

# Leadership Style of Principals and Teacher'S Behaviour in Kilinochchi Zone Schools

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## Abstract

Each year new research is published that explores various factors of leadership. New teaching aids and devices appear which are designed to improve one's leadership abilities. All of this activity should indicate that today's practicing manager knows a great deal about the leadership process; however this is not true. Many managers appear to experience difficulty performing effectively in leadership roles. As the above quote states, leadership is and must be a concern of society and organizations. In this connection, a research question is formulated that whether leadership style of principals and Teacher's Behavior in Kilinochchi zone Schools. For this study Kilinochchi zone schools was selected and one hundred and twenty eight teachers out of five hundred and eleven employees were also selected as sample. Then data were collected from selected sample. With the help of these collected data, data presentation and data analysis were made to test (a) the relationship between people oriented leadership style of principals and teacher's behavior (b) the relationship between task oriented leadership style of principals and teacher's behavior. Teacher's behavior explains teacher's satisfaction performance and absenteeism. Analysis showed, a positive correlation between people oriented leadership style of principals and teacher's satisfaction, performance and absenteeism. Negative correlation between task oriented leadership style of principals and teacher's satisfaction performance and absenteeism. F test proved that there is a relationship between three variables. This result is true with 95%. Then the formulated hypotheses were accepted at 5% significance level.

**Keywords:-** people oriented leadership style, task oriented leadership style, teacher's satisfaction performance and absenteeism.

## 01. Introduction

### Justification for Selection of Topic

Leadership has an impact on followers' performance. That is performance of the people. Who are working in many organizations will depend on leaders. Therefore every organization expects to have effective leader in order to achieve organizational objectives.

In here I wish to analysis leadership style of principals how to influence on teachers behavior, because teachers are valuable resources for the educational development that utilize by principals, so every principals are responsible to teachers performance. In this research help to identify the relationship between the leadership style of principal and teachers behavior.

### Problem Definition

In this case, teachers' performance of some schools is very poor and other behavior also very adverse. As we have taken a zone almost all there is no considerable discriminations or other reasons that affect teachers' behavior, the significant reason is principal's leadership style. So our problem can be defined as

**“Adverse behaviour of teachers resulting from leadership style of principals in Kilinochchi zone schools”**

### Objective of the study

- ❖ To identify the leadership styles of principals.
- ❖ To identify possible relationship between leadership style and behavior of teachers.
- ❖ To find out which leadership style has most impact on the teacher's behavior.
- ❖ To give some suggestion to adopt good leadership style.

### Literature Review

#### Definition of leadership

Leadership can be defined in number of ways leader ship might be interpreted in simple terms, such as “getting others to follow or getting people to do things willingly” or interpreted more specifically, for example as the use of authority in decision-making. It may be exercised as an attribute of position or because of personal knowledge or wisdom. [Mullins 1996 Page246]

According to **Keith Davis**, “leadership is the process of encouraging and helping others to work

enthusiastically towards objectives". Leadership must extract cooperation and willingness of the individuals and groups to attain the organizational objectives.

**Koontz and O'Donnell** defined leadership as, "influence, the act or process of influencing people so that they will strive willingly towards the achievement of group goals"

**Peter drucker** define it as, "the lifting of man's visions to higher sights, the raising of man's performance to higher standard, the building of man's personality beyond its normal limitations".

**A.Gouldner** defined leadership as, "a role, which an individual occupies at a given time in a given group".

### **Michigan Studies**

In the late 1940s, researchers at the University of Michigan introduced a research program Leadership behaviour. The researchers were concerned with identifying the Leadership behaviour that Leads to effective performance in this research two forms of Leader behavior were identified they are:

1. Employee – centred Leadership or people orientated Leadership.
2. Production – Centred Leadership or task oriented Leadership.

Employee centred supervisors tend to plays strong emphasis on the welfare of their subordinates in contrast, production centred supervisors tend to plays strong emphasis on getting the work done.

