

Relation between Educational Managers and Strategies of Conflict Management with Communicative Skills Tehran Region Schools

Masoumeh Azimi Far,

Payam Nour University, Kerman, Iran

Mohsen Malekmohammadi,

Department of Payam Nour University, Tehran, Iran

Mohsen.malekmohamadi255@yahoo.com

Ali Ahmadalizadeh,

Ph.D. Department of Orientalism, Yerevan state University, Armenia

Abstract

The general purpose of this research is to determine relation of communicative skills with strategies of conflict management between educational managers of schools of regions of Tehran City. The way of this research is the type of correlation. Statistical society includes all the educational managers of schools (such as primary, middle and high schools) of region 2 of Tehran City. Sample numbers are 103 numbers who select by random. Questionnaire of communicative skills and questionnaire of strategies of Rabin's conflict management has been used for collecting information. Pearson's correlation factor and analysis of one-way Variance have been used to test the hypothesis. The analysis of result shows that there is a significant negative relation between communicative skills and the selection of control and avoidance strategies for conflict management in the level of Alpha %5, it means that the manager's communicative skills is more, the selection of control strategy and not conflict strategy is less and vice versa. The analysis of result shows that there is a significant positive relation between communicative skills and selection of oriented solution strategy for conflict management in the level of Alpha 5%, it means that the manager's communicative skills is more, the using of oriented solution strategy is more and vice versa.

In According to the considered F, the analysis of one-way Variance shows that there is not significant difference between 3 groups of managers of schools (primary, middle and high) in the level of Alpha 5% in the using of communicative skills.

Keywords: Communicative skills, Conflict management, Educational managers

Introduction and statement of the problem

The educational places is as a executive factor that it is effective to behave people as useful citizen, and also, it provides necessary manpower for the society. The educational places developed in the other communities, so, the large numbers of people go to this places for education and other facilities. The educational places are as an education place and in comparison to the other places, they are more complicated and important, however, they have offices and constructions like other official organizations, but in comparison to other official organizations, educational places behave manpower. There are problems in the educational places such as:

Conflict and disagreement problems.

Organizational activities require to interact between people and the other groups of organization, on the other hand, there are different types of people in the organization, who be active and work in the different position that all of them communicate with each other, and there are conflict problems in all of them, because of the conflict management not to the conflict, because, conflict is the natural in the all communications. So, if the conflict problems is managed and organized in the good way, it will work. If the conflict and disagreement problems are organized and managed in the educational schools, there will be favorable places to develop, bring up and educate talents and educations. The managers are the most important role to settle and improve these problems in the schools. If the managers can settle and solve these problems in a good way, they should know about the communicative skills and they should avoid from involved subjectivities in the communications, and also, they should accept other's ideas (Soltani,

1380). If the managers can be good speakers, sender, listener and receiver, they will be successful to provide other's cooperations by attracting trust. However, the main purposes of education is to obtain and equipment resources and educational systems related to these resources, but, educational systems depend on different factors such as, good communications, cooperation and empathy.(Abbaspoor, 1988) The managers should accept the conflict and use it to improve the organization. There are lots of Techniques for managing conflict in the organizations such as: cooperation, compromise, competition, agreements and avoidance from ways of oppressing conflict.

There are three strategies about ways such as: oriented solutions, avoidance and control.

The conflict is important and unavoidable issue in all organizations.

Rabins believes that manager's view and attitude is so important to settle and solve the conflict problems and behave logically and have relational solutions about these. Scientist of behavioral sciences believe that the successful management system doesn't oppress the conflict, but also, these systems create a favourable place of conflict, and also, they believe that if there isn't conflict in any organizations, there will be lack of interest, so, it makes to reduce the activities of organizations. The conflict is so effective for every organizations, because the conflict can create a good place for creative ideas and it makes to create a good communication. Therefore, if the managers want to have an effective organization. They have to create motivation between staff, and they should accept liberated and mutual communication, and they should solve conflict problems between staff in the good way. (Ghorbani, 1389) The managers should have communicative skills, because the communicative skill is the most important factor to settle conflict problems in the good way.

