Assessing Spiritual intelligence and its role in Predicting conflict management styles

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Abstract:
Conflict management is one of the issues that is effective in shaping the behavior of managers to deal with organizational conflicts; So, managers should be able to use a variety of skills, including their spiritual abilities in solving of organizational conflicts. The study with the title of "spiritual intelligence and its role in predicting of the styles of conflict management" is done. The Method, according to its nature and terms of data collection, was descriptive and correlational method and according to the purpose, was applied study. The population of this study includes 260 principals and their deputies in high school level that they worked in 2013-2014 academic year. According to random sampling and based on Kerjesi and Morgan’s Table, 160 principals were chosen as a sample size. For data collection, Rahim’s (1983) conflict management questionnaire and Badi and his colleagues’ (2010) spiritual intelligence questionnaire were used. The reliability of the questionnaires were calculated and Cronbach’s alpha for conflict management was 0/79 and for spiritual intelligence was 0/84. The results showed that from the component of spiritual intelligence; the ability to deal with problems can predict the competition and avoidance of management (components of conflict management styles). Moral values can predict the compromise style and the general thinking, can predict the managers’ cooperation, compromise and avoidance styles.

Keywords: Conflict Management Styles, Spiritual Intelligence, Principal.
Introduction

In complex and dynamic contemporary world, organizations are dependent on workforce and human capital more than other resources to continue their activities, increase their capabilities, upgrade and improve their performances and develop their roles and tasks in the community. Among the roles of managers in organizations are providing grounds for constructive and useful interaction among different work groups, creating a healthy and motivating environment for doing their tasks and blossoming the talents and individual and group capabilities, but individuals’ religious and political perspectives are different and their cultural backgrounds are also different. In different societies, such differences lead to conflicts among individuals and groups (Farid, 2004).

Conflict is an obvious tension between at least two interdependent parties and it is perceived that their goals, concepts, values and beliefs are incompatible (Bass & Talente, 2007). Conflict is a situation in which individuals’ or different groups’ goals and values are incompatible (Kazimoto, 2013). According to Sportman and Hamilton (2007), conflict is obvious struggle between at least two persons in a way that one of them feels that lack of facilities, incompatibility of goals and others’ intervention are barriers to reaching to his or her goals. Generally, conflict is perception of any kind of incompatibility between individuals, groups or organizations that leads to contradictory behavior of both parties. As conflict is natural in organizations, the manager should maintain conflicts in the organization at a reasonable level. Because, lack of conflict in organizations leads to intellectual stagnation of employees (Nekooyee Moghadam and Pirmoradi, 2007).

The best organizations are not those that have not faced any conflict, but are those that resolve the conflicts by constructive management (Zare & Keramati, 2005). Therefore, the manager of the organization is inevitable to accept the conflict and benefit it for improvement of the organization effectiveness (Moghimi, 2011). Schermerhorn, Osborn and Hunt (2000) believe that, conflict management refers to behavior that people use it at the time of conflict. To prevent unnecessary conflict and its reduction, the manager defines it correctly and manages the organizational conflicts (Hellriegel & Slocum, 2011). It is believed that, in the management of conflicts, the manager tries to use it as a valuable human source of free energies to reach organizational goals and develop creativity of his or her employees (Astergi, 2005).

The manager measures against conflict depend on his or her belief about conflict. Some intellectual schools believe that conflict is devastating and should be avoided. This is a classical view toward conflict. According to the human relations perspective, conflict is not necessarily devastating and can turn the group performance into a creative, positive and constructive force and it is useful for organizational health. This perspective is called interaction (interaction or understanding between two persons or systems) (Robbins, 1998; Seyed Javadin, 2004). Each
manager shows a behavioral pattern, while encounters conflict. A manager is cool while encounters a conflict, the other interacts intensely while facing a conflict and the other faces conflicts peacefully (Niknami, Moshfeghi & Moshfeghi 2008). To solve conflicts in an organization, Moghimi (2011), suggests solving conflict by face to face encounter, creating a common goal, development of rare resources, imperative and authoritarian encounter, modifying human and structural variables and Nasr Isfahani (2001) argued that finding a common enemy and defining a sublime goal are ways for encountering conflicts.

