

Exploration of Conflict Management Practices Regarding TKI Model and Its Effectiveness in a Public Sector University

Ayesha Siddiqui

ayeshasiddiquiepm@gmail.com

MPhil EPM, TESOL Graduate, ESL certified trainer, Licensed tutor in UAE

Dr. Thira Bibi

tahira.naushahi@aiou.edu.pk

(PhD-EPM), Assistant Professor, Faculty of Education, AIOU Islamabad, Pakistan

Corresponding Author: * Ayesha Siddiqui ayeshasiddiquiepm@gmail.com

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ABSTRACT

The study investigates conflicts in a public sector university in Karachi, exploring their causes, nature, and management practices. While conflicts arising from managerial practices, ethnic groups, workload, and environment can be conducive to productivity, they may escalate into crises. The research aims to simplify qualitative findings, enhancing the understanding of conflict management practices. Nine semi-structured interviews and a focus group discussion with ten participants from the university were conducted, employing thematic analysis. The study identifies both positive and negative outcomes of conflicts and suggests strategies such as disciplinary measures, cooperation, dialogue, guidance, and counseling for effective conflict management. Recommendations include providing training for staff and managers to foster a healthier work environment, offering significant insights for university administrators and faculty members seeking to improve interpersonal relations and workplace management.

Key words: Accommodation, Avoiding, Collaboration, Competing, Compromising Conflicts, Conflict management practices, TKI model.

INTRODUCTION

When discussions transition from routine to crucial, challenges often arise due to the emotional nature of humans, who are predisposed to respond with physical aggression or hasty retreats rather than employing intelligent persuasion and attentive understanding (Patterson, Grann, & McMillon, 2014). Breakdowns in communication, leadership, and motivation occur when managers overlook or neglect team issues, manifesting as avoidance of difficult conversations or ignoring persistent challenges. Such avoidance leads to deteriorating trust, teamwork, and morale, emphasizing the importance for effective leaders to address concerns openly and proactively (Falcon, 2019).

Addressing conflicts constructively enhances coworker bonds, promoting understanding, communication, and collaboration for a more cohesive team (Gallo, 2017). The relationship between trust and peace is straightforward; trust fosters a sense of peace, while distrust leads to avoidance or conflict, indicating the impact of trust on creating a harmonious work environment (Pollac, 2020).

Conflict management practices, defined by one's approach to conflicts, include accommodating, collaborating, avoiding, compromising, and competing (Thomas and Kilmann, 1974). Collaborative practice, a win-win approach, involves high concern for both one and others, valuing the concerns of all parties while recognizing certain issues may be non-negotiable (Rahim, 2000). Compromising, a middle-ground approach, involves concessions from all parties to achieve a negotiated resolution without a clear winner or loser, making it practical for short-term issues (Robin, 2001). Avoiding, a lose-lose strategy,

reflects minimal concern for oneself and others, useful for minor conflicts but not for critical issues requiring attention and resolution (Rahim, 2000).

In essence, effective conflict management practices contribute to successful conflict resolution and improved relationships, highlighting the importance of understanding and employing these approaches (Moberg, 2001). In conclusion, conflict management practices encompass various approaches, each with their own advantages and limitations. Whether it is the collaborative win-win approach, the competing lose-lose strategy, the compromising middle ground, the accommodating lose-win coordination, or the avoiding strategy, understanding and employing these practices effectively can contribute to successful conflict resolution and improved relationships.

Purpose statement

The main objective of this case study was twofold: firstly, to simplify the intricate results obtained from the qualitative study, making them more accessible and comprehensible; and secondly, to enhance the understanding of conflict management practices within a public sector university in Karachi. By delving into the effectiveness of these conflict management practices at the university, the study aimed to shed light on their impact and relevance in the real-world organizational setting. Through careful exploration and analysis, the case study successfully uncovered valuable insights into how conflicts are managed within the university context. This, in turn, not only contributed to the existing body of knowledge in the field of conflict management but also provided valuable information for policymakers and stakeholders to foster a more conducive and harmonious work environment within educational institutions.

