

## Confrontational Resolution Strategy To Effectively Increase School Principal Productivity In Sri Lanka's Batticaloa District

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### Abstract:

*Confrontation situations are a reasonably frequent realism in every organization and eat deep into the system and performance of an organization affected. Several scholars have previously studied the source and effects of conflict resolving styles on the performance of staff and arguments has erupted on the destructive nature of conflict and as well as its productivity. This research was on the whole captured on Batticaloa district school principals as managers to ascertain how they deal with conflict which they already view as inevitable. Using a self-designed questionnaire 507 responses were obtained from Batticaloa district school principals and vice -principals across selected schools from the data it was discovered that traditional view of conflict ranks the highest in Batticaloa district schools as a work place. The study generated four research questions and employed mean and standard deviation to assess the data replies. From the study, Batticaloa schools principals are relevant more of collaborating, accommodating and compromising styles in handling conflict. The study further recommended 3D leadership model which is stated to as situational demand and the practical application of principle negotiation in dealing with conflict for improve productivity in Batticaloa district schools as a work place in Sri Lanka.*

**Keywords:** *Confrontation, resolution method, productivity, schools.*

### 1. Introduction

Any workplace will inevitably experience conflicts; they are considered a normal aspect of the working relationship between superiors. Positive outcomes require cooperation between subordinates in order for the workplace to be congenial and productive. According to Ebhote, O. & Monday, O. (2015), disputes involve the entire spectrum of actions and attitudes that are opposed between managers/principals and employees. According to Kuper, A. (2004), conflicts can be interpersonal or intergroup, with interpersonal conflicts taking place <sup>1</sup>between coworkers at the same organizational hierarchy level or between supervisors and their subordinates. Due to Sri Lanka's diverse history, its workplace is made up of people with various perspectives, personalities, interests, goals, and values. M.A. Rahim, M.A, (2001) asserts that cooperation among members is necessary for the fulfillment of organizational goals, but that conflict is unavoidable because of intrinsic differences, goal compatibility, and competition for few resources, as well as "complex relationships and high degrees of tax dependency." Koontz, H., Weinrich, H., & Candice, M. (2002), refers to a situation in which opposing goals, beliefs, or feelings exist inside or between people or groups, leading to conflict. Goal conflict, which occurs when desired objectives are incompatible between groups, cognitive conflict, and affective conflict are the three fundamental types of conflict that are recognized by this concept. Since conflict may have both beneficial and detrimental consequences on an organization, effective conflict management solutions are essential. According to Wikipedia, conflict is a type of friction or disagreement that develops within a group when one or more members of that

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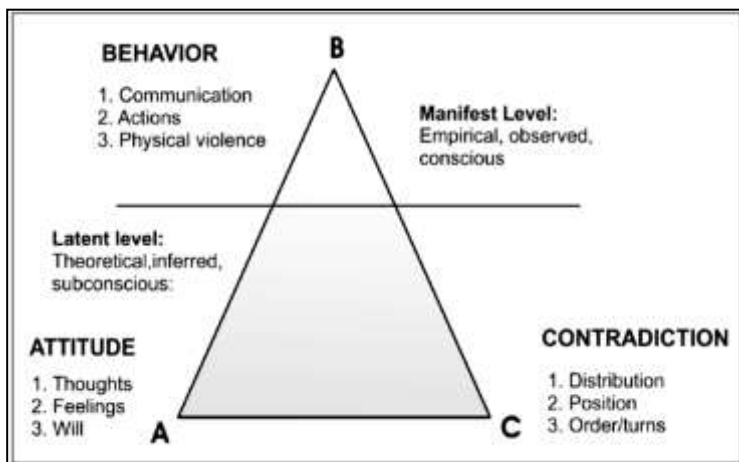
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group find the attitudes or actions of one or more members of the other group objectionable or repugnant. Nonetheless, various academics have approached the definition of conflict in different ways.