In general employee centred supervisors were found to have more productive work groups than did production centred supervisor

In **Smith's (2000)** research, principal's leadership style was based on the perception of teachers as measured by the LEAD-Other instrument and teacher job satisfaction was measured by the **Charlotte-Mecklenburg School System's** Teacher Survey. Although the results indicated that there was not a statistically significant difference in teacher job satisfaction based on the principal's leadership style.

In research of leader behavior and turnover intention, **Fleishman & Harris (1962)** in the study of the influence of various leadership types on turnover rate and complaint rate found that consideration for the subordinates is negatively connected with the turnover, while the initiating structure is positively connected with turnover.

A task focus goal is based on the belief that effort leads to success and the focus of attention is on the intrinsic value of learning. With task focus goals, the individual is oriented toward developing new skills, trying to understand his or her work, improving the level of competence or achieving a sense of mastery In contrast, performance focus goals are based on the belief that the goal of learning is to do better than others by surpassing norms or by achieving success with little effort. The focus of attention is on doing better than others do through grades and other rewards (**Maehr and Anderman, 1993; Midgley, 1993; Midgley, Anderman and Hicks, 1995**).

The research evidence has suggested that task focus goals are preferable to performance focus goals, and given a choice, teachers will not opt for an emphasis on performance focus goals. However, what is difficult is bringing policies, practices and procedures in line with these goals (**Maehr and Parker, 1993**). Clearly, a crucial role is played by the principal who is in a unique position to influence the norms, values and beliefs that shape policies, practices and procedures in a school. Some evidence has suggested that principals are able to do this (**Deal and Peterson, 1990; Leithwood and Jantzi, 1997**).

### **Employee Performance**

Performance can be defined in number of ways even there is no any accepted definitions for the term "performance" Different managerial expects put the different definition for this them. In this way Lymon Porter and Edward Lawler have defined job performance as "the net effect of a person's effort as modified by this abilities and traits and by his role perceptions".

Effort refers to the amount of energy used by an individual in performing task ability and traits are the individual's personal characteristics, which are used in performing the task.

Abilities and traits do not fluctuate widely over short period of time. Role or task perceptions refer to the directions in which individual's personal characteristics are used in performing the task.

### **Empirical evidences for leadership and Performance.**

Many authors and researchers have agreed that leadership has an important role in building successes of school. Leadership styles are very crucial in creating environment where staff and teachers are motivated and give their best performance, which will result in successful learning outcome of students.

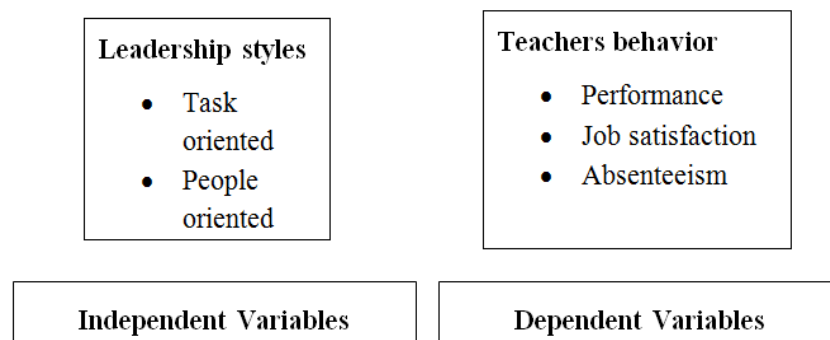
Evans (1999)'s and Foskett (2003) has mentioned factor and framework which allow teachers to make their maximum contribution to help the school and enhance the students' learning. However, they do not elaborate clearly on that factor or framework. For example, both Evans (1999) and Foskett (2003) emphasised the relationship between motivation and teachers' job performance, but no do not mention what factors, rather than salary, affect the motivation of teachers in performing their work. Apart from motivation, there should be others factors influencing the performance of teachers as well.

The way the principal works with people and sets the stage for human relationships will make the difference in what type of school he directs (Espinosa, 1976). As a staff developer, the principal must possess skills, knowledge, and creativity to set up with the staff high but attainable standards and help them to achieve them (Doggett, 1987).

