Relationship between principals' conflict management styles and organizational commitment of teachers

Reza Hosseinpour\textsuperscript{a}, Guiti Pahlavani\textsuperscript{b}

\textsuperscript{a} Assistant professor, Imam Hossein University, Tehran, Iran.
\textsuperscript{b} MA in Education Management, Islamic Azad University, Khoramabad Branch, Lorestan, Iran.

Abstract
Organizational commitment is an important occupational and organizational attitude which has recently received the attention of many researchers in the field of organizational behavior and psychology particularly social psychology. The attitude has undergone some changes since three decades ago; change from the area of multidimensional attitude to this concept to one-dimensional attitude to it is considered the major change ever. The aim of the research is to explore the relationship between principals' conflict management styles and teachers' organizational commitment in Kuhdasht County. The research is an applied research by purpose and a descriptive survey by method, and a correlational-type research. The study population consisted of all teachers of Kuhdasht County, a total of 431 individuals. Using Kreljcie and Morgan's table, sample size was determined to be 205 individuals by relative stratified random sampling method. In order to collect the necessary data, Allen and Meyer's organizational commitment questionnaire and Robbins's management styles questionnaire were used. For data analysis, in addition to indicators of descriptive statistic including mean and standard deviation, the inferential statistic test Pearson correlation coefficient and multiple regression were used. The results indicated that there is a significant and positive relationship between principals' domination-based style, avoidance-based style, cooperation-based style, adaptation-based style, and compromise-based style and organizational commitment. Moreover, the results of multiple regression indicated that principals' avoidance-based style is only able to predict teachers' organizational commitment among conflict management styles.

Keywords: conflict management styles, organizational commitment
Introduction:
Organizational commitment is an important occupational and organizational commitment that has recently received the attention of many researchers in organizational behavior and psychology, particularly social psychology. The attitude has undergone some changes since three decades ago, the most major change is the one in the area of multi-dimensional attitude to this concept to one-dimensional attitude to it (Rokninejad, 2007).

Education is considered as the basis underlying cultural, social, economic, and political development of every society. Today, in most countries, education is considered to be an industry of growth, and the greatest government fund is earmarked for it after defensive affairs. Since a remarkable part of education is undertaken in schools, schools as an important and sensitive social system assume special position. Schools can fulfil their onerous tasks on their shoulders quite desirably when they benefit from healthy organization and committed individuals. Therefore, the concept that calls our attention along with organizational commitment is the role of management as the key factor contributing to the promotion of commitment level in organization. It seems that organizational commitment is higher in certain institutes as it is higher in other, which this is probably influenced by principals' conflict styles. Thus, the main problem which arises in this research is whether principals' conflict management styles is related to teachers' organizational commitment in Kuhdasht County.

The growth of an organization depends on how it confronts conflicts. Necessarily lack of conflicts cannot provide the best conditions for remaining. How decisions are made at time of conflict can be either instrumental or destructive. Instrumental practice in conflict would help us see situation from different angles, but the destructive practice can lead to destruction. Therefore, conflict management is the most important condition that rests on the growth of the entire organization. As a matter of fact, the path of conflict is legitimate and it is a positive indicator of a healthy organization (Antonioni, 1998). Olckam and Hackofazlo (2004) indicated that if conflict is carefully and strenuously managed, it can turn into one of the most important tool of organizational growth. Rahim et al (2002) defined conflict as an interactive process that makes it evident inconsistent difference or heterogeneity within or between social institutions (Sirvasan, 2005). Hence the success of application of managerial practices and techniques ensures a strong bridge between the methods, organizational health, practices of life in every society, and social systems including organization (Rodding, 2004).

One of the obstacles to development, particularly in the third world nations, shortage of skilled labor and proper training and education unit (Asgarian, 2007). Therefore, today organizations are in need of effective and efficient employees so that they can achieve their goals of overall development and growth. Generally, the efficiency and effectiveness of organizations consist in the efficiency and effectiveness of labor in that organization (Yaghubi, 2009).

