10	120	116	33	9

According to the table, 36 teachers having 1 to 1.60 lakhs yearly income had higher levels of conflict. Similarly, the administrators had a higher level of conflict within the group of 1.6 to 2.1 lakhs which was the minimum salary level mentioned by most of the administrators.

ANOVA was used to ensure whether the mean scores of income status of the teachers and administrators within groups of less than 1 lakhs, 1 lakhs to 1.6 lakhs, 1.6 lakhs to 2.1 lakhs and above 2.1 lakhs had a significant relationship. Table 37 presents the necessary information.

Table 37

Conflict Within Teachers Income (ANOVA)

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	890.71	3	296.902	1.543	.204
Within Groups	46559.99	242	192.397		
Total	47450.70	245			

The calculated 'p' value of teachers was 0.204, greater than significance level 0.05. This shows that, there was no significant difference between the income of teachers and the level of conflict at significance of 0.05. This means that the yearly income of teachers does not have any relationship with level of conflict felt by them in the school zone. Table 38 presents the necessary information regarding conflict in relation to administrators' yearly income.

Table 38

Conflict Within Administrators Income

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	237.716	3	79.239	.504	.682
Within Groups	5975.261	38	157.244		
Total	6212.976	41			

The calculated 'p' value of administrators was 0.682 which was greater than 0.05, which also shows no significant difference between yearly income and conflict of administrators at 0.05 significance. This means that the yearly income of the administrators was not responsible to the level of conflict felt by them in school zone.

Causes of Conflict

Opinions differ as personality differs. As different teachers and administrators have perceived different causes and they have provided various conflict minimization strategies as well under the fixed criteria mentioned in the questionnaire. This section presents the detailed information on problems causing conflict in the work place as perceived by the respondents. Questionnaire was given in the Likerts' scale from 1 to 5. The teachers and administrators rate the causes of conflict and lists of major distinct causes were identified. Table 39 presents the information on problems causing conflicts among teachers and administrators.

Table 39

Problems Causing Conflict in School

Problem Areas	Teachers (N=246)			Administrators (N=42)		
	Private	Public	Total	Private	Public	Total
Remuneration and Facilities	213	30	243	36	6	42
Work and Working Condition	194	24	218	33	5	38
Leader's Behavior	204	27	231	31	6	37
Work Relation and Communication	197	23	220	34	5	39
Autonomy and Responsibility	197	24	221	31	5	36
Professional Respect	198	22	220	24	6	30

As presented in table 39 above, many factors were cited as the causes of conflict in the school. Remuneration and facilities was rated highest by most of the teachers and administrators, making remuneration and facilities the top causes of conflict in schools. The second highest problem area to create conflict was leaders' behavior for the teachers and work relation and communication for the administrators. Issues related with autonomy and responsibility were considered to be the third main cause of conflict from the teachers perspective and work and working condition for the administrators. Other factors like work relations and communication, professional respect and work and working conditions were identified as other causes of conflict for teachers in the descending order. Behavior, autonomy and responsibility and professional respect in the descending order are the major causes of conflict from the perspective of the administrators in the schools of Lalitpur metropolitan city.

Conflict Handling Style

Different conflict management seminars have demonstrated that educators and learners in organisation can quickly learn to use effective conflict management skills

when they are given an opportunity to practice such skills."The acquisition of conflict management skills empowers individuals to take responsibility for their own conflicts and for the resolution of those conflicts" (Warters, 2004 as cited in Warioba, 2008). So the stakeholders of schools, such as administrators and principals can no longer ignore conflict and should make provisions for handling and solving conflict within the school compound. For this propose this researcher prepared a questionnaire using the Likert's scale. Table 40 present the necessary information regarding this.

Table 40

Conflict Handling Style Preferred by Teachers and Administrators

	Teachers		Administrators	
	Mean	S.D.	Mean	S.D.
Competing	29.12	4.33	27.90	4.58
Avoiding	29.28	3.58	29.93	3.83
Compromising	30.09	4.05	29.79	5.17

According to table 40, the mean score of teachers on competing is 29.12, in avoiding 29.28 and on compromising 30.09. Similarly the mean score of administrators on competing is 27.90, on avoiding 29.93 and on compromising 29.79.

The highest mean score of teachers was 30.09, which was in the compromising technique and the highest mean score of administrators was 29.93, which was in avoiding techniques. This mean score represents that teachers desire to generally manage conflict through compromising techniques but administrators like to employ avoiding techniques to manage conflict. Administrators assumed that if the situation is ignored, the conflict may resolve itself without requiring any personal involvement. Table 41 given below shows the conflict minimization techniques rated by the school types.

Table 41

Conflict Handling Style Across the Schooltype

	Teachers (N=246)			Administrators (N=42)		
	Private	Public	Total	Private	Public	Total
Computing	144	8	152	24	1	25
Avoiding	153	25	178	30	5	35
Compromising	197	27	224	31	4	35

Out of 246 teachers and 42 administrators, 152 teachers and 15 administrators prefer the compromising technique to minimize conflict within the school. Among them, private school administrators prefer avoiding and compromising, public school administrators prefer avoiding, private and public school teachers prefer compromising technique. But still, there are teachers who prefer other techniques rather than avoiding and compromising.

Although the compromising technique was preferred by the majority of teachers and administrators, the same teachers and administrators also prefer other strategies to use in times of conflict, according to the situation. The mean scores between different conflict management styles were very close to each other which also indicate that the teachers and administrators do not have a fixed style of handling conflict or are using trial and error while handling conflict in the work place.

