

# Position Power, Personality Traits And Conflict Management Of Government Higher Secondary School Principals

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## Abstract

Conflicts at workplace are routine matters as these are frequently taken place here in our government higher schools. The study looked into the position powers and personality of the principals to manage the conflicts. The study was intended to see the effect of Principal's Personality and position powers conferred upon the principals to manage the conflicts at workplace. One hundred government higher secondary school teachers were found available as a sample to mark the questionnaire. The researcher himself developed a questionnaire for the teachers to seek their opinions on the position powers, personality Traits and conflict management of their school principal. The data collected were analyzed with descriptive statistics and linear regressions. The results showed that position power and personality of the principal play a dominant role to manage the conflicts. Position power and personality contributed 47% and 55% to the conflict management. The joint contribution of both essentials was found 69 % towards conflict management skills. Based upon the findings, same strong recommendations were made to see the principal leadership more effective in this regard.

**Keywords:** Government, higher secondary school, teacher, conflict, management, Principal.

## Introduction

Education plays an important part in the general growth of a country, especially a growing country like Pakistan. Education is a strong trigger, which gives mental, physical, intellectual, and moral training to people, to help them to have full knowledge of their purpose in life and prepare them to achieve that purpose. Education is a tool for mental growth as well as the material happiness of human wants. According to the Islamic point of view, education is a means for the development of views of people by the standards of justice, to help in building a good Islamic society (Ansar, 2023).

To achieve the well-defined aims of education in any country, there must be a good management and control system of schools. In Pakistan,

students study at the higher school level to achieve their matric and intermediate education degrees. Because of this, it is important to address the problems, conflicts, and hurdles putting limit on the way of the goal achievement of the student.

The conflict is the result of misunderstanding and misconceptions among the coworkers. Closer individuals are meant to work together, the higher the risk of conflict developing. In that scenario, conflict management is seen as an essential part of the school administration. The kinds and forms of conflicts that occur in higher secondary school administration vary from one school to another. Conflict may have either a positive or detrimental influence on school development, depending on the form of the conflict and how it is addressed (Ansar, 2023;

K,B,Khan,2013). Conflict also involves activities that we do to display our sentiments, express our opinion, and have our needs fulfilled in a way that has the potential to interfere with someone else's ability to get his or her wants satisfied. This conflict may entail a straight effort to make something happen at someone else's expense. It may be an act of tension, boldness, fear leading to harmful consequences. It is the perspective or opinion that diverse wishes, hopes, ideas, interests, and objectives exist that forms what we generally term conflict. Conflict is omnipresent, and it is inevitable. It comes from numerous areas. In addition to being the basis for negotiation, conflict may also happen during negotiation (Tauqeer, 2012; Tauqeer, 2021; Henderson, 2018). The issue is harmful for both the parties and challenging. Conflict, if misconstrued, may lead to a loop of aggressive contact and destructive conduct. According to Qasim (2018), human beings interact with one another for their mutual give and take and, as such, get into conflict with one another. Conflict has been perceived differently by different individuals; according to them, it connotes unpleasant consequences as seen in war, destruction, rage, violence, and competitiveness. Conflict has been a common event since time immemorial, which has been the major cause of difficulties amongst the members of the group. The discussion is a conflict between opposing ideologies and claims to limited status, power, and resources, with the goal of the opponents being the harm or death of the other parties. Even if different individuals have different goals, they often work together to achieve their shared objectives with due interest and pleasure in a joyful style ( Jahangeer, 2022; Jamshaid, 2023; Sharafat,2023).

The division of labor among staff members, financial resources, in- and out-of-class teaching activities and practices, rewards and punishments, assessment procedures, the use of

power and authority, tardiness, absences, political beliefs, unfavorable personal attitudes, passing grade levels and the scoring system, student behaviors, dress code, living environment, staff assignments and placements, and resource distribution are just a few of the many areas where conflicts can arise in the school. Parents and children, administrators and teachers, instructors, and teachers themselves may all have conflicts. Remember that if arguments are not addressed, they will provide and become more difficult, and everyone engaged in the fight will feel horrible. This is true regardless of the kind of debate or organization engaged (Zulfeqar,2023;Owan,2018;Rachel,2008).

Conflict cannot be avoided as long as organizations continue to utilize work teams, since it is a vital component of work teams. Conflict is an outcome of activities. It is crucial to human life. Conflict always exists when there is touch. Conflict may arise due to individual differences in characteristic ways of thinking, feeling and behaving Conflict is the manifestation of hate, ill beliefs, aggression, violence, competitiveness, and conflict. It is also relevant in circumstances where two opposing sides have distinct aims. It may be characterized as a conflict between two or more persons or organizations, with each striving to promote its opinion over the others.

