

Assessing the Cause & Effect of the approaches to resolve Interpersonal Conflict & Morale of academicians in Higher Education of Pakistan

Dr. Ghulam Muhammad Kundi

Assistant Professor, Department Public Administration, Gomal University
Dera Ismail Khan, Khyber Pakhtunkwa, Pakistan. E-mail: kundi@gu.edu.pk

Kamran Mehmood (author for correspondence)

MPhil Student in Management Studies, Department Public Administration, Gomal University
Dera Ismail Khan, Khyber Pakhtunkwa, Pakistan. E-mail: kami85.aries@gmail.com

Robina Akhtar

MPhil Student in Education at IER, Gomal University Dera Ismail Khan
Khyber Pakhtunkwa, Pakistan. E-mail: alishba.daali@gmail.com

Abstract

Conflict management remained important for many years, yet it gained special interests of the managers and researchers in the last decade. Several studies have found the antecedents of conflicts and its impacts on many aspects of the organizations e.g. performance, environment and productivity etc. The goal of this study was to find which of the interpersonal conflict resolution approach has significant relationship with morale of the academicians of the universities in Pakistan. To understand the dynamics of this relationship and the impacts of the independent on the dependent variables, data was collected from 231 teachers working in different universities in the five cities of Pakistan. Data analysis was performed through SPSS-15. Convenient sampling method employed for data collection. The study has found positive and significant relationship between interpersonal conflict resolution approaches and level of education with morale of the teachers working in the universities of Pakistan except dominating approach, which is negatively related with morale, moreover, the relationship between gender and morale of teacher was insignificant. However, the results of the study in Pakistan were consistent with previous studies.

Key Words: Interpersonal Conflict, Compromising, Integrative, Obliging, Dominating, Avoiding, Morale, Higher Education Institutions, Dera Ismail Khan, Khyber Pakhtunkwa, Pakistan.

1. INTRODUCTION

Interpersonal conflict is not a new concept to the socio-political life. It exists from the day when second human came to this world, and conflict was caused by the differences in personalities, opinion, thinking, attitudes and priorities. Boros et al. (2010) have found that if there are no differences among members of an organization, and then employees feel that they are equal, hence there will be no conflict among employees in an organization. However, in our social system, conflicts are resolved socially and are less concern for scholars. Yet, in business organizations conflicts are required to be managed and efforts are needed to minimize the interpersonal conflicts to improve the efficiency and effectiveness of the organizations. For instance, Esquivel & Kleiner (1997) identified that conflicts affects the effectiveness of the team/organization. Although, a reasonable work has been done at international level but still there is dearth of studies in case of developing countries, especially in Pakistan. Studies conducted by Ayoko & Konrad (2012) states that conflict badly affects the morale of the employees, while Ozkalp et al. (2009) share the similar views and found that managers uses different styles for resolving the conflicts, was the major motivation for the researchers to initiate this study to find out the relationship between different approaches to solve the interpersonal conflicts and morale of the academician in Pakistani universities.

This study was undertaken to understand different approaches to resolve the interpersonal conflicts among the faculty members of the universities in Pakistan. Previously studies have been conducted either to study the different levels of interpersonal conflicts (for example, Amason, 1996; Barki & Hartwick, 1994; Brown & Day, 1981; Etgar, 1979; Habib, 1987; Jehn, 1995; Robey et al. 1989) and strategies to resolve the interpersonal conflicts (i.e. Blake & Mouton, 1964; Kilmann & Thomas, 1977; Putnam & Wilson, 1982; Rahim, 1983). Yet, this study is focusing on strategies to resolve interpersonal conflict, with special reference to education sector of Pakistan. This study will help in understanding the conflict resolution approaches and how these approaches, positively or negatively, impact the morale of the teaching faculty.

1.2 Problem Statement

As the physical appearance of all human is not alike, by the same way there is no uniformity in their attitude and behavior, which are used to distinguish them i.e. priorities, attitudes and personalities etc. These differences in personalities, attitudes and priorities can cause interpersonal conflicts among individuals. Hence, interpersonal conflict results into poor performance of employees which badly affect the performance of the organizations, which could result into great loss to the organizations not only in human but also in financial terms too (Ito & Brotheridge, 2012; Grant et al., 2010; Cebeci, 2006). Therefore, it motivated the researcher to study different approaches to resolve the interpersonal conflicts. The education sector of any country is the main source of providing the human resources for all other sectors of the country. By understanding the better approaches to resolve interpersonal conflicts among faculty members of Pakistani universities will improve the morale of the teachers and it will leads to higher level of motivation and better human resources for the other sectors too including production, service and financial etc. Thus, the problem statement was that which of the interpersonal conflict resolution approach is the best to resolve the interpersonal conflict in order to improve the morale of the academicians in the education sector of Pakistan?

2. LITERATURE REVIEW

Several studies like Amason (1996); Barki & Hartwick (1994); Brown & Day (1981); Etgar (1979); Habib (1987); Jehn (1995) and Robey et al. (1989) have evaluated the different levels of interpersonal conflicts, whereas other researchers like, Blake & Mouton (1964); Kilmann & Thomas (1977); Putnam & Wilson (1982); and Rahim (1983) have conducted studies to understand the strategies to resolve the interpersonal conflicts. In this study, the researcher reviewed the related literature that best helps resolve the interpersonal conflict in the higher education sector of Pakistan.