Other factors are role in this issue such as:

Agreement, participation and cooperation that all of them based on communicative skills. (Belick and moton 2004, Ganeri and spitsberg Batter, waydrohatfid) Avoiding from involved subjectivity is one of another effective factors that the managers should do it. (Soltani, 1380). The managers shouldn't hurt to the others character when he/she has relation with others. The researchers shows that the managers who have emotional intelligence and communicative skill, in comparison to the others, they can settle and solve the conflict problems in a good way.(Golman, 2000). In accordance to inadequate information about communicative skills with strategies of conflict management, there is a question that how much the role of communicative skills are important to manage and organize conflict between educational managers.

The purpose

The main aim:

The general purpose of this research is to determinate relations of communicative skills with strategies of conflict management between educational managers of schools of region 2 of Tehran City.

Special objectives:

There are general purposes in this research such as :

- 1) The determination of relations between communicative skills and strategies of oriented solutions between educational managers.
- 2) The determination of relations between communicative skills and strategies of oriented solutions of Control between educational managers
- 3) The determination of relations between communicative skills and strategies of oriented solutions of avoidance between educational managers.

Hypothesis

Main

- There is a relation between communicative skills with strategies of conflict management between educational managers of schools of region 2 of Tehran City.

Guidance schools and high schools in district No.2 of Tehran who are 140 persons. The volume of sample according to the Morgan table has determined 103 persons. For selecting this sample used of educational managers in coincidental sampling method. In this research used of the Pierson's correlation coefficient and the one-way (ANOVA) variance analysis for the test of hypothesis. Below questionnaires are the tools for collecting information.

1- Questionnaire of communicative skills

Questionnaire of communicative skills measures three components include: verbal skill, hearing skill and feedback skill. This questionnaire was standardized by Moghimi in 1380.

Questionnaire communicative skills presented for measuring the rate of communicative skills. This questionnaire of 18 questions which measures verbal skill, hearing skill and feedback skill. Each testing receives 4 separate score is total.

Questions 3,4,7,12,15,17 measure verbal skill, question 2,6,8,10,14,18 measure effective hearing skill, questions 1,5,9,11,13 and 16 measure feedback skill. Answers are in the form of 5 degree and orderly. The reliability of the questionnaire of communicative skills is reported 0.89 by Ketanbakh Alfa.

2- Questionnaire of conflict management strategies

Questionnaire of Rabinz conflict management strategies measures five methods of conflict management which put into three strategies (avoidance, solution-orientated and control). Questionnaire was standardized by Ghorbani in 1378. This questionnaire has 30 questions which specify three strategies: avoidance, solution- orientated and control on the scale 7 value. The score that each testing gets from questionnaire of conflict management shows which kind of strategies of conflict management shows kind of strategies uses in facing with conflict.

In this questionnaire, questions 2,5,7,12,14,15,23,24,25,27,28 and 29 are related to the avoidance strategy, questions 1,4,6,8,9,11,13,16,19,20 and 21 are related to the solution-orientated strategy and questions 3,10,17,18,22,26 and 30 are related to the control strategy. The reliability of questionnaire was calculated by the use of Kerbakh Alfa 0.7885 for the avoidance strategy and 0.7985 for the control strategy and 0.8135 for the solution-orientated strategy.

Finding:

Theory1: There are a relation between the communicative skills and the control strategy in educational managers.

Table1-1: The relation between communicative skills and control strategy in managers

Statistical index	(N)	r	P-value
Communicative skills and control strategy regarding	103	-0/6543	0/0059

By regarding the table information, the mentioned hypothesis by using Pierson correlation is examined. The result shows there is meaningful negative relation between communicative skills and selecting control strategy for conflict management in 0/05 Alfa level.

