

CONFLICT MANAGEMENT AND LEADERSHIP STYLES OF TEACHING STAFF AT HIGHER EDUCATION LEVEL: MODERATING ROLE OF GENDER

Sidra Kiran¹, Almas Ikram Kayani², Abdul Saboor³

¹Researcher, Department of Education, Faculty of Social Sciences, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi; ²Associate Professor, Department of Education, Faculty of Social Sciences, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi; ³Professor, Department of Economics, Faculty of Social Sciences, Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, PAKISTAN.

sidrakiran67@gmail.com, almaskiani@uaar.edu.pk, drabdul.saboor@uaar.edu.pk

ABSTRACT

Conflict is part of everyday life so at higher education level as well. During the past few years, there are increasing interests to examine conflict management with different variables but there was lack of research about conflict management with mediating variable of gender. So the current study was based on the following objectives such as; to identify conflict management strategies adopted by teaching staff at higher education level; to investigate leadership styles of teaching staff of the sampled universities; to explore conflict management and leadership styles of teaching staff at higher education level with mediating role of gender. The researcher used mixed method design named as Convergence Model of Triangulation Design. Farooqi Organizational Conflict Management Inventory (FOCI) and Multifactor Leadership Style Questionnaire (MLQ) were used to investigate Conflict Management Strategies and Leadership Styles. The population of the proposed study was teaching staff of the universities in Pakistan. Multi Stage Stratified Random Sampling technique was utilized to collect data. Teaching staff were distributed under four strata such as: Lecturers, Assistant Professors, Associate Professors and Professors. Findings from the collected data will highlight the important role of gender as mediating variable in managing conflict at higher education level in Pakistan.

Keywords: Conflict Management, Leadership, Higher Education Level, Teaching Staff, Gender, Pakistan.

INTRODUCTION

An extensive piece of research on the hierarchical clash has been completed in the normal associations, which have non-scholastic settings, yet it doesn't imply that instructive establishments are free from struggle (Hearn and Anderson, 2002). Conflict exists in the instructive establishments, which is viewed as a negative power and its reality in the divisions is unequivocally hated by employees. (Browman, 2002) Sources of conflict fall into three fundamental classifications i.e. Individual conduct, Structural and Communication factors (Bondesio, 1992). Some basic wellsprings of contention relating to structure are rivalry, progressive system, unpleasant workplace, and changes in the structure of the college or units inside it (Barsky, 2002). Some other basic wellsprings of contention in the bureaus of advanced education organizations, which are in charge of inciting envy, crack, uneasiness and abuse, are arrangements, legitimacy and advancement forms, framework for yearly examination and residency (Barsky, 2002), workforce contracting choices, deficient space, identity clashes, conviction frameworks held by personnel, restricted assets, staff maintenance, assorted variety issues and so forth (Stanley and Algert, 2007).

Competition among employees happens because of deficient assets, contracting assets and undue division of assets, which is in charge of contention in the colleges (Barsky, 2002). These inadequate and restricted assets might be as budgetary, labor, types of gear and data assets. Rivalry for constrained assets represents 29% of contention and relationship represents 19% of contentions in the associations (Henry, 2009).

As indicated by Folger and Shubert (1995), "schools and colleges are never again observed as tranquil enclaves free from the contentions that emerge in every single progressive association Contrasts in objectives or plans for the allotment of assets, distortion or conflicting utilization of institutional controls, ruptures of formal or casual contracts, control battles and individual enmities are largely conceivable wellsprings of contention". Numerous researchers recommend that contention can both be helpful and dangerous, Constructive clash is known as practical clash while ruinous clash is known as useless clash. Utilitarian clash is characterized as "productive testing of thoughts, convictions, and suppositions, and regard for others', perspectives notwithstanding when parties dissent" (Massey and Dawes; 2007).

