

## The Relationship between Conflict Management Styles and Communication Competence: A Study of University Teachers

Javeria Iqbal<sup>1</sup>, Zahida Parveen<sup>2</sup>

University of Education, Lahore, Pakistan<sup>1</sup>, University of Education, Lower Mall Campus, Lahore, Pakistan<sup>2</sup>

Corresponding author: javeriaiqbal0@gmail.com

**Cite this paper:** Iqbal, I., & Parveen, Z., (2020). The Relationship between Conflict Management Styles and Communication Competence: A Study of University Teachers. *Paradigms, 14(2)*, 114-119.

This study aimed to investigate the relationship among communication competence of University teachers and conflict management styles used by them. For this purpose, a survey was conducted using Rahim Organizational Conflict Inventory Roci-II form C. This inventory was pilot tested, and its reliability was 0.86. The other instrument used was scale of communication competence (Wiemann, 1977). The reliability coefficient of this scale was 0.81. The sample comprised 357 teachers selected using multi-stage random sampling technique from six public and private sector universities of Lahore. The findings revealed that accommodating and collaborating styles were practiced by university teachers and, influential and compassionate communication competence are more prevalent as compared to impassive competence. Further, influential and compassionate communication competences are strong predictors of all styles of conflict management while, impassive competence is not a good predictor of accommodating and compromising style of conflict management.

**Key words:** communication competence, conflict management, university teachers

### INTRODUCTION

Communication competence is knowledge or skill that is used to interact with good behavior, furthermore it is an ability to communicate in effective and appropriate manner for a given situation (Salleh, 2008). The appropriate way to communicate with others which is valuable called communication competence. Communication competence is the actual reason behind the social interactions and people also become satisfactory performance holder in their organizations just because of communication competence. In 2007, Bagaric and Djigunovic's says that communication competence can be creativity or ability to meaningful creation in language to communicate in broader way and interact in different situations (Sanghi, 2010). Such as people communicate in formal and informal way which shows different setting of communication, formal communication is related to organizational communication and in social gatherings, we usually use informal ways (David, Oliver & Doris, 2015).

People become inquisitive about their own decisions, and they do not give attention to others and their ideas, which cause conflicts, but it is not only decisions or ideas that become the reason behind conflicts, but it may be goal, activities, social preferences too (Corn, 2013). Conflict occurs where more than two people are working in same paradigm or tasks as conflict is not always negative. It became positive in different situations in term of functional or dysfunctional (Ud Din, Khan, Rehman & Bibi, 2011).

It tries to motivate enhance the performance of employees and they speed up their progress to upgrade their organizational success (Khan, & Akhtar, 2019). As positive attitude toward conflict introduce innovation in ideas, behavior, thoughts, goals, and environment of organization. But negative conflict affects the organization and organizational reputate because it can be harmful, psychologically, and physically both. There are a lot of sources that become the reason of conflict in which affective, substantive, realistic, institutionalized, non-institutionalized, displaced, and retributive conflict included. Each source of conflict deals with a

specific term of individual behavior or behavior of groups (Rahim 2010). Just like different source of conflict deals with different types, such as personal conflict, group conflict and organizational conflict, all these types of conflict divided into two categories one categories linked with inter and other is intra (Rahim, 2002).

Intrapersonal conflict deals with frustrated personalities as people become unclear about roles and goals of life, which caused intrapersonal conflict in result of aggression, anxiety, and hostility (Corn, 2013). Interpersonal conflict deals with two personalities as one person disagreed with other person and they do not try to satisfy to each other, this type of conflict can be constructive and unconstructive (Ngai & Koehn, 2002). Intragroup conflict is also known as intradepartmental conflict, just like intrapersonal conflict, when groups become incompatible with their group members and don't want to act jointly, then this type of conflict arise. Communication and trust of group members play an important part to manage this type of conflict (Simons & Peterson, 2000; Jehn & Mannix, 2001). When one organization work hard to affect other organization or its reputation then inter-organizational conflict occur (Ngai & Koehn, 2002). According to Rahim (2002), when an organization create some uncertain situations for other organization called inter-organizational conflict. However, such organization with high levels of social capital are less likely to face conflict and they may enjoy increased performance (Currie et al., 2017).