P-value=0/0059 < α=0/05. So the hypothesis is confirmed and the relation between these two variables is negative and inverse. It means as much as the communicative skills of managers are high, the probability of selecting control strategy is less and vice-versa.

Hypothesis 2: three is a relation between communicative skills and avoidance strategy in manager.

Table2: The relation between communicative skills and avoidance strategy managers

Statistical index	(N)	r	P-value
Communicative skills and avoidance strategy	103	-0/458	0/0012

By regarding the table information, the mentioned hypothesis by using Pierson correlation test is examined. The result shows that there is meaningful negative relation between communicative skills and avoidance strategy for conflict management in 0/05 Alfa level. P-value=0/0012 < α=0/05. So the hypothesis is confirmed and the relation between these two variables is negative and inverse. It means as much as the communicative skills of managers are high, the probability of selecting avoidance strategy is less and vice-versa.

Hypothesis3: There is relation between communicative skills and solution-orientated strategy in managers.

Table3: The relation between communicative skills and strategy in managers

Statistical index	(N)	r	P-value
Communicative skills and solvable	103	0/5501	0/0051

By regarding the table's information, the mentioned hypothesis by using Pierson correlation is examined. The result shows there is meaningful negative relation between communicative skills and P-value=0/0051 < $\alpha=0/05$. So the hypothesis is confirmed and the relation between these two variables is negative skills of managers are high, the probability of selecting solution-orientated strategy is less and vice-versa.

Hypothesis4: There is no difference in using communicative skills among women managers.

Table4: The table of summary of one-way variance analysis for the marks of communicative skill in three managers' groups

The source of alternations	Free degree(D.F)	Total squares(SS)	Total average	F	The amount of probability (P-value)
Among groups	2	3503/088	1751/544	0/31	0/4130
Inter groups	100	10811/16	108/12		
Total	102	14314/245			

According to the table's information, this hypothesis is examined by using variance analysis (ANOVA), The result shows the calculated F for using communicative skill in three groups has no meaningful difference in 0/05 Alfa level. P-value=0/4130 > $\alpha=0/05$.

So this hypothesis is confirmed and by 95% confidence we can say in (elementary schools, guidance schools and high schools) sections.

Hypothesis5: There is no difference in using communicative skills among managers in (elementary schools, guidance schools and high schools) sections.

Table5: The table of summary of one-way variance analysis for the marks of control strategy in there managers' groups

The source of alternations	Free degree(D.F)	Total squares(SS)	Total average	F	The amount of probability (P-value)
Among groups	3	2/783	0/928	0/9	0/4424
Inter groups	89	91/298	1/0258		
Total	92	94/081			

According to the table's information, mentioned hypothesis is examined by using variance analysis (ANOVA), the result shows the meaningful difference in 0/05 Alfa level. P-value=0/4424 > $\alpha=0/05$.

So this hypothesis is confirmed and by 95% confidence we can say there is no difference in using control strategy among 3 managers' groups in (elementary schools, guidance schools and high schools) sections.

Hypothesis6: There is no difference in using avoidance strategy among managers in (elementary schools, guidance schools and high schools) sections.

Table6: The table of summary of one-way variance analysis for the marks of avoidance strategy in three manager's groups

The source of alternations	Free degree(D.F)	Total squares(SS)	Total average	F	The amount of probability (P-value)
Among groups	3	0/577	0/192	0/32	0/8074
Inter groups	89	52/68	0/592		
Total	92	53/26			

According to the table's information, mentioned hypothesis is examined by using variance analysis (ANOVA), the result shows the calculated F for using avoidance strategy in three groups has no meaningful difference in 0.05 Alfa level. $P\text{-value}=0/8074 > \alpha=0/05$.

So this hypothesis is confirmed and by 95% confidence we can say there is no difference in using avoidance strategy among 3 managers' groups in (elementary schools, guidance schools and high schools) sections.

