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A CONFLICT MANAGEMENT ASSESSMENT OF
HOME ECONOMICS ADMINISTRATORS
IN STATE UNIVERSITIES AND
LAND-GRANT COLLEGES

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Need for the Study	3
Limitations of the Study	4
Objectives	4
Hypotheses	6
Assumptions	8
Definition of Terms	8
Organization of the Study	14
Chapter Summary	15
II. REVIEW OF THE LITERATURE	17
Introduction	17
Definition of Conflict	18
Sources of Conflict	19
Functional Use of Conflict	25
Management of Conflict	29
Situational Conflict Management	32
Chapter Summary	34
III. DESIGN OF THE STUDY	36
Population	36
Instrumentation	38
Data Collection	43
Preparation of Data	45
Analysis of Data	45
Chapter Summary	48
IV. RESULTS AND DISCUSSION	52
Description of Respondents	53
Conflict Management Techniques as Determined by Factor Analysis	58
Source of Conflict Scale as Determined by Factor Analysis	69
Frequency of Conflict Scale by Role Function as Determined by Factor Analysis	71
Effectiveness Scale as Determined by Factor Analysis	73

Chapter	Page
Situational Use of Conflict Management Techniques	75
Relationship of Perceived Effectiveness and Conflict Management Techniques . . .	78
Relationship of Source of Conflict and Conflict Management Techniques . .	81
Relationship of Frequency of Conflict by Role Function and Conflict Management Behavior	81
Perceived Effectiveness of Conflict Management Behavior	83
Conflict Management Techniques by Personal and Professional Variables	85
Source of Conflict by Personal and Professional Variables	88
Frequency of Conflict in Role Functions by Personal and Professional Variables	90
Chapter Summary	92
V. SUMMARY AND RECOMMENDATIONS	94
Summary	94
Recommendations	107
REFERENCES	112
APPENDIXES	116
APPENDIX A - CONFLICT MANAGEMENT ASSESSMENT INSTRUMENT	117
APPENDIX B - COVER LETTER	126
APPENDIX C - FOLLOW-UP LETTER	128
APPENDIX D - TELEPHONE FOLLOW-UP OF NONRESPONDENTS	130
APPENDIX E - SUMMARY OF TELEPHONE FOLLOW-UP RESPONSES	133
APPENDIX F - SUMMARY TABLES OF ANALYSIS OF VARIANCE	136
APPENDIX G - ITEMS OF THE REVISED CONFLICT MANAGEMENT ASSESSMENT INSTRUMENT	141

LIST OF TABLES

Table	Page
I. Description of Survey Population by Size of Institution	37
II. Description of Survey Population by Administrative Role	38
III. Results of Random Placement of Conflict Alternatives Within CMAI	40
IV. Classification of Items by Role Function . .	41
V. Distribution of Responses by Amount of Data Provided	44
VI. Summary of Research Analysis Design	49
VII. Distribution of Respondents by Administrative Role	54
VIII. Distribution of Respondents by Institutional Size	55
IX. Distribution of Respondents by Age	56
X. Distribution of Respondents by Marital Status	56
XI. Distribution of Respondents by Sex	57
XII. Distribution of Respondents by Highest Degree	58
XIII. Distribution of Respondents by Years in Administration	59
XIV. Items and Factor Loadings for Factor I: Accommodation	62
XV. Items and Factor Loadings for Factor II: Bargaining	63
XVI. Items and Factor Loadings for Factor III: Collaboration	65

Table	Page
XVII. Items and Factor Loadings for Factor IV: Forcing	66
XVIII. Items and Factor Loadings for Factor V: Withdrawing	68
XIX. Factor Loadings for Source of Conflict Scale (Factor VI)	70
XX. Factor Loadings for Source of Conflict Sub-Scales	72
XXI. Factor Loadings for Frequency of Conflict By Role Function Scale (Factor X)	73
XXII. Factors, Items and Loadings Related to Perceived Effectiveness of Conflict Management Behavior (Factor XI)	75
XXIII. Means and Ranks of Conflict Management Techniques Across Role Function Situations	77
XXIV. Means and Ranks of Conflict Management Techniques Across Interpersonal Relations Situations	78
XXV. Correlation Coefficients for Conflict Management Techniques and Perceived Effectiveness with Specific Groups	80
XXVI. Correlation Coefficients for Conflict Management Techniques and Source of Conflict	82
XXVII. Correlation Coefficients for Conflict Management Techniques and Frequencies by Role Function Scale	84
XXVIII. Analysis of Variance Model for Perceived Effectiveness of Conflict Behavior	85
XXIX. Mean Values of Perceived Effectiveness by Personnel Group	86
XXX. Conflict Management Technique Factor Means by Personal and Professional Variables	87
XXXI. Source of Conflict and Sub-Scale Means by Personal and Professional Variables	89

Table	Page
XXXII. Role Function Means by Personal and Professional Variables	91
XXXIII. Summary of Findings for Hypotheses	97
XXXIV. Distribution of Nonrespondents on Sample Variables	134
XXXV. Summary of Analysis of Variance for Conflict Management Techniques	137
XXXVI. Summary of Analysis of Variance for Source of Conflict	139
XXXVII. Analysis of Variance for Frequency of Conflict	140

FIGURE

Figure	Page
1. Ruble and Thomas Model of Conflict Behavior	30

CHAPTER I

INTRODUCTION

Colleges and universities exist in a climate of change and conflict. Declining enrollments, increasing public control, emphasis on vocational education and strains on financial resources are problems forcing a new look at priorities and directions in higher education. The administrative leadership of colleges and universities in the 1980's is critical to continued survival and maintenance of excellence. Management of conflict is an important skill needed in such leadership.

The key conflict management position emerging in higher education is the deanship. According to Cyert (1980):

Academic managers always spend a great deal of time in conflict resolution, but there are two aspects that are expected to be different in the future. First, there will be a significant increase in the number of conflicts arising. . . . Second, these conflicts will be more difficult to resolve (p. 49).

As financial resources become scarce, the level of conflict generated by competition is expected to rise in the academic world. Competition for resources occurs at all levels of the educational organization. Financial resources that existed in the past are no longer available for conflict

resolution. Administrators are needed who have skills in creative conflict management.

Educational administrators serving as heads of academic units, such as deans, chairpersons, and associate and assistant deans, find themselves in boundary roles. Boundary roles are those positions within the organizational structure that require the individual to work with people within and outside the unit or organization. These individuals must represent and often defend their academic units in a variety of situations. The frequency of dealing across organizational boundaries was associated with conflict felt by individuals in boundary roles. Supervisory responsibility and the need for innovative solutions to nonroutine problems were also associated with felt conflict by persons in boundary roles (Thomas and Bennis, 1972).

Statement of the Problem

Although there was much written about conflict and resolution of conflict, little research has been done to identify the sources of conflict and conflict management techniques used by administrators in higher education. The purpose of this study was to assess conflict management behavior and perceived sources of conflict of home economics administrators in higher education. Also an attempt was made to identify conflict management techniques used by administrators (deans, assistant and associate deans, directors and

chairpersons) of home economics units in specific situations that are encountered in colleges and universities.

Need for the Study

In the past, higher education administrators have tended to come from the ranks of academic faculty positions (Eble, 1978). Home economics administrators tend to be females from academic positions with little specific preparation for administration (Litherland, 1975). Although the number of educational administration programs are increasing, few home economics administrators in higher education have specialized in administration at the masters or doctoral level.

Results from a study of home economics department chairpersons (Hirschlein, 1978) indicated that the administrators were experts in a subject matter area rather than experts in administration. Further, "the majority had no academic preparation in higher education administration or home economics administration" (p.152). Selection for an administrative position was found to be based on personal scholarly performance within the discipline (Hirschlein, 1978; Scott, 1981).

The results and findings of this present study of conflict management will provide information for development of training programs in conflict management skills. The research will also provide knowledge about relationships

upon which conflict management theory can be further developed.

Limitations of the Study

The present study was limited to a specific population of academic administrators; administrators in state universities and land-grant colleges holding membership in the Association of Administrators of Home Economics in State Universities and Land-Grant Colleges (AAHE). The total membership of AAHE were asked to participate. Therefore, respondents were not randomized. Results of the study should not be generalized to other populations. The study focused on self-reported conflict management behavior of home economic administrators as measured by the instrument developed for this study. Possible differences between this population and academic administrators at different levels or in other professional fields were not discussed. Questions relating to the extent to which self-reported perceptions of conflict management behavior conform to actual behavior and effectiveness of conflict management behavior in achieving the organizational goals were not examined in this study.

Objectives

The specific objectives for this study were to:

1. identify conflict management techniques used by administrators of home economics units in higher education;

2. identify sources of conflict perceived by home economics administrators in their current administrative positions;
3. assess the frequency of conflict for eight role functions of educational administrators as perceived by home economics administrators;
4. examine differences in conflict management techniques selected by administrators in given situations;
5. examine differences in conflict management techniques used by administrators in dealing with superiors, faculty, students, and external publics;
6. determine if conflict management techniques used by the administrators vary with institution size, age, highest degree held, institutional role, sex, marital status and number of years in administration;
7. determine if differences in sources and frequency of conflict occur when the population is examined by the personal and professional variables identified in objective six; and
8. determine how administrators perceive their own ability to deal with conflict.

The anticipated outcome of this research was increased information on conflict management behavior of home economics administrators in higher education. An assessment instrument suitable for use in self-analysis of conflict behavior and for use in further research was developed.

Hypotheses

The following null hypotheses guided the analysis of the data for this study:

1. There are no significant differences in conflict management techniques used by home economics administrators in specific types of conflict situations.
2. There is no significant relationship between perception of constructive conflict management effectiveness of home economics administrators and conflict management techniques used.
3. There are no significant differences in conflict management techniques used by home economics administrators when in conflict situations with superiors, faculty, students or external publics.
4. There are no significant differences in how constructively home economics administrators perceive their conflict management behavior when dealing with superiors, peer administrators, faculty, students or external publics.
5. There are no significant differences in conflict management techniques for groups categorized by:
 - a. institution size
 - b. age
 - c. marital status
 - d. number of years in administration
 - e. highest degree

- f. institutional role
 - g. sex
6. There are no significant differences in source of conflict for groups categorized by:
- a. institution size
 - b. age
 - c. marital status
 - d. number of years in administration
 - e. highest degree
 - f. institutional role
 - g. sex
7. There is no significant relationship between sources of conflict perceived by home economics administrators and the conflict management techniques used.
8. There are no significant differences in frequency of conflict for groups categorized by:
- a. institution size
 - b. age
 - c. marital status
 - d. number of years in administration
 - e. highest degree
 - f. institutional role
 - g. sex
9. There is no significant relationship between frequency of conflict identified by home economics

administrators and the conflict management techniques used.

Assumptions

In planning and conducting the study, the following assumptions were used to guide decisions:

1. Home economics chief administrators possess some internalized conceptualizations of conflict and the eight functions of an academic administrator: personnel, student affairs, educational programs, professional leadership and research, external relations, financial affairs, physical facilities, and institutional functions.
2. It is possible to identify conflict management behavior by an indirect measure.
3. Home economics administrators have the background experience necessary to relate to specific situations and alternative solutions.
4. It is possible for administrators to accurately rate the likelihood of choosing a specific solution to a conflict situation.
5. It is possible for administrators to accurately report sources and frequency of conflict situations.

Definition of Terms

The following definitions were helpful in understanding the way in which specific terms were used in the study:

Accommodation (ACC) - an unassertive behavior in which the individual is very cooperative and concerned that the other person is satisfied. There is an element of self-sacrifice and yielding to another's point of view (Thomas, 1976).

Association of Administrators of Home Economics in State Universities and Land-Grant Colleges, Inc. (AAHE) - an association of administrators of home economics. The association has been founded to promote and effectually integrate instruction, research, and extension and public service functions of home economics. Further the association seeks to strengthen the contribution of home economics within states, nationally, and internationally. Membership is composed of home economics administrators with duties in resident instruction, research, and extension. These administrators are from institutions with membership in the National Association of State Universities and Land-Grant Colleges and/or the American Association of State Universities and Colleges (Litherland, 1975).

Bargaining (BAR) - a somewhat assertive and cooperative behavior in which the objective is to find a solution that is mutually acceptable even though it does not totally satisfy the goals of either party. This is a position of compromise in which there is an exchange of concessions, a splitting of the difference or a middle-ground solution in which both parties gain some and lose some (Derr, 1978).

Administrator of home economics - a major officer who is responsible for the administration and supervision of the home economics academic unit. This individual is responsible for functions related to resident instruction, research, extension and/or cooperative extension. Although specific position titles differ among the institutions, the term "home economics administrator" will be used to refer to the person performing in the capacity described. In this study, the term will include deans, assistant and associate deans, directors, chairpersons and others in positions of the same administrative level (Litherland, 1975).

Collaboration (COL) - an assertive and cooperative behavior involving an attempt to work with the other party or parties in the conflict to find a solution which fully satisfies the goals of everyone involved. It is a win/win situation in which the parties use a problem solving approach to reach a solution (Thomas, 1976).

Conflict - "the condition in which the concerns (values, goals, etc.) of two or more parties appear to be incompatible" (Thomas, 1978, p. 56).

Conflict management - the application of management techniques to control the degree of conflict in order to attain organizational goals.

Conflict Management Assessment Instrument (CMAI) - the survey instrument developed by the researcher for use in this study.

Conflict management technique - the approach taken to deal with a conflict situation; accommodation, bargaining, collaboration, forcing, and withdrawing as measured by CMAI scales.

Educational program - the duties of participating on curriculum committee, recommending specific curriculum changes, and maintaining familiarity with course content. Relating specific courses to general goals, studying home economics offerings of other institutions, and skimming or reading new textbooks pertaining to subject matter areas of curriculum are also part of educational programming. Other duties include activities relating directly to specific curriculum development (Litherland, 1975).

External Relations - includes meeting with alumni, secondary school personnel, business, and community leaders to interpret and promote the home economics program. Other duties include working with legislative or political contacts. Visiting with parents and prospective students and developing placement opportunities for graduates are other duties which enhance the image of home economics (Litherland, 1975).

Financial Affairs - duties include the budget development, grant and proposal development, supervising accounting procedures and seeking funds from sources outside the university. Financial reporting and other duties relating to the financing of the home economics program are a part of financial affairs (Litherland, 1975).

Forcing (FOR) - an assertive and uncooperative behavior in which the individual is very competitive and pursues his own goals at the expense of the other party. It involves the use of power to win one's position (Renwick, 1972).

Home economics - is an integrated field of knowledge to enable families to build and maintain decision-making systems. Goals of home economics professionals include helping individuals develop self and developing cooperative participation in the evaluation and formulation of social goals along with means for accomplishing them (Brown and Paolucci, 1978).

Home economics academic unit - the administrative unit of a college or university which deals with teaching, research, and extension or continuing education in the various areas of home economics. Units may bear different names such as Human Development, Human Ecology, and Family Life. The common designation is "home economics unit" or "unit." The term will further refer to the college, school, division, or department, as it may be designated on a given campus (Litherland, 1975).

Institutional functions - meetings with academic heads, reporting to central administration, meeting informally with administrators of other academic units, and promoting cooperation between home economics and other units are institutional activities. Copywriting for catalog, brochures, and class schedules are also duties in this category. Campuswide committee meetings and other duties related specifically

to campuswide functions are parts of the institutional function of home economics administrators (Litherland, 1975).

Personnel - duties include participating on faculty committees within the unit, meeting with individual faculty members, providing faculty and staff development activities, and evaluating performance for promotions and tenure. The morale and climate of the unit are parts of the personnel function. Mediating and managing conflicts within the unit, giving recognition for creativity and innovation, and other duties that enhance the effectiveness, welfare, and morale of staff are personnel related activities (Litherland, 1975).

Physical facilities - allocating space, initiating requests for building maintenance or improvements, planning for new facilities and other duties relating to the creation, maintenance, or use of physical facilities for the educational program are a part of this function (Litherland, 1975).

Professional leadership and research - publishing research is a basic part of the professional function. Long range planning for the unit and the profession relates to the leadership role. Serving the profession as an officer or a committee member in state, regional, or national professional associations are other roles in this function. Preparing and presenting research at professional meetings, and reading the professional literature are duties of the professional leader. Other duties include teaching

professionalism and conducting research to expand knowledge and develop new ideas and techniques for the profession (Litherland, 1975).

Student affairs - advising students, teaching, sponsoring student organizations, and counseling students on academic or career problems are duties related to student affairs. Recordkeeping and other duties directly related to working with students are also included (Litherland, 1975).

Withdrawing (WDR) - unassertive and uncooperative behavior in which the individual avoids taking action or dealing with the concerns of the conflicting party. It involves sidestepping the issue, postponing or simply withdrawing (Thomas, 1976).

Organization of the Report of the Study

The report of this study is organized in five chapters. Chapter I gives (1) the background of the study, (2) a statement of the research problem investigated, (3) the limitations of the study, (4) a list of the research objectives and hypotheses, (5) statements of assumptions used as a basis of the study, and (6) definitions of terms as used in this study.