The principal's leadership roles (responder, manager, and initiator) contribute to teachers' morale either by fostering a rough atmosphere or by supporting and collaborating with them (Hall, 1987). Research on organizational psychology demonstrates the relationship between leadership effectiveness and subordinates' confidence. More recent research has integrated the relationship between the perceived leadership style of principals and the acceptance of teachers in professional matter (Thomas, 1986). These researches have clearly established the fact that the principal's leadership style has an effect on the teacher and subsequently the instructional process.

### Conceptualization

The conceptual frame work is the structural diagram that describes the variable to be tested. In this research two type of styles, task oriented leadership style and people oriented leadership style are considered on the one side and on the other side under behavior job performance, job satisfaction and absenteeism are considered.



### Hypotheses

For the purpose of this research, the following hypothesis can be formulated.

**H1** :- Leadership style of principal determines the level of satisfaction of teachers.

**H2** :-Leadership style of principal determines the level of performance of teachers.

**H2** :-Leadership style of principal determines the level of Absenteeism of teachers

## 02. Methodology

### Research Sample

In this research, researcher focused on Kilinochchi Zone schools. There are 192schools operating in this Zone and this Zone consists of Four divisions Karachchi, Kanavalai, Palai andPoonakary. The school can be divided in to four categories 1AB, IC 2 and 3. However, due to some limitations researcher only consider the category of 1AB, IC and 2. Thus a sample of 16 schools is selected from population, Here cluster sampling method was used by the researcher

### Data collection techniques

After selecting the sample, data are collected from the selected sample. Several techniques have been used in order to collect the data. These techniques can manly be classified into two categories, such as, primary data collection techniques and secondary data collection techniques. Both techniques have been used the researcher in this research.

### Method of data analysis

The researcher uses some different at method to analyze the collected data to make a conclusion in this research. After collecting data the researcher should analyze this data with variety of techniques. This analysis will be made based on statistical data analysis package (SPSS) for validity, reliability and relationship testing, conclusion are to be drawn from the finding thereof. In this study some of the statistical analysis techniques are used in this research mainly correlation and regression.

In this research, the main method of analysis is statistical techniques. Among the statistical techniques, average, percentage, correlation, regression and co-efficient of correlation are used.

## 03. DATA PRESENTATION AND ANALYSIS

### Leadership style of principals

Based on the data gathered from principals they can be categorized into the following four styles.

**Table 1: Leadership style of principals**

Style No	Style		No of principals	%
	Task oriented	People oriented		
1	High	High	3	18.75%
2	High	Low	6	37.5%
3	Low	High	6	37.5%
4	Low	Low	1	6.25%
			<b>16</b>	<b>100%</b>

Source: Survey data

**Leadership styles and behaviour**

**High task oriented – High people oriented leadership style and behavior**

**Table 2: satisfaction**

Level	Range	No of teachers	%
Low	12 – 27	3	11
Moderate	28 – 39	7	26
High	40 – up	17	63
		<b>27</b>	<b>100</b>

**Table 3: Performance**

Level	Range	No of teachers	%
Low	12 – 27	1	4
Moderate	28 – 39	11	41
High	40 – up	15	55
		<b>27</b>	<b>100</b>

**Table 4: Absenteeism**

Level	Range	No of teachers	%
Low	0 – 8	15	55
Moderate	9 – 16	7	26
High	17 – up	5	19
		<b>27</b>	<b>100</b>

Source: Survey data

According to table 2, 63% of teachers have high level of satisfaction, 26% of teachers have moderate level satisfaction and 11% of teachers have low level of satisfaction.

According to table 3, 55% of teachers have high level of performance, 41% of teachers have moderate level performance and 4% of teachers have low level of performance.

According to table 4, 55% of teachers have low level absenteeism and 26% and 19% of teachers have moderate level and high level absenteeism respectively. The above details can be shown in the following combined bar chart.

