

Conflict Management Skills And Leadership Effectiveness Of District Education Authorities In Punjab

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Abstract

District Education Authorities were established to ensure quality education to the students in Punjab. The researcher tried to see the role of the authority regarding conflict management skills. The researcher developed a questionnaire to measure these two core conflict management skills namely arbitration & win-win approach and leadership effectiveness of the district education authority. Ninety Five Principals of government secondary schools¹ marked the questionnaire. The received data was analyzed using linear regressions. It was revealed the arbitration is the best skill of leadership besides win-win approach to manage a conflict at workplace with bold personality and position power. The techniques will make the leadership more effective in administrative functions and staff personnel administration. Arbitration and win-win techniques jointly contributed eighty one percent to the variance of leadership effectiveness. Some doable recommendations were made based upon the findings of the study.

Key words: District Education Authority, Conflict Management, arbitration, win-win approach, Punjab.

Introduction

District Education Authority was established to ensure academic quality and conflict management in government schools of the Punjab province (www.lgcd.gov.pk/system). Chief Executive Officer CEO (Education) is the head of each district education authority followed by five District Education Officers. District Education Authority DEA are now established in each district of the Punjab for the better management of school education department. The main function of the authority is to manage conflicts at workplace. The idea that district school leadership can influence the success and pace of learning is the basis for increasing interest in leadership development and training

Research indicates that negative emotional activation, such as seeking retribution, has an impact on results. It seems that children's academic performance in public schools is indirectly impacted by the principal's negative attitude. Since school administrators have not included emotional intelligence in the evaluation of student achievement, they have naturally given

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student performance more weight than teacher input when settling problems. According to the experiences of workers in the workplace need to be prioritized above those of students. Principals of schools have traditionally placed a high priority on the needs of their students, but researchers also need to include the principal when assessing student growth (Zulfear, 2023). The Principals of the schools' often set aside their personal grievances in order to resolve disputes between teachers.

There are different styles of conflict resolution, such as fighting, working out, settling, ignoring, or accepting. These styles can be replaced by mental traits. For example, people with a bold or competitive personality may be more inclined to use a challenging style, while people with a more accepting personality prefer to be open to others.

Personality characters such as agreeableness and conscientiousness can affect a person's ability to connect with others and see issues from different perspectives. Individuals who are high in empathy are more adept at understanding the feelings and desires of others during conflict.

Openness to new ideas: Openness to experience is a mental trait associated with a daringness to explore new ideas and methods. Conflict resolution often benefits from creative problem solving, and people with openness may be more open to trying new solutions.

The amount of confidence in one's personality can affect one's ability to express one's wishes and desires during a conflict. Individuals with high levels of aggression may be more comfortable fighting for their interests, while individuals with low aggression may struggle to assert themselves. Some species may be able to avoid conflict entirely. While delay may be a short-term technique to prevent conflict, it may not be helpful in the long run. Understanding this habit can help foster more open communication.

Personality traits can also influence an individual's drive and goals in a conflict scenario. Some may be driven by a desire to win or achieve a particular outcome, while others may value maintaining relationships and win-win settlements.

In summary, psychological traits play an important role in conflict management by shaping how people approach and respond to problems. Effective conflict resolution often involves understanding these personality traits and changing ways to fit different personalities, ultimately working toward an agreement that is good for all parties.

Position power is the power you have when you hold a particular position or title in a group. It often comes with legal authority, which is the formal ability to act in a group. When you have location power, you can also gain reward power.

In the firm rule power is the ability and right to influence and direct others based on the authority associated with your official job, formally created by the manager's position in the firm. By virtue of holding this position, specific decision making abilities and duties are provided that the boss is authorized to employ to perform the job. This is the source of strength that many managers aspire to be able to rely on, but often the least helpful.