Chapter Summary

As one of the main parts of this study, detailed information on data presentation and analysis have been discussed in this chapter following a sequential flow of predetermined research questions. Next chapter concludes the study report by presenting the summary of the overall study, findings, discussions, conclusions and recommendations on the basis of the present study's findings.

CHAPTER V

FINDINGS, SUMMARY, CONCLUSIONS AND IMPLICATIONS

Overview of the Chapter

This is the final chapter of the study report which is presented in five distinctive sections. The sections are presented in the following thematic sequential order: a) Summary of the overall study, b) findings of the research, c) discussions on findings, d) conclusions and e) implications for teachers, administrators, policy makers as well as further researchers in the field of conflict management in schools.

Summary of the Study

This study was primarily designed to study the level of conflict within and among teachers and administrators of the secondary level in private and public secondary schools of Lalitpur metropolitan city.

This study has considered a number of teachers' and administrators' personal factors as well as school environment related factors, as the governing aspects of the study on conflict.

The study utilized scientific research as it has attempted to conform best to maintaining relevance, design, instrumentation, testing, sampling decisions as well as data collection, processing, presentation and analysis using appropriate statistical tools and tests of significances where necessary.

Information both from the primary as well as secondary sources were used for the successful completion of this study. A review of necessary literature from theoretical perspectives served the purpose of collecting necessary information from secondary sources. Similarly, the survey research administered to secondary level

school teachers and administrators was useful for the purpose of collecting information from primary sources.

This study was made using stratified random sampling while sampling teachers from the total population and simple random sampling technique to choose teachers from the particular sampled school. In the data collection process, the researcher himself collected all the data personally from June to November 2011 in Lalitpur metropolitan city. A self designed and pre tested valid and reliable set of questionnaire in English as well as in Nepali were used as the only instrument for data collection by the help of experts. Likert rating scale was used to segregate levels of conflict into four main levels of intrapersonal, interpersonal, group and overall level of school conflict. The obtained data was analyzed using a popular software program Statistical Package for Social Sciences (SPSS) and interpreted.

Primarily, the assessment of the level of conflict was done in respect with 6 personal characteristics and 6 school environmental variables. In addition to this, the respondents' perception on major problems causing conflict and conflict minimization strategies were also observed.

The mechanism for deduction of the level of conflict was generated by the researcher himself as suggested by Sigford (1998); Robbins, Coulter & Vohra (2010), and Tear fund roots resources (2003). The new mechanism developed with the help of experts interprets the overall conflict in four levels i.e. Ideal level (no conflict), level 1 (initial/low level), level 2 (moderate level) and level 3 (critical level) with the level of severity in ascending order.

This research result discovered that the overall level of conflict felt by the Nepalese school teachers was level 2 (moderate level) and administrators was level 1 (initial level). The majority of teachers were found to be in the (moderate level) of

conflict but administrators were found to be in the lower level of (level 1) conflict with respect to group conflict. Remuneration and facilities was the main causes of conflict in the school zone where there were no fixed conflict handling methods used by teachers and administrators so that they were using trial and error strategies to solve conflict from the work place.

Summary of Findings

On the basis of overall data presentation and analysis of sampled schools of Lalitpur metropolitan city, the following summary of findings was drawn:

- Teachers and administrators were in conflict intra-personally. This result indicates dissatisfaction of individual teachers and administrators due to personal as well as environmental variables in schools.
- It was found that private school teachers were experiencing higher levels of conflict, than public school teachers in intrapersonal, interpersonal, group and school organisational conflicts. This indicates that environmental variables such as remuneration and facilities, work and working condition, leader's behavior, work relation and communication, autonomy and responsibility and professional respect of public schools etc. were found to be better in public schools compared to private secondary schools.
- Private school administrators were in higher level of intrapersonal and group conflict but were less likely to experience interpersonal conflict. This indicates the high mental pressure on private school administrators in their job and also shows that they are likely to feel more dissatisfaction towards a group of teachers than towards individual teachers.
- The majority of teachers do not have good relationships with others working in the same school organization. Administrators did not want to show their

conflict, although they were in a conflicted state. Teachers were more forthcoming and open on the matter of their dissatisfaction in the school zone.

- There was group conflict in both public and private schools. Conflict levels of private school teachers and administrators were measured to be higher. In the case of public school teachers and administrators, the findings were just opposite. The level of group conflict in teachers was at a more critical stage than among administrators.
- Generally, public school administrators do not have too much responsibilities because most of the things are managed by the government, but still teachers and administrators are not satisfied by the school environment.
- In both public and private schools, teachers do not have good relationships with teachers of different departments and levels, and administrators do not have good relationships with teachers inside their schools, and overall the degree of conflict is higher in private schools.
- Gender, marital status, qualification, training status and yearly income of the teachers and administrators did not make significant differences in the level of conflict. This finding means that there is no relationship of gender, marital status, qualification, training status and yearly income of teachers and administrators with the level of conflict felt in the work place.
- There was a negative relationship between the experience of administrators and the conflict felt by them, which means that when an individual's experience increases the conflict perceived by them decreases. One of the major reasons behind this was avoiding the conflicting situations by the administrators rather than solving or handling them correctly because of their previous conflict handling experiences.