**High task oriented – Low people oriented Leadership style and behavior.**

**Table 5: Satisfaction**

Level	Range	No of teachers	%
Low	12 – 27	33	56
Moderate	28 – 39	10	17
High	40 – up	16	27
		<b>59</b>	<b>100</b>

**Table 6: Performance**

Level	Range	No of teachers	%
Low	12 – 27	30	51
Moderate	28 – 39	16	27
High	40 – up	13	22
		<b>59</b>	<b>100</b>

**Table 7: Absenteeism**

Level	Range	No of teachers	%
Low	0 – 8	32	54
Moderate	9 – 16	17	29
High	17 – up	10	17
		<b>59</b>	<b>100</b>

**Source:** Survey data

According to table 5, 56% of teachers have low level satisfaction, 17% of teachers have moderate level satisfaction, and 27% of teachers have high level of satisfaction.

According to table 6, 51% of teachers have low level of performance 27% of teachers have moderate level of performance and 22% of teachers have high level of performance.

According to table 7, 54% of teachers have low level of absenteeism, 29% of teachers have moderate level of absenteeism and 17% of teachers have high level of absenteeism. The above details can be shown in the following combined bar chart.

**Low task oriented – High people oriented leadership style and behavior**

**Table 8: satisfactions**

Level	Range	No of teachers	%
Low	12 – 27	-	-
Moderate	28 – 39	2	6
High	40 – up	35	94
		<b>37</b>	<b>100</b>

**Table 9: Performance**

Level	Range	No of teachers	%
Low	12 – 27	-	-
Moderate	28 – 39	9	24
High	40 – up	28	76
		<b>37</b>	<b>100</b>

**Table 10 : Absenteeism**

Level	Range	No of teachers	%
Low	0 – 8	5	14
Moderate	9 – 16	12	32
High	17 – up	20	54
		<b>37</b>	<b>100</b>

From the table 8, 94% of teachers have high level satisfaction,6% of teachers have moderate levels satisfaction and 0% of teachers have low level of satisfaction.

From the table 9, 76% of teachers have high level of performance, 24% of teachers have moderate level of performance and 0% of teachers have low level of performance.

From the table 10, 14% of teachers have low level of absenteeism, 32% of teachers have moderate level of absenteeism and only54% of teachers have high level of absenteeism. These data can be presented in the following combined bar chart.

**Low task oriented – Low people oriented leadership style and behavior.**

**Table 11: Satisfaction**

Level	Range	No of Teacher	%
Low	12 – 27	3	60
Moderate	28 – 39	1	20
High	40 – up	1	20
		<b>5</b>	<b>100</b>

**Table 12: Performance**

Level	Range	No of Teacher	%
Low	12 – 27	4	80
Moderate	28 – 39	-	-
High	40 – up	1	20
		<b>5</b>	<b>100</b>

**Table 13: Absenteeism**

Level	Range	No of Teacher	%
Low	0 – 8	3	60
Moderate	9 – 16	1	20
High	17 – up	1	20
		<b>5</b>	<b>100</b>

Source: Survey data

According to table 11, 60% of teachers have low level of satisfaction and 20% of teachers have moderate and 20% of teachers have high level of satisfaction.

According to table 12, 80% of teachers have low level of performance, 0% of teachers have moderate level of performance and 20% of teachers have high level of performance.

According to table 13, 60% of teachers have low level of absenteeism, 20% of teachers have moderate level of absenteeism and 20% of teachers have high level of absenteeism. These data can be shown in the following combined bar chart

### Leadership style of principal as two dimensions. (Task – People)

**Table 14: Two types of leadership**

Leadership	No of principal	%
Task oriented	9	56
People oriented	7	44

Source: Survey data

From the above tabulation, 56% of principals adopt highly task oriented style. At the same time 44% of principal adopt highly people oriented style. The above data can be shown in the following bar chart.

