
The relationship between triple skills management with conflict strategies of physical education teachers of Isfahan

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Abstract

Background: The goal of research is studies about the relation between triple skills management with conflict strategies of physical education teachers of Isfahan.

Materials and Methods: The manner of this research is descriptive & correlation. Statistical sample of this study was specified by random methods & proportional to the population size of a class based on geographical status & 212 physical education teachers are selected among five areas of Isfahan. The time of the research was in the second semester 90-91 & it is used personal characteristic, triple skills management (Mohammad Nadi, 1996) questions & Robins conflict management. The durability of questions of questionnaires are studied by Cronbach's alpha after specifying its validity by experts & also obtained coefficient was (0.87) for triple skills management & the conflict strategies was (0.95) & they specified that the durability of questionnaires the data were analyzed by descriptive statistics (frequency, percentage, mean, standard deviation) & deductive statistics (coefficient correlation, regression analysis, variance analysis) & the meaningful level is considered for hypothesis test ($P \leq 0.05$).

Results: The results of score mean of subjects showed that in each dimension of triple skill management; technical skill 72.37, humanly skill 66.7, cognitive skill 52.98 which they are higher than mean. The scores average of the conflict strategies 19, avoidance strategy 36.82 and oriented solution strategy 22.13 which they are lower than mean. The result of coefficient showed that there is meaningful relationship between triple skills management & conflict (confronting) strategies of subjects. Based on personal characteristics of subject & obtained meaningful level, there is different meaning between triple skills management & also between conflict dimensions of teachers.

Conclusion: results of this analyzing showed that physical education teachers every day obtained mere & better experiences in triple skills management by recognizing of humanly factors & paying attention to the being trained of triple skills management. Based on this organizing sporting activities in learning, training such as comparison, seminars, camps & workshops can be started with organized & selecting the best persons by their personal characteristics.

Key Word: *Triple skills management, Conflict or confronting strategies, Physical education teachers.*

Introduction

Everyone knows that output of physical educational organization teachers & students are the main inputs of this organization that with the little imbalance & don't work true, so the function of it is not same as expectation.

Studying about the management of class is so useful for teachers, students & top managers training. Knowing about skills management help to the teachers & also is useful for students, because teacher with effective management cause to increasing the motivation & interest of students in classroom & then caused to the success in learning. In addition, knowing the skills help to the higher levels of management that do their activities without attending to the difficulties of non-effective management in classroom.

It's clear that physical education & sport are the key components of education & training. In fact, the nature of physical education & sport provide conflicts & there are many problems that managers of physical education & sports leader face to them & under doing this, cause to the irreparable damage in configuration & structure of educational & sporting systems. The researcher give important & new data to physical education teachers & managers by studying on the relationship between triple skills management & conflict (confronting) strategies physical education teachers & also by paying attention to the inevitability of conflicts, finding the effective methods, importance of behaviors in organization. Physical education teachers communicate with the four groups; parents, students, colleagues & managers & this relation cause to creating conflict.

Conflict: It is processing that person or group thinks that there are person or group whom they object with his/her or groups' favorites, believes, conceptions. In at all, there is conflict when two persons don't have agreement with each others. Conflict has many kinds but we can categorize it in 2 kind destructive conflict & constructive conflict. Constructive conflict stimulates & arouse person to the more efforts, cooperation & creativity. Conflict is not effective in very high & very low level. High conflict is misleading & cause to the disorder in duties very low conflict may increase efforts, but decrease the creativity & function level (Firuz abadi, 2009).

When a conflict create the teachers can be starters, apologist & peace maker role, but happening

goal of it, is so important which is concluded; resolving the conflict, creative & acceptable in all situation. If the teacher is starter needs:

1-Select the situation carefully & the time & place of it is vital knowledge.

2-Expose the subject whether in high level of organization or in meetings counter parts needs to the some preparations.

3-Know as reality, personal, special & normal affairs but don't forget its formal feature.

4-Reinforce & strength successfully & some times, teachers are starter of conflict, such as, the teacher who believes that teacher's performances is not satisfactory or they don't use new training methods. He/she wants educational coach speaks to the teachers about it until started improvement method of training by discussion (Shirazi, 1995).

If the teacher have apologist role needs:

1-don't be angry person & keep his/her self calm & composure & take time to the starter (he/she declares his/her subject) & then teacher must be survey about subject carefully.