In 2005 Decenzo, Robbins & Verhulst, says that management deals with appropriateness of work that could be done by people in organization. There are different techniques of management to get suitability of decision making and managerial activities (Armstrong, 2001). Conflict management is one of the management techniques in which people identify the conflict and the reason of this conflict, to manage it positively and carefully, as conflict can be harmful for organizational success and reputation as well (Dogan, 2016). After studying the behaviors of different people there are five major styles to manage conflict in

which people concern for self and concern for other (Yu & Chen, 2008).

First style is collaborating style, which is also known as problem solving and integrating style. This style focusses on mutual understanding and cooperation used by different parties or persons. Cooperative and direct communication is necessary to get constructive solutions (Ud Din, et al, 2011). Concern for other is the quality of accommodating style in which, a person neglects his own needs to satisfy other party and this style also called obliging style. Obliging person is also known as 'conflict observer', and this person try to minimize dissimilarities and improve the qualities to fulfil the needs of opposite party (Rahim, 2010). Competing style concern for self as in this style people try to satisfy their own needs, it can be a win or lose situation. People use this style to get rid of unfavorable results. Dominating and forcing style is another name of competing style, this style is used by supervisors to handle subordinates (Farooqi, 2011).

Avoiding style is low in appropriateness because it shows no concern for self and other, which results frustration and dissatisfaction. Some people try to solve the problem but other don't take it serious as showing their avoiding behavior (Rahim, 2002).

Compromising style is name of give up for other according to their needs and expectations. Complex problems formulated in well-organized way with the help of this style, it is a cooperative style but at moderate level style (Ozgan, 2011).

People use different styles according to the demand of situations and problems (Frank & Lewis, 2004), there are different reasons behind the selection of conflict management styles based on gender or nature (Skjorshammer, 2001). Conflict and communication linked with one another as communication create interactions between the individuals and these interactions become the reason of conflict, in term of dissimilarities in ideas, rules, interests. Personal behavior is not only one reason behind the conflict but one of them is communication (Cacioppe & Mock, 1984). When people suggest possible solutions to reduce problems, they are trying to manage conflict. As such there are several techniques and styles to manage conflicts, hence communications play a vital role to manage conflict and create healthy environment for organizational success (Ayik, 2017).

According to Caputo, Marzi, Maley, Silic (2019) conflict management studies has grown to be investigated in past decade and thus a growing research field having a broader implication of research. This research intends to explore the levels of communication competence and styles used to manage conflicts among faculty members at university level. Further, the research aimed to investigate the relationship among communication competence of university teachers and their conflict management styles. Following were the objectives of the research:

1. Explore the level of communication competence of faculty members of universities in Lahore.
2. Explore the conflict management styles prevalent among the faculty members of universities in Lahore.
3. Investigate the relationship among communication competence and conflict management styles used by university teachers.

This research was conducted to answer the following questions:

1. What is the level of communication competence of university teachers?
2. What conflict management styles are used by university teachers to settle their organizational conflict?
3. Does the communication competence level of university teachers relate with their conflict management styles?
4. Do the components of communication competence predict conflict management styles used by university teachers?

## **METHODOLOGY**

This research followed relational descriptive survey to investigate the relationship between the communication competence and conflict management styles used by the university teachers. Correlational research determines the relationship among variables and further explores the cause and effect. This research also helps to predict the relationships among variables (Fraenkel, Wallen and Hyun, 2012). Data was collected through survey as this method helps to get information about various types and ease to collect data from the large group. Survey helps to collect opinions or judgments of individuals about something (Owens, 2002). To investigate the communication competence level of university teachers, "Communication Competence Scale CCS" originally developed by John. M. Wiemann (1977) was used. This scale consisted on 36 items with 5-point Likert scale ranging from always to never. The instrument was pilot tested and Cronbach's Alpha coefficient was 0.81 for CSS. Further, it was .70 for influential, .59 for impassive factor and .62 for the third factor, compassionate (Khaliq, Usman, & Ahmed, 2021).