Gender imbalance in leadership positions has been a significant issue in universities for a long time (Redmond et al. 2017). As a result, a call has been made that universities should strive to create an organizational culture that fosters diversity and utilizes the expertise and capabilities of male and female academics (Peterson 2014; Wright et al. 2018). According to Zayad and Alzubi (2018), an organizational culture comprises shared beliefs, values and assumptions of members in an organization. These aspects ascertain not only the norms, but also the developing and patterning behaviors that emerge from the norms. In a similar way, Tseng (2010) and define Organizational Culture (OC) as vision, values, norms, systems, symbols, language, beliefs and habits that dictate behaviors and attitudes of employees. Though an organizational culture is meant to be the oil that lubricates the wheels of an organization, it can, at the same time, put people at a disadvantage, especially if they are not part of the majority. Kadhem and Khalili (2013) posit that a conducive organizational culture is vital in the enhancement of the use of skills and abilities from both genders in universities. This means that the organizational culture in universities should be developed in such a way that recognition and appreciation of both genders within the leadership realm is promoted. Therefore, it is vital to create a gender sensitive university so that leadership and management structures in place can promote a fair representation of both genders in positions of leadership.

REVIEW OF LITERATURE

Conflict Management Styles Conflict management style is someone's behavioral pattern, which he tends to exhibit while facing a conflict (Moberg, 2001). Rahim and Bonoma (1979) have classified the conflict management on five styles based on two basic dimensions: Concern for Self and Concern for Others. These five different styles of managing conflict are Competing, Integrating, Avoiding, Obliging and Compromising. Competing style represents high concern for self and low concern for others and identified with a win-lose orientation. This style is not liked by majority of conflict management theorists. They consider it inappropriate style because it gives rise to frustration and harbinger of more conflict (Rahim, 2002) and blocks the road to new experiences (Richardson, Utlay, & Pilkington, 1989). Those people who use competing style are considered less effective by their subordinates (Van de Vliert, Huismans, & Euwema, 1995). Integrating/Collaborating/Problem Solving style represents high concern for self and others and identified with a win-win orientation. When someone uses this style, he tries to satisfy the desires and concerns of all parties and search for equally advantageous outcome. When both parties concerns are important and can't be compromised (Rahim, 2000; Robbins, 2001). Avoiding: style represents low concern

for self and low concern for others and identified with a lose-lose orientation. This style is used when someone does not want to assert himself, does not cooperate or avoids the conflict altogether. This can prove to be a good style to use if one is dealing with a difficult person or when there is no urgency to make a decision. This style can also be used when the issue of conflict is insignificant or some other important issues need attention (Rahim, 2000; Robbins, 2001). Obliging/Accommodating style represents low concern for self and high concern for others and identified with a lose-win orientation. In this mode, one party tries to give priority to the concerns of his opponents without asserting one's own concerns and when the relationship preservation is more important than one's concerns / interests. This style can also be used when someone finds his position to be wrong and wants to maintain cooperation (Rahim, 2000; Robbins, 2001), Compromising style represents intermediate concern for self and others. In this style, each party to the conflict works cooperatively and gives up something to arrive at a compromised solution to the conflict. In this, there are no winners or losers. It is useful method for temporary solutions to difficult problems and when time is too short to arrive at a detailed and thorough solution (Rahim, 2000; Robbins, 2001).

In universities, conflict may bring both positive and negative results. Strife can have positive outcomes for the scholastic divisions in characterizing "issues, resolve issues, increment amass attachment, build up collusions with different gatherings, and keep workforce alarm to each other's advantages" (Gmelch, 1995). Strife likewise helps in creating authoritative viability, advancement (Eisenhardt and Schoonhoven, 1990) enhancing inventiveness and employment quality in a gathering (e.g., Amason, 1996). Strife inside groups helps in enhancing monetary execution, vital arranging, choice quality and hierarchical improvement (Eisenhardt and schoonhoven, 1990; Bourgeois, 1985).

Research with respect to gender in the conflict management has confounded numerous specialists in light of the fact that diverse analysts have gotten distinctive outcomes. Male scholastics in the higher education foundations utilize settlement style of conflict management more (Cetin and Hacifazlioglu, 2004b), while Balay (2007) found that male educators keep away from clashes more than female instructors.

