

# **ANALYSIS OF CONFLICT MANAGEMENT STYLES AND PSYCHOLOGICAL WELL- BEING AMONG UNIVERSITY TEACHERS**

**By**

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**NATIONAL UNIVERSITY OF MODERNLANGUAGES  
ISLAMABAD**

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF

**DOCTOR OF PHILOSOPHY**

**In Education**

To

DEPARTMENT OF EDUCATIONAL SCIENCES  
FACULTY OF SOCIAL STUDIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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M.Phil Education., National University of Modern Languages, Islamabad. 2009

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Department of Educational Sciences

Faculty of Social Sciences



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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I, Nadia Nazir Daughter of Nazir Ahmed with Registration # 777 PhD/EDU/F-18 in the discipline of Education, a candidate of Doctor of Philosophy at the National University of Modern Languages do hereby declare that the thesis Analysis of Conflict Management Styles and Psychological Well-Being among University Teachers submitted by me in partial fulfilment of PhD degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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## ABSTRACT

### **Title: Analysis of Conflict Management Styles and Psychological Well-Being among University Teachers**

The main aim of this research study was to analyze the conflict management styles and psychological well-being among university teachers. It was planned to assess the prevailing conflict management style and psychological wellbeing of university teachers; to determine the demographic differences i.e age, gender, sector, designation, tenure, and qualification with reference to conflict management styles and psychological wellbeing among university teachers and to find out the relationship between conflict management styles and psychological wellbeing of university teachers. This study was based on theories of conflict management styles explained by Rahim (2011) and psychological well-being developed by Ryff (2014). This research study was quantitative and descriptive in nature. Two questionnaires were used; one was self-developed for conflict management styles based on current scenario whereas the other one was standardized on Ryff's Scale of Psychological Well-Being (PWB) (2014). The population was public (2563) and private (1311) university teachers of Islamabad. Stratified random sampling technique was used and 633 university teachers were taken as a sample that consisted of two strata; males 327 and females 306. For data analysis mean, t-test, ANOVA and correlation was used with the help of SPSS (version 25.0). The main conclusion of the study were university teachers agreed with competing and avoiding styles with reference to conflict management style whereas positive relations and self-acceptance regarding psychological well-being and there was positive and significant relationship found in conflict management styles and psychological well-being. It is recommended that administration may conduct capability building activities involving their teachers to continually improve their conflict management styles and psychological well-being.

## LIST OF CONTENT

<b>Chapters</b>	<b>Pages</b>
<b>THESIS AND DEFENSE APPROVAL FORM.....</b>	<b>ii</b>
<b>CANDIDATE DECLARATION FORM.....</b>	<b>iii</b>
<b>PLAGIARISM UNDERTAKING.....</b>	<b>iv</b>
<b>ABSTARCT.....</b>	<b>v</b>
<b>TABLE OF CONTENT.....</b>	<b>vi</b>
<b>LIST OF TABLES.....</b>	<b>viii</b>
<b>LIST OF FIGURES.....</b>	<b>xiii</b>
<b>LIST OF APPENDICES.....</b>	<b>xiv</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>xvi</b>
<b>DEDICATION.....</b>	<b>xvii</b>
<b>1. INTRODUCTION</b>	
1.1 Background of the Study.....	1
1.2 Rationale of the Study.....	8
1.3 Statement of the Problem.....	11
1.4 Objectives of the Study.....	12
1.5 Hypotheses.....	14
1.6 Theoretical Framework.....	16
1.7 Significance of the Study .....	18
1.8 Research Methodology.....	19
1.9 Delimitation.....	20
1.10 Operational Definitions.....	20
<b>2. LITERATURE REVIEW</b>	
2.1 Conflict.....	23
2.2 Types of Conflict.....	30
2.3 Causes of Conflict.....	33
2.4 Conflict in Organization.....	36
2.5 Conflict Theories.....	38
2.6 Conflict Management.....	40
2.7 Conflict Management Styles.....	47
2.8 Conflict Management Theories.....	60
2.9 Conflict Management Style Instrument.....	67
2.10 Related Studies on Conflict Management Styles.....	71
2.11 Well-Being.....	81
2.12 Subjective Well-Being.....	97
2.13 Psychological Well-Being.....	100
2.14 Neuroscience of Psychological Well-Being.....	125
2.15 Psychological Well-Being among Teachers.....	127



2.16	Theories of Psychological Well-Being.....	135
2.17	Instruments for Psychological Well-Being.....	137
2.18	Related studies of Psychological Well-Being.....	140
2.19	Related studies on relationship between CMS and PWB.....	145
2.20	Summary.....	147
<b>3.</b>	<b>RESEARCH METHODOLOGY</b>	
3.1	Introduction.....	149
3.2	Research Design.....	149
3.3	Research Philosophy, Approach and Methodological Choice.....	150
3.4	Research Instrument.....	151
3.5	Verification of tool.....	154
3.6	Pilot Study.....	155
3.7	Population.....	159
3.8	Sampling Technique.....	159
3.9	Data Collection.....	165
3.10	Data Analysis.....	165
3.11	Research Ethics.....	167
<b>4.</b>	<b>ANALYSIS AND INTERPRETATION OF DATA</b>	169
<b>5.</b>	<b>SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS</b>	
5.1	Summary.....	246
5.2	Findings.....	247
5.3	Discussion.....	255
5.4	Conclusions.....	262
5.5	Recommendations.....	265
5.6	Future Recommendations for Researches.....	267
	REFERENCES.....	269
	APPENDICES.....	306

## LIST OF TABLES

<b>Tables</b>	<b>Pages</b>
3.1 Linkert Scale Description.....	152
3.2 Distribution of Conflict Management Styles Instrument.....	153
3.3 Distribution of Psychological Well-Being Scale.....	153
3.4 Reliability of Conflict management Styles Instrument.....	156
3.5 Reliability of Dimensions of CMSI.....	156
3.6 Total Item Correlation of CMSI.....	157
3.7 Reliability of Psychological Well Being Scale.....	157
3.8 Reliability of Dimensions of PWBS.....	158
3.9 Total Item correlation of PWBS.....	158
3.10 Gender Based Dissemination of University Teachers.....	161
3.11 Sector Based Dissemination of University Teachers.....	161
3.12 Age Wise Distribution of University Teachers.....	162
3.13 Qualification Based Distribution of University Teachers.....	162
3.14 Designation Based Distribution of University Teachers.....	163
3.15 Tenure wise Distribution of University Teachers.....	164
3.16 Faculty Based Distribution of University Teachers.....	164
3.17 Alignment of objectives, hypotheses and statistical techniques.....	168
4.1 Mean Score of CMSI (N=633).....	170
4.2 Mean Score of PWBS (N=633).....	171
4.3 Gender Based Analysis Regarding Collaborating Style among University Teachers.....	172
4.4 Gender Based Analysis Regarding Accommodating Style among University Teachers.....	172
4.5 Gender Based Analysis Regarding Competing Style among University Teachers.....	173
4.6 Gender Based Analysis Regarding Avoiding Style among University Teachers.....	173
4.7 Gender Based Analysis Regarding Compromising Style among University Teachers.....	174
4.8 Sector Based Analysis Regarding Collaborating Style among University Teachers.....	175
4.9 Sector Based Analysis Regarding Accommodating Style among University Teachers.....	175
4.10 Sector Based Analysis Regarding Competing Style among University Teachers.....	176
4.11 Sector Based Analysis Regarding Avoiding Style among University Teachers.....	176
4.12 Sector Based Analysis Regarding Compromising Style among University Teachers.....	177
4.13 Age-Based Analysis Regarding Collaborating Style among University Teachers.....	178
4.14 Age- Based Analysis Regarding Accommodating Style among University Teachers.....	179

4.15	Age-Based Analysis Regarding Competing Style among University Teachers.....	180
4.16	Age-Based Analysis Regarding Avoiding Style among University Teachers.....	181
4.17	Age-Based Analysis Regarding Compromising Style among University Teachers.....	182
4.18	Qualification-Based Analysis Regarding Collaborating Style among University Teachers.....	183
4.19	Qualification-Based Analysis Regarding Accommodating Style among University Teachers.....	184
4.20	Qualification-Based Analysis Regarding Competing Style among University Teachers.....	184
4.21	Qualification-Based Analysis Regarding Avoiding Style among University Teachers.....	185
4.22	Qualification-Based Analysis Regarding Compromising Style among University Teachers.....	185
4.23	Designation-Based Analysis Regarding Collaborating Style among University Teachers.....	187
4.24	Designation-Based Analysis Regarding Accommodating Style among University Teachers.....	188
4.25	Designation-Based Analysis Regarding Competing Style among University Teachers.....	189
4.26	Designation-Based Analysis Regarding Avoiding Style among University Teachers.....	190
4.27	Designation-Based Analysis Regarding Compromising Style among University Teachers.....	191
4.28	Tenure Based Analysis Regarding Collaborating Style among University Teachers.....	192
4.29	Tenure Based Analysis Regarding Accommodating Style among University Teachers.....	193
4.30	Tenure Based Analysis Regarding Competing Style among University Teachers.....	194
4.31	Tenure Based Analysis Regarding Avoiding Style among University Teachers.....	195
4.32	Tenure Based Analysis Regarding Compromising Style among University Teachers.....	196
4.33	Faculty-Based Analysis Regarding Collaborating Style among University Teachers.....	197
4.34	Faculty-Based Analysis Regarding Accommodating Style among University Teachers.....	198
4.35	Faculty-Based Analysis Regarding Competing Style among University Teachers.....	198
4.36	Faculty-Based Analysis Regarding Avoiding Style among University Teachers.....	199
4.37	Faculty-Based Analysis Regarding Compromising Style among University Teachers.....	200

4.38	Gender-Based Analysis Regarding Autonomy among University Teachers.....	201
4.39	Gender-Based Analysis Regarding Environmental Mastery among University Teachers.....	202
4.40	Gender-Based Analysis Regarding Personal Growth among University Teachers.....	202
4.41	Gender-Based Analysis Regarding Positive Relations among University Teachers.....	203
4.42	Gender-Based Analysis Regarding Purpose in Life among University Teachers.....	203
4.43	Gender-Based Analysis Regarding Self-Acceptance among University Teachers.....	204
4.44	Gender Based Analysis Regarding Psychological Well-Being among University Teachers.....	204
4.45	Sector Based Analysis Regarding Autonomy among University Teachers.....	206
4.46	Sector Based Analysis Regarding Environmental Mastery among University Teachers.....	206
4.47	Sector Based Analysis Regarding Personal Growth among University Teachers.....	207
4.48	Sector Based Analysis Regarding Positive Relations among University Teachers.....	208
4.49	Sector Based Analysis Regarding Purpose in Life among University Teachers.....	208
4.50	Sector Based Analysis Regarding Self-Acceptance among University Teachers.....	209
4.51	Sector Based Analysis Regarding Psychological Well-Being among University Teachers.....	209
4.52	Age Based Analysis Regarding Autonomy among University Teachers.....	211
4.53	Age Based Analysis Regarding Environmental Mastery among University Teachers.....	212
4.54	Age Based Analysis Regarding Personal Growth among University Teachers.....	212
4.55	Age Based Analysis Regarding Positive Relations among University Teachers.....	213
4.56	Age Based Analysis Regarding Purpose in Life among University Teachers.....	214
4.57	Age Based Analysis Regarding Self-Acceptance among University Teachers.....	215
4.58	Age Based Analysis Regarding Psychological Well-Being among University Teachers.....	216
4.59	Qualification Based Analysis Regarding Autonomy among University Teachers.....	217
4.60	Qualification Based Analysis Regarding Environmental Mastery among University Teachers.....	217

4.61	Qualification Based Analysis Regarding Personal Growth among University Teachers.....	218
4.62	Qualification Based Analysis Regarding Positive Relations among University Teachers.....	219
4.63	Qualification Based Analysis Regarding Purpose in Life among University Teachers.....	219
4.64	Qualification Based Analysis Regarding Self-Acceptance among University Teachers.....	220
4.65	Qualification Based Analysis Regarding Psychological Well-Being among University Teachers.....	221
4.66	Designation Based Analysis Regarding Autonomy among University Teachers.....	222
4.67	Designation Based Analysis Regarding Environmental Mastery among University Teachers.....	223
4.68	Designation Based Analysis Regarding Personal Growth among University Teachers.....	224
4.69	Designation Based Analysis Regarding Positive Relations among University Teachers.....	224
4.70	Designation Based Analysis Regarding Purpose in Life among University Teachers.....	225
4.71	Designation Based Analysis Regarding Self-Acceptance among University Teachers.....	226
4.72	Designation Based Analysis Regarding Psychological Well-Being among University Teachers.....	227
4.73	Tenure Based Analysis Regarding Autonomy among University Teachers.....	228
4.74	Tenure Based Analysis Regarding Environmental Mastery among University Teachers.....	229
4.75	Tenure Based Analysis Regarding Personal Growth among University Teachers.....	230
4.76	Tenure Based Analysis Regarding Positive Relations among University Teachers.....	231
4.77	Tenure Based Analysis Regarding Purpose in Life among University Teachers.....	232
4.78	Tenure Based Analysis Regarding Self-Acceptance among University Teachers.....	233
4.79	Tenure Based Analysis Regarding Psychological Well-Being among University Teachers.....	234
4.80	Faculty- Based Analysis Regarding Autonomy among University Teacher.....	235
4.81	Faculty- Based Analysis Regarding Environmental Mastery among University Teacher.....	236
4.82	Faculty- Based Analysis Regarding Personal Growth among University Teacher....	237
4.83	Faculty- Based Analysis Regarding Positive Relations among University Teacher...	237
4.84	Faculty- Based Analysis Regarding Purpose in Life among University Teacher.....	238
4.85	Faculty- Based Analysis Regarding Self-Acceptance among University Teacher.....	238
4.86	Faculty- Based Analysis Regarding Psychological Well-being among University Teacher.....	239

4.87	Correlation between Collaborating style and Psychological Well-Being among University Teachers.....	240
4.88	Correlation between Accommodating Style and Psychological Well-Being among University Teachers.....	241
4.89	Correlation between Competing Style and Psychological Well-Being among University Teachers.....	242
4.90	Correlation between Avoiding Style and Psychological Well-Being among University Teachers.....	243
4.91	Correlation between Compromising Style and Psychological Well-Being among University Teachers.....	244
4.92	Alignment of objectives, hypotheses, statistical techniques and findings.....	245

## LIST OF FIGURES

<b>Figures</b>		<b>Pages</b>
1.1	Theoretical Framework.....	17
2.1	Lens Model of Conflict Interaction.....	61
2.2	Models Based on Pondy's Organizational Conflict.....	62
2.3	Styles of Conflict Management.....	65
2.4	Core Dimensions of Psychological Well-Being and Their Theoretical Foundations.....	137

## LIST OF APPENDICES

<b>Appendix</b>		<b>Page. No</b>
Appendix-A	Approval letter of PhD Topic and Supervisor.....	286
Appendix-B	List of Expert Committee for Tool Validation.....	287
Appendix-C	Certificates of Validity.....	288
Appendix-D	Permission for using PWB Questionnaire.....	293
Appendix-E	Survey Questionnaire Letter.....	296
Appendix-F	Conflict Management Style Instrument(CMSI)....	297
Appendix-G	Ryff Scale of Psychological Well-Being (PWB)..	300
Appendix-H	Exploratory Factor Analysis.....	302
Appendix-I	List of Population of Universities.....	306
Appendix-J	Letter of Proof Reading.....	308



## LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
CMS	Conflict Management Styles
Df	Degree of freedom
JD-R	Job Demand-Resource
KCSI	Kraybill Conflict Style Inventory Style
PP	Positive Psychology
PWB	Psychological Well-Being
PWBS	Psychological Well-Being Scale
PWS	Perceived Wellness Survey
QSWL	Quality of School Work Life
ROCI	Rahim Organizational Conflict Inventory
SDT	Self-Determined Theory
SPSS	Statistical Package for Social Sciences
SWB	Subjective Well-Being

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**Nadia Nazir**

## **DEDICATION**

I dedicate this research work to my husband

*Ubaid-Ur-Rehman*

without whom this achievement would not have  
been possible

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The efficiency of teachers' efforts in the achievement of any education system is enormous. Therefore, to uplift an educational institution to a perceived position, it is necessary to manage its competent teachers because they play an important role in converting ordinary people into intelligent, creative, and energetic people. They are the people who molded the system into a lamppost of accomplishment and transformed the country into a knowledge-based community. The working environment for teachers is changing. There are more job opportunities and higher social mobility in this modern era. Teachers aim to turnover intentions to obtain better chances in a challenging environment. This condition poses trouble for organizations because they may lose many skillful tutors (Richardson & Watt, 2005). The more educators and teachers comprehend the description of the conflict, the more constructively they can deal with it.

Conflict between employees is a natural aspect or part of the everyday life of any organization. The way a company handles conflict is critical to its success. The absence of contention does not always imply that the best conditions for survival are present. A conflict can be resolved in one of two ways: destructively or constructively. The constructive approach can help to see things from fresh perspectives, but the destructive approach might result in loss and destruction (Janosik & Hirt, 2001). As a result, the most important requirement for the organization's growth is conflict management (De Dreu, 2006). Conflict is natural and has sound effects, and it is a good indicator of

organizational health. When conflict is managed properly and actively, it becomes one of the most powerful tools for achieving the goals of corporate growth (Leung, 2010). If conflict issues are not dealt with in a specific way, they may influence the interpersonal relationships among employees, thereby negatively affecting the entire environment (Akhtar, 2014; Holt and DeVore, 2005). In practice, different methods have been adopted to deal with conflicts in organizations, such as collaboration, negotiation, mediation, avoidance, etc. Gaining knowledge of these talents may give employees the vital tools to resolve their social relationship issues more subjectively and dynamically (Pruitt & Kugler, 2014).

Conflict management deals with designing active strategies to decrease conflict dysfunction and maximize the positive tasks of conflict to enhance the organization's learning ability and effectiveness (Rahim, 2001). Conflict is known as a sign of human existence and also as a standard for measuring the level of communication they perform in their daily routine. According to Rahim and Bonoma (1979 as cited by Rahim, 2017), to achieve and sustain an optimal degree of efficiency in an organization, it is important to handle a medium quantity of conflict. In general, conflict can be described as a clash of multiple expectations about something that is known to be significant with the involvement of a minimum of one party (Gesche, Grosskurth, Kuchler and Patzak, 2012; Milton, Nel, Havenga and Rabie, 2015). As pointed out by Wilmont and Hocker (2001), conflict is a collaborative method that establishes conflict, divergence, or disagreement among or inside social objects. However, there is no such definition of conflict that exists, and that observation influences viewing the conflict in several circumstances.

If there is no conflict, then it might be considered that conflict is fixed by having insignificance, yet that circumstance may become momentary. If the causes of conflict are not removed, then the solution to conflict leads to misconception. However, instead of finding a solution to conflict, it might be better to manage it as it allows us to practice the opportunities that help to get rid of conflict, but then these opportunities preserve the chance of growing conflict as well, wherever crucial (Cruikshank & Eunson, 2007).

The five-mode model of Thomas and Blake and Mouton's grid of managerial styles was the basis of the five designs of the conflict treatment model of Rahim. In times of conflict, the above-mentioned dimensions represent the motivational directions of individuals (Rahim, 2011). Combining these two dimensions, resulting in five particular styles of managing conflict.

According to the integrating style of conflict management, which is also known as the collaborating style, conflict is associated with problem-solving and is comprised of observance, information sharing, finding substitutes, and examining changes or modifications to get to an operative solution that would be accepted by both parties. Therefore, it is illustrated by Maier and Thalmann (2010) that it is just a problem-solving method that leads toward the conflict components like situational, attitudinal, and behavioral.

The cooperative style is also known as a "helpful and smoothing mode." According to Yuan (2007), this style is connected with low concern in person, but with others, it is highly concerned even though it tries to minimize the changes and focuses on associations, harmony, and collaboration. So, in a conflict circumstance, it is required of a person to please others ignoring his/her personal needs.

Thomas and Kilmann (1974 as cited by Wood and Bell, 2008) stated that the compromising style is a connection between self-concern and others. Generally, it involves bargaining (give and take) to reach a unit resolution, due to which both parties surrender or leave some of the aspects. As Schyns and Hansbrough (2010) added, this type of style is used frequently when the conflicting parties have incompatible common goals or have equal power (like management and labor unions), resulting in a dead-end. Typically, this kind of style comes into use when impermanent solutions are to be obtained by someone, or they probably want to solve a conflict speedily just to keep away from the critical control struggle (Reich, Wagner-Westbrook & Kressel, 2007; De Dreu & Beersma, 2005).

By Schermerhorn, Hunt, and Osborn's (2000) viewpoints, competing style is another name or defining term for dominating style. As clear from the title, it is highly concerned with self but low concern with others, basis on an influencing factor by admitting loser or winner circumstances regarding any cause or debate. As Gross and Guerrero (2000) declared in their study that by following this style the workers stick to their reasons always as they are on the right path, so they always keep trying to win.

An accommodating style cannot be effective if the party is unfamiliar with the conflict-related issues. This style can probably be productive if the party has no concern with the outcomes, and to maintain a relationship, it will probably be important to consider immediate outcomes. A party must be willing to give up something with the expectation of getting advantages in the future. If the conflict issue has significance to the party believing that the other party is wrong and ethically not performing well, then this style won't be suitable (Rahim, 2017; Rahim, Buntzman, & White, 1999).

In contrast, avoiding style may be used when other parties disagree, and the negative effects on relationships outweigh the benefits of resolving the conflict. This style is also fruitful if the tasks are inconsequential or easy. If the conflict is important to a party, requires a quick response, and the party is responsible for making a decision, then this style might not be recommended as a suitable one (Ozkalp, Sungur & Ozdemir, 2009).

The benefits of the compromising style are greater when conflicting parties have similar goals of mutual importance and when a stalemate occurs among the parties with equal empowerment, such as management and labor, during the procedure of negotiation. When it becomes hard to reach an agreement on a complex problem even after using different styles of conflict resolution, and when the conflict becomes prolonged, an impermanent resolution is required for the parties (Liping, Kim & Hyundai, 2017).

The mind, body, and soul require unlimited harmony, joy, and pleasure. One point that people need to remember is that one's happiness and well-being should not vary based on others' material improvements, fame, etc. If a person's happiness is provisional, there will be a psychological imbalance. Pleasure comes from the inside. The body will not feel the pressure if the mind is happy, and this happiness will be produced in life, family, and at the workplace (Kreitner & Kinicki, 2005). Therefore, psychological well-being promotes a holistic source of piety and peaceful interrelationships. Healthy bodies and healthy thinking have the same positive effects on those around them, and once these skills are grasped and fascinating, they will value everybody. Teachers need to maintain happiness, peace, and a stress-free body. Consequently, teachers' mental health will lead to efficient performance that will benefit students (Burns & Machin, 2009; Ryff & Keyes, 1995).



Psychological well-being (PWB) is related to an individual's decision of his/her continued well-being, contentment with mental and physical health, and its relationship with certain psychosocial factors like the job and life pleasure (Garg & Rastogi, 2009). This is a reason why, in other fields of life, psychological well-being is also an important concept (Dagenais-Desmarais & Savoie, 2012; Garg & Rastogi, 2009).

Psychological well-being is a method of internal attention designed to add a grade to the excellence of life and efficient judgment. It is mostly considered to be a scientific structure with lasting (tendency or temperament) and short-term (emotional) components. The difference is similar to nervousness (Hermon & Hazler 1999; Huppert, 2009).

Carol Ryff (1989) provides a Model of Psychological Well-Being "based on an influential framework in which people can scrutinize and organize their lives and can propose ways to live a better life. Psychological well-being may come from happiness or satisfaction. This also means actively participating in personal as well as social activities. When negative emotions affect a person's capability to act well in routine life, their psychological well-being is compromised. It may be related to an individual's effective function, personal potential, and purposeful control of life.

Carol Ryff's (1989) research focused on people's psychological well-being. Based on a general literature review, she established a complete analytical framework of mental well-being. The most important points are the life span theory of Erikson which was proposed in 1959, the clinical theory of personal growth, proposed by Maslow in 1968, Rogers and Allport in 1961, and the mental stability standards proposed by Jahoda in 1958. Additionally, she also combined her research and development experience (Ryff, 2014; Ryff & Singer, 2008).

Carol Ryff proposed six theoretically motivated psychological well-being concepts in 1989. They are self-reliance and statehood; mastery of the environment—the ability to manage one's own life; personal growth—acceptance of new experiences; positive relationships with others—having a satisfying value affiliation; life goals—believing that one's life has an important impact; and self-acceptance—a helpful attitude toward oneself and one's previous life (Ryff, Radler, & Friedman, 2015; Kallay & Rus, 2014).

Cenksever and Akbas (2007) revealed that the idea of well-being discusses positive mental health and mentioned it as a complicated concept having two core approaches; the first is subjective well-being and the second is psychological well-being. Hedonic measures are an indication of subjective well-being, whereas eudemonic measures are an indication of psychological well-being (Samman, 2007; Kallay & Rus, 2014). Well-being can be defined by humans' achievements; those, above all goods, which they attain through their feelings and actions that depend upon their actual selves. According to the eudemonic approach, the well-being of psychology is comprised of ideal functioning and self-fulfillment (Garg & Rastogi, 2009). For this approach, the model of Ryff is very well-known. With Maslow's self-actualization, the fully-functioning person of Roger, the individuation of Jung, Allport's maturity, the psychosocial phase mold of Erickson, essential tendencies in life that work for the completion of life by Garg and Rastogi (2009), Personal Change Description of Neugarten and Criteria of Mental Health Criteria of Jahoda (Ryff, 2014).

According to De Dreu and Beersma (2005), much of the study on conflict management has focused on the influence of conflict on productivity, whereas less research has focused on 'softer' outcomes such as psychological wellness. The mental

state of an individual is referred to as their psychological well-being. It is therefore a significant source of concern for employers because psychological well-being has a direct impact on job performance. No research, however, has explored the connection between conflict management styles and psychological well-being, to the best of the researcher's knowledge (Chung- Yan & Moeller, 2010; Holt & DeVore, 2005; Woodhill & Samuels, 2003).

When it is important to choose a conflict management style, psychological well-being is necessary for directing behaviors and taking appropriate action. To date, the relationship between conflict management styles and psychological well-being is not fully conceptualized and the mechanism of how conflict management styles are related to psychological well-being is not identified. Identifying such a relationship has a great benefit to highlight the importance of psychological well-being for university teachers.

There is less literature that explores the relationship between conflict management styles and the psychological well-being of university teachers. Whereas, not all studies reported the same direction of the relationships between conflict management styles and psychological well-being.

## **1.2 Rationale of Study**

The way people handle conflict has a direct impact on how happy they are at work. Some conflict resolution approaches, in particular, can lead to exhaustion and even worse health. According to the evidence, there is a relationship between conflict executive techniques and bad consequences in the workplace, such as job stress, burnout, and job discontent. According to Wright (2011); Friedman, Tidd, Currall, and Tsai (2000), stress and burnout were lower in people who used an integrated conflict

management strategy, as wryer levels of work satisfaction. The avoiding approach, in contrast to the integrating method, leads to greater stress and burnout. The findings reveal that, except for the integrating style, in the South African setting, several approaches to conflict management styles are used in the same quantity. Keeping in mind the preceding point of view, the study investigated prevailing conflict management styles in employees within higher education.

It must be remembered that higher education institutions consist of academic personnel (Pitman, 2000; Thomas, 2004; Wang & Jones, 2021). There is a constant interaction between academic personnel, which impacts their relationship and may lead to interpersonal relationship conflict (Gillespie et al., 2001). These forms of interpersonal conflict can be managed by understanding the different styles that individuals adopt to manage conflict (Rahim, 2011). However, in a society that is undergoing a major political and cultural transition this may cause a challenge. Some styles of conflict management may lead to burnout and poor health and are related directly to an employee's work-related wellbeing (Qin & Men, 2022; Labrague, Hamdan & McEnroe-Petitte, 2018). Therefore, the present study can make a contribution by analyzing of conflict management styles and psychological well-being in academic personnel.

According to the University of California (2014), academic personnel can be defined as individuals who are associated with a university and are mainly involved in teaching, research, and public service in terms of the research function. Academic personnel in Pakistan play an important role in the social and economic development (i.e. restructuring curriculums, knowledge production, development and acquisition of potential and skill for the future of Pakistan) of the country (Tunio, Agha, Salman, Ullah

& Nisar, 2021). Although academics in higher education institutions have a critical role in the education and development of the future of Pakistan, they are faced with increasing stress levels due to strenuous work demands (Barkhuizen & Rothmann, 2008; Tytherleigh, Webba, Cooper & Ricketts, 2005). Work demands of academic personnel entail the following: teaching the students, writing articles, submitting numerous articles that must be published in a year, supervision, work pressure, long working hours, strained working relationships, work-life imbalance, job insecurity, lack of resources and poor communication systems, and, on top of that, insufficient funding from the government (Barkhuizen & Rothmann, 2008; Bezuidenhout & Cilliers, 2010). In spite of these overstretched work demands, it is evident that academics do have access to work resources that can help them cope with the demands (Gillespie et al., 2001). These resources include the following: procedural fairness and autonomy, organisational support, growth opportunities, advancement opportunities, social support, and flexitime for useful support (Bezuidenhout & Cilliers, 2010; Boyd et al., 2011; Rothmann & Jordaan, 2006)

A healthy body and healthy mind generate the same positive vibes all around and once these skills are mastered and imbibed they benefit everyone. It is important for teachers to be happy, and peaceful and possesses a stress-free body. Therefore, a teacher's psychological well-being will lead to effective performance which in turn will benefit the students (Mansuri, 2017). There are so many renewed opinions around conflict management styles and psychological well-being in universities and other educational organizations. There have been very few research studies in Pakistan that have focused on the relationships between CMS and PWB in the education sector. In our educational

institutes, teachers play an important part in teaching and learning development. Due to this, they become too familiar with the world as well. It is very urgent in the current scenario to assess and relate the CMS and PWB of teachers.

Some studies have small sample sizes, and techniques have been chosen and taken into account with the less number of variables under investigation. Small number of studies that have focused on relationships between styles of managing conflict and psychological well-being. This study makes an important contribution to understanding conflict management styles and the psychological well-being of university teachers.

### **1.3 Statement of the Problem**

The situation of conflict may occur in any organization, and these conflict situations depend on human willpower independently. The reason is that people's characteristics and organizational structure depend on the culture established in the organization. Organizational management appropriately analyses the reasons for conflicts, manages pressure, and diagnoses conflicts, and their management is reflected in the organization's psychological climate. The psychological atmosphere is directly associated with the labor efficiency of each organization member and the entire organization. Due to the reality of the problem, the researchers aim to conduct further research on the conflict and psychological well-being of people in the organization.

Keeping in consideration the Pakistani context, organizations especially educational institutions do not promote dialogue and open group discussions among organizational members to enable them to understand each others' concerns and standpoints during conflicts.

University teachers are valuable assets because they play a crucial part in changing the lives of learners and making them responsible social citizens, thereby improving the quality of life for the whole of humanity. There is a close relationship between the work, performance, and working situation of university teachers. If their working environment is enjoyable, it will have a positive impact on the presentation of university teaching staff. At the same time, the unpleasant environment harms the university, which has caused various psychological problems that unfavorably affect the academic performance of the university.

Keeping these circumstances in view, the study has been designed to investigate conflict management styles and psychological well-being in public and private sector universities across Islamabad.

#### **1.4 Objectives of Study**

Objectives of the study were to:

1. Analyze the prevailing conflict management style i.e (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style) of university teachers.
2. Analyze the level of psychological well-being of university teachers.
3. Compare the differences in conflict management styles due to gender, sector, age, qualification, designation, tenure and faculty difference among university teachers.
  - 3a. Compare the differences in conflict management styles due to gender-based difference among university teachers.
  - 3b. Compare the differences in conflict management styles due to sector-based difference among university teachers.

- 3c. Compare the differences in conflict management styles due to age-based difference among university teachers.
  - 3d. Compare the differences in conflict management styles due to qualification-based difference among university teachers.
  - 3e. Compare the differences in conflict management styles due to designation-based difference among university teachers.
  - 3f. Compare the differences in conflict management styles due to tenure-based difference among university teachers.
  - 3g. Compare the differences in conflict management styles due to faculty-based difference among university teachers.
4. Compare the differences in psychological wellbeing due to gender, sector, age, qualification, designation, tenure and faculty among university teachers.
- 4a. Compare the differences in psychological wellbeing due to gender-based among university teachers.
  - 4b. Compare the differences in psychological wellbeing due to sector-based among university teachers.
  - 4c. Compare the differences in psychological wellbeing due to age-based among university teachers.
  - 4d. Compare the differences in psychological wellbeing due to qualification-based among university teachers.
  - 4e. Compare the differences in psychological wellbeing due to designation-based among university teachers.
  - 4f. Compare the differences in psychological wellbeing due to tenure-based



among university teachers.

4g. Compare the differences in psychological wellbeing due to faculty-based among university teachers.

5. Explore the relationship between conflict management styles and the psychological well-being of university teachers.

## **1.5 Hypotheses**

H<sub>01</sub>: There is no significant gender difference regarding conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style) among university teachers.

H<sub>02</sub>: There is no significant sector based difference regarding conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style) among university teachers.

H<sub>03</sub>: There is no significant difference between demographic variable due to ages among university teachers in conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style).

H<sub>04</sub>: There is no significant difference between demographic variable among university teachers in conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style) on the basis of qualification.

H<sub>05</sub>: There is no significant difference between demographic variable on the basis of designations among university teachers in conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style).

H<sub>06</sub>: There is no significant difference between demographic variable among university teachers in conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style) on the basis of tenure.

H<sub>07</sub>: There is no significant difference between demographic variable on the basis of faculty among university teachers in conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style).

H<sub>08</sub>: There is no significant difference between demographic variable among university teachers in psychological well-being on the basis of gender.

H<sub>09</sub>: There is no significant difference between demographic variable due to sector among university teachers in psychological well-being.

H<sub>10</sub>: There is no significant difference between demographic variable on the basis of age among university teachers in psychological well-being.

H<sub>011</sub>: There is no significant difference between demographic variable among university teachers in psychological well-being on the basis of qualification.

H<sub>012</sub>: There is no significant difference between demographic variable due to designations among university teachers in psychological well-being.

H<sub>013</sub>: There is no significant difference between demographic variable due to tenure among university teachers in psychological well-being.

H<sub>014</sub>: There is no significant difference between demographic variable due to faculty among university teachers in psychological well-being.

H<sub>015</sub>: There is no relationship between collaborating style and psychological wellbeing of university teachers.

H<sub>016</sub>: There is no relationship between accommodating style and psychological wellbeing of university teachers.

H<sub>017</sub>: There is no relationship between competing style and psychological well-being of university teachers.

H<sub>018</sub>: There is no relationship between avoiding style and psychological wellbeing of university teachers.