Chapter II contains the review of literature related to theory and research of conflict management behaviors, sources of conflict and role functions of educational administrators.

Chapter III describes the design of the study. Specific procedures used in surveying the population, developing the instrument, collecting the data and analyzing the data are discussed.

Chapter IV contains a presentation of the results of the study.

Chapter V gives a summary of procedures and major results. Conclusions of the research and recommendations for further research are given.

Chapter Summary

With currently declining enrollments and decreasing financial support, administrators are often faced with decisions involving conflicts. This study attempts to identify techniques used to manage conflict, sources of conflict, and to assess the situational use of conflict management styles of home economics administrators in higher education.

The administrators participating in the study were deans or equivalent and assistant or associate deans and directors of home economics units in state and land-grant colleges and universities. The study was designed to be helpful in administrator development and research in home economics, however the results should not be generalized to other groups.

Specific purposes of the study were to (1) identify conflict management techniques used by home economics administrators, (2) identify perceived sources and frequency

of conflict, (3) determine if different conflict management techniques were used in various types of situations, and (4) determine if personal and professional variables influence conflict management behavior, source and frequency of conflict.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Dealing with conflict in the organization has been one of the major functions of the manager or administrator. It was reported that middle and top level executives spend about 20 percent of their time dealing with conflict (Thomas and Schmidt, 1976). Because of declining enrollments and the economic conditions surrounding higher education in the 1980's, institutional emphasis has been on survival. In this context, administrators in institutions of higher education are expected to be spending more time resolving an increasing number of conflicts (Argyris and Cyert, 1980).

In Litherland's (1975) study of home economics deans, more time was spent dealing with the personnel function than on any other administrative function. The respondents also considered personnel relations to have the greatest impact on attainment of unit objectives. In an educational climate of survival, tenure and promotions have been more difficult to obtain. This emphasis on the personnel function of administration indicated that administrators faced many conflicts related to personnel. A review of current research

in the area of organizational conflict indicated that conflict was viewed as an inevitable yet manageable aspect of the organization (Robbins, 1978; Thomas, 1976).

Definition of Conflict

In order to understand conflict management it is helpful to define or limit the concept of conflict. Definitions in literature varied, depending on the dimension of conflict being emphasized. Conflict, in this study, is limited to the organizational setting. A general conceptual definition, containing the most agreed upon components, views conflict as a condition in which two or more parties perceive desired goals to be inherently incompatible (Stagner, 1967; Raven and Kruglanski, 1970; Thomas, 1978; Rahim and Bonoma, 1979). The key to this definition is "perceive". The parties view the situation as one of conflict. In the conflict situation the goal is perceived as attainable by one party at the loss or exclusion of the other party or parties.

Inherently incompatible goals which cause conflict include scarce material resources, attitudes or values that are exclusive of those held by others, and psychological needs such as status, power and belonging (Raven and Kruglanski, 1970; Smith, 1979; Rahim and Bonoma, 1979). Other conflicts result from differences in subgoals or means of accomplishing goals. For instance, an organizational group may have a common goal, such as reaching professionalism, but differ on the way in which to attain that goal.

This conflict could have been dealt with in a traditional manner, or by using management techniques of the behavioral view. Differences between the traditional and behavioral view of conflict are discussed in the following paragraphs.

The traditional view of conflict indicated that all conflict was bad (dysfunctional) and should be eliminated (Fink, 1968; Thomas, 1976; Knapp, 1979; Robbins, 1979). Under traditional management, conflict was avoided and rules were made to deal with differences. The focus was on reducing or eliminating overt conflict. However, individuals within the organization may have withdrawn from the overt conflict situation, but still perceived the situation as one of conflict. The emphasis was on conflict resolution.

A more recent concept developed in organizational conflict has been the behavioral view of conflict (Robbins, 1979). This view indicated that conflict was not all bad and could be useful to the organization. Conflict was functional for the organization when the consequences increased the likelihood of obtaining the organizational goals (Coser, 1956). Some of the functions of conflict were identified as group-binding, internal cohesion, creation of association and coalitions, establishment and maintenance of balance of power and creation of alternatives in problem solving (Coser, 1956; Boulding, 1964; Deutsch, 1972). The behavioral view is one of management of conflict.

Conflict management has been based on the belief that ". . . conflict has a number of benefits as well as costs,

so that it needs to be managed rather than necessarily resolved or eliminated" (Thomas, 1978, p. 56). This led to a definition of conflict management that identified conflict management as the application of management techniques to control the degree of conflict in order to attain organizational goals. Three basic factors of conflict management have been identified by Rahim and Bonoma (1979). Managing organizational conflict involved:

1. matching individual goals and role expectations with the job,
2. channeling resources to accomplish a superordinate group goal, and
3. using resources of subgroups to attain overall goals.

Sources of Conflict

In order to manage conflict with functional results for the organization, it was helpful to identify the sources of conflict. Planned intervention strategies implemented for long term effectiveness are accomplished by manipulating the sources of the problems rather than by just patching up overt behaviors. For example, if a given individual in the group fails to receive information relating to decisions being made by the group, a conflict results. The immediate problem can be solved by handing this individual a piece of paper containing the information. However, the problem continues. In the latter case the information system needed to

be revised. This was just one source of conflict. Although sources of conflict are limitless, researchers have tended to group sources into more manageable categories.

Potential sources of conflict were grouped into three classes by Robbins (1979): communication, organizational structure, and personal behavior variables. Communication becomes a source of conflict by providing too much or too little information resulting in role ambiguity or power struggles. Structure conflicts arose from various parts of the organization such as size, specialization, or heterogeneity of work group membership. Personal value systems accounted for the third basic source of conflict in this model. Personality differences, status perception, personal goals and differing values were all personal-behavior variables that were viewed as possible sources of conflict. All sources of conflict do not exist in neat categories, in fact a communication problem is partly an organizational structure problem and a personality difference where two individuals refuse to communicate with each other. Further research was necessary to develop a typology that would more clearly classify conflict situations.

A study of topics and sources of conflict in superior-subordinate dyads in an industrial setting indicated that administrative issues such as organizational policies, procedures, and planning were frequent sources of conflict (Renwick, 1972). Differences in perceptions and knowledge of facts were personal variables most frequently identified

as sources of conflict in the dyad relationship. Conflict management technique (withdrawal, smoothing, compromise, forcing, and confrontation) used by the individual in a given situation was somewhat determined by the topic and source of disagreement. Renwick's study tended to support the idea of choosing conflict management interventions based on the root problem. It was found that confrontation was most often used when differences in knowledge or factual material existed. In personality conflicts smoothing and compromising were most often used. When topics such as salary, performance and organizational policies and procedures were the source of conflict the manager used confrontation (problem solving) and compromise behaviors (Renwick, 1975). The sources of conflict identified by Renwick (1972) were listed in order of frequency:

1. different views of the situation (most frequent),
2. difference in knowledge of factual material,
3. differences in attitudes and opinions,
4. procedural barriers to effective communication that result in misunderstandings,
5. differences in basic values,
6. personality differences,
7. competition for, or fear of losing, a particular position, power, or recognition, and
8. maliciousness on the part of either party (p. 449).

Another model of conflict sources identified conflict resulting from the task and conflict that resulted from emotional responses during the accomplishment of the task. Guetzhow and Gyr (1954) analyzed the amount of conflict and identified factors contributing to conflict resolution of

several conferences in business and governmental agencies. Groups were observed during regular policy or staff decision-making sessions. Substantive and affective sources of conflict were identified. The decision-making groups were then classified by source of conflict. Substantive conflict was that which existed as a part of the task itself. Affective conflict was the emotional aspect of the group interaction. Expression of personal needs, the hidden agenda, was found to be detrimental to resolving both types of conflict. A positive affective atmosphere, orderly approach to the task, and rewarding interpersonal relationships were found to be helpful in solving conflict. Facts and efficient problem-solving procedures were most constructive to substantive conflict resolution.

The boundary role was another source of organizational conflict. Educational administrators serve an integrative role between the faculty and the administration; between academic goals and objectives and university mission. Smart and Elton (1976) summarized this role:

Department chairmen occupy a pivotal role in the administrative process of post-secondary institutions. They stand in the sensitive area between an educational system that is continually under pressure for efficient management and a learning environment whose members search for truth and meaning and desire great freedom and flexibility (p. 42).

Research indicated that administrative roles with the following three characteristics were most likely to produce conflict:

1. the requirement for crossing organizational

boundaries,

2. the requirement for producing innovative solutions to non-routine problems, and
3. the requirement for being responsible for the work of others (Thomas and Bennis, 1972).

The findings of this study identifying these characteristics of high level conflict jobs indicated that maximum conflict occurred at the upper middle management levels. The educational administrator in the role of an academic dean finds himself or herself in a position with a high conflict level due to the nature of the boundary, supervisory and decision-making role.

Litherland (1975), in a study of home economics deans in land-grant universities, identified some other sources of conflict. These conflicts were called hinderances to effectiveness in the administrative role and included:

1. different expectations of faculty and central administration,
2. differing attitudes toward female administrators,
3. differences between academic preparation and present job requirements,
4. lack of definition of responsibilities,
5. narrow viewpoints of the discipline,
6. lack of unity within the home economics discipline,
7. personality conflicts, and
8. faculty evaluation.

It was possible to classify these sources into the three

classes discussed earlier: communication, structure and personal variables. Several of these conflicts deal with lack of communication as to the requirements of the job. These could also be organizational structure conflicts. Attitudes and viewpoints about the discipline were personal variables that were sources of conflict. The present study analyzes the relationship of sources of conflict and conflict management behavior.

Functional Use of Conflict

Not only was a knowledge of the source of conflict important to the conflict management concept, it was also necessary to be aware of other factors which could influence the functional or dysfunctional outcome of conflict. Deutsch (1972) indicated that the process (conflict management techniques such as confrontation or forcing), previous relationships of parties, size of conflict, importance of issue, personality of parties, power structure, estimate of successful outcome, and intervention by a third party were all factors that helped determine the constructive outcome of the conflict situation. Research was reported that gave insight into the process of some of these factors.

A study on adolescent boys was conducted by Sherif in 1958. The boys were divided into two opposing groups which participated in many competitive activities. The conflict between groups caused individuals within each group to exhibit cooperation and solidarity. Social contact of competing

groups during mutually satisfying activities did not reduce tension nor group cohesiveness. The two groups were then given a superordinate goal. This was a goal both groups wanted to accomplish. In order to achieve the goal, the conflicting groups had to work together because the goal could not be accomplished by one group working alone. The superordinate goal activities led to ultimate cooperation of the groups and reduction of conflict. In this research, conflict initially resulted in group cohesiveness within competing groups. By working on the superordinate goal conflict between the groups was reduced.

Another study of the group-binding function of conflict was reported by Worchel, Axson, Ferris, Samaha and Schweizer (1978). In this experimental study, college students were divided into groups and assigned specific conditions. The conditions assigned to the groups were cooperation versus competition and similarity versus dissimilarity of dress. Groups were assigned a number of tasks and told to devise solutions. The experimenters manipulated the success of the groups by evaluating the solutions. Groups were then combined and asked to work on other tasks. It was found that competition led to greater cohesiveness within groups that cooperate. Distinguishing physical characteristics (dress dissimilarity) led to increased cohesiveness within the group. When groups cooperated successfully, there was increased attraction or acceptance of individuals across group boundaries. These findings have implications for

management of conflict between groups or organizations as well as for building within group cohesion.

In another study of the function of conflict, Blake and Mouton (1961) analyzed group cohesion, quality of solutions and group atmosphere. The researchers studied the sequence of inter-group conflict under win/lose conditions to identify characteristics of the competitive group process. A group of managers from an industrial company were given t-group training. Training in sensitivity and group process characterized t-group training. Groups were paired to work on a solution to a problem. The win/lose situation was controlled by the experimenters. At various times measures were taken of group cohesion, quality of solutions and group atmosphere along with other variables. The results indicated that in conflict situations where threat is from an external source the group members close ranks. The members identified with the group decision. Members of defeated groups examined the group process and prepared to win the next round of conflict. Two negative results occurred. The group did not realistically assess the solution of the other group and true agreements were unidentified. The researchers, Blake and Mouton (1961), then planned and conducted intervention strategies to produce quality decisions. The intervention process was fact-finding and solution-building. This led to collaboration based on greater openness, trust and respect.

A more recent study (Tjosvold and Johnson, 1978) supported the creative function of conflict in the cooperative or collaborative context. In this experimental study subjects were asked to discuss a controversial issue. In some groups the individuals were told that they were competing to see who would win. In the other groups, a cooperative discussion was conducted. It was found that the conflict of the controversy increased the accuracy of understanding the opponent's perspective, and increased information seeking behavior. However, in competing groups this caused defensive adherence to one's own opinion, while in the cooperative groups the information was more likely to be used in changing one's own perspective.

Feedback and communication were managed to produce functional conflict. Todd, Hammond and Wilkins (1966) found that more specific feedback to participants resulted in the more frequent use of compromise to resolve the conflict and more accuracy in making predictions. Ambiguous feedback led to capitulation (accommodation). The researchers concluded that resolution of cognitive conflict by use of clear and informative feedback facilitated the decision-making process. Alexander (1979) reported that supportive types of communication, indicating that the other party has been heard and understood, and identifying the validity of the opponent's position had positive impact on reducing cognitive conflict. In a study of ad hoc and established groups, Hall and Williams (1966) reported that when conflict level

was high, established groups tended to produce greater creativity in decision-making than did ad hoc groups.

These research studies tended to support the idea that conflict can be managed in a functional way. The management of conflict could facilitate the accomplishment of organizational goals.

Management of Conflict

Many attempts have been made to measure conflict management behavior (Kilmann and Thomas, 1977). The most recent studies identified a model of five basic behaviors. In the present study these were identified as accommodating, bargaining, collaborating, forcing and withdrawing. Ruble and Thomas (1976) identified five conflict behavior styles based on two experimental studies. Items analyzed in the studies factored along two dimensions of conflict, assertiveness and cooperativeness. The resulting behavior styles were avoiding, competing, accommodating, compromising, and collaborating.

The assertiveness continuum was defined as strong, active behavior versus weak and passive behavior. Cooperativeness was the dimension that indicated the degree of focus on the other party versus focus on self. The resulting model is shown in Figure 1.

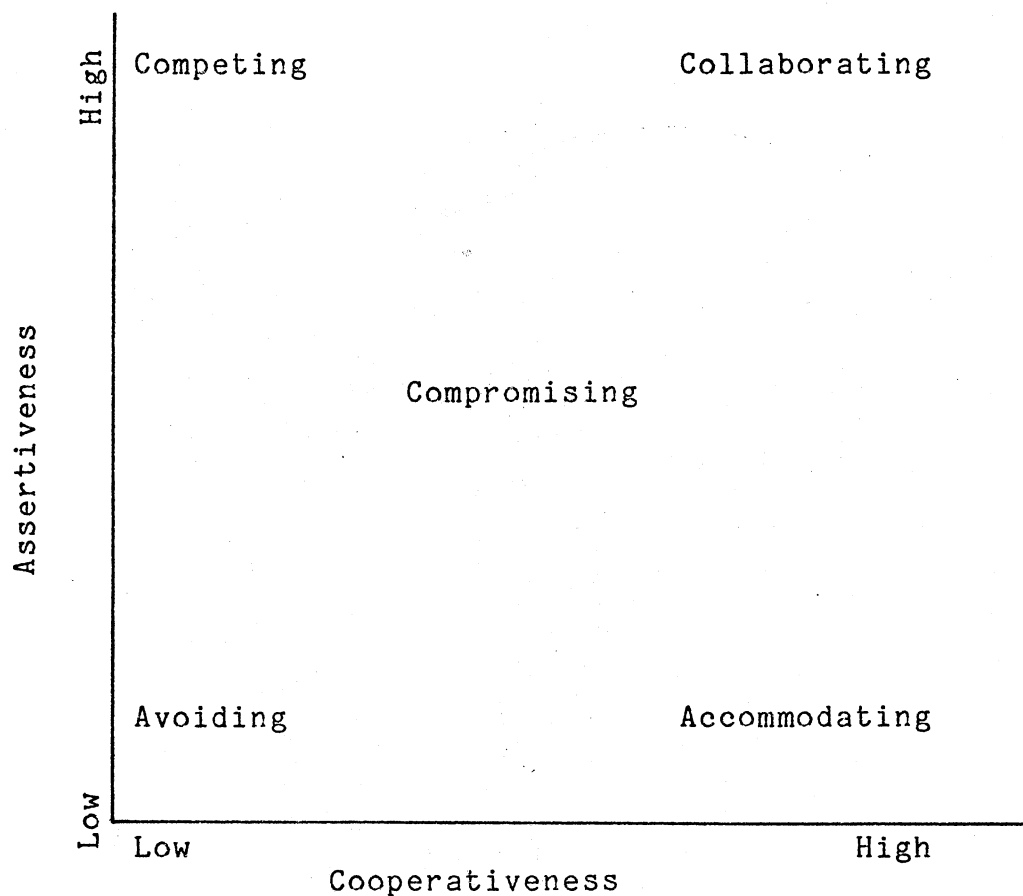


Figure 1. Ruble and Thomas (1976) Model of Conflict Behavior

The two studies were conducted in experimental type design settings. A case study conflict situation was presented to the subjects. In one study, participants actually role played, then answered a questionnaire which included the semantic differential scales and conflict handling behavior questions. The other study did not involve actual interactions, instead a group of situational questions were used to describe the characteristics of the opposing person.