Research Question

The research questions regarding this case study were:

1. What were the major conflicts existing at the University of Karachi?
2. How did management create conflicts by itself?
3. What was the involvement of management in creation of conflict?
4. What type of conflict management practices are applied at the University of Karachi, with reference to TKI model (i-e ACC, AVD, C, COLL, and COM)?
5. What were the effects of conflicts practices on university management?
6. At what level conflict is healthier for university?
7. How do conflicts change into crises?
8. How can conflicts be decreased to create healthy competition?

LITERATURE REVIEW

This part of the research study presents an understanding of Exploration of Conflict Management Practices Regarding TKI Model and Its Effectiveness in a Public Sector University. The review provides a background of Conflict Management Practices Regarding TKI Model.

Each workplace has various levels of conflict. Conflict is unavoidable in the workplace and no employee can avoid it. Conflict in the workplace is expected when workers with different work preferences and backgrounds are brought together for a common business objective. It is possible and desirable to handle and resolve conflicts. Now that tensions and worries are at an all-time high due to several variables, such

as ideological conflicts and discussions about racial injustice, workplace conflict is more likely. Even though these disagreements cannot be resolved permanently, those can be effectively and efficiently handled through various practices. The workplace atmosphere of university can be more productive and pleasant if these practices are applied accurately and at the right times.

Need for Conflict Management Practices

The significance of conflict management in the workplace of work certainly not is taken carelessly. Conflicts that are managed properly can help discover innovative solutions to internal relationship problems within the organization, and helps to avoid situations that produce demotivation, negativity, stress, and unrest situation for employees. Generally, these situations have above-average staff turnover, higher absence rates, and can turn entire departments against each other also in a way unhappy staff who always try to look out for something better (Marley, 2017).

Conflict management practices are the practices that are observed by team members in an organization to reduce workplace conflicts for a healthy and productive work environment. The administrators or managers adopted different practices to handle conflicts but if they manage conflicts fairly, sensibly, and efficiently it has a positive effect on the whole organization.

Benefits of Conflict Management in Organizations

Another distinctive feature of conflict is that conflict produces new thoughts. The finest ideas prevent the discovery of the optimum solutions to problems that could be possible. As many universities look for instructors with a great level of confidence, however at the same moment, instructors who have a great level of confidence and self-esteem are inclined to rouse conflict to progress. Consequently, it is essential to build the self-esteem of team members and make exercises that encourage idea production. Conflict occurs when people with great self-esteem present their thoughts on the table; besides further ideas that are generated, the more conflicts are settled. Conflict indicates caring, involvement and commitment. If recognized, and assumed, it can encourage improved and renewed human dealings. Devoid of conflict, people rarely face and resolve their difficulties (Abdul-Azeez, 2010).

The CMPs have a profound impact on organization when they are practiced wisely and effectively. The suitable practice reduces conflicts and increases productivity of the organization. It enhances a healthy environment at workplace as it enhances the capability of innovative ideas and self-confidence of team members which direct the positive effect on organization. On the other hand, CMPs are not practiced wisely the self-confidence in the employee's decrease, they might be showing aggressive behavior, which can lead to crisis in organization (Thomas, 2005).

Benefits of Conflict Management in Universities

In higher educational institutes, faculty, and Institutes both may have given special attention to the conflict so they can effectively achieve their goals to produce a future workforce for society. Conflicts in higher education are a cause of increased education quality which is linked to the possible development of human resources for the country. Further, if conflicts are at a manageable level, then they can increase the quality of education by providing a healthy work environment (Mukhtar, Islam, & Sienghtai, 2011).