H<sub>019</sub>: There is no relationship between compromising style and psychological well-being of university teachers.

## **1.6 Theoretical Framework**

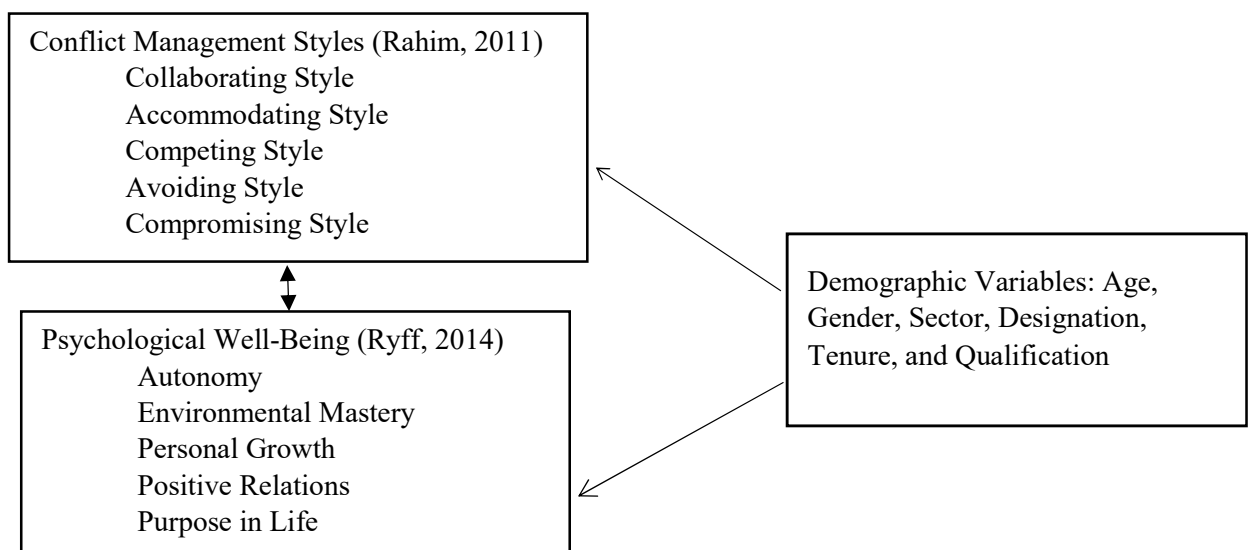
The theoretical framework of this study was based on two theories: Conflict Management Style developed by Rahim (2011) and Psychological Well-being developed by Ryff (2014). By utilizing Rahim's Model of five styles, the styles of conflict management can be examined as having five types: collaborating, accommodating, competing, avoiding and compromising. According to him, there are five modes to handle the conflict by relying on a manager's attitude who has concerns for people and production as well.

Employees that use a collaborating style is keen to negotiate for a mutually beneficial solution when a conflict in the workplace arises. They prefer to smooth over and giving in during a disagreement to preserve the relationship and ensure the conflict is resolved quickly and is the hallmark of the accommodating style. They focus on competing style for ensuring that their point is heard, and they determine the direction for going forward. Avoiding style does not pursue to have their opinions heard, nor is willing

to hear the other persons and a compromising style tries to find a way to partially satisfy people on both sides.

The researcher used the Ryffs' model. Psychological well-being model given by Ryff (2014) is helpful in every aspect of life (Garg & Rastogi, 2009). For this study, the researcher used Ryff's (2014) model of psychological well-being. This model consists of six dimensions, which are: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

The details of these above-mentioned dimensions are as follows (Ryff, 2014):  
 Autonomy entails self-sufficiency, individuality and internal behavioural guidelines.  
 Environmental Mastery: Developing the ability to make creative changes in the world by participating in psychological and physical activities.; Positive relationships that are close and based on trust; the ability to love; to have aims, goals, and a sense of direction in life;  
 to have Personal development is the process of acquiring the ability to grow and expand from birth to death. Self-Acceptance: Mental health is at its core; self-realization qualities, best performance, and adulthood.



**Figure 1.1 Theoretical Framework**

As can be seen in Figure 1.1, the first part of theoretical model mentions conflict management styles observed with the demographic variables i.e gender, age, sector, designation, tenure and qualification which is shown on the right side of the model. The second part of theoretical model refers to psychological well-being which is also observed with demographic variables i.e gender, age, sector, designation, tenure, qualification and tenure which is shown on the right side of the model. However, the most important link presented in this theoretical model is the link between conflict management styles and psychological well-being that shows the relationship between both variables, this theoretical model predicts the existence of the reverse connection or the connection between conflict management styles and psychological well-being.

### **1.7 Significance of the Study**

The significance of this study is manifold. This research may have important implications for describing and exploring conflict management and psychological well-being (teacher professional development) at the university level. This research is important for several reasons. First, it provides insight into the role of conflict management in the education sector. Second, it focuses on the psychological well-being of university teachers, who are essential to the institution and its environment. Finally, it attempts to explore the underlying mechanism that links conflicting ways with personal psychological well-being.

In business and management sciences, conflict management methods and psychological well-being are known as dominant subjects. In educational institutions, due deliberation has never been given in this regard, particularly in third world countries.

Therefore, this research may have great significance and will probably contribute to the following features:

1. This study will help the appropriate consultants understand the styles of conflict experienced by university teachers and help them solve their daily life problems by using proper conflict management styles.
2. The data used in this study will probably provide additional support for further research regarding conflict management in universities and the psychological well-being status of university teachers.
3. It can also help practitioners show better performances by avoiding unhealthy conflicts and taking advantage of positive conflicts.

## **1.8 Research Methodology**

This study was quantitative in approach and descriptive in nature.

- **Population**

All teachers teaching in universities in Islamabad were included in this research study. The total population of this study was 3874 faculty members from 18 universities in Islamabad. The total academia teacher population was 3874. This population was taken from the website of the Higher Education Commission and personal visit of researcher.

- **Sample**

According to the fisher's formula, sample of this study consisted of 646 university teachers. So, university teachers were chosen from the population through a stratified random sampling technique.

- **Instrument**

In this research study, one, self-developed and one standardised questionnaire were used. Self developed was based on the current scenario consisted of five dimensions namely Collaborating style, Accommodating style, Competing style, Avoiding style and Compromising style whereby 28 items were used. According to Ryff's Scale of Psychological Well-Being (PWB) (2014), six core dimensions were used, namely: Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance (Appendix-II). The participants were graded on a 5-point Linkert scale based on always, sometimes, often, rarely and never in this study.

### **1.9 Delimitation**

- The proposed research study was geographically delimited to public and private sector universities in Islamabad.
- It was delimited to the faculties of social sciences, management sciences and computer sciences.
- This proposed study was delimited to the Rahim Theory (2011) of Conflict Management Styles and the Ryff Theory (2014) of Psychological Well-being.

### **1.10 Operational Definitions**

**Conflict:** An active disagreement between people with opposing opinions or principles.

**Conflict Management Styles:** Styles of behaviour by which interpersonal conflict may be handled.

**Interpersonal conflict:** Conflict between or greater organizational contributors of the equal or extraordinary hierarchical grade or units

**Collaborating Style:**The collaborating style sees conflicts as issues to be solved in innovative approaches. It is a taking part fashion ambitions for resolutions to address anybody's concerns.

**Accommodating Style:** The accommodating style of conflict resolution is one of unselfishness and low assertiveness whereby person sets personal wishes aside to let the affairs run peacefully.

**Competing Style:** One's own needs are advocated over the desires of others. It is predicated on competitive style of communication, low regard for destiny relationships, and the exercise of coercive energy.

**Avoiding Style:**This style aims to reduce conflict via ignoring it, putting off the conflicted events, or evading it in some manner.

**Compromising Style:**This style aims to find a convenient and mutually acceptable solution that partially satisfies both parties in the conflict while maintaining some assertiveness and cooperativeness.

**Psychological Well-Being:** Aggregate of wonderful affective states which includes happiness and functioning with finest usefulness in any person and in his/her social life.

**Self-Acceptance:** Self-acceptance is at the core of one's PWB, and it relates to recognising one's own qualities and inadequacies.

**Positive Relations with others:**The factor involves trusting and loving interpersonal connections.

**Autonomy:** It is internal self-determination and behaviour freedom. Having personal criteria for self-evaluation, being autonomous and self-authoritative, being able to reason



and make decisions in the face of external pressures, and being able to reason and make decisions in the face of external demands.

**Environmental Mastery:** A capacity to improve and bring innovation to their particular demands by engaging in physical and intellectual activities.

**Purpose in Life:** The concept is associated with having life objectives and directives. Horizons are clear and strong, with concentrated life goals, a clear understanding of who he is and what he was formed for, no grudges against previous lives, and general progress in a favourable direction.

**Personal Growth:** Continuous progress and expansion in all aspects of life, whether in behaviour, knowledge, or the ability to solve issues.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Conflict

Conflicts are inevitable in many aspects of daily life, including the job and the household. As a result, tension is ever-present and may be both charming and frustrating at the same time. Conflict, on the other hand, is a complicated and vast issue. There are numerous sources of contention. The occurrence of conflict arises when individuals or organizations are unable to achieve anything they require and desire and are actively in the quest for their particular self-interest. As a result of this, from time to time the individuals are not aware of the urge or begin to act out unconsciously. The individuals may also be very conscious of what they want and is keenly working toward reaching that objective at other times. It would be preferable if disagreement could be identified at an early stage and a resolution reached. Conflict emerges as a result of a misalignment of needs, motivations, desires, and/or demands. Conflict does not have a positive or negative connotation in and of itself. Instead, it is the way in which a person responds to conflict that determines whether it becomes a destructive, reasonable experience or a productive task that provides chances for development. Conflict, due to fact is an unavoidable aspect of lifespan; knowledge to answer to it in a positive manner is crucial.

Individuals feel conflict only when they exceed their own tolerance for a certain level of severity, with each person's tolerance level being different (Rahim 2001). As defined by the United Nations, conflict is referred to any sort of friction, disagreement, discord, or dissension that emerges between people or within a group when one or more members of the group's views or actions are also rejected by or undesirable to one or

more than one member of another group. Conflict is defined as the clashing of conflicting ideas also behaviors between various things, culminating in the creation of hostile state. Tschannen-Moran (2001) defined conflict as a difference between two or more individuals that does not involve any form of bonding and results in tension, disagreement, emotion, or polarization (Korkmaz, 2007).

According to the author, conflict is defined by Schramm-Nielsen (2002) as a condition of significant dispute and conflict over something that at least one of the persons concerned considers to be important, whereas Azamosa (2004) Industrial conflict is defined as the entire spectrum of behaviours and attitudes that exist between individual owners and managers on the one hand and workers on the other. Because conflict is a natural aspect of life, we have seen it manifest itself in a variety of ways, including through aims, interests, desires, beliefs, and sentiments. The most essential topic is not to be afraid of or avoid conflict but to deal with it successfully when it occurs. A typical and ordinary part of school life is the presence of conflict. Teachers, principals, coworkers, students, and their parents may all be at odds with one another. Teachers' desire to protect their social position may constitute an impediment to settlement in conflict situations if they are guided by their own ideas about what teachers should do and what they should not allow or humiliate themselves, among other things (Obraztsova, 2018).

Dissonance, incompatibility, and dissonance inside and between social entities are all manifestations of conflict, which is an interaction process that takes place over time (i.e., individual group, organization, etc.). In 2001, Rahim published a paper titled Conflict is a critical problem in organizations, and it can have a negative or a good impact on the organization's bottom line (Adomi and Anie, 2006). Employees in

businesses confront disputes whether they work in groups, teams, or departments, and this is especially true for managers (Adomi & Anie, 2006; Liu, Fu, & Liu, 2009). As stated by Akinnubi, Oyeniran, Fashiku, and Durosaro (2012), most conflicts fall into two categories: interpersonal conflict and intrapersonal conflict. Interpersonal conflict occurs when people disagree with each other's points of view in an organization, whereas intrapersonal conflict occurs within an individual's own mind in the case of frustration.

It is unavoidable for conflict to arise between employees in a company. If it is managed effectively, it can serve as a mechanism for change and have a useful impact on a member of staff's happiness as well as the overall performance of the company. Employee happiness and job performance are both negatively impacted by uncontrolled conflict, on the other hand. When corporate leaders fail to address administrative center conflict, they give the message that poor profession performance and unacceptable behavior are to be tolerated (Awan & Saeed, 2015).

There have been three schools of thinking on a conflict that has arisen, according to Havenga (2008). In the "conventional perspective", "all disagreement is thought to be negative and destructive, and as such should be avoided," according to the author. "Conflict is a natural phenomenon that cannot be eliminated," according to the human relations approach, "but it can and should be viewed as contributing to the improvement of the performance of a group or organization," according to the human relations approach. "'Healthy' organizations strive to enhance intra-organizational conflict," according to the inter-actionist approach.

Disputes in organizations can arise between two individuals, within a group and work team, as well as between groups or teams themselves. Organizational conflicts seem

to be correlated by organizational objectives, values, and norms, as well as with organizational structural features such as task ambiguity, heterogeneity, or decentralization (Van deVliert as cited Sharma & Sehwat, 2014). The impact of workplace conflict is not just measured in terms of performance or productivity, but it is also detrimental, dangerous to one's own health and well-being. Negative emotional conditions, psychosomatic symptoms, discontent with one's life, overheating, and psychological illness are all related with depression among employees (Spector & Burk-Lee, 2008).

They suggest that if people lack the communication and interpersonal skills to settle conflicts, the problem will escalate and spread to others, impacting their job performance and, in turn, affecting others' job satisfaction. Awan and Ibrahim (2015) also argue that in addition to their employees lacking the communication skills to address their disputes, their managers frequently lack the required competencies for being successful at resolving conflicts. The process becomes punitive and results in disciplinary action once human resources staff are involved, which contributes to an even bigger decrease in employee morale and satisfaction. Owner/managers and working people are at odds with each other, according to Azamosa (2004), and conflicts encompass the entire spectrum of behaviors and attitudes that are in opposition to one another between the two groups.

In the context of substantive or emotional antagonism, it is defined as a state of disagreement that might occur as a result of rage, mistrust, or personality conflicts. Regardless of the variables that contribute to conflict, it has been established that industrial conflicts have significant consequences for organizations and should be

managed as intelligently as feasible. A large quantity of empirical researches have investigated an association between different types of group conflict then the outcomes of the groups. Some researchers have found that task-based disputes exist connected with beneficial outcomes like higher decision excellence and acceptance, better task performance, and greater inventiveness (De Dreu, 2006; Lovelace, Shapiro, & Weingart, 2001).

Despite the fact that in other research, task conflict has either had no effect or had detrimental effects on results, in this study, task conflict had a beneficial effect (De Dreu & Weingart, 2003). Compared to other types of conflict, the consequences of relationship conflict have been far more consistent across studies and results, demonstrating a clearly negative impact on both task performance and affective outcomes such as happiness (De Dreu & Van Vianen, 2001; De Dreu & Weingart, 2003).

Regarding conflicts, there are a variety of points of view. Conflict is an unavoidable fact of life for everyone, and it should be viewed as a normal and necessary part of the human experience. As a group goes about its business, it is inevitable that conflict will emerge (Robins, Rountree & Rountree 2003; Ud Din, Khan & Bibi, 2012).

Even if the organization's structure and processes are inadequate, the outmoded conflict management system will not raise any concerns, resulting in dysfunctional conflicts that attempt to decide or decrease disputes among gatherings at the personal computer level of the prevailing organization. Organizational alterations at the macro level are part of an effective operative conflict management strategy. Consequently, substantive disputes can be increased while emotional conflicts can be reduced at the levels of the team, of the person, of the organization, and of the intergroup.

Organizational leadership, philosophy, and design must all change in order to achieve this goal. In 2002, Rahim published a paper titled Because of the uncertainty that exists in life, conflict is regarded as normal (Gross & Guerrero, 2000).

The presence of conflict is beneficial and necessary because, when handled properly, it can spur the development of innovative ideas. When there is no conflict, ideas and behaviors are carried out because they are automatic. Conflict provides an opportunity to examine the necessity of one's views and behaviors rather than confronting the reality that important disparities do happen and require gratitude and effective managing, people prefer to ignore them rather than confront them. Conflicts are a part of every element of a person's lifespan and are a part of their history. You can't escape disagreements in families, at work, or even when you're just sitting in front of the small screen (Kay, 2012). The subsequent points of view on conflict have been acknowledged throughout history:

- **Traditional View (1930-1940)**

A conflict has to escape since it signals dissatisfaction among the members of the organization as said by the school of thought. Conflict is perceived unfavorably, and it is related to violence and desolation, among other things. Conflict arises as a result of ineffective communication and a lack of mutual trust between individuals. High-level management is the only level at which conflict can be eliminated or addressed. Any all disputes should be avoided, according to this point of view. Consequently, according to Robin (2005) to strengthen group cohesion, it is vital to pay attention to and rectify the causes of conflict and organizational effectiveness. The majority of confrontations have negative implications, elicit bad emotions, and frequently result in devastation. The

techniques that are utilized to cope with conflict determine whether the outcome is favorable or unfavorable (Rahim, 2002).

- **Contemporary View (1940-1970)**

Conflict is an everyday occurrence in all cultures and it is inevitable. In the human relations school of thought, conflict is acceptable. It claims that conflict can be beneficial to the functioning of a group (Robbins, 2012). Disputes will arise sometimes, and it is not advisable to exert extreme effort in avoiding or forbidding them. Concentrating solely on significant or serious disagreements allows people to resolve the conflict in an extra proficient and effective way than they would otherwise (Leung, 2010). When people work together in groups or teams, conflict is considered a natural and unavoidable conclusion, according to this perspective on conflict. Accordingly, it does not necessarily need to be seen negatively, but rather favorably as a potential factor in improving the performance of individuals (Robbins, et al, 2003).

- **The Interactionist View**

View from the Interactionist Point of View Individuals that believe that conflict is not only a constructive force, but it is also necessary for them to function efficiently. Conflict resolution entails questioning established processes and events in a strength to increase production or introducing new systems that are more productive (Robbins, et al, 2003). In order to perform efficiently, conflict is required; nevertheless, not all confrontations are beneficial. Several sorts of conflict have been identified by this school of thinking, including: The substance and aims of the work are at odds with one another in a task conflict.



## 2.2 Types of Conflict

Conflicts occur when two or more individuals, groups, communities, or nations pursue goals that are mutually select. Conflicts can occur at every level of society. Frequently, the underlying issues are a paucity of assets, a collision of interests, inconsistencies in beliefs, standards, and ideals, and a fear of being displaced by others in the pursuit of most wanted goals, to name a few. Intra-personal, intra-group, or international conflicts can originate within an entity, or they might arise as a result of incompatible acts between opposing groups or individuals, leading in interpersonal, intergroup, or worldwide conflicts.; or they can arise as a result of incompatible actions between contrasting groups or individuals, resulting in interpersonal, intergroup, or international conflicts (Ebeguki, Adewale, Anthonia. Odunayo & Tolulope, 2019).

There are several sorts of conflict that can be characterized according to their levels, directions, organization, and premeditated nature. Interpersonal conflict, intrapersonal conflict, intergroup conflict, and intra-group conflict are the four basic forms of conflict. Interpersonal conflict is the most common type of conflict (Jones & George, 2008). Intrapersonal conflict occurs within the individual; it arises within an individual when his or her motives or drives are obstructed, or when a person is faced with two different decisions and is unable to choose the most appropriate one because he or she is faced with competing objectives and roles, or when a person faces two different decisions and is unable to choose the most appropriate one because he or she is faced with competing objectives and roles (Chand, 2010).

- **Intrapersonal Conflict**

This is the most effective sort of dispute to begin with out of all the types of conflicts that might occur in an organization. Human beings are extremely complicated creatures. Each of us possesses a distinct set of abilities, values, thoughts, and beliefs. Intrapersonal conflict is defined as the struggle that an individual has when employed by a company. An individual may experience intrapersonal conflict when the ideas, mission, or vision of the organization do not coincide with his or her own moral values and belief systems. The individual is rendered incapable to work as a result of their lack of belief in the work they are performing. Interpersonal conflict can be overcome by doing some introspection and determining what it is that one actually desires in life (Majer, Barth, Zhang, van Treek, & Trötschel, 2021; Silverman, 2020).

- **Interpersonal Conflict**

Every individual is a one-of-a-kind. Even though you are both working for the same goal, there is a possibility that you will use different techniques to getting there. This can be due to differences in viewpoint, ethics of work, rule observance, idea, or style of management. The most common sort of conflict is interpersonal conflict that occurs in organizations, and it is the one that most of us have had personal experience with. Interpersonal conflicts are practically unavoidable when individuals from different fields with diverse ideas live together for a very long time. They can take on an ugly form in the form of office chat or even be considered as 'office politics.' Interpersonal disagreements have a negative impact on both productivity and morale. If they are not addressed in a timely manner, they have the potential to escalate (Canary, 2003; Hocker & Wilmot, 2010).

- **Intra-Group Conflict**

Organizational objectives are frequently lofty in nature, necessitating the collaboration of people with a wide range of backgrounds and degrees of skill. As a result, it is usual practice to divide the personnel into teams in order to ensure seamless operation. Intra-team conflict, like certain other sorts of disputes in an organization, is a result of different personalities working together in the same team. It is possible that a small number of people on the team or in the group share a few values and beliefs, but as the number of people on the team grows, the likelihood of conflict grows as well. Team conflict can be managed through a clearly defined set of tasks, a fair allocation of workloads, and a management policy that prohibits any team member from receiving any form of 'special treatment (Majer et al., 2021; Jehn, 1995).

- **Inter-Group Conflict**

When it comes to size, inter-team conflict is one of the most serious types of conflict that can occur in the workplace. Every cog in the wheel of any business must be in perfect balance in order for the organization to work efficiently. Leaders of the organizations should play their role to handle the conflicts that arise when a large number of people, groups, teams, panels, and other parties work together. Managing administrators should ensure that channels of communication are not closed and that any conflict or lack of collaboration among teams is identified and resolved as soon as possible. They must accomplish it by eliminating bias, allocating task efficiently, and fostering a positive work environment. A leader must take into consideration personality characteristics, coworker connections, and the aggregate power of the organization.

When it comes to settling inter-team disagreements, verbal dialogues and positive reinforcements go a long way (Harappa, 2020; Wilmot & Hocker, 2001).

Two sources of conflict were identified by Fajana (2000), and they comprise:

- Internal Sources

It refers to aspects that are intrinsic inside the organizational framework, that is why it is so named as opposed to external sources. According to Fajana (2000), the "Opposing Interests" of industrial players are the most important prime component in the development of internal causes of conflict. Due to their "diverse interests," the two parties in organizations will come into conflict when attempting towards share Ajibade and Ayinla (2014) refers to as "industrial cake." Apart from the aforementioned, it is a truth that there is generally a "power link" between the two participants in an industry, which will invariably result in conflict and make future conflict probable.

- External Sources:

These are referred to as such they are located outdoor of the four walls of an association. If third-party intervention in a labor dispute becomes biased or one-sided, it is said to have occurred. Attempting to establish public policy or adopt legislation that favors one party at the expense of another is an excellent example of third-party intervention and regulation. This may result in a stalemate (Omisore & Abiodun, 2014).

## **2.3 Causes of Conflict**

Every situation involving a disagreement must be dealt with. The consistency of conflict escalation is something that cannot be ignored. People make an attempt to deal with them by employing more powerful conflict genes. This consistency can be explained as follows: when a victim receives the conflict gene, he must compensate for his

psychological failure by attempting to respond to the crime with crime. However, the conflict gene should not be too weak, as this will increase the intensity of the conflict; instead, it should be moderately strong. Unfortunately, humans are so creative that they are able to react severely and visibly when they are abused or insulted. People of good moral character must be self-disciplined, as taught by religion and moral precepts, among other sources (Rose, 2019; Omisore & Abiodun, 2014).

The rule of increasing conflict is frequently associated with the law of mechanics, which is both comparable and significant in its own right. Individuals have superior counter-action powers, and secondly, the laws of mechanics are independent of our will, but it is based on the will of the individual since people have the ability to prevent conflict from escalating further. The expectation of a conflict is the starting point for conflict management. In order to foresee conflicts, it is necessary to understand the causes that frequently result in them. The reasons for this may include low wages, bad working conditions, ineffective labor management, a misalignment of rights and obligations among employees, a lack of coordination in the labor rhythm, an inconvenient work schedule, and a lack of discipline (Wan, 2007). First and foremost, effectively resolving disagreements entails removing the root reasons of the conflict.

- **Conflict Stems from Poor Communication**

Employees' inability to communicate effectively is one among the most popular and common sources of conflict in the workplace. As an outcome of this condition, there may be a change in modes of communication as well as an inability to exchange the information. Suppose a leader of workplace redistributes a task from an employee's coworker but fails to inform the employee of the redistribution. This is known as a

communication failure. When an employee feels unjustly treated, it can lead to enmity between the two employees and between the two employees and their management. It is possible that employees will form false assumptions and will believe workplace gossip if they do not communicate well in the office. Poor workplace communication not only causes conflict, but it also has a detrimental effect on staff morale and productivity (Yang & Li, 2017).

- **Beware Personality Clashes**

Another source of workplace conflict is the difference in personality between coworkers and supervisors. Employees come from a wide range of backgrounds and life experiences, all of which contribute to the growth of their behaviors. When workers are unable to comprehend or tolerate variances in their behaviors., it is a sign that something is wrong. Conflicts can emerge in the workplace. If, for example, a company employee has a direct nature, he may express himself regardless of the time of day or the situation. The employee with the straightforward personality may offend a coworker having a different personality type than the worker with the direct disposition (Lu, Zhou, & Leung, 2011).

- **Different Work Styles and Values**

A workmate may consider that the employee is disrespectful or that the employee lacks the power to deal with her in such a clear way. Employees' values differ from one another in the workplace, just as their personalities do. When there is a generational divide, it is easy to notice the disparity in values that exists. Young workers may have different workplace values than their more experienced counterparts. Employee conflict isn't necessarily created by a clash of ideals; instead, it's generated by an unwillingness to

tolerate such differences. Coworkers may make critical remarks regarding the character and experiences of their colleagues if they are not accepted. When insults are levelled, the conflict escalates until a satisfactory solution is given and accepted (Yang & Li, 2017).

- **Unhealthy Workplace Competition**

Employee conflict is often exacerbated by unhealthy workplace competition. Some industries are more conducive to competitive situations than others. When a company's compensation is tied to its employees' output, a workplace may encounter intense competition among its employees. A hostile work environment can result from employees sabotaging or disparaging one another as a result of unfair competition that is not effectively controlled. An unhealthy work environment is one that discourages teamwork and encourages independence (Rose, 2019; Lee, 2011).

## **2.4 Conflict in an organization**

Conflict is an unavoidable aspect of any organization's day-to-day operations. The development of suitable conflict management skills is essential if an organization is to operate at its peak performance level. Conflict is described as a process that has had a negative impact on, or is about to have a bad impact on, anything that a party or parties is worried about or interested (Milton, Nel, Havenga & Rabie, 2015). The conflict process, according to Rahim (2002) can be further described as an interactive process manifested by a degree of unsuitability, incongruity or disagreement at the individual, group or organizational level.

It is critical for not only leaders within the organization, but also for all employees, to display effective conflict management techniques. Note that diverse perspectives on conflict exist and have evolved over time. This is crucial to remember.

There are three general perspectives on conflict that exist: the traditional, the human relations, and the interactionist. The most ancient perspective on the subject is the old-fashioned or traditional view of conflict, and it holds that any type of difference is detrimental and must be circumvented at all costs. The human relations perspective considers conflict as a natural occurrence among all organizations and, as a result, believes that conflict should be managed rather than dismissed in any way. When dealing with conflict, the interactionist approach contends that it can have a positive impact on a group's performance and that some level of disagreement is necessary for a group to function properly (Milton, Nel, Havenga & Rabie, 2015).

According to the interactionist school of thought, conflict may be divided into two types: functional conflict and dysfunctional conflict (Milton et., 2015). Functional conflict refers to any type of conflict that helps the group achieve its objectives and improves the group's overall performance. Disruptive conflict, on the contrary, refers to any kind of dispute that has the effect of hindering group performance (Amason, 1996). Conflict has also been categorized into three groups: task conflict, relational conflict, and process conflict.

Workplace conflict refers to disagreements among group members on the content, goals, and ideas that will be implemented throughout the workday. Relationship conflict is a sense of interpersonal conflict that is generally characterized by tension, aggravation, and antagonism among the members of the group. Process conflict is defined as a conflict that arises as a result of the manner in which work is completed (Simons & Peterson, 2000). It should be emphasized that low stages of relationship conflict and low to moderate stages of task conflict are virtually invariably dysfunctional, but low stages of



process conflict and low to moderate stages of task conflict are functional (Milton et al., 2015).

## **2.5 Conflict Theories**

Contrary to popular belief, conflict theory holds that conflicts occur if means, status, and authority are unequally assigned across groups in society, and that these conflicts play their role as the catalyst for change in the society. As defined herein, power can be considered as the ability to exert control over material resources and accumulated riches, the ability to exert control over such institutions which make up society, and social standing of an individual in relation to others (Ashley, 2021; Boucher, 2013).

Karl Marx, in his writings, investigated the causes and effects of class conflict between the bourgeoisie (the owners of means of production and the capitalists) and the proletariat (the working class) in Marx's Conflict Theory. Marx's analysis of the economic, communal, and civil consequences of the rise of capitalism in Europe was centered on the idea that the existence of a powerful minority class and an oppressed majority class resulted in class conflict because the interests of the both of the classes were absolutely opposite to each other and resources were distributed among them unfairly. With the help of intellectual compulsion, the bourgeoisie was able to preserve an unequal social order while also achieving agreement—and acceptance—of the ideals, prospects, and circumstances that they had set for themselves (Spector & Burk-Lee, 2008; Omer & Jabeen, 2016)

Karl Marx believed that "superstructure" of the society that is composed of institutions of the society, political structures, and values, was responsible for producing consensus on behalf of the "base," which were the financial relations of production, and

that this work was carried out in the "superstructure" of society. In Marx's view, when the socio-economic conditions of the proletariat declined, they would cultivate a class consciousness that would disclose their destruction by the wealthy capitalist class of the bourgeoisie, and then they would react, seeking changes to alleviate the struggle. According to Marx, the cycle of conflict would be perpetuated if the modifications made to pacify the dispute were to retain a capitalist economic system. But if the adjustments made resulted in the establishment of a new system, like socialism, then harmony and stability would be established (Omer & Jabeen, 2016; Bartos & Wehr, 2002).

Since Marx's time, a large number of philosophers have built on his conflict theory to reinforce, improve, and perfect it over time named evolution of conflict theory. The Italian philosopher and activist Antonio Gramsci believed that Marx's idea of revolution could not come to fruition during his lifetime because the force of ideology was more than Marx had expected and that more effort needed to overturn cultural domination, or ruling via common sense. Members of the Frankfurt School, critical theorists Max Horkheimer and Theodor Adorno, centered their work on how the emergence of mass culture—that is, mass produced art, music, and media—backed to the maintenance of cultural domination in the twentieth century. Since the mid-twentieth century, Wright Mills has drawn on conflict theory to explain the emergence of a small "power elite "consisting of armed, financial, and social personalities who have ruled the United States during the mid-twentieth century Many others have drawn on conflict theory to develop new forms of theory in the social sciences, including post-structural theory, feminist theory, critical racial theory, postmodernism and clinical, cultural studies, and theories of globalization and world systems, among others. As a result, while

conflict theory was originally established to study class conflicts, it has expanded to include studies of other types of conflicts, such as those based on race, sex, faith, values, and nationality, among others, that are a part of existing social structures and have an impact on our lives (Ashley, 2021).

## **2.6 Conflict Management**

Collaboration, partnership, and compromise are all examples of positive and constructive aspects of conflict management that can be used to control the level and influence of upsetting conflict within an institution, while also connecting the much more encouraging and productive aspects of cooperation, partnership, and conciliation. It is described as the application of resolution and stimulation approaches in order to control the level and impact of upsetting conflict inside an organization. It is an approach that seeks to remove cognitive impediments that inhibit individuals from coming to an agreement and functioning efficiently as a team (Ngcobo, 2003; Mirkamali, 1992; Dues, 2010).

The way a person deals with and controls conflict will determine how successful the person is at resolving the dispute. Conflict, contrary to the opinions of Roger (as cited by Ebeguki, Adewale, Anthonia, Odunayo and Tolulope, 2019), has the potential to generate energy, promote projects, and foster the development of novel ideas. In addition to having beneficial effects on the organization, it can have negative consequences, such as causing efforts to be diverted against coworkers, which can prevent the organization from achieving its goals. Choosing the best technique to resolve a disagreement should be based on which method will provide the most opportunity for the attainment of the organization's goals and objectives (Ca Lees, 2003).

According to Ogunbameru (2006), interpersonal conflict handling styles are composed of varying proportions of cooperativeness and assertiveness, and they are categorized into five types based on their characteristics. According to Rahim (2002), the management of organizational conflict consists of two steps: diagnosis, followed by intrusion. A complete diagnosis should take into account the quantity of conflict, the techniques of resolving interpersonal conflicts, the roots of conflict, organizational learning, and the overall performance of the organization, among other considerations. When there is an excessive amount of affective conflict, an excessive amount of substantive conflict for routine tasks, or an excessive amount or an insufficient amount of functional conflict for non-routine responsibilities, intervention is required.

It also fosters learning since it prompts "exponents" to doubt their own capacity to comprehend perspectives that may be more sufficient than their own. "Exponents" are those who believe their own perspective is superior to others' (Tjosvold, Johnson and Johnson (2006); Tjosvold, Sun, & Wan, 2005). As Putman (2012) explains, conflict management may be summarized as "what people do when they are confronted with a challenging circumstance." Managers have been reported to spend as much as 20% of their time dealing with conflict situations, making it necessary to examine the topic of conflict management (Appelbaum, Bethune & Tannenbaum, 1999; Henry, 2009).

The prevention, reduction, and termination of conflict are all necessary components of good conflict management. According to the definition, effective macro-level solutions are established to limit the dysfunctions of conflict while simultaneously boosting the productive roles of conflict in order to increase learning and usefulness in an organization (Rahim, 2002).

According to Corcoran and Mallinckrodt (2000), when the needs of both parties are taken into consideration, successful conflict management can be achieved. Individuals, on the other hand, must maintain a careful balance between job, family, and all other duties due to a society that favors harder routines and less time for ourselves and the other people living around us (Kaushal & Kwantes, 2006).

Furthermore, according to Ahmed and Ahmed (2015) Baron, a new sort of cause's conflict has been identified: a conflict between individuals. The attention has recently been drawn to personal conflicts, which he discovered were time-consuming and labor-intensive, and had a detrimental influence on output after years of focusing on organizational causes. The so-called early causes, which are among the countless aspects that contribute to conflict, are just one example. Grudges between employees can develop when angry people cause problems for other people and these other people realize that they have lost a confrontation (consider them foolish).