The main hypothesis of the research is that there is a relationship between principals' conflict management styles and Kuhdasht teachers' organizational commitment. The subsidiary hypotheses of the research include:

There is a relationship between principals' domination-based style and Kuhdasht teachers' organizational commitment.
There is a relationship between principals' avoidance-based style and Kuhdasht teachers' organizational commitment.
There is a relationship between principals' cooperation-based style and Kuhdasht teachers' organizational commitment.
There is a relationship between principals' adaptation-based style and Kuhdasht teachers' organizational commitment.
There is a relationship between principals' compromise-based style and Kuhdasht teachers' organizational commitment.

Principals' conflict management styles can predict Kuhdasht teachers' organizational commitment.
Theoretical basis of research:
Conflict management is referred to as methods that managers adopt to confront and solve conflicting situations (Hensen, 2001). According to Scheldon, organizational commitment include attitude or orientation that make individual identity dependent on or linked to organization. Kanter found organizational commitment to be the desire of social agents to bestow their power and loyalty on social systems (quoted by Ismaeli, 2001). For Salansik, commitment is a state in human beings in which individual comes to the belief that he need to continue his activities and effectively take part in them through his actions (quoted by Saroghi, 2006). Five methods of confronting conflict are considered for parties involved, which include:

- Competition: when either party intends to achieve his goals or to proceed with his interests, he embarks on competition and seeks domination regardless of its impact on both parties of conflict. This "win-lose" struggle, whether in unofficial groups or in organizations, often is used as a dominant power by upstream official authority which is associated with either of parties, and either of parties involved in a conflict utilizes his base of power so as to win the race in his own view.

- Cooperation: when either of the parties involved in a conflict desires to fully satisfy everything of interest to every party involved, we can say that cooperation is ensured. Parties also seek to make return on work useful for either party.

- Avoidance: sometimes it is the case that one party involved in a conflict is aware of his own state, but how he responds reveals his retreat and suppression of conflict. Reluctance or desire to evade the obvious manifestation of opposition would end up with retreat.

- Adaptation: when either party involved wants to soothe his opponent, he may become convinced that their interest takes precedence over his own interest; that is, it order to maintain the relationship, either party has desire for sacrifice. The behavior is called adaptation.

- Compromise: when it is the case that either party loses something, both parties are involved and hence compromise (Robbins, 2008:242 and 241).

Organ believes that organizational commitment is related to employee's attitudes, and relates organizational citizenship behavior to commitment-based behaviors. Riggio comes up with a suitable definition of organizational commitment as an effective attitude to the entire organization of work (Riggio, 2004). Somers (1995) holds that organizational commitment consists of employee's tendency toward organization which is determined based on his loyalty to organization determining his identity and the extent to which he faces challenges and make an effort in organization (Saatchi et al, 2008). Mehdad states that organizational commitment is a degree of psychological identification or attachment to organization where one works for (Mehdad, 2006). "Organizational commitment as a dependent variable suggests a force that binds individual to remain in organization and proceed to achieve organizational goals with interest" (Gholipour, quoted by Meyer and Herscovitch, 37). In consequence, organizational commitment leads to instrumental and productive behaviors; that is, an individual who has high commitment in organization will remain in organization and uphold organization's goals and make sacrifice to reach goals (Gholipour, 2007). Pishva (2008) in his study came to the conclusion that organizational commitment is the rate at which a person can internalize organization's values and goals and it is a sense of loyalty toward organization. This kind of commitment reflecting order of needs and individual values and organization. Tosi (1993) found organizational commitment to be a psychological link with organization in that person is required to go through three stages in order to become committed to organization: (1) Accepting the influence of person over person; (2) identification, in which person accepts others so as to reach a pleasant relationship; the third stage person finds that organization's values are internalized for.
him and they match his values. Any person who passes through the three stages can be trusted that he is a committed person to organization (Dostar, 2006).

Bokannan (1974) holds that commitment is a type of emotional and prejudiced attachment to values and goals of an organization. Attachment is because of organization itself rather than its instrumental values (Abtahi and Molaee).

