Conflicts among faculty members of educational administrations

Fauzia Khurshid and Saima Naz
Department of Education, National University of Modern Languages, Islamabad.

ARTICLE INFO

ABSTRACT

The present study aimed at to find out the conflicts of faculty members with responsibilities, administration and colleagues in the educational organizations. Population of the study was comprised of male and female colleges of Rawalpindi District. Sample of the study comprised of four post graduate colleges (two male and two female) of Rawalpindi District. A stratified random sample of 150 male and female faculty members were selected from each college. Results show that the female has more conflicts towards responsibilities, administration and colleagues than male. Junior staff members have high level of conflicts than senior members and married faculty members are facing fewer conflicts than unmarried faculty members.

Introduction

Organizations are learning and progressive entities, which have their own climate and culture, different from other organizations. The educational organizations are very important entities in terms of producing a learning atmosphere for the learners .educational organizations mostly consists of educational staff i.e. the teachers, administrator staff i.e. principals other administrative and academic officers and students.

Educational organizations are considered learning organizations and there climate is warm and healthy. Culture of educational organization is determined by the relationship of all stakeholders. Managers of educational organizations and faculty members are very important components because they have a direct relationship with the students, the product of educational organizations. If conducive learning environment is not provided to the students it is very difficult to make them learn and produce them as a completely developed individual. Major factor which affect conducive learning environment is conflict among staff members and conflicts between staff members and administration. Teacher is considered as a role model for the students if he/she suffers from any conflicts, than it will automatically affect the productivity of the students in a negative way.

Leader of any organization is responsible to create such environment in the organization that every individual feel satisfied and is treated equally. Conflicts are unavoidable in the working places because people working together have different opinion about different matters, their behaviors are different, and they are unique in thoughts and actions. It is important that the leader must be vigilant and deal with conflicts immediately because if conflicts prolong, they create misunderstandings, and misunderstandings create a permanent impact on the thinking of the individuals. Leader must intervene in the matters of faculty members when conflict arises. Never let the conflict go as a leader, because the conflict will arise again or its intensity will increase if it will remain unresolved. In order to meet all the conflicts the manager should try to arrange Separate meeting

with individuals. Being a leader never think that people who are directly affected by the conflict can be the reasons of it but those who are not affected seems unconcerned, there is a strong chance that they might be reason of this conflict.(Exforsys Inc. Published, 2011). An organizational conflict occurs from poor communication, weak leadership, change in leadership, dissatisfaction with management style and seeking power. Power, organizational demand and personal worth should match to avoid the conflicts. (Turner and Weed).

There are different types of conflicts like intrapersonal conflict, interpersonal conflict, inter group conflict. Conflict can be towards responsibilities, administration and faculty members. Sometimes administration does not care the faculty members and in some organizations the faculty members do not perform their tasks with responsibility. In both the cases conflicts arise and they affect the individuals and organizations. Different researches are clearly indicating that conflicts are negative forces which effect the organizations, and if they are not solved in time they can destroy the harmony of the organization. In some researches the researchers concluded that conflicts can be a positive source for the organizations and the faculty members are motivated in order to perform their tasks independently and accurately. Sometimes conflicts increase gaps between faculty members and the administration and in some cases the faculty and administration come closer to each other.

Statement of the problem

The problem under investigation was to explore the various types of conflicts among the faculty members of educational administrations towards responsibilities, administration and co-workers.

Objectives of the study

1. To explore different types of conflicts among staff members.
2. To find out conflicts with responsibilities, administration and colleagues.
3. To identify the role of managers in conflict management.
4. To know the effects of conflict on faculty members and development of the educational organizations.

Tele:
E-mail address: dr_f_khurshid@yahoo.com

Hypotheses

1. Conflicts among staff members create a stressed working environment on the other hand cooperation create smooth working environment.
2. Stressed working environment decrease the quality of work but smooth working environment increase the quality of work.
3. If manager is skilled in conflict management it saves the organization.
4. Better relationships are developed among staff members if the manager keeps an eye on conflicts at initial stages.

Sample

A stratified random sample of 150 faculty member of four post graduate college of Rawalpindi were selected from department of Social sciences, natural sciences and management sciences (fifty faculty members from each college) moreover Principals of these colleges were also the selected as sample.