Hypothesis7: There is no difference in using solution-orientated strategy among managers in (elementary schools, guidance schools and high schools) sections.

Table7: the table of summary of one-way variance analysis for the marks of solution-orientated strategy in three managers' groups

The source of alternations	Free degree(D.F)	Total squares(SS)	Total average	F	The amount of probability (P-value)
Among groups	3	3/185	1/06	1/13	0/3425
Inter groups	89	83/845	0/942		
Total	92	87/03			

According to the table's information, mentioned hypothesis is examined by using Pierson correlation test, the result shows the calculated F for using solvable strategy in three groups has no meaningful difference in 0/05 Alfa level. $P\text{-value}=0/3425 > \alpha=0.05$ so this hypothesis confirmed and by 95% confidence we notice there is no difference in using solution-orientated strategy among 3 manager's groups in (elementary schools, guidance schools and high schools) sections.

Conclusion:

Hypothesis1: There is a relation between communicative skills and control strategy among educational managers.

Findings show that there is negative relation between communicative skills and selecting control strategy for conflict management in 0/05 Alfa level. This hypothesis was confirmed. The results show there is a meaningful negative relation between these two variables and this relation is inversely. It means as much as the communicative skill of manager be high, the probability of using control strategy in solving conflicts become less and vice-versa. Finding of this research in this field has harmonization with Celment research results, and colleagues (2002 and Ashkan (1382). The manger uses control strategy for solving conflicts and acts opposite against party's demands, he has tendency to fulfill his benefits without any consideration that matter is opposite to other person.

Manager opposes persons in this strategy and also forces his demands or views or opinions to them. But at last these forces will lead to anger and hostility. The ideal social relations and sympathy with others are the personalities of persons with the high communicative skill which avoid manager to use control strategy in conflict management. (Barron, 2007, quoted Baloch, 1389)

Hypothesis2: there is a relation between communicative skills and avoidance strategy among educational managers.

Finding show that there is a negative relation between communicative skills and selecting avoidance strategy for conflict management in skills and selecting avoidance strategy for conflict management in 0/05 Alfa level. This hypothesis was confirmed. The results show there is a meaningful negative relation between these two variables. According to the features of communicative skills and this strategy, Results have harmonization with gained research in this field. (Afzalvor and colleagues,2002). A manger who has a high communicative skill who is not reluctant to feeling and emotions of its subset and without any tendency to avoid conflict or giving a score to opposite party or sacrificing a person to another person just by finding an arranged solution and by regarding to other's and itself benefits to solve the conflict. The mangers know well by the correct and active relation could manage affairs correctly and ideally and achieve organization's goals. (Parhizkar,1388).Skill of manner's technique with staff(communicative skill), having effective hearing,

accepting suggestion and other's critiques are techniques that some persons without regarding to their scientific degrees have them or they gain them within repeat and observation.

Research has shown that the cooperation is an effective method in solving conflict which needs collaboration and sympathy and it is only happen in an atmosphere which is full of honesty and equality. (Bilk and Morton, 2004). As a result, those persons with the high communicative skills can create a friendly atmosphere without any "winning and lost". Research introduced the style of collaboration as an ideal style in conflict management, because by this style gaining the goals is more possible (Vayder and Hatfield, 2006). In this method, a manager examines the solutions for confronting conflict by cooperation and sympathy of subset and try to select the best solution (Bazaz jazayeri, 1387)

Hypothesis 3: there is no difference in using communicative skills among managers of (elementary schools, guidance schools and high schools) sections.

The result by 95% confidence, there is no meaningful difference in using communicative skills among managers of three groups. Finding of research has harmonization with finding which have done during previous years by (Sander. 2010 and Parlonef 2009). The important issue of management of human strength is to consider and solve the problem directly. Dealing with employees skill (communication skill), having effective hears, acceptance of proposed and criticism are other techniques that some people regardless of academic rank have them or they gain those skills by experienced, repetition and observation.