In developing countries, universities try to give special consideration to managing conflicts in the quality of education, which can further be enhanced in terms of providing of qualified workforce to the country additionally, in terms of the higher education level, faculty also preceded energetic environment. Faculty develop some course work and tactics for managing conflicts like enhancing the environment of teamwork, show concern, and care, involvement of students, and help in improving the healthy environment for their organization. If this concern is given special importance and attention at the institutional level, particularly

in developing countries, then it can be supportive in improving the quality of education also possible development of human resources in the country (Olufemi & Adewale, 2012).

Outcomes of CMPs on the Performance of University

Robbins (2001) declares that for an organization a certain quantity of conflict is healthy because it foils the organization from decaying and from producing narrow-minded decisions. Omisore (2014), studied organizational conflicts, causes of conflicts, their effects, and resolutions. That study exposed that conflict is helpful as it enables a consideration of the issues among individuals at work which leads to improved coordination amongst individuals and groups, and departments, as well as solidification group relationships. Positive organizational consequences contain understanding the problems, incapacitating on problems, growing inexpensive performance associated to progress of unlike and novel solutions, generating an autonomous atmosphere, and developed views, enhancing the situation and attainment a mutual solution (Göksoy & Argon, 2016). Conflict affected on people's behavior in the organization in conflict situations often progresses into aggression which causes many individuals to take out psychologically and physically (Nyhus, 2016).

Moreover, if conflict is not managed suitably might outcome to strikes, most particularly in the civil service, that might have a resultant outcome on the psychology of the employees. This may also disturb the nation economically and politically both and may consequence to depraved feelings, costly litigation, and low turnover (Hirschman, 2001).

This study also stated that organizations sight conflict by way of an occasion for conclusion of creative results of problems as conflict may stimulate workers to brainstorm, while identifying problems from numerous viewpoints. Conflicts and their impact on educators showed that positive results of conflicts are detected in individual, societal and organizational features.

Theoretical Framework of the Study

Two psychologists presented "The Thomas-Kilmann model" in 1974, Kenneth Thomas and Ralph Kilmann. It shows by what means people select conflict management practices while they have conflicts among them. The Thomas-Kilmann model proposes five practices that guide people in solving conflicts. These are

1. Collaborating: when both parties are willing to collaborate and listen to others.
2. Competing: when a person stands up for his rights and defends what he believes is correct.
3. Compromise: when the parties try to find a healthier, mutually acceptable solution, which results in "a mutual ground".
4. Accommodating: when one produces another's point of view.
5. Avoiding: when a result is delayed or avoided altogether (Thomas & Kilmann, 1974).

TKI MODEL



CONFLICT HANDLING INTENTION

Figure 1 TKI model

The TKI model is an assessment tool, and it is used to find out which of the five conflict modes is using too much or too little or exactly right. TKI assessment is, still, moreover discussed as “TKI test” or more in the main, the “TKI conflict model.” The Thomas-Kilmann instrument is intended to discover a person’s performance in conflicting circumstances.

Qadir, (2020) Resolving conflicts at workplace -a discourse, using Thomas-Kilmann instrument mode framework”. The basic conflict management practices are described in this, generally for ensuring effective and quick conflict management at the workplace there are important guidelines for managers and individuals as well.

It had better be noted that the term Practice is correlated with style. As considering verbs the main difference between style and practice is that practice is the reputation of an activity to refining one's skill in considering activity while style the improved activity. So, in this study researcher used the term practice instead of style as the co-worker used different practices to manage conflicts instead of adopting one style.

Brief Description of the Study Based on Related Review of Literature

After the related review of literature, the researcher summarizes the CMPs, and the effectiveness of the CMPs in terms of outcomes. All the related literature reviewed can be summarized in the following tables.

Table 1

Conflict management practices

Categories	Brief Description
Collaborating	Collaborating practice signifies high concern for self and for others and is known as a win-win direction.
Competing	Competing practice signifies high concern for self but for others has little concern; it is recognized as a win-lose direction.
Compromising	Compromising practice indicates concern for self as well as concern for others. In this practice, there is neither a winner nor a loser.

