TÍTULO: Evaluación del efecto de los estilos de resolución de conflictos de los gerentes en el desempeño del personal educativo de las escuelas secundarias de la ciudad de Karaj.

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RESUMEN: Esta investigación evalúa la relación entre los estilos de resolución de conflictos de los gerentes en el desempeño. El método de investigación se aplica en términos de propósito y es el tipo de correlación en términos de método de implementación y recolección de datos. Los resultados mostraron que no hay una diferencia significativa entre el nivel de conflicto y el desempeño laboral del personal y que no hay una correlación negativa entre el nivel de conflicto percibido por los empleados y su desempeño, y tampoco hay una diferencia significativa entre "correlación de conflictos y desempeño laboral de empleados masculinos" con "correlación de conflictos y desempeño laboral de empleadas". No hay una diferencia significativa en términos de desempeño laboral entre empleados masculinos y femeninos y conflictos percibidos por ellos.

PALABRAS CLAVES: conflicto, desempeño del personal, desempeño de los gerentes, sistema educativo.

TITLE: Evaluation of the effect of conflict resolution styles of managers on the performance of educational staff of High Schools in Karaj City.

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ABSTRACT: This research evaluates the relationship between managers' conflict resolution styles on the performance. The research method is applied in terms of purpose and is correlation type in terms of implementation method and data collection. The results showed that there is no significant difference between the level of conflict and the job performance of the staff and there is no negative correlation between the level of perceived conflict by the male employees and their performance, and there is also no significant difference between "conflict correlation and job performance of male employees" with "conflict correlation and job performance of female employees", and there is no significant difference in terms of job performance between male and female employees and perceived conflicts by them.

KEY WORDS: conflict, staff performance, managers' performance, educational system

INTRODUCTION.

The 21st century world is faced with massive and gradual changes, the transformations in which knowledge creates new needs, the needs that, on the one hand, pay attention to the welfare of most societies and, on the other hand, add to their problems, these changes make the burden of tasks and responsibilities of social institutions and organizations more aggressive. One of the institutions that is directly related to these changes and necessarily needs to be aligned with these changes is "education".

Education is the most important social institution derived from the text of society, yet it is constructive and evolving, and its effect on the progress of society is quite perceptible. Of the various organizations that are formally active in education, school generally and high School especially as a socially

sensitive organization, play an important role in the realization of economic, social and cultural objectives (Coke, and Rousseau, 1984).

Many experts consider the fear of managers and the creation of defense mechanisms in them unnecessary and believe that the emergence of conflict in organization and management is not only natural, but also useful and usable.

The useful and usable nature of conflict depends on the manager's understanding of the features of the conflict, the causes of its formation, and its ability and readiness to solve the conflict. With this view, the manager can, by relying on the findings of conflict management, firstly control the context and factors of the emergence and intensification of the conflict and prevent it from unwillingness; secondly, the manager can derive from many differences, disagreements, conflicts, in identifying potential forces, talents, and also in identifying the bottlenecks and problems that exist in organization and management (Activates, Interrole Conflict and Affective experiences Journal of Applied Psychology).

This subject is an important problem in which the administrative structure considers educational managers to be the head of the school pyramid, and the managers playing educational roles are responsible for the growth and dynamism of individuals and the organization of the school.

The manager for more organization efficiency to maintaining and communicating with students and parents and colleagues requires a profound perception of the cognition and nature of human behavior, because he always faces the model (response stimulus). How to control and restrain behavior and response when the stimulus is in conflict. Any precaution in response will exacerbate the negative emotional resistance and back up the organization. Any carelessness in response will exacerbate the negative emotional resistance and holding back organization.

In order to be able to show tendency to their behavior repeat and not to disclose it as unpleasant or harmful, they must identify the conflict process and the factors that cause conflicts and deal with it in one method. In order to make managers aware of different aspects of conflict and conflict within the school organization and choose the styles with conflict management method, In order to be able to show tendency to their behavior repeat and not to disclose it as unpleasant or harmful, they must identify the conflict process and the factors that cause conflicts and deal with it in one method, We have begun research in this field in order to prepare the community and practitioners of the education system, the importance of conflict management is to explore the conflict styles that managers choose in conflict situations.

Many people suspect that conflict is related to the low performance of the group and the organization; this is often incorrect, conflict can be related to the function of a group or one unit, constructive or destructive. The levels of conflict can be very high or very low (max / min), both sides of extremes, impede performance.

The optimal level of conflict is to the extent that avoid recession, and increases the creativity, dissipates tension and flourish the change buds and to managers who are over-confronted with a conflict and need to reduce it, this image must be taken out of the mind that there is one way to deal with conflict, and this is always the best way. You must choose the specific technique and solution for each situation Duxbury, Linda Elizabeth Christopher AlaNn, Higgins, 1991).