All the items of the communication competence scale (CCS) were exposed to principal components analysis (PCA) and three component solution was produced. Influential component contained 13 items, impassive 9 and compassionate 14. The influential component included the items related with dominant characteristics of respondents and their persuasive personality. The impassive component consisted on the items focusing emotionless aspect of the respondent's personality while compassionate component included the items addressing the empathetic behaviors of respondents.

For collecting information about conflict management styles of university teachers, Rahim Organizational Conflict Inventory (ROCI- II Form C) was used. This inventory consisted of 28 items following 5- point Likert scale and with five dimensions named: collaborating, accommodating, competing, avoiding, and compromising. Collaborating dimension consisted of 7 items pointing to the behavior of people to reach a mutual situation to resolve the problems. Accommodating dimension consisted on 6 items related to helpfulness and cooperative behavior while competing dimension contained 5 items related to opposing and challenging behaviors. The six items of avoiding dimension were pointing to avoiding behavior when exposed to problematic situation and compromising dimension (4 items) focused on concerned behaviors and giving up their personal interests for others. The reliability coefficient for overall ROCI-II was calculated as 0.86, .68 for collaborating style, .71 for accommodating style, .60 for competing style, .63 for avoiding style, .70 for compromising style. This reliability coefficient is

close to reliability calculated by unze and ayik (2017) and that was 0.91.

Multi-stage random sampling technique was used to select representative sample from the universities. Metropolitan city Lahore was selected for the research as this city contains many universities working both under public and private sector. In first step, 3 public sector universities were selected randomly from list of ten universities and 3 private sector universities were randomly selected from the list of 14 universities in the city. Then, in second phase list of faculty members was retrieved from the websites of each university and 10% faculty from each university was randomly selected. In total, 446 faculty members were randomly selected and provided with the instruments. However, 357 returned the instruments with rate of 80%. So, the sample of study comprised on 357 university teachers. The collected data was coded and analyzed by using descriptive statistics, Pearson correlation and multiple linear Regression.

## RESULTS

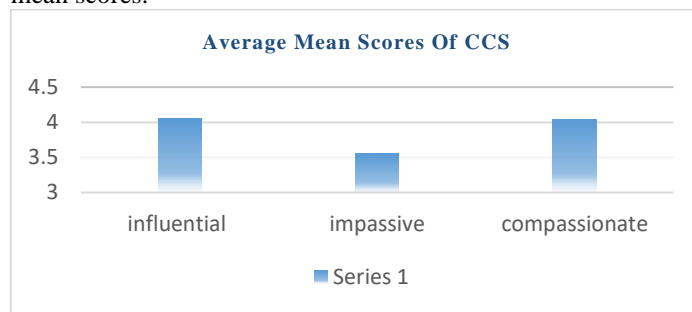
The data revealed that 57.7% respondents were female and 42.3 were males, 64.4% belonged to public sector universities and 35.6% were from private universities. The collected data was analyzed by using the scoring keys given by the authors of the instruments. Table 1 shows the mean and SD against each item, and figure 1 summarizes the three dimensions based on mean scores.

**Table 1: Means and SD of rating scale of communication competence**

Sr. No	Items	Mean	SD
<b>Influential</b>			
16	Relax and comfortable	4.11	.64
15	Understand other	4.09	.71
17	Listen to people	4.21	.64
14	Understand the meaning	3.99	.76
35	Use voice and body	4.10	.66
36	Sensitive to needs	4.12	.71
33	People can come	4.05	.79
32	Not afraid to talk	3.98	.87
34	Right thing at right time	3.87	.98
2	Adapt to change	4.14	.76
19	Appropriate behavior	4.13	.65
18	Close and personal	3.84	.92
26	Relax conversation	4.10	.72
Average mean= 4.05			
<b>Impassive</b>			
3	People as individual	3.96	.93
12	Ignore feelings	3.28	1.32
11	Smooth conversation	3.26	1.24
8	Personal relations	3.35	1.18
24	put in another's persons shoes	3.55	1.18
28	Don't follow conversation	3.43	1.18
4	Interrupt others	3.34	1.39
13	Know others feeling	3.90	.87
10	Do not argue	3.95	.96
Average mean= 3.55			
<b>Compassionate</b>			
5	Rewarding to talk to me	3.85	.90
30	Likeable person	4.16	.64
27	Interested in other	4.04	.87
21	Effective conversationalist	4.14	.66
25	Attention to conversation	4.15	.70
31	I am flexible	4.18	.73
6	Deal others effectively	4.15	.63
7	Good listener	4.05	.84
20	No unusual demand	4.04	.79
9	Easy to talk	4.01	.91
22	Supportive to others	4.15	.69
1	Get along with others	3.91	.97
23	Meeting strangers	3.95	.85
29	Social gatherings	3.91	.94
Average mean= 4.04			

The results showed that Influential and compassionate communication competence is more prevalent among university

teachers as compared to impassive. Following are the summary of mean scores.



