Research Paper   Open Access

The Relationship Between Leadership Styles and Conflict Management Behaviours of Primary School Principals

Tashi Phuntsho and Kencho Wangdi
Principal Samtengang PS and Principal Rubesa PS, Wangdue

ABSTRACT: This thesis investigates the relationship between the leadership style and conflict management behaviors of primary school principals in one of the districts in Bhutan. The study aims to identify the types of leadership styles and conflict management behaviors exhibited by primary school principals, as well as to explore the correlation between these two variables. The research is based on both qualitative and quantitative methodology, utilizing semi structured interview for 18 primary school principals and questionnaire to gather data from 129 primary school teachers working in the focused district. The results revealed that the principals were significantly using consultative followed by benevolent and participative group leadership styles. Regarding conflict management behaviours, they were found to be using collaborative conflict management behaviours to the optimum level followed in order by other behaviours like mixed conflict behaviours, accommodating, compromising, competing and avoiding to the minimum usage. This confirmed the close relationship between leadership styles and conflict management behaviours with majority of them using consultative leadership behaviours integrated with collaborative conflict management behaviours at times of resolving conflicts.
This research contributes to the existing literature on leadership and conflict management in the educational context and provides insights into the leadership and conflict management practices of teachers in the chosen district in Bhutan. It may also serve as a reference for future studies in the field of educational leadership and conflict management.

I. INTRODUCTION

Saiti (2015) asserts that school is one of the social organizations that consists of several people that seek to achieve specific tasks through collaboration. Each people will have different ideologies, cultures, values, and role preferences. As such, conflict is unavoidable in organization such as school. Conflict is defined in many ways. For instance, Mboya et al. (2016) stated that conflict occurs when people take opposing stands concerning issues and this can be expressed verbally or through actions. The researcher defines conflict as the disagreement or opposition between two or more parties arising from individual differences in ideologies, culture, values, and role preferences. Mboya et al. (2016) emphasized that conflicts are inevitable, but the disputes ought not to be left to get out of hand. Thus, conflicts need to be effectively managed for the proper functioning of any individual, group, or organization (school). It is essential that principals adopt various conflict management strategies to prevent stress, unnecessary fatigue, and tension. Further, Akinnubi et al. (2016) asserted that conflict can cause so much damage to the school if they are not well managed.

The purpose of this study is to focus on the relationship between the leadership style of school principals and conflict management. It is argued that the principal's leadership style has a measurable effect on conflict management in schools. Certain leadership styles can have positive effects on the above while others can have negative effects. If principals use effective leadership styles, schools have a positive perspective toward conflicts which helps in the wholesome growth of the school. Effective leadership needs fundamental and critical skills to resolve conflict in the organization. Those leaders who can effectively manage conflicts are perceived to be more competent and productive(Gross & Guerrero, 2000). Similarly, Saiti (2015) and Rahim (2001), state that the lack of competency in conflict management skills tends to have a detrimental impact on the productivity of the organization. Therefore, leadership is defined as a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Bayar, 2018).

Leadership is of different types and studies have argued that no one method can be considered universal. According to Karakiliç (2019), leadership can be transformational, transactional, autocratic, democratic, participative and many more. Studies have claimed that the type of leadership required for the

success of an organization depends upon the situation of the organization (Aunga & Masare, 2017; Kheir-Faddul & Dănăiaţă, 2019). Similarly, studies have also claimed that the essential aspects of the success of any organization depend upon the right choice of leadership (Andriani et al., 2018; Saiti, 2015). Therefore, the right choice of leadership for the right situation is essential for the success of any organization.

Problem statement

The findings of the survey conducted by the Ministry of Education (MoE) depicted the selection of principals is carried out through mere interviews and is assigned the tasks of school management without availing leadership and school management training (Ministry of Education, 2012). These findings are deeply connected with the perception of Morake et al.(2011)who stressed that some leaders secured such positions either due to their long service or attractive curriculum vitae or having just excelled in the interview. Such situations among the schools in Bhutan have indeed posed threats and challenges to many school principals regarding school management.

On the other hand, there are limited studies carried out on the leadership styles being practiced by the principals and how they manage conflicts that arise in the schools. These few shortfalls mentioned above are seen as a driving force for principals toward mismanagement of schools. Consequently, many principals are undergoing serious career-provoking situations like termination, demotion, facing trials in the judiciary of law, and living under threats posed by teachers, parents, and students. For instance, the national newspaper published an article titled "*Parents file case against teacher for using corporal punishment"* that reported an incident of violence of a parent upon an english teacher in one of the public schools, Sharma, KP (2023, May 5). Similarly, another article under the heading "*RBP charges school teacher in Lhamoizingkha of molesting 7 school children"* reported that a principal had to face the investigation team for a case of a student, Tenzing, L. (2023, September 23). The researcher foresees such conflicts occurring rampantly with a higher degree in the school setting due to rapid socio-economic development.

Looking at such potential threats to educational management, the researcher believed that effective management of conflict through effective leadership approaches has become a necessity to encourage growth and promote educational management as a whole. Schools would certainly be significantly benefited if principals effectively cultivate certain skills. Further, their attitudes toward effective conflict management through appropriate leadership styles, knowledge, and self-control along with the consistent implementation of desirable school plans and policies.

DeChurch, Mesmer-Magnus, and Doty (2013) pointed out that school principals who can tell the difference between helpful and harmful conflicts will know how to respond when conflicts arise. If conflicts are not managed well, they can create problems in schools, taking away students' right to fair and equal education. Antoci and Ceobanu (2022) also noted that conflicts often affect how school leaders make decisions and take action. Likewise, Akinnubi et al. (2016), reasonably stated that it is essential for every manager to build managerial skills toward conflict management. Therefore, this study intends to closely analyze and synthesizes the relevant theories, literature, and past research to examine the relationship between leadership styles and conflict management.

The main focus of this study is intended to explore the behaviors of primary school principals from the perspective of teachers and principals. In addition, this study is to empower modern school leaders with the appropriate leadership styles that contribute toward effective conflict management by sharing the findings of this study supported by authentic recommendations from various literature from the past. Thus, this study will be carried out through the lenses of the right research procedures and methodology in line with the research objectives and questions cited below:

Objectives of the research

The study seeks to explore the following objectives:
- a. To assess the leadership styles of primary school principals as perceived by their teachers.
- b. To determine the conflict management behaviors of primary school principals as perceived by their teachers.
- c. To analyze the relationship between principal's leadership styles and their conflict management behaviors.

Research questions
Main: How are the leadership styles and conflict management behaviors of primary school principals correlated to each other?
Sub-questions:

1. What were the leadership styles of principals as perceived by their teachers in the focused district of Bhutan?

2. What were the conflict management behaviors of principals as perceived by their teachers in the focused district?

II. LITERATURE REVIEW

Introduction

The purpose of this paper is to understand the leadership styles and conflict management behaviour of primary school principals in one of the districts in Bhutan. Especially, this study determines the level of the principal's leadership style practices, personal factors, and institutional differences. The researcher is provoked by the fact that the leadership practices designed by the Ministry of Education (MoESD) are seldom practiced because there are some differences of opinions related to roles and the workload vested upon the leadership practices of the principal.

This chapter will discuss scholarly studies on leadership styles and conflict management behavior of primary school principals and identify gaps in the literature. It will include eight topic areas for exploration to discuss the leadership style and conflict management behavior of school principals. The first section will describe the definition of leadership. The second section will discuss creating a positive school climate. The third section will explain leadership theories, followed by the definition of conflict in the fourth section. In the fifth section, conflict management styles are explained. After that, conflict management in a school setting will be highlighted in the sixth section. Subsequently, principal leadership and conflict management will be discussed. Finally, the chapter summary will be presented.

The leadership styles and conflict management behaviors of the primary school principals remained sparse in Bhutan despite its demands to adopt the right leadership styles towards managing conflict. Thus, this study aimed at investigating the relationship between the leadership styles and conflict management behavior of primary school principals in one of the western districts of Bhutan.

Definition of leadership

Corrigan and Merry (2022) leadership is a process whereby an individual influences a group of individual to achieve a common goal. Similarly, Tshabalala and Faremi (2024) states that the leader is a person who is in the position to influence others to act and who has, as well, the moral, intellectual, and social skills required to take advantage of that positions. As stated above, the principal is the overall leader in the school who needs to develop, organize and reform the school by applying proper leadership over the followers or subordinates.

Principals play an important role in changing teachers' attitudes. Fullan (2001) pointed out that principal is 'the gatekeeper of change' and noted that principals have identified critical components in successful educational innovation. According to Hoque and Raya (2023),principal is a useful variable for understanding teacher's attitudes toward change. Principals as leaders can be effective in their practice provided, they attend to the various needs of the policy and their constituents. To implement successful change process, the principal must have the necessary skills and model for staff. Teachers need the support of their principals in terms of the communicator, counselor and facilitator roles (Perryman et al., 2025). Shared leadership involves the active collaboration of principal and teachers on curriculum, instruction and assessment.

Within this model the principal seeks out the ideas, insights and expertise of teachers in these areas and works with teachers for school improvement (Hoque & Raya, 2023).

Creating positive school climate

School leaders can change and shape school climate and deeply influence student achievement with teachers (Leithwood et al., 2020). According to Thapa et al. (2013), a positive school climate is strongly linked to student engagement, safety, and academic success.