### 1.1 Components of conflicts

The ABC triangle is a helpful tool for comprehending the various elements of conflict, claims Uya, O. E. (1992), With the aid of this tool, the constituents of a conflict may be identified. It also aids in comprehending the important elements of conflict and offers guidance on how to address it.

**Fig.1** Components of conflicts



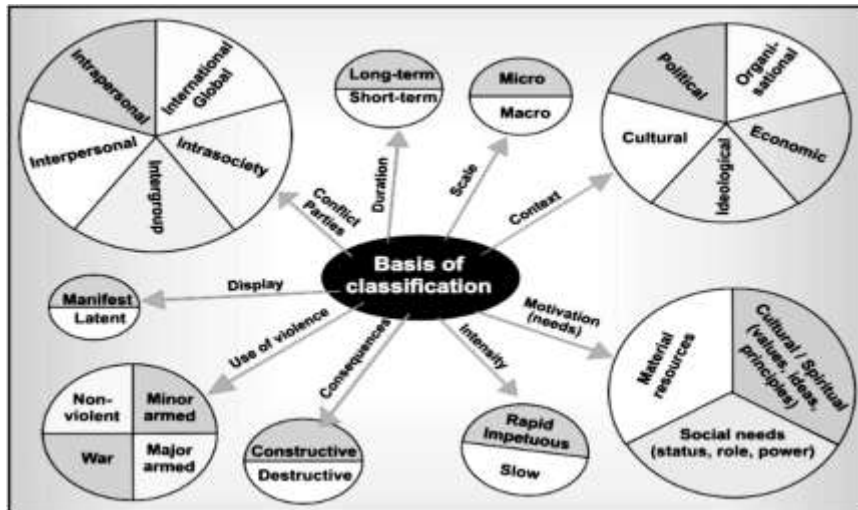
Source: Galtung, J. (1978).

Fig. 1.1 Places the pieces in the three corners of a triangle to demonstrate how they are interconnected. Furthermore, Galtung, J. (1996), said that both the micro and macro levels of conflict are thought to be influenced by the same psychology. This suggests that all levels, groups, individuals, and states can use the triangle.

### 1.2 Types of Conflicts

A lack of monetary rewards, conflicting material interests, differences in identity, ideology, or spirituality, biases and preconceptions, problems in interpersonal relationships, or a lack of information, experience, skills, culture, norms, and values can all lead to conflict. Prejudices and preconceptions can sometimes lead to conflict. etc. Since categorization aids in understanding the many forms of conflict and how to resolve them, there are many methods to classify conflict based on understanding. It also provides ideas for considerations to make when preparing for discussions in the midst of a conflict.

**Fig. 2** Types of conflict



Source: Galtung, J., Fischer, D., & Fischer, D. (2013).

Conflict handling is an effort to manage or regulate conflict using a variety of practical strategies. conflict management methods refer to the internal processes that the various authorities utilize to settle disputes. According to Adeyemi, T. O., & Ademilua, S. O. (2012), conflict that is managed constructively results in improved performance, whereas conflict that is poorly managed polarizes the group, causes psychological and physical harm, emotional distress, disrupts sleep, interferes with problem-solving activities, escalates disagreements into hostile positions, and fosters malice and increased hostility. Akanji, T. A. (2005), There are constructive and destructive conflicts in the workplace, and conflict is said to be positive when it is discussed constructively by the parties and amicable terms for settlement are reached, according to a study that stressed the importance of effective conflict management in fostering opportunities and movements toward non-violent, reconciliation or basic clashing interests Agwu, M. O. (2013). Akanji, T. A. (2005), it was stressed that through effective conflict resolution, a He claimed that while poorly managed conflict lowers employee morale, decreases productivity, increases employee absenteeism, increases the likelihood of losing skilled personnel, results in lost man- and machine-hours, and may increase the number of defective products produced as a result of a lack of employee commitment to work, poorly managed conflict in schools as a workplace induces a positive staff (teachers) performance. Beauty, N. A, "community with minimal synergy, and many in-groups and inter-group disputes" is described as the Batticaloa district. He continued by explaining that in-groups, which may be ethnic, religious, or geopolitical, have a tendency to keep and sustain relationships with members of their closed network with regard to outsiders.