Accommodating	Accommodating practice indicates little concern for self but great concern for others. It is known as lose-win coordination.
Avoiding	Avoiding practice characterizes little concern for self along with little concern for others. Avoiding practice is known as lose-lose direction.

Table 1 shows the Conflict management Practices (CMP) based on TKI with their brief description (Thomas & Kilmann, Thomas-Kilmann conflict mode instrument, 1974).

Table 2

Effectiveness of CMPs

Categories	Brief Description
Positive effect	When conflict is positive for forces at work, the direction is constructive.
➤ Personal or Organizational	It positively both individual and organizational
Negative effect	When conflict is negative for forces at work, the direction is destructive.
➤ Personal or Organizational	It positively both individual and organizational

Table 2 represents the effectiveness of practicing CMP its positive as well as negative effects in any organization, based on TKI model.

METHODOLOGY

The study was done under the umbrella of qualitative research, and it was a case study. According to (Creswell, 2014), it is simply possible in real life. Qualitative research emphasizes "considering people, their words, actions, and records." Kept in check by the qualitative approach, the case study technique worked for the study. This study employs a comprehensive research design to explore conflict management practices in a public sector university and assess their effectiveness. The data collection involves semi-structured interviews and focus group discussions with key stakeholders, conducted within the university premises. The study emphasizes the "how, who, where, and when" aspects of data collection to capture

diverse perspectives. Qualitative analysis methods are applied to interpret responses and validation measures. Ethical considerations, such as participant confidentiality and informed consent, are integral to the research process. This methodology provides a robust framework for understanding conflict management practices within the university context.

Participants of the Study

The study was conducted at the University of Karachi because it was the largest university in Karachi. To conduct this study, the researcher used Purposive sample. Purposeful sampling is learning or understanding the critical phenomenon; a researcher selects individuals and sites intentionally (Creswell, 2014).

The following participants were interviewed.

- a. Vice-chancellor or nominee of vice chancellor
- b. Registrar or nominee of the registrar
- c. Representatives of the academia staff association
- d. Representatives of the officers' staff association
- e. Representatives of staff employ associations.
- f. Representatives of the student's federation

Procedure for Data Collection

The researcher initiated the process of gaining authorization to conduct semi-structured interviews and focus group discussions by formally requesting permission from the Vice Chancellor of KU, presumably a public sector university. In this regard, a formal application was carefully crafted and submitted to the Vice Chancellor, outlining the purpose, scope, and methodology of the intended research. After a thorough review of the application, the Vice Chancellor granted the researcher permission to precede with the proposed data collection methods, highlighting the acknowledgment and support from the university's highest administrative authority. This formal approval ensures the legitimacy and ethical compliance of the research activities within the university setting.

Data Analysis Process

. The analysis of the collected data involved the application of thematic analysis. The information gathered through semi-structured interviews was systematically organized based on identified themes aligned with the research objectives. Subsequently, the organized data was interpreted to derive meaningful insights and patterns relevant to the study's focus. Thematic analysis served as the methodological approach to categorize and understand the key elements emerging from the participants' responses, providing a structured framework for the interpretation of the research findings.

RESULT AND DISCUSSION

Themes were generated from the responses of the participants. The table below shows the themes and the codes regarding CMPs practiced at KU.

Table 1

Generated themes regarding CMPs in KU

S.No	Themes
1.	Competing Practice
2.	Avoiding Practice
3.	Accommodating Practice
4.	Compromising Practice
5.	Collaborating Practice
6.	Adaptable conflict management practices

Table 1 shows the themes generated regarding CMPs during Thematic Analysis

Theme 1 Competing practice

The theme ‘Competing Practice’ generated from mentioned codes which are presented below in the figure.