The same scales were then answered as in the first study. Factor analysis of the semantic differential scales for both groups yielded two major factors, cooperativeness and assertiveness. These dimensions were then correlated with conflict-handling behavior data. The results were in the direction predicted by the model, although not all conflict-handling behavior modes were placed in the exact theoretical positions seen on the model. The results indicated that conflict resolution behavior was perceived in regard to two dimensions. Cooperation may be a determinant of positive regard. Assertiveness may contribute to respect in interpersonal relations.

Burke (1970) reported three studies investigating the perceived constructive outcomes of conflict resolution techniques used in the superior-subordinate relationship. Critical incidents were analyzed to determine characteristics of conflict resolution techniques. Questionnaire items provided information on effectiveness of conflict behavior, cooperative behavior (superior-subordinate job planning and evaluation), job satisfaction, and supervisory attitudes toward subordinate disagreements. Findings supported use of confrontation and problem-solving as effective and acceptable conflict behavior. Confrontation related positively to cooperative task performance of the dyad. When superiors were intolerant of subordinate disagreement, subordinates tended to express job dissatisfaction. From the analysis of the critical incidents, the researchers concluded that the

organization could manage conflict by providing rewards for cooperative efforts, reducing attitudinal barriers (superior intolerance), and by use of confrontation and problem-solving techniques.

Renwick (1972) found that superiors and subordinates differed in the frequency of use of each conflict management style. Differences in conflict behavior were also found between male and female students in relationship with teachers. Female students were significantly more accommodating than male students (Kilman and Thomas, 1977).

Rahim and Bonoma (1979) stressed the need for organizational management of conflict. Emphasis was on diagnosis and intervention at various levels of conflict. Intervention of a structural nature (such as altering resources or reorganizing departments) or of a behavioral nature (dealing with personal variables) could be made. Diagnosing the roles within the organization and matching individuals to those positions was one way of managing organizational conflict (Rahim, 1980).

Situational Conflict Management

Recent literature by researchers in the area of conflict management emphasized the need to develop a contingency model for conflict management. Thomas (1977) indicated that using a single conflict management approach was often dysfunctional. The technique used to manage conflict in a given situation could result in rejection of ideas or

solutions and restriction of flexible behaviors. Another possible result was the acceptance of a good party verses bad party in the conflict situation as well as suppression of an issue by one party. Other research indicated that collaboration was inappropriate when a high conflict of interest was present, when the group or groups involved were large, and when the issue was competitive in nature (Thomas, 1978). It was also reported that forcing, or power behavior, was necessary to resolve some conflicts and to meet some crisis situations of a conflictual nature. The conflict manager who had a variety of techniques available diagnosed the situation and chose a functional solution.

The contingency approach, in which the conflict manager had a variety of techniques from which to select, emphasized the practical cost and effectiveness of the method for a given situation (Derr, 1978). On the assumption that there was no one-best-way to deal with organizational conflict, Derr (1978) stated:

conflict modes must be tailored to the actual motives, issues, and organizational circumstances of the conflict parties. Inappropriate application of collaboration or other modes by a conflict manager, however well intentioned, is apt to be ineffective at best - and destructive to one or both parties or to the organization at worst (p.82).

The conflict manager with a repertoire of conflict management techniques was prepared to realistically analyze the costs and benefits of various interventions (Kilmann and Thomas, 1978). There was a need for additional research in the situational use of conflict management techniques in

order to further develop the contingency theory (Thomas, Jamieson, and Moore, 1978).

Chapter Summary

The current climate of survival in higher education has increased the amount of time and effort educational administrators spend in dealing with conflicts. Home economics administrators in higher education face the challenge of maintaining excellence with declining resources. The review of literature on conflict management indicated that:

1. conflicts are inevitable;
2. conflict can be managed;
3. the many sources of conflict can be classified into communication, organizational structure and personal behavior variables;
4. the educational administrator serves in a boundary role and therefore should expect certain conflict situations;
5. conflict can be functional;
6. conflict managing behaviors can be identified and applied; and
7. there is a need to identify a contingency model for situational conflict management behavior.

Current research supported the conclusion that productive conflict behavior varies with the situation. It was also accepted that conflict was an inevitable part of the organization that can have a positive function in goal

accomplishment. On the basis of research, it seemed reasonable to develop a model for practical application of conflict management theory. The present study has been developed to determine if administrators of home economics units in higher education use consistent conflict management behavior across various situations related to specific role functions. Other questions relate to perceived effectiveness of conflict behavior, sources and frequency of conflict related to role functions. The results of this study were intended to further develop knowledge in the area of conflict theory related to situational use of conflict management behavior.

CHAPTER III

DESIGN OF THE STUDY

Population

The population of this study was a specific group of administrators in units of home economics in higher education. The 1981 membership list of the Association of Administrators of Home Economics in State Universities and Land-Grant Colleges, Inc. (AAHE) was used to identify members of the population. The membership included home economics administrators, deans and associate deans, with institutional roles in resident instruction, research, and extension. This population represents 115 institutions and 212 individuals. Oklahoma State University, a member of AAHE, was used in the pilot study, therefore the final data collection surveys were sent to 208 administrators in 114 institutions of higher education.

Some characteristics of the population are shown in Tables I and II. Table I indicates the number of institutions and administrators belonging to AAHE by size of the institution. Size was determined by the number of undergraduate students enrolled in home economics in the Fall of 1980 as reported by AAHE (Association of Administrators of

Home Economics, 1980). The size categories corresponded with those identified by Litherland (1975). The number of administrators by administrative role as identified from AAHE membership data is reported in Table II.

TABLE I
DESCRIPTION OF SURVEY POPULATION
BY SIZE OF INSTITUTION

Institutional Size ^a	Number of Institutions	Number of Persons
< 50	2	2
50 - 99	6	12
100 - 199	17	19
200 - 399	26	35
400 - 599	19	30
600 - 999	29	65
1000 and over	15	45
Total	114	208

^aInstitutional size was determined by the number of undergraduate home economics students enrolled Fall, 1980.

Instrumentation

An overview of research literature on conflict in the organizational setting indicated that two basic procedures have been applied in studying conflict. One procedure was the simulation of a conflict situation in the laboratory setting (Drabek and Haas, 1969). A second method of investigating conflict was the use of various descriptive techniques including case studies, critical incidents and questionnaires. It seemed most practical to approach the present study by the descriptive research method. Data for analyzing the research questions were obtained using a mailed survey.

TABLE II
DESCRIPTION OF SURVEY POPULATION
BY ADMINISTRATIVE ROLE

Administrative Role	Number of Administrators
1. Chief Administrator	112
2. Resident Instruction	21
3. Research	17
4. Cooperative Extension	47
5. Combination of roles listed above	<u>11</u>
Total	208

The Conflict Management Assessment Instrument (CMAI) developed for this study included five parts. A copy of the instrument can be found in Appendix A. Part I of the instrument consisted of 16 conflict situations that occur in higher education. Each situation has five alternative actions. The alternatives were randomly placed for each situation (see Table III). Each alternative action was categorized in one of the five conflict management techniques used in this study: accommodation, withdrawing, bargaining, collaboration, and forcing. These terms for the conflict management techniques were chosen from those identified and defined by the following researchers: Blake and Mouton (1961), Burke (1970), Derr (1978), Kilman and Thomas (1977), and Renwick (1972). The situations were further classified by administrative role function (see Table IV).

The conflict situations were developed by the researcher after consulting with various administrators, reading faculty handbooks, observing home economics administrators in action and from personal experiences. A group of experts in education administration, research evaluation and conflict management identified the conflict management behavior represented by each alternative action for each situation. The responses of the experts were noted and analyzed. The situations and alternatives were revised. Using further suggestions from the doctoral committee, the instrument was revised again. A pilot group of administrators at the Oklahoma State University was asked to

TABLE III
RESULTS OF RANDOM PLACEMENT OF CONFLICT
ALTERNATIVES WITHIN CMAI

Conflict Situation	Situational Alternatives				
	Accommo- dating	Bargain- ing	Collabo- rating	Fore- ing	With- drawing
Item 1	B	E	D	A	C
Item 2	D	C	A	B	E
Item 3	A	C	E	B	D
Item 4	C	E	D	B	A
Item 5	A	E	C	D	B
Item 6	A	D	C	B	E
Item 7	E	D	C	A	B
Item 8	B	D	A	C	E
Item 9	E	C	D	B	A
Item 10	C	A	E	D	B
Item 11	A	C	D	B	E
Item 12	B	D	A	E	C
Item 13	E	A	B	D	C
Item 14	D	E	B	A	C
Item 15	D	E	B	A	C
Item 16	E	D	B	C	A

respond to the instrument to check further the validity of the items. The CMAI was the result of the final revision made on the basis of the pilot study.

In Part I of the CMAI, the respondents were asked to read each conflict situation. For the five alternative actions, the respondent was asked to indicate on a scale of five to one how likely he/she would be to use the alternative. "Very likely" corresponded to five on the scale; "unlikely" corresponded to one.

TABLE IV
CLASSIFICATION OF ITEMS BY ROLE FUNCTION

Role Functions	Conflict Situation Items
Educational Programming	2, 9
External Relations	6, 10
Financial Affairs	4, 11
Institutional Functions	1, 12
Personnel Function	5, 13
Physical Facilities	7, 14
Professional Leadership & Research	8, 16
Student Affairs	3, 15

Part II of the instrument measured sources of conflict. The items corresponded to problems identified by Renwick (1972) and Litherland (1975). Nine sources of conflict were listed. The respondents indicated the seriousness of each item as a source of conflict. A very serious source of conflict was given a five rating while sources not perceived as serious were rated one. Scale values four, three and two indicated degrees between very serious and not serious.

The third part of the CMAI asked the administrators to identify the frequency of conflict arising in the eight functional areas of educational administration identified by Litherland (1975). The eight role functions were listed as educational programming, external relations, financial affairs, institutional functions, personnel function, physical facilities, professional leadership and research, and student affairs. A five point continuum was used to obtain the respondents' estimates of the frequency of conflict for each role function.

Part IV of the instrument identified personal and professional variables that may be related to conflict behavior. The following variables were included to obtain background information about the respondents: age, marital status, sex, highest degree earned and number of years in administration. Respondents were asked to check the categories of the variables that represented their personal background and to provide the number of years served in administration to the nearest year.

Part V asked the administrators to assess personal effectiveness in managing conflicts encountered with individuals from various groups by assigning a letter grade for each category. The grades A, B, C, D, and F were used with A representing excellent. The categories represented people with whom administrators worked or interacted both within and outside the institution.

An institutional code was included on the questionnaire. The code identified the size of the institution and the administrative role of the respondent. This information eliminated the need to ask questions related to these variables and facilitated follow-up procedures.

Data Collection

Data for the study were collected in the spring of 1982. The CMAI (see Appendix A) and a cover letter (see Appendix B) were mailed by first class mail to the respondents on January 27, 1982. Respondents were requested to return the survey by February 12. On February 17, 1982, a follow-up letter and CMAI were mailed to those who had not yet participated (see Appendix C). Responses from the first mailing were still being received through March 5. Responses from the second mailing were considered complete on April 2. Prestamped, self-addressed envelopes with first class postage were included in both mailings to facilitate response participation.

Usable responses were received from 157 of the 208 individuals in the survey population. Of the total number returned, twenty-five were not usable. Some had incomplete data while others were returned with no data (see Table V). Reasons for returning no data included 1) the individual was too busy to participate, 2) the individual had been in the position less than one year, and 3) the individual was no longer in an administrative position. Table V presents the distribution of responses by mailings and by amount of data provided.

TABLE V
DISTRIBUTION OF RESPONSES BY
AMOUNT OF DATA PROVIDED

Amount of Data Provided	Responses		Total
	First Mailing ^a	Second Mailing ^b	
Complete Data	140	17	157 ^c
Partial Data	12	2	14
No Data	7	4	11
Totals	159	23	182 ^d

^aFebruary 1 - March 5, 1982

^bMarch 8 - April 2, 1982

^cUsable responses were 75.5 percent of survey population (208)

^d87.5 percent return

A telephone follow-up was conducted to contact the 26 nonrespondents in order to determine if these were similar to the respondents. Of the 26, 14 were contacted. These individuals were asked to respond to sample questions from the CMAI (see Appendix D). The primary reason for nonresponse was the individual was too busy. Three individuals were on leave at the time of the study. Three others were no longer in the administrative position because of reorganization of the unit. Another cause was illness of the individual or immediate family. Responses on personal variables and sample questions indicated the nonrespondents were similar to the rest of the survey population (see Table XXXIV in Appendix E).

Preparation of Data

Respondents' institutional codes were checked off a master code list as they were returned. The date of receipt was written on each questionnaire. Responses were coded directly from the survey instruments to the data coding form. A CMAI instrument was used as a code book to identify the variables. The data were numerically coded, keypunched and verified.

Analysis of Data

The data were analyzed to achieve the research objectives listed in Chapter I. Various statistical procedures were chosen to assist in the analysis of the data.

Factor analysis was used to develop scales measuring 1) techniques utilized in conflict management, 2) seriousness of various sources of conflict, 3) frequency of conflict by role function, and 4) self-perceptions of effectiveness in conflict management, for use in this study. The principal axis factor procedure was used with the varimax orthogonal rotation. The 1979 computer Statistical Analysis System (Helwig and Council, 1979) was used for data analysis.

In order to estimate the internal consistency of the scales and factor items developed in this study, Kuder-Richardson Formula 20 (KR-20) was used. The test was based on the average correlation among items and assumed that the items had the same variance (Nunnally, 1967). The following formula was used to compute the test for internal consistency and reliability:

$$KR-20 = \frac{k\bar{r}}{1 + (k - 1)\bar{r}}$$

where

k = number of items, and

\bar{r} = mean of the correlations.

Kendall's coefficient of concordance, W , was used to test the significance of rank order of conflict management technique means across situational variables. In order to compute W , the following formula was used:

$$W = s/[1/12 k^2(N^3 - N)]$$

where

s = sum of squares of the observed deviation from the mean of the ranks,

k = number of sets of ranking,

N = number of entities ranked, and

$1/12 k^2 (N^3 - N)$ = maximum possible sum of the squared deviations (Siegel, 1956, p. 231).

Significance was determined by converting W to an approximate chi square distribution, where $\chi^2 = k(N - 1)W$ and $df = N - 1$ (Siegel, 1956). Data for null hypotheses one and three were tested by use of Kendall's W.

Pearson's product-moment correlation coefficient (Pearson's r) was used to test the relationships of various independent variables (Mueller, Schuessler and Costner, 1977). The correlation procedure identified the linearity of the data. If the relationship were significant such that scores on both variables increased or decreased together the null hypothesis was rejected. The Pearson's r was used to test null hypotheses 2, 7 and 9.

Analysis of variance was used to determine differences in uses of conflict management techniques, sources of conflict, frequency of conflict and perceived effectiveness of conflict behavior. The analysis of variance procedure and the F test of significance identified differences in means of various groups identified by the personal and professional variables. Null hypotheses 4, 5, 6 and 8 were tested by this procedure.

These procedures were conducted using SAS (Helwig and Council, 1979). For a summary of the relationship of the

objectives, null hypotheses, statistical procedures and instrumentation, see Table VI.

Most of the statistical procedures used in this study were based on the assumption that the data were of interval measure. This study included a population rather than a sample of respondents. Based on the telephone follow-up, the nonrespondents were considered similar to the population. It was assumed that the respondents represented the population. Other assumptions upon which the statistical analyses were based included a normal distribution of the data, equal variance, continuous measure of the data and a large N (Mueller, et al., 1977).

A conservative estimate of probability ($p \leq .05$) was used in this study. This means that on the average, a type one error (rejecting a true null hypothesis) will be made no more than five times in a hundred. When tests were significant at the .01 level of probability, this level was reported.

Chapter Summary

The purpose of this chapter was to present the design of the study. Characteristics of the survey population, instrumentation, collection of data and analysis of data were presented. The results of the study are presented in Chapter IV.