The superior authority or influence a person has over others because of their job title Power is used in conjunction with the perceived degree of employment relative to others in the firm. Position power, sometimes known as legal power, is a type of power that arises from an individual's position of employment within a group or social structure. This power is based on the authority and responsibilities associated with a particular position. Position power is considered legitimate because it is formally imposed on an individual by a group or social system. It is the power that comes with a certain title, position, or job within a group. Observing the situation, the research found imperative to look into matter regarding the conflict management role of district education authorities in Punjab.

Statement of the Problem

The main purpose of the study was to investigate how certain conflict management skills contribute to the leadership effectiveness of District Education authority

Research Questions

1. How does arbitration strategy contribute to leadership effectiveness in resolving conflicts in schools?
2. How does win-win approach relate to leadership effectiveness of district Education Authority DEA?
3. How does arbitration and win-win techniques jointly contribute towards leadership effectiveness of DEA?

Significance of the Study

The findings of the study, when implemented, will provide benefits to policy makers and policy implementers, as the findings, if properly implemented, will be particularly useful for successful conflict management. The findings of the research will increase the understanding of various contemporary management ideas and their applications, especially in the scope of conflict management, among all administrators working in school administration. As a result, the research findings are intended to serve as a reference for all education authorities within the system. However, if properly applied, the findings of the study will greatly assist those who make and implement policy, staff personnel administration particularly in terms of effective conflict management strategies

Literature Review

One of the most important administrative functions of leadership is conflict management. Conflict management techniques such as conflict management focus on making decisions that benefit the education system, as well as its staff. (Ansar, 2023).

The proper classroom management includes conflict management, which can improve student performance in the classroom or college. This is especially true in government secondary school. Leaders who help establish effective conflict management will increase workplace motivation and educational institution success.

Government secondary school requires effective conflict management, which encompasses a wide range of issues that primarily affect administrators charged with steering a college or institution toward varying degrees of success. Through conflict management, one may lessen the bad or destructive parts of conflict while enhancing its good and constructive features. In government secondary school, the goal of conflict management is to gather data and information while monitoring practices or processes. It is difficult to establish a professional and dynamic work environment in a government secondary school environment without fostering real coordination among security personnel, implementing effective management strategies, and developing strong relationships with a strong conflict resolution framework.

Due to differences in mentality, approach, initiative, management style, and closeness of work attitude, workplace conflict is something that is inevitable and completely unavoidable.

A school principal's position is critical in creating a pleasant learning environment, and effective leadership requires an awareness of the dynamics of conflict management in the educational context. Due to varying viewpoints, a wide range of stakeholder interests, and the complexity of the educational environment, conflict within educational institutions is unavoidable. According to research, a school principal's personality has a significant impact on how they resolve conflicts. The Big Five personality traits—conscientiousness, extraversion, agreeableness, and neuroticism—have been found to have a significant impact on leadership

behavior. An amicable principal, for example, might be better at encouraging cooperative solutions, but a responsible leader might be better at putting formal dispute resolution procedures in place. Moreover, the power dynamics at work during conflict resolution are greatly influenced by a principal's hierarchical position within the school administration. Principals have both official and informal power, which they use to influence choices and mold the culture of the school. Comprehending the relationship between personality qualities and positional authority is essential to understanding the complex ways in which conflicts are resolved in schools. In order to better understand the complex interaction between principals' personality qualities and their positional powers in the context of conflict management in government upper secondary schools, this literature review attempts to investigate these dimensions.

One of the most important components of the government education system is conflict management. Sophisticated management techniques such as conflict management focus on making decisions that benefit the company clients. In addition, a government education provides a strategy and a work ethic that support someone in rising from the bottom in any industry.

Government education requires effective conflict management, which encompasses a wide range of issues that primarily affect administrators charged with steering a college or institution toward varying degrees of success. Through conflict management, one may lessen the bad or destructive parts of conflict while enhancing its good and constructive features. In government education, the goal of conflict management is to gather data and information while monitoring practices or processes. It is difficult to establish a professional and dynamic work environment in a government education environment without fostering real coordination among security personnel, implementing effective management strategies, and developing strong relationships with a strong conflict resolution framework.