2.1. What is Conflict?

Conflict is disagreement among individuals on the basis of their interests or ideas. It may or may not be from one's inside, between two individuals, or within the organization and has negative meaning. Higgins (1991) referred conflict as a non-desirable or never demanding, while, Whetten & Cameron (1995) have found that managers do not like the conflicts and people involved in conflicts are considered to be having the personalities with some defects and are titled as troublemakers or bad apples. Likewise, Robbins (1991) defined conflict as a process in which a purposely made effort of A offset the efforts made by B and it results in damaging the interests of the B. Conflict arises when more than two people are in the need of same space at the same time (Gordon, 2003). This space may be in the form of physical, political, psychological, or an arena based on the room for one individual. Conflict can be classified into good or bad based on the way it is managed and whether it contribute to the organization or add some cost to the organization. Tjosvold (1991) in his study, observed that conflict important for completing ordinary and extraordinary tasks and conflict management leads to innovation, thus poorly managed conflicts leads to greater losses for the organizations and can cause problems for the management. Mullins (1990) studied that there are positive and negative consequences of conflict. The findings of Mullins (1990) were supported by Kathman & Kathman (1990) through which they analyzed the costs and benefits of conflicts in libraries of academic sector. Similarly, the intra team conflict leads to better decision making, strategy making, performance of monetarist, and growth of the organization. Hence, moderate level of conflict, for example, decision making and formulation of policies based on brainstorming (Jehn, 1995), moreover, Simmel's (1903) study provides sufficient evidences and historical support for the findings and arguments given by Jehn (1995). Researches highlighted positive role of relationship building and collaboration for managing conflict across the organizations and among individuals (Perry-Smith, 2006).

Maslach & Jackson (1986) states that interpersonal conflicts are associated with stress, especially emotional exhaustion. The interpersonal conflicts can be the threats for an individual's image under specific situations, such as, when authority and expertise of an individual is challenged and the evaluation of behaviors of that individual are sorted explicitly, and then the interpersonal conflict can damage one's self-image (deDreu & Van, 2001). This kind of situation leads to failure in practical life, which badly reduces the probability of success (Pondy, 1967).

2.2 Sources of Interpersonal Conflict

Mullins (1999) has identified different sources of conflicts; however, he highlighted major sources as differences in perception, nature of work, inequitable treatment, violation of environmental change, role conflict, and departmentalization and specialization. Whereas, Pettas & Gillialand (1992) referred, differences in perception, as a higher level of ubiquitous form of conflict. They also studied that these types of differences cause identical

environments, which further stimulate different types of responses by individuals. Edwards et al. (1998) studied the impact of diminishing resources for initiating the conflicts and found that individuals as well as groups compete with each other for getting the scarce resources. Likewise, Median et al. (2005) found a positive relationship between task conflict and relationship conflict.

2.3 How to Resolve Conflict: Perspective on Approaches

Higgins (1991) is of the opinion that managing the conflict is important for the decision making authorities and they need to select the most effective technique to resolve conflict. Amason et al. (1995) is of the view that different kinds of approaches are effective for different forms of conflicts. Such as in case of C-type conflict, there is need to increase the communication among members of the team, which will lead to the better understanding among the team members. They can have the better platform to share their ideas, which leads to higher level of creativity and innovation. Amason et al. (1995) found that higher level of communication is the key to get maximum out of minimum, and suggested that in order to increase the efficiency and reducing the negative impact of A-type conflict, decision makers need to disseminate the agenda of the meeting to avoid any act of wrong information or sabotaging the organization's/team's interests. In a meeting discussing the less controversial points first and most at the later stage, will leads to better understanding and harmony, which will reduce the impact and possibility of A-type of conflict. Thus, discussing the most crucial issues at the beginning of the meeting can leads to eroding the C-type of conflict into A-type.

Conflict can be managed by using one of the different strategies or approaches such as: accommodation, avoidance, compromise, competition, and collaboration, which are suggested by Thomas & Kilmann (1978). Conflict resolution approaches/conflict management strategies are the terms mean any action taken by third-party/disputant to manage or resolve the conflict (Rahim, 2002). He proposed five approaches/strategies and namely: Integrating, compromising, obliging, avoiding, and dominating, he defined these approaches as under:

1. Integrating means collaboration between parties to reach a common solution to the problem after sharing information with each other.
2. Compromising includes cooperation between two parties and it entails disintegration of issues.
3. Obliging approach leads to surrendering one's point or right in favor of other party.
4. Avoiding type of approach means an individual's intention to deny from his/her needs.
5. Dominating style is associated with forcing/influencing other party to reach on a common opinion.

According to Rahim (2002), a single technique or strategy is not enough to resolve different natures and stages of conflict and it is at the discretion of leader to decide, which approach will be used to handle a conflict.

2.3.1 Integrating Strategy

The integrating strategy proposed by Rahim (2002) is same as the collaboration strategy of Huczynski & Buchanan (1997). According to Huczynski & Buchanan (1997), it is well recognized and highly recommended strategy by many of the managers. Through this strategy, the concerned parties will be able to satisfy their needs/goals. As a result of this strategy, a win-win type of situation will persist, which is very effective for the issues of great importance, where there is need of consent of all of the parties. Rahim et al., (2002) observed that integrating type of style leads to higher level of concern for both (self and others) and leads to higher level of creativity and increase performance in case of team work. This strategy shows openness for each other and it leads to better decision making.