As a result, they acquire unfavorable attitudes against individuals who are accountable for these outputs, and as a result, they concentrate their time and greatest effort to task planning or hunting for these rational errors or imagined realism, and these resentments can last for many years. Some individuals are more prone than others to be intricate in various organizational conflicts, such as those who display a need for affiliation and who maintain good ties with others, while others are less likely to be involved. According to study of Baron, the preference for handling conflict via the style of courteousness is favorably related with this, whereas the desire for dealing conflict through the style of competition is adversely associated with this (Baron). Individuals with a strong desire for control view their coworkers to be more competitive than those

with a low need for control and they are less eager to use the compromising style than those who have a little need for control, according to the research findings. According to some conflict management researchers (Jehn, 1995; Rahim, 2001), conflict management solutions should include consideration of the following factors. It may be necessary to prevent or minimize some types of conflicts that have the potential to have negative implications for individual and group performance in order to achieve the desired results. The majority of the time, these disagreements are sparked by the negative feelings of the members of the organization.

When members of the organization contact with one another, they will be expected to work together to resolve their disputes in a positive and constructive way. The ability to cope with a variety of conflict situations effectively by applying a number of conflict-handling tactics is required (Rahim, 2002).

When it comes to conflict management, it refers to the process of utilizing the appropriate conflict resolution strategies when confronted with a disagreement (Mirkamali & Thani, 2011; Corcoran & Mallinckrodt, 2000). In reality, the goal of conflict resolution is to bring disputes to a close. Individuals have a tendency to manage and control poor disputes using design strategies that are presented to them in a stylish manner when dealing with non-functional or damaging conflict management. There have been a number of different forms of warfare produced and defined over a lengthy period of time (Kreitner & Kinicki, 2005). Instead of describing the way a person will act when presented with a problem, conflict management styles, methods, or distinctive behavior patterns describe the way a person will respond when confronted with a conflict, depending on the style, method, or pattern described (Alvani, 2012).

Theoretically, according to Lee (2011), disruptive conflict in the workplace has a detrimental influence at all times on productivity then resulting in harvest damage that occurs gradually (Lee, 2011). Based on their findings, Beersma and Dreu (2005) hypothesize that conflict-related emotions such as anger, hatred, and fear, as well as the need for cognitive resources to deal with these situations, may have an effect on someone's self-confidence as well as ability to deal with conflict. Many diverse types of warfare have developed and been sorted out over the course of many centuries of history. During a discussion of conflict management tactics in 1964, Blake, Mouton, Louis, Barnes, Larry and Greiner (1964) recognized five basic approaches: loyalty service (smoothing), domination (coercion), avoiding, and negotiation are all examples of positive behaviors (conciliation)

Several scholars, including Rahim and Bonoma as cited Chan and Lau (2014), advocated for a network of two-in-two conflict management strategies. On the horizontal axis of the network, self-interest (cooperation) is positioned; on the vertical axis of the network, concern for others (competitiveness) is positioned; and the degree of each has been rated as low or as high as possible; and (Kreitner & Kinicki, 2005). It is critical to remember that it is not conflict itself that sources disruption then destruction of relations with an organization, but rather poor conflicting organization that results in the undesirable outcomes in the first instance. To maintain conflict within reasonable bounds, it is possible to employ a constructive approach to conflict management. The presence of conflict is a normal and desired feature of every relationship, and it may be helpful if handled correctly (Amiri, 2006). When it comes to conflict management, it is beneficial

to have everything planned out and put into action, including the enhancement of team performance and observable citizenship behavior (Tjosvold, Poon & Yu, 2005).

This is demonstrated by the findings of Tjosvold (1998), who discovered that when employees at a company discuss their insights in a constructive and intelligent manner, it results in cost reduction and quality improvement, resulting in an real growth (Tjosvold, 1990), which includes widespread use of the most beneficial technologies currently available (Tjosvold, 1998). Tjosvold, Meredith, and Wong (1998) developed a formalized Additionally, the management of conflict fosters learning since "exponents" begin to participate in discourse as a result of the process of mediation.

It is their belief that their current theories and findings will not be sufficient in understanding perceptions that may be more adequate (Tjosvold, Johnson, Johnson and Sun; Tjosvold, Sun, & Wan, 2005). The students who seemed not to agree with one another spent their time reading, researching online and borrowing books from the library instead of fighting with one another. They also demonstrated "better and greater" understanding of the continuing complications than those who did not appear to disagree with one another.

In addition, teams that are able to self-discipline and effectively manage disagreements may arranged their challenges in order to improve future performance by experiences (Tjosvold, Hui, & Yu, 2003). More importantly, disagreement has an impact on the ability to notice and recognize vital functions as well as happenings within the central company, which is critical for survival. There has been a shift in perceptions of "effective leadership," for example, according to certain studies. Several studies have



demonstrated that CEOs can have a positive relationship with their employees (Graen & Uhl-Bien, 1995).

Employees and leaders are more involved in dealing with their misunderstandings and conflicts in order to elevate and develop genuine relationships with one another (Chen & Tjosvold, 2007). Therefore, valuable relationships are useful in that they shine and help to generate a constructive, devoted and good conflict that outcomes in increased worker engagement as well as act (Tjosvold, Hui, & Law as cited Tjosvold, 2008). When evaluating the influence of various conflict management tactics on employees, the emphasis is on the employees' organizational behavior and psychological condition. In their research, Yang and Li (2017) concentrated on the topic of Chinese organizational leadership. The use of conflict management tactics such as leadership avoidance in the workplace has been shown to result in higher sentiments of fairness, trust, and satisfaction among subordinates, according to research. It is this outcome that shows the cultural difference between Chinese rights and Chinese organizations.

When it comes to conflict management, there are a variety of aspects that determine how one responds to a disagreement. Even if someone is aware of their default response, this does not imply that they will always respond in the same manner when confronted with a disagreement. The choice of style is determined by the situation, the individual's relationships, his or her mood, and the authority of the person in question. A calm response to a circumstance may be considerably different from responding rage fully to a situation in some situations (Blake et al., 1964). The use of mediation a particular encourage emotive diminuendos then lead to improved emotional compassionate (like "allowing for the controlled venting of anger" as well as

"acknowledging, summarizing, and reframing feelings") can assist people in realizing that the best way to resolve conflict is through negotiation (Bickerdike & Littlefield, 2000). Creating educational experiences and treatments that help people understand their emotions, on the other hand, can help them enhance their ability to resolve conflict.

## **2.7 Conflict management Styles**

In the course of the debate, the parties engage in a variety of behaviors. Behavioral patterns associated with conflict have an impact on an individual's conflict management styles. Conflict styles refer to the methods by which we resolve a disagreement. We have the option of either emphasizing our own desires or meeting the needs of others, or we can do both at the same time. Each of these techniques provides a consistent choice about whose needs should be prioritized in a range of conflict situations and scenario conditions. Ting-Toomey and Oetzel (2001) define formalized as "a formal approach for resolving disputes is negotiation, which is also known as mediation. Self-interest (Rahim and Bonoma, 1979; Rahim, 1983; as quoted in Tunç and Kutanis, 2013) is a motivation for behavior.

On the basis of these two qualities, academics have developed five conflict management styles to consider. The styles of human conflict management have been investigated (Rahim, 2002; Yu & Chen, 2008). Collaboration is characterized by apprehension for one's own and others' well-being. Parties in conflict collaborate to find a mutually acceptable solution by openness, exchanging information, studying and investigating differences in order to reach a mutually acceptable solution. It is known as a "Win-Win" approach because it emphasizes maximizing one's own interests rather than sacrificing one's own benefits for the sake of the other person (Zurlo, Vallone,

Dell'Aquila, & Marocco, 2020). According to Boucher (2013), head teachers use integrative conflict management to improve their employees' work performance.

An assertive but low cooperative style, according to Ngcobo (2003), can be defined as one that is competitive in nature, with high assertiveness but low cooperativeness. The personal interests of others, rather than one's own, are taken into consideration while making decisions using this technique of decision-making (Gross & Guerrero, 2000). Ozkalp, Sungur, and Ozdemir (2009) discovered that the use of the courteous way of conflict management differed according on the level of the managers in their study. The use of forceful means towards gain control and a win loss mentality, have been connected to a dominant style.

A domineering or competitive people would go to great lengths to achieve their goal, often disregarding the demands and hopes of others in order to achieve their goal (Rahim, 2002). When subordinates lack the technical knowledge necessary to make technical decisions, the dominating method is used to their advantage. The next strategy is "inaction," which is also referred to as "avoiding." This personality type is characterized by a lack of self-awareness as well as a lack of sympathy for others. If a person shows minimal excitement in achieving both personal and societal goals, it is most likely that they are avoiding attention. They may choose to remain mute or do nothing instead (Rahim, 2011 as cited Tuguz, Samra, and Almallah in 2015). The compromise style has characteristics that are shared by the other four types. It necessitates both parties taking into account their own and the interests of others. It's a "give-and-take" or "sharing" method that necessitates some level of compromise on both sides (Chen, Xu & Phillips, 2019). According to Dobkin and Pace (2006), a compromise style might

increase employee commitment. Employees that are willing to compromise are more likely to work together to resolve disputes.

Rahim believes that training in how to appropriately manage disagreements in a variety of scenarios is essential. Disagreements involving complex topics or strategic concerns can be resolved more effectively using the integrated style. The disparities (in abilities, information, and experience) of both participants can assist in defining the problem and proposing successful alternative solutions when a single individual is unable to make a decision. The use of this method may not be appropriate when action is required fast and problem solving is not available; or when the task or challenge is straightforward and straightforward. When the parties appear distracted or lack prior problem-solving experience, the method may also be unproductive. When one party is unfamiliar with the issues at stake, it may be beneficial to be flexible to their needs. In situations where a party is ready to give up something in exchange for future benefits, it might be beneficial. The employment of this strategy should be avoided if one side believes that the other is wrong or acting unethically in the matter under discussion (Corcoran & Mallinckrodt, 2000).

Nevertheless, in situations where abrupt act is essential, or in which an unfavorable decision made by one of the parties involved in a disagreement may be detrimental to that party, the dominating style may be advantageous to that side, as well as to the other. Supervisors dealing with assistants who lack technical know-how to make decisions, as well as when the adoption of controversial courses of action is required, may, nonetheless, find it useful in some situations. When the themes involved in the conflict are intricate and there is adequate time to make a smart choice, by utilizing

problem-solving strategies, and when the concerns involved are not significant to either party, it is inappropriate to use force. It is possible that the application of this strategy by two equally powerful parties will result in a standstill in the political process (Pruitt & Kugler, 2014).

Nonetheless, when dealing with other parties, the avoidance method may be appropriate, despite the fact that it has a negative influence on the relationships between the parties that surpasses its benefits in terms of dispute resolution (as discussed above). Even though the work or problem to be done is simple or clear, it may nevertheless prove beneficial in some cases. When the issue at hand is critical to one of the parties, when that person has been delegated decision-making responsibility, or when immediate action is required, the use of this technique may not be an acceptable option. This type of style is characterized by a lack of self-concern, and it is also related with the biasness of dysfunctional organizations as well as those who maintain their neutrality and avoid becoming engaged in confrontations (Pruitt & Kugler, 2014; Ma, Erkus & Tabak, 2010).

According to Lussier (2010), this strategy is adopted by those who are emotionally impacted by pressures and annoyed by conflicts. He stressed that avoiding such situations does not entail being self-assured or helpful in any way. Sometimes, the avoidance technique is used when the risks of the other party resolving the disagreement appear to outweigh the benefits of resolving the dispute. When opposing parties' interests are mutually exclusive and a standstill occurs between parties with equal authority, it is preferable to utilize the compromising strategy (e.g., labor and management during the negotiation process).

Using this style of negotiation can be beneficial when reaching consensus is difficult, when parties require when disagreements have been going on for a long time, a temporary solution to a complex problem or when other styles of negotiation have been tried and found to be ineffective in resolving the issues at hand. In situations where the issues at stake are complex and there is ample time to reach an informed decision through the use of problem-solving skills and approaches, this tactic is ineffective. A compromise technique is typically ineffective when dealing with complex problems since it does not result in long-term solutions that are sustainable. When a conflict involves the negotiation of values, this strategy may not be appropriate for the situation at hand (Lee & Lee, 2015; Hamid & Bakara, 2020).

The avoidance and dominance styles are frequently discouraged in corporate environments since the avoidance style does not resolve the issue between any opposing groups and, as a result, the disagreement remains unresolved. The most defining quality of this method is a lack of concern for the situation, which is displayed by shifting the subject or diverting another person's attention to any other circumstance other than the one that is being discussed (Currie, Gormley, Roche & Teague, 2017).

As explained by Shabani and Pourafshari (2006), individuals, groups, and organizations experience conflict when they perceive and feel any kind of incompatibility that exists within or between them. This incompatibility can manifest itself in either concealed or obvious conflicting both sides' conduct of behavior. In the workplace, conflict is frequently provoked by differences in gender, race, culture, personal values, and professional ethics, among other things. Conflict can also be caused in the workplace by the rivalry over limited available resources (Wan, 2007). Theorists such as Branham,

Margavio, Hignite, Barrier and Chin (2005), who argue that conflict is an unavoidable component of human action, are valid in their assumptions.

As cited by Robbins (2012), Thompson's paradox allows us to observe that the action is carried out on favor of the participants of an group in order towards compete against the other participants of the organization. Lussier contradictions are known circumstances in which the problem being handled appears to be inconsistent and disorganized, Whereas Lussier contradiction could situations in which it appears that the problem being addressed is incompatible and uncoordinated, and Robbins (2012) conflict in a process knows that indicating the nature of it is in those concepts, of perception or knowledge of opposition, scarcity, and deterrence, and Lussier contradiction could situations in which it appears that the problem being addressed is incompatible and uncoordinated, and Lussier contradiction could situations in which it appears that the problem being addressed is incompatible and uncoordinated (Ghorbani & Sanavi, 2007). The conflict and a sense of unsuitability that arise in or among persons, groups, and organizations as a result of which hidden or apparent behavior are led towards conflict are indicative, according to Shabani and Pourafshari (2006), that an individual, group, or organization is in the process of becoming aware. This occurred as a result of variations between races, genders, personal values, competitive values, and professional values in unusual sources of work environment, to name a few examples of what happened (Wan, 2007). According to Branham et, al (2005), it is impossible to exclude the presence of a component of conflict in human conduct.

Roberts (2012) claims that the conflict of an organization arises as a result of the members' desire to compete against one another. Lussier describes conflict as a process in

which the nature of the conflict is revealed through ideas or knowledge acquired from opposition, discouragement, and disagreement. He went on to remark that by being aware of the circumstance, which demonstrates that the problem is being addressed within incompatibility and uncoordinated activity, he might be aware of the situation and take appropriate action (Ghorbani & Sanavi, 2007).

Conflict management, according to the definition offered by Mirkamali (1992), can be characterized as the application of acceptable procedures for the resolution of disputes when presented with disagreements, according to Mirkamali (1992). Instead of attempting to avoid conflict by avoiding it, the purpose of conflict management is to identify problems and then resolve them using the strategies that have been learnt. Several conflict styles have been identified and categorized by Kreitner and Kinicki (2005) in the field of conflict management over the course of the last several years. All of these factors, according to Alvani (2012), have an impact on how people operate. These factors include conflict management styles, distinctive patterns of behavior, and conflict resolution tactics.

According to Lee and Lee (2011), destructive conflict always has a negative impact on the workplace, and this negative impact eventually presents itself in the form of creating loss, which is a progressive loss in nature. Individual self-esteem can be affected by conflicts such as anger, fury, and fear. It can also be affected by the need for intellectual resources in order to deal with challenges and overcome hurdles (Dreu & Beersma, 2005). Serious conflict styles are developed over a lengthy period of time and are also distinguishable from one another in terms of their characteristics. Blake et al., (1964) identified five unique types of conflict management approaches: loyalty services



(smoothing), domination (violence), avoiding, and cooperation are some of the strategies used. Blake and Mouton (1964) identified five distinct types of conflict management styles (conciliation). It was Rahim and Bonoma (1979) that came up with the idea of a two-in-two technique for dispute resolution. Kreitner and Kinicki (2005) also noticed that self-attention (cooperation) is towards the parallel alignment of the system, as well as that care of others is positioned on the perpendicular alignment, with the mark of care ranging from low to high, according to the authors.

As Amiri (2006) points out, remembering the origins of conflict disruption and the collapsing connections within an organization is crucial; nevertheless, ineffective conflict management can result in unexpected repercussions for the organization. However, while conflict is a reasonable boundary, it is also a natural component of any connection that exists. In reality, it is beneficial when conflict management is carried out in a constructive manner in all of our interpersonal relationships.

Parayitam and Dooley (2009) found that relationship conflict is associated with reduced commitment to decisions rather than higher decision quality. According to the behavior and attitude of individuals in a challenging relationship might influence the outcome of the conflict. According to Jehn (1995), the psychological negative response causes friction in interpersonal relationships, reducing pleasure since people's attention is distracted from activities to relational attacks, which manifest as poor performance. Conflicting partners rarely communicate information due to their hatred for one another. They also found that the conflict of connection affected an individual's direct citizenship, which included knowledge-sharing and other forms of involvement.

A recent study by Meier, Semmer, and Gross (2014) found that disagreement in a relationship can improve physical and psychological health. Relationship tension harmed both forms of wellness, but it harmed workers suffering from severe depression the most. As a result of lower indicators, dispute in a relationship has less impact on physical and mental health. Experts believe that conflict creates depressive symptoms, which in turn makes people more prone to conflict, setting off a cascade of events with severe psychological and economic effects for both individuals and organizations.

Musembi and Siele (2004) categorize university conflict into various categories, each arising from the interaction of complicated conditions and competing interests. Managing conflict becomes lot easier when simple methods are applied. From this perspective, there are two major propositions for higher institution leaders. For example, before taking any action to resolve a problem, it is vital to do a complete diagnosis. The second is the intellect's embrace of the idea that only truth-based conclusions are legally binding. Consequently, an effective diagnostic will emphasize the fundamental reasons of conflict in the conflict management process, ensuring that the proper strategy is adopted.

According to Brahnam et al. (2005), women favor association over men who prefer traditional management approaches. Regarding to Morris-Rothschild and Brassard (2006) the vast majority of educators support the usage of a compromise conflict management technique. As theoretical framework and review literature reviewed above reveal, people use several methods of conflict management to resolve disputes.

- **Gender Differences in Conflict Management Styles**

Some scholars suggest that men and women make use of conflict managing tactics differently (Valentine, 2001). Ma, Erkus, and Tabak (2010) claim that males are

more competitive and collaborative than females. The data for this study came from 244 Turkish managers in both public and private sectors, using the Rahim Organizational Conflict Inventory-II (ROCI-II). This data supports the gendered typecast that female are less likely than man to be confrontational. Second, they value professional relationships less than personal ones (King and Hinson, as cited Gelfand, Major, Raver, Nishii & O'Brien, 2006). Rahim (1983) studied how men and women used conflict management approaches with sample size of hundred business and industry managers in which fifty were female and fifty were male managers.

Female managers are seen to be more incorporating, compromising and avoiding, than male managers. However male bosses were believed to be more flexible than female bosses. The gender distinction is predicated on the belief that women are more relationship-adapted than males, and so more concerned with keeping their relationships in harmony (King as cited Gelfand et al., in 2006). Their preferred method of problem solving is by finding solutions and making compromises. The fact that women (n = 50) were underrepresented in the original edition of the Rahim organizational conflict assessment had a small normative sample, making it difficult to generalize the results (Valentine, 2001). Another research has showed that ladies generally utilize avoiding, compromising, integrating and accommodating types of communication (Klenke, 2003; Brahnem et, al, 2005).

Shockley-Zalabak (1981) found similar results using Hall's (1969) Conflict Management Survey on 38 male and 31 female corporate managers. Shockley-Zalabak (1981) discovered that male and female company managers handled conflict differently. And he found no statistically significant difference between men and women in their

conflict management styles. Renwick (1975) found similar results in a sample of 99 company personnel (55 men, 44 women). These research indicated no statistically significant differences between male and female conflict management tactics.

- **Age Differences in Conflict Management Styles**

According to study, age, along with gender, has a significant impact on a person's conflict management style. Ma, Erkus, and Tabak (2010) discovered that grown-up employees are more likely than younger workers to collaborate. Balay (2007) discovered that older teachers were better problem solvers. According to Marriner (1982), women under the age of 35 were more liable to cooperation than women over the age of 55. Rhodes (1983) found that elder workers with stronger positive work standards have lower absenteeism and income than younger employees.

- **Organizational Rank Based Differences in Conflict Management Styles**

Higher-ranking employees were more likely to use the integrating technique than lower-ranking employees. Lower-level employees are more inclined to be avoidant and accommodating (Brewer, Mitchell, & Weber, 2002). Employees in lower positions are more likely to be dominating than those in higher positions, and vice versa. Disputes must be resolved in all situations. The consistency of conflict escalation is unavoidable. People try to deal with them by using stronger conflict genes. Using the following example, we can explain this consistency: To compensate for psychological failure, the victim who receives the conflict gene must respond to the crime with crime. A poor conflict gene will intensify the conflict. Sadly, humans are so inventive that they can respond violently and dramatically when harmed or offended. Morally upright people must be self-disciplined, as taught by religion and moral precepts. As with the law of

mechanics, the rule of escalating conflict is often compared to it. Second, the rules of mechanics are independent of human will, but it is founded on a person's will because individuals can prevent conflict from escalating. Confrontation management begins with the expectation of a conflict. To anticipate disputes, one must first comprehend their common causes. Low salaries, poor working conditions, etc.

- **Job Tenure Based Differences in Conflict Management Styles**

Korac-Kakabadse, Korac-Kakabadse and Myers (1998) conducted an investigation into the predictors of conflict management styles using a sample of 700 executives and central managers employed by the Australian Public Service. According to the result of the study, practice in higher-ranking management and possession in an organization were important predictors of conflict management approaches in both men and women.

Various conflict management tactics can be used to attain a variety of different outcomes in different situations. Examples of significant elements to examine include psychological well-being, job happiness, job dedication, and executive commitment, to name a few examples. During the current inquiry, the focus has been on a single ramification. To be more specific, psychological well-being.

- **Division of conflict management Styles**

A three-dimensional model of organizational conflict management is based on component analysis of evaluate objects of organizational conflict management, according to Putman and Wilson (as stated in Ahmed and Ahmed, 2015), with three types being non-confrontational (require), corresponding, and controlling. Additionally, following a study of conflict patterns, it was discovered that they could be classified into three styles:

avoidance, competitiveness, and cooperation (Hocker & Wilmot, 2010). When 25 statements or judgments were evaluated for their ability to resolve conflict patterns, three components were identified: forcing, obliging, and addressing the opposing party. Apart from Hall, who is mentioned in Ahmed and Ahmed (2015), there are further scientists who have classified patterns of conflict into three categories.

Cooperation, obligation, and competitiveness are examples of these concepts. Another scientist uncovered three factors: finding a solution to the problem, surrendering, and avoiding the problem altogether (Van de Vliert, 1997 as cited in Ahmed and Ahmed, 2015). The question of whether or not these styles are established as a result of administrative chores continues to be debated today. What is the benefit of it for corporations in terms of conflict management? Model with four different heights and widths Based on empirical and experimental studies, Pruitt and Kugler (2014) reached the following conclusions: According to the double dimension model in conditions of awareness, in particular (low-high), and attention to one another, the styles of yielding, issue resolution, inaction, and contending have been established on the basis of the dual dimension model (low - high). The style of problem-solving championed by Pruitt has been recognized as the most effective strategy for effectively managing conflict in the business world. However, there was a scarcity of information on the impact of alternative techniques on performance and productivity.

A result of his specialization in negotiation, Mastenbroek as cited in Cauley (2003) recognized four types of negotiation styles: aggressive, collaborative, avoidance, and delay. These four types of negotiation styles were identified by Mastenbroek (1991). To him, a negative prescription for cooperation, such as subordination or duty, stood in

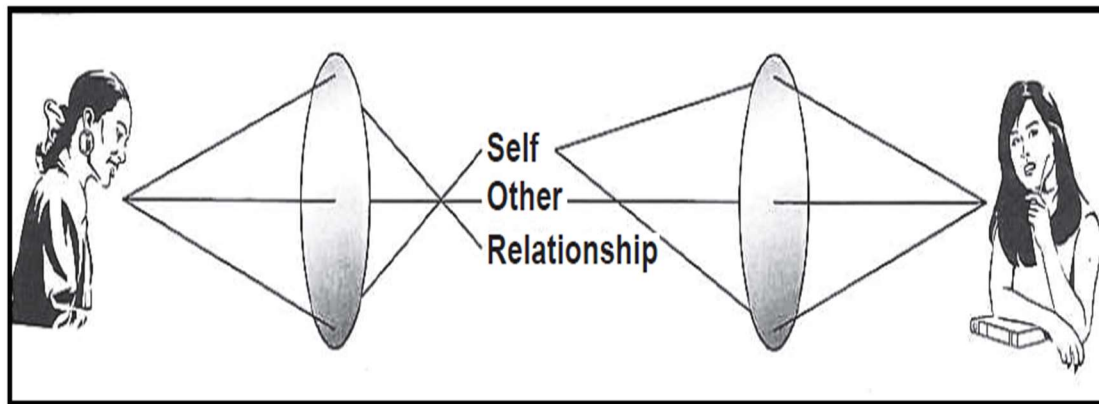
stark contrast to past ideas of cooperation, which were deemed positive. According to Kurdeck (1995), a new paradigm of conflict management styles, consisting of problem-solving approaches, confrontational styles, yielding and submissive approaches, is offered and discussed. Most of his work on marital conflict was done under the auspices of this theoretical framework. The administrative grid was first introduced by Blake and Mouton (1964), and it includes the following actions: forcing, withdrawal, smoothing, compromising, and problem solving. These actions are all carried out under the direction of managers and in the best interests of the production and the employees involved.

Further refinement of the Blake and Mouton approach was made by Thomas (1992), who placed greater focus on two fundamental dimensions: cooperation and assertiveness, rather than an interest in productivity and a concern for individual welfare. People's apprehensions about cooperating with you, as well as their own feelings of insecurity about assertiveness. When it comes to the differentiation of the handling of disputes after taking into account one's own concerns and the interests of the other party, Rahim (1979, 1983) has only two dimensions once again, as he did in the previous two years. As a result of combining these two factors, the establishment of five dimensions for dealing with workplace challenges was achieved (Ahmed and Ahmed, 2015).

## **2.8 Conflict Management Theories**

Wilmot and Hocker (as stated in Dues, 2010) present the lens model of conflict interaction in their book *Interpersonal Conflict* as a tool for analyzing perceptions and interpreting conflict interaction. It is possible to have a conflict when two parties see each other as if they were each gazing through a camera lens, and the meaning of the conflict varies greatly depending on the angle at which they are looking, the direction in which

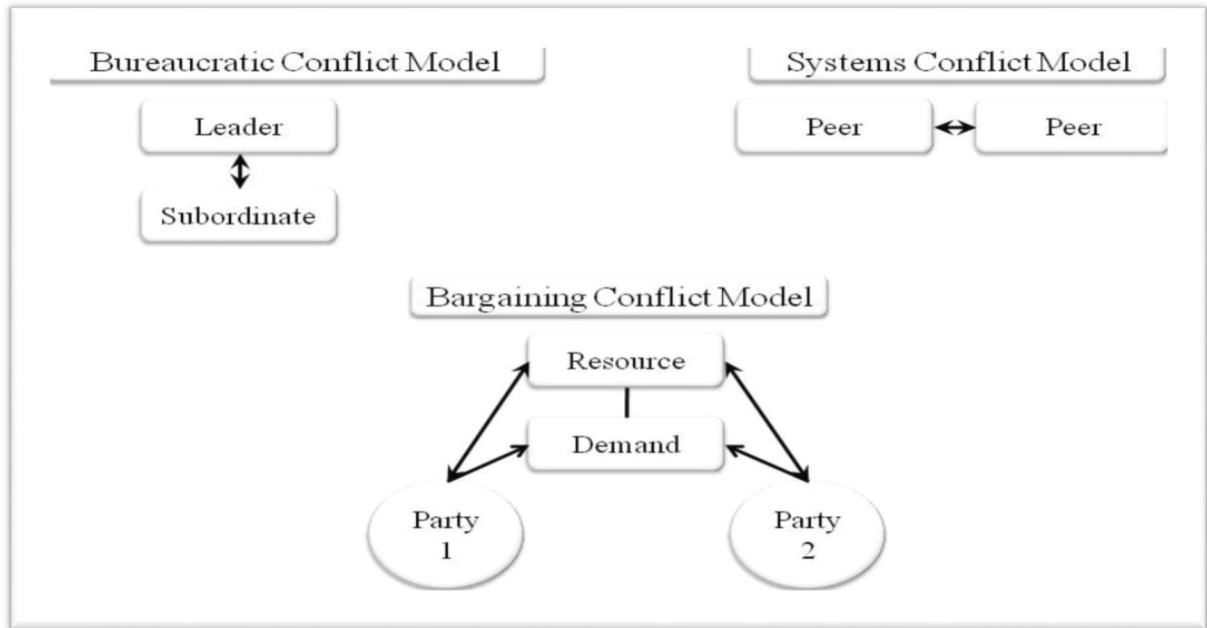
they are looking, and the distance between them and what is actually happening. The ability to see oneself and one's position through the eyes of another person may be advantageous while dealing with challenging situations. Even when using the lens model, there is an issue that must be recognized by the individual: the fundamental attribution error, which must be avoided at all costs.



**Figure 2.1 Lens Model of Conflict Interaction**

Bartlett (2009) cites Pondy's (1967) theories of organizational disputes that characterize conflict players' directed roles. Conflict models include bargaining, bureaucratic, and systemic. The image below depicts Pondy's (1967) conceptual models of organizational disagreements. Pondy (1967) defines three categories of organizational conflict: bargaining, bureaucratic, and systemic. The approach exemplified how community college administrators should deal with disputes on all three levels (Simone & Baker, 2003).





**Figure 2.2 Models Based on Pondy's Organizational Conflict**

A bargaining conflict is a disagreement among two or more parties who have common interests. Administrators will suffer bargaining stress while dealing with stakeholders when resources are restricted. By using negotiating conflict, a community college president can help create a new organization and stimulate local economic development. Pierce and Pedersen (1997) claim that "tension" emerges when a college and its surrounding communities are presented with a tough option. Lack of resources frequently necessitates these judgments.

Bureaucratic conflict arises when two or more parties are superior-subordinate. Bureaucratic friction occurs when upper-level administrators deal with lower-level administrators, faculty, employees, and students. According to Findlen (2000), "seasoned administrators have experienced student-faculty, student-administrator, and student-student conflicts." Systems conflict is a disagreement between parties who interact laterally. In an academic setting, administrators engage with peers, demonstrating systems conflict. According to Janosik and Hirt (2001), lateral conflict occurs when one

party considers a peer's actions unacceptable. Simons and Peterson (2000) gives the example of a community college president forming a leadership team redesigned around process reform.

The squad's first conflict emerged when they couldn't agree on an admissions statement for the team. Deutsch' classic theory of competition and cooperation has proven successful in generating constructive solutions to address conflict in a range of situations, including management and employees (Deutsch 2002; Elgoibar, Euwema & Munduate, 2016). Contrary to popular belief, this well-documented theory of the antecedents and consequences of cooperation and competition has only recently been applied to the study of industrial relations in organizations (Elgoibar et. al, 2016; Elgoibar 2013). The idea's base is the perceived interconnectedness of parties. encouraging interdependence promotes sincerity, cooperative interactions, and integrative problem solving. Positive interdependence fosters distance and openness, while negative interdependence fosters competition and distributive bargaining (Tjosvold, Wong & Feng Chen, 2014). Rather than generalized predispositions, Dual Concern Theory is a descriptive theory that focuses on people's deliberate strategy choices.

It uses a socio-psychological technique to forecast strategy alternatives based on self- and other-concerns. It affects both the integrative and distributive components of conflict. Concern for one's own well-being is not diametrically opposed to concern for others'. Each author's model of conflict management method or style is defined by a unique set of behavioral characteristics. The five forms of behavior are Avoiding (low concern for self and others), obliging (low concern for self and others), Integrating (mid concern for self and others), and Dominating (high concern for self and low concern for

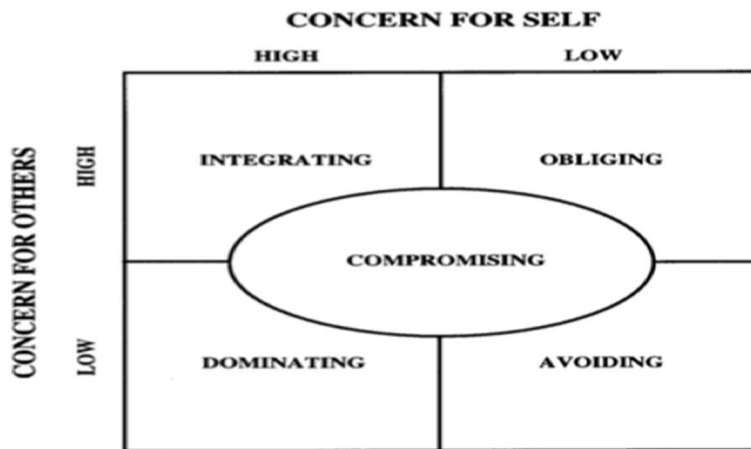
others). Firstly, avoidance (Akhtar, 2014). It was based on Rahim's five conflict management styles model. Mary P. Follett introduced the five techniques of dealing with interpersonal conflict in corporations in 1940.

To deal with organizational conflict, she outlined three main strategies: dominance, conciliation, and incorporation. She also found other ways to deal with conflict, such as evading and denial. Blake et al., (1964) proposed a theoretical approach for categorize interpersonal conflict resolution styles into five categories: forcing, retreating from confrontation, smoothing conflict, compromise, and issue solving. Their findings categories the five conflict resolution procedures into two categories: output and people. Thomas (1992) improved their plan, boldness (attempting to fulfil one's own worries) and cooperativeness (attempt to meet the other party's issues) were considered in classifying conflict resolution into five kinds. The way people choose to resolve their conflicts is an important factor in settling them constructively (Rahim et al., 2000).

Conflict management style (CMS) refers to an individual's overall reaction to conflict in interpersonal interactions (Xu & Davidhizar, 2004; Kantek & Gezer, 2009). People develop their own conflict management styles as a result of socialization, education, and life experiences (Xu & Davidhizar (2004); Kantek & Gezer (2009)). There are several ways to assess an individual's approach to interpersonal conflict. Most people utilize Rahim Bonoma's (1979) conflict management conceptualization, despite the fact that each technique has its own nomenclature for conflict management solutions (Rahim, 1983; Kaushal & Kwantes, 2006 ; Brewer et al. (2002); Kantek & Gezer, 2009). Both the Blake and Mouton managerial style grid and Thomas' five-mode conflict resolution model were used to create this model. Rahim (2011) claims that these characteristics

indicate people's motivational orientations when faced with hardship. Combining the two criteria above results in five distinct conflict management styles.

