



RESEARCH PAPER

Relationship Between Conflict Types and Conflict Management Strategies during Online Teaching : A Co-relational Study

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ABSTRACT

Conflicts are a routine part of life due to various circumstances which are inevitable and have many negative impacts, if not managed properly. However, in case where higher education institutions and universities are concerned, the unsettled disputes between students and teaching faculty may arise more seriously and its effect can go beyond the expectations and its level of seriousness might also increase, and its loss can be irreparable. Researcher investigated "Relationship between types of conflicts and conflicts management strategies during online teaching at university level: A co-relational study". Objectives were to identify types of conflicts faced by teachers, management styles adopted by teachers to manage conflicts during online teaching and to analyze the relationship between types of conflicts and conflict management strategies. During the pandemic situation in 2020 and 2021 a new crisis faced by various educational institutions along with other facets of social natures. Therefore, conflicts as a daily routine life also changed in nature due to shifting of whole teaching learning system on ICT. Population of this study was teaching staff of Private universities of Islamabad. Proportionate Random sampling technique was used. Researcher used Farooqi Organizational Conflict Management Inventory (FOCI) to identify conflict management styles of teaching faculty. Keeping in view the summarized results of conflict it was found that most of the teaching staff faced Substantive Conflict with maximum of response (M = 2.50). After detailed analysis of the data, findings showed that, most of the respondents used Obliging conflict management style with maximum of 53.64 % of response, to manage their conflicts.

Keywords: Conflict Management Strategies, Relationship

Introduction

With the passage of time, the world is changing in every aspect of life, field of technology and course of study. During the last two decades various changes have been made in the teaching and learning methods in the field of education. After the development of Information Communication Technology (ICT) its use has also benefited educational institutions. This move of ICT in education has revolutionized and shared its role in globalization. This change has proven and innovated the method of education from traditional formal education method to online education method. The online mode of learning and teaching has been incorporated with a new, dynamic and popular scope since the 21st century.

The rapid spread of ICT is having far-reaching effects on education, both for learners and teachers. One of the most interesting and rapidly growing applications of ICT is as a tool to enhance teaching practice, providing information such as online curricula and lecture notes, student-to-teacher and student-to-student communication. This incorporates working with correspondence between, and interfacing understudies to, a scope of data assets. World. Conventional classes can be broadened along these lines or whole courses can be conveyed without understudies going to the primary study hall. Many ground breaking colleges, organizations and different foundations are coordinating ICT-based educating into

their projects because of multiple factors. Boss among these is the quick pace of progress in information, and that implies that the abilities or information procured by an individual have a restricted valuable life before they become old and the individual should be retrained. This prompts the requirement for what is frequently alluded to as 'deep rooted learning', or the capacity to get to long lasting learning on an adaptable premise because of changing advancing necessities (Reynolds, & Wessels, 2001).

Distance instruction is definitely not a novel thought - conventional correspondence courses have been around for north of 100 years. In any case, the association and correspondence that are the signs of new media have drastically changed the distance training climate and made uncommon interest in web-based schooling. The utilization of ICT in instructive settings and particularly as arranged distance learning is thriving at a fantastic rate. In the US, the quantity of understudies taking courses presented in entire or to some extent over the Web is assessed to increment by 30% every year (US Branch of Schooling 1997). The Web is turning into an ordinary piece of the learning climate for college understudies, grown-up students, organization learners and numerous others. Obviously, there are difficult issues with respect to the disparity of admittance to the equipment, phone lines, and essential proficiency important to take part in web-based schooling. The way of talking that electronic guidance will extend admittance to instructive open doors for poor people and disappointed is hitherto gave a false representation of by the way that by far most of individuals taking these courses do the specific inverse.

Conflict Perception

Vendor and Wilmot (1985) characterize struggle as "an expressive battle between no less than two reliant gatherings who see clashing objectives, scant prizes, and impedance from the other party in accomplishing their objectives." A few different meanings of contention likewise propose that discernments assume a significant part in the development and force of contention even without genuine contrasts (Thomas, 1992; Kolb & Putnam, 1992).

Constructive Conflict

The idea that conflict can be productive, as always destructive, is more than a belief or ideology. Research using different theoretical frameworks has demonstrated that conflict can actually affect whether managers and employees accomplish a wide range of critical tasks (Tjosvold, 2007). These studies also show that conflicts are more likely to produce benefits when they are discussed openly and skillfully. For example, studies show that conflict can contribute to the overall direction and success of organizations. Top management teams that disagreed with each other were more entrepreneurial in developing strategies (Lee & Lee, 2009).