Additionally, Wang and Degol (2016) emphasize that principals influence school climate through their leadership practices, communication, and decision-making. Transformational leadership, which includes modeling excellence, inspiring a shared vision, and empowering others, remains critical for fostering a positive school environment (Sun and Leithwood, 2012). According to Leithwood and colleagues (2020), strong leadership in schools plays a key role in helping students succeed by fostering a positive school environment where students feel safe, respected, and included. When leaders prioritize this kind of supportive climate, it creates the right conditions for better learning and growth. Mahmutoğlu, Celep, and Kaya (2025) also stated that a trustworthy leader is vital for school effectiveness. The principal builds trust by being munificent, open, candid, reliable, and competent. Developing and promoting a positive school climate is the third dimension which comprises of protecting instructional time, visibility, incentives for teachers, promoting professional development and incentives for learning.

Leadership theories

This study employed Likert's leadership styles to explore different leadership styles of primary school principals in the district that is selected for this study.

Rensis Likert's leadership styles

Likert's leadership Styles is one of the most detailed and most explanatory theories of human behaviors, where he strongly argued emphasizing mainly on the importance of management of human resource because everything depends on how employees act in the organizations (Wren, 2005). There are four styles of leadership, in particular around decision-making and the degree to which people are involved in the decision: Exploitive authoritative, benevolent authoritative, consultative, and participative.

Exploitive authoritative

In this style, the leader has a low concern for people and uses such methods as threats and other fear-based methods to achieve conformance. Communication is almost entirely downwards and the psychologically distant concerns of people are ignored.

Benevolent authoritative

When the leader adds concern for people to an authoritative position, a 'benevolent dictatorship' is formed. These leaders make bulk of decision and allow their subordinates to make limited decisions. Reward and punishment are the key elements of this leadership style to motivate their followers. Leaders in this kind of leadership delegate lots of responsibilities to the subordinates through orders and if subordinates do well there is reward and if not, there is punishment. The communication between employees and administration is limited. It is usually characterized by fear, caution and sometimes even deception too resulting into demotivation and discontentment among the employees towards their job (Milesi,2025). Under this leadership style, the workers do not work with true conviction and dedication towards establishing organizational goals.

The employees are found covertly opposing the organizational goals set by their leaders although they do not openly show their frustration and dissatisfaction. This leadership style also suspects the ideas and opinions of subordinates as leaders do not trust their employees due to the existence of only the downward communication like in the authoritative coercive leadership style. In brief, it may be summarized that although this approach of leadership facilitates subordinates with some opportunities to interact and make decision within the framework, there exists some fear, threat, distrust and confusions among the personnel as leaders readily use reward and punishment system.

Consultative

The upward flow of information here is still cautious and rose-tinted to some degree, although the leader is making genuine efforts to listen carefully to ideas. Nevertheless, major decisions are still largely centrally made. Consultative leaders maintain considerable but not complete confidence and trust in the employees. The leaders under this leadership make the final decision themselves although they collect the viewpoints of their subordinates. The employees show positive attitudes toward the organization, the leaders and their work because of the prevailing nature of providing a certain degree of freedom of interaction by their leaders. However, there are chances that the employees might secretly oppose to the goals or decisions of the leaders made based on the decisions of the majority (Owens & Hekman, 2016). According to Dirani et al. (2020), while communication in organizations should ideally flow freely in both upward and downward directions, employees need to be particularly mindful of upward communication, as leaders often rely on established hierarchical channels for consultation and decision-making. Middle management plays a critical role in mediating and maintaining control between top leadership and operational staff.

In brief, leaders are instrumental in fostering confidence, building positive relationships, and nurturing trust among stakeholders through transparent and open communication—especially when making decisions and delegating tasks aligned with organizational goals.

Participative

At this level, the leader makes maximum use of participative methods, engaging people lower down the organization in decision-making. People across the organization are psychologically closer together and work well together at all levels. Participative group leadership style upholds job autonomy in the employees. As a result, there is an existence of atmosphere of trust and confidence between the leaders and the employees. There is a good rapport between the leaders and the employees. The ownership of the organizations is deeply felt in the mind of every employee as there is an involvement of every employee in the process of setting goals, planning, implementation and overall management of organizations. The followers are deeply motivated

towards accomplishment of the set goals. Everybody is equally committed for the growth of an organization. Under this leadership style, the employees are found to have comprehensive knowledge about their roles and responsibilities toward goal accomplishment as there is effective flow of communication like top-down, bottom-up and horizontal as well. The leaders attributed with this leadership qualities initiate informal meetings and gatherings to understand the needs of the employees better. This leadership is also characterized by other managerial behaviors like their participation in planning, implementing, coaching, mentoring, negotiating their demands and collaborating with others in order to translate their vision into reality (Truong, 2019).

Generally, it may be concluded that the ideas behind Likert's four leadership styles consisting of exploitive authoritative, benevolent authoritative, consultative, and participative are advocated considering the degree of both leaders and employees' involvement in decision makings, communication, and other managerial tasks. In other words, each leadership style mentioned above is characterized by the ways the leaders make decisions, communicate with employees, and manage their managerial and administration tasks. However, among all the leadership styles, the participative group leadership style is proven to effective for the effectiveness of organizations.

In the overall analysis of the result, Likert found participative leadership approach as the best management style for the effectiveness of an organization. In addition, findings by Goleman et al. (2002) indicated that the exploitative management style is confirmed to have negative influences upon the subordinates leading towards the downfall of organizations due to strange relationship between the leaders and followers. Based on their findings, these scholars recommend that this style of leadership may be used when leaders are left without any alternative while addressing employee's problems. However, they further suggested that this leadership style should be adopted and integrated with other leadership styles and one should not use this approach of leadership alone in order to enhance team spirit and commitment in the employees.

Defining conflict

The conflict varies, sometimes it is negligible, massive, unseen or open or sometimes it is destructive or constructive. Mostly individual or groups are so bound together that their actions affect one another and conflict is natural and inevitable. Conflicts happen between individuals and groups. An organization without conflict is probably apathetic. Conflict signifies involvement, commitment and caring (Khan et al., 2015). Conflict has been interpreted differently at different times.

Conflict management styles

Rahim's (2001) five styles of managing conflict based on the two dimensions of concern for self and concern for others. Concern for self explains that the degree (high or low) to which the person attempts to satisfy his or her own concern. Concerns for others describe the degree (high or low) to which a person wants to satisfy the concern of others. Rahim (2001, p.28), pointed out that "the combination of the two dimensions results in five specific styles of handling interpersonal conflict" as mentioned below.

Integrating style

Integrating style is based on a high degree of concern for self and for others. In this mode, participants confront problems and miscommunication and look for solutions to the problem that will satisfy all parties. This style is characterized by collaboration. Often the product is new solution not previously put forth by any of the involved parties.

Obliging style

Obliging style implies low concern for self and high concern for others. This style is also known as accommodating. The party is interested in satisfying the other's concerns without attending to his or her own. Therefore, there is an element of self-sacrifice in this style of conflict management. Rahim (2001, p.29) describes such individual as "conflict absorber".

Dominating style

Dominating style signifies high concern for self and low concern for others. This style is known as competing, and usually results in a win-lose outcome. Rahim (2001) argues that "a dominating or competing person goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party" (p.29). This type of supervisor wants to win at any cost and is likely to use his or her position power to impose his or her will on the subordinates and command their obedience (Rahim, 2001).

Avoiding Style

This type of managing conflict is based on low concern for self and others. This style is characterized

by suppression, denial, withdrawal, buck passing, sidestepping, or looking the other way. Individuals with this style will postpone an issue until a better time, or simply withdraw from a threatening situation. Consequently, an avoiding person fails to satisfy his or her own concern as well as the concern of the other party. According to Rahim (2001, p.30), "this style is described as an unconcerned attitude toward the issues or parties involved in conflict".

Compromising style

It is based on intermediate concern for self and others. This involves give and take among the parties, with each giving up something to arrive at a mutually agreed upon solution. Rahim (2001, p.30) asserts that "a compromising party gives up more than a dominating party but less than an obliging party". Similarly, such as party addresses an issue more directly than an avoiding party but does not explore it in as much depth as an integrating party.

According to Rahim (2001), these five styles of handling interpersonal conflict may be appropriate depending on the situation. As a whole, integrating and, to some extent, compromising styles can be used for effectively dealing with conflicts involving strategic or complex issues (Rahim, 2001). The obliging, dominating, and avoiding styles were recommended to deal with conflicts involving tactical, day-to-day, or routine problems (Rahim, 2001. On that account, "the selection and use of each style can be considered as a win–win style provided that it is used to enhance individual, group, and organizational effectiveness" (Rahim, 2001, p.30). These five styles of managing conflicts will be investigated in the current study.

Conflict management in school setting

Schools are complex, dynamic organizations, and opportunities for conflict abound.

Considering the current strong focus on accountability and student achievement, circumstances in which conflict is probable for teachers and administrators increase. Even under less demanding conditions, conflicts among the professional staff of a school are likely. In the study of organizations, theorists recognized the potential for the conflict between personal goals of the employees and those of the organization (Lunenburg and Ornstein, 2008). The study by Broukhim et al., (2019) highlights that conflict is inevitable when professionals with different roles, hierarchies, and perspectives work together. As schools strive to increase student achievement, staff needs to work collaboratively to confront problems and look for solutions.
Thus, the nature of the school setting and the work of teachers and administrators are likely to produce conflict.