- Teachers and administrators were not satisfied by their salaries or facilities, work and working conditions, leader's behavior, work relation and communication, autonomy and responsibility and professional respect.
- Teachers and administrators had given more priority to remuneration and facilities for causing conflict and less priority to professional respect among the six areas from school environmental factors.
- Private school administrators preferred avoiding (it is assumed that if the situation is ignored, the conflict may resolve itself without requiring any personal involvement) and compromising technique (solve conflict issues by having each party give up some required outcomes in order to get mutually desired outcomes) to minimise conflict from the school organisation, whereas public school administrators preferred using avoiding techniques. Both private and public school teachers preferred using the compromising technique to minimise conflict within the workplace.
- Although compromising techniques were preferred by most of the teachers and administrators, there were dilemmas among them while choosing conflict management strategies. This can be interpreted to be a result of the fact that they do not have ideas about formal conflict management strategies.

Discussion on Findings

On the basis of comparison between the present study and a number of previous studies and literature, this section proposes a discussion of the study. The present researcher has limited this work by comparing and contrasting the findings of the present study with different experts, researches and literature mentioned in the literature review.

As Agrawal & Bhatnagar (2001) state "Our educational institutions, today, are full of conflicts of various kinds" (p.172) and also he has identified that the most important sources of conflict are issues dealing with facility and remunerations (material gains), power and authority sought, cultural values and beliefs, antagonistic attitudes towards particular persons or groups, control over resources, preferences and nuisances, and the nature of relationships between the parties. The present study also has found various levels of conflicts within and among teachers and administrators and that remuneration and facility, autonomy and responsibility, work and working condition are the most crucial factors resulting in conflict.

Okotoni & Okotoni(2003)'s identified "inter-personal conflicts ranked the highest among the several types of conflicts in school". But this research found that schools have more group conflict rather than inter personal conflict in the context of Nepal.

Work and working condition or types of work and the physical condition of the school were major causes of conflict within and among teachers and administrators in the Nepalese schools, which was similar to the findings in a statement of Achoka (1990), "the structural factors related to the school cause conflict. For instance, the size of the school correlates with the amount of disputes. That is the larger the school, the greater the number of differences and the higher the degree of conflict intensity" (p.40).

Jonkman (2006) tested the conflict management theory of Thomas (1992) and identified that there is conflict in the schools and major reason behind this was misunderstanding, not taking instructions and poor communication. According to Afful & Karki (1999), the greatest source of personal conflict is poor communication.

The present study also has found poor communication to be one of the major factors creating conflict within teachers and administrators.

Balay (2006)'s findings indicated that administrators are more likely to use avoiding and compromising strategies than teachers. Moreover both administrators and teachers at private primary schools tend to use compromising, avoiding and competing behaviours than their colleagues at public schools. A similar result was found in the context of our country. Teachers in Nepal are using compromising and avoiding techniques with greater frequency than other techniques. But, the difference was private school teachers prefer computing technique and compromising while public school teachers prefer compromising and avoiding techniques when handling conflict in the work place.

Among 5 conflict handling strategies prescribed by Thomas (1976), avoiding and compromising strategies were preferred by most of the teachers and administrators in this research but they were using different strategies while managing conflict, similarly to Jonkman (2006)'s and Okotoni & Okotoni (2003)'s analysis, "school administration has been negatively affected, by lack of knowledge of conflict management. There was no fixed approach to the principals and teachers they all preferred all three types of conflict management strategies".

Conclusions

On the basis of the overall study findings, it can be concluded that intrapersonal conflict exists within individuals because of individual differences which are the primary strengths of human beings to be different from each other. Intrapersonal conflict of private school teachers on a moderate level indicates their need for changes and eagerness to move up from their current position. The high level of administrators in the initial level indicates less desire to make changes.

Initial level of interpersonal conflict and critical level of group conflict within and among private school teachers and administrators are not conducive to the progress of the school organization because initial level conflict with other does not bring the feeling of competition among workers, and the critical level of group conflict may bring disaster within the school zone.

Individuals are unique and uniqueness brings conflict in the workplace but this research proves that some individual differences like gender, marital status, training status, yearly income and educational experience of teachers and administrators of secondary school do not affect school organizational conflict.

Physiological need is a basic need of any living person. Remuneration is the foundation for basic needs. In the case of employees in the city areas remuneration is given more priority by teachers and administrators for causing conflict in the school. Similarly work and working condition, leaders' behaviour, work relation and communication, autonomy and responsibility and professional respect were identified as major causes creating conflict in the school zone, where less priority is given to professional respect.

Although the compromising technique was preferred by both teachers and administrators', but most of them use all three techniques in different situations of conflict which shows the predominance of trial and error in managing conflict in the school zone.

Implications

On the basis of overall study findings, discussions and conclusions, the present researcher intends to draw the following implications—

Implications to Teachers, School Management and School zone

Fair reward and punishment systems can boost morale of deserving candidates

and reduce conflict. Active and biasfree administrators and supervisors can help the teachers in all possible ways to reduce conflict generated by the working environment of a school. But for this purpose, school management should develop a proper system for regular appraisal, effective monitoring and constructive feedback to make their school free from critical levels of conflict.

If a teacher involves him or herself in learning/research process, explores and implements the learnt methods to make their classes/teaching interesting, acts like a counselor and builds a better rapport with students, the conflict generated from personal working environment variables can be minimized. For this, the schools must conduct need-assessments, then design suitable trainings, monitor the implementation of the outcomes of these trainings and provide necessary feedback and logistic support as per the needed.

There must be leadership, trustworthiness, and effectiveness. Communication barriers must be identified to minimize the communication gap, both administrators and teachers should try to establish a shared vision and follow the round-table approach to solving problems of their school. The school leadership should be more open and responsible for providing teachers with ample exposure for practical teaching and learning, career development opportunities, added responsibilities and autonomy of teaching methods to minimize conflict in the workplace.