Conflict in the higher institutions are uncontrolled and pervasive. A few years back, there was no appropriate preparing in the field of conflict management for educators and chairmen in the colleges however now the greater part of colleges are running refereeing preparing programs. Know-how of Conflict administration is viewed as one of the imperative abilities for chairmen and educators. Relational clashes are presently regular wonders in the advanced education organizations. These foundations are attempting to prevent these contentions from advance extension. For this reason, scholarly complaint methods have been received (Ludeman, 1989), ombuds individuals have been locked in (Harper and Rifkind, 1992) decent variety activity (Volpe and Witherspoon, 1992).

A reasonable portrayal of the two genders orientations of leadership in universities is as yet a pipeline dream (Seshamani and Shalumba 2011; Dube and Dziva 2014). Universities have been depicted as male enlarged, with interminable and net sexual orientation inclination that has neglected to blast. This is a reasonable sign that chances to advance female leadership inside universities require prompt change through an authoritative culture that is straightforward, particular and very much incorporated (International Labor Organization 2009). It is evident that the introduction and quality of university culture can be a restraint or a help of the systems utilized to upgrade the perceivability of females in basic leadership forms. Along these lines, a few researchers (Desselle et al. 2017), contend that a sexual orientation responsive hierarchical culture is imperative, as it gives both male and female scholastics the chance to reevaluate colleges as work places fit for spanning the male centric

hole, breaking of the biased based impediment and advancing the gender motivation in the 21st century college.

The experience of female scholastics and the quality of the underlying university arrangements and authoritative societies are the essential elements that can impact their leadership positions. Be that as it may, it would show up as though a few colleges have acknowledged difficulties experienced by females to accomplish places of authority. There is a uniqueness of conclusions on crisp atmospheres, gender orientation plans, seclusion, negative and amateurish treatment, sparse chances to work aggregately, boundaries to examine distribution, an excessive amount of workload and avoidance from proficient exercises. These variables are a danger to scholarly magnificence and a misuse of scholarly assets, which represent absence of a positive hierarchical culture that backings female authority in universities (Morley 2014; Wolf-Wendel and Ward 2015; Zvobgo 2015).

Vein, Lahti (2013) utilized an example of 4 females to think about Vietnamese female and administration and the components that impact ladies' profession achievement. The investigation found that negative authoritative social elements keep on affecting female scholastics and initiative chances.

A study done in Italy by Turesky et al. (2011) on 14 female pioneers' features that adjustments in college societies to improve female authority required the policymakers to modify their own particular conventional convictions to abstain from duplicating regularizing disparities. Then again, Guramatunhu Mudiwa (2015) proposes that a relapse in female administration is on the grounds that exploration specialists have been indistinct on how hierarchical culture impacts female authority inside the scholarly world.

Mugweni (2014) additionally completed a research study involving 30 male and 30 female scholastics in four universities in Zimbabwe. The center was female instructors' advancement to administration positions. The findings of the research study featured that best administration in Zimbabwean universities still mirrors the since quite a while ago settled folklore and philosophies that engage male scholastics over females. Mugweni (2014) additionally expresses that gender equality arrangements that are intended to engage females and advance a gender responsive hierarchical culture in the universities have consistently stayed political. This abandons saying that the political will of leadership in universities must be viewed as a noteworthy main impetus of progress that backings perceivability of females in basic leadership forms.

OBJECTIVES

The current study was based on following objectives:

1. To identify conflict management strategies adopted by teaching staff at higher education level.
2. To investigate leadership styles of teaching staff of the sampled universities.
3. To explore conflict management and leadership styles of teaching staff at higher education level with mediating role of gender.

METHODOLOGY

The current was descriptive in nature. Researcher selected 10% of the total population as a sample to collect data. Researcher used stratified random sampling technique based on three stages. At first stage researcher identified common departments from sampled universities. At second stage researcher divided academic staff in four strata's such as lecturers, assistant

professors, associate professors and professors. At third stage researcher will proportionality and randomly select academic staff as respondents for the current study.

Instrument

For data collection researcher used Farooqi Organizational Conflict Management Inventory (FOCI) based on five point scale after seeking permission from the author of the inventory named as Dr.Tahir Khan Farooqi to measure conflict management strategies used by the academic staff to manage conflicts. For measuring leadership style, researcher used a five-point scale that was based on three leadership styles such as Transformational Leadership Style, Transactional Leadership Style and Laissez-faire Leadership Style of the academic staff from sampled universities.

