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Article

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Identity of Organizational Conflict Framework: Evaluating Model Factors Based on Demographic characteristics in Iran

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Abstract:

Purpose: The purpose of this study was to Identity of organizational conflict framework: Evaluating model factors based on demographic characteristics in Iran.

Design/methodology/approach: Research method is descriptive - applied. The statistical population includes all of the employees in Iran's Azad Universites with 600 individuals at the time of the study and statistical sample included 234 individuals who were selected using Morgan table. Beside this study, descriptive and inferential statistics were used. Also, reliability approved through Cronbach alpha (0.87). Then, to detect the dimensions causes of organizational conflict, factor analysis in line with the main components was used. Through exploratory analysis, ten principal factors identified. Thereafter, confirmatory factor analysis reconfirmed these factors.

Findings and originality/value: The results of study showed that there is no significant difference between the causes of organizational conflict based on the gender. Also, there are significant differences among the causes of organizational conflict based on the variables of age, education and work experience.

Research limitations/implications: We adopt a cross sectional research design and as a result inferences regarding causality cannot be drawn. Future studies following a longitudinal design could provide a more dynamic perspective and contribute further to this stream of research.

Originality/value: A lot of researches about the conflict management styles, organizational conflict's effects, etc. are conducted by different researchers, but a handful of researches have been conducted in the field of resources and causes of organizational conflict and this is one of the reasons that it is important for researchers to address this issue.

Keywords: conflict, causes of conflict, employees, university

1. Introduction

Nowadays conflict is inevitable in workplaces and it is very important to manage it in a proper way to minimize the problems that might arise (Mokhtarpour, Khademi & Mokhtarpour, 2013). Conflict is a serious problem in organizations, but conflict isn't reason for corruption in organizations of its nature. Ineffectiveness conflict management is the reason of undesirable outcomes (Kellermann, 1996; VatanKhah, Raeisi & Kalhor, 2008). Therefore, it is necessary to explain and identify the determinants of this issue in organizations in order to properly manage them. Conflict between people are caused for several reasons, some of which include incompatible goals, different values and beliefs, ambiguity and role conflict, problems of communications, ambiguous rules, authority conflict, inconsistent evaluation and reward system, job stress, task conflict, deficiency of information system, etc., which in turn can affect the managers and staff's satisfaction (Druckman, Broome & Korper, 1988; Salleh & Adulpakdee, 2012). This problem and many other issues are an inevitable part of human communication in the education structures (Akhoond lotfali, Hosseini, Khankeh, Fallahi Khoshknab & Hosseinzadeh, 2012). The existence of different people with different demographic characteristics, personality, needs, expectations and various perceptions are the cause of conflict in organizations, including educational institutions (Kellermann, 1996; Wall Jr & Callister, 1995).

Eder and James (2002) in their study showed that variable recognition of conflicts between demographic factors is very important. Also, they found that there are significant relationships between demographic characteristics include (age, gender, income, education level) with management experience (Eder & James, 2002). The more studies that accomplished about the relationship between conflict management styles and demographic variables Such as gender variable, have yielded inconsistent results (Cetin & Hacifazlioglu, 2004; İslamoglu, Boru & Birsal, 2008). Therefore, it is important to address other demographic variables such as

education, marital status, having children, position, tenure in the current organization and the total tenure. The relationship between these demographic variables and conflict management styles has been tested while these relationships are thought to be important for improving workplace relations (İslamoglu et al., 2008). Since the universities include social systems in which all of its processes, humans and activities of the group have a vital role; it seems that they may have stress and conflict more than any other social systems (Corwin, 1969; Fisher & Gitelson, 1983; BazarJazaeri, 1998).

The aim of social systems such as universities, create and provide the necessary resources for intellectual growth and development and help to flourish the knowledge learners and expand exceptional talents. According to the breadth of educational institutions in the Iran, there are many different problems that each resulting from the occurrence of behavioral or social changes. Human resources include managers and employees because how to determine behavior and performance of employees shows the success or failure of the predetermined goals. In this regard, performance of universities and educational centers, on the one hand and management patterns of endogenous activity on the other hand, depend on interaction between managers and educational factors by adopting suitable method of model management. In other words, we can say that the elements of transition affect teaching, especially in the educational environment and require the motivation and satisfaction of managers and employees; therefore, they utilize effective styles and methods of management to communicate favorable behavior in the university's decisions. Several studies show that type of vision, beliefs, perception and expectations of managers in the scene of training and relations with employees, can decelerate or accelerate the duties and roles of the staff (Frederickson, 1998). It is very important to note that the staff and faculty with mental problems caused by conflict and stress cannot guide students in the education. Thus, it seems that any member of the teaching forces (managers, staff, and faculty) at the university who is calm and has less stress and conflict, increases the performance of the university including academic achievement of students. On the other hand, many grievances, poor performance and lack of efficient activities cause lower performance levels and due to conflicts between managers and employees, they will not be able to know the causes and sources of conflict which underlie many of the conflicts in the organizations. In addition, demographic variables would appear to be a significant way that human beings differ in relationship to conflict resolution style (Holt & DeVore, 2005).

