

## *Original Paper*

# Relationship between Conflict Management Styles and Job Satisfaction of Private Islamic Secondary School Teachers

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### **Abstract**

*Study aims to investigate about conflict management style and the job satisfaction among private Islamic school teachers. The data consisted of 136 samples from private secondary school teachers at Alor Setar district in Kedah. For acquiring the conflict management style, Rahim Organizational Conflict Inventory (ROCI-II) had been used and to gain the job satisfaction datum, the Teaching Satisfaction Scale (TSS) developed by Ho and Au in 2006 was used. The findings of this research revealed that style of compromising ( $r = 0.299, p < .01$ ), obliging ( $r = 0.244, p < .05$ ) and integrating ( $r = 0.208, p < .05$ ) have a significant relationship with job satisfaction. All these styles give positive outcomes for both parties that lead to positive school outcomes and also to maintain the good relationship with the other parties. When school administrator implemented these three styles will keeps teachers happy and satisfied without any kinds of negative impact on their relations at school. Thus, school administrator must be knowledgeable and aware about the best style of conflict at school to lead more satisfaction because teachers like to be more compromise when handling conflict. This finding suggests that the conflict management affects job satisfaction but excessive and wrong in handling it is associated with diminishing job satisfaction.*

### **Keywords**

*private Islamic school, conflict, conflict management style, job satisfaction*

## 1. Introduction

The profession of teaching is a career that is very close to the life of each individual. This is because almost all of us have many experiences in interaction with teachers. Interaction between individual is one of the important aspect that should to take into account in social life (Madalina, 2016). Teachers give a big impact toward many parties. In school setting, public or private sector, higher student achievement was related to the great role of the teacher (Benerjee et al., 2017; Khun-Inkeeree, Omar-Fauzee, & Othman, 2017) and study from Bolam, McMahon, Stoll, Thomas and Wallace (2005) believe having a strong professional community also give impact to it and this had been agree by study from Zheng, Yin and Li (2018). So, to retain teachers and decrease turnover become a concern among school leaders. According to Skaalvik and Skaalvik (2011) saying that by increasing a teachers' job satisfaction can help to minimize the problem of turnover among teachers. Besides, to increase performance in schools will never succeed if teachers' job satisfaction is being ignored (Ngimbudzi, 2009; Banerjee et al., 2017). It means job satisfaction can contributes to teacher retention at school.

Furthermore, there is a critical need for school administrator to acknowledge about the fact of educational quality is largely connected to teachers' job satisfaction (Demirtaş, 2010). Job satisfaction can be refers to the employee feeling toward their job and workplace that is affected by internal and external factors and formed by these factors at distinct level (Ahsan et al., 2009). One of the key elements that contribute to job satisfaction among workers is management styles (Mehrad, 2015). By using an accurate styles can be effective in forming the job satisfaction and one of it is conflict management styles that should be carried out by managers (Mehrad, 2015) as well as school administrators.

It is because relationship between conflict and some variables can give impact to organization and cannot be deny because it will give productive and innovative competition among the member in organization (Hussein et al., 2017). Moreover, if poor in managing conflict can create many consequences such as in terms of disappointment, employer turnover, discouragement and lower in productivity. It is so urgent to identify the conflict and its dimension so that it can be handled wisely and then to enhance and lead the organization to achieve its goal (Ford, 2007; Hussien et al., 2017).