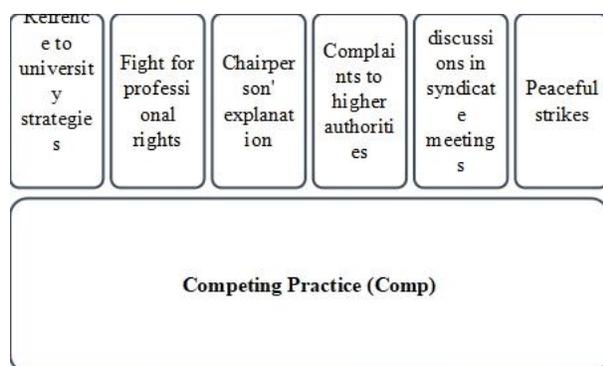


Figure1 Competing Practice

Figure 1 shows the codes during thematic analysis and the generated theme Competing Practices

The prevailing theme of competing practices within a university setting emerges from various instances, including references to university strategies, the fight for professional rights, the chairperson's explanations, and complaints to higher authorities, peaceful strikes, and discussions in syndicate meetings. Faculty members, in response to perceived threats to their professional constitutional rights, actively engaged in competing practices. They sought guidance from higher authorities and employed legal expertise to navigate career pressures effectively.

One faculty member, P4, emphasized the importance of the terms and conditions in the university contract, stating, "I mentioned terms and conditions of the university contract at the time of the job which did not constrain me to move from this university to a different one." This assertion justified the adoption of competing practices, as faculty members needed to voice their concerns against management decisions that could adversely impact their careers.

Competing practices proved instrumental in addressing conflicts faced by newly hired faculty members. P3 noted, "In the beginning, I was unable to resolve my conflicts in the department. Head of the social sciences department controlled my situation by meeting with me to form a verdict about my job approval."

Furthermore, the strategy of competing practices extended to instances of management misconduct. P7 recounted, "The head of the department flung the file on my face during a meeting." In response, faculty members deemed it appropriate to employ competing practices, challenging such behavior and advocating for a more respectful environment.

The need for a universal code of conduct for all teaching and non-teaching staff in Pakistani universities is suggested to address instances of misconduct and promote a healthier work environment.

Theme 2 Avoiding practice

The theme 'Avoiding Practice' generated from mentioned codes which are presented below in the figure.

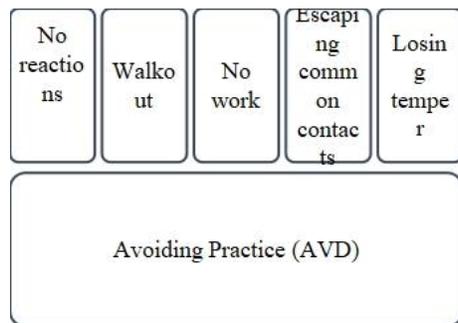


Figure 2 Avoiding Practice

Figure 2 shows the themes Avoiding Practice and based codes Participants sometimes practiced avoiding practice for several reasons, as no voice was raised against high authority in the fear of job security. P4 stated, "I stayed silent about the misused procedures of his department."

The participant's adoption of avoiding practices was rooted in the perception of the administration and management as more powerful, creating a fear of potential ruin if he voiced dissent. The hierarchical structure, where administration, heads, and chairpersons wielded significant authority without inclusive decision-making, prompted the participant to choose avoidance as a short-term strategy, realizing its impracticality for long-term growth.

Another participant described avoiding professional interaction with female staff due to character assassination concerns from co-workers, emphasizing the need for trust-building and discussions by higher authorities to address gender discrimination issues.

A male lecturer, facing disapproval of his initiative by the chairperson, initially considered avoiding practice. However, recognizing the task conflict, it was deemed inappropriate. Collaboration or if necessary, avoiding practice, could have been more effective. The lecturer could have justified the initiative as fulfilling student demands or sought higher authority approval for innovative departmental activities.