Recent research has shown that the objective value conflict between educational groups is reflected at the subjective level in the form of a development of identity and consciousness around those groups (Balay, 2006; Stubager, 2009). However, the reasons that have led researcher examined this issue in educational institutes, was that conflict as a phenomenon, that more than any other topic has involved thought managers and employees. Therefore, knowledge of the causes of conflict can lead to the reduction of destructive conflict and also, conflict management in universities and similar educational units. In this regard, according to

the points mentioned above, researcher sought to find causes of organizational conflict between managers and employees based on demographic characteristics. Therefore, the purpose of this study was to Identity of organizational conflict framework: Evaluating model factors based on demographic characteristics, including gender, age, education and work experiences on IAU of Sanandaj. Finally, the researcher seeks to find scientific answers to the following questions: Are there any significant differences among the causes of organizational conflict based on the dimension of gender? Are there any significant differences among the causes of organizational conflict based on the dimension of age? Are there any significant differences among the causes of organizational conflict based on the dimension of education? Are there any significant differences among the causes of organizational conflict based on the dimension of work experiences?

2. The Importance and Necessity of Research

Conflict is an integral part of human life. A quick overview and the level of the historical events show that conflict is one of the most prominent aspects of human life. So a person who says that conflict is a current issue that has preoccupied the human mind has a true claim (Havenga, 2002).

The existence of different people with the personality characteristics, needs, beliefs, expectations and different perceptions inevitably causes conflict in organizations (Parsaeian & Arabi, 1996; Balay, 2006). People have a way of communicating, dreams, political and religious views and also have different cultural backgrounds (Freeman & Gilbert, 1988). In different communities, the existence of these differences will lead to conflicts between individuals and groups (Kreitner & Kinicki, 2001). Hence, the existence of differences, risks and different incentives in the employees' organizations on the one hand and sustainability organization on the principles of partnership and coordination of people and organization components on the other hand led to the inevitable organizational issue against the organizational conflict (Guetzkow & Gyr, 1954).

Essentially, managers in organizations are forced to guide and manage the conflict and should consider an appropriate way of dealing with conflict and while the conflicts exist, they cause disorder in working relationship and decrease satisfaction of management and employees. As a result of lack of satisfaction, organizational performance will decrease dramatically (Dubrin, 2005). In summary, we can say that conflict is an inevitable fact of organizational life and it must be faced and accepted, therefore a proper way for dealing with conflict should be found and should be discussed. A lot of researches on the conflict management styles, organizational conflict's effects, etc. are conducted by different researchers, but a handful of researches have been conducted in the field of resources and causes of organizational conflict and this is one of the reasons that researchers should address this issue.

3. Review of the Literature

In this section, the researcher tries to review and study the work of other researchers on the topic discussed in this article. Result study of Sorensen, Campbell, Gill and Steffen-Campbell (1995) showed that women are more inclined than men to have more sense of style, also, they founded no significant differences between women and men on the use of conflict management styles (Sorensen et al., 1995).

Johnson, Johnson, Dudley, Mitchell and Frederickson (1997) conducted a study with elementary school students by totaling 14 hours, with 25 minute periods, and reported significant differences between the experimental and control group in the knowledge of the negotiation procedure and able to apply it to real conflicts (Johnson et al., 1997).

Coleman (2003), in his study identified 50 factors affecting conflict. These factors include various aspects of the environment, relationships, processes and the outcomes (Coleman, 2003).

The result of Gordon's study (2008) showed that there is no evidence to support a correlation between gender or age and a preferred conflict management style. Also, other results indicated that the preferred conflict management style for both men and women was the integrating style (Gordon, 2008).

Kantek and Gezer (2009) in their study showed that the students preferred to use styles which produced positive results in conflict resolution and that the frequency of experiencing conflict and the feeling of success in the conflict had an effect on the choice of conflict management style. Also, they believe that it will be helpful to analyze the relationship between the causes of conflict between the student and the instructor in the practical field and the uses of conflict management styles (Kantek & Gezer, 2009).

Srivastava (2009) in his study entitled as "organizational variables and job stress: effect of moderating variables", showed that organizational variables include (blocked career, alienation, conflict, and unfavorable work environment) had significant positive effects of job stress. Also, he found that gender moderated the effects of organizational stressors on job stress (Srivastava, 2009).

Michel, Mitchelson, Kotrba, LeBreton and Baltes (2009) in a research entitled as "A comparative test of work-family conflict models and critical examination of work-family linkages", showed that direct effects drove work-family conflict models, while indirect effects provided little incremental explanation about satisfaction outcomes (Michel et al., 2009).