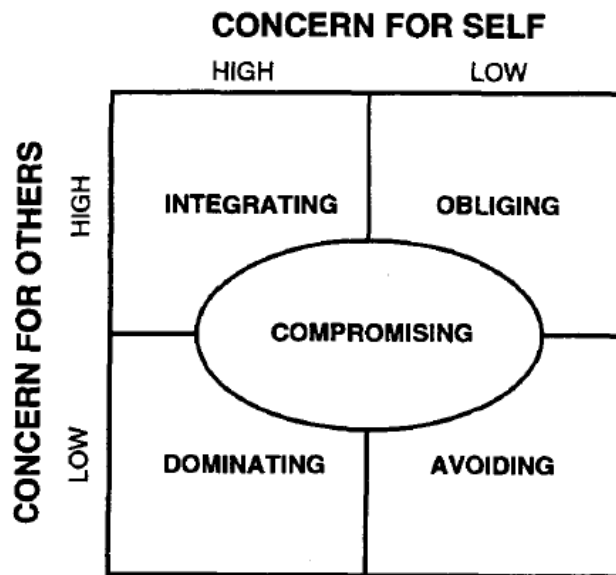
Study from Khaled (2015) shows there is a significant relationship between conflict management styles and job satisfaction in public and private sector. This study focuses upon the respondents from public and private industry. While the study from Chen, Zhao and Liu (2012) shows there is a significant relationship for integrating and compromising styles with job satisfaction and the respondents were from companies in China. Apart from that, research from Lee (2008) found that the styles of integrating, compromising and obliging styles had positive relationship with job satisfaction that involving Malaysian companies. Although all past studies show relationship between conflict management and job satisfaction, research from Alzahrani (2013) show no significant correlations between any of the conflict management styles and job satisfaction.

From the previous studies, they show a relationship between conflict management styles and job satisfaction among workers in the industrial sector and there is still lack of research on it especially in private school setting. From Deprato and Chudgar (2018) saying that private school report facing many conflict alongside greater levels of autonomy in decisions concerning staffing, instructional policies and budgeting compared to public school. Also, private often do better in terms of supporting their teachers. By taking care of teachers will lead to job satisfaction. So, from the multiple results from this study, that make the researcher want to know further and identify the relationship between conflict management styles and job satisfaction of private school teachers in the district of Alor Setar at Kedah Darul Aman. Findings from this study can be used to increase job satisfaction and minimise employee turnover. When conflict can be manage, it can help in strengthen one's relationship.

## **2. Literature Review**

### *2.1 Conflict Management Style*

A common theory used in conflict management studies is the Dual Concern Theory (Camgoz & Karapinar, 2010). Conflict management styles can be categorized as high or low concern for self and high or low concern for others. Continuously, conflict management style has been measured by a variety of different taxonomies. First conceptual scheme by Deutsch (1949, 1990) and Tjosvold (1990), style of cooperation and competition can be placed on a single dimension ranging from competition or selfishness. However, doubt raised and theories were drawn onto three styles of non-confrontation, solution-orientation and control as suggested by Putnam and Wilson (1982). Next Pruitt (1983) found four main ways of dealing with conflict which are yielding, problem-solving, inaction and contending. For five styles of handling interpersonal conflict had been present first by Blake and Mouton (1964) there is forcing, withdrawing, compromising, smoothing and confrontation. These types had been classified into two dimensions, concern for production and concern for people. Then, it became refined by Thomas (1976). According to Blake and Mouton (1964) and Thomas (1976), Rahim (1983) categorized conflict management into two basic dimensions, we called it concern for self and concern for others. The first part tells about the degree on how people satisfy his or her concern. The second part tells about the degree on how people satisfy other concern. Combination of two concerns shows in Figure 1. From the two dimensions consist of five styles in handling conflict, integrating style, obliging style, avoiding style, dominating style and compromising style.



**Figure1. A Two-Dimensional Model of the Styles of Handling Interpersonal Conflict**

Source: Rahim (1983).

### 2.2 Integrating Style

This style is involved high concern for self and others. For instance always be openness, exchange of information, and examination of differences to get an effective solution that acceptable for both parties. It also focused on problem solving in a collaborative manner. Individuals with this style face conflict directly and try to find new and creative solutions to solve the problems he or she faced as well as the needs of others. Integrating style produces positive outcomes for both parties that involved. When some issue happened and complex, the integrating style is the best way to be used because both parties will get win-win solution. Many studies found out that integrating is the most preferred style in managing conflict (Rahim, 2002; Lu & Wang, 2017). In research by Tabassi et al. (2017) revealed that integrating style help to build the ideal positive share to team performance in multi-cultural condition in industry. Thus, it showed integrating was related to many positive organizational outcomes such as productivity, job satisfaction, job performance, and effectiveness (Sharma & Samantara, 1994). Study from Williams (2011) revealed that there are significant relationship between the integrating conflict management style and overall job satisfaction among peers.