2-Must know all things about subjects.

3-If it is possible he/she is seeking proofs for identifying the sources of appropriate.

4-Allow the starter obtained scores for him/her self, tried to create an informal situation (Hansen, translated by Naeli, 1991).

Teachers must be accepted charge of others doing. Conflict discloses when these functions don't match with teachers' duties (Shirazi, 1994).

If the teacher has peacemaker role, needs:

1-Must inform hostiles that not only conflict is a common phenomenon, but also, it is necessary factors for changing.

2-Knowing that minds & thoughts of each of them have conflict details so he/she must try to destroy hostiles' minds & thoughts.

3-Distribute conflicts to the small parts.

4-Don't forget no one that don't like other interfere his/her training (Hansen, translated by Naeli, 1991).

In this role, teacher mediates among several people or groups & must be paid attention to the 2 aspects of this role, first: the structure of organization must design as non-productive conflict cannot create it, second; the methods which the teacher uses it for destroying the source of conflicts. In this role, teacher tries to analyze the cooperation among them naturally. His/ her goal are shown the problems as they understand & create trust among them for

designing & implementation a solution that two parts accept it (Shirazi, 1991)

Some time, teacher arranges a consultation for solving some problems among peoples by creating a proper situation & in this meeting; he/she defines the problem, specifying the judge based on personal values, introducing the solutions, following the ethical & care to solving the conflicts (Berenji, 1999).

Materials and Methods

The researcher uses descriptive-correlation methods for describing & surveying the relation between triple skills management with conflict strategies of physical education teachers & analyzes the relationship between variables based on the goals of research.

Statistical Population

The statistical population concluded all of the physical education teachers of Isfahan, whom they are 470 persons according to the reported statistic by

Office of Education Planning & Administration in 2011. Statistical population concluded all full-time physical education teachers in five areas of elementary, middle & high schools of Isfahan in 2011. They are 470 persons

Statistical sample

It is selected by random method based on commensurate with size of class of population & for specifying the size of sample is used Morgan's table, so 212 physical education teachers are selected among them.

Results and Discussions

Based on results of table (1) obtained t doesn't have meaning in $P \leq 0.05$ level & so there isn't different meaning among genders' skills.

Table1. Comparison among mean scores of skills based on genders

	Female		Male		t	P
	Mean	SD	Mean	SD		
Technical	42.40	16.13	42.16	16.50	0.108	0.914
Humanal	37.67	15.32	36.69	15.02	0.473	0.637
Cognitive	25.08	9.02	25.53	9.42	0.347	0.729

Table2. Comparison among mean scores of skills based on marital situation

	Single		Married		t	P
	Mean	SD	Mean	SD		
Technical	30.96	15.21	46.55	15.21	0.866	0.001
Humanal	26.27	15.61	41.33	15.61	0.177	0.001
Cognitive	17.32	7.42	28.29	7.42	0.109	0.001

Based on the results of table (2), obtained t was meaningful in $P \leq 0.05$ level & so there isn't different meaning among martial situation.

Table3. Comparison among mean scores of skills based on degree

	Elementary		Middle/Secondary		High		F	P
	Mean	SD	Mean	SD	Mean	SD		
Technical	38.08	13.38	43.57	17.08	47.26	16.95	7.60	0.001
Humanal	34.07	13.08	36.56	14.73	41.82	17	4.81	0.009
Cognitive	23.52	8.35	25.21	9.21	27.57	9.84	3.47	0.033

Based on the results of table (3), obtained F was meaningful in $P \leq 0.05$ level & so there isn't different meaning among skills based on degree.

Table4. Comparison among mean scores of skills based on education

	Diploma & associate Degree		Bachlor		MA		F	P
	Mean	SD	Mean	SD	Mean	SD		
Technical	34.50	13.99	41.98	13.31	55.83	19.87	16.23	0.001
Humanal	29.05	14.50	37.23	11.91	50.27	16.79	27.18	0.001
Cognitive	19.77	7.53	24.57	6.56	36.55	9.63	57.97	0.001

Based on the results of table (4), obtained F was meaningful in $P \leq 0.05$ level & so there isn't different meaning among skills based on education.