Teachers and administrators should get clear job specifications or descriptions and role definitions at the time of their appointment. Teachers unions should also come to a mutual consensus. Rather than fulfilling the vested interests of some target group, such unions should really work for the welfare of both the institutions and teachers and make school free of conflict. However, the concept of the career ladder is much less present in both private and public schools of Nepal. For private schools, the

school management committee needs to design an effective system of the career ladder, improve monitoring and evaluation to increase internal progress according to the capacity of teachers and in the case of public schools, MOE in coordination with DEO and head-teacher need to do this.

Regular seminars and conferences regarding motivation, refreshment and conflict management should be organized by the school organization from time to time which helps to reduce conflict.

Implications to Policy Makers

The policy makers should emphasize developing instruments to measure levels of school conflict as soon as possible. On the basis of obtained results, the best methods to minimize conflict must be identified and implemented to shift the prevalent critical level of conflict.

The majority of schools in Nepal still offer low wages and facilities to teaching staff despite heavy work load. Job security is always an alarming question for many teachers in private schools. Such insecurity and disparity leads to higher level of dissatisfaction and frustration, which lead teachers into conflict. The government should make strict rules related to minimum wages and other facilities even for private schools.

Conflict management and human relations management should be included in the curriculum for teachers and administrators in training as a way of preparing them for conflict management in school.

Implications to Further Researchers

Further study is required focusing on extended components that may include larger geographic coverage, extended thematic construction, the entire group of stakeholders, and several other personal and professional attributes of the

respondents in order to find out different factors creating conflict and possible means of minimization.

Chapter Summary

The fifth chapter discussed the study in brief. Conclusions of the study were summarized and discussed the findings in Nepalese context with respect to related theories and previous studies. The implications of the study were discussed at the end of the chapter.

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APPENDICES

Appendix: A**English Questionnaire**

Rajendra Dahal, Med student; 2008 Batch; specialization in Educational Management from Kathmandu University School of Education (KUSOED) is conducting research on "conflict management in school". This survey is a part of Med. field research in order to submit to the department of educational management as a partial fulfillment for the master's degree in education. Since the researcher plan to report only aggregate findings in his dissertation, individual responses will remain confidential according to the statistical act 2015.

Family name (last name): Gender/Sex: ☐ Male ☐ Female

Age: years Marital status: ☐ Married ☐ Unmarried

Qualification: ☐ Under graduate ☐ Graduate ☐ Above Graduate

Training status: years Months. Others if any:
.....

Teaching experience: years.

Annual income:

☐ Less than 100,000 ☐ 1,00,000 – 1,60,000
☐ 1,60,000 – 2,10,000 ☐ above 2,10,000

Type of school: ☐ Private ☐ Public

Please rate each item by Circling an Appropriate Number here

1 = strongly disagree, 2 = disagree, 3 = normally disagree, 4 = agree and 5 = strongly agree

S.N.	Particulars	5 points scale				
1.	This job is interesting and challenging for me.	1	2	3	4	5
2.	I have perfect grip on this job.	1	2	3	4	5
3.	I am satisfied with all facilities i.e. monthly salary and yearly increment of this school.	1	2	3	4	5
4.	School management is satisfied with my work.	1	2	3	4	5
5.	I am getting all necessary inputs from my authority & colleagues for doing my job.	1	2	3	4	5
6.	My responsibilities are sufficient and suitable for my training, qualification and capabilities.	1	2	3	4	5
7.	This job is the step to get my ultimate goal.	1	2	3	4	5
8.	Physical and working environment of this school is suitable for my job.	1	2	3	4	5
9.	This school has tradition of recognizing the performance of teacher and there are opportunities available for professional development of teacher.	1	2	3	4	5

10.	There is less pressure in this job.	1	2	3	4	5
11.	I know my all the strengths and weaknesses.	1	2	3	4	5
12.	I never hurt my colleagues and my school management.	1	2	3	4	5
13.	My colleagues share the secrets with me.	1	2	3	4	5
14.	I respect the sentiments of each one with whom I interact.	1	2	3	4	5
15.	My colleagues and school management interact similar at different occasions with me.	1	2	3	4	5
16.	The school family always plays games in different occasions.	1	2	3	4	5
17.	School management do not comment /highlight employs faults in front of others.	1	2	3	4	5
18.	School management try to help employ in supplementing their money income through over time and other allowances.	1	2	3	4	5
19.	School management gives instructions and uses in time and I complete those in time.	1	2	3	4	5
20.	I agree with the evaluation system adopting by the school.	1	2	3	4	5
21.	The reward and punishment criteria are both rational and reasonable.	1	2	3	4	5
22.	Teachers demands for higher salaries and benefit are considered sympathetically by School management.	1	2	3	4	5
23.	School management always motivates teachers and recommends appropriate reward time and again.	1	2	3	4	5
24.	There is no difference in the perception of teachers and school management regarding school goal.	1	2	3	4	5
25.	School management is fully conscious of employs' job needs, training and other facilities to improve efficiency.	1	2	3	4	5
26.	There is free flow of information between teachers and school management.	1	2	3	4	5
27.	School management treats teachers with respect and gives respect on reciprocity and equality basis.	1	2	3	4	5
28.	School management of this school takes any possible step to avoid conflict with the teachers.	1	2	3	4	5
29.	I could not get more payment and benefits if I had other profession.	1	2	3	4	5
30.	I will not quit this profession, if I get chance in other profession with higher salary and benefits.	1	2	3	4	5
31.	I enjoy my job inspite of its repeating nature.	1	2	3	4	5
32.	School management is doing all to make the school as a convenient, safe and pleasant place.	1	2	3	4	5
33.	School authority treats staff fairly and equally.	1	2	3	4	5
34.	School authority is competent in his job.	1	2	3	4	5
35.	School authority provides needed professional help to staffs.	1	2	3	4	5
36.	School authority informs all the policies and formal decisions that will affect employs professional career.	1	2	3	4	5
37.	School authority pays attention to implement the suggestions given by the staffs.	1	2	3	4	5
38.	School management and teachers are helpful and cooperative.	1	2	3	4	5
39.	There is freedom to use my own judgment to do the job.	1	2	3	4	5
40.	I have good relationship with all the teachers and school management.	1	2	3	4	5
41.	I have flexibility in scheduling my own job.	1	2	3	4	5
42.	Longer work in school is generating the more belongingness to the school.	1	2	3	4	5
43.	I will continue this profession till my retirement.	1	2	3	4	5