### 2.3 Obliging Style

This style associates with low concern for self and high concern for others. It had been associated with attempting to play down the differences and emphasizing commonalities to satisfy the concern of the other party. It involved sacrifice her or his rights and need to satisfy other person (Rahim, 2002). The main goal for those who like to oblige is to maintain the relationship with the other parties even in the crisis. This style is useful when an individual did not know about the issue, or when a person is ready to give up his rights hoping to gain something from other in the future, or when the individual is in a weak

position and feels that it is better to maintain the relationships with other parties. Combination of obliging style with others can produce effective relationship and can tie to some extent (Lee, 2008; Momanyi, 2016).

#### *2.4 Dominating Style*

This style is involved high concern for self and low concern for others. It is concern about win-loses orientation or with forcing behaviour to win one's position. The dominating style relies on the use of position power, aggression, verbal dominance, and perseverance. This style is direct and uncooperative (Blake & Mouton, 1964) where individual who use this style normally find to goes up his own benefit and minimize the others benefit by using power. Study from Ayub (2017) found out an individual that believe in their capability in handling conflict usually used this style and research by Yeung (2015) stated that having a goal interdependence become a factor to employ this style. This style is good in situation where it involved some issue which is important to the organization or unfavourable decision by other party will give damage to this party. It also suitable when manager always meets with competitive subordinate or deal with repetitive decisions (Rahim, 2002). However, this style is not suitable when people and subordinate have the same power.

#### *2.5 Avoiding Style*

This is associated with low concern for self and others. It has been associated with withdrawal, buck-passing, or sidestepping situations. This style of person always fails to satisfy his or her own concern and also others concern. Thus, it can be used if the bad impact of conflict is worse than benefits of solving the issue (Ahmed, 2015; Momanyi, 2016). It can be used also to solve issues that are not important, or if an individual desires to create a space of time to feel easy about the situation. This style is inappropriate when the issues are important to a party, when a person is in charge of making decisions, or when a swift action is required to deal with a situation (Rahim, 2002) but a person leaving the location without any conversation (Mehrad, 2015).

#### *2.6 Compromising Style*

This style involved moderate concern for self and others. It is associated with give-and-take whereby both parties give up something to make a mutually acceptable decision. Party that involved in conflict will find a way to get a solution that can be partially satisfy for both party by reaching a middle ground. This style can be used when a general agreement did not get, the parties need a short-term solution to a complex problem, or other styles have been used and found to be ineffective in solving the issue whereas it is not suitable to handle issue with having many different parts (Rahim, 2002; Lee, 2008; Esmailzadesh et al., 2015). How individuals handle any conflict in the workplace may cause to job dissatisfaction, organizational commitment, and propensity to leave the job (Thakore, 2013). Therefore, it is very important for employees to know the effective styles that alleviate the destructive conflict and prompt benefit for both individuals and organizations.