Top management teams that relied on open, mutually beneficial discussions of their conflicts rather than competitive or avoidance strategies worked together to develop firms that were more innovative and successful in the marketplace (G. Chen et al. 2005, Schotter & Beamish 2011). Indeed, the value of conflict is also appreciated in the context of corporate governance. By adopting government regulations that strengthened the ability of shareholders to voice their concerns, shareholder value increased. (Campbell et al. 2012).

Conflict intensity

According to Jehn (1995), the intensity of conflict is the amount of difference in attitudes, views and opinions between workers about the tasks being performed. Intensity means expenditure and amount of participation. If groups are better organized and organized, the intensity of conflicts will be lower (Dahrendorf, 2006).

Literature Review

According to Kiran, S (2021) conflict is a normal happening that appears in every aspect of our everyday living, whether indoor or outer the context of an institution. Both educational scholars have devoted much concentration to conflict. Scholars have written many articles related to with constructive results, but some studies have revealed conflicting results in negative. Conflicts arise due to lack of managing skills. Conflict itself is not hurtful and beneficial, in its place, the outcome depends on the individuals personal and managerial talent (Rahim, 2001). Conflict is defined by John Dewey that, "It is the good fly of thinking. It blend us to invention. It fright us like sheep into indifference" (Ghaffar, 2011).

There are many features, which include intrapersonal, interpersonal and social, by which, conflict has been researched. A personal dispute occurs due to difference of opinion with one. Previous researchers in the relevant topics state that, reasons of conflict at the level of international are war and peace. Interpersonal conflicts plays significant role in valuable direction (Northouse, 2012).

Conflicts arise, between the peoples. These can be between two groups, and two organizations. These are arise between two departments and two governments and countries. In case of people, there may be personal interests. In case of managers, reasons may be dominance in decision making. In case of departments, interest of the organizations and in case of governments and countries conflict arises due to interests of economy and natural sources. Conflict between groups occurred based on performance.

Intrapersonal Conflict

Conflict among the individuals is commonly value-related. When it is a mismatch between role, values and way of life. Furthermore, frequently it involves some kind of cognitive and objective conflict. It can also ge said the conflicts actually exist inside of an individual, but, at a time, when his behaviors and attitudes feels negative feelings, not suitable with his, thoughts and incompatible, therefore, it leads to conflicts (Evans, 2013).

Approach-avoidance conflict

This type of conflict occurs when a person chooses a particular thing know its probable result whether, they can be negative or they can be positive. For example, a person get a job of his nature, but, place of posting does not suits him, being away from home, city or country (Evans, 2013).

Approach-approach conflict

This type of conflict occurs, in a situation where, two or more than two substitute's ooptions are available and their consequences are positive. In this condition, a person has this option between these substitutes to select one or another. For example, a person has choice to select job offers received to him from two or more companies.

Avoidance Conflict

This type of conflict occurs when a individual has been given a choice to choose one of two or more than two, alternatives and all have the negative outcomes. For example, a worker has been threatened for the award of punishments about his demotion from the current appointment unless he perform work, which he dislikes, like, work for extra time on his job.

Interpersonal Conflict

This is a most known and accepted at each level of conflict, which occur, among more than one person or group or community. This is the conflict, to which various people are linked in an organization & causes the disputes among two or more peoples (Green & Charles 2012). Factors caused this this types of conflict are differences in personality of

workers, perceptions, educational background, level of training, experience of last job and future foresight (Whetten & Cameron, 2012).

Intragroup Conflict

That is common in each group and team, proper and informal, to set up specific operational principles and rules of conduct to which all group members adhere. A worker of a team might have social needs which compel him to remain within same team, but at the same time he is mentally not ready to accomplish tasks required to achieve such goals. These conflicts can also occur in case of difference in opinions among members of the same group (Chand, 2015).

Intergroup Conflict

Conflicts occur among diverse groups in an organization, each of which tries to achieve its own goals, is called intergroup conflict. Organizations consist of interconnected system of departments, teams, departments, persons, departments or groups (Green, 2012). Conflicts are caused by factors inherent in the composition of institution. Conflicts occur between diverse purposeful groups within an organization because of unusual objectives and between different units of the organization because of many fundamental differences within its action (Kinicki & Kreitner, 2008).