Principal leadership and conflict management

Leadership influences organizations and principal leadership influences schools. Just what constitutes leadership and precisely how leadership influences organizations have been the subject of research, speculation, and debate for decades, and the results are inconclusive. The leadership style and conflict management behaviour of a principal plays a vital role towards achieving academic excellence of the students in a school. The leaders are supposed to have adequate knowledge, skill and experience besides authority and power, which in return helps them to gain respect, obedience and acceptance from their staffs. Nohe and Hertel, (2017), perceived leadership as a power of influence, which can reinforce the employees to accomplish the set goals of an organization in a desirable manner. Similarly, Bass (2003) noted that leadership is a technique of facilitating and influencing the subordinates to acquire sound knowledge about responsibility and to unite their efforts towards achieving the shared objectives. Thus, Lakomski and Evers (2022), rightly pointed out that leadership is the only significant means to either bring success or failure to an organization.
In addition, the contingency theory of leadership proposes that the impacts of a leader significantly rely on whether one's leadership styles match with the work environment or not. There are various styles of behaviour by which interpersonal conflict be handled. In order to manage conflict effectively, one style may be more suitable than other depending upon the situation. As Calitz et al. (2002) argued that:
Communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, conflicting interests, disagreement on task and content issues, competition for scarce resources, differences in values and inconsistencies among educators and learners are some of the factors may result into discord. (p.127)
Furthermore, the literature revealed that many school leaders do not perceive conflict as an inevitable force in the organizational reality.

Summary

The review of literatures on leadership styles and conflict management behavior reveals many things about the research designs and findings of the leadership research. The findings indicated that leaders exert a meandering influence on the school outcome by providing and promoting a positive learning climate. There is modest empirical evidence that suggests the influence on leaders' direct supervision and management of

curriculum on students' achievement. The effectiveness of the leadership is affected by many factors which make it inapplicable in many of context. The prior researches also revealed that few principals practice leadership styles in their school and most has the tendency to function as the manager. This information prompted the purpose and central questions and the research design of this study on leadership styles and conflict management behavior in one of the western districts of Bhutan.

III.　METHODOLOGY

3.1　Introduction

In this chapter, the researcher discussed the methodology that was used in collecting data for the research study. According to Creswell and Creswell (2018), methods and methodology are of two different terms. The methodology is a more generic term and conversely, the method is referred to specific techniques that the researchers use. Similarly, all the research work will be carried out using different methods. In the same manner, this chapter consists of; the choice of paradigm, research design, participants and sampling method, data collection tools, data analysis, validity and reliability, ethical consideration, and the chapter summary.

3.2.　Choice of paradigm

Creswell and Creswell (2018) claim that philosophical worldviews can be categorized into; post-positivism, social constructivism, transformative, and pragmatism. The choice of these paradigms depends upon the types of research method a researcher chooses to take. According to Creswell and Creswell (2018), "the post-positivist assumptions have represented the traditional form of research, and these assumptions hold true more for quantitative research than qualitative research"(p.54). Social constructivists hold assumptions that individuals seek an understanding of the world in which they live and work (Schwandt., 2007., Neuman, 2014., Crotty, 1998).

These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories of ideas. The transformative paradigm is that research should contain an action agenda for reform that may change the lives of participants, the institutions in which they live and work, or even the researchers' lives. The issues facing these marginalized groups are the paramount importance to study, issues such as oppression, domination, suppression, alienation, and hegemony. As these issues are studied and exposed, the researchers "provide a voice for these participants, raising their consciousness and improving their lives" (Creswell & Creswell, 2018, p.57).

Pragmatism as a worldview arises out of action, situations, and consequences rather than antecedents (as in post-positivism). It is also pluralistic and real-world practice-oriented. Researchers focus on the research problems instead of the methods and use all approaches to understand the problem (Creswell & Creswell, 2018). Further, Creswell and Creswell (2018) state that pragmatism does not commit to any one philosophy or reality. It allows the researcher to have the freedom of choice to choose the methods, techniques, and procedures of research that best suit purposes and it believes in an external world that is independent of the mind or that stored within the mind. Since the research questions and purposes of this study intended to find out the impact of leadership styles and conflict management behavior of the principals in one of the districts in Bhutan, the study used pluralistic approaches to derive knowledge about the problem. Pragmatism offers the opportunity to use both qualitative and quantitative assumptions, many approaches to collecting and analyzing data, and multiple methods for carrying out the research. Thus, in this study, the researcher chose the pragmatism worldview.

3.3.　Research design

This research was done using the mixed methods research design. Mixed methods research is an approach that combines both qualitative and quantitative forms. (Creswell & Creswell, 2018). As suggested by Creswell and Creswell (2018), the mixed method will be chosen because of "its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches" (p.341).

Based on Creswell and Creswell's (2018) research design, this research work was carried out in a sequential exploratory strategy. This approach allows the researcher to collect and analyze qualitative data in the first phase followed by quantitative data collection and analysis in the second phase. Data are mixed through being connected between the qualitative data analysis and quantitative data collection but more weight was placed on the first phase. This strategy also uses quantitative data and results, to help in the interpretation of qualitative findings. That way it can determine the impact of leadership styles on a chosen population. The sequential exploratory strategy is chosen because of its advantages. Creswell and Creswell (2018) assert that its two-phase approach of qualitative research followed by quantitative research makes it easy to carry out, describe and report. It allows researchers to expand on the qualitative findings.

3.4 Participants and sampling

The primary school teachers, principals, and vice principals serving in the focus district were selected as participants for this study. A total of 129 teachers and 18 primary school leaders (vice-principal and principals) were involved using a nonprobability sampling. Nonprobability sampling was used as it was the most convenient way of choosing the participants for this study. According to Creswell and Creswell (2018, p.247), in nonprobability sampling, "respondents are chosen based on their convenience and availability".

3.5 Data collection tools

According to Plonsky (2015), there are several approaches to gathering information concerning learning strategies, depending on the specific research questions (RQs), the reliability and validity of the instrument as well as time constraints. If the researcher has a specific set of questions to be answered and is looking for problematic areas to emerge, written questionnaires are a suitable first step for testing different hypotheses (Plonsky, 2015). Therefore, to collect data interviews and survey questionnaires for primary school teachers, vice principals and principals were developed and used.

3.5.1. Qualitative data collection tool

The semi-structured interview questions (IQs) were used for 18 primary school principals in the selected district. The interview guideline was designed to extract additional information from the principals about their leadership styles and conflict management behaviors through in- depth interviews that allowed "the participants to share their ideas freely, not constrained by predetermined scales or instruments" (Creswell & Creswell, 2018, p.295). These IQs mapped directly to the research questions that were investigated in this study. The IQs were edited by professionals with experience in interviewing research and the supervisor. All the participants who agreed to participate were called personally and the interview date was scheduled as per their convenience and availability. Later, an interview was done through social media chats such as telegram, WeChat, WhatsApp, or personal phone calls. The chat or call history was recorded with consent from the participant.

3.5.2. Quantitative research instrument

Questionnaires was used as quantitative research instrument for 129 primary school teachers. It was divided into three parts as mentioned below (See Appendix B):

Part I: This section was intended to gather general background information of teachers such as age, gender, education level and work experience.

Part II: In this section the readily available questionnaires of Likert leadership styles (1967) was used to administer the leadership styles of school principals as perceived by their teachers. The questionnaires were slightly modified as per the contextual needs. Among 21 items of the Likert scale items, 15 items were positive and the remaining 6 were negative. The items as a whole were dissected into six operating characteristics of Likert (1967) as shown in table 1.

Table 1 : *The operating characteristics of principal's leadership behaviors*

Indexes	Item number	Total Items
Motivation process	1-4	4
Communication process	5-7	3
Interaction influence process	8-10	3
Decision making process	11-14	4
Goal setting process	15-18	4
Controlling process	19-21	3
Total		**21**

Part III: In this section, the questionnaires were designed to assess the conflict management behaviors of the primary school principals in the selected district. The questionnaires were based on the five dimensions of Thomas and Killmann's (1976) conflict behavior containing four items for each dimension - avoiding, competing, accommodating, compromising and collaborating as shown in the Table 1. The total of 20 items were used rated with 5-point Likert scale with the value levels ranging from 5 indicating 'always' to 1 indicating 'never'.

The questionnaires were administered online using google forms. As advised by Creswell and Creswell (2018), firstly, the researcher mailed a short advance-notice letter to all members of the sample. Secondly, the actual

mail survey was distributed shortly after the advance-notice letter.

Thirdly, an appreciation letter was mailed to all the participants after completing the questionnaires.

3.6.　Data analysis
The qualitative data analysis procedure was presented first followed by the quantitative
data.

3.6.1.　Qualitative data
Data analysis is an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study (Creswell& Creswell, 2018). The data for this study will be analyzed using the following five steps recommended by Creswell and Creswell (2018) :(i) Organize and prepare the data for analysis; (ii) read through to get a sense of the information;(iii) analyzed using a coding process; (iv) use the coding process to generate a description of the setting as well as categories or theme; (v) and made an interpretation of the data.

3.6.2.　Quantitative data
Data obtained from the questionnaires were analysed using excel in order to find out the descriptive statistics. Firstly, the descriptive statistics such as mean, standard deviation, frequency and percentages were used for analyzing personal characteristics of the teachers.

Later, the descriptive statistics of frequency and percentages were used to analyze items pertaining to leadership styles and conflict management behaviors of the principals as perceived by teachers.
In the exploratory sequential mixed method design, "the researcher analyzed the two databases separately and used the findings from the initial exploratory database to build into a feature that can be analyzed quantitatively" (Creswell & Creswell, 2018, p.350). So, the findings from semi-structured interviews were compared and contrasted with the findings from the questionnaires to find the relationship between leadership style and conflict management behaviors of primary school principals in the focused district.