## 2.7 Job Satisfaction

In explaining the job satisfaction, there are several theories that clarified about it. Mbuu (2003) stated job satisfaction is closely related to motivation and it had been support by Taylor et al. (2016) because it is important in reviving workers motivation and keeping their passion alive. It shows that the theories of motivation are also regarded as theories of job satisfaction. In the principle role of job satisfaction, Herzberg's motivation-hygiene theory is one of the oldest theories about job satisfaction that telling about basic human needs that influenced by various elements (Herzberg, 1964). It is also known as two-factor theory. Herzberg did analysis to describe experiences in which the workers felt about their jobs and to rate their feeling. Response about good feeling associated with job content (motivators) whereas response about bad feelings is related to job context (hygiene factor). These two different "need" are the need to avoid displeasing and uncomfortable and, at the other end of the motivational scale, the need for personal development. Research from Taylor et al. (2017) shows that job satisfaction among workers were relatively link with co-worker behaviour, relationships with their colleagues, flexibility in their work and were least satisfied with conditions of employment and research climate. Yet, Ho and Au (2006) believed that stress, psychological stress and self-esteem also can lead to job satisfaction. Thus, a shortage of the factors that positively encourage employees (the motivating factors) will cause employees to focus on other, non-job related "hygiene" factors (Ball, 2003).

From this theory, the manager should not in one side when considering the factors in motivate their employee but consider both factors in order to increase the motivation level and satisfy them to get the best out of them. Thus, this study will emphasize on the Locke's Range Affect Theory. Locke (1976) mentioned that job satisfaction was fun or positive emotional condition resulting from the assessment of a person's job or work experience. This statement is widely known by many people and they followed the theory (Torbakadi & Kheirkhah, 2013). The main things regarding to this theory is that satisfaction was determined by two different things, what one wants in a job and what one has in a job. This theory deals with how much values are assessed to be used in measuring satisfaction. When someone evaluates as aspect of the job, he will feel positive impact when expectations are met and negative impact when expectation are not met. The appearance of some factors leading to job satisfaction while the other factors can cause job dissatisfaction (Dugguh & Dennis, 2014). In other meaning, how important of affect (feeling) and cognition (thinking) while working. When a person thinks, she or he will feels about what her or his thinking about and conversely. Thus, both affect and cognition are linked together in term of psychology and also biology (Saari & Judge, 2004). The most common factors of job satisfaction by Kendall and Smith (1969) are pay, promotions, co-workers, supervision and work itself, but Locke (1976) added several factors more which are recognition, working conditions and company and management. All of these factors can lead for both satisfaction and dissatisfaction and did not been divided into intrinsic and extrinsic factor like Herzberg theory.

### *2.8 Conflict Management Style and Job Satisfaction*

Many research findings suggest that conflict management style is related to various aspects of employee satisfaction. To begin with, style of conflicts need to be managed wisely following to the suitable situation (Rahim, 2011) because it can give many effects. Lu and Wang (2017) make a research on the influence of conflict management style and the quality. This study had been done in the construction industry. They found out the integrating style is positively related to relationship quality and compromising is negatively significant to that. It is because when they adopt integrating style, they can find a final solution for their work and get satisfaction and maintain relationship quality.

In other study by Esmailzadesh, Iravani and Ghojavand (2015), they want to examine about the relationship between conflict management style and the quality of the marital status among spouses or parents of elementary school students. The result shows integrating and compromising have positive relationship with quality marital relationship. Those styles are an efficient style range from win-win cooperation that leads to their maximum goals.

Instead of conflict management, believed on employee satisfaction is one factor that can affect the staff performance (Ayodele & Olorunsola, 2012) and also organization (Lee, 2008). Study from Banerjee, Stearns, Moller and Mickelson (2017) wanted to establish whether teacher job satisfaction and school culture can improve student performance in mathematics and also reading. This research discovered that there is positive relationship between teacher job satisfaction and student's reading and also both teacher's satisfaction and school culture affect student achievement in mathematics and reading. Thus, to improve student achievement, teacher job satisfaction cannot be avoided and need to emphasize more.

On the contrary, research from You, Kim and Lim (2015) wanted to examine the job satisfaction among secondary school teachers in Korea. They wanted to find whether individual characteristics and contextual characteristic give influence to job satisfaction. It is because, from teacher's satisfaction will give a positive influence to their student's achievement (Caprara et al., 2006). The result indicated teacher efficacy, support from colleagues, having a supportive principal leaderships, perceptions of academic climate had significant impact to teacher's job satisfaction.