Data Collection and Data Analysis

Researcher personally collected data after seeking appointment from the respondents. Researcher first analyze independent and dependent variables without moderating variables and after analyze relationship between independent and dependent variables add moderator variable to achieve intended objectives of the present study. Data was analyzed by using Statistical Package for Social Sciences SPSS.

FINDINGS/ RESULTS

CONFLICT MANAGEMENT STRATEGIES	LEADERSHIP STYLES					
	Transformational Leadership Style		Transactional Leadership Style		Laissez-Faire Leadership Style	
	Without Moderating Term	With Moderating Term	Without Moderating Term	With Moderating Term	Without Moderating Term	With Moderating Term
Integrating Conflict Management Strategy	4.4933 .0040	6.5428 .0108	3.7205 .0115	7.7271 .0056	5.0629 0.0018	8.9501 .0029
Obliging Conflict Management Strategy	2.7798 .0406	5.0016 .0258	2.3907 .0679	5.3646 .0210	4.5151 .0039	7.4161 .0067
Compromising Conflict Management Strategy	4.4860 .0040	1.5732 .2103	4.1339 .0065	2.7358 .0988	6.9816 .0001	4.7404 .0299
Avoiding Conflict Management Strategy	2.0757 .1025	4.2638 .0395	1.7802 .1500	4.5348 .0337	5.8993 .0006	14.462 .0002
Dominating Conflict Management Strategy	4.6251 .0033	.0951 .7580	4.1759 .0062	.3667 .5451	6.0874 .0005	2.8527 .0919

CONCLUSION

1. **Integrating TLS, TLS, LLS:** Male has significant effect on transformational, transactional and laissez-faire LS that will change the CMS.
2. **Obliging –Transformational:** Male (0.008) has significant effect on the LS but female has insignificant (0.2838) effect.

3. **Obliging – Transactional:** Male has significant (0.02) effect on transactional LS that will change the obliging CMS.
4. **Obliging – Laissez-faire:** Male has insignificant (0.540) effect on laissez-faire LS that will change the obliging CMS whereas female has (0.0003) significant effect.
5. **Compromising – Transformational:** Male has significant (0.014) effect on transformational LS that will change the compromising CMS whereas female has (0.799) insignificant effect.
6. **Compromising – Transactional:** Male has significant (0.0200) effect on transactional LS that will change the compromising CMS whereas female has (0.4997) insignificant effect.
7. **Compromising – Laissez-faire:** Male has insignificant (0.1677) effect on laissez-faire LS that will change the compromising CMS whereas female has (0.0007) significant effect.
8. **Avoiding- Transformational:** Male has insignificant (0.0796) effect on transformational LS that will change the avoiding CMS whereas female has (0.1357) insignificant effect.
9. **Avoiding- Transactional:** Male has insignificant (0.1963) effect on transactional LS that will change the avoiding CMS whereas female has (0.0877) insignificant effect.
10. **Avoiding- Laissez-faire:** Male has insignificant (0.3206) effect on laissez-faire LS that will change the avoiding CMS whereas female has (0.0001) significant effect.
11. **Dominating-Transformational:** Male has significant (0.0108) effect on transformational LS that will change the dominating CMS whereas female has (0.4279) insignificant effect.
12. **Dominating-Transactional:** Male has insignificant (0.2491) effect on transactional LS that will change the dominating CMS whereas female has (0.2253) insignificant effect.
13. **Dominating- Laissez-faire:** Male has insignificant (0.1426) effect on laissez-faire LS that will change the dominating CMS whereas female has (0.0079) significant effect.

RECOMMENDATIONS

It is recommended by the researcher under the light of the findings if the study that:

1. Conflicts should be managed in order to get positive outcomes of the conflicts faced by faculty members due to individual differences.
2. There should be a proper conflict management mechanism at departmental level.
3. Time to time training sessions should be conducted at departmental level to train faculty in order to manage their own conflict at latent level.

