INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

IJRCM

IJRCM

CONTENTS

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   ii

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

www.ijrcm.org.in

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   iii

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

www.ijrcm.org.in

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   iv

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

www.ijrcm.org.in

CALL FOR MANUSCRIPTS

Weinvite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Management Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email addresses: **infoijrcm@gmail.com**or**info@ijrcm.org.in**.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1.   **COVERING LETTER FOR SUBMISSION**:

                                                                                                                    DATED: _____

THE EDITOR
IJRCM

Subject: **SUBMISSION OF MANUSCRIPT IN THE AREA OF**.

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript entitled '_____' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:
Designation:
Affiliation with full address, contact numbers & Pin Code:
Residential address with Pin Code:
Mobile Number (s):
Landline Number (s):
E-mail Address:
Alternate E-mail Address:

NOTES:
a)   The whole manuscript is required to be in *ONE MS WORD FILE* only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
b)   The sender is required to mentionthe following in the **SUBJECT COLUMN** of the mail:
      New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/ Engineering/Mathematics/other, please specify)
c)   There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
d)   The total size of the file containing the manuscript is required to be below **500 KB**.
e)   Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
f)   The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2.   **MANUSCRIPT TITLE**: The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3.   **AUTHOR NAME (S) & AFFILIATIONS**: The author (s) **full name**, **designation**, **affiliation** (s), **address**, **mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4.   **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   V
A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
www.ijrcm.org.in

5.   **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

6.   **MANUSCRIPT:** Manuscript must be in ***BRITISH ENGLISH*** prepared on a standard A4 size ***PORTRAIT SETTING PAPER***. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.

7.   **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.

8.   **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.

9.   **MAIN TEXT:** The main text should follow the following sequence:

     INTRODUCTION

     REVIEW OF LITERATURE

     NEED/IMPORTANCE OF THE STUDY

     STATEMENT OF THE PROBLEM

     OBJECTIVES

     HYPOTHESES

     RESEARCH METHODOLOGY

     RESULTS & DISCUSSION

     FINDINGS

     RECOMMENDATIONS/SUGGESTIONS

     CONCLUSIONS

     SCOPE FOR FURTHER RESEARCH

     ACKNOWLEDGMENTS

     REFERENCES

     APPENDIX/ANNEXURE

     It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed ***5000 WORDS***.

10.   **FIGURES &TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.

11.   **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.

12.   **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:

- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
- Use (**ed.**) for one editor, and (**ed.s**) for multiple editors.
- When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
- Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
- The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
- For titles in a language other than English, provide an English translation in parentheses.
- The location of endnotes within the text should be indicated by superscript numbers.

<div align="center">

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

</div>

BOOKS
- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES
- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES
- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES
- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITE
- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

<div align="center">

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   vi

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

www.ijrcm.org.in

</div>

A STUDY OF CONFLICT MANAGEMENT STYLES USED BY MBA FACULTY TO ADDRESS CLASSROOM CONFLICTS

PADMA S RAO
RESEARCH SCHOLAR
BHARATHIAR UNIVERSITY
COIMBATORE

ABSTRACT

Classroom conflicts are very common and unresolved conflicts affect the educational outcomes. It also affects emotional well being of students and faculty. Faculty members should learn the necessary skills to manage the conflicts. Use of appropriate conflict management style by faculty members results in effective management of the classroom conflicts and in turn helps to create responsive classrooms. This study has been done to find out the most preferred style of faculty members while dealing with classroom conflicts. Different conflict situations have been focused. Sample size for this study was 83 MBA faculty members working in engineering colleges affiliated to Visveswaraya Technological University (VTU) located in Bangalore, Karnataka. Data was collected through conflict management inventory. Hypothesis was tested using paired t- test. Collaborating style was found to be the most preferred conflict management style for the faculty members while dealing with classroom conflicts.

KEYWORDS

Conflicts, Classroom conflicts, Conflict Management Styles, MBA Faculty, Collaborating style.

INTRODUCTION

All Colleges face the major challenge of bringing out graduates with up-to-date knowledge and skills to match the current needs of employers. Teachers play a vital role in the overall development of the students. Disagreements and frictions are common even in classrooms. Teachers and students spend nearly three-fourths of their day time in the college and therefore classroom environment plays a major role as far as emotional well being of teachers and students are concerned.

Classrooms are social settings in which faculty and students interact with each other in the process of teaching/learning. "*Acharya Devo Bhava"* was the mantra during the days of "*Guru-Shishya parampara"*. Attitude, mentality and outlook of present generation students are totally different from that of students in the past. Disagreements regarding several issues may lead to inter-personal conflicts between students and faculty members. Unresolved conflicts may affect optimum performance of students as well as faculty members and thereby adversely affect their emotional well being.