On two dimensions, concern for self and concern for others, as defined by Rahim (1983) and Rahim and Bonoma (1979), interpersonal conflict handling approaches were distinguished from one another. The first dimension reflects how much effort a person puts out to meet his or her own personal needs. In the second dimension, a person's desire to please others is expressed in terms of percent (high or low). During a debate, these categories represent the motivational orientations of the individuals involved. These dimensions were supported by Ruble and Thomas (1976); Van de Vliert and Kabanoff (1990). Figure 1.1 depicts five specific techniques to resolving interpersonal conflict that are based on the two parts of the conflict (Rahim & Bonoma, 1979).



**Figure 2.3 Styles of Conflict Management**

Relationship to problem-solving has the potential to produce innovative results. This is a win-win solution to the problem of conflict resolution "Openness, exchange of knowledge, and study of differences related with issue solving and creative solutions" are promoted by an integrative style, according to the authors. For all parties to be satisfied and accommodated, effective problem solving abilities are essential to recognize and

accommodate similar requests. Meeting the needs of all parties contributes to the development of positive interpersonal relationships and mutual trust. This style can be used to resolve immediate disputes as well as to avoid new issues from arising in the future. De Church, Hamilton and Haas (2007) assert that this strategy was frequently used to solve complex problems in the past. It was determined that a complicated problem required a combination of thoughts in order to be solved. A study by Lahana, Tsaras, Kalaitzidou, Galanis, Kaitelidou and Sarafis (2019) discovered that more educated nurses preferred the technique of collaboration (integrating) when dealing with conflict, which they believe is indicative of an overall more acceptable and unified management style, which is frequently associated with better work relations and job satisfaction.

Following Almost (2006), this is a style of conflict resolution when the interests of others take precedence above the interests of the individual (high cooperativeness and low assertiveness). Individual concerns are ignored in favor of collaborative efforts and compromise with others. It's a lose-lose tactic in the end. Fighting a group with a lot of power is a waste of time and energy. During the course of this strategy, one side gives up views, interests, beliefs, and opinions in order to reduce the tense environment of the conflict, which can result in long-term benefits such as stronger interpersonal ties. However, while this strategy promotes cooperation, it does not address the underlying cause of the problem. Dominate - A strategy of conflict resolution in which one has a low regard for others while having an excessive regard for himself or herself.

This individual uses coercion to achieve victory at the expense of others. This method of conflict resolution places the individual's self-interest above the needs of the

group. As a result of this self-concerned, self-controlling approach to addressing conflict, each side is able to defend their interests, ideas, values, and perceptions for a short period of time. However, the failure to take into account the interests of others results in a long-term imbalance of interests. Student dissatisfaction, as well as future protests or clashes, might result from ineffective school administration. The prevailing conflict style will therefore be ineffective in resolving current or future conflicts. A competing style can be used when an immediate action is required, or even when a conflicting party makes an unfavorable decision, to achieve the desired result.

As explained by Kreitner and Kinicki (2004), employing the avoidance technique allows one to buy time in uncertain situations, but it also provides a temporary solution that does not address the underlying cause of the problem.

A study can be conducted to find out the stability of expected results and alternative costs resulting from decision making during conflict management. While any of the five conflict resolution approaches may be useful in some instances, it has been discovered that the integrating style is the most beneficial in most situations (Rahim, Buntzman & White, 1999). Furthermore, this technique is unsuitable for complex issues, yet it provides sufficient time for problem solving. This strategy is often used to handle challenging circumstances; nevertheless, it may not be acceptable when the issue at hand is one of moral or ethical principles.

## **2.9 Conflict Management Style Instrument**

When it came to assessing conflict management styles, the Thomas-Kilmann Conflict Mode Instrument (MODE) came in handy. The MODE is a questionnaire developed to assess an person's behavioral intentions in conflict situation. It is the most

extensively used questionnaire of its kind in both research and training, and it is the most widely accepted in both research and training. According to the MODE, in comparison to additional scales generated from the dual-concern paradigm, the MODE is also generally uncontaminated by the effects of social attraction. It has been employed in a large number of research studies on conflict management, both in on its own culture and cross-cultural studies, and experts have claimed that it can be applied cross-culturally (Calhoun & Smith, 1999 as cited Ma, 2007).

TKI is an acronym for the Thomas-Kilmann Conflict Management of Differences Instrument, which was developed by Ken Thomas and Ralph Kilmann in 1974 and published under the names "MODE" and "TKI." A decade later, Ron Kraybill developed the Kraybill Conflict Style Inventory Style Matters (often known as the "KCSI"), which shares many characteristics with the TKI but makes a distinct role to the range of conflict evaluations. The TKI serves as the foundation for the KCSI. In the words of the instrument's developer, Ron Kraybill, the tool has been used by more than 120,000 people, but has not been subjected to general testing. Despite the fact that the KCSI performed well in sample legalization, no study equal to that of the TKI has been carried out.

This is partly owing to the fact that the tool was designed to be used as a training device rather than as a research instrument when it was first developed. It was originally intended to be used in a training context rather than as a stand-alone evaluation that could be understood without the assistance of a qualified facilitator. Even with the limited study, the KCSI was able to provide the most comprehensive assessment of conflict management styles available in the field. Both inventories divide responses into five

types of responses. A style is the way in which a person decides to deal with conflict in order to satisfy oneself or others (Womack, 1988). The TKI and the KCSI both have five styles and employ concepts that are very similar when it comes to classification. The Managerial Grid, developed by Robert Blake and Jane Mouton, serves as the foundation for both inventories (1964).

This dual-dimension questionnaire, which measures assertiveness and cooperativeness, is used to evaluate people's conflict management styles. Assertiveness is motivated by self-interest, whereas cooperativeness is motivated by a care for others or for the overall affiliation. Blake and Mouton's Managerial Grid takes into account a variety of aspects, including values, personality, chance, and individual assumptions, among others. On the other hand, according to Thomas and Kilmann (1974), conflicts are influenced by both persona and situational factors, and that each of the aforementioned styles can be useful depending on the situation in which it is used.

People may react differently to conflict depending on whether or not they are in a peaceful condition or whether or not the intensity of the situation grows, as demonstrated by the inclusion of a "calm and storm" factor in the KCSI. Because of the parallels between the instruments, it is concluded that Kraybill agrees with Thomas and Kilmann on this point, despite the fact that this is not explicitly stated in the literature. There are 60 statements in total, which are given in 30 pairs in the TKI (1974). In order to proceed, the individual must select the response that best depicts how they would act in a certain condition. The assessment is based on behavioral goals, rather than on spoken exchanges. No indication is given as to how the individual might really communicate these objectives in the throes of a disagreement (Womack, 1988). The TKI was not designed in



the context of a communication structure; rather, it has the potential to provide insight into how a person communicates when confronted with a difficult situation.

Several researchers have since followed up on the TKI's foundational work, delving deeper into the five modes from a communication standpoint and providing insight into the various tactics and strategies that can be used for each mode (Morrison, 2005 ; Jordan & Troth, 2004; Whitworth, 2008). One significant distinction between the TKI and the KCSI is the type of questions that are presented to the participants in each. Despite the fact that both questions are multiple choice, Kraybill was not a fan of Thomas and Kilmann's "forced choice" technique. The KSCI employs a 6-point Likert-type scale ranging from 6 (extremely characteristic) to 1 (not characteristic) (not at all characteristic). There are 20 items in the test, and the results are aligned with the Susan Gilmore and Patrick Fraleigh Style Profile (1993, 2004), which assigns those two scores based on "calm" and "storm" conditions, respectively. The "quiet" situation is where the first signs of dispute appear.

Rahim designed the 28-item ROCI-II instrument to assess the five aspects of interpersonal conflict management styles: integrating, obliging, dominating, avoiding, and compromise. The test measures the five dimensions of interpersonal conflict management styles. (Rahim et al., 2001) To be more specific, it can be used to assess how a member of an organization deals with interpersonal conflict with superior(s) (Form A), subordinates (Form B), and peers (Form C) in the workplace (Rahim, 2001).

With this instrument, responses to 28 items are averaged to form subscales using a 5-point Likert scale, and the results are presented as a graphical representation. When a better score is achieved, it indicates increased use of a conflict management style. Rahim

developed this instrument "on the basis of recurrent feedback from respondents and instructors, as well as an iterative process of factor analyses of several sets of items," according to Rahim (Rahim, 2001). An initial set of items was developed with the help of sixty MBA and undergraduate students (n=60) and 38 managers (n=38) who were all involved in fine-tuning and refining it. On the items, six successive factor analyses were carried out in order to identify the most acceptable items for inclusion in the instrument. An initial sample of 35 items from a nationwide sample of managers was used to create the six-factor analysis that resulted in the final instrument's 28 items (Chu, 2011).

## **2.10 Related Studies on Conflict Management Styles**

According to Gull, Rehman, and Zaidi (2012), the reason of their study was to recognize a causal affiliation between conflict management styles and team effectiveness, as well as to explain how each style affects team efficacy and provide administration with approaching into which styles can also enhance team performance or impede evolution. Besides investigating the relationship between conflict management styles and team effectiveness, various consideration such as sexual category, job title, earnings level, and age were also investigated in order to identify aspect that may superficially motivate an personality to pursue a explicit conflict management strategy.

The impact of head teachers' conflict management style on teacher career fulfillment in public secondary schools in Awka, Anambra State, Nigeria, was explored in a study published in 2020. A descriptive survey design was used in this investigation. A total of 122 principals from 61 public secondary schools in Awka's education zone participated in the study. Since the population was manageable, no action was taken. Three experts examined a 16-item structured questionnaire for the purpose of the study.

Reactive contradict that head teachers employ the organizing conflict management approach though admitting that they utilize the willing conflict management style in order to be content at work. According to the findings of the study, head teachers' job satisfaction is not affected by the number of years they have spent in the classroom. The head teacher employs integrative conflict management techniques quite infrequently.

In order to minimize disagreements and handle them effectively, it was suggested that Head Teachers should integrate rather than mandate conflict management techniques. This was supported by the research. Using conflict management techniques of principals with administrative experience, Khan, Atta, and Gul (2020) set out to discover what they were like. A total of 107 principals from six southern districts of Khyber-Pakhtun-Khwa participated in the study. This study collected data from participants using a valid and reliable five-point Likert scale that encompassed five conflict management styles: compromise, accommodating; avoiding; competing; and working with one another. The descriptive statistics, mean, correlation, and regression techniques were used to achieve the objectives. The majority of principals were concerned with sacrificing their conflict management technique in order to resolve school disputes effectively. Additionally, schools were well-managed thanks to the exploit of a collaborative conflict management strategy.

The relationship between principals' administrative expertise and their ability to manage conflict is unsatisfactory in nature. When dealing with staff issues, the principal must be willing to make concessions. Using the Rahim's Model of Conflict Management, Zurlo and colleagues (2020) investigated how teachers in five European countries (Italy, Spain, Germany, Belgium, and Austria) dealt with interpersonal conflicts with students,

identifying instructions and exploring prospective alteration based on teacher's sexual category, age, working superiority, and state of origin. They found that teachers in Italy, Spain, Germany, Belgium, and Austria dealt with interpersonal conflicts with students in a way that was similar to their own. Six hundred and ninety-nine secondary school instructors responded to a sociodemographic and Rahim Organizational Conflict Inventory-II survey (ROCI-II, Form B).

Four types of conflict management have been identified: multi-strategic and affianced, multi-strategic and solution-conform, control-oriented and abstention, and intercede. It was found that the number of teachers classified into each of the four kinds differed greatly from country to country. Researchers discovered that trends in teachers' abilities to manage interpersonal conflicts with students existed in the European education system that were both persistent and relevant. Employee happiness was the focus of Anastasiou (2020) research, which sought to demonstrate the collision of guidance and conflict management on worker contentment across a variety of professions. Job satisfaction was influenced by factors such as leadership and dispute resolution. The interrelationship of these aspects was demonstrated through the usage of several professions. In addition, the universal benefit of engaging with a wide array of criteria that may differ depending on age, level of education, working conditions, cultural variations, and employee expectations was recognized.

It was discovered that, regardless of the complexity and diversity of determinant criteria, the effect of leadership and conflict management on job satisfaction could be proved in a wide range of situations and situations. Leaders should take into account elements such as work performance, motivation, and job happiness when making

decisions. Using Adamawa state public secondary schools as a case study, Alimba and Abu (2018) investigated the relationship between conflict management practices and teacher productivity. After employing a multi-stage screening process, the state's five educational zones picked 1,528 instructors from public secondary schools around the state. The statistics for this study was gathered through the use of a self-structured conflict management style and teacher productivity (CMSTP) instrument. When teachers were in dispute, they were most likely to use a collaborative strategy.

Farooqi, Faridee, Batool, and Yahya (2016) wanted to inspect the affiliation among head teachers' conflict management practices and the rank of professional dedication demonstrated by secondary school teachers. Teachers from Punjab's public sector secondary schools participated in the study, which comprised head teachers and secondary school teachers (SSTs). The information was gathered through the use of multistage random sampling. The cities of Lahore, Sahiwal, and Multan were selected at random. Each district has 24 schools, which are chosen at random from among the others. Three SSTs were chosen at random from each of the participating schools. The study sample consisted of 72 secondary school principals and 216 secondary school teachers. According to the conclusions of the study, there is a link among teachers' professional dedication and their conflict management techniques. Additionally, instructors from urban areas and female professors were more dedicated. The researchers recommended that similar studies be postured across the board in order to corroborate the findings.

According to Chandolia and Anastasiou (2020), the subject of school conflict, its causes, and the effectiveness of various conflict management measures in Greek secondary schools were all investigated and evaluated. The study involved 128 teachers

from twelve schools in the Greek region of Epirus, in the northwest. Students and teachers were polled on their administrators' leadership style, and they were also asked about the sources, types, and intensity of conflict at their respective schools. There appeared to be a lot of fighting in schools. Conflicts arose frequently between individuals and groups of people. The styles of conflict management used by school administrators differed. The styles of Compromise and Collaboration were consistently observed. School administrators avoided fewer situations. When it came to resolving conflicts, a laissez-faire leadership style was found to be less effective than transformational and transactional leadership approaches. The findings indicate that there is a link between leadership and conflict management style and the effectiveness of conflict management.

Valente and Lourenço (2020) were interested in how instructors' emotional intelligence affected their ability to handle conflict in the classroom. Additionally, researchers looked into the relationship between teachers' emotional intelligence and their sexual characteristics, coaching practice, and studious schooling. The researchers looked into the lives of 382 Portuguese professors. It was decided to use the expressive Skills and proficiency Questionnaire for Teachers, the Rahim Organizational Conflict Inventory II—Portuguese Version in School Context, and a private and specialized information enquiry as instruments for the study. Instructors with greater levels of emotional intelligence, according to structural equation modelling, employ more integrative and compromise conflict management strategies, which ultimately results in less conflict in the classroom. Taking these findings into consideration, instructors should receive training in emotional intelligence and conflict resolution techniques. A disagreement at work might arise at any time of day or night.

The solution to this problem increases service delivery. The study conducted by Perla (2018) looked on the conflict management tactics used by teachers in three primary school districts in Laoang, Northern Samar. The research team used a descriptive-correlational design to interview 376 instructors and 29 school principals for their findings. Teachers' ability to resolve conflicts was praised by instructors and school administrators. Collaboration was highly practiced, but accommodating and compromising were done to a lesser extent, and competition was less practiced than collaboration. The school climate was a favorite of both respondents. In terms of academic press and collegial leadership, they performed admirably, but only moderately well in terms of teacher professionalism and institutional susceptibility. There was no statistically considerable disparity in teacher and principal perceptions of conflict management and school climate, according to a t-test. In addition, the Pearson study showed a link between instructors' conflict management approaches and the overall atmosphere of the school. Collaboration style predicted both academic press and collegial leadership, whereas accommodating style predicted all school environment components except for academic press. In the same way as competitive and avoidance styles envisioned teacher professionalism and educational compress, the compromise way predicted equally of these. Organizations always be prone to disagreements. As a result, all members of the organization must be successful at resolving disagreements.

Hamid and Bakara (2020) conducted an investigation into teacher educators' conflict management methodologies and levels (intrapersonal, intragroup, and intergroup) in Kuala Lumpur, Malaysia, and found that they had three degrees of conflict management. According to the findings of this study, here are alteration in conflict

management approaches between men and women and between teacher educators. The Rahim Organizational Conflict Inventory I (ROCI I) and the Rahim Organizational Conflict Inventory II (ROCI II) are adaptations and developments of the original Rahim directorial Conflict Inventory (ROCI II). The integrated style was used more frequently by educators than other conflict management approaches. Among professors at community and personal universities in Lahore, Parveen, Iqbal, and Latif (2020) conducted a study to establish the most frequent Conflict Management Styles (CMSs) used by them. A survey was conducted using the Rahim Organizational Conflict Inventory Roci-II form C, which was developed by Rahim. During a pilot test, the dependability of this inventory was found to be 0.86. A total of 446 teachers from six public and private universities in Lahore were included in the study. University instructors utilized accommodating and collaborating ways to manage disagreements, according to the findings of the study. Although there was no statistically significant distinction between public and private university professors, there were differences in additional demographic factors such as sexual category, description, age, and prerequisite between the two groups.

The presence of workplace friendships may have a force on executive qualities such as organizational assurance, work approval, and the intention to leave (Morrison, 2005). In some cases, employees' preferences may be influenced by their impressions of coworker friendliness. Cemaloglu and Duykuluoglu (2019) tried to forecast employee preferences for conflict management styles by conducting a survey of their employees. A descriptive survey approach was used in this investigation. The workplace friendship



scale and the Rahim Organizational Conflict Management scale were utilized to gather information for this study.

It was determined that the correlations and prediction levels of sub-dimensions of the workplace companionship extent for conflict management styles were examined using multiple regression. It was discovered by the researchers that companionship incidence is a significant analyst of integrating style, acquaintance chance predicts inconvenient style, and friendship occurrence and chance predict avoiding style.

The distinctness of Chinese conflict management styles was investigated by Ma (2007), however he found that he needed to provide sufficient evidence in order for the differences to be considered valid. The purpose of this study is to demonstrate how Chinese people's conflicts and favored conflict management approaches affect their conciliation actions and outcomes in business negotiations through the use of several negotiation simulations. In China, approaches to dispute resolution that emphasize compromise and competition, rather than accommodation, are preferred. The study concludes with a discussion of the managerial ramifications of the findings.

According to Kassim and Ibrahim (2014), it is possible to prevent conflict inside an organisation. Effective conflict management is the most effective tool for preventing conflict. Effective conflict management helps to keep widespread disagreement from erupting in a company. In light of the importance of conflict management, businesses must develop strategies to effectively manage employee conflict in order to ensure that employees' attitudes and behaviors are conducive to the team's ability to perform optimally. This study investigates how employees in Penang, Malaysia, deal with disagreements and how their dedication to the organization influences their decision-

making. It is essential to research the styles of conflict resolution employed by employees, and inspect the affiliation among employee clash resolution styles and managerial commitment. The study drew on information from 65 banks in Penang.

The overall sample size is determined through stratified proportionate sampling. It was determined which conflict handling types were present by administering the Organizational Conflict Inventory – II (Rahim & Magner, 1995). In this tool, there were about five conflict resolution styles: abstaining, dictating, cooperative (compromise), and integrating (integration). According to the results of the aspect study, the workers in this study exhibited integrating, compromising, and dominating styles. Employee loyalty to the organization grew as a result of integrating style into dispute resolution, according to the findings.

However, past research has been limited to specialized populations such as nursing managers, university professors, and healthcare workers, despite universal awareness of the importance of leadership in the workplace. It appears that this is an exploratory challenge that will necessitate additional research to determine the nature of the connection. When it comes to decision commitment, according to Parayitam and Dooley (2009), interpersonal strain has a greater impact on it than decision quality does. Affect and performance are both affected by relationship conflict, according to Hen et al (2011). When there is a disagreement in a partnership, negative psychological reactions limit enjoyment and cause people to concentrate on interpersonal attacks rather than the task itself, leading to low performance (Jehn, 1995).

People are unable to provide critical information because of conflict in their relationships. Individual directed citizenship and information sharing are negatively

impacted by interpersonal conflict (Lu, Zhou & Leung, 2011). The impact of interpersonal conflict on both mental and physical health was recently investigated by Meier, Semmer, and Gross (2014). Both physical and psychological well-being were negatively influenced by relationship conflict, with severe depression being the most severely damaged of the two types of well-being. The influence of marital conflict on one's mental and physical health was therefore mitigated by depressive symptoms. It is possible, according to the study, that when arguments result in depressive symptoms, a vicious cycle with significant psychological and economic ramifications for individuals as well as their organizations will ensue.

University conflict, according to Musembi and Siele (2004), can manifest itself in a variety of ways and come from a variety of contexts. The outcome is that overly simplified recommendations are unable to manage conflict. In the context of higher education, this point of view has two crucial implications. In the first instance, when a disagreement emerges, it is necessary to do a thorough analysis of the situation before taking any corrective measures. Second, there is no better conclusion than the facts. An effective diagnostic will therefore uncover the underlying causes of a dispute in conflict management, which will then allow for the selection of an appropriate resolution strategy. According to Cetin and Hacifazlioglu (2004) Institutional commitment is improved when disagreements are managed efficiently and in a timely manner at the higher education level, as well as when research initiatives and research funding are approved (Beersma & De Dreu, 2005). Employee creativity, learning, psychological well-being, organizational commitment, and teamwork are all enhanced by effective conflict management, according to the Harvard Business Review (Schulz-Hardt, Mojzisch, & Vogelgesang,

2008). Stress, poor decision-making, and poor judgement are all consequences of badly managed arguments (Pruitt, & Kugler, 2014).

## **2.11 Well-Being**

Wellbeing, according to Pavot and Diener (2009), can be measured using a category approach that examines three categories of responses: emotional, internal, and global. According to Medvedev and Landhuis (2018), wellbeing comprises all aspects of one's everyday life, including the physical, mental, social, emotional, and spiritual components of one's survival. Well-being is an emotional situation of mind that requires examining one's own life events and one's own feelings (Sirgy, 2012).

According to Gallagher, Lopez and Preacher (2009). Abraham Maslow pioneered positive psychology in 1954, followed by Martin Seligman 40 years later in the same field of study. Its primary objectives are to promote subjective well-being, happiness, and enjoyment. Expectations and confidence are the company's long-term objectives (Vazquez, Hervas, Rahona & Gomez, 2009). The authors of Positive Psychology, Seligman and Csikszentmihalyi (2000) believe that positive psychology will aid societies, communities, and individuals in their growth in the twenty-first century. It has been suggested by Huppert (2009) that the study literature presently is more concerned with well-being than with complaint or degradation. The sensation of well-being is a good emotion that involves ourselves and others in various aspects of life such as family, work, and so on (Myers & Diener, 1995 as cited Bonakdar & Atashpour, 2015).

Intellectual and emotional talents that have the potential to lead to self-actualization. Mental health included having an internal sense of well-being and being confident in one's own abilities (Salimi, Azad Marzabadi & AbediDarzi, 2010;

Abaszadeh, 2003). The majority of psychiatrists, psychologists, and researchers are blind to the advantages of good health (Seligman, 2003). The term "well-being" refers to a life filled with health and pleasure (Jombikova & Kovea, 2009). Job satisfaction, according to Jeong, Kang, and Choi (2020), is a measure of well-being. Employees who are satisfied have positive attitudes, whereas employees who are dissatisfied have negative attitudes.

How we discern mood and emotion in well-being is closely related to the duration of instant we inquire respondents to assess their well-being. Emotion and mood, according to Beedie, Terry, and Lane (2005), are extremely closely connected yet are often treated as separate categories. They also elevate the issue that in attendance may be no true qualitative dissimilarity among the two for an individual. There is also no consensus among experts on how to quantify a temper as divergent to an emotion (Beedie, Terry, & Lane, 2005). The most generally mentioned divergence among disposition and sentiment were grounds and interval, according to their contemporary examination of the writing and responses from 106 of their own participants. In this logic, emotions may be triggered through a single stimulus as well as are relatively short-lived, whereas moods are a additional broad, long-lasting position that can be triggered by a combination of events (Beedie, Terry, & Lane, 2005). What is unclear, however, is what a participant means when asked, "How happy have you been in the last two weeks?" - are they purely including how many times they felt expressively happy and using that as an allusion to put a mark on the level, or are they spiritually summing these measures into a more common atmosphere ranking of gladness? (Brewer, 1994). In two experiments, Thomas and Diener (1990) looked at the absolute accuracy of optimistic and unenthusiastic emotional memory over a 3-week or 6-week timeframe. While both

groups overestimated the strength of their emotional experiences, individuals in the 6- 14 week circumstances were marginally more accurate when recalling the passion of their constructive feelings. The data reveal that emotional content reminiscence exactness is very comparable even after six weeks, suggesting that it may be an extra reliable option for measuring overall affecting or well-being practice (Dodge, Daly, Huyton & Sanders, 2012).

A supportive work environment and empathetic coworkers are two elements that are connected with well-being in the workplace. Job satisfaction, according to Maier, Laumer, and Eckhardt (2015), is described as the way in which employees evaluate their employment and their own attitudes regarding job assessments. According to Steele, Rodgers, and Fogarty (2020), workers prefer jobs that allow them to be happy at their jobs more often. Work-family issues, treatment, and differences in personality, gender, age, and culture are all instances of the latter type of issue. Selvarajan, Cloninger, and Singh (2013) developed a definition of job satisfaction, job satisfaction is described as the degree to which one's job method, content, and situation are in accordance with one's intrinsic judgments of one's own abilities and limitations.

According to Wu, Yuan, Yen, and Xu (2019), the degree of well-being is linked to income, raises, job site, job hours, type of labor, endorsement opportunities, interpersonal associations, and executive. income, raises, job site, work hours, sort of employment, encouragement opportunities, interpersonal associations, and administration are all factors that influence the degree of well-being. Researchers Ilies, Ju, Liu, and Goh (2020) believe a more equitable outcome will result in greater feelings of well-being for the participants. Citizens who account elevated levels of well-being have better subjective

health, fewer chronic diseases, fewer symptoms, and less functional handicap than people who report low levels of well-being, according to longitudinal research (Ryff, Radler & Friedman, 2015).

- **Well-Being in Work Place**

In our lives, work takes precedence over everything else. Professional success can lead us to put our personal health on the back burner. Having a healthy work-life balance is important for our corporal, arousing, and rational well-being, as well as our professional development. In a nutshell, work-life stability is a condition of stability achieved when one's professional and personal requirements are prioritized. A quantity of the most common reasons for having a bad work-life balance are as follows:

Work commitments have risen. Workdays are becoming longer. Domestic duties have been increased. Having children is a wonderful experience.

As career expert and Amplio Recruiting CEO Chris Chancey points out, maintaining an effective work-life balance helps people feel more relaxed, minimizes the likelihood of burnout, and improves general well-being. Both employees and employers will benefit from this. Providers of work-life equilibrium for their workers reap the benefits of lower malingering and a further trustworthy and industrious personnel (Mansuri, 2017). Employees who work from home or have flexible work hours may find it easier to attain an enhanced work-life steadiness. When creating a plan that works for you, think about how you can achieve a healthy work-life balance. According to Chancey, having the elasticity to get things completed in your specialized years even as still having instant and force to like your private life is what work-life balance is all

about. Some days, you may choose to work longer hours in order to have more time for other activities later in the week (Garg & Rastogi, 2009; Mansuri, 2017)

Pay close attention to your job productivity and plan critical work-related activities around that time frame. Keep away from scrutiny your emails and phone every little notes, since this will cause a large amount of interruption. It has the potential to increase workplace productivity, allowing for more time to decompress outside of the workplace (Sanfilippo, 2020).

Many parts of teaching are rewarding for teachers, such as engaging with students and colleagues, affecting students' lives, and seeing them succeed. However, it is frequently asserted that work-related stress affects teachers more than the general working population (Jerrim, Oliver & Sims, 2020). Measures of accountability, an excessive workload, inadequate pay, and poor student behavior are frequently cited as major factors (Parker, 2018). Teacher stress, according to the Teacher Wellbeing Index, remains persistently high, resulting in high rates of presence, absence and desertion. For instructors, many aspects of teaching are fulfilling, such as interacting with students and colleagues, having an impact on students' lives, and watching them succeed. However, it is usually claimed that teachers are more affected by work-related stress than the broader working population (Jerrim et al., 2020). Accountability measures, an onerous workload, insufficient remuneration, and poor student behavior are all regularly mentioned as important concerns (Parker, 2018). According to the Teacher Wellbeing Index, teacher stress is chronically high, resulting in high rates of absenteeism, desertion, and presence.



- **Philosophical Concept of Well Being**

Ryan and Deci (2001) distinguished between two types of accesses to well-being: hedonic and eudaimonic approaches. Happiness, enjoyment, and the escaping of hurt are defined as well-being by the former. The consequence is that happiness is related with positive emotions and contentment in a variety of areas of one's life. According to the eudemonic viewpoint, happiness is gained through the realization of one's potential. A entirely implementing individual, meaningfulness, self-actualization, and strength are all concepts that researchers use to describe their findings. Both conceptions of well-being have philosophical roots in Greek traditions: eudemonic is more Aristotelian in nature, whereas hedonic is more Aristippus and Epicurus in nature (Ryff & Singer 2008). As a result, in European and Western societies, happiness and well-being are crucial. Despite this, the medical paradigm has served as a guide for mental health research up to this point.

Despite the fact that these two approaches have lately diverged as a result of the growth of positive psychology, they are complementary in their attempts to define the assemble of well-being (Ryan & Deci, 2001). Individuals can include high eudemonic and low hedonic profiles, or vice versa, according to certain academics who believe they can compensate for one another. Individuals' age, education, and employment qualities are all associated with these profiles (Keyes, Shmotkin & Ryff, 2002).

The researcher discovered that only a small percentage of persons had optimal hedonic and eudemonic well-being, concrete the way for the development of new psychosocial therapies. It was proposed by Urry, Nitschke, Dolski, Jackson, Dalton, Mueller and Davidson (2004) that eudemonic behavior (interaction with goal-directed

stimuli) should result in feelings of well-being. A study by Urry et al. (2004) examined the connection between baseline prefrontal activity and SWB (operationalized by SWLS) as well as PWB. According to the findings, approach-related PA (e.g., "enthusiastic," "strong") is important in predicting both hedonic and eudemonic well-being, underlining the importance of this factor in prediction. Ryff and Singer (2006) highlight the importance of Aristotele's injunction to pursue "that which is intermediate" in their account of optimal human functioning.

Alternatively, the pursuit of happiness may be so solitary and individualistic that it precludes person association and communal good, or it may be alert on external commitments that one's own unique qualities and abilities are not recognized or residential (Ryff & Singer, 2008). Harmony is defined differently in different cultures. The Stoics' model of constancy of judgement and disinterest, Plato's explanation of the just man – which relies on the stability among cause, courage, and demands – and Epicure's concept of ataraxic – autonomy from uncertainties or disquiet through the skill to maintain equilibrium and calmness in equally pleasurable and demanding times – are all similar definitions of harmony (Chen & Lin, 2020).

According to a global team of researchers (Delle Fave, Bassi, Boccaletti, Roncaglione, Bernardelli and Mari, 2018), the meaning of agreement and steadiness as a constituent of well-being has been confirmed. For its part, the term "balance" alludes to a situation of equilibrium and flatness that is most excellent described by Asian theoretical background, which are a good example of this. To be harmonious in Chinese, you must first be soft, mild, and peaceful. You must also have a calm and placid personality. In the words of Yan Ying (fourth century BC, referenced by Chen and Lin, 2020), harmony can

be established by blending different elements, such as those used in cooking and musical composition. The concept of balance is crucial for philosophers of well-being since it serves as both a theoretical guide and an empirical truth in their work.

- **Models of Well-Being**

- **Headey and Wearing's Dynamic Equilibrium Model of well-being**

According to Headey and Wearing, a change in well-being happens only when a person differs greatly from his or her equilibrium sequence of events owing to external circumstances. The Dynamic Equilibrium Model of well-being proposed by Headey and Wearing proposes linkages between personality, life events, wellbeing, and ill-being. Even after important life experiences, people, according to this paradigm, tend to return to a baseline of happiness. Furthermore, for the most part, subjective well-being is quite consistent for most people. This is due to a dynamic balance between stock levels, psychological income flows, and subjective well-being. Furthermore, they suggest that 'stable stocks' are to blame for disparities in subjective well-being amongst persons. Each person has a degree of subjective well-being that represents their own natural state of homeostasis in which individuals make drawings (Dodge, Daly, Huyton and Sanders, 2012).

- **Cummins Homeostatic Model of well-being.**

According to this approach, each person's biased well-being is vigorously maintained about a defined position, which is established by personality. The extraversion-neuroticism balance system aims to preserve a consistent, constructive degree of well-being that is both delicate and intangible.

The Cummins Homeostatic Model of Well-Being asserted that each individual's subjective wellbeing set point is heavily influenced by genetics. Furthermore, it is claimed that a extremely intangible logic of nature is one of the aspects of SWB that is safeguarded by homeostasis. The goal of homeostasis is to maintain a good, non-specific sense of self-satisfaction (Casas, Coenders, González, Malo, Bertran & Figuer, 2012).

SWB homeostasis is an endeavor to preserve a normal positive feeling of well-being, which is a broad and somewhat abstract perspective of the self... People's responses do not indicate a cognitive assessment of their lives. Instead, it indicates a deep and stable good mood state known as Homeostatic Protected Mood. This is a mood state characterized by a sensation of contentment tinged with delight and enthusiasm. The homeostatic system strives to protect this universal and abstract condition of subjective well-being (Cummins, Lau, Mellor & Stokes, 2009).

- **Adaptation -level Theory of Well-being**

According to the Adaptation-level Theory of Well-being Sensory, adaptation happens when people have emotional reactions to life experiences. The individual's emotional system responds to his or her present life circumstances, and all emotions are relevant to one's earlier experience. Furthermore, adaption was suggested as a fundamental to understanding happiness. It was also recommended that people respond temporarily to both positive and terrible occurrences, but then return to neutrality. As a result, pleasure and misery are only fleeting responses to changes in the individual's surroundings. According to this paradigm, people continue to pursue happiness because they mistakenly assume that more happiness is just around the corner in the next

objective achieved, the next social relationship acquired, or the next difficulty addressed (Diener, Lucas & Scollon, 2009).

- **Gap Theory Approach of Well-being**

This theory proposes a different, scientifically verified definition of subjective happiness. Subjective wellbeing, according to the Gap Theory Approach, is the outcome of gaps or perceived discrepancies between one's hopes and goals and what one has accomplished in reality. The narrower the distance among ambition and achievement, the greater the subjective well-being or happiness level (Blore, 2008).