Intra-Organizational Conflict

According to Luthans, (1998) researchers, generally 4 types of intra-organizational conflicts are raised. Each has its particular characteristics; but, these might be overlap, from one role to another one.

Vertical conflict

These arise between level of organizations i.e. subordinate to superior. Often raised by the superiors to grip over their command and control.

Horizontal conflict

These occur between the departments or employees at parallel executive hierarchical levels (Jones & George, 2008).

Line staff conflict

This type of conflict is raised by people and departments in most organizations as line departments. In general, line and staff supervisors have different individual uniqueness (Kinicki & Kreitner, 2008).

Role conflict

This type of conflict arise when a person performing a particular job and role, but, he has been asked to various tasks and jobs not related to their concerned field.

Conflict Management Strategies

Black and Mouton's theory (1964) which was based on the double concern form that conflicts are managed in diverse ways (i.e. withdrawal, moderation, coercion, problem solving, compromise) with high / low concern for production & Based on high/low concern. Logue Thomas (1976) extended this model by focusing on the aspiration to satisfy one's personal concerns and the wish to please the concerns of others. Based on Blake and Mouton (1964) and Thomas (1976), Rahim and V. Bonoma (1979) separated conflict-handling styles into 2 dimensions. The dual-concern model shows conflict behavior to focus on whether a person is more or less concerned with their own outcomes or more or less concerned with

the outcomes of others. There are 5 conflict management styles which are involved in these two crossing dimensions.

Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals and it arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop (Kiran et al., 2022).

An integrative style is characterized by high concern for self & others, sharing information openly, resolving differences fruitfully, and making each effort to reach a result that is equally acceptable (Rahim, 1992). This approach is much desirable because it is more probable to result in a win-win resolution, especially in a circumstances recognized with long-term dependence on other party. (Aycan et al., 2000; Pruitt & Carnevale, 1993).

The obliging strategy, with less worry for self and more concern for others, focuses on defending and maintaining affairs rather than reaching a conclusion that satisfies the one's own concerns. When a position of a party is weak and it assumed that abandoning conflict will lead to more valuable outcomes, it is appropriate to use this approach (Rahim, 2002).

Dominating strategy, is the label of "competition" is recognized as a strategy of win-lose. Ignoring the requirements and hope of the other party and pursuing one's own benefit by power strategy is appropriate when the conflict issues involve usual matters or need urgent making of decision (Rahim, 2002).

Avoiding management strategy gives results from having small concern for either interest of self or other one's. At the time, when issue of conflict is significant and needs taking on the responsibility of speedy making of decision, withdrawing out of conflict could cause injurious results for the party (Rahim, 2002).

In Pakistan, the teaching-learning process also switched towards online mode mainly using different social network platforms. To facilitate the students, teachers were encouraged to use various modes of communication platforms, such as WhatsApp, Google classroom, YouTube, Facebook, Zoom, and others. These ways definitely overcome the extra burden of the parents in terms of resources. Social network sites were recommended for the faculty members to use for communicating with their students via formal study groups like WhatsApp and Facebook and also via official pages (Mehnaz et al., 2022).

Material and Methods

Research Design

This study was descriptive in nature and survey technique was used to collect the data. Quantitative research methodology was adopted in this study. Data was collected from the targeted population through a questionnaire. Results from a representative of the population and from that sample; the researcher presented the findings as being representative of the population.

Research Instrument

Researcher used a Questionnaire as a tool was used on to measure four conflict types. Tool comprises twenty questions. Farooqi Organizational Conflict Inventory (FOCI) was used to achieve objectives of the study to identify conflict management styles adopted by teachers during online teaching based on items under five conflict management styles on five point Likert scale.

Results and Discussion

Table 1
Affective Conflict

Sr. No.	Response	Frequency	Percent
1	Once in a While	53	30.5
2	Sometime	44	25.3
3	Fairly Often	39	22.4
4	Frequently if Not Often	38	21.8
	Total	174	100.0

Table 2 presents that (30.5%) teaching staff responded it Once in a While, (25.3%) responded it as some time, (22.4%) responded it as Fairly Often and (21.8%) teaching staff responded it as Frequently if Not Often.