Research method.

The method of this research is descriptive correlational. Descriptive study is a set of methods whose purpose is to describe the conditions or phenomena under study. Descriptive research can only be used to better understand existing conditions or to assist in the decision-making process. Most research on behavioral sciences can be placed as descriptive research (Frone Michal, Marcia Russell and Lynne Cooper, 1992).

A statistical population is a set of individuals or units that have at least one common attribute. Usually, in the research, the community under study is a statistical population that the researcher wishes to study about the variable adjective (adjectives) of its units (Marks Stephen 1997) The statistical population in this study is the managers of 160 high schools in Karaj, including men and women who are employed with the announcement of management by the Education Department.

Determine sample size and sampling method.

Determine the sample size.

A sample is a smaller group of society that has been selected for observation and analysis. By observing the characteristics of sample that has been selected from a community, the specific characteristics of the whole community can be identified . (Odriscoll , and Llgen and hildreth, 1992) Probably the most important sampling problem is the actual choice of sample. The theoretical considerations to be considered in this regard are (a) being the real representative of sample (b) being accidental.

It is possible to achieve the above principles when each member of the community has the chance to be in the sample or to be elected. (Sieber Sam Avo, 1998) In this study, using the Morgan sample size table, the sample size of the research for 160 people community has been estimated to be 114 people.

Sampling method.

The statistical sample in this study is selected based on the volume of statistical population of research and sampling method has been done through simple random sampling (all subjects has equal and non-zero chance for selection), according to which 120 questionnaires were distributed within high schools of Education in Karaj city and finally, 114 healthy questionnaires were received.

Information collection tool.

In a survey method, data collection tools are used by all sample subjects to collect information. If the researcher wants to determine the socio-economic base of the subjects, he must implements the same tool (information collection) for all subjects. He cannot determine the socioeconomic status of half of the subjects by the questionnaire, and the other half by interview, the conditions of the means of collecting information should be the same for all subjects.

It is assumed that the information gathered using the survey tool are quantitative. In the case of multi-choice tests, information are quantitative at response time. If open questions are used, the information obtained should be coded in such a way that the analysis of the reported responses be as quantitative. Individual questionnaires and interviews are the most common tools used in surveying methods for collecting information (ThoisPfggy, 1983).

The data gathering tool in this research is questionnaire. In this questionnaire, each manager responds to 30 questions and each question with a range of (most often, sometimes, and rarely) with scores (2, 1 and 0). The answer to each question actually represents one of the five leadership styles (conflict management in this research) based on the 5 styles Thomas model.

Table. Categorization of the research questionnaire items.

Style type	Number of items	items Number
avoidance	1-9-12-20-25-30	6
dominance	5-10-14-18-21-29	6
compromise	2-6-11-19-24-28	6
conciliation	3-7-13-16-23-26	6
collaboration	4-8-15-17-22-27	6

In the questionnaire, a guideline has been first provided that, while guiding the subject about how to create a questionnaire and giving him confidence, tries to attract his attention and cooperation, and the reason for the setting and the purpose of the questionnaire have been presented.

Results.

To analyze the collected data, first descriptive statistics that evaluates the demographic variables of the research, including gender, education, etc. is discussed. Subsequently, according to considered hypotheses, MINITAB and EXCEL software and correlation analysis test has been used for evaluating the correlations between conflict styles and managers' performance in Karaj schools.

Descriptive statistics.

Sample is described using descriptive statistics including central indexes (mean, median, and mode) and distribution (variance, standard deviation).

- Gender.

The evaluation of data obtained from the questionnaires provides the frequency of subjects based on the gender of the respondents in accordance with the following table and model:

Table 4.1. Frequency distribution of managers gender.

Gender	Frequency	Percentage	Cumulative percentage
female	73	64%	64%
male	41	36%	100%
total	114	100%	

According to Table 4.1, 73 people, 64 percent equivalent of the respondents are female and 41 people, 36 percent equivalent, are male.

- Marital status

The evaluation of data obtained from the questionnaires provides the frequency of subjects based on the marital status of managers in the following table:

Table 4-2 Frequency distribution related to the marital status of managers.

marital status	Frequency	percentage
Married	98	85.96%
Single	16	14.04%

According to Table 4-2, it is seen that 98 people, equal to 85.96 percent of the respondents, are married and 16 people equal to 14.04 percent are single.

- Age

The evaluation of the information obtained from the questionnaires, provides the frequency of subjects based on the age of managers as following table:

Table 4-3 Frequently distribution related to managers age.

age	frequently	percentage
less than 25 years old	0	0%
26 to 35 years old	10	9%
36to 45 years old	61	54%
46 to 55 years old	40	35%
more than 56 years old	3	3%
total	114	100%

According to Table 4-3, it is observed that the most age frequency is related to age group of 36 to 45 years old.