3.7.　Validity and reliability
Validity issues were taken care of through proper sample selection, and sample size, followed by contradictory results. Addressing bias in data collection, confirming the adequacy of procedures, use of contradictory results was carried out (Creswell & Creswell, 2018). In a mixed method study the term validity refers to checking the accuracy of the work by the researchers using appropriate strategies (Creswell& Creswell, 2018), and, reliability indicates that "the researcher's approach is consistent across different researchers and different projects" (p. 314).
Validity was maintained by doing member checking and writing with detailed and thick descriptions (Creswell& Creswell, 2018). In member checking the researcher takes finding back to the participants to make them judge the accuracy and credibility of the research work (Creswell & Creswell, 2018). Further, addressing the issues of improper sample selection, sample size, and follow-up on contradictory results and also addressing bias in data collection, confirming the adequacy of procedures, and use of contradictory results also helped maintain validity (Creswell & Creswell, 2018).
Creswell and Creswell (2018) recommend researchers use some qualitative reliable procedures such as checking transcripts, comparing data and codes, and cross-checking codes by different researchers. Therefore, firstly, the virtual interviews were recorded and transcribed.
Secondly, the transcriptions were checked "to make sure that they do not contain obvious mistakes" (Creswell &Creswell, 2018, p.316). In addition, codes were generated from the transcripts and compared with the data by writing memos to ensure that the meaning of the codes is not shifted during the process of coding. Further, the codes were cross-checked with the supervisor to ensure that the results are consistent.
As Creswell and Creswell (2018) recommended, participants were requested for feedback regarding the emerging findings, providing for member checks to ensure that the participants find the interpretation of findings true (Creswell & Creswell, 2018). All the data from the interview and survey were analyzed simultaneously for triangulation. Data were prepared and analyzed together to develop themes that answer the research questions.

3.8.　Ethical consideration
This study adhered to the Ministry of Eduaction's ethical guideline. Respect for persons was maintained by obtaining informed consent. According to Silverman (2014.p.141), informed consent should mean that researchers "do not pressure people into agreeing to participate in the study". Creswell and Creswell (2018, p. 330), suggest "participants acknowledge the level of risk they agree to by participating in the study". Therefore, the informed consent outlined the purpose of the study, potential risks involved in participating, and

rights to discontinue participation without consequence, and will indicate that individual interviews will be audio-recorded (Silverman, 2014).

Before signing the informed consent document, each participant was given a chance to ask for any clarification regarding any concerns they have about their role in the research. Once signed, each participant was given a copy for their records and the originals were secured in a safe location accessible only to the researcher. Silverman (2014, p.139) reminds us that "when reporting observations or interviews, it is common sense to protect the identities of the people we have researched and to ensure that they understand and consent to our research". Therefore, the identities of the school and the individual participants were kept confidential by using pseudonyms.

The teacher participants were referenced as T1, T2, consecutively and school leaders were cited as P1, P2, serially.

3.9. Chapter summary

The research study was done by employing the pragmatism worldview and the mixed method research designs. The strategy and approach used for this research was sequential exploratory where first qualitative data was collected and analyzed and further connected to the collection and analysis of the quantitative data in a sequential way. Interview and survey questionnaires served as the data collection tools. Primary school teachers and school leaders from one of the western districts were selected using the nonprobability sampling method. The data collected was analyzed following a process of instrument development using coding and excel. Some important aspects of the research work considered and reflected by the researcher were the validity, reliability, and ethical issues.

IV.   RESULTS

4.1   Introduction

This chapter reports the qualitative and quantitative results. The results will be presented in two sections. The first section focuses on the results of the analysis of qualitative data from the semi-structured interview with 18 primary school principals to explore their leadership style and conflict management behaviours. The second section focuses on the results derived from quantitative data from the questionnaires that captured the opinions of 129 teachers serving in various primary schools in the focus districts. The aim of collecting quantitative data was to validate what primary principals have shared through semi-structured interview. The chapter concludes with a summary of the findings derived from the analyses of the qualitative and quantitative data.

4.2   Overarching research question

How are the leadership styles and conflict management behaviours of primary school principals correlated to each other?

4.2.1   Sub-questions

1.   What were the leadership styles of principals as perceived by their teachers in the focused district of Bhutan?
2.   What were the conflict management behaviours of principals as perceived by their teachers in the focused district?

4.3   Qualitative data results

This section provides in-depth information on the leadership styles and conflict management behaviours of primary school principals. Eighteen principals serving in various schools under the focused districts were chosen as key informants. While asked about their work experience one principal reported of having more than 26 years of work experience as principals, two principals said to have an experience of more than 21 years as principal, six principals reported to have more than sixteen years of work experience, seven principals have worked as a principal for more than eleven years and two principals reported to have served for more than 6 years as a principal. They were interviewed in line with the interview guideline.

The perceptions drawn from them through interview were recorded. After the interview session of about more than an hour for each respondent, the information was transcribed elaborately without any modification to their given opinions. Finally, the perceptions of an individual principal were analysed broadly under the two headings 1) leadership styles of principals and 2) conflict management behaviours of principals. In the course of entire analysis, the participants were coded as P1, P2, P3, consecutively.

4.3.1 Leadership styles of principals

The interview guideline was designed to extract additional information from the principals about their leadership styles and conflict management behaviours through in-depth interviews in order to reaffirm the perception of their teachers.

Interview question1: How do you influence your subordinates to accomplish the set goals as a leader?

All most all the participants shared similar opinions stating that they normally use the strategies such as creating healthy and positive working culture and environment, providing opportunities, facilitating resources, using reward and reinforcement for positive behaviours and positive outcomes of staff to have greater positive influence upon their subordinates. Further, many participants revealed that actively involving their subordinates in setting goals, helps in accomplishing the goals. With reference to role model as power of influence upon subordinates, P6 asserted, "I always show good examples to my subordinates and encourage them to perform their job beyond assigned responsibilities". Besides being influential, they proclaimed that collaborative decision making at times of job delegation plays a key role towards achieving goals. This is evident in what P10 mentioned "I, as a leader, explain the purpose and processes of the goal or target that we want to achieve, and then we make a collaborative, informed decision". Similarly, P11, P16, and P18 also claimed that sharing leadership roles, encouraging collective responsibilities, assigning effective job delegation, building trust and respecting the subordinates' opinions help them to accomplish the goals. However, many participants showed their concern on the significance of timely monitoring, feedbacks, and coaching to measure the performance of their subordinates and to promote professional development in their teachers.

Interview question 2: Does giving reward or punishment to subordinates benefit school management?

Regarding giving reward and punishment, they expressed that reward certainly has positive implications on school management. For instance, P17 stated "rewards can motivate and incentivize subordinates to perform better and achieve their goals which will ultimately benefit the school". On the other hand, some principals argued that punishments will have negative impacts such as creating negative working environment and more problems in the school. For an instance, P16 suggested, "instead of punishment, providing consistent coaching would really benefit". For an instance, P16 suggested, "instead of punishment, providing consistent coaching would really benefit". Therefore, some participants felt that preventive strategy would be better instead of punishment.

In contrast, some participants believe that both reward and punishment would be beneficial in school management as evidenced by P15, "rewards can improve performance and increase employee engagement. It can also help to build loyalty and encourage retention.
Punishment can help to maintain discipline in the workplace and maintain positive working environment". Further, P14 also stated "if there is reward and punishment system the subordinates will try to complete a task within a stipulated time, take extra initiatives, need not remind time and again". Interestingly, one of the principals mentioned that both reward and punishment will not work unless the subordinates change their mindset. This is evident as P6 indicated, "The most important thing is we need to change the mindset of our subordinates. Mind matters the most".

Interview question 3: How do you maintain rapport with subordinates to sustain your management?

When participants were asked about how they maintained rapport with their subordinates, many mentioned similar strategies such as being friendly, building team work, trust, and collaboration with their subordinates. Regarding this leadership behaviour, P3 contributed quite unique opinion stating that one should be friendly with subordinates without mixing with the profession and personal work. While the other participants shared similar opinions insisting that collaborative actions would help them towards building stronger relationship with their subordinates and the stakeholders. For instance, the P12 stated, "I Communicate constantly, listen to suggestions and feedback and work towards maintaining a healthy relationship with everyone". These strategies were some of the evidences obtained about their collaborative actions towards building positive rapport among staff members and other stakeholders.

Similar to this viewpoint, P18 also said, "It's done through social media to communicate with the stakeholders efficiently and effectively". As a whole, the remarks of the respondents indicated that their leadership practices were more of both consultative and participative type.
From the responses they made, there was a clear indication that they do not practice exploitative authoritative leadership. However, the common consensus of them about using reward and punishment clearly depicted that their leadership practices were characterized by the leadership behavior of benevolent authoritative leadership because giving reward and punishment is the principle characteristics of benevolent leadership.

4.3.2   Conflict management behaviours of principals
The following interview questions measured the conflict management behaviours of the principals.

Interview question 1: When there are problems or any other difficult issues in a school, how do you tackle them?

All most all the respondents contributed similar opinions. The participants spoke that conflicts in their schools were resolved based on its degree of severity. Participants made their remarks further explicit affirming that conflicts are of minor and major types. When a minor type of conflict occurs, they said that it may be dealt at their own level without the involvement of committee or higher authority. On the other hand, when the issue of conflict is major, they remarked that there is an involvement of committees and required members to resolve conflict appropriately to the satisfaction of both parties.

Furthermore, participants said when the conflicts are beyond their reach, they even involve the higher authority or forward the matter to the Dzongkhag Education Officer or sometimes even to the head of the district. For instance, P18 said, "identify the magnitude of the conflict, find out the root causes, come up with series of strategies to address and mitigate the conflict, conduct reorientation on school based policy matters; sometimes invite the legal experts as guest speakers, revise and reinforce the code of conduct or working culture, negotiate, mediate, and compromise if its civil in nature, discuss during monthly staff review meetings, issue reprimand note, and communicate openly from time to time".