- **The Affective -Cognitive Model of Well-being**

Interpersonal traits, both affective and cognitive, have a substantial influence on a person's wellbeing, according to this paradigm. As a result, two people in the same situation might assess their well-being in different ways. This idea considers personality and positive tendency to be the most important indicators of a person's happiness (Galinha, & Pais-Ribeiro, 2012).

- **The Triangulation Model – the special case of Palestine**

The particular situation of Palestine necessitates a distinct interpretation of what it means to be happy. It's nearly hard to divorce one's own well-being from the political environment. During the ongoing battle against Israeli occupation and the inherited sense of national responsibility to achieve liberation, a new Palestinian well-being paradigm was sculpted, in which the political backdrop was imprinted in every area of life. Political passivity, according to Veronese (2013), is degrading and poses an extra threat to the dignity of both people and a society that is constantly under attack from systemic violence and dehumanization.

- **Person-Centered Theory**

A study's theoretical framework is based on the person-centered theory. Its viewpoint is centered on personal growth. From this perspective, one of the most important aspects of progress is to be fully heard in order for the self to align with events and establish congruence. The individual's objective is to become more genuine. As a result of this honesty, the individual is able to become the finest version of himself or herself. Rogers (1961) thought that becoming a fully functional individual provides a better sense of freedom. Part of counsellor development should be devoted to assisting students in personal development so that they can grow into fully functional individuals and, as a result, into their completely functioning therapeutic selves. Although counsellor development programs obviously focus on teaching advanced psychological abilities, one important concern remains: do these intense skill training programs disregard the relevance of the student's psychological well-being?

These counsellors must be their actual, congruent selves in their future therapy encounters. Because it entails a process that the counsellor must go through in order to reach it, this congruence cannot simply be taught. Counselors must face and work through their personal difficulties in order to experience congruence. These difficulties, if left unaddressed, may darken the counselor's judgement, cause border issues, and yet compromise their remedial efficacy (Bike, Norcross, & Schatz, 2009). This emphasizes the significance of the counselor's psychological comfort. The person-centered assumption backs this up by emphasizing the relevance of a person's most favorable working.

In the minds of person-centered theorists like Carl Rogers and Abraham Maslow, self-worth self-fulfillment, and character needs are paramount. The person-centered paradigm supports the idea that counsellors should go through the process of becoming their most optimum personal and therapeutic selves (Rogers, 1961).

The purpose of the human experience, according to Rogers (1961), is to find more resemblance inside oneself. Humans are said to have a proclivity to seek out the finest in ourselves. According to Rogers, the personality aspires to be an entirely functional human. His objective was to achieve a higher level of self-congruence. The key feature of this research study: the emotional well-being of counselors-in-training is the idea of a fully functioning individual with optimal self-congruence. One of a counselor's aims is to help the client achieve optimal functioning; yet, there is no evidence in the literature that the one who is training to become a counsellor has achieved a comparable goal for himself or herself. As a result, the aim of this study is to find a solution to the question, "How can we, as future counsellor trainers, ensure that the counsellors we're educating are psychologically sound?"

According to Rogers (1961), in order for counsellors to be efficient, they have to: "put aside their self and enter into the client's world of perception as completely as they are able". Rogers also emphasized the differences in objectives: a few goals are designed to meet deficiency-oriented demands, while others are designed toward meet the desire for purpose, individual enlargement, and social connection. According to Rogers, the person-centered assumption supports these development-oriented goals in terms of well-being since achieving them leads to delicate progress and self-accomplishment. Personal flourishing is linked to a focus on optimistic, growth-oriented goals. Those that work to

achieve congruence and become fully functional people have been reported to enjoy happier lives (Sheldon & Kasser, 2001).

Intrinsic values are linked to increased sentiments of sympathy for others, which is an important part of therapy. Persons who are talented to achieve goals like self-acceptance, self-actualization, and self-congruence are more probable to feel mental well-being and direct a fully functional life. According to Rogers' (1961) thesis, mentally healthy people live life to the fullest and are thus considered fully functional. Counseling's purpose is to assist others in achieving these objectives as well. What appears to be missing in counsellor education, according to a study of the literature, is ensuring that counsellors are attaining these goals in their personal growth and are, in fact, existing at an elevated stage of psychological well-being. Counselors must have stronger self-congruence in order to entirely set themselves aside and inhabit the world of their clients (Ryff & Singer, 2006).

- **Individual Well-Being: A mistreated Consequence of Conflict**

Considering that diverse conflict management strategies and types of conflict result in a diversity of end results, such as team routine and satisfaction, it is natural to ponder whether, how, and when conflict has an impact on individual well-being. Generally, research on conflicts and individual well-being is geared toward identifying and addressing negative consequences such stress, psychosomatic issues, and burnout (Spector & Burk-Lee, 2008).

- **Stress**

It is likely that if you asked different people to define stress, you would receive a wide range of responses. Stress is an ambiguous phrase that is used to represent a wide



range of physiological, behavioral, and psychological impacts that humans experience when they are adjusting to their surroundings (Quick, Wright, Adkins, Nelson Quick, 1997). In the anxiety text, we often distinguish among the stressor, the stress answer, and the distress. Stressors in the workplace are defined as pressures that exist in the workplace. Stress is a generalized, systematic, and insensible enlistment of the body's expected power that occurs throughout the body.

Our heart rate, breathing, and concentration may all rise as a result of this medication. This mobilization is natural and beneficial for dealing with the challenges of daily life. When demands outstrip an individual's ability to cope, the stress response is detrimental to his or her health. The stress reaction has unintended and bad implications for the individual. Anxiety, depression, and stress are all signs and symptoms of distressing circumstances (Quick et al., 1997).

- **Psychosomatic Complaints**

We've all experienced physical symptoms such as headaches, tense muscles, a racing heart, and other physiological sensations. A few instances of psychosomatic symptoms include PAIN and FEAR. Or to put it another way, they demonstrate how the body responds to external stimuli. Our bodies react to our emotional condition on an instinctive level. Diarrhea and dizziness are two of the most often reported symptoms. Headaches and tingling in the limbs are also common symptoms of this condition. As a result, we see that we are overworked and that we must change our routines. If we neglect psychosomatic problems for an extended period of time or treat them with only temporary methods, they may become chronic.

- **Burnout**

Burnout is an enduring anxiety response that is triggered by work-related stress. Insufficient energy generated by the dynamo will result in a car battery being depleted (Schaufeli & Enzmann, 1998). Burnout today is characterized by three characteristics: fatigue, cynicism, and ineffectiveness (Maslach & Leiter, 2008). Anxiety, depression, and exhaustion are all symptoms of being overextended, both emotionally and physically. When you're fatigued, the last thing you want to do is unwind and relax. Cynicism is a chilly and distant attitude toward one's job and one's coworkers. Some people develop cynicism as a means of avoiding unpleasant organizational settings and disappointments (Van Dierendonck et al., 2008). Due to a rise in one's sense of inadequacy at work, the third burnout symptom of ineffectiveness is a lack of assurance in one's own aptitude to make a difference.

- **Conflict and Well-Being: Initial Theory and Research Findings**

What is the relationship between workplace conflict and one's health and happiness? Anger, contempt, and panic are all feelings that are elicited by a conflict situation. Conflict lowers one's self-esteem and places a strain on one's cognitive abilities. Increased levels of adrenaline and increased heart rate are associated with increased muscle tension, and these changes are caused by unpleasant emotions, threatened self-esteem, and increased cognitive work, among other things (McEwen, 1998; Quick et al., 1997).

Physical and verbal aggression may also occur, resulting in bruised mouths, bleeding noses, and twisted arms as a result of interactions with conflict adversaries. Acute disagreement appears to have negative consequences for one's health and well-

being. In the long run, things may grow harder to deal with. McEwen (1998) discovered that stress hormones exhaust the physiological system, resulting in psychosomatic disorders such as recurrent headaches, nausea, and gastrointestinal distress. In addition to affecting the physical and psychological well-being of those engaged, workplace conflict increases ruminating, alcohol intake, and sleep issues (Danna & Griffin, 1999).

Physical and psychological dysfunction as a result of workplace conflict may manifest as psychosomatic symptoms, burnout, and even depression in certain individuals. Subjective and psychological well-being are crucial components of positive mental health research (Cenksever & Akbaş, 2007), and surveillance of these variables is essential. Hedonic measures of one-sided well-being are confronted to eudemonic measures of psychosomatic well-being (Samman, 2007; Kallay & Rus, 2014). The eudemonic approach frames psychological well-being within the context of connotation, best possible performance, and self-actualization, among other things (Garg & Rastogi, 2009).

Six dimensions found in a theoretical model of psychological well-being. Affirmations of one's own self-acceptance and independence (Ryff & Keyes, 1995). The way a person approaches conflict, or their conflict management style, may have an impact on their health and well-being (Chung- Yan, Greg and Moeller, 2010). Because of this, it is critical to address each conflict management strategy and how it could affect an employee's psychological well-being.

In the words of Binti, Badri, Rajab, and Shah (2011), reaching a level of cooperation among the styles in order to alleviate work-related pressure is considered to be a key relationship (Reich et al., 2007). Employees' ability to work, motivation, and

morale are essential because their mental health and psychological well-being (PWB) have an impact on the performance of an enterprise.

## **2.12 Subjective Well -Being**

According to the definition, it is "a person's cognitive and emotional judgments of their own existence" (Diener, Lucas, & Oishi, 2009). It is necessary to have a high level of life satisfaction as well as a low level of life discontent in order to have a high level of SWB. SWB is a phrase that relates to how people perceive and assess their lives, as well as particular domains and actions. During the last decade, researchers, legislators, national statistical agencies, the media, and the general public have all expressed an increased interest in SWB (also known as "self-reported wellbeing") data, which has become increasingly popular.

This information has the potential to aid in the monitoring of inhabitants financial, societal, and health problems, as well as the development of procedure in these areas (Krueger, Kahneman, Fischler, Schkade, Schwarz & Stone, 2009; Layard, 2006). The SWB has been discovered by economics, psychologists, and sociologists to be composed of distinct components that overlap. On a continuum, there is an assessment of experience, emotional state, or sensations that is essentially real-time (at the shortest time entity and an assessment of overall life contentment, idea, or affliction (at the greatest time unit) (the greatest reference periods or no meticulous orientation stage).

5-item questionnaire can be used to assess one's level of living fulfillment (Diener, Emmons, Larsen & Griffin, 1985; Pavot & Diener, 2009).

This is known as the PANAS [positive affect negative affect schedule] system (Watson, Clark & Tellegan as cited Albuquerque, de Lima, Figueiredo & Matos, 2012)

Religion, prejudiced interests (joy, life approval, love of life, corporal and cerebral health), and psychopathology (nervousness and sadness) were explored by Abdel-Khalek and Lester (2010) among Kuwaiti and American college students. They noticed that people who were more religious were also happy, according to their findings. Researchers in Kuwait, Saudi Arabia, and Algeria, Abdel Khalek and Lester, discovered an optimistic affiliation linking religious belief and slanted interests, as well as physical and emotional health.

They also revealed that there is a depressing rapport among religiosity and psychopathology. Religion has the ability to operate as a protective factor against psychopathology in children of all cultures. Perception of One's Mood The perception of counsellors in wellness training may have an impact on self-care. Their (unacknowledged) disability will have a significant influence on their daily lives if they believe they are in good health. Therapists are notorious for being the last to care for their patients, which raises the question of their perceived well-being.

In the case of handicap, the requirements for counsellors are clearly stated. Counselors-in-training should be aware of impairment and should refrain from providing counselling when their personal worries interfere with their ability to fulfil their job duties appropriately. These requirements may raise doubt on the capability of counselors-in-capacity instruction to determine whether their individual worries are interfering with their ability to provide effective services. Unresolved conflicts can result in subtle impairments that might impede professional advancement, cause boundary concerns, and diminish the effectiveness of a counsellor's services (Bike et al., 2009).

For a variety of reasons, one's perception of health is important. It has been discovered that maintaining a positive attitude can help with mental modification in tricky circumstances (Cheng, Fung & Chan, 2009). Self-reports are frequently indicative of a person's general health and well-being. If self-reports are to be considered applicable, they must be accurate. Self-awareness is a critical component of self-preservation. Patients' own perceptions of attitudes, affect, beliefs, and symptoms are widely used by physicians, counsellors, and researchers in their studies (Silvia & Gendolla, 2001). The decision to seek medical attention is influenced by one's perception of one's own well-being. It is as a result of this that counsellors are frequently the final to look for treatment, still while they are suffering from unsettled psychological issues. Even if counsellors have unresolved psychiatric illnesses that may interfere with their ability to provide effective therapy, research on wellness perception is relevant and suitable.

The purpose of a study is to evaluate whether or not perceived wellness is a feature in the absence of wellness assessments from counselling interventions. Currently, there is no systematic technique that can be used to assist students in determining their level of disability. The first step in self-care is to recognize the signs and symptoms of impairment. Teaching students to recognize impairment is an important part of effective counsellor training (Roach & Young, 2007). In situations where students perceive themselves to be fine despite unresolved concerns, counsellor educators may be unable to discover underlying difficulties that may subsequently hinder the therapeutic connection with them. The purpose of this study was to statute out insight as a contributing reason to the require of self-care consideration provided to counsellors.

The PWS was engaged in this learning to evaluate participants' reported comfort. The PWS examines perceived functioning in six life categories (psychological, emotional, social, corporeal, religious, and logical), and it does so in six different ways. Two multidimensional procedures were engaged in this study to examine participants' perceptions of their own and others' psychological well-being. In order to provide additional information regarding counselors-in-lives from a variety of perspectives, this comprehensive method was developed.

### **2.13 Psychological Well-Being**

Currently, a large number of researchers are interested in psychological well-being. It serves as a catalyst for the growth and development of employees. According to Avey, Luthans, Smith, and Palmer (2010), well-being is essential in behavioral sciences, and particularly in health psychology, because it influences numerous aspects of one's life as well as one's ability to perform well at work. Until recently, psychological well-being research was firmly based in the Western tradition, which reflects the individualistic characteristics of a small number of nations (Triandis, 2000). European Americans report higher subjective well-being (SWB) than Asians, according to a study based on cultural expectations and conceptualizations of happiness and well-being (Kitayama Karasawa, Curhan, Ryff & Markus, 2010).

Every person's cultures, on the other hand, place a high priority on health (DienerandOishi, 2000). Definitions, operationalization's, and evaluations of connected conceptions that are more culturally inclusive could aid in the clarification of cross-cultural disparities (Delle Fave et al., 2018). The psychological comfort of a person is defined by how they feel about their daily activities and how they convey their sentiments

to those around them (Reynolds, 2001; Duan, Guan, & Gan, 2016; Thomson, Lockyegianettr, Camic, & Chatterjee, 2018). This has become a popular issue in Indonesia during the last decade. The psychological well-being of individuals, according to many experts, is a component in fostering future happiness, and it is influenced by experience and education (Mock-Muñoz, Vitus, Torslev, Krasnik & Jervelund, 2018).

Although psychological well-being is not a novel issue of investigation, studying it empirically during the development of counsellors is. When people seek counselling, they often have unresolved psychological issues that are important to them in their professional development as counsellors. The psychological well-being of those who are in charge of the psychological well-being of others is likewise quite important. Psychiatry has been intensively researched over the last few decades, and it is now recognized to be extra than just the deficiency of sickness, which appears to be an obsolete description of welfare (Clarke, Marshall, Ryff, & Wheaton, 2001; Ryan & Deci, 2001; Ryff & Singer, 2006).

Well-Being, according to Pavot and Diener (2009), can be classified using a classification system. When an individual experiences a life event, the system evaluates his or her emotional reaction, internal contentment, and overall appraisal of the event. Mental well-being, according to the research of Medvedev and Landhuis (2018), comprises the full range of components of normal life: psychological, physical, emotional, social, and spiritual well-being. Psychological well-being is a mental state that comprises analyzing human happenings and determining one's own feelings (Sirgy, 2012).



According to Ryff and Singer (2008), physical condition is defined as, "a condition of complete physical, mental, and social well-being, rather than simply the absence of illness or susceptibility to illness." It is possible to classify the relationship between mental and physical health as follows: each factor influences the other, and both factors have a causal relationship with one another (Barr, Culatta & Simons, 2005). Psychology has made significant advances in the previous 50 years, particularly in the research of development, optimism, hopefulness, flowing capacity, and vision; personal abilities, future thoughts, professionalism, bravery, and other characteristics; and so on. In other words, psychological well-being is a term that is comprehensive in nature.

Several decades of empirical research on psychological well-being has supported this claim. Various theories of psychological well-being have been proposed, the majority of which were developed in the 1960s, according to the results of a survey of the literature. Present-day research continues to make use of measures of affirmative and pessimistic influence as well as confidence (Neugarten, Havighurst, and Tobin, 1961; Rosenberg, 1965). The emphasis remains on entity conceptions such as nervousness (Beck, Steer, Epstein and Brown, 1990), self-concept (Fitts, 1991), or depression (Beck et al., 1990; Fitts, 1991; Gable & Nezlek, 1998).

According to the findings of a study, students reported increased stress during their college years, underscoring the importance of addressing students' mental health. Another study looked into the relationship between mental comfort and the overall excellence of life of college students (Hermon & Hazler, 1999). The psychological well-being of the participants was assessed using the Memorial University of Newfoundland Scale of Happiness. Other psychological aspects, the researchers discovered, may be

more relevant in determining overall health than physical factors. According to research conducted on undergraduate students, psychological well-being is an important component of the overall worth of existence for college students (Pascarella & Terenzini, 2005).

All of these studies emphasize the necessity of assessing the psychological well-being of graduate students. Similarly, if the psychological well-being of undergraduates is critical, the psychological well-being of students preparing to be counsellors, who are ultimately responsible for the psychological well-being of others, should be given similar consideration. After doing a thorough investigation of the writing for study lying on counsellor enlargement, it was discovered that there was no information available on the mental health of trainee counsellors. Perhaps the most fundamental explanation is a scarcity of appropriate psychological diagnostic instruments in the first place.

A single or two constructs, which vary from research to study, are frequently used to quantify psychological well-being. Another argument can be found in Aristotle's translated book (1947), which appears to be centered on the pursuit of happiness. The prevalent assumption that happiness is fleeting and that it should be evaluated in terms of several categories rather than a single happiness scale may need to be reexamined.

According to Aristotle, eudemonia, which is defined as happiness, is the ultimate goal of all human behavior and is the ultimate goal of all human behavior (1947). Happiness was thought to be linked to psychological well-being for a long time, according to popular belief. This belief turned out to be wrong. In the twenty-first century, pleasure and opportunity should be the two things that should be prioritized: pleasure and opportunity (Ryan & Deci, 2001). Personal development, an intellect of

reason in one's time, and a logic of belonging are all important aspects of psychological well-being, according to research. There has been a great deal of work into subjective well-being, whereas psychological well-being has received far less attention.

According to the researchers, Aristotle's use of the Greek word *eudemonia*, which literally translates as "happy," to denote the state of bliss had an influence on their work in part. It was the emotions associated with genuine prospective behaviors in the future that were influenced by this shift (Waterman, 1993). As far as the concept of person-centered thinking is concerned, this translation is correct. Consequently, many studies began to focus on psychological health as a whole rather than on a single aspect of it as a result of this, rather than on just one aspect of it. It is critical for one's mental health that one achieves their full potential in life.

Everyone appears to be on a quest for happiness, and giving up on this pursuit is a rare and tragic event that occurs in one's lifetime. When an increasing number of academics began to recognize that psychological well-being encompassed more than just happiness in the 1980s, the field became known as psychological well-being research. According to Ryff (1989), a six-part exam was devised for the purpose of assessing psychological well-being in the workplace. The topic has been the subject of a few earlier studies, all of which were conducted without taking key components of healthy psychological functioning into mind.

Numerous studies are conducted today that only take into consideration one or two components of a problem. There are three aspects of psychological well-being that can be identified in an individual: proficiency, relatedness, and independence (Patrick, Knee, Canevello, & Lonsbary, 2007). That research on psychological well-being includes

a diverse range of viewpoints should come as no surprise to those interested in the subject. A decade or so after the turn of the century, Ryff (1989) psychological well-being investigations were undertaken.

In the study's findings, it was discovered that having a logic of reason in one's life, as well as self-acceptance, are consistently associated with psychological well-being. These six categories of psychological barriers to learning were discovered and defined in order to address these obstructions to learning. 321 men and women of all ages took part in the study, which had a total of 321 participants. They considered the six hypothesized constructs as well as the results of six previously conducted tests when making their decisions.

Psychological well-being, according to the results of Deci and Ryan (2008), is an essential component of full-functionality. In order to have high self-esteem, it is necessary to affirm one's own worth, progress in one's personal growth, and find one's life's purpose. According to Bradburn (1969), happiness is a condition of emotional equilibrium between good and negative feelings that is free of distress. When used in connection with happiness, it is a cognitive component that places a high priority on having a good time in one's own life (Andrews & McKennel, 1980; Andrews & Withey 1976 as cited Muqodas, Kartadinata, Nurihsan, Dahlan, Yusuf & Imaddudin, 2019).

The recognition that physical condition is supplementary than just the lack of ailment is important in order to achieve psychological happiness on the part of the individual (Ryff, 1989; Ryff & Keyes, 1995 as cited Muqodas et al, 2019). One of the most accurate measures of a person's psychological well-being is his or her attitude

toward their everyday activities and the manner in which they communicate their feelings (Reynolds, 2001; Duan, Guan, & Gan, 2016; Thomson et al., 2018).

Positivity psychology is distinguished by the following traits, in addition to having a logic of design in one's time, engaging in pleasurable interactions, and being accepting of one's self: (Ryff, 1989; Ryff & Keyes, 1995, Ryff, 2014). Individuals' psychological well-being is influenced by a variety of factors including social and psychological considerations, as well as the desire for personal liberty and autonomy. In the opinion of Park, a human-centered approach should be used (2004). The ability to foresee and mediate one's own level of contentment is a function of one's overall level of happiness in one's life. Those who are dissatisfied with their lives, and this is especially true for teenagers, will find it more difficult to pursue satisfaction in their endeavors.

The degree to which one is satisfied with one's life has a considerable impact on one's psychological development and attitude. Positive psychological performance, according to Ryff (1989), includes aspects from "clinical, mental health, and life span developmental theories," such as self-acceptance, optimistic interpersonal interactions, self-sufficiency, mastery of one's environment, purpose, and personal progress, as well as aspects from "clinical, mental health, and life span developmental theories," such as self-acceptance, positive interpersonal interactions, sovereignty, mastery of one's surroundings, rationale, and own progress.

In line with the concept of psychological well-being, which states that it has five dimensions, which are as follows: Environmental mastery is defined as the capacity to adjust, alter, or produce one's atmosphere in order to meet one's desires through corporeal and cerebral tricks; 4) self-sufficiency and the ability to cope with social pressure; 5) a

sense of purpose in one's life is defined as the talent to set and achieve goals in one's life; (2020). In general population interviews, Ryff found that there are six aspects that are crucial to a person's wisdom of interests and contentment in their daily lives. Because of this, indicators of psychological well-being include, among other things, personal development and independence, self-sufficiency, a sense of purpose in one's life, environmental mastery, and positive comprehension.

Self-realization and the potential to be a successful human being, according to theory, are achieved through empathy and pleasurable interactions with one's fellow humans. These individuals are self-sufficient and adaptable to their surroundings. Environmental mastery, on the other hand, promotes self-management and the ability to function in a restricted setting. Goal-setting and the formation of a sense of direction are taught via the lens of life purpose. It has been shown that every individual have the ability to grow and develop. According to Ryff's argument, an individual's ability to comprehend and use PWB concepts is critical to his or her potential to be successful in life.

Bradburn (1969) charged a revolutionary study on psychological well-being in the 1950s and 1960s. Bradburn used the conditions mental comfort and happiness interchangeably, and he renowned between two categories of psychological comfort: encouraging affect and unhelpful influence. According to this viewpoint, having a elevated level of psychological comfort indicates a prevalence of helpful over unhelpful impact. Bradburn underlined that, while constructive and unconstructive concern are self-governing of one another, the regularity of both good and harmful effects is what determines one's level of psychological well-being, according to Bradburn. Furthermore,

Bradburn eliminated the notions of self-actualization, autonomy, and self-esteem, despite the fact that the researcher regarded these concepts as variety of vegetation in the forest of psychological comfort, according to the researcher.

However, while Bradburn did not ignore concepts such as independence and confidence, and that study is regarded as one of the pioneering mental safety studies, the emphasis on activist and downbeat affect can be interpreted as suggesting that what Bradburn calculated was biased security rather than psychological well-being, in light of the definitions of prejudiced and mental comfort provided by the American Psychological Association (Diener, Lucas & Scollon, 2009; Keyes et al., 2002). Ryff (1989) established a six-dimensional framework of emotional happiness to help define psychological well-being. According to Keyes and Ryff (1998), this theory analyzed psychological well-being from a eudemonic standpoint and shared the psychological operation theories, which are Maslow's outset of self-actualization, Rogers' completely performance person, Jung's individuation configuration, and Allport's interpretation of mellowness, into a single framework.

In addition, the theories of Erikson, Buhler, and Neugarten on grown person maturity, as well as Jahoda's rational strength advance, were included. The six pillars of Ryff's theory include self-acceptance, constructive relationships with others, self-sufficiency, ecological mastery, a sense of reason in one's life, and individual development. According to Ryff's thesis, self-acceptance is defined as the procedure by which an individual admits both positive and negative parts of his or her own nature and expresses satisfaction with past events. In terms of mental comfort, self-acceptance is regarded as a dimension because it is widely recognised as one of the conditions required

for personification of rational fitness (Jahoda), self-actualization (Maslow), optimal functioning (Rogers), and maturity (Kaplan and others) (Allport).

Since the ability to love (Jahoda), to feel compassion (Maslow), to build up warm relationships (Rogers), and to feel accountable to further people (Erikson) are all measured aspects of constructive execution, positive relationships through others were included as one of the six proportions of positive functioning. The ability to develop warm and trustworthy relationships, experience empathy and intimacy, and comprehend the mechanics of a relationship are all characteristics of those who are reported to have positive relationships with others. How an individual interacts with their social environment is addressed by the terms autonomy and environmental mastery, respectively.

An empirical clarification of psychological well-being was newly tried by Wissing and Van Eeden (2002), who administered ten surveys to a broad population in an attempt to accomplish this explanation. Conclusion: Psychological well-being was shown to be multifaceted in composition, with affective, behavioral, and cognitive components of self as well as features of life domains such as intrapersonal and interpersonal relationships and communal association all contributing to its overall composition. It was determined that the following indications of overall mental comfort were necessary: a logic of rationality, contentment with one's life, and affect-balance

The two measuring models developed by the PWB are briefly discussed. Carol Ryff has identified the first model PWB dubbed encapsulated, which is useful in determining the scales of PWB, according to Carol Ryff (Ryff 1989; Ryff and Keyes 1995). The scales of Ryff's Psychological well-being were derived from lifespan and



erological research, and they also showed a construct-oriented approach to the topic as well. Several theories, including Rogers' fully functional person and Maslow's self-realization notion, contributed to the development of Allport's concept of mature personality and their theoretical basis.

However, despite the fact that the conceptual model contains an instinctive appeal, the scales of psychological well-being have a variety of different types of support all by itself (Ryff & Keyes 1995; Abbott, Ploubidis, Huppert, Kuh and Croudace, 2010; Burns & Machin 2009; Clarke et al. 2001). According to Burns and Machin (2009), there have been various studies of validation that have been seen, including the ones listed below:

- i. A very brief form of psychological well-being was used, or
- ii. Analytical procedures for unknown factors were used to obtain data for the query, such as by utilizing varimax rotation to analyze the factor of principle.

When it comes to the above-mentioned issues, according to Abbott et al. (2010) and Burns and Machin (2009)'s viewpoints, there are two self-determining studies that use several national samples with consistent demonstration and having mastery in environment, individual development, life's goal, and self-accepting objects, but are unable to differentiate their parental factors.

The findings of Clarke, Ryff and their colleagues should not come as a surprise, given there is a high level of correlation between the four components of psychological well-being, according to their research (Clarke & Rollo, 2001). Despite the ineffectiveness, which is associated with the characteristics of the early construction scale, significant indications, and diagnostic boundaries of subsequent validation

researches, it is associated with several dimensions of psychological well-being, with a variety of results containing biological fitness, effective changes in the future, and also improved outcomes related to therapeutic interventions (Huppert, 2009; Abbott et al. 2006; Fava & Ruini 2003).

In general, it has a strong conviction in the individual relationships that exist between students and teachers, which allows them to offer internal rewards and even add value to their activities. As defined by O'Connor (2008), the relationship between a teacher and a student is extremely important in ensuring that the student stays in the profession. According to Hargreaves (2000), who conducted a thorough interview with 60 instructors, it was discovered that the student teacher connection is a significant source of motivation and enjoyment for both students and teachers. These findings were also given for primary school instructors, as well as secondary school teachers.

Despite the fact that, according to the findings, there were more emotional and strong relationships established at the elementary level than at the secondary level, this is not the case. According to Hargreaves (2000), primary school teachers have encountered both bad and positive emotions; in fact, it was stated that they commonly encounter situations where they are angry or disappointed. Acceptance and respect were the words used by secondary school teachers to define their interpersonal relationships with the students they taught.

Teachers' perceived work-life balance (PWB), as well as their satisfaction with their regular work environment, are all related to their actual behavior. New research indicates that poor psychosocial environments in the classroom will have a negative impact on both teachers and students, and that misbehavior on the part of students will

have a negative impact on both their mental fitness and general well-being, as well as their ability to perform well at work or in their educational institutions (Rothi, Leavey & Best, 2008).

- **Components of Psychological Well-Being**

To provide further explanation and clarification, the components of objective psychological well-being outlined by Ryff are described in better feature below in the next segment. In fact, it appears that there is an association among Ryff's psychological well-being workings and the psychosomatic talent mechanism that have already been discussed, with psychological well-being components appearing to be interconnected with a variety of psychological skills components, as has already been mentioned. Furthermore, a diversity of tactics, counting as breathing and self-talk, are used to improve both psychological skills and psychological well-being, which is a big advantage (Berger, 2004; Stelter, 2002; Wann & Church, 1998; Weinberg & Gould, 2019).

- **Autonomy**

Another facet of healthy psychological functioning to take into consideration is the concept of autonomy. For someone to be deemed independent, they must be able to judge themselves based on their own unique criteria that are not restricted by anybody else's rules. Both independence and autonomy are frequently used interchangeably, however autonomy is more strongly linked with choice, or the ability to rely on oneself or others when faced with a situation, whilst independence is more closely associated with not relying on others. Higher levels of psychological well-being, which are characterized by the ability to choose when to rely on others and when to function independently, are evidenced by larger levels of independence (Deci & Ryan, 2001).

Autonomy, according to Rogers (1961), is defined as having a center of control that is internal to the individual. Lower levels of motivation have been found to be associated with lower levels of psychological well-being in people who are motivated by external objectives rather than interior desires (Ryan & Deci, 2001). The importance of autonomy for excellent functioning and psychological well-being has been demonstrated in a large body of scientific literature throughout the years. By evaluating data from four distinct countries, researchers Sheldon, Ryan, Deci and Kasser (2004) discovered that autonomy could predict wellness in four different cultures.

A variety of other studies have showed how parents can encourage their children's self-reliance. In comparison to other children, children whose parents gave them with options and aided them in making decisions that were based on their own personal preferences (rather than the interests of their controlling parents) demonstrated higher levels of well-being than other children (Soenens, Vansteenkiste, Lens, Luyckx, Goossens, Beyers, & Ryan, 2007). Most of the time, psychological maturity and well-being are connected with the ability to exercise autonomy; as a result, autonomy is a crucial component in the assessment of total psychological well-being.

It is defined as the ability to manage one's own behavior through the use of an internal locus of control, which can be found within the individual (Ryff, 1989; Ryff & Keyes, 1995). Internal evaluation is highly developed in fully functioning persons, who evaluate themselves on the basis of their own standards and achievements rather than relying on the criteria established by others. It is because they do not seek confirmation from others (Ryff, 1989) that they are less impacted by other people's perspectives. They

are also more focused on their own convictions and less influenced by the thoughts of others.

In contrast, a high level of autonomy indicates independence, whilst a low level indicates concern about one's own self-perception. In order to sustain self-confidence and belief, athletes require autonomy, personal insight, and impartiality, all of which have been proven in numerous studies (Weinberg & Gould, 2007). When it comes to sports participation, autonomy is also related with the ability to choose one's own motivation (Huang & Jeng, 2005).

- **Personal growth**

Personal development and expansion are defined as the ability to develop and extend one's self, to become a fully functional individual, to reach self-actualization, and to achieve goals (Ryff, 1989; Ryff & Keyes, 1995). In order to reach optimal psychological functioning, it is vital to continue to improve one's self through growth in all aspects of one's life, regardless of the situation (Ryff, 1989). Therefore, one must constantly adapt to and overcome obstacles, thereby expanding one's range of capacities and abilities to succeed in life.

High levels of personal growth are associated with continued advancement, whereas low levels of development are associated with stagnation or stagnation. To be in a development mindset, one must be willing to be open to a diverse variety of new and varied options. In order to accomplish personal growth and development, athletes must be humble and confident in their abilities (Weinberg & Gould, 2007); they employ both positive and negative performances, as well as goals achieved, to attain this goal.

Perhaps the quality of psychological well-being that is most closely related with eudemonia is that of one's own personal development (Ryff, 1989). In person-centered theory, the development of one's true potential as well as the experience of personal progress are both important themes to consider. People who are completely functional are open to new experiences and strive to improve their overall well-being at all times. When it comes to psychotherapy, Rogers (1961) said that the success of the treatment depends on a client's or an individual's willingness to make personal improvement.

To achieve optimal psychological functioning, one must invest time and effort in one's own development. As a major issue, many theoretical perspectives emphasize the importance of an individual's ability to realize his or her entire potential. Ultimately, according to Rogers' philosophy, the ultimate goal of humanity is to realize one's true self (or selves). The pursuit of personal growth, according to research, leads to higher well-being in the long run (Sheldon & Kasser, 2001). Also gaining popularity is the concept of personal improvement, which is found in the field of positive psychology. Because of recent advancements in the field of positivity psychology, psychologists are increasingly including human potential and striving as part of their overall approaches to treating patients (Sheldon et al., 2004).

Individuals' mental health can be determined by monitoring how hard they strive to achieve their objectives. In the words of Rogers (1961), "I believe that this process of life is not for the faint of heart." The road ahead will be difficult, and you'll need to be persistent and determined. Being more and more aware of one's own possibilities necessitates the stretching and evolving that comes with that awareness. It necessitates the ability to be oneself without fear of being judged. One must immerse oneself

completely in the tide of life in order to achieve this. This research has determined that while defining an individual's state of psychological well-being, it is critical to consider each of the six components identified by Ryff (1989) in the process, as well as their interactions with others.