### Correlation analysis

#### Job satisfaction and leadership style

Teachers' job satisfaction is correlated with Task oriented leadership style – 0.75 People oriented leadership style 0.84

According to above calculations, it can be said that, there will be a high negative correlation between task oriented leadership and job satisfaction. At the same time, there will be a high positive correlation between people oriented leadership and job satisfaction. From the above calculation, it can be concluded that, leadership style of principal determines the level of job satisfaction. Therefore, hypothesis [H1] can be accepted.

The coefficient of determination of task oriented leadership and job satisfaction is 0.555. This means that, the task oriented leadership affects the job satisfaction by 55%, rest 45% denotes the other factors, which determine the job satisfaction.

The coefficient of determination of people oriented leadership and job satisfaction is 0.709. This means that, the people oriented leadership affects the job satisfaction by 71%, rest 29% denotes the other factors, which determine the job satisfaction.

#### Job performance and leadership style.

Teachers' job performance is correlated with Task oriented leadership style – 0.62 People oriented leadership style 0.85

From the above calculations, it can be said that there will be a high negative relationship between task oriented leadership and job performance likewise there will be a high positive relationship between people oriented leadership between people oriented leadership and job performance. Hence from the above calculation, it can be concluded that, leadership style of principals determine the level of job satisfaction of teachers. Therefore, hypothesis [H2] can be accepted.

The coefficient of determination of task oriented leadership and job performance is 0.387. This means that, the task oriented leadership affects the job performance by 38%, rest 62% denotes the other factors, which determine the job performance.

The coefficient of determination of people oriented leadership and job performance is 0.723. This means that, the people oriented leadership affects the job performance by 72%, rest 28% denotes the other

factors, which determine the job performance.

#### **Absenteeism and leadership style**

Teachers' absenteeism is correlated with, Task oriented leadership style – 0.67 People oriented leadership style 0.30

According to above calculations, it can be said that, there will be a high negative correlation between Task leadership style and level of absenteeism of teachers. Likewise there will be a positive relationship between people oriented leadership and job absenteeism. Hence from the above calculation, it can be concluded that, leadership style of principals determine the level of job absenteeism of teachers. Therefore, hypothesis [H3] can be accepted.

The coefficient of determination of task oriented leadership and absenteeism is 0.451. This means that, the task oriented leadership affects the absenteeism by 45%, rest 55% denotes the other factors, which determine the absenteeism.

The coefficient of determination of people oriented leadership and absenteeism is 0.091. This means that, the people oriented leadership affects the absenteeism by 9%, rest only 91% denotes the other factors, which determine the absenteeism.

### **04. FINDINGS AND CONCLUSION**

#### **Findings of the research**

The following results have been found from this research such as,

- ❖ 37.5% of principals adopt a leadership style – high concern for people and low concern for task
  - ❖ 37.5% of principals adopt a leadership style – low concern for both task and people
  - ❖ 18.75% of teacher adopt a style – high concern for both task and people
  - ❖ only 6.25% of teacher adopt a style – high concern for task and low concern for people
- Therefore in the school most principals adopt a leadership style – high concern for task and high concern for people that is Explain they direct the teachers towards the goals of the organization they allow teacher free done in their work they permit the teacher to use their one judgment in solving problems they would represent the teacher at outside meeting they have good communication with teachers, they permit the teacher to do their work the way they think best and with own pace and they have formal and informal relationship with the teachers.
- ❖ When principal adopt a style – high concern for people and low concern for task the teachers have favourablebehaviour  
That is 94% of teachers have high level of satisfaction 76% of teacher have high level of performance and 14% of teacher have low level of absenteeism
  - ❖ When principals adopt a style – high concern for people and high concern for task the teachers have favourablebehaviour  
That is 63% of teachers have high level of satisfaction 55% of teacher have high level of performance and 55% of teacher have low level of absenteeism
  - ❖ When principals adopt a style – high concern for task and low concern for people the teachers have unfavourablebehaviour  
That is 56% of teachers have low level of satisfaction and 51% of teacher have low level of performance.
  - ❖ When principals adopt a style – low concern for both and people the teachers have very unfavourablebehaviour  
That is 60% of teachers have low level of satisfaction and performance only 20% of teacher have high satisfaction and 20% of teacher have high level of performance.
  - ❖ There is strong negative relationship between task leadership style of principals and teacher absenteeism. But there is no strong relationship between people leadership style of principals and teacher absenteeism. that reasons may be salary purpose personal characteristics or co-workers
  - ❖ There is no strong relationship between age and behaviour of teacher however middle age group (35-45) has somewhat unfavourablebehaviour than other age groups.
  - ❖ There is no significant relationship between sex and behaviour of teacher