Interview question 2: Do you expect conflict in a school? Is conflict good or bad to an organization? Justify your views.

The general opinions of the respondents revealed the fact that conflict is truly an unavoidable factor. For instance, P6 said, "I expect conflict in school. It is good to learn many lessons from the conflict so that organization will be improved". P18 stated "to me certain degree of professional conflict is always good for the school as social organization. It gives birth to innovative and strategic ideas, defines the clarity of working culture of the school, and leads to better understanding and taking shared responsibility when their conflicting ideas are taken into consideration.

Conflict or hi-cup keeps everyone vigilant, responsible and encourages the sense of ownership and belonging". Similarly, P16 said "I support those conflicts for the welfare of school are good since it encourages preparedness, tackle issues and to think beyond". Likewise, P11 also shared the similar opinion by saying, "It is obvious to have conflict in the school due to large numbers of staff. Conflict could be both the ways, good because we foresee conflict through experience and always be prepared mentally. Bad because it creates problem".

Interview question 3: Is it necessary to resolve conflict in a school? Could you justify your views?

All most all the participants felt that it is inevitable to resolve conflicts in the school.

They remarked that conflicts are good and are required for the growth of an organization provided it should be addressed appropriately on time.

For instance, P16 stated

Once the conflict is identified, it must be resolve sooner than later. This is because if conflict continues to flare up, the feelings of negativity may spread among the school. It would lead to more serious issues and the systematic organizational and operational system of school would collapse. No matter how small the degree of conflict is, it deserves full attention and any factors giving rise to conflict should be addressed in a timely, critical, and creative manner without compromising the interest and rights of individual staff. That is because every individual in the school is so essential in providing support services to school.

Similarly, Principal-3 responded by stating, "when conflict is not resolved they can lead to negative impact and damage relationship between staff and students. Resolving conflict can help to create a positive and productive school culture and build strong relationship, increase collaboration and creativity".

Interview question 4: When do you normally encounter conflicts in a school?

The respondents shared that conflict is experienced in many issues such as distribution of work among colleagues, at times of delegating and during execution of assigned tasks especially in a populous school. For instance, P18 stated "the conflict normally arises when the school doesn't have the clarity of properly defined and articulated working culture such as shared and commonly accepted vision, mission, strategic goals; staff code of conduct; and strong professional integrity, work ethics, and the value of collegiality, and the idea of collective essence. It occurs when decisions are made out of haste- more from top to bottom approach; when

there isn't any properly instituted is mechanism of control in the school; when transparency is deteriorated and corrupt system is deeply embedded". P15 pronounced, "Conflict occurs during disagreement among staff, students' misbehaviour, and resource allocation".

Interview question 5: How does your leadership help to curb or resolve conflicts in a school scenario?
With regard to this question, they contributed almost similar viewpoints. Generally, they indicated that collaborative decision makings and shared responsibilities were few of the key leadership practices that they use toward school management. It is also an indication that these measures of leadership are often used to either curb or resolve conflicts to ensure congenial working environment in their respective school. The opinion of P11 would be an evident to this viewpoint, who said, "identify the root cause of the conflict and find solution. Promote open communication and finding a mutually acceptable solution. Creating a win win situation". While the P10 expressed, "I have noticed that trustworthy leadership plays a vital role. Once we build strong bonds through trust and confidence with the parties, it is easy to resolve the conflicts in the school". In addition, P19 shared "I make them aware of the school policies, civil service code of conduct and carry out shared leadership roles in the system". Therefore, we must first gain the trust of the people around us to value and respect our words and decision on the matter.

Altogether, the analysis about conflict and conflict management behaviours of principals, indicated that the interviewees possessed positive attitude towards conflict and conflict management. The general opinions regarding their conflict management behaviours revealed that the participants in this district were apparently using collaborative conflict management behaviours besides other behaviours depending on types of conflict and degree of its severity.

4.4   Analysis and results of quantitative data
The analysis on the important aspects such as demographic factors of the respondents, leadership styles and conflict management behaviours of principals as perceived by the teachers were presented in the following sequence to ease readers and to maintain
proper layout of this study.

- The personal characteristics of teachers
- The leadership styles of principals as perceived by their teachers.
- The conflict management behaviours of principals as perceived by their teachers.
- The relationship between the leadership styles and conflict management behaviours of principals.

4.4.1   The personal characteristics of teachers
The information pertaining to demographic factors such as gender, age, education level and work experiences were extracted from the teacher respondents using multiple choice questions. The data obtained from the field was finally analysed using frequency and percentage as shown in the Table 2.

Table 2 :*Frequency and percentages of personal characteristics of teachers*

	Frequency	**Percentage (%)**
	Gender	
Male	60	46.5
Female	69	53.5
	Age	
21-30 years	50	38.8
31-40 years	56	43.4
41 years and above	23	17.8
Educational Level		
Under Bachelor Degree	11	8.5
B. Ed	93	72.1
PGCE	9	7.0
Master Degree	16	12.4
Work Experience (Years)		
1-10 years	77	59.7
11-20 years	39	30.2
21 years and above	13	10.1

The analysis of the personal characteristics of teachers using frequency and percentages indicated that 46.5% of the teacher respondents were male and 53.5% were female. Regarding their age, the highest percentage of 43.4% respondents fell into the category of age 31-40 years followed by 39.8% of respondents at age group 21-30 years and the least percentage of 17.8% respondents were at the age level of 41 years and above. With regard to their education level, the maximum of 72.1% of the teachers had Bachelor degree in Education while only 12.4% of the teachers had qualification of Master degree in various subjects. The Table 2 also indicated that the majority of 59.7% of the respondents had work experience of 1-10 years while 10.1% of the teachers had work experience of 21 years and above.

4.5 The leadership styles of principals as perceived by teachers
The statistical report analysed using frequency and percentages in the Table 3 provide the clear picture of teachers' perception toward their principal's leadership styles. According to which, 75.2% of the teachers perceived their principals as consultative leaders followed by 14.7% of teachers, who perceived their principals as benevolent authoritative leaders, while 10.1% of the teachers perceived their principals as participative group leaders. Furthermore, the result confirmed the non-existent exploitative authoritative leadership style among the secondary school principals as perceived by their teachers.

Table 3 : *The frequency and percentages of leadership styles of principals as perceived by teachers*

Leadership Styles	Frequency(n)	Percentages (%)
Exploitative authoritative leadership	0	0
Benevolent authoritative leadership	19	14.7
Consultative leadership	97	75.2
Participative group leadership	13	10.1
Total	129	100%

4.6 The conflict management behaviours of principals as perceived by teachers
The findings in the Table 4 revealed that 45% of the teachers perceived their principals as the practitioners of collaborative conflict management behavior. This dominant behavior was followed by 19.4% of the teachers, who perceived their principals to be using mixed conflict behaviours. The second priority of the principals was followed in order by accommodating (15.5%), competing and compromising fallen at the same level of usage with 8.1% and avoiding was detected as the least used conflict behaviours labelled at 4.7%.

Table 4 : *The conflict management behaviours of principals as perceived by teachers*

Conflict Management Behaviours	Frequency(n)	Percentages (%)
Avoiding	6	4.7
Accommodating	20	15.5
Competing	10	7.7
Collaborating	58	45.0
Compromising	10	7.7
Mixed conflict behaviours	25	19.4
Total	**129**	**100%**

4.6.1 The relationship between the leadership styles and conflict management behaviours of principals
This section focused at analysing the relationship between the leadership styles and conflict management behaviours of principals by comparing interview and questionnaires data from 129 teacher participants. The consolidated viewpoints of qualitative analysis about conflict management behaviours of principals are found closely linked with the findings of quantitative descriptive analysis. According to descriptive analysis, the principals were found to be widely using collaborative conflict management behaviours followed in order by other behaviours like accommodating, compromising, competing and avoiding as well.

Similarly, from the views contributed by the principals, they were observed to be dominantly using collaborative conflict behaviours when the conflict is challenging one. Otherwise, they were found to be using multiple degrees of conflict management behaviours depending on the situations and severity of conflict. The overall analysis of the data using both qualitative and descriptive analysis revealed that the principals were

significantly using consultative followed by benevolent and participative group leadership styles.

The result also showed the non-existent of the exploitative authoritative leadership style among those principals. Regarding conflict management behaviours, they were found to be using collaborative conflict management behaviours to the optimum level followed in order by other behaviours like mixed conflict behaviours, accommodating, compromising, competing and avoiding to the minimum usage. This confirmed the close relationship between leadership styles and conflict management behaviours with majority of them using consultative leadership behaviours integrated with collaborative conflict management behaviours at times of resolving conflicts.

V. DISCUSSION

This chapter presents the findings of both qualitative and quantitative analysis of viewpoints shared on principals' leadership styles and conflict management behaviours from the perception of teachers. The analysis is supported by the review of literature and related scholarly researches of the past in order to add meanings to this study. The course of discussion emphasizes on Likert's leadership styles (1967) and Thomas and Killmann's (1976) conflict management behaviours as this study is carried out through the lens of these theories. The contents of the discussion are laid down in the following sequence:

* The leadership styles of principals as perceived by their teachers;
* The conflict management behaviours of principals as perceived by their teachers;
* The relationship between leadership styles and conflict management behaviours of principals.

5.1 The leadership styles of principals as perceived by their teachers

According to Northouse (2019), leadership styles are classifications of how a person behaves while directing, motivating, guiding, and managing groups of people. Fullan (2001) rightly pointed out that either the success or the failure of an organization lies in the leadership. There are four styles of management consisting of exploitative authoritative leadership, benevolent authoritative leadership, consultative leadership and participative group leadership (Likert,1961).