Multidimensional models of organizational commitment
Orielly and Chatman: according to Orielly and Chatman, the link between person and organization are of three forms; obedience, identification, and internalization. In obedience, attitudes are shaped based on special rewards. In identification, person accepts influence because of a satisfying relation. Internalization suggests a behavior arising from values and matching organization's values (Madani, 2004).

Angel and Perry's model: the model is obtained based on the analysis of Porter's organizational commitment questionnaire, they achieved two types of commitment, commitment to value (upholding organization's goals) and commitment to stay.

Mayer and Schoorman's model: they also found commitment to be of two types; continuous commitment (the desire to stay in organization) and value commitment (desire to strive more).

Panlly and Gold: they came up with a multidimensional framework and make difference between moral, prudential, and alienated commitment. Moral commitment is close to the definition of Allen and Meyer's affective commitment and Angel and Perry's commitment and Mayer and Schoorman's. Prudential commitment is quite similar to Orielly and Chatman's obedience. Alienated commitment is to some extent similar to Allen and Meyer's continuous commitment (Madani, 2004).

Heresy and Blanchard (1989) believe that effective managers are agreed on the following commitments:
1- commitment to client; 2- commitment to organization; 3- commitment to person; 4- commitment to individuals; 5-commitment to work.
1- The most important commitment is commitment to client that a manager can demonstrate toward a client by two ways; service to client and attach importance to customer or client.
2- Commitment to organization, individuals take pride in feeling committed to their organization as their pride is manifested in their behavior, and it is gradually communicated with other people.
3- Commitment to self; people who demonstrate it a lot attempt to depict a strong and positive picture of themselves to others.
4- Commitment to people; these people make sacrifice for others, send feedback to others, and encourage new ideas.
5- Commitment to work; this type of commitment is impressed by correct concentration on work, simplification of work, practicality, illustration of work (Dostar, 2006).

Factors influencing organizational commitment from Matheu and Zagak's point of view:
Many factors can make a person committed, which are generally divided into two classes; personal characteristics and organizational characteristics.

Personal characteristics contributing to organizational commitment: age, gender, education, marriage, experience in organization and in organizational position, inference about personal competency, abilities, salary and payment.

Age: research has shown that age is positively related to organizational commitment. Allen and Mayer demonstrated that the older a person grows, the greater satisfaction with job will be, and hence commitment to organization.

Gender: difference between man and woman is minor in respect of commitment to organization, but women are generally committed.

Education: relationship between organizational commitment and education is negative, which is because there is high expectation of educated people according to Modi et al.

Marriage: the variable is poorly associated with organizational commitment (Dostar, 2006). Experience: due to individual investments in organization, more experience in organization or in position can lead to
more commitment; however, the link is tenuous (Dostar, 2006; 91). Inference about individual competency: individuals who see their personal competency from higher position have high expectation from organization. Therefore, the relationship between the two variables is positive and strong. Abilities: Zagak demonstrated a positive link between the two variables. Salary and payment: salary and payment result in increase of self-esteem in person, therefore it can increase commitment. However, research indicated positive but tenuous correlation between the two variables.

According to Matheu and Zagak, in some studies significant correlation between firm size and level of organizational commitment was found due to more possibilities for promotion (DOstdar, 2006; 92). In order to increase organizational commitment, Gholipour (2007) suggests the following methods:
1- To enrich job (entrust individual's favorite works to him)
2- To match organization's values to individual's values
3- To pay attention to individual's values during recruitment.
4. To provide conditions in organization, which are satisfactory
5- To pay costs of employee's training courses
6- To build up level of trust in organization.
7- To make managers the quintessence of commitment to organization for others.
8- To design an effective motivational system

By studying into 321 American managers in their international duties in European countries and countries and Pacific Rim countries, Gregson and Black (1992) indicated that there is a need for long tenure, little role conflict and high level of education for careers in favor of high organizational commitment in organization.

Stot et al (1988) contend that employees who have same positions for as long as five years and believe that they have lower work market and little promotion opportunities and they reached a climax in their career may demonstrate low organizational commitment (Mehdad, 2006).

Understanding of the process of displaying commitment to organizational and society is useful, because it brings about creativity in employees, longer stay in institution and greater power to compete in institution, yet society would also benefit from better productivity of organizations and quality of products (Saatchi et al, 2008).