Putnam and Wilson (1982) suggested three strategies: finding a solution (cooperation and compromise), not encountering (prevention and sacrifice) and Controlling (competitive) (Keramti, Mirkamali and Rafiee, 2009). Blake and Mouton (1981) suggested that, individuals either tend to reach for their personal goals (manufacturing of products) or maintain their relations (tend toward others) and thus introduced the strategies of completion, cooperation, prevention, forgiveness and compromise to manage conflicts (Holt & DeVore, 2005; Ramírez, 2010). Thomas and Kilman (2007) introduced a two dimensional matrix of cooperation (attempt for satisfaction from others’ willing) and deceives (attempt for satisfaction from personnel willing) and defined conflict resolution based on determination and cooperation.

1- Competition or coercion: while the individual tries to reach his or her goal by other’s cost, in fact, he or she is competing (Chen & Tjosvold, 2002). Such struggles that result in winning or losing can be resolved by official authority, physical threat, cunning decisions, and by ignoring the other party interests (Whetten & Cameron, 2001).

2- Collaboration or cooperation based on trust: this is the most effective method of conflict resolution. In this method, both parties try to reach one’s goals, meanwhile cooperate with each other and consider other party’s interest (Tjosvold, Law, & Sun, 2006). As, both parties benefit from the final solution, cooperation based on trust is a win- win approach (Schermernhorn, 2002).

3- Avoidance or resignation: when the individual does not care of ones and others goals and try to deny the conflict, in reality his method is avoidance (Friedman and et al., 2000). This approach represents an incompatibility, tension and frustration. The individual in this approach tries to pretend that the conflict is unimportant to ignore the conflict rather than solve it (Hellriegel & Slocum, 2011).

4- Forgiveness: when someone prefers others interests rather than one’s interest, in other word he or she sacrifices to maintain the relationships, in fact, someone loses and the other one wins (Robbins, 1998).

5- Compromise: compromise occurs when it is trying to provide an intermediary ground to compensate losses by acquired values (Seyed Javadin, 2004). As both parties accept the result,
there is not any winner or loser (Robbins, 1998). Therefore, no parties will be satisfied and the conflict will be emerged after a while.

Individuals encounter conflicts differently by thinking, planning, and decision making and choose different approaches that result in individual differences. In other hand, intelligence is a basic issue that results in personal differences and cause analysis of problems and issues in a creative manner (Hosseiniyan, Ghasem Zadeh & Niknam, 2011).

Zohar and Marshal defined the validity of intelligence in solving problems that their nature is emotional, logical, valuable and semantic (cited in Raghib, Ahmadi & Siadat 2008). One of dimensions of intelligence is spiritual intelligence. Vaughan (2002) defines spiritual intelligence as the capacity for deep understanding of the world problems and having multi-level awareness about the world (consciousness). This multi-level awareness implies understanding the relation of the material world, our relation with another, our relation with earth and other existences. Schaler argues that spiritual intelligence is a new approach toward one’s life and the whole life as an interrelated system that includes spiritual dimensions of human beings (cited in Crichton, 2008).

According to Amram (2005), spiritual intelligence is a set of capabilities or application of resources, values, and spiritual features to improve interaction and daily welfare. Yang and Mao (2007) define spiritual intelligence as a virtual tool for solving problems related to place, meanings and personal values. By using this kind of intelligence, people can signify their work activities, pay attention to their goals by doing those activities and be aware of their positive behaviors and lifestyles. Application of spirituality needs skills and features that spiritual intelligence provides them.

Badi and his colleagues, (2010) define four spiritual features: 1- general thought, 2- ability to encounter problems, 3- ethical virtues, 4- self-awareness and love of individuals.

General thought: having a systematic and holistic perspective to phenomena and their relation and being interested in all phenomena (Wigglesworth, 2002).

Ability to encounter problems: the capacity to face and encounter problems and pressures (Wigglesworth, 2002) and benefiting from spiritual resources to solve problems logically (Emmons, 2000).