2.3.2 Compromising Strategy

The concept of compromising as a conflict resolution approach/strategy given by Rahim (2002) is similar to the compromising strategy given by Huczynski & Buchanan (1997), who observed that compromising type of strategy is helpful when one party realize that other party's stance is realistic and more productive. They studied that such type of strategy helps when one party is passive and other is active.). They says that in this type of strategy both parties are involved in give and take type activity, simply, implies that one party gives some benefits to other party to get some benefits from that party. They proposed some similar words to this approach as sharing and splitting difference between conflicting parties/individuals.

2.3.3 Obliging Strategy

Rahim (2002) proposed obliging as a strategy to amicably resolve the conflict; his approach is similar to the accommodation strategy presented by Huczynski & Buchanan (1997), who observed that accommodation type of strategy is helpful when one party realize that other party's stance is realistic and more productive, according to them, this strategy is helpful when one party is passive and other one is active. Accommodating strategy given

by Barki & Hartwick (2001) is similar to the obliging approach of Rahim et al. (2002). There is some similarity between obliging and dominating strategies i.e. considering conflict as fixed pie and zero sum but these are different in the term that in obliging, one party obliges or understands the point of other party and owes it. Barki & Hartwick (2001) proposed different labels for accommodating strategy of conflict resolution approach i.e. cooperating, obliging, sacrificing, and yielding.

2.3.4 Avoiding Strategy

Some of the studies for example, Huczynski & Buchanan (1997); Thomas (1997) and Rahim (2002) found that avoiding type of strategy is based on ignoring the conflict. This approach is helpful if there is probability that the issue will settle down automatically. Rahim et al. (2002) suggested that a person using avoiding type of conflict resolution approach, usually fails to satisfy or fulfill his/her desire as well as need/requirements of others. They advocate that avoiding type of style means less concern for self as well as others. This strategy leads to surrendering the opinion of all stakeholders and reaching a consensus for the solution of the problem, which might result into better harmony and coordination among all stakeholders.

2.3.5 Dominating Strategy

Scholars like Huczynski & Buchanan (1997) and Thomas (1997) are in agreement that different approaches are used for conflict handling and they proposed the concept of power as a conflict resolution approach. They observed that power cannot be the most preferred strategy to solve the conflicts. Yet, this strategy can be helpful in case of emergency or dealing with the issue of less popularity. The power strategy is similar to the dominating strategy of Rahim (2002). Rahim et al. (2002) learnt that dominating style means individuals have more concern for personal gains and less for others, which leads to win-loss type of condition.

2.4 The Employee Morale

All organizations have conflicts but these conflicts may vary, based on their intensity as claimed by Veaner (1990) therefore, conflicts are not periodic or based on frequency but are chronic and unavoidable, similarly, Drucker has espoused that one of the indicators of a healthy environment is the complete harmony among the workers accompanied with loyalty with each other and common effort to achieve the organizational goals (Mullins, 1999). This shows that there is dysfunctional conflict, which persists in the organizations and it is inevitable. As far as the concept of morale is concerned, Koerner (1990) defined it as a quality of life in the society accompanied with social links with others, having some values in the eyes of others, implies that others give value to professional knowledge one has/have and having freedom to act in a certain way. However, Mendel (1987) defined morale as a construct including mental and emotional attitude. According to Washington & Watson (1976), morale is the feelings of a worker about his/her job in connection to its significance for the organization or working unit. Koerner (1990) studied that employee's morale and found that it is negatively affected by poor level of professional lives, frustration and inability to change the environment, muddled goals, and demands stretching resources (i.e. human and material) to the breaking points. Brodinsky (1984) analyzed the data collected from teachers having poor morale and concluded that following factors cause reduction in morale of the teachers: adversarial contacts with director/principal, lower level of respect for teachers, pay level is low, facilities for teachers are insufficient, inadequate resources and administrative related problems.

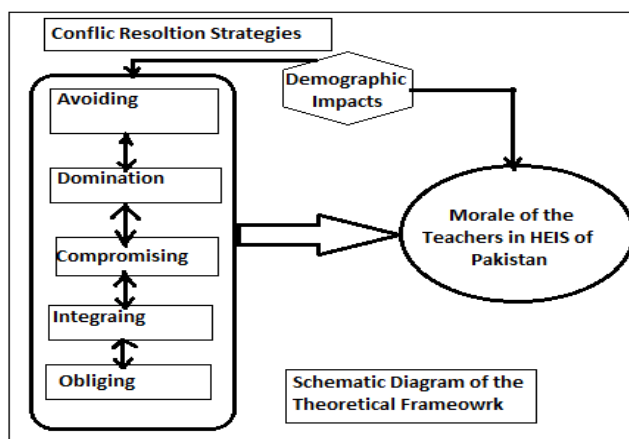
Clough (1989) has observed that lower morale leads to frustration, alienation, and powerlessness types of feelings, while according to Hoy & Miskel (1987), high level of teacher morale can be obtained by providing a healthy environment in educational institutions i.e. university etc. This implies that an environment which provides the sense of accomplishment will improve the morale of the teacher (Hoy & Miskel, 1987). Moreover, Napier (1966) in his study found that high teacher's morale can be obtained by appreciating teachers, showing trust and confidence in teachers' competence, tendering support of administrative staff to ensure discipline of the students, teacher involvement in devising policies, providing sufficient resources to the teachers, reducing overloads from teachers, less extracurricular duties, job security etc. Brodinsky (1994) while working on finding the factor badly or negatively affecting the morale of the teachers has observed that interpersonal conflicts reduce the morale of the teachers.