Huang (2010) in his research showed that; team goal orientation and a conflict management approach moderated the relationship between task conflict and relationship conflict. Also, the

positive relationship between task conflict and relationship conflict was weaker under conditions of higher team learning orientation and lower team performance orientation. Another result of his study showed that the positive association between task conflict and relationship conflict was also weaker among teams engaged in cooperative conflict management and were not engaged in avoiding conflict management approach (Huang, 2010).

Alzawahreh and Khasawneh (2011) in a study entitled as "Conflict Management Strategies Adopted by Jordanian Managers based on Employees' Perceptions: the Case for the Manufacturing Industry", showed that do not have an impact on the conflict management styles regarding to the demographic variables includes; gender, level of education, and years of experience in current position (Alzawahreh & Khasawneh, 2011).

Salleh and Adulpakdee (2012), in their study entitled as "Causes of conflict and effective methods of conflict management at Islamic secondary schools in Yala, Thailand" found that principles perceived that the main cause of conflicts occurring in school was the ambiguously defined responsibilities" and the teachers agreed that "different perception" were the major cause of conflict in school. Also, interestingly, both principals and teachers strongly agreed that the most effective method of solving conflict was to find the causes and take the proper steps for the solutions (Salleh & Adulpakdee, 2012).

Bibi, Siraj and Nawaz (2012), in their study states that organizational scale (Basic Pay Scale), age and experience had a significant impact on the responses, Also, they state that responses of labor from both the organizations showed that there are no significant differences in interpersonal conflict, mistreatment and discrimination (Bibi et al., 2012).

Römer, Rispens, Giebels and Euwema (2012) in their study found that leaders' third-party problem-solving behavior had a buffering effect on the association between relationship conflict and conflict-related stress (Römer et al., 2012).

Wamocha, Nasongo and Injendi (2012) in a study entitled "Intervention measures in conflict management in boarding secondary schools in the western province, Kenya" showed that the concept of "conflict management" referred to an act and a process of resolving disputes among two or more parties to resolve them. The importance of the study findings was: to offer greater insight to the administrators of secondary schools on the intervention measures in conflict management in boarding secondary schools. Also, the findings of their study maybe help to educate policy makers, managers of schools, head teachers and teachers give guidance for the proper use of punishment in conflict management (Wamocha et al., 2012). And finally, Mokhtarpour et al. (2013) in a study showed, there were a significant relationship among the principals' level of income and the use of collaboration and accommodation styles. Also, there was a statistically significant difference between gender and the use of the fivefold approach of the domination style. They showed that overall, there was a significant relationship between the principal demographic characteristics and the conflict management style choices.

4. Research Hypotheses

- There is a significant difference between the causes of organizational conflict based on the variable of gender.
- There is a significant difference between the causes of organizational conflict based on the variable of age.
- There is a significant difference between the causes of organizational conflict based on the variable of education.
- There is a significant difference between the causes of organizational conflict based on the variable of work experience.

5. The Research Method

The purpose of this study was to Identity of organizational conflict framework: Evaluating model factors based on demographic characteristics. Research method is descriptive - applied. The statistical population includes all the employees of IAU of Sanandaj in Iran and their number at the time of the study was 600 individuals and statistical sample using Morgan table was selected to be 234 (Krejcie & Morgan, 1970).

5.1. Research variables

Considered variables in this study consisted of individual characteristics including gender, age, education, work experience and dimensions of organizational conflict which is including (incompatible goals, different values and beliefs, ambiguity and role conflict, problems of communications, ambiguous rules, authority conflict, inconsistent evaluation and reward system, job stress, Task conflict, deficiency in information systems).

5.2. Measurement tools

To measure the research variables, one researcher-made questionnaire was used which adapted from; Mcshane and Travaglione's questionnaire (2003) for conflict sources; Eliot's questionnaire (1995) for job stress; Hellriegel, Slocum and Woodman's questionnaire (1983) for ambiguity of roles and contrast; Dubrin's questionnaire (1985) for job conflict and questionnaires contained 38 questions. Also, questionnaires had a five-choice scale (very low, low, medium, high, and very high).

5.3. Validity and Reliability of Questionnaires

The validity of the used questions, including the validity and accuracy of the questionnaires' questions, was confirmed by a number of experts and masters and the standardization of the questionnaires and their normalization in other studies provided validity of the test. To calculate the reliability of test questions, Cronbach alpha test was used and the obtained alpha for the questionnaire was 0.87 respectively, and they were confirmed in (0.001) level. Also, to measure the efficiency of sampling, KMO (Kaiser- Meyer- Olkin) test was used. KMO equaled in 0.852 which implied the sampling's efficiency. To detect whether data are able to be factor Analysis or not, the Bartlett's test was utilized. The value was 2.96 ($p < 0.01$). Varimax orthogonal rotation and main component's method were dedicated to factor analysis. Through exploratory factorial analysis, 10 main factors were identified, and via confirmatory factorial analysis, these 10 factors were re-confirmed.