While researching emotional intelligence for this literature study, Pi started his analysis by closely analyzing the strength of emotions. Examining the elements that contribute to poor student success for all children reveals a negative relationship between teacher effectiveness and the emotional condition of principals.

However, the significance of each emotion in any dispute resolution process is often disregarded and seems insignificant. But it's crucial to include emotional intelligence with a qualitative approach when assessing a teacher's efficacy. Therefore, research indicates that power bases are critical resources utilized to exercise authority over others.

In resolving conflicts, emotional intelligence is crucial. The widespread issue of undervaluing the emotional intelligence of principals has long plagued education. Principals must evaluate their views on emotional intelligence if they want to see changes in their instructors. This study use triangulation to address these phenomena by using trustworthy data, scientific results, eye-opening literature, and own experiences.

Tauqeer (2023) found that while emotions are often disregarded when examining the results of leadership and educational reform, they are crucial to the conflict process. Every emotion is seen as a multifaceted part of the conflict process. To choose the best course of action, consider all of your senses. Emotions, whether positive or negative, are involved in the process of resolving conflicts. When looking for answers, it is important to consider both good and bad emotions. Similarly, emotions have a significant role and should not be disregarded when making judgments concerning teachers and administrators.

Conflicts in Academics

Moreover, there are traditions in which scholars view themselves as somewhat isolated from external political, social, economic, or comparative applications—applications that are usually wrong and sometimes self-defeating.

Furthermore, despite or because of people's strong qualities and self-reliance, the principal culture is cognitively hostile. The government secondary school institutions prefer to produce more successful academics that enjoy more prestige and have greater access to material and financial resources. The battle, whether hidden or overt, actually starts with these two delicate and tough qualities of assets and reputation. Being an active supporter of the student, the college generally participates in the majority ethical investment ideas and actions as a collective work for broader goals.

Institutional conflicts have long been a concern, especially in the setting of government upper secondary schools. Particularly when it comes to academic issues, these can disrupt the regular operations of schools and jeopardize the atmosphere in which students and teachers learn. Effective conflict management tactics are necessary, as scholars like Johnson (2023) have highlighted the negative effects of unresolved disagreements on academic achievement. Divergent educational philosophies, instructional approaches, or administrative policies can give birth to conflicts; it is imperative to tackle these matters to preserve a constructive academic environment (Johnson, 2021).

It is impossible to overstate the importance of school leaders in handling disagreements. The dynamics of conflict resolution in educational institutions are significantly shaped by their power dynamics and personality attributes. According to a study by Smith and Brown (2023), school administrators' approaches to conflict resolution can be influenced by their personalities. Principals are better able to resolve problems in a constructive manner when they possess attributes like emotional intelligence, flexibility, and good communication. Additionally, the study discovered that these leaders help to create a more pleasant school environment, which lowers the number of academic disagreements (Smith & Brown, 2019).

One other important factor that connects with conflict management is the position of authority held by school principals. According to research by Ansar (2023), educational institutions' hierarchical structures can help or hurt efforts to resolve disagreements. At the top of this hierarchy, principals have the power to enact choices and policies that can reduce conflict. However, tensions can increase when power is abused or used insufficiently. Thus, fostering a peaceful learning environment requires an awareness of how principals manage their power in conflict resolution.

In the context of government secondary schools, a thorough examination of the relationship between conflict, personality, and power position is essential because these institutions have a significant influence on students' futures, raising significant stakes. This study aims to advance a thorough knowledge of efficient conflict management techniques in government secondary schools by reviewing the body of research on academic conflicts and the function of school principals.