2.5 Theoretical Framework of the Study

Abraham Maslow (1943) presented a hierarchy of need theory, as a theory of motivation. In which, he proposed that there are five types of needs (i.e. physiological, safety, social, self-esteem, and self-actualization), which according to him motivate an individual. In extension of his previous work, Maslow (1970) further proposed building blocks for the teacher morale. The indicators of each need proposed by Maslow (1943, & 1970) overlaps with the morale of the employees. This tends to understand how motivational theory of Maslow (1943) supports in studying the morale of the employees. A study conducted by Evans (1998) provides sufficient

evidences to study the relationship between different approaches to resolve interpersonal conflicts and morale of the teachers. For instance (Evans, 1998) has found that morale of the teachers increase or decrease based on the professional orientation, interpersonal relationship which may vary from individual to individual. The attitude of the teachers on other hand is also important, which affect and determine the level of the morale. Based on the previous studies and extracted research variables, below is the schematic diagram of the theoretical framework of this study.

Figure-1: Schematic Diagram of the Theoretical Framework



2.6 Hypotheses of the Study

The proposed hypotheses of the study given below are based on the thorough literature review and theoretical framework of this study. The development of hypotheses based on past literature ensures that there will be no specification error in this study and the proposed relationship is not spurious or misleading.

- H₁: Avoiding type of interpersonal conflict resolution approach is positively related with morale of the teachers
- H₂: Dominating type of interpersonal conflict resolution approach is positively related with morale of the teachers
- H₃: Compromising type of interpersonal conflict resolution approach is positively related with morale of the teachers
- H₄: Integrating type of interpersonal conflict resolution approach is positively related with morale of the teachers
- H₅: Obliging type of interpersonal conflict resolution approach is positively related with morale of the teachers.
- H₆: Gender is positively and significantly related with morale of the teachers.
- H₇: Qualification is positively and significantly related with morale of the teachers.

3. RESEACH METHODOLOGY

This research is based on the structure of causal research design and is cross sectional in nature. Survey was undertaken for collection of primary data from the sample respondents. Population of this study was the faculty members of the University of the Punjab, Lahore; Gomal University, Dera Ismail Khan; International Islamic University, Islamabad; Fatima Jinnah University, Rawalpindi; and Peshawar University, Peshawar. As for as sampling of this study is concerned, we have followed Krejcie & Morgan (1970), who simplified and proposed a decision model. They calculated and provided a table as a reference and this table is widely used as a standard. The sampling related decisions are calculated scientifically and provided in the form of a table. For instance, the population size of this study was 1400 faculty members working in Gomal University, University of the Punjab, International Islamic University, Fatima Jinnah University, and Peshawar University. Then according to the standard table calculated by Krejcie & Morgan (1970) the sample size could be 300. It is therefore, the sample size for this study was 300 faculty members of the different universities of Pakistan. Non-probability i.e. convenience sampling was used for data collection. The sampling was done irrespective of any of bias of gender, qualification, tenure of service and age.

3.1 Development of Research Instrument

The questionnaire used in this study was based on scales used by different researchers' inorder to minimize the questions and doubt on reliability or validity of the scale, as these were well established reliable and valid. To

measure the morale of teachers a scale known as School Organizational Health Questionnaire developed and used by Hart et al. (1993) and Hart (1994) was adopted, which was further used in different studies time and again. The scale consists of five items, where responses were measured on 5 points Likert scale ranging from Strongly Disagree = 1, Disagree = 2, Neutral =3, Agree = 4, and Strongly Agree =5. In order to measure the inter-personal conflict resolution approaches, Rahim Organizational Conflict Inventory (ROCI-II) has been used. This scale was developed and used by Rahim (1983). In 1983, Rahim developed two scales ROCI-I and ROCI-II, likewise, ROCI-I was developed to measure the conflict in organizations. However, the main purpose to develop ROCI-II scale was to measure the approaches for conflict resolutions in formal organization setting. The ROCI-II scale consists of 28 statements where Integrative (IN) approach was measured by 6 items, Obliging (OB) by 5 items, Dominating (DO) by 5 items, Avoiding (AV) by 6 items, and Compromising (CO) by 6 items. A detailed content of the questionnaire items is annexed as annexure-1.

3.2 Inclusion Exclusion Criteria

The respondents were included or excluded from this study based on the criteria that all faculty members of Gomal University, University of the Punjab, International Islamic University, Fatima Jinnah University and Peshawar University were included in the study, whereas, all administrative staff of the universities was excluded from this study. The members of visiting faculty were also excluded from the study.

3.3 Data Collection Method

Primary data was collected through a structured questionnaire based 5-point Likert scale. The questionnaire was uploaded on Google Docs., and it was administered online. The questionnaires were directly sent to respondent through their email addresses, however, in some cases, an indirect approach was also employed, where required referent/respondents were requested to further mail the online link to their friends, relatives and concerned people. The link of the questionnaire was emailed to the faculty members of the Gomal University, University of the Punjab, International Islamic University, Fatima Jinnah University, and Peshawar University. The emails of the faculty members were taken from the web directories of their universities. All online entries were being recorded in real time. Finally, the responses were downloaded from the website in the form of excel sheet. For data analysis responses were shifted to SPSS Data Matrix. For data collection link of the questionnaire was emailed to 300 faculty members, out of which 242 respondents filled the online questionnaire. The response rate was 77% and rejection rate is 23%. About 11 responses were rejected and remaining 231 responses were used in analysis and testing of the hypotheses. These 11 responses were rejected, because, respondents did not filled the complete questionnaire.