5.4. Methods of Statistical Analysis

Statistical methods of this research involved factor analysis, confirmatory factorial analysis and descriptive statistics were used to describe the research data and in inferential statistics, Kolmogorov-Smirnov test, t- test and One-way ANOVA were used. The significance level of this study was considered to be 0.05 and SPSS and LISREL software were applied to analyze data.

6. Results

6.1. Results of Descriptive Statistics

Respondents' descriptive information on the study, in terms of Gender, Age, education and work experience, is explained in Table 1.

Work Experience		Education		Age		Gender	
Percent	Level	Percent	Level	Percent	Level	Percent	Level
2.27	Under 5 years	0	Diploma	10.55	Under 30 years		
22.73	5-10	31.5	Up diploma	50.36	30-40	67.7	Male
38.64	10-15	30.4	Associate of arts	25.9	40-50		
4.55	15-20	28.4	MA	13.09	Up 50 years	32.3	Female
31.82	Up 20 years	9.7	PhD				
100	Total	100	Total	100	Total	100	Total
The total number of samples: 234							

Table 1. Descriptive statistics of the demographic variables

According to Table 1, results based on the gender of the respondents in the questionnaire indicate that most respondents are male employees with 67.7% and few respondents are female employees with 32.3%. Based on the questionnaire, 10.55 % of the respondents were under 30 years, 50.36% were between 30 and 40 years, 25.9% were between 40 and 50 years and 13.09% of respondents were over 50 years old. The education level of 31.5% of respondents is a high school degree, 30.4% have a bachelor's degree, and 28.4% have master's degrees and 9.7% held the doctoral degrees which indicated educational degree of the samples i.e. associate, bachelor and master's degree, and it can be inferred that subjects with more knowledge filled out the questionnaires and based on the work experience, respondents of the questionnaire including 2.27% were below 5 years, 22.73% were between 5 and 10 years, 38.64% were between 10 and 15 years, 4.55% were between 15 and 20 years and 31.82% were over 20 years as shown in Table 1. Also results of descriptive statistics of the dimensions of the causes of organizational conflict are shown in Table 2.

Dimensions of Organizational Conflict	N	Min	Max	Mean	Std. Deviation
Incompatible goals	234	7	17	13.124	2.227
Different values and beliefs	234	3	14	7.894	1.808
Ambiguity and role conflict	234	7	18	12.635	2.138
Problems of communications	234	5	62	11.179	4.119
Ambiguous rules	234	4	20	11.230	3.418
Authority conflict	234	4	13	8.479	1.846
Inconsistent evaluation and reward system	234	4	16	9.792	3.007
Job stress	234	4	20	11.645	3.443
Task conflict	234	4	19	9.728	2.672
Deficiency in information system	234	4	20	11.161	3.984

Table 2. Descriptive statistics of the Dimensions of Organizational Conflict

According to the results shown in Table 2, maximum score corresponds to (problems of communications) with a score of (62) and a minimum score corresponds to (Different values and beliefs) with a score of (3). Average maximum corresponds to (incompatible goals) with a score of 13.124 and average minimum corresponds to (different values and beliefs) with a score of 7.894. Also maximum standard deviation corresponds to (problems of communications) with a score of 4.119 and minimum standard deviation corresponds to (different values and beliefs) with a score of 1.808.

6.2. Results of factor analysis

Results of factor analysis indicated that there were ten factors having the value of more than 1. Total Variance Explained table and Scree plot revealed that a general factor existed appointing the highest variance. These results are in accordance with our theory stating the presence of ten factors and also the link of these factors with causes of organizational conflict. From the exploratory factorial analysis, by applying Varimax rotation and main component's method, 10 factors with the value of more than 1 were obtained. Table 3 displays the results of this analysis. Factors 1 to 10 gave the following variances, respectively: 24.181, 6.445, 5.263, 4.261, 3.991, 3.643, 3.376, 3.095, 2.933, and 2.829. The sum of these variances is 60.017.

Factors	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1. Incompatible goals	9.18	24.181	24.181	9.189	24.181	24.181	3.53	9.309	9.309
2. Different values and beliefs	2.44	6.445	30.626	2.449	6.445	30.626	2.91	7.682	16.991
3. Ambiguity and role conflict	2.00	5.263	35.890	2.000	5.263	35.890	2.85	7.506	24.497
4. Problems of communications	1.61	4.261	40.151	1.619	4.261	40.151	2.74	7.230	31.727
5. Ambiguous rules	1.51	3.991	44.142	1.517	3.991	44.142	2.39	6.294	38.021
6. Authority conflict	1.38	3.643	47.784	1.384	3.643	47.784	1.80	4.745	42.765
7. Inconsistent evaluation and reward system	1.28	3.376	51.160	1.283	3.376	51.160	1.78	4.691	47.456
8. Job stresses	1.17	3.095	54.255	1.176	3.095	54.255	1.64	4.338	51.794
9. Task conflict	1.11	2.933	57.188	1.114	2.933	57.188	1.60	4.213	56.007
10. Deficiency in information system	1.07	2.829	60.017	1.075	2.829	60.017	1.52	4.010	60.017