The findings showed that there is a significant positive relationship between communication skills and strategy selection for conflict management there is a significant positive association at Alfa level ($p < 0.005$). This means that the more higher communication skills, the more strategy selection and vice versa. Our results are similar to the results which were gain by Ganrly and Spitzberg (2010), Eider and Hatfield (2006), Batler (2004) and Kelment and et al (2002). Those results have been shown that collaboration is the most effective way to solve the conflicts; this needs participation, consultation and cooperation; all those things will be effective if there is honesty and equality in the environment (Blake and Moton 2004). So the people who have strong communication skills can create such environments to change the situation and turn it to a situation without winning or losing. The studies show Cooperation is the most proper solution for conflict management, because through it reaching to goals is more possible. In this kind of management method, people through cooperation, partnership and like-minded, investigate the available solutions to deal with conflicts and at last they will chose the best solution (Bazaze Jazayeri, 1387).

Hypothesis 4: The use of communication skills among managers of three schools (elementary, middle, high school), is no different.

Results showed that there is no difference in using communication skills between managers of three schools (elementary, middle, high school) (95% confidence) and there is no significant relevancy. Our results are similar to the results which were gain by Sander (2010) and Parlonef (2009). One of the important issues in human resources management is analyzing problems, problem solving, and the basis of management ability is to solve problems through face to face method. The management who is a good speaker, listener, sender and receiver can use communication and negotiation method for solving problems; these are characteristics which are existential and inherent principles for management. Communication skills are blend of inherent and adventitious abilities.

Hypothesis 5: In choosing control strategy for conflicts among the three principals (elementary, middle, high school), there is no difference.

Results showed that there is no difference in choosing control strategy for conflicts among the three principals (elementary, middle, high school) (95% confidence). Our results are similar to the results which were gain by Bozorgi (1387) and so many others. Every manager in the service process does some studies in the field of management and organizational behavior or gets familiar with behavioral aspects of individuals in the organization. Accordingly, it can say that most of managers learn more about the positive and negative effects of conflicts and also learn to choose proper strategy for solving different problems; they don't use power and force to solve the conflicts, this can be same in most managers. In order to solve the conflicts in organizations, managers use different strategies; these different strategies depend on several factors such as personality, organizational position, the opponent's personality, leadership style, level of power, culture and knowledge of the organization and also proficiency in conflict

management styles; so the managers experiences have important role in the choice of strategies to deal with conflict.

Hypothesis 6: choosing avoidance strategy among the three principals (elementary, middle, high school), has no difference.

Results showed that there is no difference in choosing strategy among the three principals (elementary, middle, high school) (95% confidence). Related findings to this topic in ten years which have been gained by Goldman (1998-2008) are similar to our results. A manager who has high communication skill has more preparation than others to resolve conflicts and weaknesses of the team and organization and he/she doesn't see any reason to avoid conflict and apathy towards the opponent, therefore he/she uses this method less.

Hypothesis 7: choosing perfect solution strategy has no difference among management levels (elementary, middle, high school).

Results showed that there is no difference in choosing perfect strategy among the three principals (elementary, middle, high school) (95% confidence). Our results are similar to the results which were gain by Bozorgi (1387). The managers who were tested show good communication skills. The more higher communication skills in managers, more choosing solution orientation strategy will happen. the most important skill for addressing psychological issues of conflict is being good at listening, this is a vital skill in facing with conflicts that few people are doing it. In conflicts people don't listen to each other and don't think about a proper solution.