In the same way, working in group or in team is one that must and effects job satisfaction also where style an employee uses to manage conflict can affect the way they connect with their supervisor (Williams, 2011). In a study by Chen, Zhao and Liu (2012) conducted a case study in China to explore the mechanism through which conflict management behaviour impacts job satisfaction and innovation performance. The results show how organizations handle conflict give a big influence to the employee job satisfaction (Chen et al., 2012). It shows type of integrating and compromising conflict management are positively related to job satisfaction and dominating, avoiding and obliging styles do not effect significantly with job satisfaction. It is because they found that the three styles are uncooperative behaviours and give no chance to workers to do contribution which in turn influences the employee's job satisfaction.

Correspondingly, in other study by Lee (2008) studied about an examination between the relationships of conflict management styles and employees' satisfaction among employee from major industries in Malaysia involving service, mining, construction and manufacturing. The author wanted to identify the relationships between conflict handling styles and subordinates' satisfaction with their supervision. The result finding showed that the style of integrating, compromising and obliging have significant relationship with employee's satisfaction (Lee, 2008). This is expected because these styles often accepted among superior and subordinate relationships (Lee, 2008). Rahim and Buntzman (1989) also found that integrating, compromising and obliging give more satisfaction, cooperative and good relationship between superior and subordinates. A strong relationship with supervisor will produce a higher level of job satisfaction for employee (Mardanov, Sterrett, & Baker, 2007).

In addition, one of the styles that will use in handling conflict is avoiding. It has a good and bad effect when using this style. The benefit is the problem can be solved quickly and can produce a larger problem for the long term effect (Starks, 2006). This style can be detected easily because employee will avoid the other, and it can make work become complicated when working in group or team (Williams, 2011). Research from Ahmed (2015) wanted to investigate the relationship between styles of managing conflicts, job satisfaction and organizational commitment among workers that work in public and private sectors involving 329 employees. The researcher found there are significant relationships between avoiding conflict management styles and job satisfaction among public workers compared to private sector. Loyalty and commitment can be reached in public organization when using avoiding style where not involved directly into conflict with each other (Ahmed, 2015).

Similarly with study from Momanyi (2016) wanted to establish whether the conflict management strategies, (namely avoidance strategy, accommodating strategy, compromising strategy, collaborating strategy and co-operating strategy) influence employee satisfaction in commercial banks in Kenya. The author found the most popular used and give influence are avoiding and collaborating style. Research from Tabassi et al. (2017) are also agree about avoiding conflict management style give a positive result in term of team overall performance.

Apart from that, research shows supervisors spend about 20% from their time on deal with conflict at their workplace (Chan et al., 2008). Thus, supervisors must have the skill in resolving the conflict among their employees. If the conflict cannot be solved, it can cause many problems. Study from De Dreu et al. (2004) is about the conflict at work and individual well-beings showed employees will experience health-related complaints and feelings of burnout. According to Landry and Vandenberghe (2009) disagreement among employees and supervisors are because of the technical and administrative issues. Moreover, they also found that interpretation of organizational policies and procedures on working conditions also can cause conflict to occur between employees and supervisors.

Moreover, the chance of conflict among workers and supervisor will increase when having less job satisfaction (De Raeve et al., 2008). Then, Chan et al. (2008) suggested that conflict management styles of integrating, obliging and compromising should give for attention and can lead to a high job



satisfaction level, whereas dominating and avoiding styles can give negative result and low job satisfaction where it ignores the needs of other people. However, findings from other studies oppose those findings. Study from Hall (1999) showed no support for the relationship between conflict management style and job satisfaction. The researcher wanted to determine the degree to which their conflict management styles relate to their job satisfaction among community college, police chiefs and security directors. Similarly with the research from Alzahrani (2013) where he found no significant correlations between any of the conflict management styles and job satisfaction when he wanted to explore whether there are relationships between the five conflict management styles (integrating style, avoiding, compromising, dominating, and obliging, and job satisfaction among Saudi and American Universities' Faculty members.