This study has revealed that the consultative leadership style was the predominantly used style of primary school principals in one of the districts in Bhutan. The findings of this study is closely linked with the findings of Tamang (2013), which revealed that high school principals of Sarpang district were found significantly using consultative leadership styles associated with participative and benevolent authoritative. Interestingly, the non-existent of exploitative authoritative leadership was confirmed by the findings of both the studies. The result of the qualitative analysis on the leadership styles of principals is also found closely linked with the result of quantitative analysis. From the opinions obtained from the principals, it was assumed that they were popularly using the consultative benevolent and the participative group leadership as indicated by the descriptive report. For instance, during the course of interview session, the few of the dominating characteristics of these leadership styles were revealed by the respondents by sharing their management and leadership styles, which were largely focused on the areas like collaborative decision making, shared responsibilities, team supervision, mentoring and coaching, communicating school vision and mission statements among the staff, and involvement of their staff in goal setting process.

The participants also shared their concern stating that they are mostly approachable and participative in their leadership approaches. The perceptions shared by the participants indicated that their leadership approaches bear the characteristics of mixed behaviours of both consultative and participative leadership. For instance, P6 shared an opinion stating, *"I always show good examples to my subordinates and encourage them to perform their job beyond assigned responsibilities".* Similarly, P15 stated "*Establishing clear communication. Keep stakeholders informed about relevant issues. Build relationships to help to foster trust and collaboration. Be transparent about management decision".* The respondents also shared their concern on the significance of timely monitoring and feedbacks to measure the performance of their subordinates and to promote professional development in their teachers. This is evident in what P18 mentioned,

I share school vision and strategic set of goals; make decisions collaboratively, delegate effective job, communicate effectively, create healthy and positive working culture and work environment, provide effective feedback, mentoring and coaching, exhibit concern for health and well-being, promoting team work and organizational foundation, build trust and respect, ensuring transparency, responsibility and fix accountability, provide reward and reinforcement of positive behaviour and positive outcomes of staff, carry out asset mapping of staff to identify their strength and weakness or the area of expertise and conduct PD Programs.

The perceptions shared by the respondents are supported by the review of literature, which reveals that the consultative leaders are the ones, who help to build confidence in subordinates and foster positive relationship and climate of trust through free communication.

However, Kouzes et al. (2002), pointed out that the biggest drawback of this style is that it can be discouraging or frustrating for team members who feel as though their ideas are always overlooked. For example, if the team is allowed to speak, but you never listened, they could become bitter over time. The principals as consultative leaders need to uphold the few of the drawbacks shown in the literature in order to transform themselves into either the participative or transformational leadership. The benevolent leadership, which was used as the second prevalent leadership style by the principals, is further supported by the result of qualitative analysis.

While interviewed, the respondents contributed the characteristics of this leadership like giving reward and punishment, which are the basic tools of this leadership to motivate their personnel. For instance, P12 shared, *"I feel that giving rewards can benefit school management".* Similarly, P14 mentioned, *"If there is reward and punishment system the subordinates will try to complete a task within a stipulated time, take extra initiatives, need not remind time and again".*

Undeniably, giving reward and punishment is one of the important characteristics of benevolent authoritative leadership. Further, this style of leadership is associated with other negative traits like leaders making the bulk of decisions and urging their subordinates to make decisions only within the framework. This leadership style is also characterized by fear, caution and pretence as they practise reward and punishment. Hersey and Blanchard (1993) discovered low level of motivation and dissatisfaction among employees under this leadership style. The result of the descriptive analysis indicating the principals' participative group leadership as the third choice is further reconfirmed from the interviews.

The participants, when interviewed shared their opinions about possessing the general attributes of participative group leadership such as the involvement of principals in the school events, collaborative decision-making process and shared responsibilities towards accomplishing the common goals. Indeed, these are some of the principle characteristics of this leadership. The literature also predicted the similar attributes regarding this leadership. For instance, it is revealed that this leadership style upholds job autonomy in the employees thus to foster the climate of trust and confidence between the leaders and the employees. The ownership of the organizations is deeply felt in the mind of every employee as there is an involvement of every employee in the process of setting goals, planning, implementation and overall management of the organizations. Under this leadership style, the employees possess comprehensive knowledge about their roles and responsibilities towards goal accomplishment as there is an effective flow of communication.

Finally, the findings of both the quantitative and qualitative analysis confirmed on the non-existent of the exploitative authoritative leadership among the primary school principals in the focused district. This is a positive sign of improvement in their leadership because this leadership style is significantly characterized by the lack of communication and teamwork. For instance, Goleman et al. (2002) found that leaders possessing this trait rarely praise their followers rather criticize more thereby letting subordinates lose their confidence towards their leaders and become less committed to their work. These leaders have no trust and confidence in his subordinate and imposes decisions on him leaving no room for further discussions. Therefore, the absenteeism of this leadership behaviours among the primary school principals is indeed a positive signal of transforming their leadership into better ones.

Perhaps, changing themselves from ineffective leader to more effective leadership behaviour is required for leaders to lead effectively in the 21st century. The findings of this study are further supported by Likert (1967) revealed that the exploitative authoritative and benevolent authoritative leadership approaches were rated with least efficiency than the consultative and participative group leadership approaches. In the overall analysis of the result, Likert found participative leadership approach as the best management style for the effectiveness of the organizations.

In addition, findings by Goleman et al. (2002) indicated that the exploitative authoritative leadership style is marked with ineffective leadership where subordinates feel no freedom to discuss things about the job with their superiors. Overall, the analysis of the principals' leadership styles, is conceived that the principals of the selected district possess the mixture of both appropriate and inappropriate leadership styles. Conversely, there is an existent of consultative, participative and benevolent leadership.

As pointed out in the literature, the consultative and benevolent leadership are characterized by some negative attributes. In contrast, the findings also confirmed about the non- existent of exploitative authoritative leadership among the principals. Considering the existing situations, it may be concluded that although the

leadership styles of the principals are found at the verge of improvement, there is still a need for the relevant agencies and authorities to focus on this area and provide necessary support to further enhance their leadership to empower the principals with the desirable leadership approaches for the benefit of the entire education system.

5.2　　The conflict management behaviours of principals as perceived by their teachers
Conflict was perceived differently at different periods of time. For example, Rahim (2001) mentioned that in the olden days the approach to managing organizations was based on the assumption that harmony, cooperation, and the absence of conflict were appropriate for achieving organizational effectiveness. In contrast, the modern view of conflict proclaimed that "organizational conflict as it stands now is considered legitimate and inevitable and a positive indicator of effective organizational management" (Rahim, 2001, p.12). Similarly, this study examined the general conflict management behaviours of school principals through the lens of paradigm shift in the viewpoints beginning from the classical to the contemporary behaviours.

The attitude towards conflict and conflict management behaviours of principals were examined from the perception of teachers and principal themselves using Thomas and Killmann's conflict management behaviours (1976), which consisted of five conflict management behaviours. The characteristics of each behaviours are discussed below in line with the findings. The descriptive analysis about prioritizing the conflict management behaviours by the principals indicated that the collaborative conflict management behaviours was the dominant conflict behaviours of the principals.

The result of qualitative analysis also revealed similar opinions of principals signifying the collaborative behaviours as the commonly used strategy to manage disputes in their schools. This is confirmed from the general opinions drawn from the interviewees. The majority of the participants responded that conflicts are essential and inevitable in the work place to correct the systems and to increase the productivity. Further, they added that they never avoided conflict at work place rather confronted them thoroughly looking at the case of severity. For instance, P3 said, *"I think having conflict is good as it will always improve the working conditions of an organizations".* In a similar manner*, P5 strongly stated, "conflict is a part of growing organisation. It is through conflicts the solutions are designed which can enable good understanding for later prosperity".*

In addition, P18 shared,
conflict is a part and parcel of school organization without which the growth and development of school would remain stunted. To me certain degree of professional conflict is always good for the school as social organization. It gives birth to innovative and strategic ideas, defines the clarity of working culture of the school, and leads to better understanding and taking shared responsibility when their conflicting ideas are taken into consideration. Conflict or hi-cup keeps everyone vigilant, responsible and encourages the sense of ownership and belonging.

The findings of this study are found closely related to the findings of the earlier study conducted by Al-Hamdan, Shukri and Anthony (2010) which had found the nurse managers to be using all the five conflict management styles with integrating style as the first choice followed in order by compromising, obliging, dominating and avoiding. Similarly, the principals in the current study were found as the practitioners of all the five-conflict management behaviours with multiple degrees of its usage. This was the indication that they resolve conflicts using variety of strategies depending on the types of conflict and degree of conflict as remarked by the interviewees.

Nevertheless, the current findings slightly contradict with the previous findings regarding the secondary strategies. For instance, in case of the current study, the collaborative behaviours were followed in order by accommodating, compromising, competing and avoiding to the minimum use while in the previous findings, the integrating strategy was followed in order by compromising, obliging, dominating and avoiding.

The findings of this study further challenge the earlier researches. For instance, the study conducted by Morake et al. (2011) revealed that most of the school managers were lacking the skills to distribute the limited resources fairly and also efficiency to communicate with their staff, which are indeed the factors leading to the occurrences of conflict. Despite such drawbacks, the school leaders were found with negative attitude towards conflict and were lacking the skills and strategies of handling conflict. Unlike this extreme situation, the principals
of the current study were found with positive attitudes towards conflict and conflict management. They were also found with the better conflict management approaches unlike the managers of the previous study.