44.	People with high capacity and qualification do not hesitate to join this profession.	1	2	3	4	5
45.	Teachers of this school feel proud to be part of education program in the community.	1	2	3	4	5

When I Experience a Conflict in the School Where I work, I use the Following Strategies

S.N.	Particulars	5 points scale				
46.	I usually become rigid to follow my goals.	1	2	3	4	5
47.	I try to win my position in difficult situation.	1	2	3	4	5
48.	I usually maintain my point of view.	1	2	3	4	5
49.	I impose my own point of view.	1	2	3	4	5
50.	I always want a direct discussion towards the problem.	1	2	3	4	5
51.	I try my best for positive outcome.	1	2	3	4	5
52.	I put forward and discuss problems for my own welfare.	1	2	3	4	5
53.	I do everything to win.	1	2	3	4	5
54.	I want to suppress those who are in opposition to me.	1	2	3	4	5
55.	I do not try to satisfy other.	1	2	3	4	5
56.	I try to avoid an argument on differences.	1	2	3	4	5
57.	I usually postpone conflict until I have enough time to think about it.	1	2	3	4	5
58.	I sometimes avoid taking controversial positions regarding an issue.	1	2	3	4	5
59.	I do not impose my own point of view to others.	1	2	3	4	5
60.	I do not try to disturb others.	1	2	3	4	5
61.	I do not try to understand other's feelings to maintain our relationship.	1	2	3	4	5
62.	I try to avoid creating unpleasantness for myself.	1	2	3	4	5
63.	I can give up some of my claims for the benefit of the group.	1	2	3	4	5
64.	I try to consider other person's wishes while negotiating in any issues.	1	2	3	4	5
65.	I try to find a fair combination of gains and losses for both of us.	1	2	3	4	5
66.	I try to solve problems by mutual agreement.	1	2	3	4	5
67.	I would like to prefer others ideas in order to make a decision.	1	2	3	4	5
68.	I prefer to be in agreement with my colleagues in order to satisfy them.	1	2	3	4	5
69.	I make every possible effort for fairly good negotiation.	1	2	3	4	5
70.	I consider finding common and acceptable solutions for any kind of problems inside school.	1	2	3	4	5
71.	I emphasize to come to a compromise.	1	2	3	4	5

Thank you very much for the cooperation!

Appendix: B

Nepali Questionnaire

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Appendix: C

Mean Score and Standard Deviation of Individual Questions

Q.N.	Questions	N	Mean	Std. Deviation
1.	This job is interesting and challenging for me.	246	3.28	1.311
2.	I have perfect grip on this job.	246	3.12	1.304
3.	I am satisfied with all facilities i.e. monthly salary and yearly increment of this school.	246	2.46	1.228
4.	School management is satisfied with my work.	246	3.67	1.129
5.	I am getting all necessary inputs from my authority & colleagues for doing my job.	246	3.31	1.230
6.	My responsibilities are sufficient and suitable for my training, qualification and capabilities.	246	3.19	1.319
7.	This job is the step to get my ultimate goal.	245	3.28	1.154
8.	Physical and working environment of this school is suitable for my job.	246	3.17	1.212
9.	This school has tradition of recognizing the performance of teacher and there are opportunities available for professional development of teacher.	246	2.90	1.205
10.	There is less pressure in this job.	246	2.92	1.362
11.	I know my all the strengths and weaknesses.	245	3.19	1.230
12.	I never hurt my colleagues and my school management.	242	3.90	1.048
13.	My colleagues share the secrets with me.	243	3.30	1.090
14.	I respect the sentiments of each one with whom I interact.	239	4.10	1.014
15.	My colleagues and school management interact similar at different occasions with me.	242	3.23	1.193
16.	The school family always plays games in different occasions.	243	2.71	1.286
17.	School management do not comment /highlight employs faults in front of others.	246	3.13	1.281
18.	School management try to help employ in supplementing their money income through over time and other allowances.	245	2.55	1.216
19.	School management gives instructions and uses in time and I complete those in time.	246	3.93	1.067
20.	I agree with the evaluation system adopting by the school.	245	2.91	1.240
21.	The reward and punishment criteria are both rational and reasonable.	244	3.11	1.178
22.	Teachers demands for higher salaries and benefit are considered sympathetically by School management.	246	2.72	1.274
23.	School management always motivates teachers and recommends appropriate reward time and again.	245	2.74	1.240
24.	There is no difference in the perception of teachers and school management regarding	246	3.19	1.244