Table-3.2: Statistics of Respondents from different Universities

University Name	Number of Respondents	Responses Rejected
University of the Punjab, Lahore	62	2
Fatima Jinnah University, Rawalpindi	35	3
International Islamic University, Islamabad	44	1
Peshawar University, Peshawar	46	3
Gomal University, Dera Ismail Khan	54	2
Total	241	11

3.4 Statistical Methods

Descriptive statistics were used for summarization of the information like, frequency distribution, means, standard deviations etc. Descriptive statistics helped in explaining the demographic features of the respondents and ensured that sample is best representative of the population, thus chances of discriminations have been removed. For measurement of reliability of the scale, Cronbach's alpha was computed and the main reason for calculating Cronbach's alpha was its generalizability and acceptability, as it provides a lower bound for reliability of the scale (Nunnally, 1978). The mean value of variables was calculated. Based on mean values of the variables, the regression analysis was performed. However, the decision for accepting or rejecting the hypothesis was based on the p-value. Hypotheses having $p < 0.05$ were accepted.

3. FINDINGS AND ANALYSIS

This study is based on primary data collected from teachers of five universities. Data was analyzed by using SPSS software package version 16.

4.1. Demographic Information of the Respondents

Table 4.1: Frequency Distribution of Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	20	8.7	8.7	8.7
	Master	83	35.9	35.9	44.6
	MS/MPhil	30	13.0	13.0	57.6
	PhD	98	42.4	42.4	100.0
	Total	231	100.0	100.0	

Table 4.1 shows that about 42.4% of the respondents were PhD degree holders, while, about 13% were MPhil/MS degree holder. It is important to mention that 20 of the respondents were bachelor degree holder. For lecturers, minimum qualification requirement is master degree except Engineering, Computer Sciences, Metallurgy, Material Sciences, Chemical Engineering, Mechanical Engineering etc. where minimum requirement is bachelor degree. Thus 20 respondents i.e. about 8.7% were bachelor degree holder.

Table 4.2: Frequency Distribution of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	160	69.3	69.3	69.3
	Female	71	30.7	30.7	100.0
	Total	231	100.0	100.0	

From table 4.2, it can be seen that about 69% of the respondents were male and approximately 31% were female.

Table 4.3: Frequency Distribution of Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	166	71.9	71.9	71.9
	Unmarried	64	27.7	27.7	99.6
	Widow	1	.4	.4	100.0
	Total	231	100.0	100.0	

Table 4.3 is about marital status, it tells us that majority i.e. 72 % of the respondents were married.

Table 4.4: Frequency Distribution of Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between 20 and 30	68	29.4	29.4	29.4
	Between 30 and 40	94	40.7	40.7	70.1
	Between 40 and 50	69	29.9	29.9	100.0
	Total	231	100.0	100.0	

Table 4.4, reveals that about 41% of the respondents belonged to the age group of 30 to 40 years, however, approximately equal contribution was observed from age group of 20 to 30 years and between 40 to 50 years.

4.2. Reliability Measurement of the Scale

To check the reliability of instrument, Cronbach's alpha was calculated. The reliability of the data for all of the variables was more than .70, which shows the strength of data reliability. Nunnally (1978) recommended that the data having reliability more than .70, means it is reliable. The Cronbach's alpha for morale of the teachers was .580, which means data was not reliable and in order to improve reliability of the data, one item was deleted at this stage. So the fifth item i.e. Teachers take pride in this university/institute, was deleted. After deleting one item the reliability for morale of the teacher improved to .727, which means data's reliability has improved from unacceptable to acceptable range. Complete information about the reliability and number of items and the item deleted for improvement of the reliability is given in table 4.5.

Table 4.5: Reliability Analysis of the Data

Variable	Total Items	Cronbach's Alpha (α) with all items	Items deleted	α after Items deleted	Remaining Items
Integrative	6	.973	Nil	.973	6
Obliging	5	.859	Nil	.859	5
Dominating	5	.905	Nil	.905	5
Avoiding	6	.864	Nil	.864	6
Compromising	6	.915	Nil	.915	6
Morale	5	.580	Fifth	0.737	4

4.3. Testing of the Hypotheses

In the current study, the researcher has used regression analysis to test hypotheses. However, Pearson's product moment correlation coefficient was also used to calculate the strength of relationship between variables. Level of significance was measured based on the p-value calculated and on the base of its value. The decision about acceptance or rejection of the hypothesis was made, for which Analysis of Variance (ANOVA) was performed.

4.3.1 Avoiding Approach and Morale

H₁: The first hypothesis of the study was that avoiding type of interpersonal conflict resolution approach is positively related with morale of the teachers.

Table 4.6 Descriptive Statistics for H₁.

	Mean	Std. Deviation	n
MORL	3.4729	.85597	231
AVO	2.6941	.82823	231

Table 4.6 indicate that mean for morale (MORL) of the teachers is 3.4729 with standard deviation .85597, which implies that its values deviate from disagree to agree and same type of response can be observed in case of response for avoiding scale.

Table 4.7: Model Summary for H₁.

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
					F Change	df1	df2	
.286(a)	.082	.078	.82190	.082	20.466	1	229	.000

a. Predictors: (Constant), Avoiding

Table 4.7 gives complete picture about the model. It shows R = .286, R² = .082, F= 20.466 with p-value = .000, from these results, we can safely infer that our results supports the hypothesis₁ i.e. avoiding type of interpersonal conflict resolution approach is positively related with morale of the teachers. On the basis of the information given in table 4.7, it is concluded that there is positive and significant relationship between avoiding type of interpersonal conflict resolution approach and morale of the teacher.