Ethical virtues: An ethical virtue is ability to be adhered to ethical principles and behavior with empathy, forgiveness and wisdom with internal and external peace and also the ethical path should guide the person in his or her life (Abdollah Zadeh and et al., 2009).

Self-awareness and self-affection: know different dimensions of your personality (Sisk, 2002). And know who really you are (Zohar and Marshal, 2000) and know how to relate to your environment while you respect and acknowledge the life (Saghrvani, 2009).
Spiritual intelligence entered an area of organization and management studies. One of the reasons that spiritual intelligence entered organization is that organizations can’t solve their problems just by technology and they benefit from those philosophies that stress on spiritual intelligence and group faithfulness and spirituality in work (Sagharvani, 2009). Although there are many researches in areas of conflict management and spiritual intelligence, there are few researches that simultaneously study on these two variables, yet, the closest finding of this project includes: Parsa and Dehghan (2013) in their study on “comparative assessment of the relation between work environment spirituality and different styles of conflict management in employees of general departments of education of Khuzestan and Fars provinces” showed that there is significant relationship between work environment spirituality and different styles of conflict management of domination, toleration, collaboration and compromise of employees of Fars province. Likewise, there is significant relation between spirituality of work environment and conflict management styles of domination, toleration, avoidance, collaboration and compromise of employees of Khuzestan province.

Dindarloo and his colleagues (2012) in their study on “assessment of the relation between spiritual intelligence and different styles of conflict management of employees” showed that there is a significant relationship between spiritual intelligence and style of collaboration and compromise and there is a reverse relationship between spiritual intelligence and avoidance and coercion styles. The results were outcomes of a test on 169 employees of Fars technical and vocational academies in education year of 2010-2011.

Keramti and Roshan (2005), in their study on “the relation between self-awareness of school managers with their trick for conflict management in primary schools of Birjand” show that there is a significant relationship between self-awareness of managers with their tricks to resolve the conflicts. However, there was not any significant relation between non-encountering and control tricks.

Neyestani and Monfaredi Raz (2009) in their study on “assessment of the relationship between self-awareness of managers and application of conflict management styles in high schools of Bojnoord”, showed that there is a significant relationship between self-awareness of managers and application of conflict management by them and there is a significant relationship between self-awareness of managers and each one of 5 styles of conflict management.

Animasahun (2008), in a study on “the role of emotional intelligence, spiritual intelligence, self-efficacy, and creativity in prediction of behavior of conflict resolution in western south of Nigeria” showed that there is a positive relationship between emotional intelligence, spiritual intelligence and creativity with the behavior of conflict resolution, but self-efficacy has a little role in prediction of conflict resolution behavior.
As mentioned, there is a relationship between spiritual intelligence and the individual’s behavior. In many organizations, conflict is a serious problem. Conflict cannot cause dissolution of organizations in everywhere, but doubtlessly conflicts can affect adversely on activities and performances of organizations and even provide conditions for organization too lose their human resources. Among such organizations are schools (Fahim Dovin, Amirtash, & Hadavi, 2007).

Schools need to manage differences, incompatibilities, and conflicts effectively to ensure physical and psychological health of students and create the ground for their development and foster their talents. Managers are among those who have an important role in defining, leading, and solving the conflicts in schools (Fahim Dovin and et.al, 2007), because they try to solve the conflicts by clarifying the goals and values with creativity and innovation and giving sense to activities (Farhani, Fatahi, Vaseghi & Nargesian, 2009). Therefore, as mentioned, many factors involved in choosing conflict management styles. One of these factors is interpersonal differences among which spiritual intelligence has an outstanding role. Therefore, this study tries to investigate about spiritual intelligence and its role in conflict management styles of Birjand’s schools managers.

Hypotheses

1- There is a significant relationship between spiritual intelligence and conflict management styles of high schools’ managers.
2- Spiritual intelligence components (general thought, ability to encounter problems, ethical virtues and self-awareness) can predict the conflict management styles of high schools’ managers.
3- Spiritual intelligence can predicts the conflict management styles of high schools’ managers.