From the discussion above, it may be concluded that principals of primary schools in the selected district were found giving emphasis to variety of conflict management behaviours. For instance, 45% of teacher participants

perceived their principals to be predominantly using collaborative conflict behaviour to manage disputes in their schools. This prevalent conflict behaviour was followed in order by mixed conflict behaviours (19.4%) accommodating, compromising, competing and avoiding to the minimum as perceived by their teachers.

Nonetheless, the study suspects their skills and efficiency about using conflict behaviours.

In relation to this issue, there is a need for the concerned agencies and authorities to look into this area for future improvement.

5.3   The relationship between leadership styles and conflict management behaviours of principals
Hendel, et al. (2005) stated that the impacts of conflict depend on leadership styles and conflict management strategies. Fisher (2000) argued, "Facilitative leader has the capacity to help the antagonistic groups work together towards their shared goals. He or she also provides encouragement and support, releases tension, harmonizes misunderstanding and deals with disruptive or aggressive behaviours". In line with the aforementioned viewpoints, this study confirmed the close relationship between the leadership styles and conflict management behaviours of primary principals. The findings clearly indicated that the popularly used leadership styles of the principals such as consultative, benevolent and participative leadership styles were found linked with various conflict management behaviours like collaborating, accommodating, compromising, competing and avoiding. The principals were detected to be using varying degrees of leadership styles combined with variety of conflict management behaviours depending on the conflict situations. Indeed, Likert's leadership styles had not been used to study the relationship with the conflict management behaviours by the past researchers.

Nonetheless, the present study intended to elucidate the current findings through comparative studies with the findings of the past researches. This could be possible through sharing of similarities and dissimilarities of leadership attributes and conflict management behaviours. For instance, the current findings that had confirmed strong relationship between consultative leadership style and collaborative conflict behaviours share quite close relationship with the previous findings by Zafar (2011) who had discovered a significant relationship between the team management style and the collaborative conflict management behaviours.
These two leadership styles are characterized by certain common attributes such as collaborative decision making and concern for both task and relationship.

Furthermore, the findings of the earlier study are related to the findings of the current study that had discovered a relationship between participative leadership and collaborative conflict behaviours because these two leadership styles bear the similar characteristics. For instance, both the leadership styles emphasize on achieving their goals through their own involvement, participation and commitment.

Similarly, the findings of the earlier study about using task management style with competing conflict behaviour strongly support the current findings, which had discovered the benevolent leadership to be widely using the competing conflict behaviour. The literature revealed the common characteristics between these two leadership styles such as using power and authority, more concern for production than on people and using reward and punishment. In contrast, the present study discovered the school principals using either of their leadership style with more than one conflict behaviours unlike the former findings, where the leadership styles of managers were confined into only one type of conflict behaviours. The more the flexibility and the variety of conflict strategies a leader chooses, the better will be the outcomes of conflicts.
Hanson (2003) asserted that the conflict situations offer an opportunity to the individuals to choose an appropriate conflict behaviour when resolving conflict.

Another study conducted by Altmae and Turk (2008) discovered that the younger managers who were concerned about task were found using competing conflict behaviours while older managers, who were concerned about relationship avoided conflict. The result of the previous study doesn't support the findings of a recent study because the present study does not incorporate demographic factors to find out the relationship with conflict behaviours.
Nonetheless, this could be an interesting and strategic area to be studied in the future to find out the leaders' behaviours of resolving conflict based on their personal characteristics. For instance, Omeltchenka and Armitage (2006) pointed out that the leadership orientation depends on socio- demographic indicators. Besides, the past study confirmed that the larger the organization is, the more leaders try to avoid conflict.

Unlike the previous findings, the current findings had confirmed a close relationship between leadership styles and conflict management behaviours of the primary school principals with varying degrees of its usage regarding both the leadership styles and conflict management behaviours. From the earlier analysis, it may be concluded that the primary principals in the selected district were found predominantly collaborative in their

actions. They tent to make decisions and resolve difficult issues mostly through collaborative decision-making process.

The study confirmed that they normally practise consultative, benevolent and participative leadership styles significantly integrated with collaborative conflict behaviours followed in order by accommodating, compromising, competing and avoiding conflict behaviours. The findings about principals taking a firm stand as consultative leadership followed by benevolent and participative to the minimum use demands changes in their leadership behaviours because the consultative and benevolent leadership are characterized with certain negative attributes as pointed out in literature. By the findings, the principals are required to transform themselves into participative group leadership, which is proven as the best style (Likert, 1967).

Furthermore, the skills related to these leadership styles and conflict management behaviours of principals are yet to be examined further applying appropriate research designs because this study didn't focus on studying their relevant skills. The amazing, yet positive outcome about this study was that there was no principal practising exploitative authoritative leadership style, which is marked with innumerous negative traits. Indeed, this is a green signal of especially the Bhutanese school leadership who are trying to transform themselves into better leadership on par with the paradigm shift in organizational behaviours in proportion to socio- economic development. The few of the positive changes discovered about the principal's leadership approaches could be due to some trainings, workshops and seminars availed to the school leaders basically in the field of management and leadership.

VI. CONCLUSION AND RECOMMENDATIONS

This study was carried out to examine the relationship between the leadership styles and conflict management behaviours of primary school principals in one of the central districts of Bhutan. The questionnaires related to Likert's leadership styles (1967) and Thomas and Killmann's conflict behaviours (1976) were used to administer the leadership styles and conflict management of principals employing both qualitative and quantitative research design. This chapter will provide the final remarks of conclusion and recommendations to the various groups of people. The purpose of laying down the few lines of recommendations is to create awareness among the targeted groups of people in order to lead them forward to take certain measures to uphold leadership styles and conflict management behaviours of school leaders.

For this study, two sets of questionnaires were used to measure the leadership styles and conflict management behaviours of principals from the perception of 129 teachers serving in the primary schools of the selected districts. Regarding to their response, 100% of the respondents returned the completed questionnaires thus adding standard validity to the findings. The study also employed 18 principals as key informants to share their opinions in line with interview guidelines in order to confirm teachers' perceptions. The data collected from the fields of study regarding to personal characteristics, leadership styles and conflict management behaviours were analysed using descriptive statistics such as frequency and percentages. Later, the qualitative and quantitative data were compared to analyse the relationship between leadership styles and conflict management behaviours of principals.

6.1 Recommendations
Two major recommendations have emerged from this study: (1) recommendations for policy makers and (II) primary school principals

6.1.1 Policy Makers
First and foremost, there is a need to change their leadership approaches from benevolent authoritative to participative group leadership style. This could be possible only when the concerned agency such as the Education Monitoring and Support Service Division (EMSSD, MoESD) and the Human Resource Management Division (HRMD, MoESD) provide frequent short-term trainings, workshops and seminars in the relevant fields of study to enhance their leadership approaches. The findings also required the policy makers to allocate enough budget to sustain the training programs on leadership skills, general management and conflict management in the future. Further, the policy makers need to enact conflict management strategies in their policy guidelines to be used as referendum by the schools while making school policy document, which could automatically help to curb conflict in the schools. Finally, the policy makers could ascertain appropriate leadership approaches towards managing conflict in the schools through consistent monitoring, feedbacks, mentoring, and using other alternative of appraisals by insisting on decentralized system of governance especially with the district level officials (DEOs).

6.1.2 Principals
It is recommended that principals need to be committed towards shouldering their responsibilities with true

sense of loyalty and integrity. In addition, the school vision and policy are required to be set collaboratively in line with policy of MoESD involving all the stakeholders and it should be communicated well to every stakeholder to be used as referendum at times of inconveniences and misconception. Further, the principals are encouraged to make themselves available in all the events concerning to academic, general meetings, cultural programs, literary programs, sports events, and on other general matters of their schools such as staff and students' welfare services. Besides, principals need to be comprehensive to adopt their leadership approaches through constant reading of relevant books, collecting and respecting the viewpoints of their followers and maintaining solidarity and professionalism among the stakeholders.

Finally, the school must enact clear conflict management policy under human resource management policy in line with the education policy and guidelines provided by Ministry of Education.

6.2 Limitation of the study

The primary limitation of this study is the researcher's lack of knowledge and skills as a beginner. Another limitation was the dearth of references related to the topic in the Bhutanese context. Moreover, restricting the study to one district is also a limitation of this study. As a result, the findings cannot be generalized to larger populations. However, the findings of this study can be generalizable to schools with similar contexts (Creswell & Creswell, 2018).

6.3 Future researchers

This study shall serve as baseline for future researchers. Firstly, the future researchers are suggested to use larger sample size of the teachers and principals covering larger areas of research to further confirm the findings of this study. Secondly, they may take into consideration both demographic and organizational factors to draw the clearer pictures of how do these factors contribute towards principals' leadership styles and conflict management behaviours. Thirdly, the future researchers could explore more towards studying the skills and general management behaviours of the principals by employing other research designs and observing the school activities.