In order to achieve positive psychological functioning, there are six dimensions to consider, each of which has a substantial impact on the overall picture. It was determined that the six-dimensional model proposed by Ryff was the most effective model for addressing the degree of psychological well-being among graduate counselling students in his study (Ryff & Singer, 2006).

- **Environmental Mastery**

Environmental mastery is the ability to influence one's immediate and imagined environments by physical and/or mental acts (Ryff, 1989; Ryff & Keyes, 1995). A high level of environmental mastery suggests complete control over one's environment, whereas a low level indicates failure to regulate one's environment (Ryff, 1989). A mature human can generally interact with and relate to a wide spectrum of people in a variety of contexts. Controlling one's physiological and cognitive arousal can assist an athlete become more aware of their surroundings and their interactions with others. Using imagery improves self-awareness, situational awareness, and environmental cognition (Weinberg & Gould, 2007). Environmental mastery is the ability to govern complex environmental and living events (Ryff, 1989) and to exploit the opportunities that arise.

To reach top athletic performance, one must frequently push oneself beyond one's "comfort zone." Environmental mastery is the ability to change one's circumstances to satisfy one's needs (Chang, 2006). This talent is crucial for optimum psychological

functioning from a variety of theoretical perspectives, including developmental theories. Bradburn (1969) studied people's emotional reactions to regular situations. However, he felt that one's mental health was determined by how one responded to and coped with difficult experiences. From this perspective, a counsellor who cannot cope with and adapt to hard situations in his or her own life cannot be trusted to help clients cope with and adapt to their own life's obstacles.

- **Purpose in life**

The purpose of one's life is to enjoy one's existence by creating and achieving goals that contribute to that satisfaction (Ryff, 1989; Ryff & Keyes, 1995). Mental health requires understanding of a larger purpose in life (Ryff, 1989). Having a life plan can lessen depression. Setting objectives is an important part of obtaining success (Miller, 1997). Maturity means knowing one's own intentions (Ryff, 1989). Athletes who retain their focus, attention, and concentration, set realistic goals, and aim for a holistic approach can help themselves and others. Setting and attaining objectives may be inspirational and motivating in nature (Weinberg & Gould, 2007). Finding one's life's meaning involves setting personal goals. Meaningful living has been linked to psychological well-being (McKnight & Kashdan, 2009).

Positive functioning can be seen in the ability to create objectives, make plans, and have a sense of direction. Having a strong sense of purpose and meaning in one's life is vital for mental health (Ryff, 1989). Finding one's life's purpose is included on the psychological well-being scale because it is related to mental health. Those who experience positive outcomes after a traumatic event are more inclined to engage in the



process of re-creating meaning in their lives. This significance helps individuals redefine who they are and their life goals (Bonanno, Rennieke, & Dekel, 2005).

A study on the influence of spinal cord injury on psychological well-being found that the perception of physical function loss was more important than the actual degree of the damage. An increased sense of well-being was found to be connected with a sense of purpose and significance in one's life (deRoon-Cassini, de St. Aubin, Valvano, Hastings, & Horn, 2009).

- **Positive relations with others**

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Positive functioning can be seen in the ability to create objectives, make plans, and have a sense of direction. Having a strong sense of purpose and meaning in one's life is vital for mental health (Ryff, 1989). Finding one's life's purpose is included on the psychological well-being scale because it is related to mental health. Those who experience positive outcomes after a traumatic event are more inclined to engage in the

process of re-creating meaning in their lives. This significance helps individuals redefine who they are and their life goals (Bonanno et al., 2005).

A study on the influence of spinal cord injury on psychological well-being found that the perception of physical function loss was more important than the actual degree of the damage. An increased sense of well-being was found to be connected with a sense of purpose and significance in one's life (deRoos-Cassini, de St. Aubin, Valvano, Hastings, & Horn, 2009).

- **Self-acceptance**

Acceptance of oneself is the most common quality of psychological well-being. It is a critical component of mental wellness and optimal performance (Ryff, 1989; Ryff & Keyes, 1995). Self-acceptance leads to a positive mindset and a happier existence (Ryff, 1989b). Moderate confidence is related with improved performance and acceptance (Weinberg & Gould, 2007), and positive feedback from others is crucial in maintaining self-confidence and belief. Self-acceptance is essential for teenage development, self-actualization, and growth (Ryff, 1989b). It necessitates acceptance of the past, present, and future.

Self-acceptance is a psychological objective. Self-acceptance is demonstrated when people feel good about themselves even while they recognize their flaws (Sheldon & Kasser, 2001). In order to completely function as a person, self-acceptance is needed (Rogers, 1995). Positive psychological functioning includes various dimensions, including self-acceptance, which is universally held by different perspectives. It also emphasizes self-acceptance, together with high self-esteem and complete human functioning, as defining features. Depressed students are common, according to a

research on the subject (Ceyhan & Ceyhan, 2009). Programs to help pupils cope with depression and enhance self-acceptance were advised by the study. It is commonly known that self-acceptance is directly related to psychological health.

- **Gender Differences in Psychological Well-Being**

In addition, gender differences on psychological well-being are a common topic studied generally in terms of gender roles. Roothman, Kirsten and Wissing (2003) conducted a study to find how psychological well-being varies due to gender. The researchers administered 13 instruments to measure general, affective, cognitive, physical, spiritual, self and social aspects of psychological well-being and concluded that females and males reported differences.

Mills, Grasmick, Morgan and Wenk (1992) similarly stated that women reported significantly lower levels of psychological well-being than men did as a result of the study about effects of gender, family satisfaction and economic strain on psychological well-being.

- **Age Difference in Psychological Well-Being**

Aiming to better understand what “ageing successfully” implies, researchers first studied positive psychological well-being and developed a measurement tool (Ryff, 1989). More than any other socio demographic or psychological characteristic, Ryff and other researchers have examined and presented findings relating to age. Age is usually treated as a categorical variable, grouped by age. There have been cross-sectional and longitudinal research on the psychological well-being of people in the ages of 18 to 29, 30 to 64, and 65 and over.

The six Scales of Psychological Well-Being (SPB) showed differences between different age groups (SPWB). She reported on early discoveries related to age in her seminal research Ryff (1989). A total of 133 young persons (18-29) were studied, whereas 108 middle-aged adults (30-64) were studied. 321 people were in the sample (60 percent women and 40 percent men). Age had a significant effect on psychological well-being,  $F(2, 315) = 6.52, p = .000$ .

Middle-aged people outperformed young adults in Autonomy and Environmental Mastery. In terms of environmental mastery, older adults outperformed younger ones, while in terms of purpose in life, they outperformed middle-aged adults. Less than 2 to 8 points per subscale separated these findings. (Scores per subscale vary from 20 to 120.) There were no age-gender interactions discovered. Positive Relations with Others subscale, women scored considerably higher than males. Studies using national and community populations found similar age tendencies (Ryff, 1991; Ryff & Keyes, 1995). First published in 1995, Ryff and Keyes (1995) evaluated data from the MIDUS dataset, a nationwide representation of adult psychological well-being. 1108 participants (60 percent women) from the dataset had their psychological wellbeing assessed.

In a research, finds a three-point discrepancy in the mean scores of any subscale It ranges from 3 to 18 points each subscale. Although age did not appear to have much of an impact on psychological well-being, female scores were not separated from male ratings. Researchers have found comparable age patterns in both men and women samples over the years (Ryff, Love, Urry, Muller, Rosenkranz, Friedman, and Singer; Ryff & Singer, 2008). Ryff et al, 2001 observed that older persons scored lower on the subscales of Purpose in Life and Personal Growth, and higher on the Environmental

Mastery subscale. These were significant but tiny differences: two, one, and half points. The subscales ranged from 3 to 18.

However, a smaller and more recent corpus of research shows distinct consequences. Swedish researchers found age-related patterns that mirrored those found in U.S. data, but did not totally match. Compared to their younger counterparts, older adults scored lower on the subscales of purpose in life and personal growth, but higher on the subscale of self-acceptance. It is possible that the age categories used in this study differed from those used in earlier investigations, leading to discern to establish the groups, the median split was 50/50. From 35 to 58 years old, with a mean of 45.3 (SD = 7.3). 1260 Swedish men and women were included in the study (55 percent were women). Gender influenced more than one subscale, unlike previous research.

On the Positive Relationships with Others subscale, women scored higher than men previously. There were substantial differences between men and women ( $n = 743$ ) on the subscales of Positive Relations with Others, Purpose in Life, and Personal Growth. On the Environmental Mastery subscale, men outperformed women. Between 3 and 18 subscales, mean differences were 0.5-1 point per subscale. Age and gender had no reported interactions. Weak generalization to American women may result from the Swedish Sample's Swedish origin.

For this reason, conclusions may be difficult to generalize to younger and older age groups (18-35, 59-90). Springer, Pudrovska, and Hauser (2011) questioned the notion that psychological well-being changes by age. The longitudinal investigation found relatively minor mean differences between groups (younger, middle-aged, and older adults). That other factors besides age influenced psychological well-being is also a

finding of this study. This study did not look into gender specifically. Demographic characteristics including age and gender were also explored. Blanchflower and Oswald (2008) examined the relationship between age and well-being, concluding that well-being evolved in a U-shaped fashion as age progressed.

Around their investigation, they found that in the Middle Ages, people's happiness plummets. The U-shape turning age for the Turkish sample was 45. They identified a U-shape link between psychological well-being and age (Shields & Price, 2005). In contrast, Easterlin (2006) found that satisfaction from many life areas increases through midlife but declines after midlife. A lack of education also reduces subjective and psychological well-being, according to Keyes et al (2002).

- **Education Difference in Psychological Well-Being**

The topic of education has been a recurring theme in psychological well-being research for more than two decades. Higher education, according to Marmot, Ryff, Bumpass Shipley, and Marks (1997), is associated with enhanced overall psychological well-being. In their Wisconsin Longitudinal Study, Ryff, Magee, Kling, and Wing (1999) looked at the impact of education on psychological well-being in children and adolescents (WLS). In order to obtain the WLS data, a large sample of persons of similar age (N = 6,306) was used.

In addition to the 18-item Scales of Psychological Well-Being (SPWB), participants were asked to complete demographic and study-related questionnaires, which were similar to those used in the MIDUS. Higher scores on the Scales of Psychological Well-Being (SPWB) were shown to be associated with more years of education, according to the researchers. They discovered a relationship between psychological well-

being and educational attainment. Their information comes from the 1995 MIDUS database, which contained 3,032 people ranging in age from 25 to 74. The number of years of education varies from one to twenty-five.

High total psychological well-being ratings were substantially predicted by logistic regression when compared to low total psychological well-being ratings. For example, a higher education level predicted a higher total psychological well-being score; a lower education level indicated a lower total psychological well-being score. Three levels of psychological well-being are measured by the 18-item test. A low psychological well-being score was defined as one that fell within the bottom third of observed scores, a moderate psychological well-being score was defined as one that fell within the middle third of observed scores, and a high psychological well-being score was defined as one that fell within the top third of observed scores.

Clarke and colleagues included 4960 Canadian seniors in their study for each of the six subscales of psychological well-being. The average number of years of schooling completed was 10.7 (standard deviation = 38); the majority of individuals had completed 8 to 13 years of education. Except for Self-Acceptance, the number of years of schooling was a significant predictor of scores on all six subscales of psychological well-being, with the exception of Self-Acceptance. Furthermore, education explained more variance (12 percent) than the other five subscales combined. The factors of age, education, and income explained 17 percent of the variance in the score on the Purpose in Life questionnaire.

The impacts of gender on these three parameters, as well as on psychological well-being, were not investigated. They discovered that the number of life roles (father,

husband, employee, etc.) and the six Scales of Psychological Well-Being are mediated by the number of years of schooling (SPWB). They discovered that the average age of their 2,634 sampled persons was 47 years old (standard deviation = 13.13). A GED or high school diploma (n = 768), some college or a 2-year degree (n = 836), and a 4-year college degree (n = 808) were all analyzed as continuous variables in the mediation model.

The Autonomy subscale was significantly higher among well-educated women who held a variety of different positions. Women with higher levels of education may regard themselves as more self-sufficient, despite the fact that they are juggling various responsibilities in their lives. Since no comprehensive study of women's mental health has been conducted in the last decade or more, it is necessary to conduct a new investigation.

## **2.14 Neuroscience of Psychological Well-Being**

Affective circuitry is comprised of the prefrontal cortex, amygdala, hippocampus, anterior cingulate cortex, and insular cortex, among other areas of the brain. In most cases, these components work in concert to interpret emotional information and behavioral patterns. Asymmetric activity of the prefrontal cortex is observed in response to both positive and negative emotions, for example. According to Davidson and his colleagues, the baseline levels of asymmetric activity in the prefrontal cortex differ significantly between people, particularly between males and females.

While at rest (EEG or fMRI), positive emotional styles are associated with greater left than right prefrontal activation, whereas negative emotional styles are associated with greater right than left prefrontal activation (Davidson, 1992; Tomarken, Davidson, Wheeler, & Doss, 1992; Urry et al., 2004). When induced negative mood is present,



right-sided activation rises, but pleasant mood increases left-sided activation regardless of the emotional state experienced (Davidson, 1992; Davidson, Chapman, Chapman, & Henriques, 1990).

Individual differences in brain activation patterns have also been shown to be associated with crucial aspects of infant development. While baseline prefrontal asymmetry measurements remain consistent in adults, they do not remain consistent in children. (Davidson & Rickman, 1999). In a study of approximately 65 children aged 3 to 11 years, Davidson and Rickman discovered that there was little evidence of stability in prefrontal activation asymmetry. In the emotional and cognitive circuits of the brain, particularly in the prefrontal cortex, there is a tremendous deal of plasticity during this period, which continues to develop until adolescence (Huttenlocher, 1990).

Events in one's life, parental influences, and other environmental factors all play a part in the development or alteration of prefrontal activation patterns, regardless of the individual. When it comes to pleasant emotions and cognition, the evidence that the left and right frontal lobes process information in distinct ways is particularly crucial. The right and left prefrontal cortex appear to be important in the development of strategies as well as the identification and repair of errors (Shallice, 2006). Studies on lesioned and activated brains in normal persons have found that this distinction can be made (Reverberi, Lavaroni, Gigli, Skrap, & Shallice, 2005; Rossi et al., 2001).

These studies have tended to concentrate on either emotion or cognition. Anxiety and depression are two common themes of integrated investigation, according to the researchers. The ability to conduct excellent research, according to Hughes, Davis, Robinson and McKay (2020), is a critical component of successful academic practice. It

increases the likelihood that study findings were put into practice in order to improve working conditions as well as organizational administration, operation, and effectiveness. As a result, research becomes more relevant, representative, and trustworthy. Conducting relevant research, on the other hand, might be difficult when competing academic expectations and research aims are in play.

The purpose of a work was to evaluate numerous approaches for doing major organizational psychology research, as well as how each technique might aid in the achievement of specific research goals. They talked about the advantages of developing long-term relationships with organizations in order to generate research impact, as well as the lessons we've learned from doing so. After that, they used instances from our collaboration to conceptualize effect delivery as a socio-technical problem to be addressed. They concluded with recommendations for researchers who must balance competing demands while also producing scientific impact.

## **2.15 Psychological Well-Being among Teachers**

In the field of education, psychological well-being (PWB) is a popular topic. The PWB is concerned with the inner and outward worlds of a person (Myers & Diener, 1995). Psychological wellness, according to these authors, is defined as the state of being happy and psychologically content in terms of an individual's subjective mental health and feelings. PWB, according to Krok (2018), is a sense of accomplishment and overall satisfaction in one's life. For a long time, teacher burnout, attrition, and a lack of professional well-being have been connected with teaching as one of the most stressful occupations (Benevene, De Stasio & Fiorilli, 2020; Hessel, Talbot, Gruber & Mercer, 2020).

Teachers of second or foreign languages must deal with a variety of linguistic, intercultural, and pedagogical issues when teaching these languages (Gkonou & Miller, 2019; King & Ng, 2018; Nayernia & Babayan, 2019). As a result, academics regard teachers to be the most important pillars of academia (Khani & Mirzaee, 2015) whose emotional and educational needs must be given the highest priority (Maslach & Leiter, 2008; Hessel et al., 2020). A large number of research have been conducted on various components of language instruction and their influence on student accomplishment since the shift toward "teacher psychology."

Most teacher-related studies, on the other hand, have concentrated on negative traits such as stress, exhaustion, and fatigue, which contribute to teacher inefficiency (Fleming et al., 2013; Benevene et al., 2020; Jin, Lu & Ni, 2020). Education institutions' level of concern for their front-line soldiers has an impact on their health, work happiness, identity, self-efficacy, efficiency, motivation, and professional performance in a variety of ways (Derakhshan, Turner & Mancini, 2019). Nonetheless, with the introduction of Positive Psychology (PP), scientists began to turn their attention away from the negative and toward the positive, investigating instructors' emotions, caring, wellness, and credibility, among other things (Jin et al., 2020).

Simply said, PP investigates how people survive and strives to make their lives more enjoyable (MacIntyre & Mercer, 2014). Academic success necessitates a combination of characteristics, such as self-assurance in one's talents and a desire to experiment with new ideas (Seligman & Csikszentmihalyi, 2014). Studies on teacher practice have been conducted from a variety of perspectives, both professionally and personally. Teachers' research is divided into three categories, according to Martinez

(2001), which are: school, work process, and personal component (health and subjectivity). The educational system is composed of a number of different domains.

An investigation focuses on the health and subjectivity of teachers, as well as how this influences the quality of instruction. Only in the late 1980s and early 1990s did researchers in Latin America begin to investigate the relationship between health, well-being, health issues, and teaching practice. Ecuador, Mexico, Peru, and Uruguay were the countries that came after Argentina and Chile (Parra, 2005 as cited Saracosti, Reininger and Parada, 2012). Instructors suffered from stress, neurosis, anxiety, burnout, dysphonia, myopia, absentmindedness, varicose veins, respiratory infections, depression, sleeplessness, gastritis, gynecological problems, hypertension, and diabetes in the late twentieth century as a result of these studies, which began in the early twentieth century. Employer-related factors and lifestyle demands are responsible for the vast majority of these illnesses.

The lack of autonomy and discontent with the work process are two more variables that contribute to teachers' physical and mental health problems Cornejo (2019). Others were included, including self-awareness, entrenched beliefs, and the problem-solving abilities of teachers. Seven more competencies are also recommended: self-awareness, self-esteem, emotional control, motivation, knowledge of others, valuing, and leadership, to name a few (Diaz, Rodriguez, Blanco, Moreno, Gallardo, Valle & van Dierendonck, 2006; Hue, 2012).

PWB is defined as an individual's subjective evaluation of their own happiness, bodily and mental health, as well as their sense of purpose in life (or vocation) (Huppert, 2009). The wellbeing of teachers is concerned with instructors who are in good health

and are able to do their duties. Simply put, teacher health refers to a teacher's capacity to strike a balance between their personal resources and their professional obligations (Benevene et al., 2020). It has been shown to increase academic results such as teacher-student relationships, teacher performance, job satisfaction, and student accomplishment (Roffey, 2012; Kidger, Brockman, Tilling, Campbell, Ford, Araya & Gunnell, 2016; Fathi & Derakhshan, 2019).

Specifically, in foreign language situations, where teachers must compete in two arenas (transferring knowledge and removing barriers), the PWB of instructors at institutions whose structure and climate dictate the amount of PWB is urgently required (Tang, Zhang, Yang & Francis, 2013). Teachers' emotions and psychological characteristics now play a significant role in the development of new and effective teaching methods (Roffey, 2012). When their affective, professional, and social needs are addressed, they perform at their peak performance. In a similar vein, research reveals that student PWB and academic progress are significantly dependent on instructor PWB and performance (Briner & Dewberry, 2007; Bentea, 2015).

As a result, if educational institutions want high-quality teaching and, as a result, higher student learning, they must place an emphasis on instructors' professional work-life balance. It has become increasingly important to consider the health and well-being of teachers in recent decades as sick leave and job resignations have risen across cultures and countries. Teaching is a difficult and demanding profession that is prone to stress, burnout, and a high turnover rate. The majority of research has concentrated on negative indicators of teacher functioning, but more recently, positive psychology has turned its

attention to the well-being of classroom teachers. It is not just avoiding disease at work that one should be concerned with.

Rather, it is concerned with the well-being and productivity of instructors. A teacher's ability to achieve a favourable, albeit dynamic, balance between their resources and the challenges/demands they face (environmental, social, individual, physical, mental, and psychological) is referred to as their well-being (Benevene et. al, 2020). Akpochafo (2012) found that teachers in many nations suffer from high levels of work-related stress, with roughly one-third of teachers leaving the profession as a result of the stress they experience (Chan, 2006). Many research on teacher mental health have focused on non-functioning, stress, and fatigue as the primary indicators of poor mental health (Fleming, Mackrain, & LeBuffe, 2013; Maslach & Leiter, 2008). Physical, mental, and emotional health, as well as a sense of self-worth and dignity, are jeopardized when teachers are stressed or exhausted (Eatough, Way, & Chang, 2012). High levels of stress and fatigue among instructors contribute to a general sense of dissatisfaction with their jobs, according to research (Burke, Greenglass, & Schwarzer, 1996). Fleming et al. (2013) found that students' academic achievement (Spilt, Koomen, and Thijs, 2011) and overall well-being suffered as a result of this (McGrath & Huntington, 2007). Furthermore, teacher stress and the inability to manage with it have a negative impact on their overall well-being (Roffey, 2012; Vesely, Saklofske, & Nordstokke, 2014).

Poor teacher health is associated with job dissatisfaction and stress (Kidger et al., 2016). A good affect and prosocial student–teacher, teacher–student, as well as teacher–administrator relationships are emphasised in studies on the functionality and mental health of teachers (Gozzoli, Frascaroli & Angelo, 2015; Pas, Bradshaw, & Hershfeldt,

2012; Van Horn, Taris, Schaufeli, & Schreurs, 2004). It was discovered in an Italian qualitative study that being highly motivated as well as having one's social needs met in the school environment, possessing adequate didactic and technical skills as well as having positive relationships with one's students, colleagues, and administrators were the variables that had the greatest impact on teachers' well-being (Bentea, 2015; Gozzoli et al., 2015; Roffey, 2012).

A large number of studies have found that a teacher's emotional, professional, and social well-being has a positive impact on the classroom climate and the well-being of their students (Bentea, 2015; Spilt et al., 2011; Van Horn et al., 2004). Briner and Dewberry (2007) discovered that the well-being of instructors had an impact on the academic achievement of their students. Regardless of students' math self-efficacy, strong levels of emotional support from teachers are associated with fifth graders' emotional and social participation (Martin & Rimm-Kaufman, 2015). The researchers observed a correlation between instructor stress and problems with student behaviour. In Australia, the well-being of teachers has a direct impact on the well-being of students (Roffey, 2012). Another link has been shown between teachers' helpfulness and collaborative acts and their overall feeling of well-being (Van Petegem, Creemers, Rossel & Aelterman , 2005).

According to Huppert (2009), the following is an overview of the research:

1. Pro social behavior is associated with adaptability, inventiveness, excellent health, and overall well-being.
2. A person's PWB is significantly influenced by their primary environment.

3. Involvement helps to improve PWB by encouraging good attitudes and behaviors among participants.
4. To lower the prevalence of joint mental illnesses, a comprehensive approach is required.

In contrast to diseases, the PWB concept emphasizes growth, and it has the potential to provide information about attainable strategies for achieving organizational, social, and individual well-being. Instructors' internal rewards are thought to come from their interactions with youngsters, which also serves to give them a sense of purpose in their job. One of the most important motivations for continuing in the profession is the relationship between teachers and students (Hargreaves 2000; O'Connor 2008). Is there a scientific basis for the widely held connection between teacher–student connections and teacher well-being? This section summarizes the findings of the research. Professor Hargreaves (2000) discovered that the most important source of satisfaction and motivation for teachers was their contacts with pupils.

This was shown to be true for both primary and secondary school instructors, with primary school teachers having more emotionally intense encounters than secondary school teachers. Elementary teachers reported higher levels of negative and positive emotions, as well as higher levels of wrath and impatience than secondary teachers. Secondary teachers preferred to define student relationships in terms of appreciation and respect rather than in terms of authority and dominance. Students could be in their final year of secondary education. Primary and secondary school teachers reported feeling more detached from their students, as well as more unknown and stereotyped by them, which was found as a contributing factor to their depressed mood (Hargreaves 2000).



According to the interviews, instructors place a high value on their personal relationships with students, and that conflictual or alienated relationships pose a threat to both their professional and personal wellbeing. In addition, several academics have observed a substantial link between teachers' personal and professional well-being, claiming that professional development cannot occur without personal growth (Day & Leitch 2001; O'Connor, 2008).

Descriptive and correlational research has shown the importance of healthy teacher–student connections for instructors' well-being. Shann (1998) examined teacher satisfaction using data from a three-year study of school performance in four large urban middle schools. Among 14 crucial characteristics, including school curriculum, job security, autonomy, recognition of teacher performance, and connections at work, teachers identified teacher–student interactions as the most significant component. Students also regarded positive teacher–student connections as the most satisfying. A high level of personal investment in kids characterizes teacher dedication. A modest body of correlational research based on teacher accounts of conflict and closeness with specific students supports the idea that teacher and student wellbeing are connected (Spilt et al., 2011; Yeo, Chong, Neihart & Huan, 2016).

Depression among preschool instructors when conflict was higher than expected based on teacher evaluations of child problem behavior (Spilt et al., 2011; Yeo et al. 2016). High levels of teacher–student conflict may damage instructors' efficacy beliefs and cause powerlessness in those who have experienced it. The percentage of unsatisfactory teacher–student connections in the classroom has also been linked to teacher stress and negative moods (Yoon 2002). In a study of pre-kindergarten teachers,

researchers discovered that proximity rather than conflict was connected with efficacy views. They found no links between teacher–student connection and teacher-reported depression.

## **2.16 Theories of Psychological Well-Being**

As a second commonly noted model, Ryan and Deci (2001) studied SDT (self-determined theory), which satisfies the eudemonia idea while preserving it as the main characteristic of WB. SDT (self-determined theory) is a second highly cited model proposed by Ryan and Deci (2001) that satisfies the eudemonia idea while preserving it as a primary property of Self-determined theory defines these three basic requirements relating to both society and psychology. These are autonomy, capability, and comprehension. Taking this approach, many studies seek to identify ways that allow internal and external sources of inspiration to meet these three objectives. Burns and Machin, (2009) claim that Burns has seen shared autonomy, relatedness, and psychological well-being models from self-determined theory.

They further hypothesized that the SDT competency factor is linked to the PWB superordinate factor since it includes scales for environmental mastery, personal growth, life purpose, and self-suffering (Abbott et al., 2010; Burns & Machin, 2009). To sustain and grow one's psychological health and growth, self-determined theory states that these three needs must be met. The research of STD has mostly focused on examining and identifying pathways that facilitate cultural and social aspects, as well as pathways that hinder their fulfilment. A person is an agent of his own life if he has the ability to regulate his emotions and determinations, if he is committed to his own development, and if he has a developed social environment.

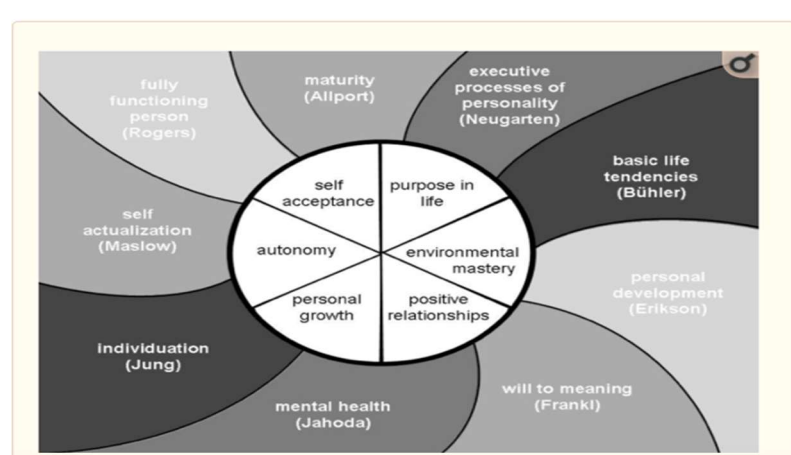
For example, a lifelong perception states that social position (retirement), relationships (widowhood), physical fitness (including age-related growth such as dementia) and death proximity must all be considered. As a result, different stages of growth have assigned it varying degrees of importance. In general, however, it is considered that failing to meet these standards has psychological effects. SDT, on the other hand, has a smaller impact on the neuropsychology spectrum, which has been thoroughly validated and referred to.

The JD-R approach expects to address employee wellbeing. The approach identifies variables of employee wellbeing and considers how these determinants contribute to or hinder wellbeing. The JD-R model will now be studied to see how personal resources combine with workplace variables to influence employee wellbeing. Several preliminary research suggests that focusing on existential personal resources may be advantageous in healthcare. A sense of meaning (a sense of coherence) and wellbeing (e.g., hope, optimism, and resilience) are examples of existential themes, and these personal resources appear to attenuate the impact of work demands on employee burnout in healthcare settings (Kalimo, Pahkin, Mutanen & Topipinen-Tanner, 2003).

Personal resources may potentially enhance the effects of work resources on employee engagement (Xanthopoulou, Bakker, Demerouti and Schaufeli, 2009). Because of its existential foundations, PWB may be effective in future healthcare contexts (adding additional challenges related to personal resources). This strategy for psychological enhancement was established around 25 years ago to erase the 1980s flaws in every human being's work. It has been improved. Numerous studies have examined the psychological consequences of activities that enhance happiness, peace of mind, and

positional effects. Numerous implications of psychotherapy and psychosomatic illness have been described. So much of the well-being research took place in the 1980s.

All crucial aspects of well-being received insufficient attention. The ancient Greeks understood the profound psychological basis of happiness. Amazingly, the ancient Greeks absorbed and exhibited interest in all things humanistic, essential developmental challenges, and everything about clinical psychological functions linked with humans were forgotten. It describes what it means to know oneself and to fully flourish in one's life. The ground for cleansing six key components of well-being comes together in such situations (see figure 1.2).



**Figure 2.4 Core Dimensions of Psychological Well-Being and Their Theoretical Foundations (Ryff, 2014)**

Figure 1.2 illustrates that the concept of psychological well-being is comprised of six fundamental components. Three hypotheses from a variety of thinkers are combined in each dimension.

## 2.17 Instruments for Psychological Well-Being

It is an 84-question Likert-style self-administered instrument that is meant to evaluate psychological well-being (Ryff, 1989), and it was developed to measure

psychological well-being. The SPWB (Ryff, 1989) is a psychological well-being scale that assesses each of the six dimensions of psychological well-being. Because of its theoretical congruence and dimensionality, the SPWB was selected as the best instrument for measuring psychological well-being. There are six components of psychological well-being measured by the SPWB: self-acceptance, positive relationships with others, autonomy, environmental mastery (including control over one's environment), life purpose, and personal growth.

The SPWB has been found to be reliable in terms of psychometric properties. The internal consistency coefficients for 20-item scales were found to be between .86 and .93, and the test retest reliability coefficients were found to be between .81 and .88, according to Ryff and Keyes (1995). It was discovered by Ryff et al. (1994) that the 14-item scales had a correlation coefficient between .97 and .98 with the original 20-item measures, with the highest correlation coefficient being 0.98. In his study of the 14-item scale, Van Dierendonck (2005) found Cronbach alphas ranging from 0.77 to 0.90. In general, small positive correlations between .25 and .73 were found to exhibit convergent and discriminant validity, with the latter being the most common (Ryff, 1989; Ryff & Singer, 2008). Van Dierendonck (2008) utilized confirmatory factor analysis to validate a six-component structure that he had previously developed.

The chi-square goodness-of-fit index and the standardized root-mean-square residual are two measures of how well a model fits (SRMR). SRMR values of .08 are considered to be good matches, as are the 14-item scales with values of .06 each. Researchers such as Abbott et al. (2010); Springer, Pudrovskaya and Hauser (2011) have expressed dissatisfaction with the six-factor model. The factorial validity of the theory-

based six-factor model was challenged by a number of other researchers, who either validated or contested its validity (Akin, 2008; Cheng & Chan, 2005; Clarke, Marshall, Ryff, & Wheaton, 2001; Kitamura, Kishida, Gatayama, Matsuoka, Miura & Yamabe, 2004; Ryff & Singer, 2008; Dijkstra, van Dierendonck, Evers and De Dreu, 2005, van Dierendonck, Diaz, Rodriguez- Carvajal, Blanco, & Moreno-Jimenez, 2008).

The Perceived Wellness Survey Adams, Bezner and Steinhardt (1997) was used to assess personal wellness across six dimensions of life, and the results were analyzed. The PWS was chosen because of its ability to quantify the criterion variable of felt well-being, which is a subjective measure. Person-Centered Therapists promote overall well-being while emphasizing the importance of balance (Rogers, 1961). The PWS is theoretically grounded, examines multidimensional functioning, and takes into account dimension balancing considerations. Several researchers have used it to assess perceived wellness (Bezner and Hunter, 2001; Byron and Miller-Perrin, 2009; Dolbier, Soderstrom, & Steinhardt, 2001; Harari, Waehler, & Rogers, 2005; Ketz and Israel, 2002; Kinney, Rodgers, Nash, & Bray, 2003; Sidman, D'Abundo, & Hritz, 2009). The survey consists of 36 self-report items that assess emotional, intellectual, physical, psychological, social, and spiritual well-being among participants.

The composite well-being score was the most significant variable. The reported an alpha value of .91 for the entire sample, which was later confirmed by Adams, Bezner, and Steinhardt (1997). The subscales ranged from .65 to .88. Stability was seen over a ten-day period ( $r = .81$ ) and over a one-month period ( $r = .73$ ). Adams and colleagues discovered more stability (1998). According to Adams et al. (1998), substantial construct validity of the measures was established in a three-year experiment including six

samples, with statistically significant differences between the highest and lowest perceived-wellness groups. Adams (1995) discovered the validity of convergent ( $r = .70$ ) and divergent ( $r = -.36$ ).

Confirmatory factor analysis provided additional support for validity. The best-fitting model has a goodness-of-fit value of .82 and an average standardized residual of .045, which is considered excellent. According to Adams et al., 1997 preliminary discriminant validity was found to be strong ( $r = .98$ ), as was face validity. 90% of the items in four independent trials showed a scale to item correlation greater than .30. In order to assess the predictor variable, psychological well-being, the SPWB-14 is a valid and trustworthy instrument. The test's reliability must be at least 70% accurate to be considered reliable. Cronbach alphas ranging from .77 to .90 are reported by the SPWB (Ryff & Keyes, 1995; Ryff, Lee, Essex, & Schmutte, 1994; Van Dierendonck & Mevissen, 2002). The Personal Well-Being Scale (PWS) is a valid and reliable tool for assessing subjective wellbeing. The composite PWS has an internal consistency of  $\alpha = .91$ , which is excellent (Roothman, Kirsten & Wissing, 2003).