THEORETICAL CONCEPTS

Before going into the issue of classroom conflicts, it is desirable to understand the definition, types of conflicts and styles of conflict management.

WHAT IS A CONFLICT?

Conflict is a universal phenomenon. Conflict exists among individuals, with in groups and organisations. In general; conflicts arise due to competition, differences in values, attitudes, experiences, goals and perception of limited resources. Individuals differ in their attitudes, personality, values, ideologies, opinions. Therefore conflicts are unavoidable and cannot be eliminated. According to Landau "Conflict exists in all human relationships: it always has and probably always will."

Conflicts can be considered as an expression of negative attitudes, hostility, antagonism, aggression, rivalry, and misunderstanding by opposing parties. It is associated with situations that involve contradictory or irrevocable interests between two opposing individuals or groups.

CLASSROOM CONFLICTS

Classroom conflict is considered to be a form of incivility. Patrick Morrissette (2001) defines it as "the intentional behavior of students to disrupt and interfere with the teaching and learning process of others" According to him, conflicts can manifest itself among various parties: "student versus teacher" or "student versus student" or even "class versus teacher". These conflicts may include students challenging the instructor's authority or knowledge through questioning, deliberately disrupting the classroom by engaging in side conversations, coming chronically late to the class, passing comments.

CONFLICT MANAGEMENT STYLES

Conflict management involves the use of appropriate strategies to minimise the negative outcomes and increase the positive outcomes of the conflicts. Five different styles have been identified by the researchers in order to manage the conflicts.

1. COLLABORATING STYLE

This is also known as problem solving or integrating style. It is a style that is high on both assertiveness and cooperativeness and the outcome is "win-win". People preferring to use collaborative style face the conflict directly and try to meet the needs and expectations of all people involved. When parties to the conflict are interested in long term and continued relationship and concern of both parties have to be met to the maximum possible extent, they decide to collaborate. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. Collaboration requires open, trusting behavior and sharing information for the benefit of both the parties.

2. COMPETING STYLE

People who prefer to use competitive style are very assertive, exercise power which they derive from position and try to satisfy their personal needs under all circumstances. This style can be useful when there is an emergency and a decision has to be taken quickly. There is an increased chance that losing parties will suffer by the outcomes of the conflict. If individuals in long-term relationships practice competitive conflict management style, the relationship suffers.

3. COMPROMISING STYLE

The compromising mode has moderate assertiveness and moderate cooperation. In compromising style, there is no clear winner or loser. People who prefer to use compromising style try to find a solution that will partially satisfy everyone. It is a situation where both the parties to the conflict are ready to listen to each other and willing to come down from their initial expectations. Compromising strategy often harms the relationships. However, it can be used as a temporary solution when there is a time constraint.

4. ACCOMMODATING STYLE

This style is high on cooperativeness and low on assertiveness. This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The person following this strategy is more interested in maintaining good relationships and thus puts other party's interest over and above his own. Accommodating style is appropriate when the issues matter more to the other party and when peace is more valuable than winning. People may try to take advantage and accommodating persons tend to get frustrated often.

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT
146
A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
www.ijrcm.org.in

5. AVOIDING STYLE

This style is low on assertiveness and cooperativeness. It is a deliberate decision to take no action and not to react or stay out of conflict. People who prefer to use this style seek to evade the conflict entirely. This style is characterized by delegating controversial issues to subordinates to make decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take. In certain situations this style may be appropriate. When both the parties are angry and need time to cool down, it may be best to use this style. But over use of this style leads to negative evaluation and criticism from others in the work place.

REVIEW OF LITERATURE

In the words of Boice (2001) "no experience of new faculty as teachers, is as dramatic and traumatizing as facing unruly, uninvolved students". In fact, interpersonal conflicts in college classrooms are common, disruptive, and significantly affect how faculty and students feel about a particular course. Some forms of conflict are hostile and overt (Goss, 1999). Students may disparage the instructor; argue with classmates, or actively dispute course requirements and their grades. Other conflicts stem from students' inattentiveness and appear more passive, such as students arriving chronically late to class, engaging in side conversations, or acting apathetic and bored (Appleby, 1990; Kearney & Plax, 1992)

Uzma Mukhtar, Zohurul Islam and Sununta conducted an exploratory study involving some selected public universities in Pakistan to highlight the natue of conflicts among students and faculty and to identify its consequences on the organizational outcomes. The sample size for this study was 202. The researchers concluded that conflict had an effect on the quality of education which was directly related to human resource potential development of the country

Britta K, Morris-Rothschild and Marla R. Brassard (2006) in their research article concluded that CMEFF and years of teaching had positive, significant effects on use of integrating and compromising strategies, while avoidance had negative effects on both and anxiety on integrating strategies. Teachers (N =283) from eleven schools (seven elementary), largely female and white participated in the study.