Table 4.8: ANOVA for H₁.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	13.825	1	13.825	20.466	.000(a)
Residual	154.693	229	.676		
Total	168.518	230			

a. Predictors: (Constant), AVO, b. Dependent Variable: MORL

Table 4.8 show results of the analysis of variance, it could be observed that that F = 20.466 with df= 1 and 229, and p-value = .000. These values indicate that hypothesis has sufficient support from the data and it cannot be rejected.

Table 4.9: Coefficients for Hypothesis H₁.

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.270	.184		23.160	.000
AVO	-.296	.065	-.286	-4.524	.000

a. Dependent Variable: MORL

From table 4.9 the values for α and β are 4.270 and -.296, respectively, whereas, the regression equation was: $\hat{Y} = 4.270 - .296X$, Where, \hat{Y} = Morale of the Teacher and X = Avoiding type of interpersonal conflict resolution approach.

Decision: On the basis of data analysis, it is concluded that there is positive and significant relationship between avoiding type of interpersonal conflict resolution approach and morale of the teachers, so our *hypothesis1 is substantiated and accepted.*

4.3.2 Dominating Approach and Morale

H₂: Second hypothesis of the study was that dominating type of interpersonal conflict resolution approach is positively related with morale of the teachers.

Table 4.10: Descriptive Statistics for H₂.

	Mean	Std. Deviation	n
MORL	3.4729	.85597	231
DOM	2.5385	.91015	231

The above table 4.11 describes the responses against morale and dominating approach scales. It shows that mean value for morale and dominating are 3.4729 and 2.5385, respectively. It means majority of the respondents selected disagree or strongly disagree on the scale of dominating and contrary to this majority of the respondents selected agree or strongly agree on the scale of morale. If we include the values of standard deviation then it is easy to understand the lower and upper limit, which these variables can obtain.

Table 4.11: Model Summary of H₂.

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
					F Change	df1	df2	
.161(a)	.026	.022	.84662	.026	6.109	1	229	.014

a. Predictor: (Constant), DOM

Table 4.11 portrays R = .161, R² = .026, and p-value = .014, where the value of R indicates that there is weak correlation between morale of the teachers and dominating approach of interpersonal conflict resolution approach. However, about 2.6% change in morale of the teachers is caused by dominating approach.

Table 4.12: ANOVA for H₂.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.379	1	4.379	6.109	.014(a)
Residual	164.140	229	.717		
Total	168.518	230			

a Predictors: (Constant), DOM, b Dependent Variable: MORL

The analysis of variance of the hypothesis₂ is given in table 4.12. The hypothesis is accepted at p-value = .014, which is less than 0.05. It implies that there is significant relationship between dominating approach for interpersonal conflict resolution and morale of the teachers.

Table 4.13: Coefficients for H₂.

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.858	.165		23.329	.000
DOM	-.152	.061	-.161	-2.472	.014

a. Dependent Variable: MORL

Table 4.13 indicates that in regression line $\alpha = 3.858$ and $\beta = -.152$, which means that there is significant and positive relationship between these two variables. The regression line will be downward sloping from left to right. Then H₂ i.e. dominating type of interpersonal conflict resolution approach is positively related with morale of the teachers hence H₂ is accepted. The regression line will be as under:

$\hat{Y} = 3.858 - .152X$, Where \hat{Y} = Morale of the Teacher and X = Dominating approach of interpersonal conflict resolution approach.

Decision: Based on data analysis, it is concluded that there is negative and significant relationship between dominating type of interpersonal conflict resolution approach and morale of the teacher, so *hypothesis 2 is substantiated and accepted*.

4.3.3 Compromising Approach and Morale

H₃: The third hypothesis was that compromising type of interpersonal conflict resolution approach is positively related with morale of the teachers.

Table 4.14: Descriptive Statistics for H₃.

	Mean	Std. Deviation	n
MORL	3.4729	.85597	231
COM	2.9278	.98373	231

Table 4.14 indicates that mean of compromising approach was 2.9278 and standard deviation was .98373, which implies majority of the respondents selected disagree or strongly disagree on the 5 points Likert scale.

Table 4.15: Model Summary of H₃.

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
					F Change	df1	df2	
.702(a)	.493	.491	.61071	.493	222.832	1	229	.000

a. Predictors: (Constant), COM

Table 4.15 presents comprehensive view of the model, according to results, the value of R = .702, R² = .493, and p = .000 respectively, which shows strong correlation between compromising approach of interpersonal conflict resolution approach and morale of the teachers. The value for R² = .493 indicates that about 49% of the change in morale of the teachers is caused by compromising approach of conflict resolution.

Table 4.16: ANOVA for H₃.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	83.109	1	83.109	222.832	.000(a)
Residual	85.409	229	.373		
Total	168.518	230			

a Predictors: (Constant), COM

b Dependent Variable: MORL

Table 4.16 gives information about analysis of variance and shows that on the basis of data, there are sufficient evidences that H₃ cannot be rejected at F = 222.832, and p-value = .000.

Table 4.17: Coefficients for H₃.

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients Beta		
(Constant)	1.684	.126		13.321	.000
COM	.611	.041	.702	14.928	.000

a. Dependent Variable: MORL

Table 4.17 shows that $\alpha = 1.684$ and $\beta = .611$, which means that there is positive relationship between compromising approach of interpersonal conflict resolution approach and morale of the teachers. It is also evident that H₃ i.e. compromising type of interpersonal conflict resolution approach is positively related with morale of the teachers, so it is accepted at p-value = .000 and the regression line will be left to right upward sloping. Then regression equation will be:

$\hat{Y} = 1.684 + .611X$, Where \hat{Y} = Morale of teachers and X = Compromising approach of inter personal conflict resolution approach.