TABLE VI
SUMMARY OF RESEARCH ANALYSIS DESIGN

Null Hypothesis	Research Objective ^a	Part of Instrument	Procedure
1. There are no significant differences in conflict management techniques used by home economics administrators in specific types of conflict situations.	1 & 4	Part I	Factor Analysis Kendall's W
2. There is no significant relationship between perception of conflict management effectiveness of home economics administrators and conflict management techniques used.	8	Part I Part V	Pearson's r
3. There are no significant differences in conflict management techniques used by home economics administrators when in conflict situations with superiors, faculty, students or external publics.	5	Part I	Factor Analysis Kendall's W
4. There are no significant differences in how home economics administrators perceive their conflict management behavior when dealing with superiors, peer administrators, faculty, students or external publics.	8	Part I Part V	Factor Analysis AOV

TABLE VI (Continued)

Null Hypothesis	Research Objective ^a	Part of Instrument	Procedure
5. There are no significant differences in conflict management techniques for groups categorized by: <ol style="list-style-type: none"> a. institution size b. age c. marital status d. number of years in administration e. highest degree f. institutional role g. sex 	6	Part I Institutional Code Part IV	AOV
6. There are no significant differences in source of conflict for groups categorized by: <ol style="list-style-type: none"> a. institution size b. age c. marital status d. number of years in administration e. highest degree f. institutional role g. sex 	7	Part II Part IV Institutional Code	AOV
7. There is no significant relationship between sources of conflict perceived by home economics administrators and the conflict management techniques used.	2	Part I Part III	Pearson's r

TABLE VI (Continued)

Null Hypothesis	Research Objective ^a	Part of Instrument	Procedure
8. There are no significant differences in frequency of conflict for groups categorized by: <ul style="list-style-type: none"> a. institution size b. age c. marital status d. number of years in administration e. highest degree f. institutional role g. sex 	7	Part III Part IV Institutional Code	AOV
9. There is no significant relationship between frequency of conflict identified by home economics administrators and the conflict management technique used.	3	Part I	Pearson's r

^aA list of research objectives can be found on page 4 of Chapter I.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the findings of the study. The first part presents demographic and personal data about the respondents. Following the demographic data is a discussion of the results of factor analysis used to verify conflict management technique scales, source of conflict scales, frequency of conflict scale and perceived effectiveness scales. Results of Kuder-Richardson's formula (KR-20) are presented to show the reliability and internal consistency of the conflict management technique scales.

Conflict management techniques used by home economics administrators in various situations are discussed. The results of Kendall's coefficient of concordance (W) procedure are presented as tests of null hypotheses 1 and 3. The relationships of conflict management techniques and perceived effectiveness of conflict management (hypothesis 2), source of conflict (hypothesis 7) and frequency of conflict (hypothesis 9) are then discussed. The results of Pearson r correlation are presented for each null hypothesis.

The results of the analysis of variance procedures are presented last. Mean differences of perceived effectiveness scores were analyzed (null hypothesis 4). Analysis of

variance was also used to test differences in conflict management technique mean scores (hypothesis 5), sources of conflict mean scores (hypothesis 6), and frequency of conflict mean scores (hypothesis 8) by several variables. The personal and professional variables included institution size, institutional role, age, marital status, sex, highest degree earned and number of years in administration.

Description of Respondents

The participants in this study were deans and associate or assistant administrators of home economics units in higher education. These individuals served in a variety of institutional roles. Chief administrators, those identified as deans and division heads, consisted of 51.59 percent (81) of the respondents. The other respondents were classified into specific institutional roles (see Table VII.) The respondents represented the institutional role classifications in similar proportions to those of the survey population (see Table II).

The administrators were also identified by institutional size. Size was determined by the number of undergraduate students enrolled in home economics programs fall, 1980 (Association of Administrators of Home Economics, 1980).

Over half the administrators were from programs enrolling more than 600 students (54.78 percent). Seventy-one respondents were from programs with fewer than 599 students. The institutions from which the administrators were selected

were land-grant and state colleges and universities belonging to AAHE. This may account for the number of respondents from larger programs (see Table VIII). The respondents also tended to represent the institutions in proportions similar to the survey population (see Table VII).

TABLE VII
DISTRIBUTION OF RESPONDENTS
BY ADMINISTRATIVE ROLE

Administrative Role	Frequency	Percent of Respondents	Percent in Population
Chief Administrator	81	51.59	53.85
Cooperative Extension	38	24.20	22.60
Resident Instruction	16	10.19	10.10
Research	15	9.56	8.17
Combination of Roles Listed Above	7	4.46	5.28
Total	157	100.00	100.00

The respondents were asked some personal questions to help identify the characteristics of the group. By age, most (89.17 percent) of the respondents were between 31 years old and 60 years old. A few (10.89 percent) were ages

61 or over. Table IX presents the total distribution of respondents by age categories.

TABLE VIII
DISTRIBUTION OF RESPONDENTS
BY INSTITUTIONAL SIZE

Institutional Size ^a	Frequency	Percent of Respondents	Percent of Population
< 50	2	1.27	0.96
50 - 99	7	4.46	5.77
100 - 199	11	7.02	9.13
200 - 399	29	18.47	16.83
400 - 599	22	14.01	14.42
600 - 999	48	30.57	31.25
1000 and over	38	24.20	21.64
Total	157	100.00	100.00

^aInstitutional size is determined by number of home economics students enrolled fall, 1980.

Approximately 54 percent (82 respondents) reported they were married. Respondents who were divorced, single, or widowed accounted for 45.22 percent of the administrators (see Table X).

TABLE IX
DISTRIBUTION OF RESPONDENTS BY AGE

Age Range	Frequency	Percent
30 or under	0	0.00
31 - 40	24	15.28
41 - 50	58	36.94
51 - 60	57	36.31
61 or over	17	10.83
No Response	<u>1</u>	<u>0.64</u>
Total	157	100.00

TABLE X
DISTRIBUTION OF RESPONDENTS
BY MARITAL STATUS

Marital Status	Frequency	Percent
Married	82	52.23
Divorced	12	7.64
Single	53	33.76
Separated	0	0.00
Widowed	6	3.82
No Response	<u>4</u>	<u>2.55</u>
	157	100.00

The proportion of male home economics administrators was small. Only 20 (12.98 percent) of the respondents were males. Approximately 87 percent of the respondents were females (see Table XI). These proportions were similar to those of the survey population.

TABLE XI
DISTRIBUTION OF RESPONDENTS BY SEX

Sex	Frequency	Percent
Female	134	85.35
Male	20	12.74
No Response	3	1.91
	157	100.00

Over four-fifths of the respondents had earned doctorate degrees. Approximately 63 percent had earned the Ph.D and 22 percent had an Ed.D. (see Table XII).

Years of administrative experience was considered in this study of conflict management behavior. Approximately 35 percent of the respondents had five years or less experience. About one third had from six to ten years of experience (46 respondents or 29.48 percent). The remainder of

the respondents had between 11 and 35 years of experience (see Table XIII).

TABLE XII
DISTRIBUTION OF RESPONDENTS
BY HIGHEST DEGREE

Degree	Frequency	Percent
Master's	20	12.74
Ph.D.	99	63.06
Ed.D.	35	22.29
No Response	3	1.91
	157	100.00

Conflict Management Techniques as
Determined by Factor Analysis

The factor analysis procedure was used to verify the use of specific conflict behavior alternatives as measures of conflict management techniques. The conflict management techniques identified and defined in the literature were accommodation, bargaining, collaboration, forcing and withdrawing. Sixteen conflict situations were developed and used in the CMAI to collect data. Each situation had five

alternative conflict behavior actions. These alternatives were referred to as items. Each item in each situation corresponded to one of the five conflict management techniques. The items were developed based on definitions given in the literature and were classified by a panel of experts to reflect the definitions of the conflict management techniques. The respondents scored each item from five to one reflecting how likely he or she would be to use the behavior identified by the item. The factor analysis procedure was used to determine which items best measured each conflict management technique.

TABLE XIII
DISTRIBUTION OF RESPONDENTS BY
YEARS IN ADMINISTRATION

Years	Frequency	Percent
1 - 5	55	35.03
6 - 10	46	29.30
11 - 15	28	17.83
16 - 20	18	11.47
21 - 35	9	5.73
No Response	1	0.64
	157	100.00

The first step of the factor analysis was to factor all items from all sixteen situations. The resulting factors were too diverse to identify any common definition within the factors. The items were then separated into five groups which were expected to measure the five conflict management techniques. The basis for the expected results was the identification of the items by the panel of experts and definitions of conflict management techniques in the literature. The factor analysis procedure was then performed on the five sets of items.

As a result of the the factor procedure on the five sets of sixteen items, the researcher identified eight items that seemed to best measure each conflict management technique. The eight items were then submitted to the factor analysis procedure to verify the decision to retain each item. The results of the varimax rotated factor loadings confirmed the belief that the eight items in each factor were appropriate measures of the conflict management techniques.

The variance explained by each of the factors in relation to other factors identified but not considered useful gives an estimation of the usefulness of each factor. The greater the amount of variance explained by the factor, the better the factor is considered. Kuder-Richardson's formula KR-20 was figured and reported for each factor to indicate reliability and internal consistency. KR-20 is based on the average correlation among the items. In determining its

significance, the reader is reminded that the closer the value is to one, the greater is its significance.

Examination of the items in each factor and comparison with definitions found in the literature resulted in the naming of the five factors. The factors are listed in the following tables with factor loadings, item number from Part I of the CMAI and the actual item. Generally a factor loading of 0.25 was judged acceptable based on the critical value of Pearson's correlation with 150 degrees of freedom. Items were accepted in the factors in the belief that the items helped obtain the best measure of the conflict management technique across the eight situations.

Factor I: Accommodation

Items describing accommodation conflict management behavior are found in Table XIV. The behavior items show unassertativeness. An individual scoring high on this technique usually is cooperative, yields to another's point of view and sacrifices own goals. The factor explains 59 percent of the variance. All eight items loaded near or above the 0.30 level. On the basis of the loadings, the items were judged to be an appropriate measure of accommodation. The KR-20 value, 0.53, for the factor indicated an acceptable degree of reliability and internal consistency for the scale.

TABLE XIV
ITEMS AND FACTOR LOADINGS FOR
FACTOR I: ACCOMMODATION

Factor Loading	Item Number	Item
0.34	2D	I would try to make the students happy by making more of the program elective.
0.29	6A	I would agree that the discipline should have other emphases.
0.52	11A	I would find funds from other sources, including my own travel allocation, so all faculty could have travel money.
0.60	12B	I would sacrifice part of my vacation time to work on research proposals.
0.42	13E	I would go along with the recommendation for promotion.
0.61	14D	I would give up a supply room to make a faculty office.
0.60	15D	I would let the faculty member know that the course should be changed to make the students happy.
0.44	16E	I would do whatever is necessary to make the faculty satisfied.

Factor II: Bargaining

The conflict management alternatives identifying bargaining are presented in Table XV. The items in this factor indicate a willingness to give and take. Bargaining is a compromise approach where the solution is an exchange of

TABLE XV
ITEMS AND FACTOR LOADINGS FOR
FACTOR II: BARGAINING

Factor Loading	Item Number	Item
0.30	2C	I would appoint a task force to work out a compromise.
0.46	6D	I would acknowledge a traditional emphasis and explain contemporary dimensions.
0.52	11C	I would share all travel monies equally even if it does not cover all expenses.
0.68	12D	I would reduce committee assignments in order to free time for proposal writing.
0.44	13A	I would attempt to give recognition to the individual yet withhold promotion at this time.
0.44	14E	Assuming that no additional space can be found, I would offer to install a room divider.
0.38	15E	I would pass on students' recommendations, but support the faculty member's decisions as to course changes.
0.49	16D	I would give up some of my professional activities in order to be available.

concessions. An individual scoring high on this technique tended to choose solutions that left both parties with some loss. Although all items on the bargaining scale loaded at 0.30 and above, only 43.58 percent of the variance was explained by the factor. The internal consistency and reliability are not as strong as for the other factors (0.47), however the scale is determined to measure bargaining behavior for the purposes of this study.

Factor III: Collaboration

Table XVI presents the third factor identified as collaboration. The items describe the problem solving approach to conflict. The goal of this conflict management technique was to have a win/win solution where everyone benefits. The approach involves clarifying the problem. Individuals scoring high on this technique tended to choose assertive yet cooperative solutions. Sixty-nine percent of the variance was explained in this factor. Only one item loaded less than 0.30, while six of the eight items loaded 0.50 or above. These loadings indicate that the items are a useful measure of the concept. The KR-20 value of 0.65 indicates high reliability and internal consistency of the scale.

Factor IV: Forcing

Competitive type behavior called forcing is identified in Factor IV. Items and item loadings for forcing are presented in Table XVII. Using the power of one's position and

TABLE XVI
 ITEMS AND FACTOR LOADINGS FOR
 FACTOR III: COLLABORATION

Factor Loading	Item Number	Item
0.44	2A	I would meet with students and faculty to clarify objectives.
0.24	6C	I would start a discussion to clarify the uniqueness of the discipline.
0.62	11D	I would work with faculty to find a solution that benefits each person involved.
0.60	12A	I would meet with faculty and administration to develop a plan for seeking funding.
0.50	13B	I would meet with the faculty member to clarify goals and plan faculty development activities.
0.66	14B	I would work with the faculty on a space utilization survey aimed at locating additional space for their use.
0.66	15B	I would confer with the faculty member to clarify the problems with the course.
0.55	16B	I would work with faculty to find a division of responsibilities that will benefit everyone concerned.

TABLE XVII
 ITEMS AND FACTOR LOADINGS FOR
 FACTOR IV: FORCING

Factor Loading	Item Number	Item
0.63	2B	I would retain the existing programs and try to convince students of its benefits.
0.44	6B	I would tell the group that it has an outdated view of the discipline.
0.55	11B	I would honor requests as they come in until all funds were depleted.
0.50	12E	I would require each faculty member to double the number of proposals submitted each year.
0.23	13D	I would be firm in withholding the recommendation for promotion.
0.54	14A	I would try to convince the faculty that there is no other alternative available.
0.67	15A	I would tell the students that the faculty member knows the subject best.
0.55	16C	I would continue to pursue my professional leadership goals in spite of faculty complaints.

pursuing one's own goals at the expense of the other party were behaviors common to forcing as a conflict management technique. An individual scoring high on this factor tends to be assertive. The eight items of the forcing scale explain 67.98 percent of the variance. The items are generally considered an acceptable measure of the forcing behavior. Reliability and internal consistency of the scale are high, as indicated by a KR-20 value of 0.62.

Factor V: Withdrawing

Items and the respective loadings for Factor V are listed in Table XVIII. Individuals scoring high on withdrawing as a conflict management technique tend to avoid taking any action. Choices involved postponing the solution, ignoring the issue and letting others deal with the conflict. The items included in the withdrawing scale were considered measures of the concept with all but one item loading above 0.30. The variance explained by the factor was 66 percent. The KR-20 value was 0.62 indicating a high degree of reliability and internal consistency for the scale.

The purpose of the factor analysis was to determine if the items used in the study were valid measures of the conflict management techniques. The results of the analysis supported the use of eight items in each of five scales to measure the conflict management techniques. The techniques as defined in the literature were verified by the factor

TABLE XVIII
 ITEMS AND FACTOR LOADINGS FOR
 FACTOR V: WITHDRAWING

Factor Loading	Item Number	Item
0.28	2E	I would assign a committee to study the problem.
0.31	6E	I would let the comment go by unnoticed.
0.65	11E	I would act as if there were no problem and wait to see what might happen later in the year.
0.46	12C	I would take no immediate action and hope for some increase in funds.
0.66	13C	I would postpone the decision.
0.65	14C	I would postpone discussion until more room becomes available.
0.59	15C	I would let the issue ride, and hope that it takes care of itself.
0.51	16A	I would refrain from discussing my activities.

analysis procedures. The internal consistency and estimated reliability of the factors also supported the use of each factor as a scale measuring a specific conflict management technique.

Source of Conflict Scale as
Determined by Factor
Analysis

The factor analysis procedure was used to verify use of specific items of the CMAI to measure source of conflict. Nine items related to source of conflict were developed from a search of the literature. These items composed Part II of the CMAI. Respondents rated the seriousness of each source of conflict on a five point scale. Data for the nine items were factor analyzed to determine if a valid measure existed. Initial factor loadings from the first factor procedure were 0.43 and above. The varimax rotation factor procedure identified three subfactors.

The initial factor containing all nine items was identified as source of conflict based on the items and definitions cited in literature. The comprehensive factor explained 58.5 percent of the variance. The determination of internal consistency was not considered necessary because of the intercorrelation of factor items as indicated by factor loadings. Table XIX presents the factor loadings and items for the source of conflict scale.

TABLE XIX
 FACTOR LOADINGS FOR SOURCE OF
 CONFLICT SCALE (FACTOR VI)

Unrotated Factor Loadings	Item Number	Item
0.74	1	Differences in attitudes and opinions
0.62	2	Differences in basic values
0.65	3	Personality differences
0.49	4	Procedural barriers to effective communications that result in misunderstandings.
0.52	5	Maliciousness on the part of either party
0.72	6	Different views of the situation
0.67	7	Competition for position, power, or recognition
0.57	8	Different views of the profession
0.43	9	Different views of the role of the discipline in higher education

Subscales identified from the varimax rotation procedure were named: PERB (personal behavior), POWB (power behavior) and IMG (image of discipline). The items in the subscale factors describe behaviors related to specific subgroupings of sources of conflict. These factors are used as subscales in the various analyses. Table XX presents the rotated factor loadings and items of the subscales.