Table 3. Number of explaining variances

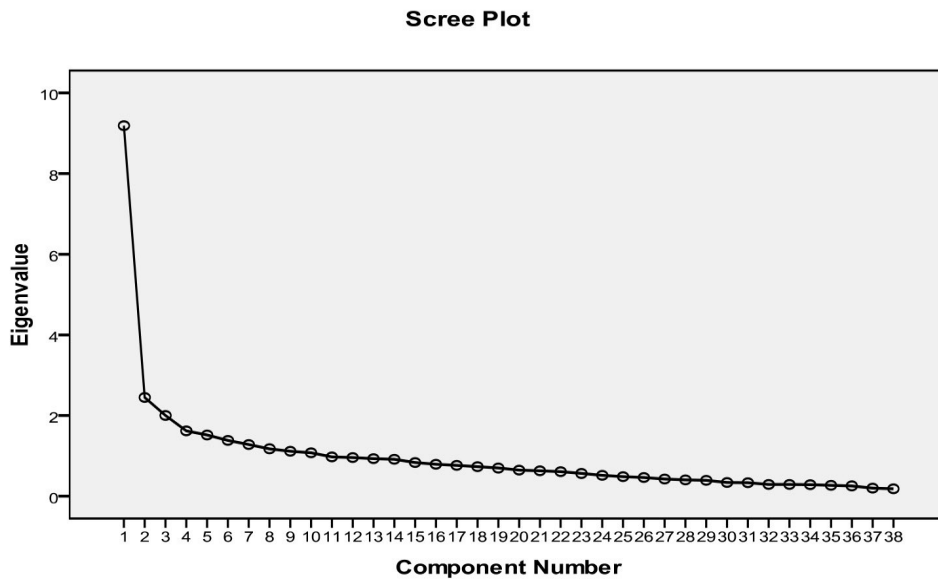


Figure 1. Scree Plot for Extracting Factors

Considering the scree plot showed the possibility of extracting 10 factors out of data. For more transparency, data were re-analyzed by Varimax rotation. The results of this analysis, involving factorial loads of varied items in every factory, are shown in Table 4. To interpret results, minimum factorial load of 0.30 was utilized which is common in factorial analyses.

In Table 4, results of factor analysis the causes of organizational conflict based on 10 main factors were shown. All of their coefficients possess high values. To determine which factors in questionnaire causes of organizational conflict would be confirmed, after performing an exploratory factorial analysis via *SPSS*, by using *LISREL* software, confirmatory factorial analysis was implemented to specify factors being confirmed. For assessing to what extent the given model fits with obtaining data, in addition to χ^2 and critical amount of sample volume, we relied on three other fitness indices. Non-meaningful χ^2 clarified fitness of mthe modelwith data. When the volume of sample is high, the other statistical indices show model fitness in a better way. Thus, if χ^2 is equal to 2 or less, it indicates a proper fitness, and the volume of sample should be higher than 200. Three other important indices of fitness include: Goodness of fitness index (GFI), Comparative fitness index (CFI), and Root mean square error of approximation (RMSEA).

Factors										
Questions	1	2	3	4	5	6	7	8	9	10
1	0.714									
2	0.801									
3	0.617									
4	0.531									
5		0.725								
6		0.512								
7		0.441								
8			0.653							
9			0.449							
10			0.762							
11			0.580							
12				0.488						
13				0.430						
14				0.674						
15				0.754						
16					0.538					
17					0.542					
18					0.631					
19					0.474					
20						0.436				
21						0.708				
22						0.492				
23							0.512			
24							0.676			
25							0.662			
26							0.470			
27								0.535		
28								0.708		
29								0.667		
30								0.501		
31									0.707	
32									0.736	
33									0.556	
34									0.679	
35										0.673
36										0.783
37										0.857
38										0.800

Table 4. Results of factors Analysis the causes of organizational conflict

Index	Index	Reported Value
Chi-square	χ^2	115.24
Chi square divided by degrees of freedom	χ^2/df	620
Root mean square error of approximation	RMSEA	0.049
Goodness of fitness index	GFI	0.94
Adjusted goodness of fit index	AGFI	0.93
Nor med fit index	NFI	0.92
Non-nor med fit index	NNFI	0.91
Comparative fit index	CFI	0.93
P-value	p	0.000

Table 5. Fitness indexes of LISREL general model of the research conceptual framework

The higher amount of GFI and CFI would be better (e.g., higher than 0.90), because they compare the lack of fitness of a given model with an independent model; while, the lower RMSEA (e.g. Lower than 0.50) leads to better fitness of obtaining model. In a nutshell, to assess the fitness of the model, six indices are applied, including, χ^2 , χ^2/df ratio, volume of sample, GFI, CFI, and RMSEA. Apart from these indices, we have used other ones. Based on GFI and p-value indices, it can be expressed that, 10 factors of causes of organizational conflict used in the given questionnaire were confirmed.