Steven A. Meyers, et al (2006) conducted a descriptive research on the nature and correlates of classroom conflict using a national sample of 226 faculty members. They differentiated two different types of conflict, inattentive versus hostile. They concluded that levels of conflict were not associated with instructors' demographic traits or characteristics of their courses, but were related to professors' choice of teaching methods, their demeanor, and how they responded to challenging situations. They also found that those conflict management techniques that address the relationship between faculty and students were most effective in reducing conflict.

Bartlett M E (2009) examined the conflict management styles and perceived levels of workplace incivility of community college senior level administrators in the nine mega-states of USA. Findings indicated that community college senior-level administrators preferred to use integrating conflict management style, followed by obliging, avoiding, compromising and dominating. Further, participants reported a perceived low level of workplace incivility.

STATEMENT OF THE PROBLEM

Present generation students have easy access to information on any subject/topic. Many management colleges have provided internet access to students through Wi-Fi in the campus. Internet provides easy access to online journals, slides, text books, podcasts, video lectures. So students' expectations from the faculty members are entirely different from what it used to be earlier. Therefore, the present generation teachers are under tremendous pressure to meet the expectations of students and create responsive class rooms. As a result, they have to design new methods and consequent pedagogies for ensuring collaborative learning.

When teachers do not meet the expectations of students, students tend to become inattentive, engage in side conversations, use lap tops, mobiles or create disturbances in the class. On the other hand, teachers expect students to be punctual, attentive, actively participate in classroom activities and show interest & initiative in learning.

Students often think that internal assessment marks reflects their performance in the test. But they fail to appreciate the fact that it also depends on participation & performance in activities like presentations, group discussions, timely submission of assignments etc. Any of these issues may be a source of conflict between faculty members and students. Failure to recognise and address these conflicts may adversely affect the learning atmosphere in management colleges.

Teachers have to learn the techniques to deal with conflicts that are likely to arise in classrooms.. Research studies making detailed and critical investigation in the area of management of classroom conflicts from an empirical perspective are lacking in literature. In recognition of these concerns, the current study entitled

"Study of conflict management styles used by MBA faculty to address classroom conflicts" was conducted.

THE FOLLOWING THREE CONFLICT SITUATIONS WERE FOCUSED:

1. NON- ADHERENCE TO CLASSROOM BEHAVIOURAL NORMS BY THE STUDENTS

Conflicts arise from students' inattentiveness, arriving chronically late to class, engaging in side conversations, using mobile phones, non submission or delayed submission of assignments, using lap tops during class hours.

2. TEST MARKS

Students often actively dispute their marks in internal assessment. Faculty-students conflict also occurs for out of syllabus questions that appear in the tests and scoring pattern adopted by the teacher.

3. PERCEIVED TEACHING DEFICITS

Teachers use different methods while teaching. Most common methods employed are lecturing, asking the students to give presentations and giving assignments. The teaching deficits as perceived by the students are unpreparedness of the faculty, their lack of in-depth knowledge, in-effective communication etc. As a result students may become in-attentive in the class giving rise to conflicts.

OBJECTIVES OF THE STUDY

The main objectives of the study were
1. To find out the most preferred conflict management style of MBA faculty members in different conflict situations in classrooms.
2. To find out the least preferred conflict management style of MBA faculty members in different conflict situations in classrooms.
3. To offer suitable suggestions based on the findings of the study.

HYPOTHESIS

The following null hypothesis was formulated to find out the most preferred conflict management style.

H_0: Faculty members did not have any preference to use collaborating style over avoiding style in all three conflict situations

RESEARCH METHODOLOGY

Sample for this study was 83 MBA faculty members of colleges affiliated to Visveswaraya Technological University, Belgaum, Karnataka. Data was collected through questionnaire. Self-abridged version of Reginald Adkins' conflict management style inventory was used to collect information from respondents. The original conflict management style inventory consisted of 15 questions on a scale of 1-4. Since this study focused on specific conflict situations, one statement was used for each conflict management style to minimise confusion and also to obtain appropriate response in each of the conflict situations.