	school goal.			
25.	School management is fully conscious of employs' job needs, training and other facilities to improve efficiency.	246	2.89	1.220
26.	There is free flow of information between teachers and school management.	245	2.60	1.222
27.	School management treats teachers with respect and gives respect on reciprocity and equality basis.	245	3.05	1.247
28.	School management of this school takes any possible step to avoid conflict with the teachers.	243	3.15	1.191
29.	I could not get more payment and benefits if I had other profession.	245	2.32	1.108
30.	I will not quit this profession, if I get chance in other profession with higher salary and benefits.	246	2.33	1.183
31.	I enjoy my job inspite of its repeating nature.	245	3.36	1.177
32.	School management is doing all to make the school as a convenient, safe and pleasant place.	246	2.85	1.239
33.	School authority treats staff fairly and equally.	246	2.70	1.391
34.	School authority is competent in his job.	246	3.09	1.197
35.	School authority provides needed professional help to staffs.	246	3.22	1.189
36.	School authority informs all the policies and formal decisions that will affect employs professional career.	246	2.77	1.191
37.	School authority pays attention to implement the suggestions given by the staffs.	246	2.83	1.210
38.	School management and teachers are helpful and cooperative.	244	3.46	1.218
39.	There is freedom to use my own judgment to do the job.	244	2.86	1.329
40.	I have good relationship with all the teachers and school management.	246	4.08	1.126
41.	I have flexibility in scheduling my own job.	246	3.15	1.273
42.	Longer work in school is generating the more belongingness to the school.	246	3.73	1.070
43.	I will continue this profession till my retirement.	246	3.12	1.470
44.	People with high capacity and qualification do not hesitate to join this profession.	245	2.73	1.364
45.	Teachers of this school feel proud to be part of education program in the community.	246	3.78	1.092
46.	I usually become rigid to follow my goals.	244	3.53	1.208
47.	I try to win my position in difficult situation.	245	3.10	1.267
48.	I usually maintain my point of view.	245	4.00	.928
49.	I impose my own point of view.	245	2.96	1.345
50.	I always want a direct discussion towards the problem.	245	2.64	1.310
51.	I try my best for positive outcome.	246	4.41	.802
52.	I put forward and discuss problems for my own welfare.	246	3.58	1.185
53.	I do everything to win.	244	2.67	1.367

54.	I want to suppress those who are in opposition to me.	246	2.33	1.137
55.	I do not try to satisfy other.	246	2.28	1.142
56.	I try to avoid an argument on differences.	246	2.85	1.285
57.	I usually postpone conflict until I have enough time to think about it.	242	3.74	1.023
58.	I sometimes avoid taking controversial positions regarding an issue.	244	3.59	1.109
59.	I do not impose my own point of view to others.	244	3.38	1.282
60.	I do not try to disturb others.	243	3.98	1.228
61.	I do not try to understand other's feelings to maintain our relationship.	245	1.89	.961
62.	I try to avoid creating unpleasantness for myself.	245	4.09	.921
63.	I can give up some of my claims for the benefit of the group.	246	3.65	1.117
64.	I try to consider other person's wishes while negotiating in any issues.	245	3.50	1.129
65.	I try to find a fair combination of gains and losses for both of us.	246	3.71	1.067
66.	I try to solve problems by mutual agreement.	244	3.85	1.103
67.	I would like to prefer others ideas in order to make a decision.	244	3.32	1.374
68.	I prefer to be in agreement with my colleagues in order to satisfy them.	244	3.63	1.109
69.	I make every possible effort for fairly good negotiation.	245	4.16	.815
70.	I consider finding common and acceptable solutions for any kind of problems inside school.	243	4.05	.923
71.	I emphasize to come to a compromise.	245	4.06	.978

Appendix: D
Tables Used in Research

Table 4

Questions and its Areas

Areas	Question number	No of questions
Level of conflict		
Individual /Intrapersonal Conflict	1 to 10	10
Interpersonal Conflict	11 to 21	11
Inter group conflict	18, 22 to 28	8
<i>Overall level of conflict</i>	<i>1 to 28</i>	<i>29</i>
School environment Questionnaire		
Remuneration	3, 29, 30	3
Work and working condition	6, 8, 31, 32	4
Leader's behavior	33 to 37	5
Work relation and communication	26, 38 to 40	4
Autonomy and responsibility	6, 39, 41	3
Professional respect	25, 42 to 45	5
<i>Total school environment questionnaire</i>	<i>29 to 45</i>	<i>24</i>
Practice of Conflict minimization questionnaire		
Under Competing:	46 to 54	9
Under Avoiding:	55 to 63	9
Under Compromising:	64 to 71	8
Total questions related with conflict management	46 to 71	26
<i>Causes of conflict</i>	<i>3, 6, 8, 25, 26, 29 to 45</i>	<i>22</i>