Table5. Comparison among mean scores of conflict(confronting) strategies based on group's ages

	20-25 years old		26-30 years old		31-40 years old		41-45 years old		Over 46 years old		F	P
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Controlling Strategies	7.05	1.09	15.28	4.04	22.20	2.74	25.06	1.03	27.31	1.64	14.64	0.001
Avoidance	15.05	1.798	26.10	7.01	39.58	4.81	57.09	6.79	57.09	4.34	18.48	0.001
Oriented solution(conflict)	10.88	0.582	15.73	3.21	46.24	5.12	32.33	4.33	40.27	4.77	21.77	0.001

Based on the results of table (5), obtained F was meaningful in $P \leq 0.05$ level & so there isn't different

meaning among confronting strategies with conflict based on groups' ages.

Table6. Comparison among mean scores of confronting strategies & conflict based on education

	Diploma & associate Degree		Bachelor		MA		F	P
	Mean	SD	Mean	SD	Mean	SD		
Controlling Strategy	13.01	4.67	19.72	4.98	36.30	1.89	99.27	0.001
Avoidance	23.24	7.55	34.77	10.24	53.66	6.07	127.77	0.001
Oriented solution(conflict)	14.24	3.16	21.54	6.61	36.72	6.33	166.36	0.001

Based on the results of table (6), obtained F was meaningful in $P \leq 0.05$ level & so there isn't different

meaning among confronting strategies with conflict based on education.

Table7. Comparison among mean scores of confronting strategies & conflict based on gender

	Female		Male		T	P
	Mean	SD	Mean	SD		
Controlling Strategy	18.96	6.34	19.06	6.24	0.110	0.912
Avoidance	35.09	13.52	34.52	13.12	0.315	0.753
Oriented solution(conflict)	22.29	9.59	21.95	9.06	0.268	0.789

Based on the results of table (7), obtained T doesn't have meaning in $P \leq 0.05$ level & so there isn't

different meaning among confronting strategies with conflict based on genders.

Table8. Comparison among mean scores of confronting strategies & conflict based on martial situation

	Single		Married		T	P
	Mean	SD	Mean	SD		
Controlling Strategy	11.10	3.95	21.98	4.00	17.70	0.001
Avoidance	19.81	5.78	40.48	10.68	18.00	0.001
Oriented solution(conflict)	12.84	2.46	28.62	8.53	16.82	0.001

Based on the results of table (8), obtained t was meaningful in $P \leq 0.05$ level & so there isn't different

meaning among confronting strategies with conflict based on martial situation.

Table9. Comparison among mean scores of confronting strategies & conflict based on degree

	Elementary		Middle/Secondary		High		F	P
	Mean	SD	Mean	SD	Mean	SD		
Controlling Strategy	18.98	6.38	19.08	6.32	18.95	6.21	0.008	0.992
Avoidance	34.48	13.82	34.98	13.35	35.06	12.80	0.40	0.961
Oriented solution(conflict)	22.19	9.45	22.30	9.67	21.85	8.90	0.41	0.959

Based on the results of table (8), obtained t was meaningful in $P \leq 0.05$ level & so there isn't different

meaning among confronting strategies with conflict based on degree.

conclusion

Surveying about the difference of mean scores of triple skills management of subject based on cognitive population, the results of this analyzing showed that physical education teachers every day obtained mere & better experiences in triple skills management by recognizing of humanal factors & paying attention to the being trained of triple skills management. Based on this organizing sporting activities in learning, training such as comparison, seminars, camps & workshops can be started with organized & selecting the best persons by their personal characteristics.

The results of this part of data said that there is different among means of triple skills management based on cognitive population. Rabani khah (2001) who said that there is not meaningful relationship between skills management & characteristics such as; gender, field, education, experiences & also mach with Shojaee (2006) that he believed that among educational necessities to the triple skills management based on moderating variables (age, gender, degree & experience)

Surveying on different scores mean of confronting strategies with subjects conflicts based on cognitive population characteristics, so the old teacher with MA use best strategies for controlling conflict because of their more experience & the 20-25 years

old teachers with Diploma & associate degree don't use proper strategies so, education & training organization provides classes for teachers for helping them.

The results of data of this part , are similar to the Sirvan's findings (2001) that he said there is not meaningful relation between confronting strategies & gender, education & experience, also Kolman (2003) believed that there is not relationship between necessities to the confronting strategies with conflicts based on moderate variables (age, gender, skills, education & experience).

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