REFERENCES

- [1]. Afzalur Rahim, M., Magner, N. R., & Shapiro, D. L. (2000). Do justice perceptions influence styles of handling conflict with supervisors?: What justice perceptions, precisely? *International Journal of Conflict Management*, 11(1), 9-31.
- [2]. Afzalur Rahim, M. (2002). Toward a theory of managing organizational conflict. *International journal of conflict management*, 13(3), 206-235.
- [3]. Alzubi, Y. Z. W. (2018). Turnover intentions in Jordanian Universities: The role of leadership behaviour, organizational commitment and organizational culture. *International Journal of Advanced and Applied Sciences*, 5(1), 177-192.
- [4]. Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. *Academy of management journal*, 39(1), 123-148.
- [5]. Barsky, A. J., Saintfort, R., Rogers, M. P., & Borus, J. F. (2002). Nonspecific medication side effects and the nocebo phenomenon. *Jama*, 287(5), 622-627.
- [6]. Belliot, G., Kamel, A. H., Estienney, M., Ambert-Balay, K., & Pothier, P. (2010). Evidence of emergence of new GGII. 4 norovirus variants from gastroenteritis outbreak survey in France during the 2007-to-2008 and 2008-to-2009 winter seasons. *Journal of clinical microbiology*, 48(3), 994-998.
- [7]. Bera, D., Qian, L., Tseng, T. K., & Holloway, P. H. (2010). Quantum dots and their multimodal applications: a review. *Materials*, 3(4), 2260-2345.
- [8]. Boal, J. H., Williamson, M., Boyd, V. L., Ludeman, S. M., & Egan, W. (1989). Phosphorus-31 NMR studies of the kinetics of bisalkylation by isophosphoramidate mustard: comparisons with phosphoramidate mustard. *Journal of medicinal chemistry*, 32(8), 1768-1773.
- [9]. Bondesio, M. J. (1992). Conflict Management at School: An Unavoidable Task.
- [10]. Bourgeois III, L. J. (1985). Strategic goals, perceived uncertainty, and economic performance in volatile environments. *Academy of management journal*, 28(3), 548-573.
- [11]. Cetin, M. O., & Hacifazlioglu, O. (2004). Conflict management styles: A comparative study of university academics and high school teachers. *Journal of American Academy of Business*, 5(1/2), 325-332.
- [12]. Channick, R. N., Simonneau, G., Sitbon, O., Robbins, I. M., Frost, A., Tapson, V. F., ... & Rubin, L. J. (2001). Effects of the dual endothelin-receptor antagonist bosentan in patients with pulmonary hypertension: a randomised placebocontrolled study. *The Lancet*, 358(9288), 1119-1123.
- [13]. Desselle, S. P., & Holmes, E. R. (2017). Results of the 2015 national certified pharmacy technician workforce survey. *American Journal of Health-System Pharmacy*, 74(13), 981-991.
- [14]. Dube, B., & Dziva, C. (2014). The Appointment of 2013 Cabinet Ministers in Zimbabwe: A Lost Opportunity for Gender Parity in Decision Making positions. *International Journal of Politics and Good Governance*, 5(5), 1-23.
- [15]. Eccleston, C., Palermo, T. M., de C Williams, A. C., Holley, A. L., Morley, S., Fisher, E., & Law, E. (2014). Psychological therapies for the management of chronic and