References

1. Ashkan, M. (1382), "investigated the relationship between emotional interest and conflict management styles in different grades managers province" (master's thesis). Department of Psychology, Allameh Tabatabaei University, Tehran.
2. A'arabi, S.M. and Parsaiean, A. (1385), Management. Tehran: Institute for Trade Studies and Research, First edition.
3. Alvani, SM and Danaie fard (1386), Organization Theory. Tehran: zero Press.
4. Alvani, SM and Danaie fard (1389), Organizational behavior. Tehran: Morvarid Publications, Fourth Edition.
5. Bzazjzayeri, S.A (1387), Conflict management skills. Tadbir Journal, No. 86, pp: 22-26.
6. Bozorgi, M. (1387). "The effects of management experience, education and gender conflict management methods in primary schools of Shiraz" (master's thesis). Tehran University School of Management.
7. Baloch, H. (1389). Emotional intelligence. Tehran: Jeyhoon Publications.
8. Parsaieyan, A. and A'arabi, S.M. (1388). Organizational behavior. Volume II, Tehran: Office of Cultural Research, Second Edition.
9. Parhizgar, K. (1388). Management theory. Tehran: Eshraghi publications.
10. Rezaeian, A. (1383). Organizational Behavior. Tehran University Business School Press.
11. Soltani, I. (1380). Interpersonal conflict in organizations. Tadbir Journal, Number 82.
12. Abbaspour, A. (1388). Communication skills in management. Tadbir Journal, Number 84.
13. Ghorbani, M. (1388). The role of effective conflict management in elementary schools, junior and secondary education and provide role models "(PhD theses). Science and Research Branch of Islamic Azad University in Tehran.
14. Ghorbani, M. (1389). Conflict management and effectiveness in organizations. Tehran: Tos Publication.
15. Kashani, M. (1385). The role of emotion and affect the success of individuals and organizations. Management Journal, No. 70, pp: 75.
16. Karimi, Y. (translator, 1388). Social psychology of education. Tehran: Virayesh Publication.
17. Mirzaei, Ahrnjaty, M. (1383). Good listening skills and art. Danesh Modiriyat Journal, No. 24, pp: 27-17.
18. Mehraban, H. (1389). Relationship management and communication skills, organizational commitment and high school teachers in Mashhad (master thesis). Faculty of Educational Sciences, Ferdowsi University of Mashhad.
19. Naeli, M.A. (1380). School management: principles and theories. Ahvaz Shahid Chamran University.
20. Naeli, M.A. (translator, 1380). Educational administration and organizational behavior. Tehran: Amir Kabir Publications.
21. Afzalar, Rahim, Clement and others (2002). A Model of Emotional Intelligence, Conflict Management Strategies. A study in seven countries. International journal of organizational analysis.
22. Baron, R. (1996). Behavior in Organizations. Boston, Allyn, Bacon Inc: 32-35
23. Baron, R. (2006). The Emotional Quotient Inventory (EQ-I). A Test of Emotional Intelligent; Toronto, Multi Health system
24. Bleake, R. and mouton, J.S. (2004). The Managerial Grid. Houston, Galf Publication
25. Goleman, D. (2008). Working with Emotional Intelligence. New York: Banton.
26. Goleman, D. (2001). Emotional Intelligent at Work: How to Select for, Measure, and Improve Emotional Intelligence in Individual, Group and organizations. 1st ed. Harward business review, Boston.
27. Hellriegel, D. and Slocum, J.W. (2006). Management . 7th ed. South Western College publishing, Cincinnati. Ohio.
28. Robbins, P. Stephen, (2001). Organizational Theory. 2nd ed. Englewood Cliffs, New Jersey prentice Hall: 334.
29. Robbin. P. Stephen. (2004). Orgznizational Behavior. U.S.A: prentice Hall. International. Inc.
30. Robbins. P. Stephen. (2008). Organizational Behavior. Prentice Hall Inc.
31. Robbins. P. Stephen. (1998), Organizational Behavior: Controversies and Applications. Prentice Hall, Eight ed.
32. Thomas, K. (2008). Conflict and Conflict Management. Chicago, MC Rand Menalty: 889-905
33. Tracy and Dusen and Robbinson. (2008). Using Interpersonal Communication skills. Wadsworth publishing Company. Eight ed: 243.