Managerial length of service.

The evaluation of information obtained from questionnaires, provides the frequency of subjects based on the status of length of service of managers in accordance with the following table and chart:

Table 4-4 Frequency distribution related to managers length of service.

Length of service	Frequency	percentage
Less than 5 years	10	9%
6to 10 years	19	17%
11to 15 years	25	22%
16to 20 years	40	35%
More than 20 years	20	18%
Total	114	100%

According to Table 4-4, it is observed that the most frequency of length of service is related to experience of 16 to 20 years.

- **Level of Education**

The evaluation of data obtained from the questionnaires, provides the frequency of subjects based on the level of education of managers according to the following table:

Table 4-5 Frequency distribution of the level of education of managers.

level of education	Frequency	percentage
Under the diploma	0	0%
Diploma	11	10%
Associate	21	18%
Bachelor	57	50%
Master and higher	25	22%
Total	114	100%

According to Table 4-5, the most frequency of managers is with the bachelor level of education.

• Frequency distribution of schools performance.

After done evaluating, the frequency distribution provides the schools performance as a result of the

educational staff performance of schools, according to the following table and chart:

Table 4-6- Frequency distribution of school admission percentages.

school admission percentages	Frequency	percentages
Less than 20%	1	1%
20.0 % to 40.00%	11	10%
40.01 % to 60.00%	30	26%
60.01 % to 80.00%	42	37%
80.01 % to 100.00%	30	26%
total	**114**	**114**

Descriptive statistics of the research variables.

• descriptive indexes of avoidance style.

Table 4-7 and chart 4-7 are the descriptive indexes related to avoidance style component and since

there is a large difference between the mean, median and mode, and these three are not equal, so the

data are not supposed to be normal and a nonparametric test can be used to analyze the data.

Table 4-7 Descriptive indexes of avoidance style.

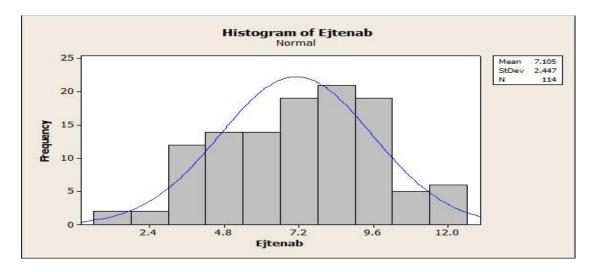| Central Indicators		Distribution Indicators	
number	114	standard deviation	452.
mean	11/7	variance	5.99
median	7	variation range	11
mode	8	minimum	1
Avoidance Descriptive Indicators		maximum	12
		skew coefficient	06.0-

Diagram 4-7 Descriptive indicators of avoidance style.

• Descriptive indicators of dominance style.

Table 4-8 and chart 4-8 are descriptive indicators related to the dominance style component, and since there is a large difference between the mean, median and mode, and these three are not equal, therefore, the data are not supposed to be normal and a nonparametric test can be used to analyze the data.

Table 4-8 Descriptive indicators of dominance style.

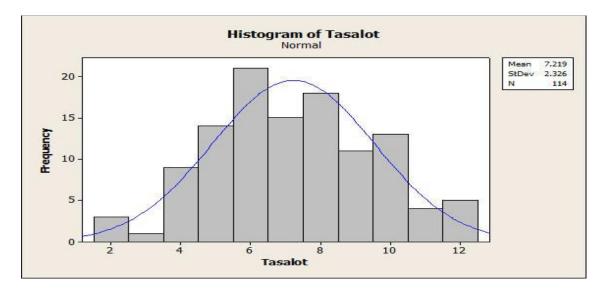| Central indicators		dispersion indexes	
number	114	standard deviation	31.2
mean	22.7	variance	41.5
median	7	variation range	11
mode	6	minimum	1
Descriptive indicators of dominance		maximum	12
		skew coefficient	06.0-

Chart 4-8 Descriptive indicators of dominance style.

• Descriptive indicators of compromise style.

Table 4-9 and Chart 4-9 are descriptive indicators related to compromise style, and since there is a large difference between mean, median and mode and these three are not equal, so data are not supposed to be normal and a nonparametric test can be used to analyze the data.

Table 4-9 Descriptive indicators of compromise style.

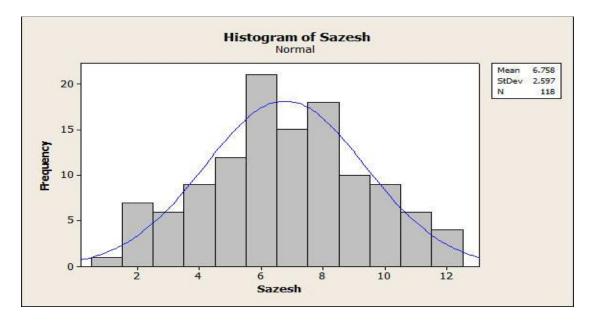| Central indicators		dispersion indexes	
number	114	standard deviation	56.2
mean	85.6	variance	82.6
median	7	variation range	11
mode	6	minimum	1
Descriptive indicators of compromise		maximum	12
		skew coefficient	06.0-

Chart 4-9 Descriptive Indicators of compromise style.