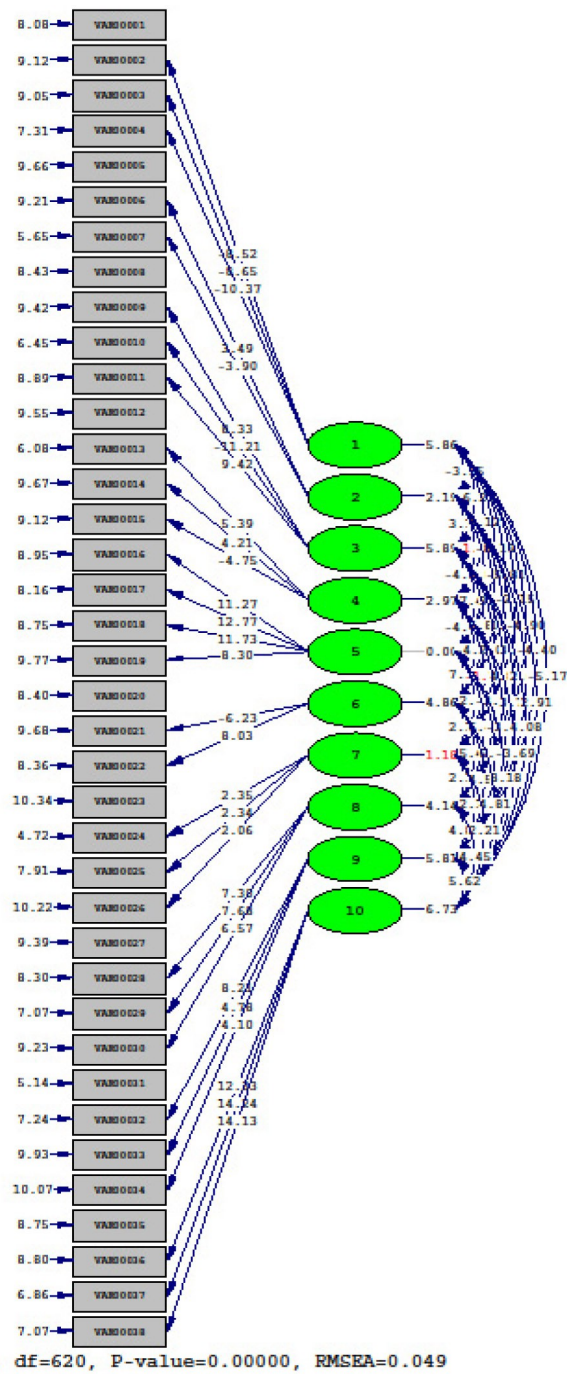


Figure 2. Model of measuring confirmation of causes of organizational conflict in questionnaire by applying confirmatory factorial analysis

6.3. The Analytical Results

In order to use inferential statistics, the data normality was evaluated by Kolmogorov -Smirnov test and statistical tests were used by confirming normal data.

First Hypothesis: There is a significant difference between the causes of organizational conflict based on the variable of gender.

To compare men with women (gender) with the causes of organizational conflict, the independent t-test was used and results of these tests are presented in Table 6.

Dimensions of Organizational Conflict	Mean difference	T	df	Sig
Incompatible goals	-0.111	-0.334	232	0.73
Different values and beliefs	0.476	1.823	232	0.70
Ambiguity and role conflict	-0.115	0.372	232	0.71
Problems of communications	-0.620	-1.037	232	0.30
Ambiguous rules	-0.482	-0.971	232	0.32
Authority conflict	0.370	1.383	232	0.16
Inconsistent evaluation and reward system	-0.010	-0.025	232	0.98
Job stress	-0.481	-0.963	232	0.33
Task conflict	-0.548	-1.418	232	0.15
Deficiency in information system	-0.942	-1.636	232	0.10

Table 6. Results of Independent t-test to compare the gender component

According to the results shown in Table 6, there is no significant difference between the causes of organizational conflict based on the variable of gender. Therefore, the researcher hypothesized that there was no significant difference between the causes of organizational conflict based on the variable of gender is rejected.

Second Hypothesis: There is a significant difference between the causes of organizational conflict based on the variable of age.

To compare the variable of age with the causes of organizational conflict, One-way ANOVA test was used and results of these tests are presented in Table 7.