- recurrent pain in children and adolescents. *Cochrane Database of Systematic Reviews*, (5).
- [16]. Eisenhardt, K. M., & Schoonhoven, C. B. (1990). Organizational growth: Linking founding team, strategy, environment, and growth among US semiconductor ventures, 1978-1988. *Administrative science quarterly*, 504-529.
- [17]. Fareo, D. O., & Jajua, M. A. Conflict Management Strategies in Ondo State Tertiary Institutions.
- [18]. Gmelch, W. H., & Miskin, V. D. (1995). *Chairing an Academic Department. Survival Skills for Scholars, Volume 15*. SAGE Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320.
- [19]. Guramatunhu–Mudiwa, P. (2015). The gender shift in enrollment patterns in higher education: A case study of a school administration program. *Advancing Women in Leadership*, 35, 120-133.
- [20]. Hearn, J. C., & Anderson, M. S. (2002). Conflict in academic departments: An analysis of disputes over faculty promotion and tenure. *Research in Higher Education*, 43(5), 503-529.
- [21]. Jenkins, H. (2009). *Confronting the challenges of participatory culture: Media education for the 21st century*. Mit Press.
- [22]. Jones, E., Oliphant, T., & Peterson, P. (2014). {SciPy}: Open source scientific tools for {Python}.
- [23]. Jones, P. D., & Moberg, A. (2003). Hemispheric and large-scale surface air temperature variations: An extensive revision and an update to 2001. *Journal of climate*, 16(2), 206-223.
- [24]. Kadhem, M., & Khalili, M. (2013). Shattering the glass ceiling in academia: a comparative study of the differences in how women advance and reach leadership positions in the academic world in Sweden versus women in the US.
- [25]. Massey, G. R., & Dawes, P. L. (2007). Personal characteristics, trust, conflict, and effectiveness in marketing/sales working relationships. *European Journal of Marketing*, 41(9/10), 1117-1145.
- [26]. Mugweni, E., Omar, M., & Pearson, S. (2014). Understanding barriers to safer sex practice in Zimbabwean marriages: implications for future HIV prevention interventions. *Health education research*, 30(3), 388-399.
- [27]. Rahim, A., & Bonoma, T. V. (1979). Managing organizational conflict: A model for diagnosis and intervention. *Psychological reports*, 44(3_suppl), 1323-1344.
- [28]. Redmond, B. (2017). *Reflection in action: Developing reflective practice in health and social services*. Routledge.
- [29]. Rifkind, L. J., & Harper, L. F. (1992). Cross-gender immediacy behaviors and sexual harassment in the workplace: A communication paradox. *IEEE transactions on professional communication*, 35(4), 236-241.
- [30]. Rizzo, J. D., Lichtin, A. E., Woolf, S. H., Seidenfeld, J., Bennett, C. L., Cella, D., ... & Miller, C. B. (2002). Use of epoetin in patients with cancer: evidence-based clinical practice guidelines of the American Society of Clinical Oncology and the American Society of Hematology. *Blood*, 100(7), 2303-2320.

- [31]. Sarapää, O., Al Ani, T., Lahti, S. I., Lauri, L. S., Sarala, P., Torppa, A., & Kontinen, A. (2013). Rare earth exploration potential in Finland. *Journal of Geochemical Exploration*, 133, 25-41.
- [32]. Shalumba, S. M., & Seshamani, V. (2011). The gender and financing dimensions of higher education in Africa: A case study in the Zambian context. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(1), 1-8.
- [33]. Stanley, C. A., & Algert, N. E. (2007). An exploratory study of the conflict management styles of department heads in a research university setting. *Innovative Higher Education*, 32(1), 49-65.
- [34]. Turesky, R. J., & Le Marchand, L. (2011). Metabolism and biomarkers of heterocyclic aromatic amines in molecular epidemiology studies: lessons learned from aromatic amines. *Chemical research in toxicology*, 24(8), 1169-1214.
- [35]. Utley, M. E., Richardson, D. R., & Pilkington, C. J. (1989). Personality and interpersonal conflict management. *Personality and individual differences*, 10(3), 287-293.
- [36]. Van De Vliert, E., Euwema, M. C., & Huismans, S. E. (1995). Managing conflict with a subordinate or a superior: Effectiveness of conglomerated behavior. *Journal of Applied Psychology*, 80(2), 271.
- [37]. Volpe, M. R., & Witherspoon, R. (1992). Mediation and cultural diversity on college campuses. *Mediation Quarterly*, 9(4), 341-351.
- [38]. Wolf-Wendel, L., & Ward, K. (2015). Academic mothers: Exploring disciplinary perspectives. *Innovative Higher Education*, 40(1), 19-35.
- [39]. Wright, J. D., & Sommerdijk, N. A. (2018). *Sol-gel materials: chemistry and applications*. CRC press.
- [40]. Zvobgo, G., Hu, H., Shang, S., Shamsi, I. H., & Zhang, G. (2015). The effects of phosphate on arsenic uptake and toxicity alleviation in tobacco genotypes with differing arsenic tolerances. *Environmental toxicology and chemistry*, 34(1), 45-52.