### 1.3 Objective Of The Study

#### Main Objective

The main objective of the study is to find the **Confrontational resolving model for Principals to Improved Productivity in Batticaloa District schools** effectiveness between staff satisfaction and principal's management.

**The specific objectives are as follows;**

- To identify the customs practiced Confrontational resolving style in Batticaloa district schools?
- To estimate the conflicts is common in Batticaloa schools.
- To evaluate, conflict affect the performance and productivity of Batticaloa school staff and students

- To call out the principal as a manager in Batticaloa district, discernment the inevitability of conflict

#### **1.4 Purpose and Rationale for the Study**

This study examines the conflict handling styles in Batticaloa schools and to ascertain how it affects the productivity of staff and students, thereby recommending the best working strategies to handle it effectively. Specifically, it is based on the conflict handling styles by principals (managers, superiors, supervisors) and how they manipulate the styles in any conflict situation in order not to affect the productivity of their staff (workers). Conflict is a threat that eats deep into any workplace that is affected. It's also a deadly virus that affects the productivity and economic growth of an organization. Batticaloa district schools are not exempted as different forms of conflict evolve in the workplace due to diversified culture e.g. Religion, groups, political parties and individual. It is also on record that Sri Lankan economy fluctuates due to conflict between labor union and the government. However, it is pertinent that the best conflict handling style is studied and identified for peaceful co-existence, and improved productivity.

#### **1.5 Research Questions**

The study's research questions are listed below: \*what conflict resolution practices are used in Batticaloa's schools? What type of perspective on conflict is prevalent in Batticaloa's schools? \*Does conflict have an impact on the output and performance of Batticaloa school employees and students? \*How do principals, who serve as managers in the Batticaloa district, recognise the likelihood of conflict?

### **2. Literature Review**

The MODE instrument developed by Thomas-Kilman identifies two behavioral variables and five conflict resolution strategies. Midgley, W., Danaher, P. A., & Baguley, M. (2013), Competing (aggressive and uncooperative) conflict management techniques involve people who put their own interests above those of the opposing party. Collaboration is the action of the readiness to cooperate with the parties in a satisfactory manner. Between assertiveness and cooperation, compromising (which means "falls in the middle") applies an accepted solution that only partially satisfies the parties. This mode has little regard for oneself or others and is avoidant (unaggressive and uncooperative). Accommodating (passive and cooperative) involves giving up one's own interests in favor of those of others. Abert, I. O. (2001). Conducted a poll based on the conflict communication model and found that managers are evaluated differently depending on how well they handle disagreements. They go on to say that the integrative handling approach is the most appropriate after hearing from 100 students who were chosen at random. ozkalp, E., Sungur, Z., & ozdemir, A. A. (2009). The study looked at three different ways that teams in an organization handle conflict, offering advice on how to resolve disputes involving people, politics, norms, and values. The efficacy and satisfaction of teams within a company were impacted by these disagreements. The researchers studied the collaborating, arguing, and avoiding conflict management strategies using a heterogeneous sample of team performance. When collaborating and contesting styles are used, it was found that relationship disputes have a detrimental impact on the efficacy and functioning of the team. Avoiding approach demonstrates the team's ability to work quickly and effectively, as well as the task's viability. While it was noted that a supportive leader engenders respect, job satisfaction, and higher productivity from his staff or authoritarian leaders, even if productivity is higher in the short run, it is bound to fall in the long run Mode, T. K. T. K. C. (1974), teams using more integrative conflict management strategies are likely to have higher commitment than

teams using other styles. The integrating method of addressing conflict, as discussed by Gross, M. A., & Guerrero, L. K. (2000) and De Dreu, C. K., & Van Vianen, A. E. (2001) demonstrates that this style produces high joint advantages for parties. According to Vigil-King, D. C. (1999), an organization's leadership power modulates the requirement for conflict management methods.