Methodology

The methodology of recent project based on its nature and the way the data was gathered was descriptive and correlational method and according to the purpose, was applied study. The populations of this study were all principals and assistants of high schools of Birjand (Iran) who were 260 persons in the academic year 2013-2014. The sample estimated to be 160 persons according to Krejcie and Morgan’s Table. Some of the questionnaires were deleted because they were either distorted or were blank. Finally, 153 questionnaires were analyzed (76 men and 77 women).

Noting to the goal of the project, the needed information was gathered by spiritual intelligence and conflict management style questionnaires. Badi’s questionnaire was used for assess the spiritual intelligence (Badi and et al., 2010). This questionnaire includes 42 items and 4 subscale of general thought and convictional dimension (42, 39,38,29,28,23,22,17,15,12,11), ability to
encounter and interact with problems (1,2,3,7,8,9,10,13,14,18,19,20,26,32,35), ethical virtues (4,5,6,24,30,31,33) and self-awareness and individual’s love and affection (16,21,27,36,37,40, 41) in Likert’s five range spectrum. Badi and et.al, (2010) find the validity of this questionnaire 0.85 and 0.78 by to methods of Chronbach’s alpha. They also reported that the reliability of this questionnaire correlated with the score of question and there is a significant and positive relation between them (r=0.55, p=0.0001). The validity of this test according to Chronbach’s alpha is 0.84.

For style of conflict management, Rahim’s questionnaire with 35 items in 5 range spectrum of Likert for competition (5,8,10,11,18,26), avoidance (34,33,32,23,27,7,3,2), cooperation (35,29,28,15,6,4,1), forgiveness (3,25,17,16,13,12) and compromise (9,14,19,20,21,24,27) is used. Rahim reported the validity of each component, 0.77, 0.70, 0.72, 0.70 and 0.73 respectively. The validity of the whole of questionnaire with method of Chronbach’s alpha was 0.79. Validity of each style of competition, cooperation, avoidance and compromise with method of Chronbach’s alpha was 0.68, 0.89, 0.75, and 0.80 respectively. It is noteworthy that forgiveness style was deleted because of its small Chronbach’s alpha (0.52). The validity and reliability of the questionnaire of conflict management were assessed by structure and content validity, and factor analysis.

Findings

Respondents were divided into two groups of men and women. Subjects were 76 men (0.49%) and 77 women (50%). They were also categorized by their education in three groups: high school diploma, associate degree, B.A, M.A and higher. Test subjects formed 6 associates (3.9%), 103 B.As (67%), 31 M.As (22.1%) and 13 persons (8.5%) didn’t announce their degrees. They were also divided into 5 groups regarding their work experiences as follows: 1 to 6 years, 7 to 12 years, 13 to 18 years, 19 to 24 years 25 years and more. 46 persons were in 1-6 group (30.1%), 34 persons were in 7-12 group (22.2%), 25 persons were in 13-18 group (16.3%), 15 persons were in 19-24 group (9.8%), 9 persons were in 25 years and more group and 24 persons didn’t announce their work experiences (15.7%). Regarding their history of service, they were divided into 5 groups: 1-6, 7-12, 13-18, 19-24, and 25 years and more. History of services were as follow: 3 person 1-6 years (2%), 11 persons 7-12 years (7%), 18 persons 13-18 years (11.8%), 48 persons 19-24 years (31.4%), 55 persons 25 years and more (35.9%) and 18 persons (11.8%) didn’t announce their history of services.

The first hypothesis: There is a significant relationship between spiritual intelligence and conflict management styles of high schools’ managers.

The relationship of these variables was assessed by statistical test of Pierson’s correlation coefficient. The results showed that the correlation coefficient between spiritual intelligence and
competition style is -0.07 (r=-0.07). We can conclude that, there is not significant relationship between spiritual intelligence and competition style. The correlation coefficient between spiritual intelligence and cooperation is 0.50 (r=0.50). We can conclude that there is a positive and significant relationship between cooperation and spiritual intelligence. The correlation coefficient between spiritual intelligence and avoidance style is 0.32 (r=0.32). We can conclude that there is a significant relationship between spiritual intelligence and avoidance style.