Dimensions of Organizational Conflict	F	Sig
Incompatible goals	3.789	0.003
Different values and beliefs	2.406	0.037
Ambiguity and role conflict	2.355	0.042
Problems of communications	3.638	0.011
Ambiguous rules	2.769	0.037
Authority conflict	2.898	0.036
Inconsistent evaluation and reward system	2.390	0.039
Job stress	2.562	0.028
Task conflict	2.718	0.021
Deficiency in information system	2.408	0.038

Table 7. Results of One-way ANOVA for comparing the causes of Organizational Conflict with the Dimension of Age

According to the results shown in Table 7, there is a significant difference between the causes of organizational conflict based on the variable of age, and the significance level is lower than 0.05 in all variables of organizational conflict, therefore, the researcher hypothesized that there is a significant difference between the causes of organizational conflict based on the variable of age is accepted.

Third Hypothesis: There is a significant difference between the causes of organizational conflict based on the variable of education.

To compare variable of education with the causes of organizational conflict, One-way ANOVA test was used and results of these tests are presented in Table 8.

Dimensions of Organizational Conflict	F	Sig
Incompatible goals	3.051	0.011
Different values and beliefs	2.646	0.024
Ambiguity and role conflict	2.562	0.021
Problems of communications	3.240	0.005
Ambiguous rules	3.682	0.002
Authority conflict	4.420	0.000
Inconsistent evaluation and reward system	2.340	0.033
Job stress	2.268	0.038
Task conflict	3.456	0.014
Deficiency in information system	2.265	0.039

Table 8. Results of One-way ANOVA for comparing the causes of Organizational Conflict with the Dimension of Education

According to the results shown in Table 8, there is a significant difference between the causes of organizational conflict based on the variable of education and the significance level is lower than 0.05 in all variables of organizational conflict, Therefore, the researcher hypothesized that there is a significant difference between the causes of organizational conflict based on the variable of education is accepted.

Fourth Hypothesis: There is a significant difference between the causes of organizational conflict based on the variable of work experience.

To compare variable of work experience with the causes of organizational conflict, One-way ANOVA test was used and results of these tests are presented in Table 9.

Dimensions of Organizational Conflict	F	Sig
Incompatible goals	4.164	0.001
Different values and beliefs	2.527	0.022
Ambiguity and role conflict	4.420	0.000
Problems of communications	3.143	0.006
Ambiguous rules	2.633	0.018
Authority conflict	2.617	0.014
Inconsistent evaluation and reward system	2.340	0.033
Job stress	2.265	0.038
Task conflict	2.562	0.028
Deficiency in information system	3.638	0.011

Table 9. Results of One-way ANOVA for comparing the causes of Organizational Conflict with the Dimension of Work experience

According to the results shown in Table 9, there is a significant difference between the causes of organizational conflict based on the variable of work experience and significance level is lower than 0.05 in all variables of organizational conflict, therefore, the researcher hypothesized that there is a significant difference between the causes of organizational conflict based on the variable of work experience is accepted.

7. Discussion and Conclusions

Conflict is an omnipresent feature at each one of these organizational levels. Since conflict may have functioned as well as dysfunctional consequences, need to that administrators explore various methods and techniques of conflict management. Understanding and promoting effective conflict management strategies is of paramount importance for the growth and development of any organization. Should be noted that in this line, some of the writings have

regarded conflict as a key catalyst for positive social and organizational change. Their productive transformation towards social progress can, as a rule, only succeed when the particular ability of people and collectives to peacefully and constructively manage and resolve conflicts (Seitz, 2004; Dupuy, 2009).

The main aim of this study is to Identity of organizational conflict framework: Evaluating model factors based on demographic characteristics. The results of the data analysis showed that 67.7 % of respondents were male and most of the respondents were between 30 and 40 years old based on the age, frequency of employees and most of the respondents held a degree of (high school degree, associate and master's degrees), and most respondents were the employees who have experience of between 10 and 15 years and had experience of over 20 years. The statistical results of all hypotheses were similar to the results of the studies by Kantek and Gezer (2009); Srivastava, (2009); Huang, (2010); Alzawahreh and Khasawneh, (2011); Salleh and Adulpakdee, (2012); Bibi et al., (2012); Römer et al (2012); Wamocha et al. (2012). Based on the results of this study and other researchers in the literature, all principles regardless of their demographic ingredient such as gender, experience, salary, workplace and education level use compromise and collaboration styles more than other styles. Principals should consider the problems clearly and not to hide them. This helps them to see all aspects of the problem and then find the best way to solve them.

Results of inferential statistics showed that for first hypothesis, there is no significant difference between the causes of organizational conflict based on the variable of gender. Therefore, the researcher hypothesized that there is no significant difference between the causes of organizational conflict based on the variable of gender is rejected. It seems that about gender across organizational role, the pattern of women is choosing problem-solving more than men and men choosing forcing more than women maintained regardless of organizational role. According to the results of Holt and Devore (2005), about gender comparisons, the results show differences in the self-reported use of compromising and forcing; however, compromising is the only style in which differences in gender exceed the study criteria for true differences. Females report using compromising more than men by a sizable margin. Such results support societal notions in the "United States" about gender differences, where women may be more likely than men to give up part of their own needs to compromise (Ting-Toomey & Oetzel, 2003). There are no differences between women and men in reported use of smoothing and withdrawing, however, is contrary to popular notions that women are more willing to smooth over conflict or withdraw from it altogether (Holt & DeVore, 2005). Research Sorensen et al. (1995) showed that women are more inclined than men to have more sense of style, but no significant differences between women and men founded on the use of conflict management styles. Perhaps it is also related to the type of organization (educational - scientific).