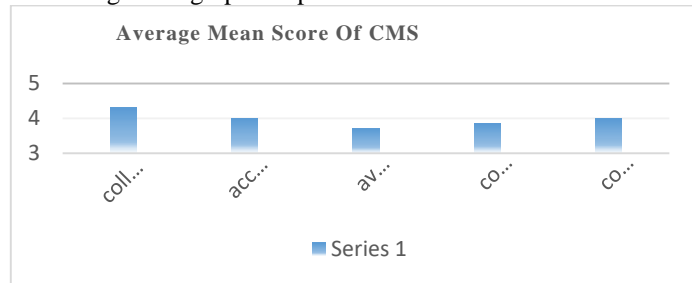
**Figure 1: Average mean Score of CSS**

Table 2 shows the mean and SD against each item, and figure 2 summarizes the dimensions of conflict management styles used by university teachers based on their mean scores.

**Table 2: Means and SD of rating scale of conflict management styles**

Sr. No	Items	Mean	SD
<b>Collaborating Style</b>			
1	Investigate an issue	4.31	.67
4	Integrate my idea	4.18	.62
5	Work with peers	4.26	.61
12	Exchange accurate information	4.16	.68
22	Bring all our concerns out	3.97	.84
23	Collaborate with my peers	4.08	.67
28	Proper understanding	4.21	.66
Average mean=4.16			
<b>Accommodating Style</b>			
2	Try to satisfy needs	4.09	.83
10	Accommodate the wishes	3.87	.91
11	Give in to the wishes	3.89	.81
13	Allow concession to peers	4.13	.71
19	Go along with suggestions	3.97	.73
24	Satisfy the expectation	4.15	.65
Average mean= 4.01			
<b>Competing Style</b>			
8	Use influence for ideas	3.68	1.17
9	Use authority	3.53	1.27
18	Use expertise	3.81	2.37
21	Firm in pursuing idea	3.97	.80
25	Use power to win	3.51	1.24
Average mean= 3.7			
<b>Avoiding Style</b>			
3	Put on the spot	4.00	.83
6	Avoid open discussion	3.66	1.08
16	Away from disagreements	3.98	.82
17	Avoid encounter	4.02	.87
26	Keep disagreements	3.51	1.11
27	Avoid unpleasant exchange	4.04	.73
Average mean= 3.86			
<b>Compromising Style</b>			
7	Find middle course	4.01	.73
14	Breaking deadlocks	3.86	.85
15	Negotiate with peers	4.07	.64
20	Give and take	4.03	.80
Average mean= 3.99			

The results revealed that collaborating style and accommodating style is mostly used by university teachers while competing style of conflict management is less prevalent. Following is the graphic representation of the results.



**Figure 2: Average mean score of CMS**

To find out the strength of relationship between communication competence and conflict management styles, results of Pearson 'r' indicated in table 3.

**Table 3: Correlation between CCS and CMS**

Variable	Influential	Impassive	Compassionate
Collaborating	.457**	.134*	.468**
Accommodating	.411**	.226**	.408**
Avoiding	.537**	.334**	.424**
Competing	.412**	.444**	.353**
Compromising	.424**	.214**	.363**

\*\**P*<0.01, \**P*<0.05

The results revealed a positive and strong relationship between the dimensions of communication competence scale and conflict management styles. Avoiding conflict management style is strongly correlated with influential component of communication competence, while a very small correlation was found between impassive component of communication competence and collaborating, accommodating, and compromising conflict management styles.

To further explore the prediction of each conflict management style based on three components of communication competence, multiple linear regression was used.