However, according to Korabik, K., Baril, G. L., & Watson, C. (1993), organizational stability may continue even when the leader is ineffective at managing conflicts because employees occasionally display accepting behaviour toward the supervisor's demeanor, expressing apathy and submission with a minimal display of aggressiveness. Wall Jr, V. D., & Galanes, G. J. (1986), used three simulated business conversations to investigate the nature of conflict management approaches used in China and to analyze the impact of various approaches on the course of the negotiations and their results. While various techniques were employed during the negotiation process and outcomes, the Thomas-Kilman mode instrument was utilized to measure the styles.

Business negotiations in China found that while compromise and avoiding conflict are frequently used in Chinese enterprises, accommodating and competing resulted in more mutual understanding. According to their study Rahim, M. A. (2004), relationships and trust are crucial to increasing team productivity. According to the study, cooperative conflict management helps teams believe in and trust their teammates. The way teams manage their internal conflicts has an impact on how well they manage team conflicts, according to data analyses from 102 Chinese firms. It was shown that cooperative conflicts help teams manage their disagreements cooperatively, which enhances the effectiveness of the team. Recommending stated that help should be given while addressing conflicts; it is essential to establishing trust, a positive working environment, and successful business relationships in China. Beauty, N, looked at how organizational conflict affected performance in Batticaloa district schools as a workplace with the intention of recommending tried-and-true techniques that will improve staff performance and productivity (workers).

In several organizations, especially insurance businesses, transportation corporations, and airlines, the study identified conflict kinds, causes, and handling tactics. Finite resources were essentially one of the main reasons of conflict, according to the investigation, which involved 96 managers. Additionally, they said that depending on how it is perceived and handled, disagreement can have either a beneficial or bad impact on a company. When handled properly, the outcome is evident in the employee's collaboration and metamorphosis.

### **3. Methodology**

This study revealed how managers, or principals, view conflict, how they choose to handle it, how they are aware that conflict is inevitable, and how it affects productivity. The replies of 710 Batticaloa district school principals, deputy principals, and supervisors from various organizations were collected using the survey research method. Schools in the Batticaloa district of Sri Lanka were targeted by the national government and the provincial government; 507 were appropriately responded to and captured, whereas 203 could not be reached because of corona difficulties. Although the research was not restricted to the aforementioned, gender and experience quality were taken into consideration. The circulation's goal was to record and examine the managers in the Batticaloa area, principals, as they responded. Sampling and Data collection

#### **3.1 No. of Schools by Divisional Level according to Educational zone and Educational Division by District**

**Table 1** Educational zone and Educational Division within Batticaloa District

Educational zone and Educational Division within Batticaloa District	Number of data selection				
	No of schools	No. of principals	No. of deputy principals	Total No. of school managers	Randomly selected principals
<b>Paddiruppu zone</b>	69	69	69	138	90
<b>Batticaloa central zone</b>	79	79	79	158	110
<b>Batticaloa zone</b>	64	64	64	128	90
<b>Batticaloa west zone</b>	65	65	65	130	90
<b>Kalkudah zone</b>	83	83	83	166	127

Source: divisional education office – Batticaloa district

**Note:** The decision was made to select institutions with a larger staff because there are more variables and factors at play in this study. Conflicts based on managerial shortcomings as well as personal shortcomings have been gathered through this process. To ensure that everyone has an equal chance of success, 507 principals and deputy principals were chosen using the random selection method. Due to the schools' location in a more challenging section of the Batticaloa district, around 350 questionnaires were given to several of these schools.