According to the second hypothesis, there is a significant difference between the causes of organizational conflict based on the variable of age. Results of the One-way ANOVA test showed that there was a significant difference between the causes of organizational conflict based on the variable of age. There are many reasons for the differences in conflict studies at different ages listed, including increased experience, Physiological conditions, prevailing mental models and the focus on rationality.

Considering the third research hypothesis, there is a significant difference between the causes of organizational conflict based on the variable of education. The results of this hypothesis showed that there was a significant difference between the causes of organizational conflict based on the variable of education. The reasons for these issues were described in studies. Study by Smith and Magill (2009) pointed out that education might be a driver of conflict by fuelling grievances, stereotypes, xenophobia and other antagonisms. But it can also be a way of contributing to conflict transformation and peace building. According to Mitchell (2006), conflict is a necessary and inevitable dynamic in all human relationships. While, education gives awareness and opens up the mind and expands our horizons. Education spreads not only awareness but also informs us about our rights and the services that we can use. It also enables us to understand our duties as a citizen and encourages us to follow them. The relationship between educational development and conflict in a transitional stage of a society looks like an inverted U shape (Mitchell, 2006). Though education creates some sort of misunderstandings or conflicts in the first development trajectory of the society, it resolves conflicts and brings a peaceful solution at the end when educational development of the society reaches a certain level (Dupuy, 2009). According to the fourth research hypothesis, there is a significant difference between the causes of organizational conflict based on the variable of work experience. Also the results of this hypothesis showed that there is a significant difference between the causes of organizational conflict based on the variable of work experience. There are varieties, levels of conflict occur at different levels of experience, and causes of conflict in the people are different. Because the work experience in the related field of conflict with the analysis or peace research or a conflict prevention, management & resolution are different. Also knowledge of the dynamics of violent conflict in the IAU region and proven knowledge of the interaction between the environment, natural resources and climate in conflict and social change is in the different level. Finally, the experience in preparing working and policy response and possession of published work is dissimilar. This result was consistent with Johnson et al. (1997) study results.

Finally, we can conclude that conflict was an inevitable process in the organization and must manage, and each person may be involved with conflict in the workplace, according to conditions of gender, age, culture, occupation, etc. Therefore, according to the results of the study, managers recommended to decrease conflicts with emphasis on the main targets among the various levels based on incompatible goals. Also university managers should increase the

organizational sense of loyalty in the employees and same opinion of employees with the targets of the university should use. About this issue, the following suggestions offered:

- In different values and beliefs, managers with job rotation between different sectors, decrease differences that had been the cause of conflict among the employees. Also, the university will attempt to clarify values, namely, clear and transparent values and beliefs of managers of university through briefings and communication between different levels, for every member of a university.
- Based on the ambiguity and role conflict, managers clearly and unambiguously express the duties and activities of employees until the stress caused by the ambiguity and role conflict is reduced. Also, managers of university should determine occupational expectations of the employee and avoid the conflicting commands.
- In problems of communications, it is recommended to reduce conflict increasing informal communication such as joint meetings; sports venues, etc. and also employees should consider a personal communication method as important.
- Based on ambiguous rules, decision makers are recommended to clarify rules and procedures for making timely decisions and they also should review laws and regulations that will cause managers and employees not to show their activities if necessary.
- At authority conflict, job responsibility of university employees is commensurate with their authority, and any person carries out their responsibilities according to the scope of authority. In addition, managers and employees do not act outside the scope of his authority.
- Based on inconsistent evaluation and reward system, criteria and standards for payment of wages should be fair and equitable in the University. Namely, everyone has appropriate work to do to which his wages and bonus accrue.
- In Job stress, the University should implement welfare programs to reduce stress of employees. To implement these programs, issues related to employee's physical and mental condition should be taken into consideration. The psychological problems of employees should be solved if necessary.
- Based on task conflict, top management should clarify staff's clear and transparent responsibilities specify which employees do not act outside the scope of their duties and managers of each department should specify working tasks of employees.

Finally, regarding deficiency of information system, it is recommended that regular data should be updated in the information systems of organizations. In addition, some of the other results of

this research showed that unfortunately, managers and employees in Iran, not only don't have a positive attitude toward organizational conflict in the field, they are also afraid of being introduced. Moreover the changing culture is an important factor in shaping employee behavior in the workplace, it is necessary to change the culture and long-term studies should be performed.

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