REFERENCES

[1] Akinnubi, O. P., Oyeniran, S., Fashiku, C. O., & Durosaro, I. A. (2016). Principals' personal characteristics and conflict management in secondary schools, Kwara state, Nigeria. Sapientia Foundation Journal of Education,2(July), 1–8. https://www.sfjesgs.com/index.php/SFJESGS/article/viewFile/124/112

[2] Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. International Journal of Scientific and Technology Research, 7(7), 19–29. https://www.ijstr.org/final-print/july2018/

[3] Antoci, L., & Ceobanu, C. (2022). The Influence of Schools' Principal Management Profile on Students' Achievement. Educatia 21, 22, 4–14. https://doi.org/10.24193/ed21.2022.22.01

[4] Aunga, D. A. O., & Masare, O. (2017). Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania. International Journal of Educational Policy Research and Review, 4(4), 42–52. https://doi.org/10.15739/IJEPRR.17.006

[5] Bass, B.M. (2003). Leadership, psychology and organizational behaviour. Harper and Row Publishers. https://psycnet.apa.org/record/1961-06355-000

[6] Bayar, S. (2018). Effect of leadership style on teachers' job satisfaction: A case study of primary schools in Nakuru town, Kenya. Egerton University. http://repository.anu.ac.ke/handle/123456789/823

[7] Bottoms, G., & Fry, B. (2003). Good principals are the key to successful schools: Six strategies to prepare more good principals. Southern Regional Education Board. https://tinyurl.com/yz3hryj6

[8] Broukhim, M., Yuen, F., McDermott, H., Miller, K., Merrill, L., Kennedy, R., & Wilkes, M. (2019). Interprofessional conflict and conflict management in an educational setting. Medical Teacher, 41(4), 408–416. https://doi.org/10.1080/0142159X.2018.1480753

[9] Calitz, L., Fuglestad, O.L. &Lillijord, S. (2002). *Leadership in education*. Cape Town

[10] Cohen, L., & Mallon, M. (2001). My Brilliant Career?Using Stories as a Methodological Tool in Careers Research.International Studies of Management & Organization, 31(3), 48–68. https://doi.org/10.1080/00208825.2001.11656820

[11] Corrigan, J., & Merry, M. (2022). Principal Leadership in a Time of Change. Frontiers in Education (Lausanne), 7. https://doi.org/10.3389/feduc.2022.897620

[12] Cotton,K. (2003). Principals and student achievement: What the research says? https://tinyurl.com/yckdx3xc

[13] Creswell. J. W., & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach (*5th Ed.). Sage. https://3lib.net/book/3700358/d95149

[14] DeChurch, L. A., Mesmer-Magnus, J. R., & Doty, D. (2013). Moving Beyond Relationship and Task Conflict: Toward a Process-State Perspective. *Journal of Applied Psychology, 98*(4), 559–578. https://doi.org/10.1037/a0032896

[15] Dirani, K. M., Abadi, M., Alizadeh, A., Barhate, B., Garza, R. C., Gunasekara, N., Ibrahim, G., & Majzun, Z. (2020). Leadership competencies and the essential role of human resource development in times of crisis: a response to Covid-19 pandemic. *Human Resource Development International, 23*(4), 380–394. https://doi.org/10.1080/13678868.2020.1780078

[16] Fullan, M. (2001). *Leading in a culture of change*. Jossey Bass. https://files.eric.ed.gov/fulltext/ED467449.pdf

[17] Goleman, D., Boyatzis, R. & Mckee, A. (2002). *The New Leaders*. London: Little Brown.

[18] Gross, M.A. & Guerrero, L.K. (2000), Managing conflict appropriately and effectively: An application of the competence model to Rahim's organizational conflict styles, *International Journal of Conflict Management, 11*(3), 200-226. https://doi.org/10.1108/eb022840

[19] Hoque, K. E., & Raya, Z. T. (2023). Relationship between Principals' Leadership Styles and Teachers' Behavior. *Behavioral Sciences, 13*(2), 111-. https://doi.org/10.3390/bs13020111

[20] Karakiliç, N. Y. (2019). Impacts of leadership styles on organizational performance. *New Trends in Management Studies,* 2018, 99–114. https://doi.org/10.5171/2018.687849

[21] Khan,M.L., Langove,N., Shah, F.A., & Javid, M.U. (2015). The Modes of conflicts and managerial leadership styles of managers. *Global Business and Management Research, 7*(2), 1-9. http://gbmrjournal.com/pdf/vol.%207%20no.%202/V7N2-6.p

[22] Kheir-Faddul, N., & Dănăiață, D. (2019). The Influence of Leadership Style on teachers' Job motivation and satisfaction in the Druze sector of Israel. *Timisoara Journal of Economics and Business, 12*(1), 17–42. https://doi.org/10.2478/tjeb-2019-0002

[23] Lakomski, G., & Evers, C. W. (2022). The importance of context for leadership in education.

[24] *Educational Management, Administration & Leadership, 50*(2), 269–284. https://doi.org/10.1177/17411432211051850

[25] Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 40*(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

[26] Likert, R. (1967). The human organization: Its management and value. New York: McGraw-Hill. https://archive.org/details/humanorganizatio00like/mode/2up?view=theater

[27] Lunenburg, F.C., & Ornstein, A.C. (2011). *Education administration: Concepts &practices* (6th ed.). Thompson Higher Education. https://b-ok.asia/dl/2885278/1bf059

[28] Mahmutoğlu, C., Celep, C., & Kaya, A. (2025). The impact of school administrators' influence tactics on teachers' organizational commitment: the role of learning agility. *Frontiers in Psychology*, 16, 1549328-. https://doi.org/10.3389/fpsyg.2025.1549328

[29] Mboya, A.A., Kiplagat, P. & Yego, E. (2016). Collaboration conflict management strategy: A solution to secondary schools' unrests in Kenya. *International Journal of Trend in Research and Development, 3*(6), 203-207. http://www.ijtrd.com/papers/IJTRD4357 .pdf

[30] Milesi, P. (2025). Exemplifying Procedural Justice While Strengthening Organizational Identification: The Complex Relationship Between Identity Leadership and Unethical Pro-Organizational Behavior. *Journal of Applied Social Psychology, 55*(2), 103–122. https://doi.org/10.1111/jasp.13080

[31] Ministry of Education. (2011). *Nurturing green schools for green Bhutan - A guide to school management*. Ministry of Education, Bhutan. http://www.education.gov.bt/wp-content/uploads/2021/09/A-Guide-to-School-Management-Contents.pdf

[32] Ministry of Education. (2012). *Annual education statistics, 2012*. http://www.education.gov.bt/wp-content/downloads/publications/aes/Annual-Statistics-2012.pdf

[33] Ministry of Education.(2017). *General guidelines for school management.* Thimphu.

[34] Morake, N. M., Monobe, R. J., & Dingwe, S. (2011). Challenges facing managers in managing conflict in schools in the South- and South-Central Regions of Botswana. *Online Submission, 5*, 695–

[35] Nohe, C., & Hertel, G. (2017). Transformational Leadership and Organizational Citizenship Behavior: A Meta-Analytic Test of Underlying Mechanisms. *Frontiers in Psychology,* 8, 1364–1364. https://doi.org/10.3389/fpsyg.2017.01364

[36] Owens, B. P., & Hekman, D. R. (2016). How Does Leader Humility Influence Team Performance?

[37] Exploring the Mechanisms of Contagion and Collective Promotion Focus. *Academy of Management Journal, 59(*3), 1088–1111. https://doi.org/10.5465/amj.2013.0660

[38] Perryman, K. L., T.J., T., & Frost, H. T. (2025). The School Counselors Role in Supporting Teachers Working with Children who Have Experienced Trauma: *Lessons Learned. Journal of Child & Adolescent Trauma*. https://doi.org/10.1007/s40653-024-00680-z

[39] Plonsky, Luke (2015). Advancing quantitative methods in second language research. *CALICO Journal, 33*(1), 142–145. https://doi.org/10.1558/cj.v33i1.28308

[40] Rahim,M.A.(2001).*Managing conflict in organizations* (3rd ed.). Westport, CT:QuorumBooks. https://b-ok.asia/dl/891120/de59d3

[41] Saiti, A. (2015). Conflicts in schools, conflict management styles and the role of the school leader: A study of Greek primary school educators. *Educational Management Administration and Leadership, 43*(4), 582–609. https://doi.org/10.1177/1741143214523007

[42] Sharma, KP. (2023, May 5). *Parents file case against teacher for using corporal punishment.* Kuensel. https://kuenselonline.com/news/parents-file-case-against-teacher-using-corporal-punishment

[43] Silverman, D. (2014). *Interpreting qualitative data* (5th Ed.).Sage.

[44] Sun, J., & Leithwood, K. (2012). Transformational School Leadership Effects on Student Achievement. *Leadership and Policy in Schools, 11*(4), 418–451. https://doi.org/10.1080/15700763.2012.681001

[45] Tenzing, L. (2023, September 23*). RBP charges school teacher in Lhamoizingkha of molesting 7 school children.* TheBhutanese. https://tinyurl.com/22hzsa59

[46] Thapa, A., Cohen, J., Guffey, S., & Higgins-D' Alessandro, A. (2013). A Review of School Climate Research. Review of Educational Research, 83(3), 357–385 https://doi.org/10.3102/0034654313483907

[47] Thomas, K. W., & Kilmann, R. H. (1976). The Thomas-Kilmann Conflict Mode Instrument. Mountain View, CA:

CPP, Inc.

[48] Truong, F. R. (2019). The good principal: A case study of early-career charter principals' role conceptualizations. *Management in Education, 33*(4), 157–165. https://doi.org/10.1177/0892020618795202

[49] Tshabalala, G., & Faremi, Y. A. (2024). The Leadership Role of the School Principal in Developing and Improving Learner Performance in Eswatini Schools. European Journal of Education and Pedagogy, 5(6), 7–13. https://mail.ej-edu.org/index.php/ejedu/article/view/875

[50] Wagadue,J. (2015). Influence of principals' age on conflict management styles in Kisumu County, Kenya. *International Journal of Scientific and Technology Research, 4(*5), 105-112. http://repository.rongovarsity.ac.ke/handle/123456789/2241

[51] Wang, M.-T., & Degol, J. L. (2016). School Climate: a Review of the Construct, Measurement, and Impact on Student Outcomes. Educational Psychology Review, 28(2), 315–352. https://doi.org/10.1007/s10648-015-9319-1

[52] Wren, D, A. (2005). The history of management thought. (5th ed.) N.J: John Wiley and Sons, Inc.