These researches showed an inconsistent findings, the results of this study has led to do research to look at the relationship of conflict management style among teacher and school administrator and their job satisfaction. Level of job satisfaction among teachers gave a big impact and positive effect to make educational aims come true and teacher will give qualified education to make students become successful (Demirtaş, 2010). Moreover, teacher with high job satisfaction can benefit through the very important work that is balance in a triangle where it is administrators, students and parents (Demirtaş, 2010).

These findings show that satisfaction with supervision is one of the most important issues in the workplace that managers will face and it is the set of feelings or positive responses of the organizational members that related to the situation in work place (Lee, 2008). Aim of this research is on the teacher and school administrator relationships, the job factor for satisfaction to this study is the satisfaction with supervision.

### **3. Methodology of Research**

#### *3.1 Sample and Data Collection*

In this research, the population of this study involved teachers from private Islamic secondary schools at district of Alor Setar. The total numbers of population of teachers as whole are about 210 teachers from five private Islamic secondary schools. 210 printed questionnaires were distributed to all teachers and 136 were useable and others were unusable because of missing data. All questionnaires had been done in both languages, English and also Malay. 68.8% of the respondent involve were female and 31.2% were male. From respondents 5.1% of the teacher just had SPM certificate, 14% had diploma, 70.6% had bachelor's degree and about 10.3% had a master degree. 36.8% had an experience from 1 to 5 years, 29.4% from 6 to 10 years, follow by 17.6% at 11 to 15 years and 3.7% had an experience from 16 to 20 years. At 12.5% of total teachers had a working experience of more than 20 years.

### 3.2 Instruments and Procedure

In this study, a non-experimental quantitative research design was used and the researcher used cross-sectional survey design method because this method is based on questionnaire. In the first part, there are four questionnaires to describe demography information including age, gender, working experience and academic qualification. Secondly, the Rahim Organizational Conflict Inventory-II (ROCI-II, Form A) was used to identify style in managing conflict at school and it was developed by Rahim in 1983. It has five styles and for each style has a specific items, for integrating style has 7 items, obliging has 6 items, dominating style has 5 items, avoiding has 6 items and for compromising has 4 items. It consists of 28 items with five point Likert scale as a choices for respondents to answer (1 = strongly disagree to 5 = strongly agree) regarding five styles of managing conflicts, avoiding, integrating, compromising, obliging and dominating styles. To access job satisfaction level, Teaching Satisfaction Scale (TSS) by Ho and Au in 2006 was used. TSS offers a simple, reliable, direct and valid assessment of teaching satisfaction (Ho & Au, 2006). The scale has five items asking the teachers how they feel about their job satisfaction in many ways. For each item there is a five grading in form (1 = strongly disagree to 5 = strongly agree).

### 3.3 Data Analysis

Descriptive statistical analysis was used which include frequencies and percentages in order to provide an idea about the demographics information of the respondents. For conflict management style and job satisfaction had been analysis using mean and standard deviation. Inferential statistics was performed consist of Pearson Correlation to look at the strength of the relationship between five styles of conflict management with job satisfaction. The level of significant was set at less than  $p < .05$ . All the information with the data will be analyses using statistical packages program (SPSS version 22).

## 4. Result

Result for conflict management styles were ranged from 2.82 (compromising) to 3.13 (integrating). Style of integrating became the most frequently style ( $M = 3.13$ ,  $SD = 0.62$ ) adapted by school administrator at school in the perspective among teachers but still in moderate level. This result shows that school administrator was concern with collaboration between teacher to get solution that acceptable for them and thus give benefits for both party. The second chosen style was obliging ( $M = 3.04$ ,  $SD = 0.49$ ) and follow by avoiding style ( $M = 2.90$ ,  $SD = 0.48$ ). Dominating style ( $M = 2.84$ ,  $SD = 0.49$ ) and compromising style ( $M = 2.82$ ,  $SD = 0.72$ ) were the lowest style and the least preferred style. Graphical representation of the result is also shown by 2-D column and pie chart in Figures 2 and 3 respectively.