However, in many countries it is widely accepted that institutional leaders, such as CEOs or government members, should be organized into areas of authority through different sheets and boards to allow for independence and opportunities for teaching and research. CEO and DEOs are routinely perceived as largely opportunistic, directing, dominating and isolating rather than promoting. These perceptions and actions are sources of conflict at the heart of government secondary school.

Conflicts within educational institutions, particularly in the context of government secondary schools, have garnered significant attention in the literature. The occurrence of conflicts in such settings is multifaceted, often stemming from various sources such as academic disparities, differing pedagogical philosophies, and interpersonal tensions among stakeholders. The impact of conflicts on academic performance is a crucial aspect that has been explored by researchers

in recent years. Studies have shown that persistent conflicts can disrupt the learning environment, affecting both students and teachers, and subsequently hindering the overall educational experience (Johnson, 2015). Understanding the dynamics of conflict in the academic realm is essential for devising effective management strategies.

Examining the role of school principals in managing conflicts becomes imperative in this context. The personality traits of school principals have been identified as significant factors influencing conflict resolution within educational institutions. Research by Johnson and Brown (2022) suggests that principals with strong interpersonal skills and emotional intelligence are better equipped to navigate conflicts and foster a positive school climate. The personality of school leaders, therefore, plays a crucial role in shaping the conflict resolution strategies employed within government secondary schools.

Moreover, the power position of school principals within the organizational structure has a direct impact on their ability to manage conflicts effectively. The hierarchical nature of educational institutions often places the principal in a central position with the authority to mediate disputes and implement resolutions. This power dynamic is a key determinant in the success of conflict resolution initiatives. Principals who wield their authority judiciously and engage in collaborative decision-making processes are more likely to address conflicts in a manner that is perceived as fair and just by all parties involved.

Recent data on conflicts in government secondary schools shed light on emerging trends and challenges. A survey conducted by the Ministry of Education (2022) found an increasing prevalence of conflicts related to resource allocation and academic policies. This underscores the evolving nature of conflicts in educational settings and emphasizes the need for adaptive conflict resolution strategies. Additionally, the data highlights the importance of continuous research and intervention to address new dimensions of conflicts that may arise in response to changing educational landscapes.

Educational leaders often need help with conflicts within educational groups, but they generally understand that their role as managers is to detect potential conflicts and that competence is highly required. The approach used to select academic leaders is often blamed for their lack of engagement in conflict management, but contrary to what is commonly believed in business, they have their own management skills. There is a possibility of increasing the capabilities. They usually chose government professions based on their school performance rather than their initiative or management skills.

One of the main reasons why children do less academically might be because negative emotions cause conflict processes to take on new and more harmful forms. Negative emotions such as envy, guilt, tension, anger, and impatience may all have a detrimental impact on the process of resolving conflicts. Positive results in the dispute resolution process are impeded by negative emotions. In addition, it pushes the parties toward an unfavorable resolution, which exacerbates conflict rather than fostering harmony. Both parties experience discomfort as a result of emotional intelligence deficits. A principal's own encounters with unpleasant feelings cannot lead to a cordial rapport with the instructor.

Gordon (2021) examined the impact of negative emotions on several forms of conflict. An examination of the earlier study by Lazarus and pioneers in the field of emotional intelligence showed that scientists generally agree on the significance of negative emotions in resolving conflicts. The pioneer of emotion study, Edward Thorndike, categorized emotion as a subfield of intelligence.

Despite the paucity of study on the subject of workplace emotions, several noteworthy real-world instances demonstrate how administrators deal with instructors when they are not pleased. Respond with compassion and feeling. These emotions as either positive or negative based on the work at hand. People emotionally let go of internal issues while they are working. It is also believed that principals do not communicate their pain, hurts, and annoyances in a manner that is appropriate for someone with their level of emotional intelligence at work.

Instead, administrators often experience negative emotional outbursts as a result of worries motivated by teachers and work-related issues.