Individuals who are more committed to organization have better and longer job experiences, greater competency and trust in job, showing positive feelings toward organization. As enjoying more power and hence freedom of action, people in higher levels can contribute more to organization's decision-makings and this feeling of control over environment lead to loyalty and commitment toward organization (Gholipour, 2007).

More committed employees are more disciplined in their work and want to remain in organization longer. The very important factor in the performance of human resource is to display high commitment to organization (Yaghubi et al, 2009).

Various research has shown high correlation between organizational commitment and job satisfaction. Maybe it is because of positive deviational response or the enthusiasm of subjects for avoiding cognitive inconsistency in a positive manner that they filled out questionnaires as such. Edriksol et al (1992) found that job satisfaction may directly exert influence on organizational commitment. However, other studies indicated that organizational commitment would end up with job satisfaction.

Riggio contends that organizational commitment is positively correlated to age and education, duration of employment. Izenberger et al (1990) found a positive link between perceived organizational support and organizational commitment, perseverance, innovational management, job performance and consideration (Mehdad, 2006). Research has shown that organizational commitment is related to absenteeism, intention to leave, job engagement, supervisor relationship with subordinates, internal and external rewards, job specifications upward and downward communication, leadership satisfaction, satisfaction with promotion status, trust in supervisors, motivation for learning and employees' inference about organization's values.
According to available theories of commitment, employees who have higher level of commitment have greater motivation for participation in organization; they can facilitate the realization of organizational goals and put effort into achieving them. But if individual is committed to anything but organization, he will experience less group pressure for participating in organization. Therefore, organizational commitment and absenteeism are inversely related (Tavakoli, 2007). Matteu and Zajak examined the relationship between intention to leave and organizational commitment. The result of their research was that the mean of correlation with three type of Allen and Mayer's commitment was 24 percent. Therefore, each three types of commitment was correlated with intention to leave. The correlation of organizational commitment were examined with many variables, the results of which are presented as follows:

Commitment and diversity of skill was equal to 14%, commitment and authority 15%, commitment and occupational field 38%, commitment and uncertainty of job -24%, commitment and role conflict -27%, commitment and job satisfaction 49%, commitment and job performance 13%, commitment and absenteeism -12%, commitment and intention to leave -25%, commitment and age %20, commitment and gender -9%. It is worth noting that Martokicho et al found that it is necessary to be cautious about generalization of organizational commitment-related findings, because it is possible that relation and correlations are high in a nation as it is conversely low in another nation (Spector, 2008).

Autmen and Anograh, in a research conducted in 2009 and entitled "relationship between commitment and career success and the mediating role of commitment in relation to emotional intelligence-career success", concluded that people with high emotional intelligence have greater commitment to their own job; and that commitment predicts job satisfaction (Ostovar and AMirzadeh, 2008; 27).

**Research methodology**

The research is based on correlational-type research method. It is an applied research by purpose. The study population consisted of all primary school teachers in Kuhdash County, whose number stood at 431 in total. According to Krejcie and Morgan's table, of a total of 431 Kuhdasht teachers of whom 232 individuals were male and 198 were female the sample size was at least estimated to be 205 individuals; this sample was chosen based relative stratified random sampling as per gender (111 males and 94 females).

The instrument for research included Allen and Meyer's (1990) organizational commitment questionnaire, which was used for measuring organizational commitment. According to Meyer and Allen (1984 & 1994) and Hocket et al (1994) quoted by Saatchi et al (2010), validity coefficient of organizational commitment questionnaire scale is significant at 0.1 Cronbach's alpha. The reliability of the test was recorded to be 87% and 87% Hamaee (2003) and Soltan Hosseini (2003), quoted by Isllampour (2008), respectively.

Another questionnaire was conflict management style; the questionnaire was developed by Robbins (1985). The test was normalized with 58% reliability coefficient in 2000 by Izadi Yazdanabadi (Sakhaeeghalerodkhani, 1998).