Decision: After data analysis, it is observed that there is positive and significant relationship between compromising type of interpersonal conflict resolution approach and morale of the teacher, therefore, we accept the H₃.

4.3.4 Integrative Approach and Morale

H₄: was that integrating type of interpersonal conflict resolution approach is positively related with morale of the teachers.

Table 4.18: Descriptive Statistics for H₄.

	Mean	Std. Deviation	n
MORL	3.4729	.85597	231
INT	3.4784	1.33415	231

Table 4.18 highlights the mean and standard deviation of the dependent variable i.e. morale of the teacher and independent variable i.e. integrating approach of interpersonal conflict resolution approach. It could be seen from the results that majority of the respondents selected agree or strongly agree on 5 point Likert scale for integrative type approach of conflict resolution.

Table 4.19: Model Summary of H₄.

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
					F Change	df1	df2	
.619(a)	.383	.380	.67388	.383	142.092	1	229	.000

a Predictors: (Constant), INT

From table 4.19, we can observe that there is strong correlation among integrating approach and morale of the teachers as R = .619. However, R² = .383 means about 38.3% of the variation in morale of the teachers is caused by integrative approach and remaining 61.7% of the variation is due to other factors.

Table 4.20: ANOVA for H₄.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	64.526	1	64.526	142.092	.000(a)
Residual	103.992	229	.454		
Total	168.518	230			

a Predictors: (Constant), INT, b Dependent Variable: MORL

Table 4.20 shows that the hypothesis 4 can be accepted at p- value .000 and F = 142.092.

Table 4.21: Coefficients for H₄.

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients Beta		
(Constant)	2.092	.124		16.865	.000
INT	.397	.033	.619	11.920	.000

a Dependent Variable: MORL

Table 4.21 indicates that $\alpha = 2.092$ and $\beta = .397$, which implies that there is positive relationship between morale of the teachers and integrative approach of interpersonal conflict resolution approach. It is further concluded that H₄ i.e. integrative type of interpersonal conflict resolution approach is positively related with morale of the teachers, is accepted at $p = .000$.

Decision: Based on the analysis of results, it is therefore inferred that there is positive and significant relationship between integrative type of interpersonal conflict resolution approach and morale of the teacher, thus our **H₄ is substantiated and accepted.**

4.3.5 Obliging Approach and Morale

H₅: The fifth hypothesis of the study proposed by the researcher was that obliging type of interpersonal conflict resolution approach is positively related with morale of the teachers.

Table 4.22: Descriptive Statistics for H₅.

	Mean	Std. Deviation	n
MORL	3.4729	.85597	231
OBL	2.9221	.81964	231

Table 4.22 points that mean of the responses for the scale used for morale of the teachers is 3.4729, whereas for obliging approach, it is 2.9221. This implies that majority of the respondents selected disagree or strongly disagree for obliging approach scale, likewise, majority of them also selected agree or strongly agree for morale of the teachers.

Table 4.23: Model Summary of H₅.

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
				R Square Change	F Change	df1		df2
.350(a)	.122	.119	.80361	.122	31.949	1	229	.000

a Predictors: (Constant), OBL

From table 4.23, it is observed that $R = .350$, $R^2 = .122$, $F = 31.949$, and $df = 1, 229$, which shows that about 12.2% of the variation in morale of the teachers is caused by obliging approach of conflict resolution, while remaining 87.8% is caused by other factors.

Table 4.24: ANOVA for H₅.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.632	1	20.632	31.949	.000(a)
Residual	147.886	229	.646		
Total	168.518	230			

a Predictors: (Constant), OBL, b Dependent Variable: MORL

The complete picture of analysis of variance is given in table 4.24, which implies that hypothesis 5 is accepted at $p = .000$ and the relationship between obliging type of conflict resolution approach and morale of the teacher is supported by the data.

Decision: Therefore, after going through data and analysis of the results, it is concluded that there is positive and significant relationship between obliging type of interpersonal conflict resolution approach and morale of the teacher. So, we accept our **H₅.**

Table 4.25: Coefficients for H₅

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.405	.196		12.261	.000
OBL	.365	.065	.350	5.652	.000

a. Dependent Variable: MORL

Table 4.25 shows the values of coefficients of regression equation and indicate that $\alpha = 2.405$ and $\beta = .365$. This implies that there is positive relationship between obliging and morale of the teachers and the regression line will be left to right upward sloping. Then regression equation for the relationship between obliging and morale of the teachers will be:

$\hat{Y} = 2.405 + .365X$, Where, \hat{Y} = Morale of the teacher and X = Obliging type approach of interpersonal conflict resolution.

4.3. 6 Demographic Factors and Morale

Demographic characteristics of the respondents also have significant impacts on the morale of the employees as referred in the literature review section of the study, therefore, to know the their influence, we also performed regression analyses for H₆ and H₇.

H₇: The 7th hypothesis of the study was that gender is positively and significantly related with morale of the teachers.

Table 4.26: ANOVA for Gender and Morale

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.238	1	.238	.324	.570(a)
Residual	168.280	229	.735		
Total	168.518	230			

a Predictors: (Constant), Gender

b Dependent Variable: MORL

Table 4.26 represents the values calculated for analysis of variance and shows that $df = 1, 229, F = .324$, and p-value is .570, which is greater than .05. Thus on the basis of these evidences we can rightly conclude that gender as demographic factor do not have significant relationship with morale of the teaching faculty of the universities in Pakistan.