**Table 4: Regression analysis related Collaborating style**

Variables	B	SR	Beta	T	P
Constant	14.08	1.13	-	10.5	.000
Influential	.140	.025	.322	5.65	.000
Impassive	-0.055	.022	.125	2.47	.014
Compassionate	.159	.027	.331	5.97	.000

F (3,353) = 47.092, *p*<.05, R=.535, R<sup>2</sup>=.286

Multiple linear regression was carried out to investigate whether influential, impassive, or compassionate communication competence could significantly predict the use of collaborating style of conflict management. The results indicated that the model explained 28% of the variance and that model was a significant predictor of use of collaborating style, F (3,353) = 47.092, *p*=0.000. Influential competence contributed significantly to the model (B= 0.140, *p*=0.000), compassionate competence (B= 0.159, *p*=0.000) and impassive competence (B=-0.055, *p*< 0.05). The final predictive model was:

Collaborating style = 14.084 + (0.140 influential) - (0.055 impassive) + (0.159 compassionate)

**Table 5: Accommodating style results, of regression analysis**

Variable	B	SR	Beta	T	P
Constant	10.42	1.409	-	7.399	.000
Influential	.113	.026	.257	4.309	.000
Impassive	.012	.024	.024	.449	.654
Compassionate	.123	.028	.253	4.361	.000

F (3,353) = 32.180, *p*<.05, R=.463, R<sup>2</sup>=.215

Multiple linear regression was carried out to investigate whether influential, impassive, or compassionate communication competence could significantly predict the use of accommodating style of conflict management. The results indicated that the model explained 21% of the variance and that model was a significant predictor of use of accommodating style, F(3,353) = 32.180, *p*=0.000. Influential competence contributed significantly to the model (B= 0.113, *p*=0.000), compassionate competence (B= 0.123, *p*=0.000) and impassive competence didn't contribute to the model (B= 0.012, *p*= 0.654). The final predictive model was: Accommodating style = 10.42 + (0.113 influential) + (0.123 impassive) + (0.123 compassionate)

**Table 6: Regression analysis results, about competing style**

F (3,353) = 42.812, *p*<.05, R=.517, R<sup>2</sup>=.267

Variable	B	SR	Beta	T	P
Constant	-2.120	2.165	-	.979	.328
Influential	.148	.040	.212	3.671	.000
Impassive	.221	.036	.310	6.064	.000
Compassionate	.092	.043	.119	2.118	.035

Multiple linear regression was carried out to investigate whether influential, impassive, or compassionate communication competence could significantly predict the use of competing style of conflict management. The results indicated that the model explained 26% of the variance and that model was a significant predictor of use of competing style, F (3,353) = 42.812, *p*=0.328. Influential competence contributed significantly to the model (B= 0.148, *p*=0.000), compassionate competence (B= 0.092, *p*=0.035) and impassive competence (B= 0.221, *p*= 0.000). The final predictive model was:

Competing style = -2.120 + (0.148 influential) + (0.221 impassive) + (0.092 compassionate)

**Table 7: Regression analysis results, about avoiding style**

Variable	B	SR	Beta	T	P
Constant	4.047	1.595	-	2.537	.012
Influential	.216	.030	.404	7.255	.000
Impassive	.056	.027	.104	2.105	.036
Compassionate	.093	.032	.157	2.898	.004

F (3,353) = 54.916, *p*<.05, R=.564, R<sup>2</sup>=.318

Multiple linear regression was carried out to investigate whether influential, impassive, or compassionate communication competence could significantly predict the avoiding style of conflict management. The results indicated that the model explained 31% of the variance and that model was a significant predictor of use of avoiding style, F(3,353) = 54.91, *p*=0.01. Influential competence contributed significantly to the model (B= 0.21, *p*<0.001), compassionate competence (B= 0.093, *p*<0.005) and impassive competence (B=0.056, *p*< 0.05). The final predictive model was:

Avoiding style = 4.047 + (0.216 influential) + (0.056 impassive) + (0.093 compassionate)

**Table 7: Regression analysis results of compromising style**

Variable	B	SR	Beta	T	P
Constant	6.668	1.022	-	6.524	.000
Influential	.100	.019	.318	5.276	.000
Impassive	.004	.017	.014	.257	.797
Compassionate	.062	.020	.178	3.035	.003