The correlation coefficient between spiritual intelligence and compromise style is 0.56 (r=0.56). We can conclude that there is a significant relationship between spiritual intelligence and compromise style. We can conclude that, according to the results, null hypothesis is rejected for variables related to spiritual intelligence with the styles of cooperation, avoidance and compromise and the alternative hypothesis is accepted. However, the null hypothesis for spiritual intelligence and competition style is confirmed and the alternative hypothesis is rejected.

Table 1. The correlation coefficient between spiritual intelligence and conflict management styles

<table>
<thead>
<tr>
<th>Variables</th>
<th>M</th>
<th>SD</th>
<th>Cooperation</th>
<th>Avoidance</th>
<th>Competition</th>
<th>Compromise</th>
<th>Spiritual intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>3/86</td>
<td>0/53</td>
<td>(0/89)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoidance</td>
<td>2/90</td>
<td>0/53</td>
<td>0/24**</td>
<td>(0/75)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>2/75</td>
<td>0/64</td>
<td>-0/07</td>
<td>0/19*</td>
<td>(0/68)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compromise</td>
<td>3/87</td>
<td>0/50</td>
<td>0/59**</td>
<td>0/378**</td>
<td>-0/04</td>
<td>(0/80)</td>
<td></td>
</tr>
<tr>
<td>Spiritual</td>
<td>2/98</td>
<td>0/30</td>
<td>0/50**</td>
<td>0/32**</td>
<td>-0/07</td>
<td>0/56**</td>
<td>(0/84)</td>
</tr>
<tr>
<td>intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Level of significance is less than 0.05  
** Level of significance is less than 0.01  
() Chronbach’s alpha

The second hypothesis: Spiritual intelligence components (general thought, ability to encounter problems, ethical virtues and self-awareness) can predict the conflict management styles of high schools’ managers.

To investigate about the second hypothesis, multi variable regression test is used. Square of multi variables correlation coefficient is 0.18 (Table 2). Therefore, the general thought and convictional dimension, ability to encounter problems, ethical virtues, self-awareness and love in sum define 18 percent of the variance of score of competition style. This table shows that the calculated F is equal to 8.139 and significant level is less than 0.01. Thus, the hypothesis of linear relation between two variables is confirmed.
In table 2, the results of regression analysis suggest standard beta coefficient between two variables of “ability to encounter problems” and “competition”. Beta coefficient here is positive (β=0.34) and statistically is meaningful at the level of 0.01 (t=4.45, p<0.01). Therefore, the principals and assistants with higher scores in their ability to encounter problems getting higher scores in competition style, and then the ability to encounter problems will predict the style of competition in conflict management. Other components don’t predict the competition style.

Table2. Standard regression coefficient (β) of spiritual intelligence dimensions as predictors of dimensions of conflict management styles.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Competition</th>
<th>Cooperation</th>
<th>Avoidance</th>
<th>Compromise</th>
</tr>
</thead>
<tbody>
<tr>
<td>General thought and convictional dimension</td>
<td>-0/16</td>
<td>0/33**</td>
<td>0/22**</td>
<td>0/39**</td>
</tr>
<tr>
<td>Ability to encounter problems</td>
<td>0/34**</td>
<td>0/05</td>
<td>0/27**</td>
<td>0/04</td>
</tr>
<tr>
<td>Ethical virtues</td>
<td>-0/02</td>
<td>0/13</td>
<td>-0/08</td>
<td>0/22*</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>-0/06</td>
<td>0/16</td>
<td>0/15</td>
<td>0/08</td>
</tr>
<tr>
<td>Defining coefficient</td>
<td>0/18**</td>
<td>0/29**</td>
<td>0/18**</td>
<td>0/38**</td>
</tr>
</tbody>
</table>

*. Level of significance is less than 0.05
**. Level of significance is less than 0.01

the square of multi variable correlation coefficient is 0.29 (Table 2); therefore, the general thought and convictional dimension, the ability to encounter problems, ethical virtues, self-awareness and love totally define 29 percent of the variance of cooperation style scores. The calculated F is equal to 14.97 and the meaningful level is less than 0.01 that confirms linear relation between the two variables.