The goal of school administration is to provide teachers, parents, and students a consistent learning environment that facilitates improved communication and productivity. School Principal is the key personnel of the system. He is the controller, administrator, leader and supervisor of all the activities to be held in school premises. He may order his subordinates even outside of school hours by interacting with them on different social media platforms and chat rooms. Parents and District Education Authorities totally depend upon him to achieve the predetermined objectives. Certain Position

powers have been conferred upon him by the DEA to resolve the conflicts at workplace. Personality is a combination of the actions, feelings, thoughts, processes, and emotions that make us zero or hero. Joyful Personality with attractive looks may be bold determinant of leadership effectiveness.

### Statement of the Problem

Government Higher secondary schools of the Punjab province appear to be considerably less productive and stable as compared to the other government schools of the province. There have been conflicts between the principal and teachers besides the burning conflicts between teacher with teacher, teachers with principal, parents with principal and parents with teachers. Principal and parents want the completion of syllabus well in time, the monthly class tests and the results sent to the parents and principals with the good results in annual exams. Seeing the situation, the researcher looked into the role of principal's position power and personality to manage the conflicts at workplace besides forcing the teaching staff to get satisfied their principal and parents.

### Research Questions

The following research questions guided the study in line with objectives:

**Research Question 1:** What is the contribution of position power of the Principal towards conflict management?

**Research Question 2:** What is the contribution of Personality Traits towards conflict management?

**Research Question 3:** What is the joint contribution of position power and Personality towards conflict management?

### Research Methodology

#### Population and Sample of the Study

All the Higher Secondary School Teachers (SST, SS and SSS) working in government higher schools of the Punjab are taken as population of this study. One teachers as sample of the study marked the questionnaire.

#### Research Instrument

The researcher himself developed a questionnaire to seek the opinions of the teachers on the position power, personality and conflict management.

#### Data Analysis

The collected data was analyzed using descriptive statistics and linear regressions to answer the research questions

#### Results

**Research Question No.1:** What is the contribution of position power of the principal towards conflict management in Government Higher Secondary Schools?

**Table 1:** Linear Regression Analysis of position power with conflict management

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.686	.471	.469	9.971

Predictor: (Constant), Position Power

The above table shows that Position Power contributed 47 percent to the variance of Conflict

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**Research Question No.2:** What is the contribution of personality towards conflict management?

**Table 2:** Linear Regression Analysis of Personality with Conflict Management

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.744	.555	.512	9.514

Predictor: (Constant), Personal Traits

The above table shows that Personality contributed 55 percent to the variance of Principal effectiveness regarding his conflict management.

**Research Question No.3: What is the joint contribution of Position Power and Personality towards Conflict Management?**

**Table 3:** Linear Regression Analysis of Position Power and Personality Traits with Conflict Management

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.891	.795	.757	9.110

Predictor: (Constant), Position Power & Personality Traits

The above table shows that position power and personality jointly contributed seventy nine percent to the conflict management.

### Conclusion

Seeing the results, it has been concluded that position powers and personality are the key determinant of principal leadership regarding his conflict management skills to ease the conflict situations at workplace. Position power and personality jointly contributed seventy nine percent towards conflict management statistically.

### Recommendations

The principal must enjoy sufficient position powers enriched with his personality to manage the conflicts in school in a beautiful style. Punjab School Education Department must confer desired position powers upon the principals in

good faith enabling them to manage the conflicts. The teachers working in government higher secondary schools don't work for the better results of their schools. They spend the school hours in gup- shup in a too lazy style. Most of them are always out of classroom. Hardly one third of the syllabus is completed throughout the academic calendar. They are mostly 'on duty' and out of school. There are shown conflicts among the teacher and principal, principal and parents, parents and teachers, principal and the students and students and teachers resulting from the poor performance of teachers. There must be strict performance appraisal system imposed upon the teachers. Their performance must be evaluated on monthly basis. The principal must enjoy such position powers to punish and terminate the teachers showing poor performance. By resolving the conflicts, his decision must be acceptable to all. He must enforce rules by fines and penalties.

The appraisal system must be clear and transparent. During the conflict management, no personal prejudices and social disputes be valued on the grounds of likes and dislikes. Performance appraisal benefits both the school system and the teachers who performance is appraised. The teachers with low performance should try to improve themselves besides the department may terminate the useless teachers and leading to fresh induction of target-oriented teachers. Having the needful check and balance on their performance, the teachers may be forced to show better professional excellence.

It is well recognized and accepted there must be a well-defined system to evaluate the performance of employees to get them promoted or punished. The Principal must be enriched with good looks, good sense of humor, honesty, freshness, gallantry, boldness, bravery, beauty and ever liked personality traits to get managed the conflicts of his schools.

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