F (3,353) = 29.851, *p*<.05, R=.450, R<sup>2</sup>=.202

Multiple linear regression was carried out to investigate whether influential, impassive, or compassionate communication competence could significantly predict the use of compromising style of conflict management. The results indicated that the model explained 26% of the variance and that model was a significant predictor of use of compromising style, F(3,353) = 29.851, *p*=0.000. Influential competence contributed significantly to the model (B= 0.100, *p*=0.000), compassionate competence (B= 0.062, *p*=0.003) and impassive competence did not contribute to the model (B= 0.004, *p*= 0.797). The final predictive model was: compromising style = 6.668 + (0.100 influential) + (0.004 impassive) + (0.062 compassionate)

## FINDINGS AND DISCUSSION

The results reveal that Influential and compassionate communication competence is more prevalent among university teachers as compared to impassive. Further, collaborating style

and accommodating style is mostly used by university teachers while competing style of conflict management is less prevalent. This finding is supported by Uzun and Ayik (2017), who confirmed that mostly teachers manage their conflicts with collaborating and accommodating styles. While this result is contradictory to Shih and Susanto (2010) who concluded compromising style as most prevalent. Moreover, avoiding conflict management style is strongly correlated with influential component of communication competence, while a very small correlation was found between impassive component of communication competence and collaborating, accommodating, and compromising conflict management styles. Ud, Khan, Rehman, and Bibi (2011) also revealed similar correlations among communication competence and conflict management styles.

It was also found that influential and compassionate communication competence are good predictors of all five conflict management styles including collaborating, accommodating, competing, compromising and avoiding styles. While, impassive was not predictor of compromising and accommodating style of conflict resolution. Trudel and Reio (2011) concluded that integrating and dominating styles significantly predicted both instigator and target incivility, accommodating, avoiding and compromising play a much less dominant role.

Influential and compassionate dimension of CCS predicts the perceptions of faculty members in a positive way and at meaningful level, but impassive dimension predicts in negative way with collaborating style. Further, results show that influential and compassionate dimension predicts the perception of teachers in a positive and meaningful way with accommodating style, on the other hand, impassive dimension is not a good predictor of this style. All the dimensions of communication competence predict the perception of participants in a positive way and at a significant level with competing and avoiding style. Furthermore, impassive dimension is not a good predictor of compromising style as compared to influential and compassionate dimension, because these two dimensions predict the perception of teachers in a positive way and at a meaningful level.

## CONCLUSION

University teachers like to manage their conflict with collaborating and accommodating style. The university faculty with influential communication competence tend to resolve their conflicts through any of the five styles, while those with impassive communication competence tend to use collaborative, avoiding and competing style of conflict management. Teachers with compassionate communication competence, like those with influential, also resolve their conflicts by using any of the managing style. This study recommended to give awareness regarding communication competence with the help of different channels of communication to university teachers and it should also be studied in other institutes too. Further, other contributing factors towards use of conflict management styles should also be studied.