In general, avoiding practice was deemed undesirable. A female lecturer highlighted that her problems remained unresolved when staying silent, reflecting a lose-lose approach where both parties gained nothing. The narrative underscores the importance of addressing conflicts through constructive means rather than resorting to avoidance for effective and lasting solutions.

Theme 3 Accommodating practice

The theme ‘Accommodating Practice’ generated from mentioned codes which are presented below in the figure.

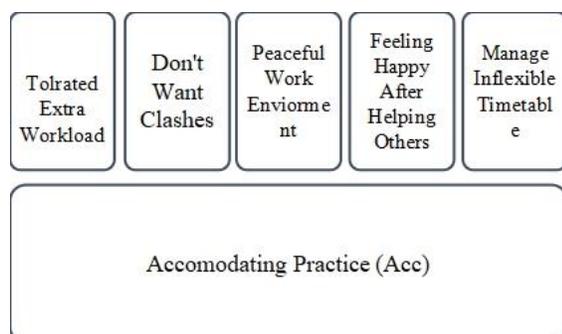


Figure 3 Accommodating Practices

Figure 3 shows codes and their generated theme Accommodating Practice. Some faculty members opted to accommodate practice on facing discrimination in workload. This practice is built on a lose-in approach, in this practice one party displays high concern for others and low concern for self. P4 stated, “*I suffered additional responsibilities allocated to me*”. This citation showed that participant dedicated services, over time, and energy to please the management. He exposed high concern for the head and low concern for himself.

This practice is opted by the participant as it is projected that faculty members are assistant of head of the department or for administrators specially in Pakistani public sector universities, so that they must follow his directions. Another option might be that HOD was supposed to be more authoritative as compared to faculty members, also supposed that this practice is operative to manage relationship conflicts. Apparently, it looked quite unsuitable to please biased practices as this helpful behavior had strengthened the use of refined practices.

Theme 4 Compromising practice

The theme ‘Compromising Practice’ generated from the mentioned codes which are presented below in the figure.

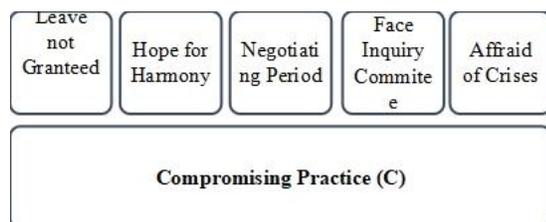


Figure 4 Compromising Practice

Figure 4 shows the theme Compromising practices and the codes of the themes. Some faculty members opted for compromising practices with management and with other faculty members. P6 shared his experience when the DRG did not approve his study leave by saying that the HOD and two other senior faculty members were on leave already and that his absence would delay the regular operations of the department. Because neither the manager nor our participants could manage the increased scarcity of faculty members without taking a break in their studies, the conflict was resolved through negotiation, which was

a give and take condition. The employee agreed to the manager's statement that he would be permitted to reward flexible timings at work, and consequently, he can afford his study timing. Lastly, both the employee and the DRG (manager) did not lose entirely. It was suitable for negotiation in this situation as he did not give up his worries completely; relatively, he chose the middle way.

Theme 5 Collaborating practice

The theme ‘Collaborating Practice’ generated from mentioned codes which are presented below in the figure.