In the table 2, the results of regression analysis suggest standard beta coefficient between two variables of “general thought” and “cooperation”. Beta coefficient here is positive (β=0.33) and statistically is meaningful at the level of 0.01 (t=3.68, p<0.01). Therefore, the principals and assistants with higher scores in the general thought and convictional dimension, getting higher scores in cooperation style, and then the general thought and convictional dimension will predict the style of competition in conflict management. Other components don’t predict the cooperation style.

The square of multi variable correlation coefficient is 0.14 (Table 2); therefore, the general thought and convictional dimension, the ability to encounter problems, ethical virtues, self-awareness and love totally define 14 percent of the variance of avoidance style scores. The calculated F is equal to 14.97 and the meaningful level is less than 0.01 that confirms linear relation between the two variables.
In the Table 2, the results of regression analysis suggest standard beta coefficient between two variables of “ability to encounter problems” and “avoidance”. Beta coefficient here is positive ($\beta=0.27$) and statistically is meaningful at the level of 0.01 ($t=3.52$, $p<0.01$). Therefore, the principals and assistants with higher scores in their ability to encounter problems getting higher scores in avoidance style, and then the ability to encounter problems will predict the style of avoidance in conflict management. Other components of spiritual intelligence don’t predict the avoidance style.

The square of multi variable correlation coefficient is 0.38 (Table 2); therefore, the general thought and convictional dimension, the ability to encounter problems, ethical virtues, self-awareness and love totally define 38 percent of the variance of compromise style scores. The calculated F is equal to 22.51 and the meaningful level is less than 0.01 that confirms linear relation between the two variables.

In the table 2, the results of regression analysis suggest standard beta coefficient between two variables of “general thought and convictional dimension” and “compromise”. Beta coefficient here is positive ($\beta=0.39$) and statistically is meaningful at the level of 0.01 ($t=4.46$, $p<0.01$). Therefore, the principals and assistants with higher scores in general thought and convictional dimension get higher scores in compromise style, and then general thought and conviction dimension will predict the style of compromise in conflict management.

In the table 2, the results of regression analysis suggest standard beta coefficient between two variables of “ethical virtues” and “compromise”. Beta coefficient here is positive ($\beta=0.22$) and statistically is meaningful at the level of 0.05 ($t=2.63$, $p<0.05$). Therefore, the principals and assistants with higher scores in their ethical virtues get higher scores in compromise style, and then ethical virtues will predict the style of compromise in conflict management. Other components don’t predict the compromise style.

The third hypothesis: Spiritual intelligence can predicts the conflict management styles of high schools’ managers.

The multi variable correlation coefficient is 0.50 and the square of multi variable correlation coefficient is 0.25. Therefore, spiritual intelligence defines 25 percent of variance of conflict management style scores. The calculated F is equal to 51.65 and the meaningful level was less than 0.01 that confirms linear relation between these two variables. In the Table 2, the results of regression analysis suggest standard beta coefficient between two variables of “spiritual intelligence” and “conflict management”. Beta coefficient here is positive ($\beta=0.50$) and statistically is meaningful at the level of 0.01 ($t=7.18$, $p<0.01$). Therefore, the principals and assistants with higher scores in their spiritual intelligence, getting higher scores in conflict management style, and then the spiritual intelligence will predict the style of competition in conflict management. Other components don’t predict the conflict management style.
Discussion and conclusion

In organizational life, conflict is natural and inevitable and occurs in different forms. Although conflict assumed as inefficient because of its nature, this phenomenon reveals the problems and their solution, improves decision making and group performances, creates innovation and emerges new solutions, develops individuals and generally causes a change in an organization. Whether the conflict is in a constructive path or not depends on the way a manager controls and manages the conflict. Conflict manager should maintain the conflict in a reasonable level among his or her employees. Because, if there is not any conflict in the organization, or if the conflict is inconsiderable, results in intellectual stagnation of employees. If conflict is high in an organization, results in employees struggle and chaos. Both situations are undesirable and disturb the work process. Therefore, the duty of the managers is balancing forces, and motivating employees to solve conflicts by proper techniques. The results show that there are differences between managers in choosing the style of conflict management. The differences are due to personal differences and spiritual intelligence is one of the most common trait regarding personal differences.