## REFERENCES

- Afzalur Rahim, M. (2002). Toward a theory of managing organizational conflict. *International Journal of Conflict Management*, 13(3), 206-235.
- Armstrong, M. (2001). *A handbook of management techniques: the best-selling guide to modern management methods*. UK: Kogan Page Publishers.
- Ayik, T. U. A. (2017). Relationship between communication competence and conflict management styles of school principals. *Eurasian Journal of Educational Research*, 68(9), 167-186.
- Bagarić, V., & Djigunović, J. M. (2007). Defining communicative competence. *Metodika*, 8(1), 94-103.
- Caputo, A., Marzi, G., Maley, J. and Silic, M. (2019), "Ten years of conflict management research 2007-2017: An update on themes, concepts and relationships", *International Journal of Conflict Management*, Vol. 30 No. 1, pp.87110. <https://doi.org/10.1108/IJCMA-06-2018-0078>
- Currie, D., Gormley, T., Roche, B. and Teague, P. (2017). The Management of workplace conflict: contrasting pathways in the HRM literature. *International Journal of Management Reviews*, 19(4), 492-509.
- David, D. E. M., Oliver, N. U., Doris, O. O. (2015). Avoiding school management conflicts and crisis through formal communication. *Journal of Education and Practice*. 6(1). 2222-1735.
- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2005). *Fundamentals of human resource management*. UK: Emerland Group Publishing Limited Howard House.
- Dogan, S. (2016). Conflicts Management Model in School: A Mixed Design Study. *Journal of Education and Learning*, 5(2), 200-219.
- Farooqi, M. T. K (2011). *A Comparative Study Of The Conflict Management Styles And Organizational Environment At University Level*. University Of The Punjab, Lahore.
- Frank, S.A., Lewis, G. B. (2004). Government employees working hard or hardly working? *The American Review of Public Administration*, 34(1), 36-5.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York: Mc Graw Hill.
- Gross, M. A., & Guerrero, L. K. (2000). Managing conflict appropriately and effectively: An application of the competence model to Rahim's organizational conflict styles. *International Journal of Conflict Management*, 11(3), 200-226.
- Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*, 44(2), 238-251.
- Khaliq, M., Usman, A., & Ahmed, A. (2021). Effect of leadership style on working culture and employees motivation. *The Journal of Educational Paradigms*, 3(1), 166-170.
- Khan, H., & Faiza, A. (2019). Job burnout in front-line employees: moderating role of hope and self-efficacy. *The Journal of Educational Paradigms*, 01(01), 18-23.

- Ngai, P. B.Y., & Koehn, P. H. (2002). Organizational Communications in Refugee Camp Situations. New Issues in Refugee Research. Working Paper.
- Ozgan, h.(2011). The relationship between organizational justice, confidence, commitment, and evaluation the manager and the perceptions of conflict management at the context of organizational behavior. *Educational Science: Theory & Practice*, 11(1), 241-247.
- Rahim, M. A. (1983). *Rahim organizational conflict inventory*. United States: Consulting Psychologists Press.
- Rahim, M. A. (2010). *Managing conflict in organizations*. US: Transaction Publishers.
- Salleh, L. M. (2008). Communication competence: A Malaysian perspective. *Pacific and Asian Communication Association*, 11(3), 303-312.
- Sanghi, S. (2010). *The handbook of competency mapping*. New Delhi: Sage publications.
- Shih, H.-A. and Susanto, E. (2010). Conflict management styles, emotional intelligence, and job performance in public organizations. *International Journal of Conflict Management*, Vol. 21 No. 2, pp. 147-168.
- Shind, B.T., & Chavan, S.A. (2013). Development of communicative competence in students. *International Journal of Advanced Scientific and Technical Research*, 3(3), 2249-9954.
- Skjørshammer, M. (2001). Co-operation and conflict in a hospital: interprofessional differences in perception and management of conflicts. *Journal of Interprofessional Care*, 15(1), 7-18.
- Simons, T. L., & Peterson, R. S. (2000). Task conflict and relationship conflict in top management teams: the pivotal role of intragroup trust. *Journal of Applied Psychology*, 85(1), 102.
- Trudel, J. and Reio Jr., T.G. (2011). Managing workplace incivility: the role of conflict management styles-antecedent or antidote?. *Human Resource Development Quarterly*, 22(4), 395-423.
- Ud, D. S., Khan, B., & Bibi, Z. (2012).An Inquiry into Conflict Management Strategies: Study of Higher Education Institutions of Khyber Pakhtunkhwa, Pakistan.*Research Journal of Social Sciences & Management*, 5(2), 2251-1571.
- Ud, D. S., Khan, B., Rehman. R.,& Bibi, Z. (2011). An investigation of conflict management in public and private sector universities. *African Journal of Business Management*, 5(16), 69-81.
- Uzun, T., & Ayik, A. (2017). Relationship between communication competence and conflict management styles of school principals. *Eurasian Journal of Educational Research*. 17(68), 169-188 10.14689/ejer.2017.68.9.
- Wiemann, J. M. (1977). Explication and test of a model of communicative competence. *Human Communication Research*, 3(3), 195-213.
- Yu, T., & Chen, G.-M. (2008). Intercultural sensitivity and conflict management styles in cross-cultural organizational situations. *Intercultural Communication Studies*, 17(2), 149-161.