Frequency of Conflict Scale by Role
Function as Determined by
Factor Analysis

The frequency of conflict by role function was also verified by the factor analysis procedure. The eight role functions of educational administrators as identified in the literature were included in Part III of the CMAI. Each item was rated as to the frequency of conflict as perceived by the respondents. The rating scale was 5, (frequently), to 1, (rarely). The factor analysis procedure was performed on the eight items to verify the use of the items as a scale. All items loaded at 0.50 or above on the initial factor. No subfactors were identified through the varimax rotation procedure. Seventy-one percent of the variance was explained by the factor items. The eight items were considered a valid measure of frequency of conflict by role function. Internal consistency of the scale was not determined because the factor loadings indicated the interrelatedness of the

TABLE XX
 FACTOR LOADINGS FOR SOURCE OF
 CONFLICT SUB-SCALES

Rotated Sub-Factor Loadings	Item Number	Item
<hr/>		
<u>Factor VII</u>		<u>Personal Behavior</u>
0.80	3	Personality differences.
0.80	6	Different views of the situation.
<u>Factor VIII</u>		<u>Power Behavior</u>
0.61	4	Procedural barriers to effective communications that result in misunderstandings.
0.81	5	Maliciousness on the part of either party.
0.71	7	Competition for position, power, or recognition.
<u>Factor IX</u>		<u>Image of Discipline</u>
0.82	8	Different views of the profession.
0.90	9	Different views of the role of the discipline in higher education.

items. Table XXI presents the factor loadings, item numbers and items in the scale.

TABLE XXI
 FACTOR LOADINGS FOR FREQUENCY OF CONFLICT
 BY ROLE FUNCTION SCALE (FACTOR X)

Factor Loading	Item Number	Item
0.59	1	Educational Programming
0.51	2	External Relations
0.54	3	Financial Affairs
0.64	4	Institutional Functions
0.65	5	Personnel Function
0.50	6	Physical Facilities
0.62	7	Professional Leadership and Research
0.59	8	Student Affairs

Effectiveness Scale as Determined
 by Factor Analysis

The factor analysis procedure was used to verify the use of the scale developed by the researcher to measure the perceived effectiveness of conflict management behavior of

administrators when dealing with various groups of people. In Part V of the CMAI, six groups of people were listed: superiors, peer administrators, faculty, students, alumni and employers of graduates. The respondent was asked to grade his/her own ability to deal with conflict situations involving the various groups. The scale A, B, C, D, and F was used. The grades were assigned numerical equivalents of 4, 3, 2, 1 and 0, for purposes of analysis.

The factor analysis procedure was used on data from the six items related to groups of people. The items all loaded 0.52 and above on the initial unrotated factor. This factor identified 73.05 percent of the explained variation. The item loadings on the factor indicated high intercorrelation of the items. This scale was identified as the effectiveness scale and was considered valid for use in further analysis.

Two subfactors were identified from the varimax rotation procedure. Items 1 and 2 factored together (see Table XXII). This factor was named "superiors and peers" due to the nature of the items. The second factor consisted of the remaining items and was identified as "subordinates and others." These factors served as scales which were used in analysis of several null hypotheses along with the total scale measuring effectiveness. Table XXII presents the factor and subfactor loadings, items and item numbers.

TABLE XXII
FACTORS, ITEMS AND LOADINGS RELATED TO
PERCEIVED EFFECTIVENESS OF CONFLICT
MANAGEMENT BEHAVIOR (FACTOR XI)

Initial Factor Loadings	Rotation Sub-Factor Loadings	Item Number	Items
	<u>Factor XII</u>		<u>Superiors and Peers</u>
0.65	0.86	1	Your superiors
0.65	0.88	2	Other administrators at the same management level
	<u>Factor XIII</u>		<u>Subordinates and Others</u>
0.52	0.69	3	Faculty
0.74	0.74	4	Students
0.70	0.68	5	Alumni
0.74	0.79	6	Employers of graduates

Situational Use of Conflict

Management Techniques

Kendall's coefficient of concordance (W) was used to test Null Hypothesis 1: There are no significant differences in conflict management techniques used by home economics administrators in specific types of conflict situations. Kendall's W is a statistical test based on the association of three or more sets of ranks. Its purpose is to determine the relationship among the sets of ranks. Data

must be of ordinal or interval measure. In this study, Kendall's W was used to determine the relationship of the ranks of five conflict management technique means across a group of conflict situations.

The conflict management technique scales contained one item from situations in each of the eight role functions of educational administrators. The conflict management technique item means were ranked across role function situations (see Table XXIII). Kendall's W ($W = .76$) was significant at the .01 level when converted to an approximate chi square value ($\chi^2 = 24.21$, $df = 4$) in order to determine significance. The null hypothesis was not rejected. The significance indicated a high level of agreement of ranks of means across the situation.

The researcher found that collaboration was most often used in all but one situation (Situation 14). Bargaining was the second most frequently used technique. Comparison of scores for the five conflict management technique scales revealed that 141 respondents' highest mean score was on collaboration. Six respondents scored highest on bargaining. The other ten respondents had the same highest score on collaborating and bargaining. Second highest mean scores tended to be bargaining with a few in accommodation and forcing. Withdrawing was neither highest nor second highest for any respondent. The respondents did not perceive themselves as being very likely to choose withdrawing behavior in order to manage conflict.

TABLE XXIII
 MEANS AND RANKS OF CONFLICT MANAGEMENT TECHNIQUES
 ACROSS ROLE FUNCTION SITUATIONS

Situation Number ^a	Conflict Management Techniques									
	ACC		BAR		COL		FOR		WDR	
	\bar{X} ^b	R ^c	\bar{X}	R	\bar{X}	R	\bar{X}	R	\bar{X}	R
2	1.86	5	3.04	3	4.46	1	2.62	4	3.58	2
6	2.14	4	3.89	2	4.11	1	2.44	3	1.90	5
11	3.10	3	3.81	2	4.46	1	2.11	4	1.11	5
12	2.50	3	3.77	2	4.82	1	1.97	4	1.16	5
13	1.61	4	3.57	3	4.47	1	3.76	2	1.40	5
14	3.18	3	4.47	1	4.36	2	1.99	4	1.20	5
15	1.78	3	3.84	2	4.78	1	1.47	4	1.18	5
16	1.99	<u>4</u>	3.47	<u>2</u>	4.40	<u>1</u>	2.83	<u>3</u>	1.49	<u>5</u>
Totals		29		17		9		28		37

^a Items retained in the CMAI revised form
^b \bar{X} = mean
^c R = rank

Null Hypothesis 3, there are no significant differences in conflict management techniques used by home economics administrators when in conflict situations with superiors, faculty, students and external publics, was also tested by Kendall's W. The hypothesis was not rejected since Kendall's W identified concordance across means for situational characteristics related to interpersonal relations

with various groups (see Table XXIV). The value, $W = .73$, was found to be significant at the .05 level ($\chi^2 = 11.6$, $df = 4$).

TABLE XXIV
MEANS AND RANKS OF CONFLICT MANAGEMENT TECHNIQUES
ACROSS INTERPERSONAL RELATIONS SITUATIONS

Situations	Conflict Management Techniques									
	ACC ^a		BAR		COL		FOR		WDR	
	\bar{X} ^a	R ^b	\bar{X}	R	\bar{X}	R	\bar{X}	R	\bar{X}	R
Superior	2.50	3	3.77	2	4.82	1	1.97	4	1.16	5
Students	1.83	5	3.44	2	4.62	1	2.04	4	2.38	3
Faculty	2.47	4	3.82	2	4.42	1	2.68	3	1.30	5
External Relations	2.14	4	3.89	2	4.11	1	2.44	3	1.90	5
Total		16		8		4		14		18

^a \bar{X} = mean
^bR = rank

Relationship of Perceived Effectiveness
and Conflict Management Techniques

Pearson's correlation coefficient (r) was used to test the significance of the relationship between perceived

effectiveness of conflict behavior and use of the conflict management techniques. Significant correlation coefficients resulted for the collaboration technique (see Table XXV). The relationship of the total effectiveness scale to collaboration resulted in a significant positive correlation ($r = .22, p < .01$). Within the effectiveness scale, collaboration was positively correlated with both superior and peers, and subordinate and others sub-scales. The relationship was stronger for the superior and peers sub-scale than for the other items. The null hypothesis, there is no significant relationship between perception of effectiveness of conflict management behavior of home economics administrators and conflict management techniques used, was not rejected. A significant relationship was identified for the sub-hypothesis for collaboration. The other conflict management techniques, accommodation, bargaining, forcing, and withdrawing, were not related to perceived effectiveness of conflict.

The data indicated that those respondents scoring high on collaboration also scored high on the perceived effectiveness scale. The respondents tended to perceive themselves as being effective conflict managers when using the collaborative technique. Utilization of the collaborative technique was related to perceived effectiveness when the administrator dealt with superiors, peers, and faculty.

TABLE XXV
CORRELATION COEFFICIENTS FOR CONFLICT MANAGEMENT
TECHNIQUES AND PERCEIVED EFFECTIVENESS
WITH SPECIFIC GROUPS

Groups	Conflict Management Techniques				
	ACC	BAR	COL	FOR	WDR
<u>Scale Items</u>					
Superiors	- .05	- .04	.18a	.09	- .13
Peers	.02	.06	.15a	.09	- .00
Faculty	.17a	.04	.18a	.05	- .02
Students	- .05	.09	.14	.01	- .04
Alumni	.04	- .01	- .01	.11	.08
Employers of Graduates	- .01	- .05	.11	.02	.06
<u>Subscales</u>					
Superiors and Peers	- .02	.01	.20a	.10	- .08
Subordinates and Others	.06	.03	.17a	.07	.06
<u>Total Scale</u>	.05	.03	.22b	.08	.01

^a $p < .05$ level.
^b $p < .01$ level.
 $N = 157$

Relationship of Source of Conflict and Conflict Management Techniques

Null hypothesis 7, there is no significant relationship between sources of conflict perceived by home economics administrators and conflict management techniques used, was tested by the Pearson correlation coefficient. The correlation coefficients for the source of conflict scale and each conflict management technique are presented in Table XXVI. The correlations with the source scale were not significant, therefore, the null hypothesis was not rejected.

Only two of the correlation coefficients were significant. The withdrawing technique was significantly correlated in the positive direction with the conflict source, maliciousness, on the part of either party, (item 5, Part III of CMAI). These coefficients indicated the respondents tended to withdraw from some types of conflict situations. Another observation was the significant correlation between accommodation as a conflict management technique and differing views of the role of the discipline in higher education as a source of conflict. The indication was that the respondents tended to accommodate or perhaps tolerate differing viewpoints.

Relationship of Frequency of Conflict By Role Function and Conflict Management Techniques

The relationship between frequency of conflict and

TABLE XXVI
CORRELATION COEFFICIENTS FOR CONFLICT MANAGEMENT
TECHNIQUES AND SOURCE OF CONFLICT

Sources of Conflict	Conflict Management Techniques				
	ACC	BAR	COL	FOR	WDR
1. Differences in Attitudes and Opinions	-.09	-.02	-.02	-.12	-.09
2. Differences in Basic Values	-.05	-.03	.05	-.04	-.03
3. Personality Differences	-.10	.01	-.01	.05	.03
4. Procedural Barriers	.11	-.04	.07	-.15	.00
5. Maliciousness	.08	.06	-.00	.09	.20 ^a
6. Different View Points	.02	.00	-.01	-.00	.02
7. Competition for Position, Power or Recognition	.07	.12	.07	-.02	.13
8. Different Views of the Profession	.01	.06	-.03	.02	-.12
9. Different Views of Role of Discipline in Education	.22 ^b	.04	.12	.08	-.08
Sub-Scales					
Image (8,9)	.13	.06	.04	.07	-.10
Personal Behavior (1,3,6)	-.07	-.01	-.02	-.03	-.02 ^a
Power Behavior (4,5,7)	.12	.07	.06	-.03	.15 ^a
Source of Conflict Scale (1 - 9)	.06	.04	.04	-.01	.02

^a
^b $p < .05$
 $p < .01$
 $N = 157$

conflict management techniques was stated in null hypothesis 9: There is no significant relationship between the frequency of conflict identified by home economics administrators and conflict management techniques used. Pearson's r was applied to the data. There were no significant correlations. Therefore, the null hypothesis was not rejected. Correlation coefficients for conflict management techniques and frequency of conflict are presented in Table XXVII.

The scores indicated that frequency of conflict in the various role functions did not correlate with specific techniques of conflict management. Therefore the idea that those administrators using a specific conflict management technique may experience more conflict was not supported by the findings. These results may reflect the finding that collaboration and bargaining were the most frequently used techniques and that the respondents scoring high on collaboration perceived themselves as being effective in conflict management.

Perceived Effectiveness of Conflict Management Behavior

An objective of this research was to determine how administrators perceived their own ability to deal with conflict. It was hypothesized that: There are no significant differences in how home economics administrators perceive the effectiveness of their conflict management behavior when dealing with superiors, peer administrators, faculty,

students and external publics (Null Hypothesis 4). An analysis of variance with the F test and Duncan's multiple range test was used to test the hypothesis and determine significant differences between the model means (see Table XXVIII).

TABLE XXVII
CORRELATION COEFFICIENTS FOR CONFLICT MANAGEMENT
TECHNIQUES AND FREQUENCIES BY
ROLE FUNCTION SCALE

Role Function Items	Conflict Management Techniques				
	ACC	BAR	COL	FOR	WDR
Educational Programming	.07	.05	-.09	.05	.01
External Relations	.04	.06	.10	.09	.02
Financial Affairs	.13	-.09	.01	.07	.03
Institutional Functions	.10	-.01	.03	.06	.07
Personnel	-.00	.03	-.03	-.00	-.07
Physical Facilities	-.01	-.03	.11	.07	-.15
Professional Leadership and Research	-.04	-.01	.05	-.10	-.05
Student Affairs	.04	-.04	.02	.13	-.01
Total Scale	.07	-.01	.04	.07	-.04

The null hypothesis was rejected on the basis of the significant F test ($p \leq .0001$), however, only three percent of the variation was explained by this variable. The Duncan multiple range test revealed that the administrators tended to view themselves as less effective when dealing with superiors and faculty than with other groups. Table XXIX presents the means and indicates significant differences.

TABLE XXVIII
ANALYSIS OF VARIANCE MODEL FOR PERCEIVED
EFFECTIVENESS OF CONFLICT BEHAVIOR

Source	df	Sum of Squares	F Value	Probability
Effectiveness	4	9.66	6.39	0.0001
Error	737	278.31		
Total	741	287.97		

Conflict Management Techniques by
Personal and Professional
Variables

The analysis of variance procedure was used to test differences in conflict management mean scores by institutional size, institutional role, age, marital status, sex,

highest degree earned and number of years in administration. The testing of null hypothesis 5 involved five analyses. Each of the five conflict management techniques was analyzed in relation to all the personal and professional variables. Means for the conflict management techniques by the variables are presented in Table XXX. The null hypothesis, there are no significant differences in conflict management techniques for groups categorized by institution size, age, marital status, number of years in administration, highest degree, institutional role, and sex, was not rejected, except for two significant variables.

TABLE XXIX
MEAN VALUES OF PERCEIVED EFFECTIVENESS
BY PERSONNEL GROUP

Group	N	\bar{X}
Superiors	155	3.24 ^a
Peer Administrators	155	3.46
Faculty	153	3.20 ^a
Students	140	3.47
External Publics	139	3.41

^aMean is significantly different from unlettered means.

TABLE XXX
 CONFLICT MANAGEMENT TECHNIQUE FACTOR MEANS BY
 PERSONAL AND PROFESSIONAL VARIABLES

Variables	ACC	BAR	COL	FOR	WDR	N ^c
Institutional Size						
<600	2.34	3.74	4.52	2.40	1.66	69
>600	2.21	3.72	4.45	2.38	1.60	81
Role						
Dean	2.29	3.77	4.45	2.56 ^b	1.61	76
Other	2.24	3.69	4.51	2.22	1.65	74
Sex						
Female	2.25	3.76 ^a	4.51	2.36	1.64	130
Male	2.37	3.48	4.32	2.58	1.56	20
Degree						
M.S.	2.29	3.75	4.58	2.42	1.50	20
Ph.D.	2.27	3.66	4.42	2.41	1.64	95
Ed.D.	2.24	3.88	4.57	2.32	1.68	35
Years of Experience						
1 - 5	2.31	3.81	4.50	2.39	1.67	54
6 - 10	2.26	3.64	4.48	2.33	1.62	42
11 and over	2.23	3.71	4.45	2.43	1.60	54
Marital Status						
Married	2.29	3.72	4.46	2.43	1.63	82
Single	2.23	3.73	4.51	2.34	1.62	68
Age						
31 - 50	2.31	3.72	4.45	2.41	1.62	78
51 and over	2.22	3.73	4.51	2.37	1.64	72

^ap < .05.

^bp < .01

^cTotal N = 150

Table XXXV showing the analysis of variance models is presented in Appendix F. Two significant differences were noted. The means on forcing for deans was significantly greater ($p \leq .01$) than the mean for administrators serving in roles of associate or assistant deans. The chief administrators showed a slight tendency to choose forcing behavior more often than did other groups. Bargaining behavior was chosen more often by females than by males ($p \leq .05$). Although the difference was statistically significant, it should be noted that the groups were unequal (20 males, 130 females).