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   147
A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
www.ijrcm.org.in

DATA ANALYSIS

Mean scores of each of the conflict management styles in all the three situations were found out and highest mean score in each situation represented the most preferred conflict management style of faculty. The lowest mean score represented least preferred conflict management style for faculty members.
The results are depicted in Table Nos. 1&2.

TABLE NO.1: THE MEAN SCORES OF CONFLICT MANAGEMENT STYLES IN DIFFERENT CONFLICT SITUATIONS

CMS / Situations	Collaborating style	Competing style	Compromising style	Accommodating style	Avoiding style
Non adherence to Classroom behavioural norms	3.17	2.92	2.56	2.86	2.18
Disagreement with Test Marks/grades	3.12	2.86	2.54	2.28	2.26
Perceived Teaching deficits	3.13	2.82	2.84	3.03	2.129

TABLE NO.2: RANKING CONFLICT MANAGEMENT STYLES IN DIFFERENT CONFLICT SITUATIONS

Non adherence to Classroom behavioural norms	Disagreement with test marks	Perceived Teaching deficits
Collaborating style	Collaborating style	Collaborating style
Competing style	Competing style	Accommodating style
Accommodating style	Compromising style	Compromising style
Compromising style	Accommodating style	Competing style
Avoiding style	Avoiding style	Avoiding style

TESTING OF HYPOTHESIS

The null hypothesis was tested using paired t-test using free on line t test calculator. The results of t test are tabulated in Table No.3

TABLE NO. 3: t -TEST RESULTS

Conflict management style	Non adherence to Classroom behavioural norms		Disagreement with test marks		Perceived Teaching deficits		T test value	Table value at 0.001 level of Significance, d f =82
	Mean N=83	SD	Mean N=83	SD	Mean N=83	SD	5.82	3.1926
Collaborating style	3.17	0.97	3.12	0.98	3.13	1	6.43	3.1926
Avoiding style	2.18	1.14	2.26	1.20	2.12	1.11	3.38	3.1926

Since the calculated t value was more than table value in all the three conflict situations, null hypothesis was rejected and it was concluded that most preferred style for faculty members was collaborating style. Since the faculty members scored the least in avoiding style compared to other styles, avoiding style was the least preferred style for faculty members.

FINDINGS

1. The mean score was the highest for collaborating style in all the three conflict situations addressed in this study. This showed that MBA faculty preferred to use collaborating style in all conflict situations addressed in this study.
2. The second highest score for a style was taken as back -up style. The back -up style was dependent on conflict situation. When the conflict was due to perceived teaching deficits, faculty preferred to use accommodating style. When the conflicts with students were due to disagreement with test marks and classroom behavioural norms, faculty preferred to use competing style as a back -up style.
3. Avoiding style was the least preferred style for MBA faculty members while addressing classroom conflicts in all situations.

DISCUSSION

The major outcome of this study is that faculty members have preferred to use collaborating style in all classroom conflict situations. The findings of the current study have corroborated with the findings of the study conducted by Bartlett M E (2009), Britta K. Morris- Rothschild (2006). Steven A. Meyers, et al (2006) in their study have also concluded that those conflict management techniques that address the relationship between faculty and students were most effective in reducing conflict. Collaborating style is considered to be an effective style of managing conflicts since it is high on assertiveness and cooperativeness and the outcome is "win-win". Therefore, people using collaborating style encourage interactions and try to meet the needs and expectations of all people involved. Of all the styles avoiding style is considered as a weak and ineffective approach to take. People tending to use this style try to stay out of conflict and withdraw from the situation. Faculty members in current study have shown least preference for this style in all situations. The findings of the current study with respect to avoiding style are in line with the findings of the study conducted by Britta K, Morris-Rothschild and Marla R. Brassard (2006).

SUGGESTIONS

In view of the importance of using appropriate style for managing the conflicts in the classrooms, workshops may be conducted in the colleges to improve conflict management skills of faculty members. Collaborating style is considered as an effective style to manage the conflicts successfully. To use collaborating style, faculty members need empathetic attitude, communication skills, assertion skills and listening skills. These days, emotional intelligence is considered as a work place skill. Emotional intelligence encompasses all the skills mentioned above. Therefore, colleges can conduct EI workshops for faculty members**.**

CONCLUSIONS

Collaborating style helps to meet the expectations of students since faculty members using collaborating style tend to be high on cooperativeness and encourage interaction, consider the views of students, listen to their grievances and show concern for solving the problems. This style helps the faculty members to resolve classroom conflicts successfully. Teaching and learning occur through social interaction between teachers and students. Effectiveness of teaching and learning depends on teacher-student relationships. Faculty members should be encouraged to use collaborating style to create responsive classroom. Responsive classrooms help to control deviant behaviour of students.