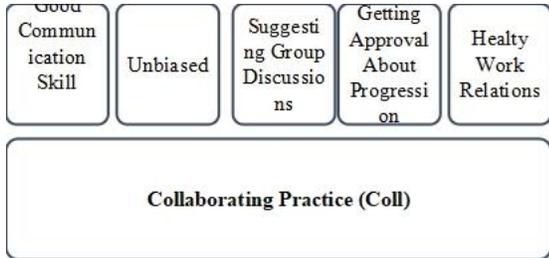


Figure 5 Collaborating Practices

Figure 5 shows the codes which generated the theme collaborating Practice. A participant who also an Assistant professor spoke about the difference in views with head when it is decided to launch a new PhD program, he opted collaborating practice when he claimed that department has lack of experienced faculty to facilitate this program effectively and he had opinion that department would not start it. P4 stated, *“It is preferable to not to launch PhD program rather than a below standard program”*. He spoke about his concerns openly and honestly. On the contradictory he might have shown obedience to the chairperson’s idea by considering him a skilled and capable faculty member. The head responded to his disagreement positively and he was successful in convincing opinions to support his concern. The head also respondent, *“We need to accept realistic approach in this affair relatively than actuality of idealistic.”*

It can be concluded that collaborating with the head was effective in handling task conflicts. This conclusion has sustained existing literature about task conflict.

Theme 6 Adaptable conflict management practices

The theme ‘Adaptable CMPs’ generated from mentioned codes which are presented below in the figure.

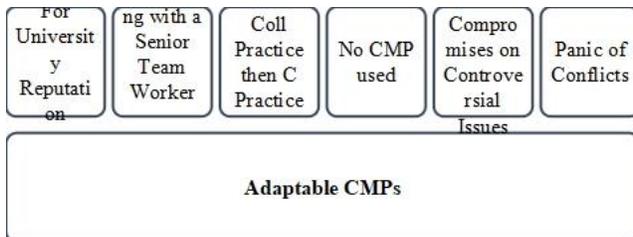


Figure 6 Adaptable CMPs

Figure 7 shows the codes and their generated theme Adaptable CMPs. Sometimes employees or management both opt adaptable CMPs. This was practiced for the sake of university’s reputation or for the benefits of KU. Employees use of a combination of CMPs or variation these combinations to get a better solution. These combinations may arise consecutive or at the same time immediately. In combination of

conflict practice, these factors play their role: chances, conflict reimbursement, gender, of and obedience versus non-obedience with needs. Faculty members transformed their conflict management practices depending upon whether other members disagreed or agreed with preliminary approach. Parties in conflict changed their CMP to solve the problem.

Faculty members argued that conflict practices turn as accumulated behaviors when employees attempt to take full advantage of their positive outputs at work. Studies showed that heads managed conflicts with their juniors by negotiations.

Generalizing the Analysis of Semi-Structured Interview

Even though we cannot simplify the results of this qualitative study, until now it has boosted the consideration of conflict management practices in public sector universities in Karachi.

According to participants, KU experienced conflicts on a regular basis, but many of the cases were influenced by politics. After the thematic analysis of semi-structured interview and FGD it is revealed that university employees experienced all the studied types of conflicts. Task conflicts changed into relationship conflicts. Employees also experienced leadership conflicts. Employees allege the management's negative arrogance, co-workers' misuse of authority, and career threats as the main sources of conflict. Conflict outcomes were viewed more negatively than positively. In KU, employees handled the threats regarding jobs and the misconduct of management by dominating practice and negotiations. Because of poor administration, they chose to avoid the practice. They have no options against authoritarianism but have nonetheless compromised.

DISCUSSION

This study's main objective was to delve into the realm of conflict management practices within a public sector university, utilizing the Thomas-Kilmann model as the guiding framework, while also evaluating their effectiveness. It sought to thoroughly examine the various CMPs implemented at the university and explore their overall impact. Prior to this study, numerous international research efforts have been dedicated to investigating conflict management practices, leading to valuable insights from diverse settings.

For instance, one study focused on conducting a comparative analysis of conflict management styles between local and expatriate managers within Hong Kong-based multinational corporations (Wu Li-Ying & Bertha, 2021). Considering Hong Kong's status as a highly competitive economy and a major hub for industrial, commercial, and financial activities, this research provided valuable understanding of how different cultural backgrounds influence conflict resolution approaches.