## **2.18 Related studies of Psychological Well-Being**

Teacher performance was researched by Ahmed and Malik (2019), who looked into the impacts of psychological empowerment and well-being on teachers' performance. They also looked into whether psychological well-being served as a mediator between psychological empowerment and teacher performance. The data for this cross-sectional study was gathered from 261 secondary school teachers through the use of convenience sampling. The data was statistically analyzed with the help of SPSS 23. The objectives of the study necessitated a variety of regression and mediation analyses.

Teachers' job performance was found to be positively connected with psychological empowerment and well-being, according to the findings. Additionally, the relationship between psychological empowerment and well-being was found to be somewhat mediated by well-being. Teachers' performance improves when they have a sense of empowerment and well-being. To boost the effectiveness of instructors, administrators and CEOs must meet the psychological requirements of those who teach them. Akram (2019) conducted a study in Pakistan in which he analyzed the mental health of public and private university lecturers. Psychological well-being is described as the state of being content and performing at one's best in both social and individual circumstances.

This poll included 437 university teachers from four public and private universities who participated in the survey. The researchers created Akin and Akin (2015) Psychological Wellbeing Scale, which consists of 30 statements on a 7-point Likert scale that assesses psychological well-being. In general, both male and female university lecturers reported similar levels of mental health in their respective fields. Female teachers were seen to have a higher score in terms of developing positive connections and self-acceptance than male teachers. In comparison to single instructors, married instructors reported feeling more autonomy, while single instructors reported feeling more purpose and personal progress. Neither the university's location (public or private) nor the lecturers' previous teaching experience had an impact on their psychological well-being. According to the findings of the study, higher-ranking teachers had better health than lower-ranking teachers.

Ilgan, zü-Cengiz, Ata and Akram (2015) investigated the relationship between school work life quality and teachers' psychological well-being. The data were collected



from 784 instructors from 120 schools in six Turkish provinces using cluster random sampling. It was based on two validated scales: Psychological Well-Being and Quality of School Work Life. The study found that teachers' assessments of their quality of school work life were modest, but their psychological well-being was relatively higher.

The study found some differences in instructor QSWL levels according on gender and age. By assessing the quality of school work life, teachers' psychological well-being was predicted. Alvi (2017) studied the effects of an employee's psychological well-being (mental health) and its relationship to job performance. It also compared projected and non-projected organizational structures to examine psychological wellbeing. The study's conclusions are based on 84 employees' psychological well-being self-assessment and job performance rating by superiors from 17 IT organizations. The study found that improved psychological well-being improves employee work performance in both projected and non-projected organizational systems.

Simbula, Panari, Guglielmi, and Fraccaroli (2012) explored the well-being of teachers and their efficiency in connection to the role of the link between demands and resources of the profession. The study's goal was to establish a link between job needs and available resources using the Job Demands-Resources Model. According to the results, 439 Italian secondary school teachers were polled. The cluster analysis revealed three types of instructors: resourceful, stressed, and wealthy. The work outcomes of these three groups of teachers were distinct.

The findings supported the job resources as a fundamental component that encourages individual growth and helps teachers to achieve work-related goals regardless of workplace pressures. Vazi, Ruitter, Borne, Martin, Dumont and Reddy (2013)

conducted another study comparing the stress experienced by teachers in the Eastern Cape. The study found psychological and subjective indicators that could explain changes in instructors' feelings such as depersonalization and emotional enervation. The findings suggest that instructors can be prevented from becoming tired by analyzing subjective and psychological well-being measures. Many studies have looked into the role of teacher–student relationships in young people's development. The extent to which these encounters affect teachers' professional and personal life is unknown.

Spilt, Helma, Koomen, Jochem, and Thijs (2011) investigated the significance of teacher–student interactions for teachers' professional well-being. According to interpersonal connection theories, teachers want to feel linked to their students. Teachers internalize their student experiences into representational models of relationships that drive their emotional responses in everyday interactions and affect their general well-being. The concept of mental representations of relationships may also help explain how individual teacher–student ties affect instructors' professional and personal self-esteem. It was also mentioned that examining the relationship between student misbehavior and teacher stress may help to clarify the relationship.

The study found few studies directly investigating these concepts and recommended more investigation. According to Cole (2012), the PWB model has been extensively researched in the personal life sector to include social relationships. There is a potential of conflict with short-term contentment, according to Ryff (1989). Mental fitness includes internal sensations of well-being, confidence in one's own skills, capability competitiveness, relative dependency, and self-realization, as well as future intelligence and emotional capacity (Salimi, Marzabadi and AbediDarzi, 2010;

Abaszadeh, 2003). According to psychologist Martin and Rimm-Kaufman (2015), most psychologists, mental fitness researchers, and psychiatrists can manage positive aspects of well-being. A life of fitness or contentment is defined as well-being (Jombikova and Kovea, 2009).

Well-being, according to Myers and Diener (1995), is a positive sensation that brings about life pleasure, and it might encompass oneself or others in a variety of contexts such as work, family, and so on. Positive psychological work theorist who argues that there is a good criterion for positive psychological work, was investigated by Ryff (1989). According to Ryff and Singer (2006), people with bipolar disorder (PWB) have more than just contentment; they also have positive interactions with others, autonomy, mastery of their surroundings, a sense of purpose in life, and personal development.

Rayan and Deci (2001) identified a number of factors that influence PWB, including sentiments of greatness and positive reaction, a caring environment, normal growth trends, and a desire to exercise self-regulation. Stress management is a prevalent characteristic in both people's physical and mental well-being, as well as in efficient mental well-being. In the words of Schermerhorn, Hunt and Osborn (2004), social conflict happens when two or more people are unable to reach agreement on significant organizational issues or when they feel antagonistic towards one another. According to Ryff and Keyes (1995), the theoretical model of psychological well-being contains six characteristics of wellness.

Autonomy, climate mastery, individual development, positive interactions with others, life purpose, and self-suffering are the dimensions examined. An individual's

attitude toward conflict, as well as their method of conflict management, may have a negative impact on their health or well-being (Chung-Yan & Moeller, 2010). As a result, it is critical to discuss each approach of dispute resolution in order to understand the influence on an employee's psychological fitness. On the other hand, there has only been a little amount of research conducted on how labor affects the positive stages of human function. Working conditions and psychological well-being are related in different ways depending on whether the employment is compensated or unpaid (Lindfors, Berntsson & Lundberg, 2006). While education and work experience are predictors of elderly well-being, family ties are predictive of middle-aged wellbeing (Ryff, 2014).

## **2.19 Related studies of Conflict Management Styles and Psychological Well-Being**

Shirsath, Ashtaputre, Taur, and Sheikh (2022) presented research review study focus on conflict management and psychological well-being in college students. For the present purpose 15 research papers which are closely related with my topic were selected. This article reviews focused on the conflict, psychological well-being among college students, first examine the causes of conflict, its core process, and its effects. Subsequently, they probe into conflict escalation, contexts, and conflict management. On the basis of research review it can be conclude that conflict management is very important to increase psychological well-being.

The objective of the study of Niekerk, De Klerk and Pires-Putter (2017) was to assess the relationship between conflict management styles and work-related well-being of employees in a higher education institution in South Africa. They completed self-report measures of conflict management and work-related well-being. The data were

analysed to predict work-related well-being from conflict management styles and to determine the differences between support staff and academic personnel regarding conflict management styles and work-related well-being. Findings indicated the conflict management style of compromise to predict lower levels of engagement and higher levels of disengagement. Support staff reported to utilise the compromising and dominating style more than did academic personnel. Diversity in conflict management styles may serve organizations better than a monolithic conflict management style.

Ren and Kim (2017) conducted a study on Chinese nursing students in clinical placement, they examined a proposed structural equation model that predicted psychological well-being. We interviewed 366 nursing students from five hospitals in J and Y cities to learn about bullying, conflict management, psychological empowerment, and overall well-being. They asked them questions regarding depression, self-esteem, and academic fulfilment, among other things. Bullying experience, conflict management strategies, and psychological empowerment were all found to have a significant impact on psychological well-being, with conflict management styles and psychological empowerment acting as moderators of the relationship between bullying and psychological well-being in the study. As a result of the research, it was discovered that conflict management techniques and psychological empowerment can help to mitigate the negative impacts of bullying on mental health. In order for Chinese nursing students and instructors to be successful, they must develop appropriate recommendations for dealing with bullying. According to that research, intervention techniques for coping with bullying behaviors among nursing students and staff nurses should incorporate conflict management styles as well as psychological empowerment for the individuals involved.

Petersen, Julie, and Benjamin (2017) investigated the association between attachment avoidance, anxiety, conflict resolution, and psychological discomfort using an online sample of 697 people. In light of these findings, it is possible that defective conflict resolution mechanisms contribute to a portion of the link between anxiety and psychological suffering. The topic of attachment and conflict resolution was covered in depth during the discussion.

Bonakdar and Atashpour (2015) conducted an investigation on the relationship between conflict management practices and psychological well-being among employees of manufacturing businesses in Isfahan, Iran, with the goal of finding out if there is a link. The findings revealed that there were predictors of their unfavorable reception among conflict management types, adaptive styles, and avoidant styles, among other things. Environmental dominance has been shown to predict adaptive and avoidant styles in a negative way, as well as positive corporate style.

Binti, Badri, Rajab, and Shah (2011) assert that there is a significant relationship between work family conflict and psychological well-being in people. The mental health and psychological well-being of the employees has an impact on their ability to work, motivation, and morale. As a result, it is critical to investigate factors that influence employees' mental health.

## **2.20 Summary**

The second chapter consists of literature review that covers the context and purpose of research, theoretical basis of variables of conflict management styles and psychological well-being. These two constructs have their foundation in positivity and are important for individual as well as for organization due to their numerous positive

outcomes. Moreover, literature supports that these variables have been studied with other variables. Current research work bridges this gap by exploring the relationship of these two positive constructs. The present chapter also discusses the role of these variables at a workplace and the ways to enhance these variables at a workplace.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The most important part of research is the research methodology, which may be referred as the backbone of research. The research method defines the research direction, the method of data collection, and the depth of the information. It also defines the value of the data that is collected. In addition, the method can also define the analytical tools used to conclude the collected data. This research study was descriptive in nature and had a quantitative approach. The primary purpose of this study was to investigate the level of conflict management styles and psychological well-being among university teachers. It investigated demographic differences in age, gender, sector, designation, faculty, tenure and qualification in university teachers as well as at the relationship between both variables. So, in this chapter, research methods are explained; these were population, sample, research tools, data gathering techniques and data analysis.

#### **3.2 Research Design**

Once the researcher has chosen the precise issue to be addressed and has operationalized the variables and research question into a clear, quantifiable hypothesis, it is time to explore an appropriate research design (Marczyk, DeMatteo & Festinger, 2005). This study has two variables of conflict management styles and psychological well-being with the aim to identify the relationship between these two variables. Research design of this study included appropriate methodology, selection of participants of research study, clear objectives, data collection and statistical analysis. Quantitative research relies on the gathering and analysis of numerical data to define, clarify, predict,



or regulate phenomena of interest. Quantitative research relies on the gathering and analysis of numerical data (Gay, Mills & Airasian, 2009). It can be used to search for patterns and averages, make predictions, assess causal links, and extrapolate results to bigger groups. So, the study was descriptive in nature and took a quantitative approach. Furthermore, quantitative research approach is associated with deductive approach which helps the researcher to test the theory and identify the relationship among the variables through statistical analysis. Thus, present research followed the deductive approach through quantitative methodological choice.

According to Cohen, Manion and Morrison (2002), null hypotheses are used when the researcher assumes two things: a) no difference or relationship exists between variables, b) the difference or relationship that exists is not a product of chance. The null hypotheses provide a framework for employing the statistical procedure to draw inferences regarding the significance of the results and generalizing the findings. So, the researcher could statistically analyse, find significance of results and draw conclusions without any biases or errors. Therefore, the researcher framed null hypotheses to achieve the objectives.

### **3.3 Research Philosophy, Approach and Methodological Choice**

As far as, philosophical underpinning of research was concerned, present research called for the quantitative paradigm of research. As, quantitative research paradigm was linked with positivism and used highly structured and predetermined research data collection techniques in which researcher may take help from the theory to formulate hypotheses which further would be confirmed. Present research also followed questionnaire as data collection tool and explored relationship of conflict management

styles and psychological well-being of university teachers. Furthermore, quantitative research approach is associated with deductive approach which helps the researcher to test the theory and identify the relationship among the variables through statistical analysis. Thus, present research followed the positivism philosophy with deductive approach through quantitative methodological choice.

Moreover, previous research studies conducted in the field conflict management styles followed the quantitative research design and found that quantitative approach is one of the appropriate approaches for assessment of field of conflict management styles. Same is the case with psychological well-being, previous research studies found quantitative approach as most appropriate way of exploring the psychological well-being. Therefore, present research also followed quantitative research approach.

### **3.4 Research Instruments**

A research tool is a tool that is used to collect, measure and evaluate data on various issues related to the study topic. Researchers choose the tools based on the type of research to be conducted, either quantitative, qualitative or mixed methods. There were three sections of the research instrument. In the first section, demographic variables such as age, gender, sector, designation, tenure, qualification and faculty (See Appendix-E) were included. The second section consisted of the Conflict Management Style Instrument (See Appendix-F), and in the third part, a psychological well-being scale (See Appendix-G) was used with the help of five point likert scale.

Table 3.1

## Linkert Scale Description

<i>Linkert Scale</i>	<i>Scale Range</i>
Always	5.00 - 4.51
Often	4.50 - 3.51
Sometimes	3.50 - 2.51
Rarely	2.50 - 1.51
Never	1.50 - 1.00

Laron (2014); Ghazi and Gillani (2001)

### 3.4.1 Description of CMSI

The purpose of the conflict management style instrument was to investigate the conflict management styles of university teachers in the situation of conflict with another university teacher. So, an episode was written before the statements regarding a situation involving a conflict between one university teacher and another. Furthermore, it consisted of 28 items and five indicators, namely: accommodating style, collaborating style, competing style, compromising style, and avoiding style (Appendix-F). The advantage of a self-reported questionnaire was that it could be distributed to a wide group of individuals rapidly and economically. Self-reported questionnaires allow for the gathering of a vast quantity of quantitative data, conclusions can be generalised, especially when the sample is drawn at random (Demetriou, Constantina, Ozer & Essau, 2015). On a 5-point Linkert scale, participants were asked to score each item based on always, often, sometimes, rarely and never in this study.

Table 3.2

## Distribution of Conflict Management Styles Instrument

<i>Sr. No</i>	<i>Dimensions</i>	<i>Statements</i>	<i>Total No. of statements</i>
1.	Collaborating Style	1,2,3,4,5,6,7	7
2.	Accommodating Style	8,9,10,11,12,13	6
3.	Competing Style	14,15,16,17,18	5
4.	Avoiding Style	19,20,21,22,23,24	6
5.	Compromising Style	25,26,27,28	4

**3.4.2 Description of Psychological Well-Being Scale (PWBS)**

It always takes less time to select an acceptable instrument that has already been standardised to design an instrument (Gay, Mills & Airasian, 2009). So, the second instrument was standardized and adapted, so permission was taken from Ryff (Appendix-D). A Ryff's Psychological Well-Being Scale (PWBS) (2014) having 6 core dimensions, namely Autonomy, Purpose in Life, Personal Growth, Environmental Mastery, Self-Acceptance and Positive Relations with Others was used. (Annex-G). On a 5-point Linkert scale, participants were asked to score each item based on always, often, sometimes, rarely and never in this study.

Table 3.3

## Distribution of Psychological Well-Being Scale

<i>Sr. No</i>	<i>Dimensions</i>	<i>Statements</i>	<i>Total No. of statements</i>
1.	Autonomy	1-2-3-4-5-6	6
2.	Environmental, Mastery	7-8-9-10-11-12	6
3.	Personal, Growth	13-14-15-16-17	5
4.	Positive Relations	18-19-20-21-22-23	6
5.	Purpose in Life.	24-25-26-27	4
6.	SelfAcceptance	28-29-30-31-32	5

### 3.5 Verification of tool

In this research study, two questionnaires were used. The Conflict Management Style Instrument was a self-developed questionnaire, whereas the psychological well-being scale was a standardized questionnaire. For PWBS, permission was taken via email (See Appendix-D). The most common method of determining an instrument's quality is to contact experts, which entails assessing an instrument through a technique known as content validity (Sireci, 1998), as cited in Gómez, Salvador, Vara, Ojeda, Prado, & Mirón (2020). The process of evaluating an instrument through expert judgement involves a group of people to make a decision or express their opinion on a certain element (Almenara, Cejudo & Diaz, 2013). The validity of both questionnaires was checked by three experts from social sciences departments (See Appendix-B). With specific reference to research objectives, the experts were requested to determine the content and cultural validity of the instruments. The experts showed overall satisfaction with the structure and content of the instrument. They assessed the appropriateness, usefulness, and meaningfulness of the research instrument and suggested minor changes in the language and organization of the instrument. After expert opinion, some changes in the statements were made. For example, a statement was written as “ I try to investigate an issue with my co-worker to find a solution acceptable to us” but after changes it was written by expert opinion as “ I try to sort out an issue by a discussion with my co-worker to find a way out adequate to us”. Some statements were deleted due to low reliability from the Psychological Well-Being Instrument. So a total number of 32 statements were selected for the final study. Exploratory factor analysis was applied to the self-developed questionnaire of CMSI (See Appendix-H).

### 3.6 Pilot Study

A pilot study allows researchers to detect possible issues in different areas and flaws in the research equipment and methodology before they are used in the study design because it is important in scientific study (Lancaster, Dodd & Williamson, 2004). At the National University of Modern Languages (public) , Islamabad and Shifa Tameer-e-Millat University (private) 140 questionnaires for CMSI and PWBS were distributed for the pilot study. With the help of pilot testing, validity and reliability were found.

#### 3.6.1 Reliability

A pilot study was conducted at the National University of Modern Languages (public) and Shifa Tameer-e-Millat University (private). 140 questionnaires were distributed among university teachers and the reliability of the questionnaires was found. Alpha was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept and hence it is connected to the inter-relatedness of the items within the test (Tavakol & Dennick, 2011). According to De Vellis (2012), the internal consistency of the item is

$\geq .9$  = Excellent,

$\geq .8$  = Good

$\geq .7$  = Acceptable.

Total item correlation was also found for items of both questionnaires. According to de Vaus (2004) and Tapsir, Azis and Zamri (2018), a value greater than 3 is acceptable for item correlation. Exploratory Factor Analysis (EFA) is usually used for the investigation of construct validity (Atkinson, Rosenfeld, Sit, Mendoza, Fruscione, Lavene, Shaw, Hay, Cleeland & Scher, 2011; Brown & Moore, 2012). In this research

study, Exploratory Factor Analysis was used for CMSI (See Appendix-H). The N:ratio is used in EFA, which is a traditional 5:1 ratio of respondents (N) to variables (p) (Costello & Osborne, 2005; Wang, Watts, Anderson & Little, 2013; Kyriazos, 2018). So, 140 sample size of university teachers from NUMLand STMU was taken for EFA in this research study.

Table 3.4

## Reliability of Conflict management Styles Instrument

<i>Variable</i>	<i>No. of statements</i>	<i>Cronbach Alpha</i>
Conflict Management Style	28	.833

According to Table 3.4, the total number of statements of the CMSI was 28, and reliability was found .833, which was reliable for a research study.

Table 3.5

## Reliability of Dimensions of CMSI

<i>Dimensions</i>	<i>Cronbach Alpha</i>
Collaborating Style	.847
Accommodating Style	.813
Competing Style	.757
Avoiding Style	.766
Compromising Style	.792

Table 3.5 shows that the reliability of the dimensions of the Conflict Management Styles Instrument. Reliability of collaborating style was .847, accommodating style was .813, competing style was .757, avoiding style was .766 and compromising style was .792.

Table 3.6

## Total Item Correlation of CMSI

Items	Correlation	Items	Correlation
1	.602**	15	.809**
2	.321	16	.756*
3	.328	17	.765*
4	.461*	18	.833*
5	.331*	19	.756**
6	.320	20	.589
7	.393	21	.766*
8	.325*	22	.583*
9	.328	23	.753**
10	.391*	24	.679**
11	.501**	25	.716**
12	.541*	26	.729*
13	.434	27	.375
14	.787**	28	.561

\* $p < 0.05$ , \*\* $p < 0.01$

Total item correlation was calculated by using SPSS on the sample of 140 university teachers. The item-total correlations were seen to be within .320 to .833 and could be considered acceptable (de Vaus, 2004; Tapsir, Azis & Zamri, 2018).

Table 3.7

## Reliability of Psychological Well-Being Scale

<i>Variable</i>	<i>No. of statements</i>	<i>Cronbach Alpha</i>
Psychological Well Being	32	.813

Table 3.7 shows the reliability of the psychological well-being scale that was found .813. So, this reliability was considered reliable for research study.



Table 3.8  
Reliability of Dimensions of PWBS

<i>Dimensions</i>	<i>Cronbach Alpha</i>
Autonomy	.794
Environmental Mastery	.780
Personal Growth	.798
Positive Relations	.753
Purpose in Life	.773
Self Acceptance	.800

The table 3.8 displays the reliability of the dimensions of PWBS. According to this table, the reliability of autonomy was .794, environmental mastery was .780, personal growth was .780, positive relations was .753 and purpose in life was .733.

Table 3.9  
Total Item correlation of PWBS

Items	Correlation	Items	Correlation
1	.326	17	.321
2	.467**	18	.376
3	.452*	19	.508**
4	.341*	20	.482
5	.539**	21	.588**
6	.495*	22	.432
7	.659**	23	.350*
8	.506*	24	.596**
9	.671*	25	.509**
10	.474*	26	.390*
11	.400	27	.528**
12	.431	28	.304
13	.457*	29	.359*
14	.407*	30	.356**
15	.420	31	.333
16	.497*	32	.335

\* $p < 0.05$ , \*\* $p < 0.01$

Total item correlation was calculated by using SPSS on a sample of 140 university teachers. The item-total correlations were seen to be within .321 to .671 and could be considered acceptable (de Vaus, 2004; Tapsir, Azis & Zamri, 2018).

### **3.7 Population**

Sekaran (2003) suggested that the combination of the complete group of individuals, the aspects under investigation, and the occurrences or objects of interest that the researcher is interested in and desires to explore is known as "population." It contains all subjects of attention and a complete collection of data to be considered. A comprehensive list of universities operating in public and private sector having common departments was accessed from the official website of Higher Education Commission as was updated in 2017. There are 18 federal universities in Islamabad, of which 14 are public and 4 are private universities. For this study, 5 public and 3 private universities were taken (See Appendix-I) that have faculties of social sciences, management sciences, and computer sciences. Data refers academic teacher population. The number of faculty members in this population was 3874 out of which population of public sector universities was 2563 and private universities was 1371 of university teachers.

### **3.8 Sampling Technique**

A stratified random sample technique was used in the research study. Stratified random sampling is useful method for data collection if the population is heterogeneous. In this method, the entire heterogeneous population is divided in to a number of homogeneous groups, usually known as Strata, each of these groups is homogeneous within itself, and then units are sampled at random from each of these stratum. The sample size in each stratum varies according to the relative importance of the stratum in the population (Singh & Masuku, 2014). All public and private sector universities which

had faculty of social sciences, management sciences and computer sciences were taken. However, the total number of research participants in public sector (2563) and private sector (1311) was unequal, so stratified sampling technique was used in order to select sample in such a way that both strata are represented in the same proportion in the sample as they exist in the population. The researcher selected to utilise 15% sample from each strata to calculate the working sample size using Fisher's Formula, as recommended by Mugenda & Mugenda (2003). According to them, a 10 to 50% sample size is sufficient, appropriate, and represents the target population well. They demonstrate how to calculate the sample size of a population using a simple formula by using Fisher's formula. Academia teacher population of this study fall under two strata (Public & Private) and 15% sample was taken from both strata's, so sample taken from public universities carried 441 university teachers and from private universities 305 university teachers. After calculation, Fisher's formula total sample size was 746 university teachers. A total of 750 questionnaires were distributed among the university teachers via Google form (183) and personal visit (567) by the researcher. A total of 633 questionnaires were received and the rate of return was 84%.

Researcher did not know if their results could be applied to all people equally without a diverse group of individuals participating in research. Diversity in research means that people of different ages, different qualifications and age groups, or both men and women participate in research studies. So, different respondents' groups like gender, age, sector, qualification, designation and tenure were used in this research study.

Table.3.10

*Gender Based Dissemination of University Teachers*

Gender	Frequency	Percentage
Male	327	51.7
Female	306	48.3
Total	633	100

Table 3.10 shows the gender-based dissemination of university teachers, in which 327 were male university teachers and 306 were female university teachers. It also shows the percentage distribution of university teachers regarding gender, from which 51.7% were male and 48.3% were female.

Table.3.11

*Sector Based Distribution of University Teachers*

Sector	Frequency	Percentage
Public	406	64.1
Private	227	35.9
Total	633	100

Table 3.11 shows the sector-based distribution of university teachers, of which 406 were public sector university teachers, whereas 227 were private sector university teachers. It also shows the sector-based distribution of university teachers i.e 64.1% were public, and 35.9% were private university teachers in the research study.

Table.3.12

*Age Wise Distribution of University Teachers*

Age	Frequency	Percentage
Less than 30 years	142	22.4
30-40 years	292	46.1
40-50 years	188	29.7
More than 50 years	11	1.7
Total	633	100

Table 3.12 directs the age-wise distribution of university teachers, in which 142 teachers were those whose age was less than 30 years, 292 were those whose age was between 30 to 40 years, 188 teachers were those whose age was 40 to 50 years while 11 university teachers aged above 50 years. This table also shows the age of university teachers from which 22.4% aged less than 30 years, 46.1% were 30 to 40 years old, 29.7% were between 40 to 50 years, and 1.7% were above 50 years.

Table.3.13

*Qualification Based Distribution of University Teachers*

Qualification	Frequency	Percentage
Masters	68	10.7
MPhil	211	33.3
PhD	354	55.9
Total	633	100

Table 3.13 directs the qualification-wise dissemination of university teachers, in which 68 university teachers had a masters degree, 211 had M.phil degree, and 354 had a

PhD degree. This table also displays that 10.7 % were master degree holders, 33.3 % had M.Phil degrees, and 55.9 % of university teachers were PhDs.

Table.3.14

*Designation Based Distribution of University Teachers*

Designation	Frequency	Percentage
Junior Lecturer	117	18.5
Senior Lecturer	208	32.9
Assistant Professor	299	47.2
Associate Professor	7	1.1
Professor	2	0.3
Total	633	100

Table 3.14 shows the designation-wise dissemination of university teachers from which 117 were junior lecturers, 208 senior lecturers, 299 were Assistant Professors, 7 were Associate Professors, and 2 were Professors. This table shows the designation-based distribution of university teachers in percentages. It reveals that 18.5% were junior lecturers, 32.9% were senior lecturers, 47.2% were assistant professors, 1.1% were associate professors, and 0.3% were professors.

Table.3.15

*Tenure wise Distribution of University Teachers*

Tenure	Frequency	Percentage
Less than 1 years	56	8.8
1-3 years	256	40.4
3-5 years	172	27.2
More than 5 years	149	23.5
Total	633	100

Table 3.15 shows the tenure distribution of university teachers, from which 56 university teachers had less than one year experience, 256 had 1 to 3 years, 172 were 3 - 5 years, and 149 had greater than 5 years of experience in their job. It also shows the tenure distribution of university teachers. According to it, 8.8% of university teachers had less than 1 year, 40.4% had 1-3 years, 27.2% had 3-5 years, and 23.5% had greater than 5 years of tenure of university teachers.

Table.3.16

*Faculty Based Distribution of University Teachers*

Sector	Frequency	Percentage
Social Sciences	112	17.70
Management Sciences	302	47.70
Computer Sciences	219	34.60
Total	633	100

Table 3.16 shows the faculty based distribution of university teachers, of which 112 were from faculty of social sciences, whereas 302 were from faculty of management sciences and 219 from faculty of computer sciences. It also shows the percentage of faculty distribution of university teachers' i.e 17.7% were from social sciences, and 47.7% were from management sciences and 34.6% were from computer sciences in the research study.

### **3.9 Data Collection**

The researcher conducted personal visits as well as used a Google form to collect data. Questionnaires were distributed and obtained from university faculty from Islamabad's public and private sector universities. Respondents were contacted in the campus of the University and related information was given to them. After getting their consent both the tools CMSI and PWBS were distributed by the researcher among the respondents and sufficient time was provided to them for completion of the tool. The researcher collected data by showing the topic approval letter (see Appendix-A) to the university teachers. A Google form was sent via email, WhatsApp, and a spread sheet was created for getting the responses from respondents.

### **3.10 Data Analysis**

Data was analysed with the help of SPSS version 25.0 and reliability was determined by using Cronbach Alpha Coefficients (De Vos, De Hauw & Van der Heijden, 2011).

An Exploratory Factor Analysis (EFA) was used to analyse the data. By using EFA, the validity of construct was measured. This strategy was used when the original



variables are thought to represent dimension markers and are less complicated (Van Niekerk, 2016).

In the analysis of this research study, both descriptive (means) and inferential statistics (t-test, Analysis of Variance and Pearson correlations) were used. After that, descriptive research was used to address objective 1 and 2. Mean was used to find prevailing conflict management styles and level of psychological well-being. Descriptive statistics (Mean) describe the sample's distribution in numerical terms, allowing for a more ordered interpretation of the results. The goal of descriptive statistics (Mean) was to identify the sum of the data collected regarding the distributions' particular characteristics (De Vos et al., 2011). In statistics, the mean is a single number that represents the data's centre point or usual value and summarises an entire data set (Sykes & Gani, 2016).

Objectives 3 and 4 were measured and tested with a t-test and an ANOVA. These were used to see whether there were any variations between groups in terms of conflict resolution approaches and psychological well-being (Pallant, 2010). This method worked well since it alerted the researcher to substantial variations between groups. The ANOVA, moreover, associates groups as well as “tells the researcher whether the mean differences between the groups on the combination of dependent variables are likely to have occurred by chance”. If the value is much less than 0.05, it is clear that there are statistically significant differences (Pallant, 2010).

As this is an analytical study and by examining facts or information, analytical research is primarily concerned with testing hypotheses and identifying and interpreting relationships (Provost, 2011). So, objective 5 was about the relationship between CMS and PWB of university teachers and hypotheses were formulated to achieve this

objective. According to Pallant (2010), correlations can be positive or negative, indicating the direction of the links between constructs. A negative correlation between two variables suggests that if one grows, the other decreases. When two variables have a positive association, it means that they will both rise in value. Furthermore, a correlation might be anywhere between -1 to 1, and if correlation is 0 between two variables, it implies that there is no link between the variables, whereas a correlation of 1 shows that there is a positive perfect relationship (Pallant, 2010).

### **3.11 Research Ethics**

The researcher is always expected to follow basic research ethics. It is critical to consider ethical standards when conducting educational research. The researcher made every effort in this regard. First and foremost, the participants' consent to participate in the current study was obtained. Both their willingness and unwillingness to participate were respected equally. This is a procedure for polling the participants' opinions. In this regard, complete willingness and consent were deemed necessary prior to data collection. Participants were assured that the information they provided would be used solely for research purposes. The respondents were clearly informed about the purpose of the study. To protect their privacy, no respondent was asked to reveal his or her identity, as no one was asked to do so.

Table 3.17

Alignment of objectives of the study, hypotheses as well as statistical techniques of the study

<i>Objectives</i>	<i>Hypotheses</i>	<i>Statistical Techniques</i>
To analyze the prevailing conflict management style of university teachers.		<i>Mean</i>
To analyze the level of psychological wellbeing of university teachers.		<i>Mean</i>
To compare the differences in conflict management styles due to age, gender, sector, designation, tenure, and qualification among university teachers.	<i>H<sub>01</sub>-H<sub>06</sub></i>	<i>t-test</i> <i>ANOVA</i>
To compare the differences in psychological wellbeing due to age, gender, sector, designation, tenure, and qualification among university teachers.	<i>H<sub>07</sub>-H<sub>012</sub></i>	<i>t-test</i> <i>ANOVA</i>
To explore the relationship between conflict management styles and psychological wellbeing of university teachers.	<i>H<sub>013</sub>-H<sub>017</sub></i>	<i>Correlation</i>

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

In the previous chapter, questionnaires for both variables, i.e. ‘conflict management styles’ (CMS) and the ‘psychological well-being’ (PWB) were valid and reliable through pilot testing. After pilot testing, data was collected from university teachers for the final study and entered into SPSS (Version 25.0). The data was analyzed into two parts: descriptive and inferential statistics for achieving the objectives and testing the hypotheses of a research study. The data was analyzed using descriptive statistics such as graphs, percentages, frequencies, and means, as well as inferential statistics such as t-tests, ANOVAs, and correlations.

The graphic measurement was used to explain the contribution of responses, and the mean score was used to differentiate the responses of university teachers regarding their CMS and PWB. In the data study, a t-test was used to compare both variables regarding gender and sector. Similarly, ANOVA was used to compare the CMS and PWB of university teachers regarding age, qualification, designation and tenure. The correlation was used to assess the association between CMS and PWB among university teachers.

In this section of the research study, a complete analysis of both variables, conflict management style and psychological well-being of university teachers, was described in the form of graphs and tables.

**Objective No. 1 To assess the prevailing conflict management style i.e(Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style) of university teachers.**

Table 4.1

*Mean Score of CMSI (N=633)*

Dimensions	Mean	Remarks
Collaborating Style	3.12	Sometimes
Accommodating Style	2.92	Sometimes
Competing Style	3.32	Sometimes
Avoiding Style	3.62	Often
Compromising Style	3.45	Sometimes

Table 4.1 shows the mean value of dimensions of conflict management styles. According to this table, respondents occasionally agree with collaborating style (3.12), accommodating style (2.92), competing style (3.32), and compromising style (3.45), but frequently agree with avoiding style (3.62). Highest mean value was observed against avoiding style i.e. 3.62 and lowest mean value was observed against the accommodating style i.e., 2.92.

