THE STIMULUS OF SCHOOL PRINCIPALS' MANAGEMENT STYLE IN COACHING AT ORGANIZATIONAL CONFLICT AMONG SCHOOL PROFESSIONALS

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Abstract

This study looked at the stimulus of principals' management abilities on staff ability to resolve conflicts in Sri Lanka's Batticaloa District Schools. The purpose of the study was to look at how conflict resolution was affected by the coaching and communication abilities of principals. The data collection, which included a discussion guide for administrators and a questionnaire for teachers, involved 72 principals and 732 instructors. Purposeful sampling strategies and survey research methodologies were used in the study. The instrument's reliability, especially among instructors, was assessed using the Cronbach Alpha test, and the coefficient value was 0.873. The Spearman's rho test was used to evaluate the study's hypotheses, and the statistical program SPSS 23 was used to examine the quantitative data with frequency counts and percentages. The qualitative data were thematically examined. Principals' leadership abilities (R= 0.199*, P=0.021, <0.05) and coaching skills (R= 0.261**, P=0.002, <0.05) have a significant beneficial effect on teacher conflict resolution. The positive character of the impacts suggests that school principals are more probable to settle teacher conflict when they have effective leadership and coaching skills, and less likely to manage teacher conflict when they lack these skills. As a result, it had been suggested that principals receive training. That is, they need to complete formal training and have good management styles and coaching abilities to efficiently handle the day-to-day activities of their respective educational institutions and to better manage their teachers, especially during times of conflicts.

Key words: *stimulus of Principals, Coaching skills, management styles, staff and Conflict resolution.*

INTRODUCTION

Education is a global practice in which cultures participate at every level of development. One of the most important objectives of learning is to increase individuals' and society's problem-solving aptitude and ability, which means that people can use education to address a variety of problems. Education is at the center of growth in society and the economy. It has the potential to alleviate poverty, promote health, and strengthen democracy. To reap these educational gains, principals play an important role in managing conflict-generating activities in educational institutions (schools) [1] (Steyn et al, 2003). The way disagreement proceeds determines whether it's useful or destructive. According to [2] Saravana Kumar, (2008) that conflict occurs between people in all forms of human relationships and in all social circumstances, because of the enormous spectrum of potential variances among people, and the absence of conflict usually implies the absence of meaningful engagement. Conflict resolution is the process of reducing, eliminating, or terminating all kinds and types of conflict. Principals and instructors do involve in resolving conflicts as well as leadership in the educational system. This study looks at the various leadership qualities employed by principals to settle teacher disagreement in schools. This chapter provides the study's background, problem statement, research aims, and questions for research, research hypothesis, study rationale, significance, study limits, and operational explanations of terminology used in the investigation.

1.1   Specific Objectives of the Study

1.   Examining the stimulus of principal coaching skills on conflict resolution between teachers in Batticaloa District Schools, Sri Lanka.

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2.   Investigate the stimulus of principals' leadership skills on conflict resolution between teachers in Batticaloa District Schools, Sri Lanka.

1.2   Research Hypotheses

H1: The leadership abilities of principals have no significant effect on dispute resolution among school teachers.

H2: Principals' coaching skills do not have any substantial effect on conflict resolution among school teachers.

1.3   Significance of the Study

The study will be significant in that its results will be valuable to principals, teachers, educational researchers, schooling planners, and other scholars associated with educational administration, as it will hopefully raise their awareness of conflict values as well as beneficial and constructive conflict resolution methods for the school. The results will also help secondary school principals put policies in place to lessen and settle disputes pertaining to the school. The results of the study will also help educational planners and legislators make the required changes to enhance performance in government school administration and leadership. Lastly, the research will help the country's educational standards by providing the minister of education with solutions for resolving disagreement between the ministry and schools.

LITERATURE REVIEW

2.1   Coaching Skills and Conflict Resolution

One way to define conflict management coaching is as a set of techniques and abilities that support individuals in interacting with, handling, and resolving conflict in a constructive way. This approach involves the dispute coach working one-on-one with a coach who is at odds with someone else. Handling of conflicts A voluntary process, coaching helps people deal with certain difficulties on a mental and emotional level and deal with them in a positive way. The individual collaborates in private with an impartial moderator. According to [3] Amadei, (2010), dispute resolution coaching provides the necessary support and guidance to help the individual comprehend the issue, maintain control over their posture, and provide them with the necessary tools to resolve the conflict. The coach assists the individual in developing a more comprehensive understanding of the conflict, including the opinions of those involved as well as the factors, dynamics, and situations that could impact the conflict. The person then sets goals for addressing or solving the issue under the coach's guidance. [4] Shandru Mariyadas, & Saravana Kumar, (2022) discovered the Engagement strategies and/or specialized skills are established with the objectives in mind to help the person resolve the conflict with the other participants in a positive way. problem When there are no other options for addressing the problem, Settlement Coaching can be extremely helpful. For instance, not every party to the dispute may consent to mediation. This process can also be used to teach people how to approach others or develop abilities to deal with typical issues.