In this research, for data collection, two techniques, library for collection of data in the field of research background and field study for collection of the quantitative data of the questionnaire, were used. For data analysis, the statistical software program SPSS and descriptive statistics namely mean, variance, standard deviation, and inferential tests including Kollmogorov-Smirnov were used to determine the type of research variable distribution as was Pearson correlation coefficient for determining the relationship between the two variables and multiple regression.

**Research Findings**

Table (2) illustrates mean and standard deviation of the scores of the research subjects with respect to different variables.
To use the indicators of descriptive statistics and statistical tests properly, the normality or non-normality of the distribution of the variables of interest are determined using Kolmogorov-Smirnov, the results of which are shown in Table 3.

Table (3) Results of Kolmogorov-Smirnov test for determining the normality of the distribution of the variable of interest

<table>
<thead>
<tr>
<th>Variable of interest</th>
<th>Sig</th>
<th>statistic z</th>
<th>number</th>
<th>Z statistic</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational commitment</td>
<td>0.30</td>
<td>0.951</td>
<td>205</td>
<td>0.951</td>
<td>0.3</td>
</tr>
<tr>
<td>Domination style</td>
<td>0.935</td>
<td>0.521</td>
<td>205</td>
<td>0.521</td>
<td>0.935</td>
</tr>
<tr>
<td>Avoidance style</td>
<td>0.106</td>
<td>1.17</td>
<td>205</td>
<td>1.17</td>
<td>0.106</td>
</tr>
<tr>
<td>Cooperation style</td>
<td>0.108</td>
<td>1.19</td>
<td>205</td>
<td>1.19</td>
<td>0.108</td>
</tr>
<tr>
<td>Adaptation style</td>
<td>0.75</td>
<td>1.29</td>
<td>205</td>
<td>1.29</td>
<td>0.75</td>
</tr>
<tr>
<td>Compromise style</td>
<td>0.374</td>
<td>0.93</td>
<td>205</td>
<td>0.93</td>
<td>0.374</td>
</tr>
</tbody>
</table>

Values obtained for Z statistics calculated at \( \alpha = 0.5 \) Cronbach's alpha level are nont significant (Sig>0.05), thus the hypothesis of the normality of variable distribution is accepted.

Testing the main hypothesis: there is a relation between Principals' conflict management styles and their organizational health from the perspective of Kuhdasht teachers.

Table (4): Results of correlation coefficient between principals' conflict management styles and organizational health and commitment

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Correlation coefficient (r)</th>
<th>number</th>
<th>Variable Y</th>
<th>Variable X</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.006</td>
<td>0.19</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' domination-based style</td>
</tr>
<tr>
<td>0.000</td>
<td>0.40</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' avoidance-based style</td>
</tr>
<tr>
<td>0.002</td>
<td>0.22</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' cooperation-based style</td>
</tr>
<tr>
<td>0.000</td>
<td>0.25</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' adaptation-based style</td>
</tr>
</tbody>
</table>
The results indicated that there is a positive and significant relationship between managers' domination-based style with 99% confidence. There is a positive and significant relationship between principals' avoidance-based style and organizational commitment with 99% confidence. There is a positive and significant relationship between principals' cooperation-based style and organizational commitment with 99% confidence. There is a positive and significant relationship between principals' adaptation-based style and organizational commitment with 99% confidence. There is a positive and significant relationship between principals' compromise-based style and organizational commitment with 99% confidence.

Hypothesis 1: there is a relationship between principals' domination-based style and their organizational commitment from the perspective of Kuhdasht teachers.

Table (5): Results of the coefficient of correlation between principals' domination-based style and organizational commitment

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Correlation coefficient (r)</th>
<th>number</th>
<th>Variable Y</th>
<th>Variable X</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.006</td>
<td>0.19</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' domination-based style</td>
</tr>
</tbody>
</table>

The values obtained for Pearson correlation coefficient between principals' domination-based style and organization commitment (r=0.19) are significant at 0.01 Chronbach's alpha (Sig<0.01), so it is inferred that there is a positive and significant relationship between principals' domination-based style and organizational commitment; as the scores of domination-based style increase, so do the scores of organizational commitment. Therefore, the above hypothesis is confirmed.