#### 4. Research Instruments and Analyzing

**Table 2** Respondent data are below According to Gender

Sex	Respondent	percentage
Male	316	62.3%
Female	168	37.7%
Total	507	100%

**Answers to research questions** below are the research questions and the survey result

1. What dispute resolution techniques are customarily used in the Batticaloa district schools to increase productivity? The mean and standard deviation of conflict handling approaches in the schools of the Batticaloa district are shown in Table 4.2

**Table 3** Conflict handling styles in Batticaloa district schools

S/ N	Management Styles	5	4	3	2	1	N	$\bar{x}$
01	Collaborating	267	141	89	8	-	505	4.32
02	Accommodating	88	185	155	60	15	503	3.53
03	Compromising	80	157	177	68	21	503	3.40
04	Dominating	35	124	181	133	31	504	3.00
05	Avoiding	58	89	179	128	49	503	2.96

Source: Computer Analysis of field survey data 2022

Key: N represents responses per style,  $\bar{x}$  represents mean.

The collaborative conflict resolution style, which has a mean of 4.3, is the most frequently employed, according to this table above, while accommodating and compromising

strategies, which have mean values of 3.53 and 3.40 respectively, are considered as being fairly utilized by the data. The world's best conflict resolution method, however, depends entirely on the circumstances. Collaboration is mutually beneficial and productive since it is in both sides' best interests. Avoiding a "cold war" in which neither side is concerned and thinks that the injury will eventually heal. The staff's productivity and motivation are destroyed, making it the least effective method, and Batticaloa school principals rarely use it.

1. What kind of view of conflict is common in Batticaloa district schools? Response shown in Table 4.3

**Table 4** Views of conflict in Batticaloa schools as workplace.

S/ N	Views of conflict	5	4	3	2	1	N	$\bar{x}$
1	Traditional	198	139	102	45	17	501	3.91
2	Behavioral	137	129	144	58	32	500	3.56
3	Interactions	76	158	199	51	16	500	3.45

Source: Computer Analysis of field survey data 2022

The traditional viewpoint is rated highest in Batticaloa schools as a workplace, as can be shown in table 4.3. The idea that all confrontations are fundamentally hazardous and need to be practically avoided at all costs is likewise assumed. The three points of view are evaluated and managed differently in light of the aforementioned table in order to preserve employee productivity.

2. Does conflict affect the productivity of school staff and students? Response shown in Table 4.4

**Table 5** Effect of conflict on productivity

S/ N	Effect of conflict	5	4	3	2	1	N	$\bar{x}$
1	Slightly affects productivity	79	66	201	128	30	504	3.07
2	Totally affect s productivity	170	139	133	48	10	500	3.82
3	Does not affect productivity	54	64	105	207	73	503	2.64

Source: Computer Analysis of field survey data 2022

Conflict has impact on Batticaloa school staff members' (workers') productivity, according to the analysis of the field survey data; this impact can be either positive or negative. The study supports earlier research conducted by Rahim, M. A. (2004), which found that improper conflict resolution can result in subpar performance, a lack of teamwork, resource waste, and, above all, decreased productivity. However, proper conflict resolution can foster teamwork and promote organizational innovation.

3. How do principals in Batticaloa district discernment the inevitability of conflict in a workplace? Response shown in Table 4.5

**Table 6** Awareness of inevitability of conflict in a workplace

S/ N	Awareness	5	4	3	2	1	N	$\bar{x}$
1	Aware of inevitability	78	202	163	59	24	502	3.64
2	Unaware of inevitability	28	61	247	128	36	500	2.83

Source: Computer Analysis of field survey data 2022

Conflicts are unavoidable in the Batticaloa district schools as a workplace, according to both the personnel (employees) and their principals (managers). In other words, this encourages them to set up the proper system to either prevent it or handle it once it occurs. The workers' performance is unaffected by the awareness; instead, it helps them accept the inevitable. The findings of this study have, however, been corroborated by earlier, related studies Hempel, P. S., Zhang, Z. X., & Tjosvold, D. (2009), Ozkalp, E., Sungur, Z., & Ozdemir, A. A. (2009). which found that, in contrast to other management philosophies, corporate conflict management practices tend to produce positive results in the workplace. This study noted that styles are common to the manager and the people concerned, which it agreed with. The results of this study can provide as a foundation for other research endeavors.