2.2   Types and Methods of Educational Coaching

The first kind of academic coaching reform intended to enhance instructional performance was peer coaching. Peer coaching, according to [5] Ladyshewsky and Flavell (2017), is an effective coaching technique in which individuals of similar position actively assist and encourage one another throughout learning activities. Peer coaching helped almost all participating teachers adopt new teaching techniques, and this strategy produced quantifiable improvements in student learning, according to [6] Shandru Mariyadas and Saravanakumar, (2024), An instructional coach is a fellow educator who provides targeted, individualized support to teachers so they can use tried-and-true research-based practices. [7] Knight, (2007). According to him, the perfect educational coach possesses strong interpersonal skills, a deep comprehension of instructional strategies, the ability to conduct observations in the classroom, model courses, and provide teachers who need to improve with simplified explanations of classroom procedures. According to [7] Knight (2007), good instructional coaches are good listeners, communicators, and connection builders. Peers and instructional coaching methods are used in a novel context in virtual coaching. Through the use of cutting-edge internet and mobile technologies (sometimes referred to as bug-in-ear technology [BIE]), virtual coaching integrates all of the advantages of peer and educational instruction. [8] Fonkeng, and Tamajong, (2009).

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2.3 Conflict Resolution

According to [9] Wallensteen, 2015] conflict resolution is "a situation in which the conflicting parties enter into a compromise that solves their central incompatibilities, accepts each other's continued existence as parties, and ceases all violent action against each other." The goal of dispute resolution is to eliminate or reconcile the fundamental disagreements and grievances that are at the heart of the conflict. In schools, conflict resolution involves the participation of principals, teachers, students, parents, stakeholders, and support staff. When the causes of a disagreement are removed or the disparity between the personal preferences of the different parties involved is reduced, conflict resolution takes place. Conflict resolution is a growth strategy that includes eliminating the conflict's root cause in addition to lowering violence. [10] Msila (2011)

METHODOLOGY

Our statistical society for this research included all principals of high schools located in the city of Batticaloa District; The Batticaloa is located in Eastern province of Sri Lanka. Since the total size of our statistical society was 358 schools, we decided to include the entire statistical society in our analysis. The researcher explored features of principal's conflict management style that were evident in high performing schools and required to discover the characteristics of principal's peaceful management ways. Therefore 72 schools from the total of 358 for five by one scale (5:1) high performing schools were being selected from the research area by Random Sampling Method where Principals have selected as the respondents of primary data collection to fill up the Questionnaire and face to face interview. The Cronbach Alpha test was used to assess the reliability of the instrument, particularly for teachers, and the coefficient value was 0.873. The quantitative outcomes were analysed using the statistical package SPSS 23 with frequency counts and percentages, and the study's hypotheses were assessed using the Spearman's rho test. And also, secondary data (Documentary) would be utilized to ensure the primary data in other words, the size of our sample is equal to the size of our statistical society.

3.1 Data Collection

Table 1
Details of school for research study

| Educational Zone Batticaloa District	Total School	No.of Selected Schools 5:1	No.of Selected Principals	Total School Teachers	No. of Selected Teacher 10:1
Batticaloa zone	64	13	13	1861	186
Batticaloa central zone	72	15	15	1856	185
Batticaloa west zone	66	13	13	867	86
Paddiruppu zone	71	14	14	1419	141
Kalkudah zone	85	17	17	1340	134
Total	358	72	72	7343	732

 (Zonal Education Office, Batticaloa - 2024)

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. As a result, all types of schools have more staff members than other schools where the sampling population has been larger. The teacher's method of selecting ten students at random from the class has inspired people to make sure that everyone has an equal chance of success. Fig. 3 shows the personal characteristics of questionnaire respondents.