Table 4.27: Coefficients of Gender and Morale

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.382	.169		19.956	.000
Gender	.070	.122	.038	.569	.570

a. Dependent Variable: MORL

Furthermore, table 4.27 indicates that for regression equation the coefficients $\alpha = 3.382$ and $\beta = .070$ and regression equation will be as under:

$\hat{Y} = 3.382 + .070X$, Where, \hat{Y} = Morale of teachers and X = Gender

Table 4.28: Model Summary for Gender and Morale

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
					F Change	df1	df2	
.038(a)	.001	-.003	.85723	.001	.324	1	229	.570

a. Predictors: (Constant), Gender

Table 4.28 gives summary of the model for studying the relationship between gender and morale of the teachers. It shows that $R = .038$, $R^2 = .001$, and $p > .570$ which implies that there is weak correlation between gender and morale of the teachers and their data do not support the hypothesis that there is significant relationship between gender and morale of the teachers of the universities of Pakistan.

Decision: Based on the analysis of these results, it is thus, concluded that the relationship between gender and morale of the teacher is positive and insignificant. So, our H_6 is *not substantiated, hence it is rejected*.

4.3.7 Education Qualification and Morale

The 7th H_6 was that Qualification of the teachers in HEIs is positively and significantly related with morale of the teachers.

Table 4.29: Model Summary for Qualification and Morale

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
.312(a)	.098	.094	.81491	.098	24.766	1	229	.000

a. Predictors: (Constant), Qualification

Model summary for the linear relationship between qualification as a demographic factor and morale of the teacher is given in table 4.29 and shows that $R = .312$, $R^2 = .098$, $F = 24.766$, and $df = 1, 229$. Where $R = .312$ shows that means there is moderate level of correlation between qualification and morale of the teachers. The $R^2 = .098$, on other hand implies that about 9.8 % of the variation in morale of the employees is caused by qualification and remaining 90.2% is caused by other factors.

Table 4.30: ANOVA for Qualification and Morale

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	16.446	1	16.446	24.766	.000(a)
Residual	152.072	229	.664		
Total	168.518	230			

a Predictors: (Constant), Qualification, b Dependent Variable: MORL

Table 4.30 indicates the $F = 24.766$ and $p = .000$, which implies that the relationship between qualification and morale of the teachers is significant and the hypothesis that qualification level has significant and positive relationship with morale of the teachers of universities has sufficient support of the data.

Table 4.31: Coefficients for Qualification and Morale

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.203	.156		26.919	.000
Qualification	-.252	.051	-.312	-4.977	.000

a Dependent Variable: MORL

The above table 4.31, reveals that, at $p = .000$, the values for coefficients α and β were 4.203, and -.252, respectively. Then regression equation will be as under:

$$\hat{Y} = 4.203 - .252X, \text{ Where, } \hat{Y} = \text{Morale of the teachers and } X = \text{Qualification}$$

Decision: The data analysis shows that the relationship between qualification and morale of the teacher is positive and significant. Therefore our H_7 is *substantiated and accepted*.

5. DISCUSSION AND CONCLUSIONS

In the last section, brief discussion on the results and findings is made with conclusions, while future implications of the study are also presented. It is observed by Higgins (1991) that different techniques and approaches are used for resolution and management of the interpersonal conflicts in organizations. This study

was aimed at studying these relationships between different conflict resolution approaches and morale of the teachers and concluded that there is significant relationship between these five approaches i.e. obliging, integrating, compromising, avoiding, and dominating, and morale of the teachers (Ito & Brotheridge, 2012; Grant et al., 2010; Cebeci, 2006). The results of the study were consistent with that of Amason et al. (1995), who have found that different types of techniques are used for management of different types of conflicts; however this study focused on finding the relationship between different types of conflict resolution approaches and their relationship with morale of the teachers. It is found that interpersonal conflict among faculty members of the universities in Pakistan can be resolved using any of the five approaches of interpersonal conflict resolution however, it depend on the favorable or unfavorable situations. This implies situational theory of management may be kept in mind while deciding about the application of any of the particular or strategy to resolve interpersonal conflict if arise among the academicians in the higher education institutions.

This study found significant relationship among five approaches of interpersonal conflict resolution and morale of the teachers, again our findings are in line with the findings of the Rahim (2002), who reported that a single technique or strategy is not sufficient to deal with conflicts and there is need to use a combination of different strategies to resolve conflicts. To conclude, the relationship of integrative, compromising, obliging, dominating, and avoiding type of conflict resolution approach with morale of the teachers was found significant, which is consistent with the findings and recommendations of the studies of Huczynski & Buchanan (1997); Rahim (2002); Rahim et al. (2002); Thomas (1997); Veaner (1990) and Albritton & Shaughnessy (1990). However, except gender, qualifications have insignificant impacts on the morale of teachers in the HEIs of Pakistan.

Based on the empirical evidences and findings of this study future researchers need to concentrate deep into physical and psychological influences on the attitude and behavior of the academicians and their impact on their academic performance in HEIs. Following points may be considered by the HEC and administration of the universities in Pakistan: 1. Administration and management of the HEC and universities can use one or more of the approaches for resolution of interpersonal conflicts among the faculty members of their university. 2. There is no need to worry about the interpersonal conflicts, as these are the source of motivation too and are required to be managed. 3. There is need to understand the conflicts by those who are responsible for managing the conflicts can get maximum benefits from it. Conflicts may not be productive all the way and such non-productive conflicts need more intention to resolve and manage in a better way.

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