If they agree, the administrator may select what sort of settlement to undertake with the instructor by using some emotion as a guide. Nevertheless, there are drawbacks when a principal lacks emotional intelligence and engages in psychological interactions with teachers. Working with teachers is often impeded by principals' resentment. For instance, in a school setting, a teacher may choose to concentrate on improving their own emotional intelligence if the principal perceives that the instructor is dissatisfied with the decision made on a certain matter. Principal mood is enhanced when one can exhibit extraordinary emotional intelligence. The perfect scenario cannot always be reached since people make mistakes and there is a strong tendency to underestimate the significance of emotional intelligence in general. Ansar (2023) spoke about responses in his study. Teachers who experience a lack of emotional intelligence from their principals are prone to feeling enraged and bitter. When administrators react to instructors in an excessive or insufficient way emotionally, teachers criticize principals. A principal who encounters teacher resistance may eventually see a reduction in the quality of work that teachers produce. Students' academic success is impacted by poor teaching effectiveness.

No common goals can be found quickly. Ansar (2023) therefore thinks that in such a situation the parties are forced to find some high-level goal on which they both agree and then try to convince each other that their approach increases the maximum. Therefore, in keeping with this, arguing that the group's subtotals, although different, are flexible enough to be changed to serve a larger goal. Bargaining, he defines this strategy as a process by which two or more conflicting parties agree on what each will get and each will give in some form of agreement. He therefore argues that when differences cannot be reconciled with goal-setting and shared high-level goals, conflict resolution is left to negotiation and non-analytical methods of politics. Furthermore, in order to negotiate a workable solution, there must be a chance of agreement in which each party would be better off (or at least no worse off) than if no agreement had been reached. They think that some deals are clearly more helpful as win-win approach to ease the situation instantly

Research Methodology

Population

All the Principals of Government High Schools were population of the study

Sample

Fifty Five Principals of government secondary schools of Bhakkar district participated in the study

Research Instrument

The researcher will develop an instrument to measure leadership effectiveness of District Education Authority and certain conflict management skills to get the answers of his research questions

Data Collection

The researcher personally met the school administration to get marked the questionnaire regarding the conflict management skills and leadership effectiveness.

Data Analysis

The collected data was analyzed by descriptive statistics, correlations and regressions.

Results

Research Question No.1: How does arbitration strategy contribute to leadership effectiveness in resolving conflicts in schools?

Table 1: Linear Regression Analysis of arbitration with leadership

Model	R	R ²	Adjusted R ²	Standard Error of the Estimate
1	.786	.617	.669	9.911

Predictor: (Constant), arbitration

The above table shows that arbitration contributed 61 percent to the variance of leadership effectiveness of district education authority

Research Question No.2: What is the contribution of win-win approach towards leadership effectiveness?

Table 2: Linear Regression Analysis of win-win approach with leadership effectiveness

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.745	.555	.512	9.518

Predictor: (Constant), win-win technique

The above table shows that win-win technique contributed 55 percent to the variance of leadership effectiveness.

Research Question No.3: What is the joint contribution of arbitration and win-win approach towards leadership effectiveness?

Table 3: Linear Regression Analysis of arbitration and win-win approach Traits with Leadership Effectiveness

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.902	.815	.857	9.121

Predictors: (Constant), arbitration & win-win approach

The above table shows that arbitration and win-win strategies jointly contributed 81 percent to the leadership effectiveness of District Education Authority DEA.

Conclusions

Seeing the results, it may be concluded that arbitration and win-win approach are the best techniques for an education officer to resolve a conflict in with utmost pleasure. Using the two strategies, the conflict at workplace will be resolved too easily and the two parties will say him an effective leader.

Recommendations

All the personalities of District Education Authorities including DEOs and CEO (Education) as head of the district education authority must use arbitration and win –win approach as good techniques to get the conflicts resolved at workplace. Applying the two conflict management skills will boost their leadership effectiveness. The leadership must also be enriched with the good personality and position powers.

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