Hypothesis 2: there is a relationship between principals' avoidance-based style and their organizational commitment from the perspective of Kuhdasht teachers.

Table (6): Results of the coefficient of correlation between principals' avoidance-based style and organizational commitment

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Correlation coefficient (r)</th>
<th>number</th>
<th>Variable Y</th>
<th>Variable X</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>0.40</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' domination-based style</td>
</tr>
</tbody>
</table>

As results indicate, the values obtained for Pearson correlation coefficient between principals' avoidance-based style and organization commitment (r=0.40) are significant at 0.01 Chronbach's alpha (Sig<0.01), so it is inferred that there is a positive and significant relationship between principals' avoidance-based style and organizational commitment with 99% confidence; as the scores of avoidance-based style increase, so do the scores of organizational commitment. Therefore, the above hypothesis is confirmed.

Hypothesis 3: there is a relationship between principals' cooperation-based style and their organizational commitment from the perspective of Kuhdasht teachers.

Table (7): Results of the coefficient of correlation between principals' cooperation-based style and organizational commitment

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Correlation coefficient (r)</th>
<th>number</th>
<th>Variable Y</th>
<th>Variable X</th>
</tr>
</thead>
</table>

DOI:10.9756/IAJPL/V6I1/1910001
Received:3 January 2019/Accepted:8 April 2019/Published:20 June 2019
As the results of table 7 suggest, the values obtained for Pearson correlation coefficient between principals' cooperation-based style and organization commitment (r=0.22) are significant at 0.01 Chronbach's alpha (Sig<0.01), so it is inferred that there is a positive and significant relationship between principals' cooperation-based style and organizational commitment with 99% confidence; as the scores of cooperation-based style increase, so do the scores of organizational commitment. Therefore, the above hypothesis is confirmed. Hypothesis 4: there is a relationship between principals' adaptation-based style and their organizational commitment from the perspective of Kuhdasht teachers.

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Correlation coefficient (r)</th>
<th>number</th>
<th>Variable Y</th>
<th>Variable X</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>0.25</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' domination-based style</td>
</tr>
</tbody>
</table>

As results of table 8 suggests, the values obtained for Pearson correlation coefficient between principals' adaptation-based style and organization commitment (r=0.25) are significant at 0.01 Chronbach's alpha (Sig<0.01), so it is inferred that there is a positive and significant relationship between principals' adaptation-based style and organizational commitment with 99% confidence; as the scores of adaptation-based style increase, so do the scores of organizational commitment. Therefore, the above hypothesis is confirmed. Hypothesis 5: there is a relationship between principals' compromise-based style and their organizational commitment from the perspective of Kuhdasht teachers.

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Correlation coefficient (r)</th>
<th>number</th>
<th>Variable Y</th>
<th>Variable X</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>0.44</td>
<td>205</td>
<td>Organizational commitment</td>
<td>Principals' domination-based style</td>
</tr>
</tbody>
</table>

As results of table 9 suggest, the values obtained for Pearson correlation coefficient between principals' avoidance-based style and organization commitment (r=0.44) are significant at 0.01 Chronbach's alpha (Sig<0.01), so it is inferred that there is a positive and significant relationship between principals' avoidance-based style and organizational commitment with 99% confidence; as the scores of compromise-based style increase, so do the scores of organizational commitment. Therefore, the above hypothesis is confirmed. Hypothesis 6: conflict management styles can predict Kuhdasht primary school teachers' organizational commitment.

To predict organizational commitment through conflict management styles, a multiple regression is used, the results of which are shown in table 10.

Table 10: Results of implementing multiple regression for predicting organizational commitment through conflict management styles

DOI:10.9756/IAJPL/V6I1/1910001
Received:3 January 2019/Accepted:8 April 2019/Published:20 June 2019
The results of implementing multiple regression (10), it is revealed that conflict management styles can predict organizational commitment ($F (5,199) = 15.37, \text{sig}<0.01$). Moreover, the results show that the square of multiple correlation is $R^2 = 0.28$, this suggests that predictor variables can explain 28 percent of the variations of the variable organizational commitment.