#### **Hypothesis testing**

Based on the calculation made on chapter four those can be summarized in the following table

**Table 15: Summary of Correlation and Coefficient of Determinants**

Independent Variable	Job satisfaction		Job performance		Absenteeism	
	Correlation	Co efficient Of determine	Correlation	Co efficient Of determine	Correlation	Co efficient Of determine
<b>Task oriented Leadership</b>	-0.75	0.555	-0.62	0.387	-0.67	0.451
<b>People oriented Leadership</b>	0.84	0.709	0.85	0.723	0.30	0.091

Source : Survey data

Through the correlation analysis hypothesis can be tested there will be a strong negative correlation between task oriented leadership and job satisfaction at the sometime there will be a strong positive correlation between people oriented leadership and job satisfaction task oriented leadership affect the job satisfaction by 55% and people oriented leadership affect the job satisfaction by 70% therefore hypothesis ( $H_1$ ) can be accepted that is it can be said leadership style of principal determines the level of job satisfaction of teacher.

There will be a moderate negative correlation between task oriented leadership and job performance task oriented leadership determines the job performance by 38% at the same time there will a high positive correlation between people oriented leadership affects the job performances by 72% therefore hypotheses ( $H_2$ ) can be leadership that is it can be said that leadership style of principals determines the level of job performances of teacher.

There will be a moderate negative correlation between both leadership style and absenteeism task oriented leadership affects the absenteeism by only 45% at the same time people oriented leadership affects the absenteeism by only 9% therefore hypotheses ( $H_3$ ) can be leadership style of principal determines the level of absenteeism of teacher.

**Suggestion to improve the behavior of teacher by exercising the leadership in the school**

Leadership is an important factor for making organization successful without a good leader organization cannot function effectively since the organization is basically a deliberate creation of human beings for certain specified objectives in a certain way any departure from this way will lead to in efficiency in the organization in the school system principal can enhances the of teacher through the following activities.

- ❖ Motivating teachers – through exercising the leadership principal can motivates the teacher for high performance
- ❖ Creating confidence – A good principal may create confidence in teacher by divesting then giving them advice and getting through them good results in the school
- ❖ Building morale – high morale leader to high productivity and organization stability through providing good leadership in the school teacher morale can be raised
- ❖ Act as a friend – A principal should act as a fiend philosopher and guide to the people whom he is leading through teacher satisfaction can be enchanted
- ❖ Providing unbiased direction and promotion through this teacher satisfaction can be enchanted
- ❖ Have a effective communication – A principal should have a good communication with teachers
- ❖ The principal should allow teachers free ton in their work
- ❖ Principal should introduce a well – developed training program through this teacher performance can be increased
- ❖ The principal should delegate some authority to the teacher through this involvement of teacher in the work can be enchanted

**Conclusions**

The success of an organization depends on to what extent the employees behave in line with the goals of an organization to achieve these goals employees should be well guided towards the achievement of that goals therefore an appropriate leadership style should be adopted by the leader from the findings oriented leadership style is more appropriate to direct the teacher in the school that is when principal adopt people oriented leadership style teacher have favorable behavior it the teacher have favorable behavior it will helpful to produce a good society and to achieve goals of the schools effectively

This chapter disclose the finding of the research hypothesis testing suggestions and recommendation



and in this chapter finding of the research are explained deaffly with reasons and hypotheses have tested with the help of correlation techniques three hypotheses was formulated for this research and all hypothesis have been accepted.

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