Source of Conflict by Personal and Professional Variables

Null hypothesis 6, there are no significant differences in source of conflict for groups categorized by institution size, age, marital status, number of years in administration, highest degree, institutional role and sex, was analyzed by the analysis of variance procedure. The source of conflict scale and the three sub-scales were used in the analyses. The null hypothesis was rejected except for two significant subscale variables. Table XXXI presents the scale and sub-scale means by the variables. The analysis of variance models are presented in Table XXXVI in Appendix F.

Two sub-scales had significant mean differences on one variable each. The respondents from smaller institutions (fewer than 600 undergraduate home economics students)

TABLE XXXI
SOURCE OF CONFLICT AND SUB-SCALE MEANS BY
PERSONAL AND PROFESSIONAL VARIABLES

Variables	SORC ^a	PERB ^b	POWB ^c	IMG ^d	N ^e
Institutional Size					
<600	2.70	3.01	2.58 ^f	2.67	69
>600	2.42	2.67	2.19	2.63	80
Role					
Dean	2.56	2.83	2.28	2.87 ^g	75
Other	2.53	2.82	2.45	2.42	74
Sex					
Female	2.55	2.82	2.40	2.60	129
Male	2.53	2.85	2.12	2.92	20
Degree					
M.S.	2.58	2.82	2.27	2.82	20
Ph.D.	2.50	2.77	2.29	2.66	95
Ed.D.	2.66	2.98	2.64	2.48	34
Years of Experience					
1 - 5	2.69	2.97	2.58	2.74	54
6 - 10	2.42	2.72	2.25	2.42	42
11 and over	2.50	2.76	2.24	2.73	53
Marital Status					
Married	2.56	2.85	2.36	2.76	82
Single	2.53	2.79	2.37	2.51	67
Age					
31 - 50	2.65	2.98	2.47	2.67	78
51 and over	2.44	2.65	2.26	2.62	71

^aSORC = Source of Conflict Scale
^bPERB = Personal Behavior Conflicts
^cPOWB = Power Behavior Conflicts
^dIMAG = Professional Image Conflicts
^eTotal N = 147
^f $p < .05$
^g $p \leq .01$

tended to identify power oriented behavioral conflicts as more serious than did administrators from institutions with larger home economics enrollments. Another difference, identified in the analysis, was that deans or chief administrators, tended to regard conflicts dealing with image of the profession or discipline as more serious than did administrators in other roles.

Frequency of Conflict in Role Functions by Personal and Professional Variables

Frequency of conflict was analyzed by the analysis of variance procedure. The frequency of conflict in the various role functions was identified by the respondents. Using this scale, the frequency of conflict was analyzed by the personal and professional variables. Results of the statistical procedure were not significant except on one variable, age ($p \leq .01$). Therefore null hypothesis 8, there are no significant differences in frequency of conflict for groups categorized by institutional size, age, marital status, number of years in administration, highest degree, institutional role and sex was not rejected except for age. Those respondents between 30 and 50 years of age tended to identify a greater frequency of conflict than did older administrators. Table XXXII presents the means and significant differences. Table XXXVII presents the results of the analysis of variance procedure (see Appendix F).

TABLE XXXII
 ROLE FUNCTION MEANS BY PERSONAL
 AND PROFESSIONAL VARIABLES

Variables	Role Function Scale	
	N	\bar{X}
Institutional Size		
<600	68	2.62
>600	81	2.40
Role		
Dean	76	2.50
Other	73	2.51
Sex		
Female	129	2.52
Male	20	2.38
Degree		
M.S.	20	2.78
Ph.D.	95	2.48
Ed.D.	34	2.42
Years of Experience		
1 - 5	53	2.72
6 - 10	42	2.46
11 & over	54	2.34
Marital Status		
Married	81	2.58
Not Married	68	2.41
Age		
31 - 50	78	2.71 ^a
51 & over	71	2.28

^a $p \leq .01$

Chapter Summary

This chapter presented the results and discussion of the findings of this study. The first part of the chapter described the respondents of the study. Factor analysis procedures to develop scales used in testing hypotheses were discussed. The statistical analyses of the null hypotheses were then presented.

Kendall's coefficient of concordance, W , was found to be significant and resulted in the rejection of null hypotheses of no differences in use of conflict management techniques by role function situations and by interpersonal situations (null hypotheses 1 and 3). Pearson correlations, r , were not significant. Therefore the null hypotheses stating no significant relationships between conflict management techniques used and the three variables, 1) source of conflict, 2) frequency of conflict, and 3) perceived effectiveness of conflict behavior were not rejected (null hypotheses 2, 7 and 9).

The analysis of variance procedure with the F test and Duncan's multiple range test resulted in rejection of null hypothesis 4, There are no significant differences in how home economics administrators perceive their conflict management behavior when dealing with superiors, peer administrators, faculty, students or external publics. Results of the other analysis of variance procedures were not significant. Therefore null hypotheses 5, 6 and 8 were not rejected. No differences were found in conflict manage-

management techniques used, sources of conflict and frequency of conflict by marital status, number of years in administration, and highest degree. Institutional role of the respondents was significant in the use of forcing. Males and females were significantly different in the choice of behaviors. Institutional size by home economics enrollment and institutional role were significant variables in sources of conflict identified by the respondents. Age was significant in identifying frequency of conflict.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

A summary of the study is presented in this section. Information is reported about the problems studied, the objectives and the hypotheses. The design of the instrument, data collection and statistical analysis are presented. The results and conclusions are also summarized.

Statement of the Problem

The problem of this study was to assess the conflict management behavior and perceived sources of conflict of home economics administrators in higher education. Also identified were frequency of conflict in various role functions, perceived effectiveness of conflict management behavior, and conflict management techniques used by the administrators in various situations.

Objectives

The objectives used to guide this study were to:

1. identify conflict management techniques used by administrators of home economics units in higher education;

2. identify sources of conflict perceived by home economics administrators in their current administrative positions;
3. assess the frequency of conflict for eight role functions of educational administrators as perceived by home economics administrators;
4. examine differences in conflict management techniques selected by administrators in given situations;
5. examine differences in conflict management techniques used by administrators in dealing with superiors, faculty, students, and external publics;
6. determine if conflict management techniques used by the administrators vary with institution size, age, highest degree held, institutional role, sex, marital status and number of years in administration;
7. determine if differences in sources and frequency of conflict occur when the population is examined by the personal and professional variables identified in objective six; and
8. determine how administrators perceive their own ability to deal with conflict.

It was anticipated that accomplishment of these objectives would contribute to the knowledge upon which conflict management theory is based. Further the study provided information for use in administrator development programs in the area of conflict management.

Hypotheses

There were nine null hypotheses analyzed in this study. Two hypotheses related specifically to the situational use of conflict management techniques. The relationships of conflict management techniques with source of conflict, frequency of conflict and perceived effectiveness of conflict management behavior were tested. Perceived effectiveness of conflict management behavior when dealing with specific personnel was studied. The remaining hypotheses dealt with differences in conflict management techniques used, sources of conflict and frequency of conflict when the respondents were categorized by various personal and professional variables. A listing of the hypotheses is presented in Table XXXIII along with the statistical tests used and the conclusion reached.

Survey Population

The population of subjects for this study was the 1981 membership list of the Association of Administrators of Home Economics in State Universities and Land-Grant Colleges. The administrators included deans, assistant deans and associate deans. Although actual titles varied by institution, the duties fell into the following institutional roles: chief administrator, research, resident instruction, cooperative extension and a combination of roles. Oklahoma State University administrators were excluded from the data collection, however they did participate in a pilot study to

TABLE XXXIII
SUMMARY OF FINDINGS FOR HYPOTHESES

Null Hypothesis	Statistical Test	Conclusion
1. There are no significant differences in conflict management techniques used by home economics administrators in specific types of conflict situations.	Kendall's W	Do Not Reject
2. There is no significant relationship between perception of conflict management effectiveness of home economics administrators and conflict management techniques used.	Pearson's r	Do Not Reject for Accommodation, Bargaining, Forcing, and Withdrawing Reject for Collaboration
3. There are no significant differences in conflict management techniques used by home economics administrators when in conflict situations with superiors, faculty, students or external publics.	Kendall's W	Do Not Reject
4. There are no significant differences in how home economics administrators perceive their conflict management behavior when dealing with superiors, peer administrators, faculty, students, or external publics.	AOV	Reject

TABLE XXXIII (Continued)

Null Hypothesis	Statistical Test	Conclusion
5. There are no significant differences in conflict management techniques for groups categorized by: <ul style="list-style-type: none"> a. institution size b. age c. marital status d. number of years in administration e. highest degree earned f. institutional role g. sex. 	AOV	Do Not Reject Do Not Reject Do Not Reject Do Not Reject Do Not Reject Reject for Forcing Reject for Bargaining
6. There are no significant differences in source of conflict for groups categorized by: <ul style="list-style-type: none"> a. institution size b. age c. marital status d. number of years in administration e. highest degree earned f. institutional role g. sex. 	AOV	Reject Do Not Reject Do Not Reject Do Not Reject Do Not Reject Reject Do Not Reject
7. There is no significant relationship between sources of conflict perceived by home economics administrators and the conflict management techniques used.	Pearson's r	Do Not Reject

TABLE XXXIII (Continued)

Null Hypothesis	Statistical Test	Conclusion
8. There are no significant differences in frequency of conflict for groups categorized by: a. institution size b. age c. marital status d. number of years in administration e. highest degree earned f. institutional role g. sex.	AOV	Do Not Reject Reject Do Not Reject Do Not Reject Do Not Reject Do Not Reject Do Not Reject
9. There is no significant relationship between frequency of conflict identified by home economics administrators and the conflict management techniques used.	Pearson's r	Do Not Reject

develop the instrument. The population represented 114 institutions and consisted of 208 individuals.

Instrument Design

The Conflict Management Assessment Instrument (CMAI) was developed for use in this study. The instrument consisted of five parts: Part I (conflict situations), Part II (sources of conflict), Part III (frequency of conflict in various role functions), Part IV (personal data), and Part V

perceived effectiveness of conflict management behavior). Copies of the CMAI and the items in the revised instrument are presented in Appendix A and Appendix G respectively. Various educational administrators; experts in education administration, research evaluation, and conflict management; and the doctoral committee contributed to the development of the instrument. Suggestions of these individuals provided the basis of revisions after which the instrument was pilot tested and revised to final format as used in the survey portion of the study. Factor analysis resulted in a revision of the instrument with eight of the situational items being removed from further analysis.

Data Collection

The CMAI survey form, cover letter and stamped self addressed return envelopes were mailed to 208 home economic administrators. Follow up letters and instruments were sent to those who did not responded to the first mailing. A return rate of 87.5 percent was finally obtained. Of this group, 157 instruments contained usable responses for the analyses. Usable responses represented 75.5 percent of the total population. Data were coded onto coding forms, key-punched and then analyzed. A telephone survey of nonrespondents identified that these individuals were similar to the respondents.

Procedures

Data were analyzed using various procedures in the SAS computer programs (Helwig and Council, 1979). Factor analysis procedures were used to verify the validity of items selected for various measurement scales related to conflict management techniques, sources of conflict, frequency of conflict by role function, and perceived effectiveness of conflict management behavior. Kuder-Richardson's formula (KR-20) was used to estimate the reliability and internal consistency of the conflict management technique scales. Analysis of variance procedures, Pearson's correlation coefficient (r), and Kendall's coefficient of concordance (W) were used to test various null hypotheses.

Results

In the first part of this section the major findings and interpretation of these are presented. Next a complete listing of the concise results is presented. A summary of the hypotheses is presented in Table XXXIII.

In this study, collaboration was identified as the most likely conflict management technique to be used by the administrators. Bargaining and forcing behaviors were next most likely to be used while accommodation and withdrawing were least likely to be used. These findings support the results of Renwick's (1975) study in that the problem-solving process (collaboration) was most often used while accommodation and compromising (bargaining) were less often

used. In the present study, results may have been influenced by the management training of home economics administrators. Another possible influence is the tendency to choose socially desirable answers. The predominant use of collaboration as a conflict management technique may mean that administrators lack skill in using the other strategies. Conflict management training should be designed to help administrators develop skills in the appropriate use of various conflict management techniques. Further studies should be conducted to determine if respondents tend to use socially desirable answers and if administrators without home economics training also tend to use collaboration as the most likely mode of conflict management.

Two sources of conflict were identified as significant for the respondents in this study. Power oriented behaviors were perceived as a more serious source of conflict for administrators from those institutions with less than 600 undergraduate home economics students. Power oriented behaviors included competition for position, power and recognition, maliciousness, and communication barriers. The perception of power as a source of conflict may have been influenced by the organizational structure of the smaller institutions. Role ambiguity and competition for recognition may exist in the smaller home economics units resulting in perceived conflict. The power oriented behaviors identified in this study were consistent with those found by Litherland (1975) in a study of home economics deans.

Secondly, the perception of the discipline and its role in higher education were identified as a more serious source of conflict by deans than by those administrators with more limited roles. Respondents in Litherland's (1975) study also identified the role of the profession and issues related to the discipline as major problems of administrators. Current professional dialogue on the definition of home economics may have influenced the responses of the administrators in the present study. The difference in the seriousness of conflict expressed by the administrators may be a result of the greater boundary role influences felt by those in the position of chief administrator (Thomas and Bennis, 1972). Given this identification of sources of serious conflict, administrator development programs need to prepare individuals to deal with the power structures, and with the role and image of the profession within the organization.

Perceptions of effectiveness in conflict management related to the power structure of the institution. The respondents perceived themselves as more effective in dealing with peers, students and external publics than in dealing with faculty and administrators. Differences in perceived effectiveness may result from the types of problems an administrator encounters with these groups. One's feeling of control or lack of control in a given situation may be another influence on the perceived effectiveness of conflict management behavior. Perhaps training in the use of various conflict techniques would prepare the administrator to deal

more effectively with various groups of people, subordinates, peers and superordinates. Further research on the perceived effectiveness of the administrator as viewed by others rather than by self would help identify specific needs in this area of conflict.

The likelihood of using collaboration was related to perceived effectiveness. The more likely the administrator was to use collaboration, the greater the perceived effectiveness of conflict management behavior. This finding supported other studies in which collaboration was found to result in group cohesiveness and better quality decisions (Blake and Mouton, 1961; Sherif, 1958). Although these studies tend to support the use of collaboration as an effective means of dealing with conflict, Derr (1978) indicated that inappropriate use of this technique or any other would be ineffective or perhaps even destructive. Further research is needed to establish a measure of effectiveness based on objective evidence and to identify appropriate use of the conflict management techniques.

In the present study bargaining was identified as more likely to be used by females than by males. This finding supports that of Kilmann and Thomas (1977) who reported that in teacher-student relationships, females used bargaining more than males. In the present study, both females and males chose collaboration as the most likely behavior. Bargaining was the second most likely behavior, however for this technique there was a statistically significant

difference in the means for females and males. Females may be socialized to use bargaining behavior in conflict situations while males may be socialized to be more competitive. Further research is needed on this issue. Based on the present study, training programs in conflict management should deal with possible differences in the approaches taken by various parties in conflict situations.

A concise listing of the findings of the study follows:

1. Collaboration and bargaining were the most frequently used management techniques across situations.
2. Those administrators most likely to use collaboration were more likely to perceive their conflict management behavior as more effective than did the other administrators.
3. Perceived use of specific conflict management techniques was consistent across situations whether situations were classified by role function or grouped by personnel involved.
4. Administrators tended to perceive themselves as more effective in dealing with subordinates and others than with superiors and peer administrators.
5. Those administrators in the institutional role of dean tended to use forcing behavior slightly more often than did other administrators.
6. Female administrators were more likely to use the bargaining technique than were males, although both

groups reported collaboration as most likely to be used.

7. Use of conflict management techniques did not differ with institution size, age of respondent, marital status, number of years in administration, and highest degree earned.
8. Administrators from institutions with less than 600 undergraduate home economics students tended to perceive personal power behaviors as a source of more serious conflict than did administrators from larger institutions.
9. Deans tended to view conflicts related to image of the profession or discipline as more serious than did administrators in other institutional roles.
10. Sources of conflict were not perceived differently by groups identified by age, marital status, number of years in administration, highest degree earned or sex.
11. Sources of conflict were not perceived as related to the conflict management techniques used by the administrators.
12. Those administrators between the ages of 31 or 50 tended to view conflict as occurring more frequently than did older administrators.
13. Frequency of conflict in the various role functions was not perceived differently by groups of administrators categorized by institution size, marital

status, number of years in administration, highest degree earned, institutional role, or sex.

14. Perceived frequency of conflict was not related to the conflict management techniques used by the administrators.

A summary of the decision for each null hypothesis is presented in Table XXXIII. Further explanations and discussion of the various relationships were reported in Chapter IV.