Table 11: Coefficients of the standardized regression of the variables of conflict management styles in predicting organizational commitment

<table>
<thead>
<tr>
<th>Significance</th>
<th>t</th>
<th>β (standardized regression coefficients)</th>
<th>Standard deviation error</th>
<th>Regression coefficients $\beta$</th>
<th>Predictor variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.001</td>
<td>13.40</td>
<td>0.84</td>
<td>0.03</td>
<td>0.186</td>
<td>0.084</td>
</tr>
<tr>
<td>0.651</td>
<td>0.453</td>
<td>0.030</td>
<td>0.262</td>
<td>0.237</td>
<td>0.827</td>
</tr>
<tr>
<td>0.001</td>
<td>-1.73</td>
<td>-0.165</td>
<td>0.249</td>
<td>-0.433</td>
<td>cooperation-based style</td>
</tr>
<tr>
<td>0.120</td>
<td>-1.56</td>
<td>-0.166</td>
<td>0.270</td>
<td>-0.422</td>
<td>adaptation-based style</td>
</tr>
<tr>
<td>0.000</td>
<td>5.40</td>
<td>0.563</td>
<td>0.264</td>
<td>1.43</td>
<td>compromise-based style</td>
</tr>
</tbody>
</table>

Standardized regression coefficients indicate that it is just principals' avoidance-based style among conflict management styles that can predict ($\text{sig}<0.01$).

**Conclusion:**

Principals' domination-based style is positively and significantly related to organizational commitment; that is, as the scores of domination-based style increase, so do the scores of organizational commitment. The finding of the research is consistent with that of Nikouee Moqadam (2010), but it is not in agreement with that of Zand, Farideh, Jomhari, Farhad, Mirzaee, Beheshteh (2008), Sardsay et al (2006). The result of the regression analysis indicates that we can predict principals' emotional intelligence through the scores of conflict management avoidance style and cooperation style.

Principals' avoidance-based style is significantly and positively related to organizational commitment; that is, as the scores of avoidance-based style increase, so do the scores of organizational commitment. The finding of the research is not to some extent consistent with the results of Zand, Farideh, jamhori, Farhad, Mirzaee, Beheshteh (2008).

Cooperation-based style is positively and significantly related to organizational commitment; that is, as the scores of cooperation-based style increase, so do the scores of organizational commitment. This finding of the research is to some extent consistent with the results of Zand, Farideh, Jamhori, Farhad, Mirzaee, Beheshteh (2008), Sardsay et al (2006). The results of regression analysis indicated that we can predict principals' emotional intelligence through the scores of cooperation style and the avoidance style.
of conflict management. Sardsay et al (2006) indicated in a research that the conflict management style cooperation and compromise is significantly and positively related to emotional intelligence. Principals’ adaptation-based style is positively and significantly related to organizational commitment; that is, as the scores of adaptation-based style increases, so do the scores of organizational commitment. The finding is partially inconsistent with the results of Zand, Farideh, Jomhiri, Farhad, Mirzaee, Beheshteh (2008). The results of regression analysis indicated that principals’ emotional intelligence can be predicted through the scores of cooperation style and avoidance style of conflict management. Principals’ compromise-based style is positively and significantly related to organizational commitment; that is, as the scores of compromise-based style increases, so do the scores of organizational commitment. The finding is partially consistent with the results of Sardsay et al (2006).

The standardized regression coefficients indicated that it is just principals’ avoidance-based style among the conflict management styles that is able to predict (sig<0.01). The finding of the research is partially inconsistent with the results of Zand, Farideh, Jomhiri, Farhad, Mirzaee, Beheshteh (2008).

On the whole, it can be said that conflict management styles (dominance-based style, avoidance-based style, cooperation-based style, adaptation-based style, and compromise-based style) are positively and significantly related to organizational commitment. Moreover, the results of regression analysis indicated that it is just avoidance-based style among the conflict management styles that is able to predict organizational commitment.

References:


DOI:10.9756/IAJPL/V6I1/1910001
Received:3 January 2019/Accepted:8 April 2019/Published:20 June 2019