Regarding the project assumptions, the results imply significant relation between spiritual intelligence and the style of conflict management. There is a significant relationship between spiritual intelligence and conflict management styles of compromise, cooperation and avoidance and there is not significant relationship between spiritual intelligence and conflict management style of competition. This result is compatible with the findings of Animasahun (2008); Parsa and Dehghan (2013); Dindarloo and et al., (2012). A manager with high spiritual intelligence does not command his or her employees despotically, but welcomes their views and comments to make the best decision, because he or she acknowledges that no one knows the answers of all questions and the best ways of doing the affairs (Sohrabi & Naseri, 2013). These individuals believe that there are enough resources for everyone and there is no need for competition. Consequently, people trust each other more comfortably and share their task and information and coordinate with their colleagues and members of their groups to reach their final goals. Peoples in hierarchies of spiritual organizations try to empower each other (Rezayee, 2012).

An intellectual manager emphasizes on ethical values. He or she improves ethical identities of one’s employees and creates a deep commitment in them and create a constructive relation between them. If his or her original values are threatened, he or she will challenge others’ thought instead of matching with their views to reach a good consequence (Rezayee, 2012). Therefore, these factors are reasons of the relation between spiritual intelligence and conflict management styles of cooperation, avoidance, compromise and also show that there is not any relation between spiritual intelligence and conflict management style of competition. However, the relations between spiritual intelligence and components of conflict management styles are not
compatible with the present study. Maybe the reason is that there is a difference in the community of the project and also there is a difference in the questionnaire that is used for conflict management.

Effective use of conflict requires defining and understanding its nature and also acquiring skills to manage and control it that is one of the most important management skills. Anyway, the abilities of managers in encountering and managing the conflicts have a valuable role in their success. Because, intense conflicts are not suitable and result in reduction of performance, job satisfaction, waste of time and capital of the organization.

In such cases, the managers use conflict management style of competition to solve the organizational conflicts and use their authority to prevent chaos in the organization. Jafari, Salimi and Mahavar (2008) found that there is a significant relationship between competition style of conflict management and educational performance and leadership. Ghavi Andam (2007) found that the style of competition in conflict management is effective in the organizational effectiveness. This style is applied when: 1- it is necessary to act rapidly and decisively, 2- it is necessary to act unusually to survive and make the organization be effective. 3- In the grounds that are vital for the organizations and it is ensured that those acts were appropriate 4- when people try to use non-competitive behavior for their own benefit (Nasr Isfahani, 2001). Therefore, in such condition those managers are successful who have the ability to encounter problems and solve the conflicts without any anxiety, ability to say his or her dissent’s view and independent personality.

Noting mentioned theoretical principles, we can conclude that using a competition style of conflict management in special situations, maybe is a reason for prediction of this style by component of ability to encounter problems, this finding is compatible with Hosseini and Azimi Zadeh’s (2013) findings. The studies on cultures show that learning, special behavior, interaction with others, feeling and interpreting the world, occur through the culture and community in which we are grown. Emotional and interpersonal relations and group behaviors are affected by culture. Therefore, another reason for incompatibility of this project with the discussed project is cultural difference.

When struggle parties try to maintain both parties satisfaction and they have a behavior based on problem solution, they are using cooperation style. Conflict parties in this style assess all options and solutions and investigate about similarities and differences in their perspectives to define the causes. Therefore, in this style, managers assess all issues and their views are holistic and think creatively. According to theoretical principles, this style is justified through holism. Finding of this project confirms the predictions of this style by holism component. Therefore, the findings of this project is compatible with findings of Parsa and Dehghan (2013), Abasi, Abedi and Abedi (2010) who believe that creativity components (abstract thinking, systematic thinking and
conformity) are related to conflict management style of cooperation. However, it is incompatible with findings of Nekooyee Moghadam and et al., (2010). The incompatibility can be due to differences in statistical population (medicinal nature).