Construction of Instrument

The survey method is to collect the opinion of the people about a certain phenomena, for this purpose a questionnaire was developed using systematic method. Instrument contained 72 questions about the topic but after expert analysis it was reduced and 50 items were selected pilot testing reduces the items of the instrument and only 42 items were finalized with five point rating scale such as (SA=05), (A=04), (N=03), (DA=02), and (SDA=01). Research instrument consisted of four sub scales, Responsibilities and conflict (14 items), Administration and conflict (11 items), Faculty members and conflict (10 items), and Effects of the conflict (07 items). As it was a sensitive topic for the faculty members and administrators so no direct question was asked and indirect questions were stated so that better response can be achieved.

A structured interview was also prepared by the researcher in order to collect the response of the principals of the colleges. The aspects which were not asked in the form of close ended question, those aspects were included in the interview. The purpose of this interview was to collect the point of view of the heads of institutions and the role of heads in resolution of the conflicts.

Procedure

In order to collect data the researches herself visited the colleges and distributed the questionnaire among staff members. The response remains positive and faculty members showed willingness to respond to the questionnaire. Data was also collected from the principals of the colleges through a structured interview. The Principals discussed all the aspects of the conflicts with researcher and provided response in detail.

Results

Alpha Reliability Coefficient

Alpha reliability coefficient of the scale and subscales was determined on a sample of 200 faculty members of the colleges.

Table 01

Alpha Reliability Coefficient of Scale and subscales (N=150)

Subscales	Alpha Coefficient
Responsibilities	.73**
Administration	.48**
Faculty Members	.69**
Effects	.80**
Total	.90**

Descriptive Statistics of conflicts with responsibilities, administration, faculty members and its effects reliability of

scale & subscale was determined by using Alpha Reliability Coefficient, Item total correlation and Percentile Ranks

Table 02

Items total Correlation of Conflict among staff members

Item total correlation of faculty members responses (N=150)

Items	Correlation	Items	Correlation
1.	.72**	22	.46**
2.	.23**	23	.47**
3.	.32**	24	.42**
4.	.14**	25	.18**
5.	.38**	26	.57**
6.	.17**	27	.38**
7.	.32**	28	.43**
8.	.32**	29	.61**
9.	.11**	30	.51**
10.	.19**	31	.43**
11.	.36**	32	.42**
12.	.42**	33	.45**
13.	−.05**	34	.48**
14.	.45**	35	−.03**
15.	.32**	36	−.07**
16.	.33**	37	−.01**
17.	.17**	38	.33**
18.	.15**	39	.24**
19.	.15**	40	−.03**
20.	.41**	41	.97**
21.	.21**	42	.01**

* $P < 0.05$, ** $P < 0.01$

Table two depicts the correlation of items with total. Forty two items have positive correlation with the total score. It means that this scale is appropriate to measure the conflict with duties, administration, and faculty members. It also measures the effects of conflict in organizations.

Table 03

Item total correlation of faculty members responses (N=150)

Percentile	Scale
5	102
10	118
15	124
20	129
25	131
30	134
35	143
40	145
45	145
50	147
55	143
60	149
65	150
70	150
75	152
80	153
85	154
90	155
95	163

* $P < 0.05$, ** $P < 0.01$

Table 3 displays the percentile ranks of college faculty members score on the conflict scale. The percentile ranks were completed in order to check level of conflicts among staff members. The three percentile ranks mild, moderate and high on conflict scale were calculated. The scores range from 1002 to 163. Score of 131 fall on 25th percentile showing mild conflict, 147 falls on 50th percentile showing moderate conflict and 152 falls on 75th percentile showing high conflict.

Table 04
Comparison of Mean & SD of faculty members of colleges on conflict scale (N=150) for the variable subject

Subscales	Natural M	Science SD	Social M	Science SD	Management M	SD
Responsibilities	27.57	4.869	27.7	3.105	47.00	.000
Administration	27.20	3.105	30.94	5.007	22.97	5.609
Faculty Members	22.93	5.609	23.74	3.912	17.00	.000
Effects	13.97	2.397	15.56	3.140	14.00	.000

Table 04 shows the scores of conflict scale on the variable subject of faculty members. Mean of Management sciences is higher toward duties; Mean of Social sciences is higher towards administration, and faculty members & effects. Its it shows that faculty members of management sciences are facing high level conflicts.