Table 5

Mechanism for Interpretation

Areas	Conflict level wise sum score	Interpretation
Level of conflict		
Intrapersonal Conflict	10-20 = Level 3 conflict	Level 3 (Critical Level) He said, she said" type of arguments. Verbal and concrete behaviours.
	21-30 = Level 2 conflict	
	31-40 = Level 1 conflict	
	41-50 = Ideal level	
Interpersonal Conflict	11-22 = Level 3 conflict	Level 2 (Moderate Level) Personal and working environment is not supportive for better work situation. But it may not be felt by the parties in the sense that it makes of the conflicting parties tense, unhappy or emotional.
	23-33 = Level 2 conflict	
	34-44 = Level 1 conflict	
	45-55 = Ideal level	
Inter group conflict	8-16 = Level 3 conflict	
	17-24 = Level 2 conflict	
	25-32 = Level 1 conflict	
	33-40 = Ideal level	
Overall Level of conflict	29-58 = Level 3 conflict	
	59-87 = Level 2 conflict	
	88-116 = Level 1 conflict	
	117-145 = Ideal level	
School environment Questionnaire		Level 1 (Initial Level) uncomfortable due to personal and working environment of the school.
Remuneration and facilities / Autonomy and responsibility	3-6 = Level 3 conflict	
	7-9 = Level 2 conflict	
	10-12 = Level 1 conflict	
	13-15 = Ideal level	
Work and working condition / Work relation and communication	4-8 = Level 3 conflict	Ideal Level (No conflict) Person feels comfortable in the existing personal and working environment.
	9-12 = Level 2 conflict	
	13-16 = Level 1 conflict	
	17-20 = Ideal level	
Leader's behavior / Professional respect	5-10 = Level 3 conflict	
	11-15 = Level 2 conflict	
	16-20 = Level 1 conflict	
	21-25 = Ideal level	

Table 7

Respondents' Gender Background

Gender	Teachers				Administrators				Total	
	Private		Public		Private		Public			
	N	%	N	%	N	%	N	%	N	%
Male	203	93.99	14	46.67	28	77.78	4	66.67	249	86.46
Female	13	6.01	16	53.33	8	22.22	2	33.33	39	13.54
Total	216	100.0	30	100.0	36	100.0	6	100.0	288	100.0

Table 8

Respondents' Marital Status

Marital Status	Teachers						Administrators					
	Private		Public		Total		Private		Public		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Married	135	62.5	26	86.7	161	65.4	27	75.0	6	100.0	33	78.6
Unmarried	81	37.5	4	13.3	85	34.5	9	25.0	-	-	9	21.4
Total	216	100.0	30	100.0	246	100.0	36	100.0	6	100.0	42	100.0

Table 9

Respondents' Educational Qualification

Educational Qualification	Teachers						Administrators					
	Private		Public		Total		Private		Public		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Under Graduate	11	5.1	-	-	11	4.47	-	-	-	-	-	-
Graduate	104	48.2	15	50.0	119	48.38	21	58.33	3	50.0	24	57.14
Above Graduate	101	46.8	15	50.0	116	47.15	15	41.67	3	50.0	18	42.86
Total	216	100.0	30	100.0	246	100.0	36	100.0	6	100	42	100

Table 10

Respondents' Experience

Experience	Teachers						Administrators					
	Private		Public		Total		Private		Public		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 5 years	82	37.96	4	13.33	86	34.96	3	8.33	-	-	3	7.14
5 to 10 years	74	34.26	2	6.67	76	30.89	15	41.67	-	-	15	35.71
More than 10 years	60	27.78	24	80.0	84	34.15	18	50.0	6	100.0	24	57.15
Total	216	100.0	30	100.0	246	100.0	36	100.0	6	100.0	42	100.0

Table 11

Respondents' Training Background

Training Status	Teachers						Administrators					
	Private		Public		Total		Private		Public		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Untrained	145	67.13	10	33.33	155	63.01	19	52.78	-	-	19	45.24
Trained	71	32.87	20	66.37	91	36.99	17	47.22	6	100.0	23	54.76
Total	216	100.0	30	100.0	246	100.0	36	100.0	6	100.0	42	100.0

Table 12

Respondents' Yearly Income

Yearly income	Teachers						Administrators					
	Private		Public		Total		Private		Public		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 100	46	21.3	1	3.3	47	19.11	1	2.8	-	-	1	2.4
100 to 160	94	43.5	11	36.7	105	42.7	2	5.6	1	16.7	3	7.1
160 to 210	54	25.0	15	50.0	69	28.1	19	52.8	2	33.3	21	50.0
Above 210	22	10.2	3	10.0	25	10.2	14	38.8	3	50.0	17	40.5
Total	216	100.0	30	100.0	246	100.0	36	100.0	6	100.0	42	100.0

All Rs. are in '000

Table 14

Level of Intrapersonal or Individual Conflict Across the School Types

Category based on intrapersonal score		Teachers				Administrators			
		Private		Public		Private		Public	
		N	%	N	%	N	%	N	%
Level 3	10- 20	6	2.78	0	-	-	-	-	-
Level 2	21 – 30	104	48.15	9	30.0	15	41.67	1	16.67
Level 1	31 – 40	91	42.13	17	56.67	17	47.22	4	66.66
Ideal	40 – 50	15	6.94	4	13.33	4	11.11	1	16.67
Total		216	100.0	30	100.0	36	100.0	6	100.0

Table 16

Level of Interpersonal Conflict Across the School Types

Category based on interpersonal conflict score		Teachers				Administrators			
		Private		Public		Private		Public	
		N	%	N	%	N	%	N	%
Level 3	11-22	1	0.46	-	-	-	-	-	-
Level 2	23-33	76	35.18	7	23.32	3	8.33	1	16.67
Level 1	34-44	127	58.80	21	70.0	32	88.89	5	83.33
Ideal Level	45-55	12	5.56	2	6.68	1	2.78	-	-
Total		216	100.0	30	100.0	36	100.0	6	100.0

Table 18

Level of Group Conflict Across the School Types

Category based on group conflict score		Teachers				Administrators			
		Private		Public		Private		Public	
		N	%	N	%	N	%	N	%
Level 3	8-16	36	16.67	2	6.67	5	13.88	-	-
Level 2	17-24	107	49.54	12	40.0	6	16.67	1	16.67
Level 1	25-32	63	19.17	12	40.0	19	52.78	3	50.0
Ideal Level	33-40	10	4.63	4	13.33	6	16.67	2	33.33
Total		216	100.0	30	100.0	36	100.0	6	100.0