ANALYZING AND INTERPRETATIONS

Fig 1.
Personal characteristics of the questionnaire respondents
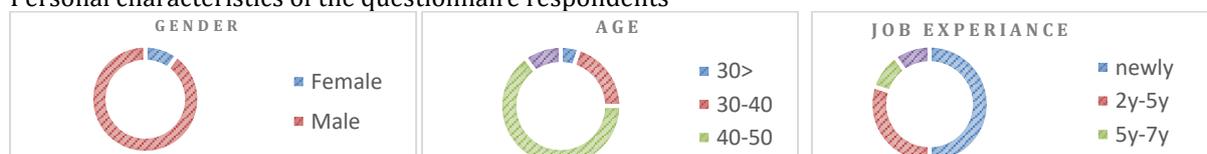
The figure shows the percentage of school principals in each category. A questionnaire with 20 questions was developed to gather our data, and each statement was graded on a Likert scale with a range of 1 to 5. Internal consistency and split-half procedures were employed to assess the validity of the research questionnaire. Using SPSS software, the Cronbach's alpha was calculated. The questionnaire had an acceptable internal consistency and reliability score of 0.79 according to Cronbach's alpha. According to the split-half analysis's findings, Cronbach's alpha was 0.81 for the questionnaire's first 10 questions and 0.77 for its last 10. The dependability of the questionnaire was acknowledged because there was little difference between the two sums. The questionnaire's content validity was investigated to confirm the validity of the instrument. Three academic experts in school administration all agreed that the content validity was reliable. The Kolmogorov-Smirnov test (KS test) was run to check sure the data were distributed normally. The confidence level was set at 95% for this test. Results of the KS test indicated that the P value for our data was equivalent to 0.63. The null hypothesis was accepted since P=0.63 is greater than 0.05, indicating that our data had a normal distribution. Software called SPSS was used to analyse the data. In this study, the benchmark for assessing the link between communication and coaching skills and each of the five conflict management styles is the average of the points from each questionnaire question acquired from the groups of our statistical sample. The reward power and each conflict management style's mean, variation, and skewness are displayed in Table 1. In this table, MX1 denotes reward power, MY1 denotes avoidance, MY2 denotes accommodation, MY3 denotes competition, MY4 denotes compromise, and MY5 denotes collaboration.

Table 2 :
Mean, variance and Skewness for coaching skills between five conflict management styles

	Mean	Skewness	Variance
MX1	3. 8418	-0.338	0.476
MY1	2. 6563	0.888	0.374
MY2	3. 2278	0.203	0.689
MY3	2. 7857	0.284	0.263
MY4	3. 8231	-0.746	0.277
MY5	4. 4898	-0.644	0.195

Is there or is there not a relationship between each of the five conflict management styles and communication and coaching skills? Using Spearman's rank correlation coefficient is the most effective method for determining the solution to this problem. For this reason, a link between each of the five conflict management approaches and the principals' rank in selecting communication and coaching skills was calculated. Table 5 displays the correlation coefficients between conflict management approaches and incentive power (MX1) (MY1 through MY5). These are our H0 and H1 hypotheses:
One-side test of significance and positive correlation coefficient
H0: $\rho=0$
H1: $\rho>0$
One-side test of significance and negative correlation coefficient:
H0: $\rho=0$
H2: $\rho<0$

Table 3 :

Correlation coefficients between leadership skills and the coaching skills

	MX1
MX1	(sig =0.086) 0.198
MX2	(sig = 0.034) 0.263
MX3	(sig =0.310) 0.073
MX4	(sig =0.138) 0.159
MX5	(sig =0.492)-0.300

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Only the accommodating conflict management style (MY2) shows a significant link with communication and coaching skills (MX1) at a 95 percent confidence level, according to the estimated correlation coefficients in Table 3.4 and the related significance levels. Additionally, we may observe a negative link between incentive power and collaborative manner (MY5) (MX1)

DISCUSSION OF FINDINGS

According to [11] Fonkeng and Tamanjong (2009), interpersonal interactions, nonverbal cues, and spoken words are all part of communication. It was discovered that principals' communication abilities are important and have a big impact on how instructors resolve conflicts. The effect's positive nature indicates that principals who exhibit strong communication skills are more likely to mediate disputes between teachers, while those who do not are less likely to do so. According to the Public Service Commission of the Republic of Rwanda (2014) and [4] Shandru Mariyadas, & Saravana Kumar, (2022) Ineffective communication by leaders also contributes to disagreements. Nonetheless, it was also shown that conflict resolution was significantly and favorably impacted by the coaching skills of principals. This implies that principals are more likely to settle disputes between teachers when they have great coaching skills and less likely to do so when they don't. [3] Amadei, (2010) claims that conflict resolution coaching is an unofficial technique that assists a person in handling a specific disagreement in a more constructive manner by supporting their emotional and mental well-being. [3] Amadei, (2010) asserts that conflict resolution coaching provides the individual with the guidance and assistance required to understand the conflict and empowers them to make decisions regarding their circumstances. and equips them with the skills they need to resolve the conflict more skillfully. This suggests that coaching abilities have a big impact on how conflicts are resolved.

CONCLUSION AND IMPLICATIONS

Finally, research has demonstrated that principals' coaching skills play an important role in teacher conflict resolution. In reality, several of the administrators interviewed for the study stated that coaching skills contribute to correct conflict resolution and a better understanding of teachers' perspectives, minimize misunderstanding, facilitate successful dialogue, and ensure the employment of appropriate tactics. Similarly, principals stated that with appropriate coaching skills, they can effectively guide their instructors, with many principals also stating that when disagreement arises, teachers tend to respect the principal. Other applications of principals' coaching skills to conflict resolution included effective conflict resolution among teachers, boosting principals' confidence in dealing with conflict, and ensuring the implementation of suitable conflict resolution procedures by principals.

RECOMMENDATIONS

Based on the study's findings, it suggested that principals be trained. That is, they must have formal training and have strong coaching abilities in order to effectively manage their schools' day-to-day operations and, particularly, their teachers during times of conflict.

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