Table 05
Comparison of Mean and SD of faculty members of colleges on conflict scale for the variable scale (N=150)

Subscales	17th		18th		Total	
	M	SD	M	SD	M	SD
Responsibilities	28.30	4.154	29.97	9.513	28.78	6.223
Administration	30.15	5.483	23.90	4.553	28.34	5.945
Faculty Members	24.18	4.553	19.59	5.825	22.85	5.128
Effects	14.37	5.945	14.86	5.128	14.51	2.707

Table 05 shows the scores of faculty members of colleges on conflict scale for the variable scale. It shows that less experienced new teachers are facing more conflict with administration or the other hand faculty members of 18th scale are facing more conflict with duties.

Table 06
Comparison of Mean and SD of faculty members of colleges on conflict scale for the variable sex (N=150)

Subscales	Male		Female		Total	
	M	SD	M	SD	M	SD
Responsibilities	28.25	4.5557	29.03	6.870	28.78	6.223
Administration	23.62	4.392	30.56	5.253	28.34	5.945
Faculty Members	21.31	6.471	23.57	4.193	27.85	5.128
Effects	14.81	2.500	14.37	2.796	14.51	2.707

Table 06 shows the scores of faculty members of colleges on conflict scale for the variable sex. It shows that male members are facing fewer conflicts with duties and administration than female members.

Table 07
Comparison of Mean and SD of faculty members of colleges on conflict scale for the variable nature of Job (N=150)

Subscales	Permanent		Contract		Total	
	M	SD	M	SD	M	SD
Responsibilities	29.93	6.686	27.26	5.207	28.78	6.223
Administration	29.95	7.160	26.21	2.554	28.34	5.945
Faculty Members	21.79	4.811	24.26	5.225	22.85	5.128
Effects	15.18	3.005	13.63	1.941	14.51	2.707

Table 07 shows the scores of faculty members of colleges on conflict scale for the variable nature of job. It clearly shows that permanent faculty members are facing more conflicts than contract faculty members.

Table 08
Comparison of Mean and SD of faculty members of colleges on conflict scale for the variable Marital Status (N=150)

Subscales	Single		Married		Total	
	M	SD	M	SD	M	SD
Responsibilities	29.57	3.590	28.35	7.233	28.78	6.223
Administration	31.86	6.484	26.45	4.659	28.34	5.945
Faculty Members	22.77	2.890	22.89	6.008	22.85	5.128
Effects	13.66	2.968	14.97	2.446	14.51	2.707

Table 08 shows the scores of faculty members of colleges on conflict scale for the variable marital status. It shows that single faculty members are facing more conflicts with than married faculty members.

Table 09
Comparison of Mean and SD of faculty members of colleges on conflict scale for the variable experience (N=150)

Subscales	1 – 10		11 – 20		Above 20	
	M	SD	M	SD	M	SD
Responsibilities	28.85	3.769	29.55	11.337	27.00	3.065
Administration	30.09	5.683	27.91	2.260	19.50	3.575
Faculty Members	24.12	4.300	23.05	5.171	15.50	2.554
Effects	14.17	2.874	15.82	2.83	14.00	1.022

Table 09 portrays the scores of faculty members of colleges on conflict scale for the variable. It clearly shows that the less experience faculty members are experiencing more conflicts than highly experienced faculty members.

Table 10
One way Analysis of variance of faculty members of colleges on conflict scale for the variable subject (N=150)

Source	df	F	P
Subject	197	7.238	.005*

*** $P < 0.01$

Table 10 shows the analysis of variance performed on the responses of faculty members of colleges on conflict scale for the variable subject. It shows the significance difference between the scores of faculty members with different subjects. F (7.238) P .005 **

Table 11
One way Analysis of variance of faculty members of colleges on conflict scale for the variable subject (N=150)

Source	df	F	P
Scale	198	284.849	.005**

*** $P < 0.01$

Table 11 shows the analysis of variance performed on the responses of faculty members of colleges on conflict scale for the variable scale. It portrays a significant difference between the scores of faculty members in different scales. F (284.849) P < .005 **

Table 12
One way Analysis of variance of faculty members of colleges on conflict scale for the variable experience (N=150)

Source	df	F	P
Experience	197	46.629	.005**

*** $P < 0.01$

Table 12 shows the analysis of variance performed on the responses of faculty members of colleges on conflict scale for the variable experience. It shows a significant difference between the scores of faculty members who are experience and who are beginners. F (46.629) P < .005 **

Table 13
t Test of faculty members of colleges on conflict scale for the variable gender (N=150)

Source	t	df	P
Scale	50.805	199	.005**

*** $P < 0.01$

Table 14
t Test of faculty members of colleges on conflict scale for the variable Marital Status (N=150)

Source	t	df	P
Marital Status	48.800	199	.005**

*** P < 0.01

Discussion

Purpose of this study was to examine the conflicts of faculty members of colleges with duties assigned, administration and with faculty members. The study also aimed at finding out the effects of the conflicts. Various demographic variable including subject, scale, experience, sex, marital status and nature of job were also checked that how they effect the individuals and organization.