REFERENCES

1. Appleby, D. C. (1990). "Faculty and student perceptions of irritating behaviors in the college classroom." Journal of Staff, Program, and Organization Development, 8, 41-46, cited in Steven A. Meyers and James Bender, Shantha Y. Thomas, Erin K. Hill, "How Do Faculty Experience and Respond to Classroom Conflict?. " International Journal of Teaching and Learning in Higher Education 2006, Volume 18, Number 3, 180-187, Viewed on 12/1/1012, http://www.isetl.org/ijtlhe/ ISSN 1812-9129.
2. Aswathappa. K., (2007), "Organisational Behaviour." 7th revised ed., Himalaya Publishing House, Mumbai.

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT 148
A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
www.ijrcm.org.in

3. Boice, R. (2000)." Advice for new faculty members" cited in Steven A. Meyers and James Bender, Shantha Y. Thomas, Erin K. Hill, " How Do Faculty Experience and Respond to Classroom Conflict? " International Journal of Teaching and Learning in Higher Education 2006, Volume 18, Number 3, 180-187, viewed on 12/1/2012,.whttp://www.isetl.org/ijtlhe/ ISSN 1812-9129.

4. Britta K. Morris-Rothschild, Marla R. Brassard, 2006, "Teachers' conflict management styles: The Role of Attachment Styles and Classroom Management Efficacy." Viewed on 15/2/2012. http://pocketknowledge.tc.columbia.edu/home.php/viewfile/18520

5. Goss, S. S. (1999). "Dealing with problem students in the classroom". Cited in Steven A. Meyers and James Bender, Shantha Y. Thomas, Erin K. Hill," How Do Faculty Experience and Respond to Classroom Conflict?" International Journal of Teaching and Learning in Higher Education 2006, Volume 18, Number 3, 180-187, viewed on 12/1/2012. http://www.isetl.org/ijtlhe/ ISSN 1812-9129

6. John W. Newstrorm, "Organisational Behaviour.", 12th Ed, New Delhi, Tata Mcgraw-Hill Publishing Co., P.253

7. Landau, S., Landau, B., & Landau, D., (2007)" From conflict to creativity, How resolving workplace disagreements can inspire innovation and productivity." San Francisco: Jossey-Bass, Viewed on 12/1/2012. http://findarticles.com/

8. Michelle Elizabeth Bartlett, "Workplace incivility and conflict management styles of community college leaders in the nine mega states." Dissertation., Clemson university, 2009 Viewed on 6/3/2012., http://etd.lib.clemson.edu/documents/1247508407/Bartlett_clemson_0050D_10172.pdf..

9. Morrissette, P.J. (2001)."Reducing Incivility in the University/College Classroom." International Electronic Journal for Leadership in Learning – University of Calgary Press, 5 (4). Retrieved fromhttp://www.ucalgary.ca/iejll/morrissette Cited in Troy Lescher, Handling conflict in the classroom, Teaching, Learning, and Professional Development Center, Texas Tech University, Viewed on 1/3/2012 http://www.tlpd.ttu.edu/teach/TLTC%20Teaching%20 Resources/HandlingConflictInTheClassroom.asp

10. Mousami Battacharya, Nilanjan Senguptha,(2007), " Emotional intelligence, Myths and reality", Excel Books, New Delhi.

11. Nelson, D.L. & Quick, J.C.,(2009)."Organizational behviour" .India ed., South-Western College publishing.

12. Rahim, M.A.,(2001). "Managing Conflict in organizations". 3rd Ed. Quorum Books, Westport, Connecticut.

13. Singh. B.D. "Managing conflict & negotiation.", Excel Books, 2008, New Delhi.

14. Steven A. Meyers and James Bender, Erin K. Hill, Shantha Y. Thomas, "How Do Faculty Experience and Respond to Classroom Conflict?", International Journal of Teaching and Learning in Higher Education 2006, Volume 18, Number 3, 180-187, viewed on 12/1/2012, http://www.isetl.org/ijtlhe/ ISSN 1812-9129

15. Uzma Mukhtar, Zohurul Islam, Sununta Siengthai, "Conflicts in higher education and perceived quality of education: empirical evidence from Pakistan", Research in Higher Education Journal. Viewed on1/3/2012, http://www.aabri.com/manuscripts/11904.pdf

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT 149

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

www.ijrcm.org.in

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, Economics and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mails i.e. **infoijrcm@gmail.com** or **info@ijrcm.org.in** for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail **infoijrcm@gmail.com**.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   150
A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
www.ijrcm.org.in

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT   1

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

www.ijrcm.org.in