Table 2
Substantive Conflict

Sr. No.	Response	Frequency	Percent
1	Once in a While	37	21.3
2	Sometime	54	31.0
3	Fairly Often	41	23.6
4	Frequently if Not Often	42	24.1
	Total	174	100.0

Table 3 presents that (21.3%) teaching staff responded it Once in a While, (31%) responded it as some time, (23.6%) responded it as Fairly Often and (24.1%) teaching staff responded it as Frequently if Not Often.

Table 3
Institutionalized Conflict

Sr. No.	Response	Frequency	Percent
1	Once in a While	46	26.4
2	Sometime	42	24.1
3	Fairly Often	44	25.3
4	Frequently if Not Often	42	24.1
	Total	174	100.0

Table 4 presents that (26.4%) teaching staff responded it Once in a While, (24.1%) responded it as some time, (25.3%) responded it as Fairly Often and (24.1%) teaching staff responded it as Frequently if Not Often.

Table 4
Realistic Conflict

Sr. No.	Response	Frequency	Percent
1	Once in a While	45	25.9
2	Sometime	42	24.1
3	Fairly Often	51	29.3
4	Frequently if Not Often	36	20.7
	Total	174	100.0

Table 5 presents that (25.9%) teaching staff responded it Once in a While, (24.1%) responded it as some time, (29.3%) responded it as Fairly Often and (20.7%) teaching staff responded it as Frequently if Not Often.

Table 5
Total Response of All Conflicts

Sr. No.	Response	Frequency	Percent
1	Once in a While	45	25.9
2	Sometime	44	25.3

3	Fairly Often	45	25.9
4	Frequently if Not Often	40	23.0
	Total	174	100.0

Table 6 presents that (25.9%) teaching staff responded it Once in a While, (25.3%) responded it as some time, (25.9%) responded it as Fairly Often and (23%) teaching staff responded it as Frequently if Not Often.

Table 6

Response of Conflict Management Styles Adopted By Teachers

Sr. No.	Conflict Management Style	Frequency	Percent
1	Integrating	1359	39.97058824
2	Obliging	1824	53.64705882
3	Compromising	1442	42.41176471
4	Avoiding	775	22.79411765
5	Dominating	516	15.17647059
	Total	5916	174

Table 7 presents that (39.97%) teaching staff responded to use Integrating Conflict Management Style, While (53.64%) responded Obliging, (42.41%) responded Compromising, (22.79%) responded Avoiding and (15.17%) teaching staff responded to use dominating conflict management style.

Table 7

Demographics of respondents

Sr. No.		Designation	Nature of Employment	Qualification	HEC Approved Supervisor	Age (Years)	Gender	Marital Status	Location
1	Mean	1.43	1.11	2.24	1.66	1.52	1.45	1.63	1.72
2	Median	1.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00
3	Mode	1	1	2	2	1	1	2	2
4	Std. Deviation	0.691	0.320	0.711	0.477	0.652	0.499	0.484	0.448

Conclusion

Basing on the response of teaching staff received from the research, most of the teaching staff responded to use Obliging style (53%) while dealing the conflict management. Second most used conflict management style was Compromising (42%). Thirdly, the conflict management style was Integrating (39%). However Avoiding conflict management style (22%) and Dominating conflict management style (15%) were the least in use by the teaching staff during online teaching.

Result of Obliging Style was concluded to use the Farooqi Organizational Conflict Management Inventory FOCI as compared to other four strategies of conflict management (integrating, compromising, avoiding and dominating conflict management strategy). Detailed results are as under.

Recommendations

- It should be ensured that, conflict should be highlighted and catered for at the early stage and may be resolved as soon as possible.
- Teaching staff may be employed according to the number of required teachers according to the courses and programmes being run in the universities, so that teachers can not over worked, should not face burden in attending extra classes and chances may be reduced for the occurrences of conflicts

- Teaching staff should be sufficiently trained in their professional training course to face and manage the difference of the opinions and ideas between the group and teaching staff in any matter related to teaching learning process, so that overall betterment of education can be ensured
- Teaching staff should timely manage the conflict at early stage so that, it should be avoided to raise the conflict at extreme and intense level at later stage and to face a difficult situation
- Teaching staff should timely manage the conflict at early stage so that, it should be avoided to raise the conflict at extreme and intense level at later stage and to face a difficult situation
- Lack of discipline in students further make them vulnerable to face the conflicts during online teaching, therefore, students should follow the same discipline norms as they follow during face-to-face classes.
- Students should make themselves digitally literate, keeping in view the modern worlds requirement and need of the time, to equip themselves with latest information and technology to compete in the world and in all fields of life.

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