In order to prove the hypothesis a review of literature was undertaken which highlighted the theories and models of conflicts. It also portrays the research work done on the same field. The literature portrays that there are different types of conflicts which may cause problems to the faculty members. There are also multiple reasons of conflicts. Though a lot of researches are conducted on conflict management but no study is conducting directly to the topic conflicts with responsibilities, administration and faculty members.

Results of the study clearly shows that the conflicts among staff members are aroused due to unjust assigned tasks and the faculty members face conflicts in result of lack of accomplishment of the task with administration.

Hypothesis first says that stressed working environment is result of conflicts. Results show that the less experienced single faculty members are stressed at working place but the experienced are married faculty members are less stressed at working place.

Second hypothesis says that stressed working environment decrease the efficiency of the faculty members. Results of the study accept this hypothesis and depicts that stressed working environment decrease the efficiency of the faculty and conflicts are faced as the result.

Hypothesis three says that if the manager of the organization is skilled in conflict management, the organization will remain safe. This hypothesis is also accepted as result of the study shows important role of managers in the conflicts.

Hypothesis four throw light on the close relationship of faculty members so that conflict can be avoided. This is also accepted as result of study show that experienced faculty members are close to each other, so they are facing fewer conflicts as compared to less experienced ones.

It was also found that mean score of the faculty member of social sciences is high which depicts less conflicts. Results show that female faculty members are facing more conflicts in comparison of male. Result shows that there is a significant relationship between conflicts and productivity.

Conclusion

The present study was conducted to find out the conflicts faced by the faculty members of the colleges towards their duties, administration peer faculty members. Study also aimed at finding the effects of the conflicts on the faculty members and their organization. Results of the study support that there is an inverse relationship between conflict and performance of the faculty members. Majority of beginning faculty members are facing conflicts with their assigned tasks and administration. Senior members somehow are able to manage the conflicts and their performance is less affected by conflicts. The faculty members of the colleges reported high level conflicts with assigned tasks who are working in management sciences group. Faculty members working in social sciences groups are also facing moderate level conflicts with duties and administration. It is also ob served that the male faculty members are facing less conflicts then female. The study portrays the fact that experience of faculty members counts a lot in this respect. Experienced senior grade and married faculty members are facing fewer conflicts as an employee. Age and seniority contribute significantly in improving the ability to cope with conflicts. Results of the study also show a significant role of managers to manage the conflicts. The study found that conflicts effect the overall performance of the faculty members as well as it affects the individual performance and Behaviour. Taking the literature and empirical studies into account, it is clear that the theoretical findings are similar at larger scale with the findings of studies.

Suggestions

Effects of conflict and role of manager to a type of research area which can produce different results in different times as conflicts and their nature is flexible. The researcher suggests longitudinal and experimental studies especially on effects of conflicts. It is also suggested that conflicts among students should be explored by the future researcher. This study found a significant role of managers in conflict management. The research also suggests that conflicts faced by the managers with staff members; duties and their effects may be researched.

References

Black, R, Mouton, J.S (1984) solving costly organizational conflicts, San Francisco,Jossey – Bass.

CRU for elementary school conflict managers. 1992-2004, ESM InternationalJournal of conflicts management, Vol 12, nr 1

Deutsch M. (1977) The Resolution of conflicts constructive and Destructive processes. New Haven: Yale University press

Joel A. Digirolamo, Conflict in organizations turbo charged leaders L:p 2006

Johan Galtong, theories of conflicts, university of Hawai'I 1973

Krolin Osuch & Michal Lewandauski, personality and conflict management styles, university of Warsaw, faculty of psychology.

Randal Collins, 1971, Functional and conflict theories of educational stratification. Vol 36, No.6

Ronald G. Corwin, 1969, Patterns of organizational conflicts, Johnson graduate school of management Cornel University, Vol 14, No.4