Implications of the findings are that there is some basis for the situational use of conflict management techniques and that other measures of conflict management behavior should be used to verify and expand the findings of this study. The overall frequent use of collaboration and bargaining techniques implies that conflict management training is needed to help administrators develop skill in using the other conflict management techniques appropriately.

Recommendations

The recommendations of this study are presented in two parts. The first part discusses recommendations for administrator development. The second part presents recommendations for further study.

Administrator Development

Administrator development programs should be designed to prepare individuals to deal effectively with conflict.

Administrators need to develop skill in using a variety of conflict management techniques. The ability to analyze a conflict situation is an important aspect of planning intervention strategies to manage the conflict. Identifying and understanding the source of conflict in a given situation will enable the administrator to deal with it in an effective manner. Skill in using the various techniques should prepare the administrator to deal with various groups of people according to the situational variables involved.

A major aspect of conflict management training is to identify one's own profile of conflict management behavior. The CMAI has been developed for self analysis as well as for research purposes. The CMAI identifies the conflict management techniques in the order of most likely use. The individual can then determine what development goals to establish.

A profile of conflict behavior can also be helpful in dealing with other parties in a conflict. Some techniques work together for a solution to a conflict. Other techniques can only be used with individuals willing to use the same technique in dealing with the conflict. Administrator development programs should deal with these different approaches in order to prepare effective conflict management administrators.

Research Recommendations

Since the CMAI used to survey the population in this

study was developed specifically for this purpose, it is suggested that other studies be conducted to verify the conclusions found in this research. In this section recommendations are made for the use of the CMAI in studying conflict management behavior in various populations and in relation to a number of organizational variables that were beyond the scope of this study.

The present study dealt only with home economics administrators in higher education. An effort should be made to identify role similarities for home economics administrators in education, community service, business and industry, and public service areas. Based on information of similar role functions, the CMAI could be revised to reflect more general conflict situations. This would allow a broader spectrum of research application and basis for theory development in the area of home economics administration.

A population of home economics administrators was surveyed in this study. This may have resulted in a very homogeneous group. Other home economics administrators such as those in private colleges and universities may be different from those surveyed. Also a study which includes more male respondents is needed. The potential conflict situations in the CMAI are appropriate for use with other groups of educational administrators particularly from other professional fields in higher education. Data collected from groups other than home economics administrators would give an indication of other applications of the CMAI in measuring use of

conflict management techniques, sources and frequency of conflict and perceived effectiveness of conflict management behavior.

The factor analysis resulted in the ultimate use of only eight of the original sixteen conflict situations. Other studies might be conducted using the shorter revised version of the instrument. Measures of other related variables should be studied. Group cohesiveness and the power structure within an organization may be related to the conflict management style and effectiveness of the administrator. In this study only self-perception of conflict management effectiveness was used. Direct observation, peer or subordinate observation and perceptions and other measures of effectiveness should be used along with the CMAI in order to verify the results of this study in a broader context of organizational relationships.

There are many organizational variables which may relate to the use of conflict management techniques that were not included in this study. Such variables as training in conflict management and group procedures may influence the conflict management techniques used and the perceived effectiveness of conflict behavior. Administrators who have attended courses or workshops in management or administration may view conflict management differently than do other administrators without such experiences. The number of faculty or other subordinates supervised and job satisfaction may also relate to the identification of sources and

frequency of conflict in the organization. Further study is needed in the area of conflict related to the power structure of the organization. Studies using the CMAI and measures of these other variables would be helpful in further development of conflict management theory.

Identification of desirable conflict management behavior for specific situations is another related study. The present study asked administrators to rate how likely they were to use a specific conflict management alternative. Another study could ask how desirable specific alternatives are in dealing effectively with conflict situations.

Another type of study could pursue conflict behavior in interpersonal relationships. Some analysis was done in the present study with the perceived effectiveness of conflict management techniques used in dealing with superiors and subordinates. A study of the perceptions of two persons in dyads within the organization could yield a different perspective of the conflict management behavior used in given situations.

Finally, a different approach to the study of conflict would be to identify conflict management competencies related to the five techniques identified in this study and in the literature. An assessment of conflict behavior competency needs of administrators would be helpful in further defining the conflict management techniques and in planning administrator development programs.

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APPENDIXES

APPENDIX A
CONFLICT MANAGEMENT ASSESSMENT
INSTRUMENT

code _____

Conflict Management Assessment Instrument

PART I

Described below are a number of situations involving conflict. For each alternative following the situation, please circle the number that indicates how likely or unlikely it is that you would use that way of dealing with the conflict. Please think of yourself as having to deal with each situation, even if it is not related to your present administrative role.

1. You need another full-time faculty member in order to carry out the programming of your unit, however central administration does not recognize this need.

Very Likely					Very Unlikely		
5	4	3	2	1	2	1	
							A. I would use whatever strategy was necessary to gain the faculty position.
5	4	3	2	1			B. I would concede to the wishes of central administration and try to get by with present faculty.
5	4	3	2	1			C. I would postpone the request until later.
5	4	3	2	1			D. I would discuss goals for future programming with central administration in order to work out a beneficial solution.
5	4	3	2	1			E. I would work for an additional half-time faculty position for this year.

2. Although students express dissatisfaction with some of the curriculum, saying it is not relevant to future job performance, faculty feel that the existing programs are of high quality and relevant.

Very Likely					Very Unlikely		
5	4	3	2	1	2	1	
							A. I would meet with students and faculty to clarify objectives.
5	4	3	2	1			B. I would retain the existing programs and try to convince students of its benefits.
5	4	3	2	1			C. I would appoint a task force to work out a compromise.
5	4	3	2	1			D. I would try to make the students happy by making more of the program elective.
5	4	3	2	1			E. I would assign a committee to study the problem.

3. The student organization officers request that you support a proposal to dismiss classes the afternoon before homecoming in order that students and faculty might participate more fully.

Very Likely				Very Unlikely	
5	4	3	2	1	A. I would sign the proposal to help the students.
5	4	3	2	1	B. I would announce that their proposal was out of line with university policy and could not be supported.
5	4	3	2	1	C. I would propose that faculty give out of class assignments for that day as an alternative to reporting to class.
5	4	3	2	1	D. I would postpone the discussion.
5	4	3	2	1	E. I would meet with the students to identify objectives and find other alternatives to increase the participation.

4. Although early estimates suggest that a much needed addition to your building will not be possible this year, no final decisions about capital improvement funds have been made.

Very Likely				Very Unlikely	
5	4	3	2	1	A. I would avoid making any requests.
5	4	3	2	1	B. I would pursue the request until I had a committment for the addition.
5	4	3	2	1	C. I would accept the fact that funds for an addition are lacking.
5	4	3	2	1	D. I would confer with the budget committee to work out a realistic proposal.
5	4	3	2	1	E. I would seek space in an existing building and work for the addition later.

5. Faculty are requesting reimbursement for meals for university guests.

Very Likely				Very Unlikely	
5	4	3	2	1	A. I would tell faculty that I can pay for guest meals from unrestricted funds.
5	4	3	2	1	B. I would send the requests to the departments for attention.
5	4	3	2	1	C. I would call a faculty meeting to review the reimbursement policies and to clarify the problem.
5	4	3	2	1	D. I would send a memo to all faculty stating that no reimbursement will be made for guest meals.
5	4	3	2	1	E. I would suggest that faculty incur the cost until alternative funding can be found.

6. While at a community social gathering you heard your discipline being criticized for its emphasis on traditional approaches.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would agree that the discipline should have other emphases.
					B. I would tell the group that it has an out-dated view of the discipline.
					C. I would start a discussion to clarify the uniqueness of the discipline.
					D. I would acknowledge a traditional emphasis and explain contemporary dimensions.
					E. I would let the comment go by unnoticed.

7. Another unit of the university has asked for the same additional space you wish to acquire for implementing your program.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would try to convince the other unit of my greater need for the additional space.
					B. I would wait for a decision from central administration.
					C. I would propose that the units identify objectives for the use of the space and use it cooperatively.
					D. I would support the other unit's request if they would support my request for a different space allocation.
					E. I would try to be considerate of the other unit's request.

8. The president of your university, in a personal memo, indicates that research publication is expected from each faculty and administrator.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would meet with faculty and administrators to develop research publication goals.
					B. I would immediately drop all other projects and work on a research article.
					C. I would require all administrators to submit research articles for publication.
					D. I would give up some of my other goals in order to publish.
					E. I would ignore the memo and try to publish according to my own schedule.

9. Another department is teaching a new course that duplicates a course taught in your unit.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would refrain from discussing the courses.
					B. I would approach the University Curriculum Committee with a statement of my objection to the new course.
					C. I would work for a plan whereby the course is alternatively offered by our two units.
					D. I would discuss objectives of both courses with all faculty concerned, in working for a solution to benefit both units.
					E. I would acknowledge the common concerns of the two units.

10. Although your unit needs more scholarships, a rich alumna insists on making a large gift for a student lounge.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would ask the donor to consider modifications in the lounge renovation plan in order to reserve funds for a scholarship.
					B. I would avoid any discussion of the use of the gift.
					C. I would accept and use all the gift for the lounge.
					D. I would insist that the gift be given with no strings as to its use.
					E. I would discuss unit goals with the alumna and seek support for our scholarship program.

11. Upon receiving preliminary plans from faculty, you realize that you will not be able to fund five travel requests, although policy for your unit states that monies for travel will be given to those who are presenting papers at national conferences.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would find funds from other sources, including my own travel allocation, so all faculty could have travel money.
					B. I would honor requests as they come in until all funds were depleted.
					C. I would share all travel monies equally, even if it does not cover all expenses.
					D. I would work with faculty to find a solution that benefits each person involved.
					E. I would act as if there were no problem and wait to see what might happen later in the year.

12. Central administration is asking you to double research funding from external sources in the next five years.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would meet with faculty and administration to develop a plan for seeking funding.
5	4	3	2	1	B. I would sacrifice part of my vacation time to work on research proposals.
5	4	3	2	1	C. I would take no immediate action and hope for some increase in funds.
5	4	3	2	1	D. I would reduce committee assignments in order to free time for proposal writing.
5	4	3	2	1	E. I would require each faculty member to double the number of proposals submitted each year.

13. Although a faculty member is being recommended for promotion, in your judgment the individual does not meet the criteria.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would attempt to give recognition to the individual yet withhold promotion at this time.
5	4	3	2	1	B. I would meet with the faculty member to clarify goals and plan faculty development activities.
5	4	3	2	1	C. I would postpone the decision.
5	4	3	2	1	D. I would be firm in withholding the recommendation for promotion.
5	4	3	2	1	E. I would go along with the recommendation for promotion.

14. Two members of the academic faculty feel a lack of privacy exists in dealing with student problems because they must share office space.

Very Likely				Very Unlikely	
5	4	3	2	1	
					A. I would try to convince the faculty that there is no other alternative available.
5	4	3	2	1	B. I would work with the faculty on a space utilization survey aimed at locating additional space for their use.
5	4	3	2	1	C. I would postpone discussion until more room becomes available.
5	4	3	2	1	D. I would give up a supply room to make a faculty office.
5	4	3	2	1	E. Assuming that no additional space can be found, I would offer to install a room divider.

15. Student evaluations indicate dissatisfaction with a faculty member's course.

Very Likely				Very Unlikely	
5	4	3	2	1	A. I would tell the students that the faculty member knows the subject best.
5	4	3	2	1	B. I would confer with the faculty member to clarify the problems with the course.
5	4	3	2	1	C. I would let the issue ride, and hope that it takes care of itself.
5	4	3	2	1	D. I would let the faculty member know that the course should be changed to make the students happy.
5	4	3	2	1	E. I would pass on students' recommendations, but support the faculty member's decisions as to course changes.

16. The faculty feel you spend so much time participating in professional organizations that you are not available when needed.

Very Likely				Very Unlikely	
5	4	3	2	1	A. I would refrain from discussing my activities.
5	4	3	2	1	B. I would work with faculty to find a division of responsibilities that will benefit everyone concerned.
5	4	3	2	1	C. I would continue to pursue my professional leadership goals in spite of faculty complaints.
5	4	3	2	1	D. I would give up some of my professional activities in order to be available.
5	4	3	2	1	E. I would do whatever is necessary to make the faculty satisfied.

PART II

Indicate the seriousness of each of the following sources of conflict in your administrative role. Please circle the number that most closely describes your situation; 5 if the item is a major source of conflict, and 1 if it is not a serious source of conflict.

- | Very
Serious | | | | Not
Serious | |
|-----------------|---|---|---|----------------|---|
| 5 | 4 | 3 | 2 | 1 | 1. Differences in attitudes and opinions. |
| 5 | 4 | 3 | 2 | 1 | 2. Differences in basic values. |
| 5 | 4 | 3 | 2 | 1 | 3. Personality differences. |
| 5 | 4 | 3 | 2 | 1 | 4. Procedural barriers to effective communication that result in misunderstandings. |
| 5 | 4 | 3 | 2 | 1 | 5. Maliciousness on the part of either party. |
| 5 | 4 | 3 | 2 | 1 | 6. Different views of the situation. |
| 5 | 4 | 3 | 2 | 1 | 7. Competition for position, power, or recognition. |
| 5 | 4 | 3 | 2 | 1 | 8. Different views of the profession. |
| 5 | 4 | 3 | 2 | 1 | 9. Different views of the role of the discipline in higher education. |
| | | | | | 10. Other (specify other sources of conflict) |
-

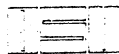
PART III

Higher education administrators may experience conflict more frequently in some role functions than in other. Please assess how often you experience conflict in each of the role functions listed below by circling the number that best describes your situation as to the frequency of conflict: 5 if it is frequently a source of conflict and 1 if it is rarely a source of conflict.

- | Frequently | | | | Rarely | |
|------------|---|---|---|--------|--|
| 5 | 4 | 3 | 2 | 1 | 1. Educational programming. |
| 5 | 4 | 3 | 2 | 1 | 2. External relations. |
| 5 | 4 | 3 | 2 | 1 | 3. Financial affairs. |
| 5 | 4 | 3 | 2 | 1 | 4. Institutional functions. |
| 5 | 4 | 3 | 2 | 1 | 5. Personnel function. |
| 5 | 4 | 3 | 2 | 1 | 6. Physical facilities. |
| 5 | 4 | 3 | 2 | 1 | 7. Professional leadership and research. |
| 5 | 4 | 3 | 2 | 1 | 8. Student affairs. |

APPENDIX B

COVER LETTER



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES

COLLEGE OF HOME ECONOMICS
125 HOME ECONOMICS WEST
STILLWATER, OK 74078
(405) 624-3046 or 624-3047

Dear Administrator:

I would like to ask your assistance in completing and returning the attached questionnaire on conflict management. The purpose of this study is to assess the conflict management skills of home economics administrators in higher education. Hopefully, the results will provide information useful in the preparation of administrators for home economics programs in higher education.

Most individuals will be able to complete the questionnaire in about twenty minutes. Reactions from the pilot study indicated that administrators found the questions to be very interesting and helpful in reflecting on their personal styles of conflict management.

The information you provide will be strictly confidential. Your name will not appear on the questionnaire nor be connected with any of the findings. A code number is used only to identify the institution size and administrative role. This will also facilitate follow-up procedures.

Your participation is needed to make this a meaningful study. I know you are a busy person, so I have tried to make the questionnaire as short as possible. Please return your completed instrument in the self-addressed stamped envelope by February 12, 1982. Thank you for your assistance. I look forward to hearing from you soon.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn S. Johnston".

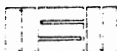
Carolyn S. Johnston
Graduate Student

A handwritten signature in cursive script that reads "Beulah Hirschlein".

Beulah Hirschlein, Ph.D.
Thesis Advisor

APPENDIX C

FOLLOW-UP LETTER



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES

COLLEGE OF HOME ECONOMICS
125 HOME ECONOMICS WEST
STILLWATER, OK 74078
(405) 624-5046 or 624-5047

February 17, 1982

Dear

We would like to ask your assistance in completing and returning the Conflict Management Assessment Instrument mailed to you in January. In case you did not receive the survey instrument or it has been misplaced a copy has been enclosed for your use.

The response to date has been very gratifying, but we would like very much to include your input. You, of course, are a busy person, so we have tried to make the questionnaire as short as possible. The information you provide will be strictly confidential. Your name will not appear on the questionnaire nor be connected with any of the findings.

Please return your completed instrument in the self-addressed stamped envelope as soon as possible. If you have already completed and mailed the survey, please consider this letter a sincere thank you for your participation.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn S. Johnston".

Carolyn S. Johnston
Graduate Student

A handwritten signature in cursive script that reads "Beulah Hirschlein".

Beulah Hirschlein, Ph. D.
Thesis Advisor

Enclosure

APPENDIX D

TELEPHONE FOLLOW-UP OF
NON-RESPONDENTS

Telephone Non-Response Follow-Up

Name: _____ Code: _____

Telephone Number: _____

Do you remember receiving the Conflict Management Assessment Instrument in February?