Figure 2. Graph for Conflict Management Styles

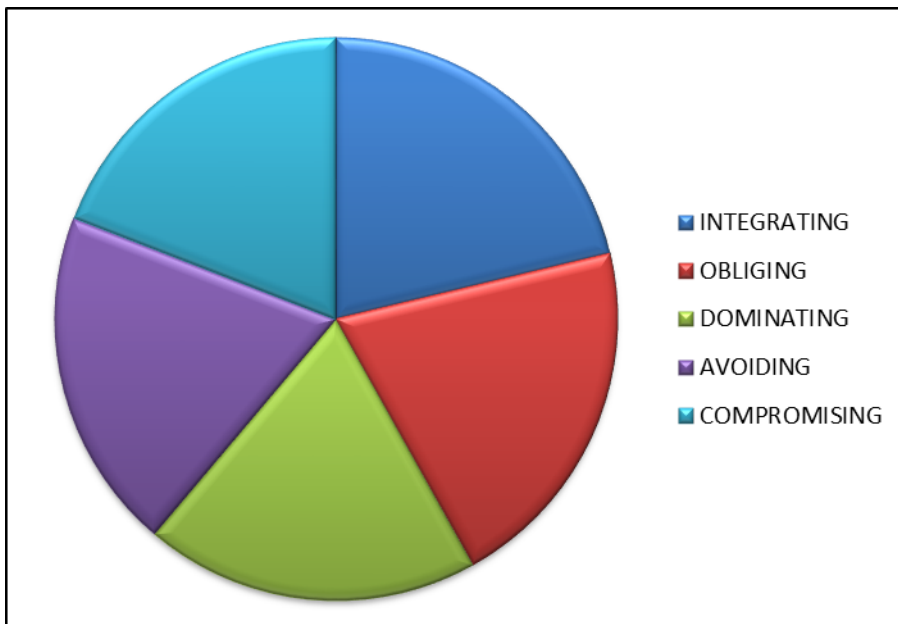


Figure 3. Pie Chart

Table 1. Means and Standard Deviation on Conflict Management Styles

Variables	N	Min	Max	Mean	SD
Integrating	136	2.00	5.00	3.13	0.62
Obliging	136	2.33	4.67	3.04	0.49
Dominating	136	1.20	4.20	2.84	0.49
Avoiding	136	1.83	4.67	2.90	0.48
Compromising	136	1.50	5.00	2.82	0.72

Relationship between five styles of conflict management styles (integrating, obliging, avoiding, dominating, and compromising) with job satisfaction among teachers had been tested and found only three styles (integrating, compromising and obliging) had relationship with job satisfaction that shown in Table 1. Test showed positive significant relationship between integrating style and job satisfaction ( $r = 0.208$ ,  $P < .01$ ), obliging style and job satisfaction is ( $r = 0.244$ ,  $P < .01$ ) and relationship between compromising style and job satisfaction is ( $r = 0.299$ ,  $P < .05$ ). Positive relationship showed that teacher will feel more satisfied when using compromising, integrating and obliging style at school compared to avoiding and dominating.

**Table 2. Correlation Test between Conflict Management and Job Satisfaction**

Style	(1)	(2)	(3)	(4)	(5)	(6)
Integrating (1)	1	0.382**	0.030	0.145	0.393*	0.208*
Obliging (2)		1	0.051	0.204*	0.295**	0.244*
Dominating (3)			1	0.182	0.021	0.051
Avoiding (4)				1	0.077	0.159
Compromising (5)					1	0.299**
Job satisfaction (6)						1

\* $p < .05$  (2-tailed)

\*\* $p < .01$  (2-tailed)