 • Descriptive indicators of conciliation style.

Table 4-10 and Chart 4-10 are descriptive indexes related to the conciliation style and since there is a large difference between mean, median and mode, and these three are not equal, so data are not supposed to be normal and a nonparametric test can be used to analyze the data.

Table 4-10- Descriptive indicators of conciliation style.

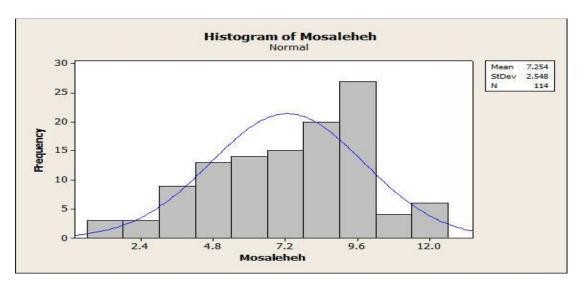| Central indicators		Dispersion indexes	
number	114	standard deviation	51.2
mean	27.7	variance	49.6
median	5.7	variation range	11
mode	8	minimum	1
Descriptive indicators of conciliation		maximum	12
		skew coefficient	06.0-

Diagram 4-10 Descriptive indicators of conciliation style.

• Descriptive indicators of collaboration style

Table 4-11 and Chart 4-11 are descriptive indicators related to the collaboration component style and since there is a large difference between mean, median and mode and these three are not equal, so data are not supposed to be normal, and a nonparametric test can be used for data analysis.

Table 4-11 Descriptive indicators of collaboration style.

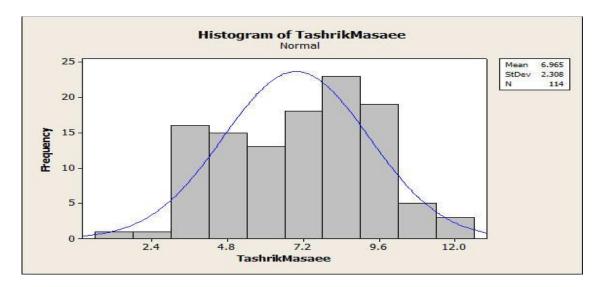| Central indicators		Dispersion indexes	
number	114	standard deviation	24.2
mean	01.7	variance	33.5
median	7	variation range	11
mode	8	minimum	1
Descriptive indicators of collaboration		maximum	12
		skew coefficient	06.0-

Diagram 4-11 Descriptive indicators of collaborative style.

CONCLUSIONS.

As stated, the purpose of this study was to evaluate the effect of conflict solution styles of managers on educational staff performance of high schools in Karaj city. In order to achieve this goal, the required information had been completed through questionnaires completed by the managers of high schools in Karaj analyzed and the methods used for analysis and the stages of doing test were expressed.

In this section, it has been attempted providing research findings, the results of the tests performed to answer each of the hypotheses, and the degree of compliance or noncompliance of these results with studies carried out related to the subject matter be evaluated, and the overall outcomes related to each hypothesis have been presented.

Regardless of the undeniable role of managers in creating an appropriate space, away from seizure and conflict, and creating an environment in which employees work comfortably, it surely has attracted the attention of many managers and one of these problems is conflict.

Managers often have a negative attitude toward conflict and are scared of it. The main reason for this fear is their lack of knowledge of the nature and characteristics of the conflict. Conflict occurs to different causes in the organization, the lack of equal understanding of the different talents and needs,

Clash of interests, individual, group, economic, social and political problems, inequality and injustice, and many other factors, can lead to conflict, although some factors may cause problems, barriers, and conflicts in the context of time and place or because of the behavior of the manager, staff, and circumstances, the conflict must not necessarily be detrimental to the work of the organization.

Considering that manpower is the most important factor in the growth and development of any organization, it is necessary to increase its quality. Among them is the qualitative growth of educational managers in which they will have human technical skills. Because in each organization, the manager, as the person at the head of each organization, plays a major role in managing the affairs and attaining the goals of the organization, and this is his role and perception of the role that is an important contribution in solving school problems and providing the ground for growth and cooperation of others.

Managers need to establish human relationships and create a desirable environment to work with students and parents and teachers for efficiency and effectiveness in the organization, each person with a different culture and structure in the school environment is faced with a manager. The school manager should be able to capture the social and cultural control of individuals within the school.

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