Similarly, Turkish management was also subject to investigation, revealing that collaborating and compromising were deemed the most desirable conflict resolution practices in that context (Ozkalp, Sungur, & Ayse, 2009). This kind of research can illuminate cultural and contextual factors that influence preferred conflict management styles in different regions.

In Pakistan, multiple studies have explored conflict resolution practices within various organizations, offering valuable insights into the role of transformational leadership and the integration of conflict management practices (Saeed, Almas, & Haq, 2004). Studies focusing on educational organizations, such as secondary and higher secondary schools, have examined the means of controlling conflicts effectively.

This qualitative study focused on conflict management practices within a public sector university in Pakistan, employing the Thomas-Kilmann model as an analytical framework. The research identified a significant positive correlation between collaboration, accommodating, and compromising practices with organizational commitment and trust. High levels of collaboration with the administration led to a sense of organizational commitment among employees and stakeholders, fostering mutual understanding and

strengthening their affiliation with the university. The open exchange of ideas and collaboration in decision-making contributed to satisfactory resolutions for both faculty members and the administration.

Examining different conflict management practices, the study found that compromising and collaborating practices predicted regulatory and affective commitment, with faculty members focusing on meeting departmental targets. Competing and avoiding practices were significant predictors of continuance commitment, but without the positive affective responses seen with compromising and collaborating practices.

The qualitative aspect delved into unique conflict experiences such as violations of work ethics, misuse of authority, discrimination, job insecurity, and authoritarianism within the university. This exploration identified specific conflict management practices related to these experiences, enhancing the study's depth. Competing practices were often used in response to threats to career advancement and management misconduct, while avoiding practices addressed authoritarianism and differences of opinion. Collaborative practices were employed for introducing new academic programs, and accommodating practices managed workloads.

The study noted a limited use of collaborative management practices in addressing conflicts, with competing practices being more common in handling threats related to careers and management misconduct. Possible reasons for these variations include participants in the quantitative study not encountering critical conflicts, and responses being based on general inclinations during hypothetical situations. The study emphasized the importance of considering the nature of conflicts and fostering greater tolerance and respect for differing viewpoints within the university setting. Overall, the research contributed to a comprehensive understanding of conflict management practices and their impact in the context of a public university in Pakistan.

LIMITATION AND RECOMMENDATIONS FOR FUTURE STUDIES

In the context of the research study "Exploration of conflict management practices Regarding Thomas-Kilmann model and its effectiveness in a public sector university" the recommendations are

1. This study used an exploratory case study design. In the future, a cross-sectional study could be conducted by instructing faculty members and management on how to effectively habituate conflict management practices and discovering changes in these practices through pre- and post-testing.
2. This study studied the effectiveness of conflict management practices on personal and organizational outcomes. Future studies can explore the role of conflict management practices in forecasting additional outcomes such as work well-being, citizenship behavior, and social effects.
3. This study was based on the collection of data from Karachi. In the future, studies can be conducted in the remaining provinces of Pakistan.
4. The conflict and conflict management practices of employees at a public university are the focus of this qualitative study. In the future, a study can be done on the conflict management practices of employees at private universities.
5. Thematic analysis was used in this qualitative study to examine the nature, causes, and effectiveness of C MPs and their associated skills among university employees. In the future, grounded theory may be used to develop a theory of conflicts and conflict management practices.

Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this article. No financial, personal, or professional relationships have influenced the design, execution, or reporting of this study.

This research was conducted in compliance with the ethical standards of [Insert your institution's name] and adheres to the principles outlined in the 1964 Helsinki Declaration and its subsequent revisions. Informed consent was obtained from all participants involved in the study. Privacy and confidentiality of all participants were ensured throughout the research process. No identifying information has been disclosed in the publication.

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Author Contributions

All authors contributed substantially to the conception, design, execution, and interpretation of the study. Ayesha Siddiqui was responsible for research design, data collection, analysis, and manuscript writing. All authors reviewed and approved the final version of the manuscript.

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