Yes _____

No _____

Not Sure _____

Number of Years in Administration _____

Highest Degree Earned: Master's _____ Ph.D. _____

Ed.D. _____

Sex: Female _____ Male _____

Age: 30 or under _____ Marital Status: Married _____

31 - 40 _____ Divorced _____

41 - 50 _____ Single _____

51 - 60 _____ Separated _____

61 and over _____ Widowed _____

Which of the following role functions is the most frequent source of conflict?

_____ Student Affairs _____ Institutional Affairs

_____ Educational Programming _____ Physical Facilities

_____ Personnel _____ External Relations

_____ Financial Affairs _____ Professional Leadership
and Research

Please indicate how likely you would be to use each of the alternatives in the following conflict situation.

8. The president of your university, in a personal memo, indicates that research publication is expected from each faculty and administrator.

Very Likely			Very Unlikely			
5	4	3	2	1		
					A.	I would meet with faculty and administrators to develop research publication goals.
5	4	3	2	1	B.	I would immediately drop all other projects and work on a research article.
5	4	3	2	1	C.	I would require all administrators to submit research articles for publication.
5	4	3	2	1	D.	I would give up some of my other goals in order to publish.
5	4	3	2	1	E.	I would ignore the memo and try to publish according to my own schedule.

15. Student evaluations indicate dissatisfaction with a faculty member's course.

Very Likely			Very Unlikely			
5	4	3	2	1		
					A.	I would tell the students that the faculty member knows the subject best.
5	4	3	2	1	B.	I would confer with the faculty member to clarify the problems with the course.
5	4	3	2	1	C.	I would let the issue ride, and hope that it takes care of itself.
5	4	3	2	1	D.	I would let the faculty member know that the course should be changed to make the students happy.
5	4	3	2	1	E.	I would ignore the memo and try to publish according to my own schedule.

Thank you for responding.

Length of Interview: _____
Date: _____

APPENDIX E

SUMMARY OF TELEPHONE
FOLLOW-UP RESPONSES

TABLE XXXIV
DISTRIBUTION OF NON-RESPONDENTS
ON SAMPLE VARIABLES

Variable	Frequency	Percent
Age		
Under 30	0	0.0
31 - 40	3	21.4
41 - 50	1	7.1
51 - 60	9	64.4
61 and over	1	7.1
Total	<u>14</u>	<u>100.0</u>
Marital Status		
Married	5	35.7
Divorced	3	21.4
Single	5	35.7
Separated	0	0.0
Widowed	1	7.2
Total	<u>14</u>	<u>100.0</u>
Sex		
Female	13	92.9
Male	1	7.1
Total	<u>14</u>	<u>100.0</u>
Highest Degree		
Master's	2	14.3
Ph.D.	10	71.4
Ed.D.	2	14.3
Total	<u>14</u>	<u>100.0</u>
Years of Experience		
1 - 5	5	35.7
6 - 10	3	21.4
11 - 15	1	7.1
16 - 20	3	21.4
21 - 25	2	14.4
26 - 30	0	0.0
31 and over	0	0.0
Total	<u>14</u>	<u>100.0</u>

TABLE XXXIV (Continued)

Variable	Frequency	Percent			
Most Frequent Source of Conflict					
Student Affairs	0	0.0			
Ed. Programming	1	7.1			
Personal	9	64.3			
Financial Affairs	2	14.4			
Institutional Affairs	1	7.1			
Physical Facilities	0	0.0			
Professional Leadership and Research	1	7.1			
Total	14	100.0			
Role					
Chief Administrator	11	78.5			
Resident Instruction	1	7.1			
Cooperative Extension	2	14.4			
Total	14	100.0			
Size of Institution					
< 50	0	0.0			
50 - 99	1	8.3			
100 - 199	2	16.7			
200 - 399	1	8.3			
400 - 599	3	25.0			
600 - 999	3	25.0			
1000 or over	2	16.7			
Total	12 ^b	100.0			
Situational Responses^c					
8a.	5	4	3	2	1
b.	12	2	0	0	0
c.	0	0	4	0	5
d.	1	3	2	3	1
e.	0	5	1	2	1
15a.	0	0	3	2	4
b.	12	1	0	0	0
c.	0	0	0	2	7
d.	0	0	2	2	5
e.	6	4	1	0	0

^aN = 14

^bSize was not determined for two respondents.

^cFive people refused to rate each item only indicating the most likely choice.

APPENDIX F

SUMMARY TABLES OF ANALYSIS OF VARIANCE

TABLE XXXV
SUMMARY OF ANALYSIS OF VARIANCE FOR
CONFLICT MANAGEMENT TECHNIQUES

Dependent Variable	Source	df	Sum of Squares	F Value	p	R ²
Accommodation	Model					.03
	Size	1	.35	1.14	.28	
	Role	1	.04	.14	.70	
	Sex	1	.21	.67	.41	
	Degree	2	.06	.10	.90	
	Years	2	.04	.06	.94	
	Marital Status	1	.01	.02	.89	
	Age	1	.01	.06	.80	
	Error	140	42.07			
	Total	149	43.18			
Bargaining	Model					.14
	Size	1	.01	.03	.86	
	Role	1	.59	2.31	.13	
	Sex	1	1.08	4.19	.04	
	Degree	2	.35	.69	.50	
	Years	2	1.44	2.80	.06	
	Marital Status	1	.16	.63	.42	
	Age	1	.00	.00	.98	
	Error	140	37.10			
	Total	149	40.50			
Collaboration	Model					.08
	Size	1	.28	1.50	.22	
	Role	1	.08	.45	.50	
	Sex	1	.14	.74	.39	
	Degree	2	.29	.77	.46	
	Years	2	.02	.06	.94	
	Marital Status	1	.00	.02	.88	
	Age	1	.23	1.23	.26	
	Error	140	25.88			
	Total	149	27.56			

TABLE XXXV (Continued)

Dependent Variable	Source	df	Sum of Squares	F Value	p	R ²
Forcing	Model					.12
	Size	1	.24	.71	.40	
	Role	1	4.78	14.33	.00	
	Sex	1	.21	.62	.43	
	Degree	2	.43	.64	.52	
	Years	2	.13	.19	.82	
	Marital Status	1	.08	.24	.62	
	Age	1	.17	.51	.47	
	Error	140	45.85			
	Total	149	51.77			
Withdrawing	Model					.07
	Size	1	.16	.96	.33	
	Role	1	.12	.71	.40	
	Sex	1	.06	.37	.54	
	Degree	2	.44	1.31	.27	
	Years	2	.03	.10	.90	
	Marital Status	1	.06	.35	.55	
	Age	1	.16	.96	.33	
	Error	140	23.49			
	Total	149	24.56			

TABLE XXXVI
 SUMMARY OF ANALYSIS OF VARIANCE FOR
 SOURCE OF CONFLICT

Dependent Variable	Source	df	Sum of Squares	F Value	p.	R ²
Source of Conflict	Model					.08
	Size	1	1.25	2.27	.13	
	Role	1	.03	.06	.81	
	Sex	1	.01	.02	.90	
	Degree	2	.25	.23	.79	
	Years	2	.83	.76	.47	
	Marital Status	1	.13	.24	.62	
	Age	1	.99	1.81	.18	
	Error	139	75.17			
Total	148	80.88				
Personal Behavior	Model					.08
	Size	1	1.92	2.12	.15	
	Role	1	.00	.00	.99	
	Sex	1	.00	.00	.96	
	Degree	2	.43	.24	.79	
	Years	2	.81	.44	.64	
	Marital Status	1	.28	.31	.58	
	Age	1	2.27	2.50	.12	
	Error	137	124.61			
Total	148	133.02				
Personal Power Behavior	Model					.15
	Size	1	3.34	3.81	.05	
	Role	1	.81	.93	.34	
	Sex	1	.81	.92	.34	
	Degree	2	.46	.26	.76	
	Years	2	1.54	.88	.42	
	Marital Status	1	.19	.22	.64	
	Age	1	1.12	1.27	.26	
	Error	139	124.51			
Total	148	138.92				

TABLE XXXVI (Continued)

Dependent Variable	Source	df	Sum of Squares	F Value	p	R ²
Image of the Profession	Model					.10
	Size	1	.44	.35	.56	
	Role	1	7.43	5.80	.01	
	Sex	1	.14	.11	.74	
	Degree	2	1.71	.67	.51	
	Years	2	1.59	.62	.54	
	Marital Status	1	.89	.70	.41	
	Age	1	.17	.13	.71	
	Error	139	174.71			
Total	148	191.25				

TABLE XXXVII

ANALYSIS OF VARIANCE FOR
FREQUENCY OF CONFLICT

Source	df	Sum of Squares	F Value	p	R ²
Model					.16
Size	1	.13	.33	.57	
Role	1	.34	.86	.35	
Sex	1	.83	2.10	.15	
Degree	2	2.06	2.59	.07	
Years	2	.69	.87	.42	
Marital Status	1	.13	.32	.57	
Age	1	2.78	7.00	.01	
Error	139	53.71			
Total	148	64.14			

APPENDIX G

ITEMS OF THE REVISED CONFLICT MANAGEMENT
ASSESSMENT INSTRUMENT

PART I

Described below are a number of situations involving conflict. For each alternative following the situation, please circle the number that indicates how likely or unlikely it is that you would use that way of dealing with the conflict. Please think of yourself as having to deal with each situation, even if it is not related to your present administrative role.

1. Although students express dissatisfaction with some of the curriculum, saying it is not relevant to future job performance, faculty feel that the existing programs are of high quality and relevant.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would meet with students and faculty to clarify objectives.	
5	4	3	2	1	B.	I would retain the existing programs and try to convince students of its benefits.	
5	4	3	2	1	C.	I would appoint a task force to work out a compromise.	
5	4	3	2	1	D.	I would try to make the students happy by making more of the program elective.	
5	4	3	2	1	E.	I would wait to see how faculty advisors deal with the problem.	

2. While at a community social gathering you heard your discipline being criticized for its emphasis on traditional approaches.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would agree that the discipline has a traditional approach.	
5	4	3	2	1	B.	I would tell the group that it has an outdated view of the discipline.	
5	4	3	2	1	C.	I would clarify the uniqueness of the discipline through open discussion.	
5	4	3	2	1	D.	I would acknowledge a traditional emphasis and explain contemporary dimensions.	
5	4	3	2	1	E.	I would let the comment go by unnoticed.	

3. Upon receiving preliminary plans from faculty, you realize that you will not be able to fund five travel requests, although policy for your unit state that monies for travel will be given to those who are presenting papers at national conferences.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would find funds from other sources, including my own travel allocation, so all faculty could have travel money.	
5	4	3	2	1	B.	I would honor requests as they come in until all funds were depleted.	
5	4	3	2	1	C.	I would share all travel monies equally, even if it does not cover all expenses.	
5	4	3	2	1	D.	I would work with faculty to find a solution that benefits each person involved.	
5	4	3	2	1	E.	I would act as if there were no problem and wait to see what might happen later in the year.	

4. Central administration is asking you to double research funding from external sources in the next five years.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would meet with faculty and administration to develop a plan for seeking funding.	
5	4	3	2	1	B.	I would sacrifice part of my vacation time to work on research proposals.	
5	4	3	2	1	C.	I would take no immediate action and hope for some increase in funds.	
5	4	3	2	1	D.	I would reduce committee assignments in order to free time for proposal writing.	
5	4	3	2	1	E.	I would require each faculty member to double the number of proposals submitted each year.	

5. Although a faculty member is being recommended for promotion, in your judgment the individual does not meet the criteria.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would attempt to give recognition to the individual yet withhold promotion at this time.	
5	4	3	2	1	B.	I would meet with the faculty member to clarify goals and plan faculty development activities.	
5	4	3	2	1	C.	I would postpone the decision.	
5	4	3	2	1	D.	I would be firm in withholding the recommendation for promotion.	
5	4	3	2	1	E.	I would go along with the recommendation for promotion.	

6. Two members of the academic faculty feel a lack of privacy exists in dealing with student problems because they must share office space.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would try to convince the faculty that there is no other alternative available.	
5	4	3	2	1	B.	I would work with the faculty on a space utilization survey aimed at locating additional space for their use.	
5	4	3	2	1	C.	I would postpone discussion until more room becomes available.	
5	4	3	2	1	D.	I would give up a supply room to make a faculty office.	
5	4	3	2	1	E.	Assuming that no additional space can be found, I would offer to install a room divider.	

7. Student evaluations indicate dissatisfaction with a faculty member's course.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would tell the students that the faculty member knows the subject best.	
5	4	3	2	1	B.	I would confer with the faculty member to clarify the problems with the course.	
5	4	3	2	1	C.	I would let the issue ride, and hope that it takes care of itself.	
5	4	3	2	1	D.	I would let the faculty member know that the course should be changed to make the students happy.	
5	4	3	2	1	E.	I would pass on students' recommendations but support the faculty member's decisions as to course changes.	

8. The faculty feel you spend so much time participating in professional organizations that you are not available when needed.

Very Likely					Very Unlikely		
5	4	3	2	1			
					A.	I would refrain from discussing my activities.	
5	4	3	2	1	B.	I would work with faculty to find a division of responsibilities that will benefit everyone concerned.	
5	4	3	2	1	C.	I would continue to pursue my professional leadership goals in spite of faculty complaints.	
5	4	3	2	1	D.	I would give up some of my professional activities in order to be available.	
5	4	3	2	1	E.	I would do whatever is necessary to make the faculty satisfied.	

PART II

Indicate the seriousness of each of the following sources of conflict in your administrative role. Please circle the number that most closely describes your situation; 5 if the item is a major source of conflict, and 1 if it is not a serious source of conflict.

- | Very
Serious | | | | Not
Serious | | | | |
|-----------------|---|---|---|----------------|---------|-----|--|--|
| 5 | 4 | 3 | 2 | 1 | . . . | | | |
| | | | | | 1 . . . | 1. | Differences in attitudes and opinions. | |
| | | | | | 2 . . . | 2. | Differences in basic values. | |
| | | | | | 3 . . . | 3. | Personality differences. | |
| | | | | | 4 . . . | 4. | Procedural barriers to effective communication that result in misunderstandings. | |
| | | | | | 5 . . . | 5. | Maliciousness on the part of either party. | |
| | | | | | 6 . . . | 6. | Different views of the situation. | |
| | | | | | 7 . . . | 7. | Competition for position, power, or recognition. | |
| | | | | | 8 . . . | 8. | Different views of the profession. | |
| | | | | | 9 . . . | 9. | Different views of the role of the discipline in higher education. | |
| | | | | | | 10. | Other (specify other source of conflict). | |
-

PART V

Please circle the most appropriate response for each item below.

How would you grade yourself on your ability to manage conflict with persons encountered in your work?

- | | | | | | |
|---|---|---|---|---|---|
| A | B | C | D | F | 1. Your superiors. |
| A | B | C | D | F | 2. Other administrators at the same management level. |
| A | B | C | D | F | 3. Faculty. |
| A | B | C | D | F | 4. Students. |
| A | B | C | D | F | 5. Alumni. |
| A | B | C | D | F | 6. Employers of graduates. |

Instructions for self scoring of Part I are included on a separate page.

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Instructions for Self-Scoring of the Conflict
Management Assessment Instrument
Revised Form

Situation	ACC	BAR	COL	FOR	WDR
1	D _____	C _____	A _____	E _____	E _____
2	A _____	D _____	C _____	B _____	E _____
3	A _____	C _____	D _____	B _____	E _____
4	B _____	C _____	A _____	E _____	C _____
5	E _____	A _____	B _____	D _____	C _____
6	D _____	E _____	B _____	A _____	C _____
7	D _____	E _____	B _____	A _____	C _____
8	E _____	D _____	B _____	C _____	A _____
<hr/>					
Total	_____	_____	_____	_____	_____
<hr/>					

Write the number you circled for each response on the line following the item letter. Add the numbers in each column. The resulting score indicates how likely you are to use the conflict management techniques represented by the items in each column.

Definitions of Conflict Management
Techniques for the Self-Scored
Instrument

ACC - Accommodation is an unassertive behavior in which the individual is very cooperative and concerned that the other person is satisfied. There is an element of self-sacrifice and yielding to another's point of view.

BAR - Bargaining is a somewhat assertive and cooperative behavior in which the objective is to find a solution that is mutually acceptable even though it does not really satisfy the goals of either party. This is a position of compromise in which there is an exchange of concessions, a splitting of the difference or a middle-ground solution in which both parties gain some and lose some.

COL - Collaboration is an assertive and cooperative behavior involving an attempt to work with the other party or parties in the conflict to find a solution which fully satisfies the goals of everyone involved. It is a win/win situation in which the parties use a problem solving approach to reach a solution.

FOR - Forcing is an assertive and uncooperative behavior in which the individual is very competitive and pursues his own goals at the expense of the other party. It involves the use of power to win one's position.

WDR - Withdrawing is unassertive and uncooperative behavior in which the individual avoids taking action or dealing with the concerns of the conflicting party. It involves sidestepping the issue, postponing any action or simply withdrawing from the situation.

2
VITA

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Candidate for the Degree of
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Thesis: A CONFLICT MANAGEMENT ASSESSMENT OF HOME ECONOMICS
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