## 5. Recommendations & Conclusion

### 5.1 Recommendation of Confrontation resolving Model

It is abundantly clear from the research and survey results that Batticaloa district school principals (managers) use a collaborative method to resolve disputes at their places of employment in order to increase productivity. Conflict is viewed traditionally, as is commonplace here, as a cankerworm that must be avoided. The managers must effectively manage both the positive and bad aspects of productivity. The perspective of Batticaloa school principals is that conflict is inevitable in the workplace, which equips them to manage it. This study aims to provide and advocate an authorized methodology that will handle the situation and increase staff productivity by looking within at the conflict handling approaches used by Batticaloa school principals. The 3D leadership model was created by Prof. Bill Reddin and is a stylized approach for addressing disagreements. The three components of the model, task orientation, relationship orientation, and effectiveness, are also referred to as the "situational demand" model. The Reddin technique applies self-control to one's actions and consequently influences others in a positive way. Managers differ and conflict alters. According to the model theory, managers need to assess the problem and decide on the best course of action to address it. It also connects the manager's efficacy with their use of the most efficacious style. According to this paradigm, every conflict, regardless of its root cause, must be treated differently in light of the circumstances. Saravana Kumar AR (2008). It was emphasized that the bargaining concept demonstrates how to get what you deserve while remaining honorable. It allows managers to be just while safeguarding him from those who would abuse their justice. The key tactics for addressing conflicts are listed below by Shandru mariyadas., & Saravana Kumar, A. R. (2022) Managers need to be aware of these fundamental ideas. **School staff** :-Separate the staff from the problem **Interest**:-focus on interest not position **Options**: - generate a variety of possibilities before deciding what to do (invent options for mutual gain) **Criteria**:-Insist that the result be based on some objective standard (insist on using objective criteria)

### 5.2 Implication of Confrontation Resolving Model



1. When facing conflicts, principals should examine through this model, the situation and location carefully and then choose the suitable conflict management style based on that specific situation and location.
2. Principals should be good listeners; they should listen to their staff and then manage the conflict such that both parties will be happy with the final result.
3. Principals would better use incentives this model (monetary or non-monetary) in order to avoid conflict in their schools as an organization.
4. Staff should admiration the role of principal as the main power in the organization who has the right to settle the conflicts and should actively collaborate with him in settling the conflicts.
5. This model, to minimise the detrimental effects of conflict, principals would do better to avoid disruptive disputes.
6. The majority of organisational disputes can be successfully resolved by this model using the reward authority, particularly in a school environment.
7. Principals should arbitrate a dispute by choosing the appropriate strategy. Conflict may decrease employee commitment throughout the school and raise the likelihood of workplace absenteeism.

### **5.3 Conclusion Stages of principle negotiation**

#### **5.3.1 Analysis stage of conclusion.**

Principals (Managers) must discover the root of the issue and gather more information; this component aids the manager in viewing the situation and determining the appropriate management approach. The planning stage involves creating ideas and making decisions related to the aforementioned fundamental points (staff, Interest, Option, and Criteria). At this point, the principal creates new standards for choosing between the parties.

#### **5.3.2 Discussion Stage of conclusion**

Involves holding a round table discussion with the parties where both interests are taken into account while applying the aforementioned fundamentals. Depending on the management approach taken, conflict can be either productive or dysfunctional. The aforementioned tactics can be used in a situational demand 3D model where the (principals) managers' competence as principals is judged by how the conflict is handled. The model is a framework that may be used in any workplace or educational setting when there is conflict. For a clearer picture of the situation, feedback on how the conflict was resolved is also welcomed. When addressing problems, Batticaloa school administrators must go outside the box in order to get the desired outcome. To stop the scenario, a successful manager as school principal must, however, be able to practically switch between conflict managing approaches.

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