Table 20

Overall Level of Conflict Across the School Types

Category Based on overall conflict score		Teachers				Administrators			
		Private		Public		Private		Public	
		N	%	N	%	N	%	N	%
Level 2	59-87	108	50.0	8	26.67	8	22.22	1	16.67
Level 1	88-116	100	46.30	20	66.67	28	77.78	5	83.33
Ideal Level	117-145	8	3.70	2	6.66	-	-	-	-
Total		216	100.0	30	100.0	36	100.0	6	100.0

Table 21

Conflict due to School Environment Factor

School Environment Variables	Post	Category based on school environment score							
		Level 3		Level 2		Level 1		Ideal level	
		N	%	N	%	N	%	N	%
Remuneration and facility	Tea.	109	44.3	92	37.4	42	17.1	3	1.2
	Adm.	9	21.4	28	66.7	5	11.9	0	0
Work and working condition	Tea.	22	8.9	101	41.1	95	38.6	28	11.4
	Adm.	1	2.4	11	26.2	26	61.9	4	9.5
Leader's Behavior	Tea.	43	17.5	98	39.8	90	36.6	15	6.1
	Adm.	6	14.3	9	21.4	22	52.4	5	11.9
Work relation and Communication	Tea.	13	5.3	97	39.4	110	44.7	26	10.6
	Adm.	1	2.4	12	28.6	26	61.9	3	7.1
Autonomy and Responsibility	Tea.	40	16.3	90	36.6	91	37.0	25	10.2
	Adm.	3	7.1	15	35.7	18	42.9	6	14.3
Professional Respect	Tea.	10	4.1	100	40.7	110	44.7	26	10.6
	Adm.	0	0	11	26.2	19	45.2	12	28.6

Tea. = Teachers, Adm. = Administrators

Table 22

Gender and Conflict

Category based on overall conflict score		Teachers				Administrator			
		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%
Level 2	59-87	108	49.77	8	27.58	8	25	1	10
Level 1	88-116	101	46.54	19	65.52	24	75	9	90
Ideal Level	116-145	8	3.69	2	6.90	0	0	0	0
Total		217	100.0	29	100.0	32	100.0	10	100.0

M = Male, F = Female, % = Percentage

Table 24

Marital Status and Conflict

Category based on overall conflict score		Married				Unmarried			
		Teachers		Administrators		Teachers		Administrators	
		N	%	N	%	N	%	N	%
Level 2	59-87	78	48.45	7	21.21	38	44.71	2	22.22
Level 1	88-116	76	47.20	26	78.79	44	51.76	7	77.78
Ideal Level	116-145	7	4.35	0	0	3	3.53	0	0
Total		161	100.0	33	100.0	85	100.0	9	100.0

Table 26

Educational Qualification of Teachers and Conflict

Category based on overall conflict score		Under graduate		Graduate		Above Graduate	
		N	%	N	%	N	%
Level 2	59-87	4	36.4	54	45.38	58	50.00
Level 1	88-116	7	63.6	60	50.42	53	45.69
Ideal Level	116-145	-	-	5	4.20	5	4.31
Total		11	100.0	119	100.0	116	100.0

Table 30

Teachers Experience and Conflict

Category based on overall conflict score		1 to 5 years		5 to 10 years		Above 10 years	
		N	%	N	%	N	%
Level 2	59-87	40	46.51	40	52.63	36	42.86
Level 1	88-116	43	50.0	33	43.42	44	52.38
Ideal Level	116-145	3	3.49	3	3.95	4	4.76
Total		86	100.0	76	100.0	84	100.0

Table 32

Conflict within Teachers Experiences

	Sum of squares	df	Mean square	f	Sig.
Between groups	902.688	2	451.344	2.356	.097
Within groups	46548.016	243	191.556		
Total	47450.703	245			

Table 34

Training Status and Conflict

Category based on overall conflict score		Untrained				Trained			
		Teachers		Administrators		Teachers		Administrator	
		N	%	N	%	N	%	N	%
Level 2	59-87	73	47.1	3	15.8	47	51.65	6	35.7
Level 1	88-116	76	49.0	16	84.2	44	48.35	17	64.3
Ideal Level	116-145	6	3.9	-	-	4	4.40	-	-
Total		155	100.0	19	100.0	91	100.0	23	100.0

Table 36

Income Status and Conflict

Category	Teachers						Administrators			
	Ideal		Level 1		Level 2		Level 1		Level 2	
Rs.	N	%	N	%	N	%	N	%	N	%
<1	3	1.22	24	9.75	20	8.13	1	2.38	0	0
1 to 1.6	3	1.22	52	21.14	50	20.33	3	7.14	0	0
1.6 to 2.1	2	0.81	32	13.01	35	14.22	16	38.09	5	11.90
2.1<	2	0.81	12	4.88	11	4.46	13	30.96	4	9.52
Total	10	4.07	120	48.78	116	47.14	33	78.57	9	21.43

Rs. are in lakhs

Table 41

Conflict Handling Style Across the Schools Type

	Teachers (N=246)						Administrators (N=42)					
	Private		Public		Total		Private		Public		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Computing	144	66.66	8	26.67	152	61.79	24	66.67	1	16.67	25	59.52
Avoiding	153	70.83	25	83.33	178	72.36	30	83.33	5	83.33	35	83.33
Compromising	197	91.20	27	90.0	224	91.06	31	86.11	4	66.67	35	83.33