## 5. Discussion and Conclusion

Conflict can occur everywhere and can give many negative and positive impacts towards organization also to ourselves (Chen et al., 2012; Terason, 2018). By having a good conflict management style among school administrators and teacher can help to increase job satisfaction. When teacher feel satisfied in their work, they will give fully commitment to help students (Banerjee et al., 2017; Crawford, 2017) and together with school. In Table 2, there are relationship were found to exist in school setting between conflict management style among school administrator in perspective of teachers and job satisfaction. Style of integrating, compromising and obliging have positive correlation with job satisfaction. These styles tend to produce more satisfaction, cooperation and extend the relationship among employers and employees (Rahim & Buntzman, 1989). In this relationship, compromising style ranked the highest among the other styles followed by obliging and integrating. Compromising is associated with give and take to get a mutually acceptable decision. Teachers and school administrator that involved in conflict will find a way to get solution that can cause partially satisfy for both party. Even though different in workplace, the correlation of three styles with job satisfaction were similar and had been agree by the study from Zaman and Saif (2016) conducted on respondents from public officials employed in Federal Government and several provincial government.

Besides, this study also supported by the researches from Lee (2008) proposed about the three styles focus on satisfying others and lead to a high job satisfaction level. In the study of major industries, services, manufacturing, mining and construction, employee will more satisfied with their supervisor through compromising, integrating and obliging styles. It was an expected that these three styles represented a good level of acceptance between teachers and school administrators.

Apart from that, in the construction industry, Lu and Wang (2017) conducted a research to look at the relationship of conflict. As a result, integrating and compromising had a good relationship and the more effective it is in resolving conflict and make workers satisfied. Likewise the result also consistent with the findings from Chen, Zhao and Liu (2012), they found out a positive relationship between compromising and integrating styles and job satisfaction, except for obliging style. This result shows lack in loyalty and commitment towards organization. In this study, the effect of conflict management is related to cultures and most of them use interpersonal harmony when conflict occurs. In addition, Benite (2017) only figured out compromising had a positive relationship that can increase the team work and help people to feel satisfied. It had been agreed by Esmaeilzadesh (2015) where compromising also can increase in quality of life. Whereas study at private university from Williams (2011) only found integrating style had relationship with job satisfaction. This means that workers are more collaborative and had a high level of concern for self and others. Thus, in this study also showed that style of integrating had relation with satisfaction where this style at school allows teachers to be more creative ideas and give solutions to any problem when conducting any programs (Guttman, 2009).

Contrary to findings of Momanyi (2016) where she figure out avoiding style has correlation with job satisfaction. It may due to different workplace where her research had been done at bank. Due to the changing environment indicated different ways of conflict management. In this study, dominating and avoiding behaviours do not effect on job satisfaction. The suitable reason is that these styles are uncooperative traits and there are no an opportunity to the individual to make any contributions using these behaviours which give effect to job satisfaction. Also, for those prefer style that has a low concern for self usually avoid complaint behaviour and for those who prefer a domination style are more likely to give complain to anything regarding work chores (Daly et al., 2009).

As a conclusion, every individual involved in conflict uses conflict management styles. Each style of conflict management had been test with job satisfaction level of the teachers because it is critical that can give a great impact to the performance of teacher and also school results. Issue related to the school administrator is one of the sources of conflict in the school. At school, mostly teachers favour the integrating, compromising and obliging conflict management style compared to avoiding and dominating. Teacher's job satisfaction level will increase while working at school when the school administrator used compromising, integrating and obliging style in managing conflict. It shows that an appropriate conflict management style is crucial in each organization and school administrator need to have enough awareness to build a good atmosphere at school. Apart from that, school administrator

must do situational analysis to assess the school and its community and stakeholder before making any decisions in managing conflict because it is one of the aspects in organisational socialisation (Bush, 2018). Thus, school need to have a good manager to improve and managing any conflict that occur and had been agreed by Meng, Yu, Ma and Yang (2018) through their research about a new perspective to manage work that had conflict.

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