Avoidance style of conflict management means distaste for tension, chaos, and anxiety. Managers use this style in such conditions: 1) ignoring conflict when potential conflict has more advantages over its solution; 2) cooling individuals to know their views later; 3) the problem is trivial and there are other important problems; 4) the individual has enough time to solve the problem (Moghimi, 2011). The findings of recent project imply prediction of the avoidance style of conflict management by holism and ability to encounter problems. The managers, who have holistic views, assess the problems from different point of views. They are patient when judging the affairs and assess the relation between the phenomena creatively and avoids unnecessary hurry and maintain their spirit to solve the problems logically. The managers who have the ability to encounter the problems, without any tension or psychological stress, decide properly for their organizations. Such managers while encounter unimportant issues, try to ignore it and pay attention to more important issues. The results are compatible with findings of Ahangi and et al., (2009) who believe that there is a significant relation between avoidance style of conflict management and thinking preference. According to theoretical principles, it is concluded that using avoidance style in special situation predicts this style by components of holistic view and convictional dimension and ability to encounter problems.

Conflict management means when there is a conflict, the manager direct the organization in the best way and balance between employees and eliminates the conflict. Sometimes the power of the people who are in conflict are equal and their goals are important, but the value of these goals are not so much that cause them to get into conflict, so they try to find a temporary solution for a complex problem. Then it is tried to provide an intermediate. In fact, they use the style of compromise in solving the conflict (Robbins, 1998). The findings of recent project imply the prediction of conflict management of compromise by components of holistic thinking and convictional dimension. Managers who have holistic views, understand the temporary nature of the affairs and understand that acceptance of judges and temporary solutions in the free world is justifiable (Smith, 2003).

In this study, the component of ethical virtues was predictor of compromise style of conflict management. Those managers who have such traits as accepting their fault, forgiveness, helping others, using other experiences, when they want to solve conflicts use other point of views and ignore their own willing to reach a reasonable result. Rahim and et al., (1999), found that the students who were at the highest level of ethical growth use more compromise style than their peers who were at lower levels.
Regarding prediction of conflict management styles (competition, cooperation, avoidance and compromise), by self-awareness component, recent project implies that self-awareness has not the capability to predict conflict management styles. Therefore, the recent project is compatible with findings of Keramati and Roshan (2005) who found there is not any relation between self-awareness and conflict management styles of competition and avoidance. However, they found a significant relationship between styles of cooperation, compromise and self-awareness that contradicts this project. Neyestani and Monfaredi Raz (2009) found that there is a relation between self-awareness and conflict management styles that is incompatible with this study. Anyway, in this dynamic and complex world, educational institute are faced with challenges and frequent conflicts that managers should be accountable. Educational managers should be able to maintain a desirable level of conflict in their organizations. In other words, the techniques that managers use to solve the conflicts have significant roles in solving the organizational problems. Knowing the style of managers and staff in solving the conflicts and balancing between the job and the style of conflict management, not only we can employ the best person for the advancement of organizational goals, but also we can increase employees’ job satisfaction and reduce their turnover and prevent wasting valuable resources. So, the ground for the promotion of the organization is provided. Likewise, being aware of the style of conflict management of managers, we can provide the necessary condition for their training to improve their style of conflict management and help them to find the best technique for solving the conflicts.

However, assessment of the style of conflict management is not enough, because each manager chooses his or her own style according to his or her personal characteristics and spiritual intelligence (Dindarloo and et al., 2012). In fact, spiritual intelligence enables managers to make strategic decisions in complex environments in chaotic times. Then, we expect that managers act differently while they face conflict, according to their spiritual intelligence. Therefore, today’s one aspect of recruitment of human resources is compatible of spiritual intelligence of the applicant with the job or the desired position and those who have a professional environment and organizational conditions that are compatible with their spiritual intelligence, have more creativity and are more optimistic, more trust and more inner peace.

Suggestion for further studies

1- According to the result of this study and based on the role of spiritual intelligence in prediction of conflict management style, those with higher spiritual intelligence should occupy management posts in education organization.

2- It is suggested that those who are in charge in the organization of education provide ground for holding in service courses to train conflict management and enforce spiritual intelligence of managers.

3- It is suggested that in a pilot project, the role of education in choosing the style of conflict management would be defined.
References