**Objective No. 2 To examine the level of psychological well-being of university teachers.**

Table.4.2

*Mean Score of PWBS (N=633)*

<i>Dimensions</i>	<i>Mean</i>	<i>Remarks</i>
Autonomy	3.22	Sometimes
Environmental Mastery	3.16	Sometimes
Personal Growth	3.38	Sometimes
Personal Relations	3.66	Often
Purpose in Life	3.43	Sometimes
Self-Acceptance	3.58	Often
Psychological Well-Being	3.40	Sometimes

Table 4.2 indicates the mean value of dimensions of psychological well-being. It revealed that respondents sometimes agreed towards autonomy (3.22), environment mastery (3.16), personal growth (3.38) and purpose in life (3.43). It also revealed that respondents often agreed towards positive relations (3.66) and self-acceptance having (3.58). Highest mean value was observed against personal relations i.e. 3.66 and the lowest mean value was observed against accommodating style i.e. 3.16. This table also shows the overall mean score i.e. 3.40 for psychological well-being of university teachers and revealed that respondents sometimes agreed towards psychological well-being.

**Objective No. 3 To compare the differences in conflict management styles due to age, gender, sector, designation, tenure, qualification and faculty among university teachers.**

**H<sub>01</sub>: There was no significant difference between demographic variables regarding genders among university teachers in conflict management styles i.e. (collaborating, accommodating, competing, avoiding and compromising styles)**

Table 4.3

*Gender-Based Analysis Regarding Collaborating Style among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>p</i>
Collaborating Style	Male	20.74	5.783	0.000
	Female	18.39		

In Table 4.3, t-test was shown to compare collaborating style regarding gender of university teachers. It revealed that ‘there was a significant difference’ in collaborating style between male (Mean=20.74) and female (Mean=18.39) university teachers;  $t(631)=5.783$ ,  $p=0.000$ . This result also showed that male had a significantly high sense of using collaborating style as compared to female. This result also revealed that the null hypothesis failed to accept the collaborating style.

Table 4.4

*Gender-Based Analysis Regarding Accommodating Style among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Accommodating Style	Male	16.77	4.67	0.000
	Female	15.17		

In Table 4.4, t-test was shown to compare accommodating style regarding gender of university teachers. It revealed that significant difference in accommodating style

between male (Mean=16.77) and female (Mean=15.17) university teachers was  $t(631) = 4.67, p=0.000$ . This result also revealed that male university teachers had a significantly high sense of using accommodating style than female university teachers. This result also showed that null hypothesis failed to accept the accommodating style.

Table 4.5

*Gender-Based Analysis Regarding Competing Style among University Teachers*

Dimension	Gender	Mean	$t(633)$	$P$
Competing Style	Male	16.58	-7.306	0.000
	Female	19.39		

In Table 4.5, t-test was shown to compare competing style regarding gender of university teachers. It revealed that significant difference' in male (Mean=16.58) and female (Mean=19.39) university teachers;  $t(631) = -7.306, p= 0.000$ . Furthermore, it also describes that female adopted competing style more as compared to male university teachers. Moreover, this result also revealed that null hypothesis was rejected for the competing style.

Table 4.6

*Gender-Based Analysis Regarding Avoiding Style among University Teachers*

Dimension	Gender	Mean	$t(633)$	$p$
Avoiding Style	Male	20.66	-6.105	0.000
	Female	22.93		

In Table 4.6, t-test was shown to compare competing style regarding gender of university teachers. Moreover, there was a significant difference in avoiding style



between male (Mean=20.66) and female (Mean=22.93) university teachers;  $t(631) = -6.105$ ,  $p = 0.000$ . It also revealed that female had a higher sense of using avoiding styles than male university teachers. Moreover, this result also revealed that null hypothesis was rejected for the avoiding style.

Table 4.7

*Gender-Based Analysis Regarding Compromising Style among University Teachers*

Dimension	Gender	Mean	$t(633)$	$P$
Compromising Style	Male	13.27	-1.729	0.084
	Female	13.66		

In Table 4.7, t-test was shown to compare compromising style regarding gender of university teachers. Furthermore, there was insignificant difference in compromising style between male (Mean=13.25) and female (Mean=13.66) university teachers;  $t(631) = -1.729$ ,  $p = 0.084$ . This result also revealed that the null hypothesis was accepted for the compromising style.

**H<sub>02</sub>: There was no significant difference between demographic variable among university teachers in conflict management styles style i.e (Collaborating, Accommodating, Competing, Avoiding and Compromising Styles)on the basis of sector.**

Table 4.8

*Sector-Based Analysis Regarding Collaborating Style among University Teachers*

Dimension	Sector	Mean	<i>t</i> (633)	<i>p</i>
Collaborating Style	Public	19.59	-0.056	0.956
	Private	19.61		

Table 4.8 shows that t-test was conducted to compare collaborating style of teachers at public and private universities. It revealed that there was no significant difference in collaborating style between public (Mean=19.59) and private (Mean=19.61) sector university teachers;  $t(631) = -0.056$ ,  $p=0.956$ . Null hypothesis was accepted for the collaborating style.

Table 4.9

*Sector-based Analysis regarding Accommodating Style among University Teachers*

Dimension	Sector	Mean	<i>t</i> (633)	<i>p</i>
Accommodating Style	Public	15.84	-0.918	0.359
	Private	16.16		

Table 4.9 shows t-test was conducted to compare accommodating style of teachers at public and private universities. It revealed that there was no difference in accommodating style between public (Mean= 15.84) and private (Mean= 16.16) sector

university teachers;  $t(631) = -0.918$ ,  $p = 0.359$ . Null hypothesis was accepted for the accommodating style.

Table 4.10

*Sector-based Analysis regarding Competing Style among University Teachers*

Dimension	Sector	Mean	$t(633)$	$p$
Competing Style	Public	18.18	1.185	0.237
	Private	17.71		

Table 4.10 shows that t-test was conducted to compare competing style of teachers at public and private universities. It revealed that there was no difference in competing style between public (Mean= 18.18) and private (Mean=17.71) sector university teachers;  $t(631) = 1.185$ ,  $p = 0.237$ . This result also revealed that the null hypothesis was accepted for the competing style.

Table 4.11

*Sector-based Analysis regarding Avoiding Style among University Teachers*

Dimension	Sector	Mean	$t(633)$	$p$
Avoiding Style	Public	22.07	1.641	0.101
	Private	21.45		

Table 4.11 shows that t-test was conducted to compare avoiding style of teachers at public and private universities. It revealed that there was no difference in avoiding style between public (Mean= 22.07) and private (Mean= 21.45) sector university

teachers;  $t(631) = 1.641$ ,  $p = 0.101$ . This result also revealed that the null hypothesis was accepted for the avoiding style.

Table 4.12

*Sector-based Analysis regarding Compromising Style among University Teachers*

Dimension	Sector	Mean	$t(633)$	$p$
Compromising Style	Public	13.74	2.388	0.017
	Private	13.19		

Table 4.12 shows t-test was conducted to compare compromising style of teachers at public and private universities. It also revealed that “there was significant difference in compromising style” between public (Mean= 13.74) and private (Mean= 13.19) sector university teachers;  $t(631) = 2.388$ ,  $p = 0.017$ . This result also shows that public sector university teachers had high sense of using compromising style as compared to private sector university teachers. Moreover this result also revealed that null hypothesis was rejected for the compromising style.

**H<sub>03</sub>: There was no significant difference between demographic variable regarding ages among university teachers in conflict management styles i.e (Collaborating Style, Accommodating Style, Competing, Style, Avoiding Style and Compromising Style).**

Table 4.13

*Age-Based Analysis Regarding Collaborating Style among University Teachers*

Dimension	Age	Mean	<i>F</i> (633)	<i>p</i>
Collaborating Style	Less than 30 years	19.02	3.46	0.016
	30-40 years	19.36		
	40-50 years	20.20		
	Greater than 50 years	23.27		

Table 4.13 shows ANOVA conducted to compare the collaborating style regarding age. It revealed that “there was a significant difference” in collaborating style between less than thirty years (Mean= 19.02), 30- 40 years (Mean= 19.36), 40 to 50 years (Mean= 20.20) and greater than 50 years (Mean= 23.27) ages of university teachers;  $F(632)= 3.46$ ,  $p= 0.016$ . It also revealed that university teachers having age greater than 50 years adopted collaborating style than other group of ages of university teachers. According to this table, null hypothesis was rejected for collaborating style.

Table 4.14

*Age-Based Analysis Regarding Accommodating Style among University Teachers*

Dimension	Age	Mean	<i>F</i> (633)	<i>P</i>
Accommodating Style	Less than 30 years	15.69	2.58	0.042
	30-40 years	15.74		
	40-50 years	16.50		
	Greater than 50 years	18.45		

Table 4.14 shows ANOVA conducted to compare the accommodating style regarding age. It revealed that there was a significant difference in accommodating style between less than 30 year (Mean= 15.69), 30 to 40 years (Mean= 15.74), 40 to 50 years (Mean= 16.50) and greater than 50 years (Mean= 18.45, SD= 5.69) of university teachers;  $F(632)= 2.58$ ,  $p= 0.052$ . It also revealed that university teachers having age greater than 50 years agreed with accommodating style than other group of ages of university teachers. According to this table, null hypothesis was rejected for accommodating style.

Table 4.15

*Age-Based Analysis Regarding Competing Style among University Teachers*

Dimension	Age	Mean	<i>F</i> (633)	<i>P</i>
Competing Style	Less than 30 years	18.54	17.00	0.000
	30-40 years	18.92		
	40-50 years	15.84		
	Greater than 50 years	20.00		

Table 4.15 shows ANOVA conducted to compare the competing style regarding age. It revealed that there was a significant difference in competing style between less than 30 years (Mean= 18.54), 30 to 40 years (Mean= 18.92), 40 to 50 years (Mean= 15.84) and greater than 50 years (Mean= 20.00) of university teachers;  $F(632)= 17.05$ ,  $p= 0.000$ . It also revealed that university teachers having age greater than 50 years adopted competing style than other group of ages of university teachers. According to this table, null hypothesis was rejected for competing style.

Table 4.16

*Age-Based Analysis Regarding Avoiding Style among University Teachers*

Dimension	Age	Mean	<i>t</i> (633)	<i>P</i>
Avoiding Style	Less than 30 years	22.4		
	30-40 years	21.98		
			5.150	0.002
	40-50 years	20.75		
	Greater than 50 years	24.54		

Table 4.16 shows ANOVA conducted to compare the avoiding style regarding age. It revealed that there was a significant difference in avoiding style between less than 30 year (Mean= 22.40), 30 to 40 years (Mean= 21.98), 40 to 50 years (Mean= 20.75) and greater than 50 years (Mean= 24.54) of university teachers;  $F(632)= 5.15$ ,  $p= 0.002$ . It also revealed that university teachers having age greater than 50 years adopted avoiding style than other group of ages of university teachers. According to this table, null hypothesis was rejected for avoiding style.



Table 4.17

*Age-Based Analysis Regarding Compromising Style among University Teachers*

Dimension	Age	Mean	<i>F</i> (633)	<i>P</i>
Compromising Style	Less than 30 years	15.90		
	30-40 years	13.79		
			7.90	0.000
	40-50 years	12.76		
	Greater than 50 years	15.90		

Table 4.17 shows ANOVA conducted to compare the compromising style regarding age. It revealed that there was a significant difference in compromising style between less than 30 year (Mean= 15.90), 30 to 40 years (Mean= 13.79), 40 to 50 years (Mean= 12.76) and greater than 50 years (Mean= 15.90) of university teachers;  $F(632)= 7.90$ ,  $p= 0.000$ . It also revealed that university teachers having age greater than 50 years adopted compromising style than other group of ages of university teachers. According to this table, null hypothesis was rejected for compromising style.

**H<sub>04</sub>: There was no significant difference between demographic variable among university teachers in conflict management styles i.e (Collaborating, Accommodating Competing, Avoiding and Compromising Style) on the basis of qualification.**

Table 4.18

*Qualification-Based Analysis Regarding Collaborating Style among University Teachers*

Dimension	Qualification	Mean	$F(633)$	$p$
	Masters	19.60		
Collaborating Style	M.Phil	19.73	0.108	0.898
	PhD	19.52		

Table 4.18 shows ANOVA conducted to compare the collaborating style regarding qualification of university teachers. It revealed that “there was not a significant difference” in collaborating style between Masters (Mean= 19.60), M.Phil (Mean= 19.73) and PhDs (Mean= 19.52) university teachers;  $F(632)= 0.108$ ,  $p= 0.898$ . According to this table, null hypothesis accepted the collaborating style.

Table 4.19

*Qualification-Based Analysis Regarding Accommodating Style among University Teachers*

Dimension	Qualification	Mean	<i>F</i> (633)	<i>P</i>
Accommodating Style	Masters	16.16	0.073	0.930
	M.Phil	16.03		
	PhD	15.95		

Table 4.19 shows ANOVA conducted to compare the accommodating style regarding qualification of university teachers. It revealed that there was no significant difference in accommodating style between Masters (Mean= 16.16), M.Phil (Mean= 16.03) and PhDs (Mean= 15.95) university teachers;  $F(632)= 0.073$ ,  $p= 0.930$ . According to this table null hypothesis accept the accommodating style.

Table 4.20

*Qualification-Based Analysis Regarding Competing Style among University Teachers*

Dimension	Qualification	Mean	<i>F</i> (633)	<i>p</i>
Competing Style	Masters	20.13	7.922	0.000
	M.Phil	17.97		
	PhD	17.50		

Table 4.20 shows ANOVA conducted to compare the competing style regarding qualification of university teachers. It revealed that there was a significant difference in competing style between Masters (Mean= 20.13), M.Phil (Mean= 17.97) and PhDs (Mean= 17.50) university teachers;  $F(632)= 7.922$ ,  $p= 0.000$ . It also revealed that

university teachers having master's degree adopted competing style more than other group of qualification of university teachers. According to this table, null hypothesis was rejected for the competing style.

Table 4.21

*Qualification-Based Analysis Regarding Avoiding Style among University Teachers*

Dimension	Qualification	Mean	F(633)	P
Avoiding Style	Masters	21.92	0.660	0.517
	M.Phil	22.02		
	PhD	21.56		

Table 4.21 shows ANOVA conducted to compare the avoiding style regarding qualification of university teachers. It revealed that there was no significant difference in avoiding style between Masters (Mean= 21.92), M.Phil (Mean= 22.02) and PhDs (Mean= 21.56) university teachers;  $F(632)= 0.66$ ,  $p= 0.517$ . According to this table, null hypothesis was accepted for the avoiding style.

Table 4.22

*Qualification-Based Analysis Regarding Compromising Style among University Teachers*

Dimension	Qualification	Mean	F(633)	p
Compromising Style	Masters	14.69	9.990	0.000
	M.Phil	12.94		
	PhD	13.53		

In Table 4.22, ANOVA was conducted to compare the compromising style regarding qualification of university teachers. It revealed that “there was a significant

difference” in compromising style between Masters (Mean= 14.69), M.Phil (Mean= 12.94) and PhDs (Mean= 13.53) university teachers;  $F(632)= 9.99$ ,  $p= 0.000$ . It also revealed that university teachers having master’s degree adopted compromising style than other group of qualification of university teachers. According to this table null hypothesis was rejected for the compromising style.

**H<sub>05</sub>: There was no significant difference between demographic variable on the basis of designations among university teachers in conflict management styles i.e (Collaborating, Accommodating Competing, Avoiding and Compromising Style).**

Table 4.23

*Designation Based Analysis Regarding Collaborating Style among University Teachers*

Dimension	Designation	Mean	F(633)	p
Collaborating Style	Junior Lecturer	19.53	0.815	0.516
	Senior Lecturer	19.81		
	Assistant Professor	19.40		
	Associate Professor	22.14		
	Professor	23.00		

Table 4.23 shows ANOVA conducted to compare the conflict management styles regarding designation of university teachers. Furthermore, there was no significant difference in collaborating style between junior lecturer (Mean= 19.53), Senior lecturer (Mean= 19.81), assistant professor (Mean= 19.40), associate professor (Mean= 22.14) and professor (Mean= 23.00) of universities;  $F(632) = 0.815$ ,  $p = 0.516$ . Moreover, null hypothesis was accepted for this style.

Table 4.24

*Designation Based Analysis Regarding Accommodating Style among University Teachers*

Dimension	Designation	Mean	F(633)	p
Accommodating Style	Junior Lecturer	15.96	0.359	0.838
	Senior Lecturer	16.13		
	Assistant Professor	15.88		
	Associate Professor	17.57		
	Professor	17.00		

Table 4.24 shows ANOVA conducted to compare the accommodating style regarding designation of university teachers. Furthermore, there was no significant difference in accommodating style between junior lecturer (Mean= 15.96), Senior lecturer (Mean= 16.13), assistant professor (Mean= 15.88), associate professor (Mean= 17.57) and professor (Mean= 17.00) of universities;  $F(632) = 0.359$ ,  $p = 0.838$ . Moreover, null hypothesis was accepted for accommodating style.

Table 4.25

*Designation Based Analysis Regarding Competing Style among University Teachers*

Dimension	<i>Designation</i>	<i>Mean</i>	<i>F(633)</i>	<i>p</i>
Competing Style	Junior Lecturer	18.62	3.709	0.005
	Senior Lecturer	18.63		
	Assistant Professor	17.18		
	Associate Professor	17.14		
	Professor	22.50		

Table 4.25 shows ANOVA conducted to compare the competing style regarding designation of university teachers. Furthermore, there was significant difference in competing style between junior lecturer (Mean= 18.62), Senior lecturer (Mean= 18.63), assistant professor (Mean= 17.28), associate professor (Mean= 17.14) and professor (Mean= 22.50) of universities;  $F(632)= 3.709$ ,  $p= 0.005$ . It also revealed that university teachers having designation of Professor adopted competing style more than other designations. According to this table, null hypothesis was rejected for the competing style.



Table 4.26

*Designation Based Analysis Regarding Avoiding Style among University Teachers*

Dimension	Designation	Mean	F(633)	P
Avoiding Style	Junior Lecturer	23.08	4.624	0.001
	Senior Lecturer	21.66		
	Assistant Professor	21.19		
	Associate Professor	25.28		
	Professor	25.50		

Table 4.26 shows ANOVA conducted to compare the competing style regarding designation of university teachers. Furthermore, there was significant difference in avoiding style between junior lecturer (Mean= 23.08), Senior lecturer (Mean= 21.66), assistant professor (Mean= 21.19), associate professor (Mean= 25.28) and professor (Mean= 25.50) of universities;  $F(632)= 4.624$ ,  $p= 0.001$ . It also revealed that university teachers having designation of Professor adopted avoiding style more than other designations. According to this table, null hypothesis was rejected for the avoiding style.

Table 4.27

*Designation Based Analysis Regarding Compromising Style among University Teachers*

Dimension	Designation	Mean	F(633)	p
Compromising Style	Junior Lecturer	13.68	1.447	0.217
	Senior Lecturer	13.43		
	Assistant Professor	13.34		
	Associate Professor	15.71		
	Professor	14.50		

Table 4.27 shows ANOVA conducted to compare the compromising style regarding designation of university teachers. Furthermore, there was no significant difference in compromising style between junior lecturer (Mean= 13.68), Senior lecturer (Mean= 13.43), assistant professor (Mean= 13.34), associate professor (Mean= 15.71) and professor (Mean= 14.50) of universities;  $F(632)= 1.447$ ,  $p= 0.217$ . Moreover, null hypothesis was accepted for the compromising style.

**H<sub>06</sub>: There was no significant difference between demographic variable among university teachers in conflict management styles i.e. (Collaborating, Accommodating, Competing, Avoiding and Compromising Style) on the basis of tenure.**

Table 4.28

*Tenure Based Analysis Regarding Collaborating Style among University Teachers*

Dimension	Tenure	Mean	F(633)	p
Collaborating Style	Less than 1 year	21.37	4.960	0.002
	1-3 years	19.06		
	3-5 years	19.10		
	Greater than 5 years	20.44		

In Table 4.28, ANOVA was conducted to compare the collaborating style regarding tenure. It revealed that there was a significant difference in collaborating style between less than one year (Mean= 21.37), 1 to 3 years (Mean= 19.06), 3 to 5 years (Mean= 19.10) and greater than 5 years (Mean= 20.44) of university teachers;  $F(632)= 4.96$ ,  $p= 0.002$ . It also revealed that university teachers having less than one-year experience adopted collaborating style more than other styles. According to this table null hypothesis was rejected for collaborating style.

Table 4.29

*Tenure Based Analysis Regarding Accommodating Style among University Teachers*

Dimension	Tenure	Mean	F(633)	P
Accommodating Style	Less than 1 year	18.01	10.33	0.000
	1-3 years	15.64		
	3-5 years	15.02		
	Greater than 5 years	16.98		

In Table 4.29, ANOVA was conducted to compare the accommodating style regarding tenure. It revealed that there was a significant difference in accommodating style between less than one year (Mean= 18.01), 1 to 3 years (Mean= 15.64), 3 to 5 years (Mean= 15.02) and greater than 5 years (Mean= 16.98) of university teachers;  $F(632)= 4.36$ ,  $p= 0.000$ . It also revealed that university teachers having less than a year experience adopted accommodating style than other styles. According to this table null hypothesis was rejected for this style.

Table 4.30

*Tenure Based Analysis Regarding Competing Style among University Teachers*

Dimension	Tenure	Mean	F(633)	p
Competing Style	Less than 1 year	16.98	1.78	0.149
	1-3 years	18.44		
	3-5 years	17.79		
	Greater than 5 years	17.62		

In Table 4.30, ANOVA was conducted to compare the competing style regarding tenure. It revealed that there was no significant difference in competing style between less than one year (Mean= 16.98), 1 to 3 years (Mean= 18.44), 3 to 5 years (Mean= 17.79) and greater than 5 years (Mean= 17.62) of university teachers;  $F(632)= 1.78$ ,  $p= 0.149$ . According to this table, null hypothesis was accepted for competing style.

Table 4.31

*Tenure Based Analysis Regarding Avoiding Style among University Teachers*

Dimension	Tenure	Mean	F(633)	P
Avoiding Style	Less than 1 year	21.53	6.200	0.000
	1-3 years	21.69		
	3-5 years	22.90		
	Greater than 5 years	20.62		

In Table 4.31, ANOVA was conducted to compare the avoiding style regarding tenure. It revealed that there was a significant difference in avoiding style between less than one year (Mean= 21.53), 1 to 3 years (Mean= 21.69), 3 to 5 years (Mean= 22.90) and greater than 5 years (Mean= 20.64) of university teachers;  $F(632)= 6.20$ ,  $p= 0.000$ . Furthermore, it also revealed that university teachers having 3-5years' experience adopted avoiding style more than other styles. According to this table, null hypothesis was rejected for this style.

Table 4.32

*Tenure Based Analysis Regarding Compromising Style among University Teachers*

Dimension	Tenure	Mean	<i>F</i> (633)	<i>p</i>
Compromising Style	Less than 1 year	13.23	0.13	0.938
	1-3 years	13.49		
	3-5 years	13.47		
	Greater than 5 years	13.48		

In Table 4.32, ANOVA was conducted to compare the compromising style regarding tenure. It revealed that there was no significant difference in compromising style between less than one year (Mean= 13.23), 1 to 3 years (Mean= 13.49), 3 to 5 years (Mean= 13.49) and greater than 5 years (Mean= 13.48) of university teachers;  $F(632)= 0.13$ ,  $p= 0.938$ . According to this table, null hypothesis was accepted for compromising style regarding tenure of university teachers.

**H<sub>07</sub>: There is no significant difference between demographic variable on the basis of faculty among university teachers in conflict management styles (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style).**

Table 4.33

*Faculty-Based Analysis Regarding Collaborating Style among University Teachers*

Dimension	Qualification	Mean	$F(632)$	$p$
	Social Sciences	22.63		
Collaborating Style	Management Sciences	19.48	28.762	0.000
	Computer Sciences	18.23		

Table 4.33 shows ANOVA conducted to compare the collaborating style regarding faculties. It revealed that there was a significant difference in collaborating style between faculty of social sciences (Mean= 22.63), faculty of management sciences (Mean= 19.48) and faculty of computer sciences (Mean= 18.23);  $F(632)= 28.762$ ,  $p= 0.000$ . It also revealed that university teachers of social sciences adopted collaborating style more than other group of faculties. According to this table, null hypothesis was rejected for the collaborating style.



Table 4.34

*Faculty-Based Analysis Regarding Accommodating Style among University Teachers*

Dimension	<i>Qualification</i>	<i>Mean</i>	<i>F(632)</i>	<i>p</i>
Accommodating Style	Social Sciences	18.87	35.831	0.000
	Management Sciences	15.78		
	Computer Sciences	14.84		

Table 4.34 shows ANOVA conducted to compare the accommodating style regarding faculties. It revealed that there was a significant difference in accommodating style between faculty of social sciences (Mean= 18.87), faculty of management sciences (Mean= 15.78) and faculty of computer sciences (Mean= 14.84);  $F(632)= 35.831$ ,  $p= 0.000$ . It also revealed that university teachers of social sciences adopted accommodating style more than other group of faculty. According to this table, null hypothesis was rejected for the accommodating style.

Table 4.35

*Faculty-Based Analysis Regarding Competing Style among University Teachers*

Dimension	<i>Qualification</i>	<i>Mean</i>	<i>F(632)</i>	<i>p</i>
Competing Style	Social Sciences	14.94	26.033	0.000
	Management Sciences	18.64		
	Computer Sciences	18.51		

Table 4.35 shows ANOVA conducted to compare the competing style regarding faculties. It revealed that there was a significant difference in competing style between faculty of social sciences (Mean= 14.94), faculty of management sciences (Mean= 18.64)

and faculty of computer sciences (Mean= 18.51);  $F(632) = 26.033$ ,  $p = 0.000$ . It also revealed that university teachers of management sciences adopted competing style more than other group of faculty. According to this table, null hypothesis was rejected for the competing style.

Table 4.36

*Faculty-Based Analysis Regarding Avoiding Style among University Teachers*

Dimension	Qualification	Mean	$F(632)$	$p$
	Social Sciences	18.06		
Avoiding Style	Management Sciences	22.64	46.076	0.000
	Computer Sciences	22.42		

Table 4.36 shows ANOVA conducted to compare the avoiding style regarding faculties. It revealed that there was a significant difference in avoiding style between faculty of social sciences (Mean= 18.06), faculty of management sciences (Mean= 22.64) and faculty of computer sciences (Mean= 22.42);  $F(632) = 46.076$ ,  $p = 0.000$ . It also revealed that university teachers of management sciences adopted avoiding style more than other group of faculty. According to this table, null hypothesis was rejected for the avoiding style.

Table 4.37

*Faculty-Based Analysis Regarding Compromising Style among University Teachers*

Dimension	<i>Qualification</i>	<i>Mean</i>	<i>F(632)</i>	<i>p</i>
Compromising Style	Social Sciences	11.84	23.609	0.000
	Management Sciences	13.92		
	Computer Sciences	13.66		

Table 4.37 shows ANOVA conducted to compare the compromising style regarding faculties. It revealed that there was a significant difference in compromising style between faculty of social sciences (Mean= 11.84), faculty of management sciences (Mean= 13.92) and faculty of computer sciences (Mean= 13.66);  $F(632)= 23.609$ ,  $p= 0.000$ . It also revealed that university teachers of management sciences adopted compromising style more than other group of faculty. According to this table, null hypothesis was rejected for the compromising style.

**Objective No. 4 To compare the differences in psychological wellbeing due to age, gender, sector, designation, tenure, qualification and faculty among university teachers.**

**H<sub>08</sub>: There was no significant difference between demographic variable among university teachers in psychological well-being on the basis of gender**

Table 4.38

*Gender-Based Analysis Regarding Autonomy among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Autonomy	Male	20.03	4.489	0.000
	Female	18.56		

In Table 4.38, t-test was shown to compare the autonomy of male and female university teachers. It revealed that there was a significant difference in autonomy between male (Mean=20.03) and female (Mean=18.56) university teachers;  $t(631)=4.489$ ,  $p=0.000$ . This result also revealed that males had a significantly high sense of autonomy than females. Furthermore, this result also revealed that the null hypothesis was rejected for autonomy.

Table 4.39

*Gender-Based Analysis Regarding Environmental Mastery among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Environmental Mastery	Male	19.51	2.448	0.015
	Female	18.48		

In Table 4.39, t-test shows comparison of the environmental mastery of male and female university teachers. It revealed that there was a significant difference in environmental mastery between male (Mean=19.51, SD=5.93) and female (Mean=18.48) university teachers;  $t(631) = 2.448$ ,  $p=0.015$ . This result also revealed that male had a significantly high sense of environmental mastery than female. Furthermore, this result also revealed that the null hypothesis was rejected for environmental mastery.

Table 4.40

*Gender-Based Analysis Regarding Personal Growth among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Personal Growth	Male	16.78	-0.813	0.417
	Female	17.03		

In Table 4.40, t-test shows comparison of the personal growth of male and female university teachers. It revealed that there was insignificant difference in personal growth between male (Mean=22.69) and female (Mean=21.27) university teachers;  $t(631) = -0.813$ ,  $p=0.417$ . This result also revealed that the null hypothesis was accepted for personal growth.

Table 4.41

*Gender-Based Analysis Regarding Positive Relations among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Positive Relations	Male	22.69	4.435	0.00
	Female	21.27		

In Table 4.41, t-test shows comparison of the positive relations of male and female university teachers. It revealed that there was a significant difference in positive relations between male (Mean=22.69) and female (Mean=21.27) university teachers;  $t(631) = 4.435, p = 0.000$ . This result also revealed that male had a significantly high sense of positive relations than female. Moreover, this result also revealed that the null hypothesis was accepted for positive relations.

Table 4.42

*Gender-Based Analysis Regarding Purpose in Life among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Purpose in Life	Male	14.66	7.297	0.000
	Female	12.78		

In Table 4.42, t-test shows comparison of the purpose in life of male and female university teachers. It revealed that ‘there was a significant difference in purpose in life between male (Mean=14.66) and female (Mean=12.78) university teachers;  $t(631) = 7.297, p = 0.000$ . This result also revealed that male had a significantly high sense of

purpose in life than female. Moreover, this result also revealed that the null hypothesis was rejected for purpose in life.

Table 4.43

*Gender-Based Analysis Regarding Self-Acceptance among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Self-Acceptance	Male	18.77	7.200	0.000
	Female	17.03		

In Table 4.43, t-test shows comparison of the self-acceptance of male and female university teachers. It revealed that ‘there was a significant difference in self-acceptance between male (Mean=18.77) and female (Mean=17.03) university teachers;  $t(631) = 7.200$ ,  $p = 0.000$ . This result also revealed that male had a significantly high sense of self-acceptance than female. This result also revealed that the null hypothesis was rejected for self-acceptance.

Table 4.44

*Gender-Based Analysis Regarding Psychological Well-Being among University Teachers*

Dimension	Gender	Mean	<i>t</i> (633)	<i>P</i>
Psychological Well-Being	Male	101.05	0.023	0.982
	Female	101.01		

In Table 4.44, t-test shows comparison of the personal growth of male and female university teachers. It revealed that ‘there was insignificant difference in personal growth

between male (Mean=101.05) and female (Mean=101.01) university teachers;  $t(633) = -0.023$ ,  $p=0.982$ . This result also revealed that the null hypothesis was accepted for psychological well-being.



**H<sub>09</sub>: There was no significant difference between demographic variable regarding sector among university teachers in psychological well-being.**

Table 4.45

*Sector Based Analysis Regarding Autonomy among University Teachers*

Dimension	Sector	Mean	<i>t</i> (633)	<i>P</i>
Autonomy	Public	19.85	3.192	0.001
	Private	18.80		

In Table 4.45, t-test was conducted to compare the autonomy in sector based university teachers. It revealed that there was a significant difference in autonomy between public (Mean=19.85) and private (Mean=18.80) sector university teachers;  $t(631)=3.192, p=0.001$ . This result also revealed that public sector university teachers had a significantly high sense of autonomy than private-sector university teachers. This result also revealed that the null hypothesis was rejected for autonomy.

Table 4.46

*Sector Based Analysis Regarding Environmental Mastery among University Teachers*

Dimension	Sector	Mean	<i>t</i> (633)	<i>P</i>
Environmental Mastery	Public	19.28	1.252	0.211
	Private	18.75		

In Table 4.46, t-test was conducted to compare the environmental mastery in sector based university teachers. Furthermore, there was insignificant difference in environmental mastery between public (Mean=19.28) and private (Mean=18.75) sector

university teachers;  $t(631) = 1.252$ ,  $p = 0.211$ . This result also revealed that the null hypothesis was accepted for environmental mastery.

Table 4.47

*Sector Based Analysis Regarding Personal Growth among University Teachers*

Dimension	Sector	Mean	$t(633)$	$P$
Personal Growth	Public	16.62	-1.793	0.073
	Private	17.17		

In Table 4.47, t-test was conducted to compare the personal growth in sector based university teachers. Furthermore there was significant difference in personal growth between public (Mean=16.62) and private (Mean=17.17) sector university teachers;  $t(631) = -1.793$ ,  $p = 0.073$ . This result also revealed that private sector university teachers had a significantly high sense of personal growth than public-sector university teachers. This result also revealed that the null hypothesis was rejected for personal growth.

Table 4.48

*Sector Based Analysis Regarding Positive Relations among University Teachers*

Dimension	Sector	Mean	<i>t</i> (633)	<i>p</i>
Positive Relations	Public	22.14	0.84	0.401
	Private	21.87		

In Table 4.48, t-test was conducted to compare the positive relations in sector based university teachers. Furthermore there was insignificant difference in positive relations between public (Mean=22.14) and private (Mean=21.87) sector university teachers;  $t(631) = -0.840$ ,  $p = 0.401$ . This result also revealed that the null hypothesis was accepted for positive relations.

Table 4.49

*Sector Based Analysis Regarding Purpose in Life among University Teachers*

Dimension	Sector	Mean	<i>t</i> (633)	<i>p</i>
Purpose in Life	Public	14.19	3.302	0.001
	Private	13.32		

In Table 4.49, t-test was conducted to compare the positive relations in sector based university teachers. Furthermore there was significant difference in purpose in life between public (Mean=14.19) and private (Mean=13.32) university teachers;  $t(631) = 3.302$ ,  $p = 0.001$ . This result also revealed that public sector university teachers had a

significantly high sense of purpose in life than private-sector university teachers. This result also revealed that the null hypothesis was rejected for purpose in life.

Table 4.50

*Sector Based Analysis Regarding Self-Acceptance among University Teachers*

Dimension	Sector	Mean	<i>t</i> (633)	P
Self-Acceptance	Public	18.28	2.768	0.006
	Private	17.59		

In Table 4.50, t-test was conducted to compare the self-acceptance in sector based university teachers. Furthermore there was significant difference in self-acceptance between public (Mean=18.28) and private (Mean=17.59) sector university teachers;  $t(631) = 2.768$ ,  $p = 0.006$ . This result also revealed that public sector university teachers had a significantly high sense of self-acceptance than private-sector university teachers. This result also revealed that the null hypothesis was rejected for self-acceptance.

Table 4.51

*Sector Based Analysis Regarding Psychological Well-Being among University Teachers*

Dimension	Sector	Mean	<i>t</i> (632)	P
Psychological Well-Being	Public	101.56	1.237	0.216
	Private	100.07		

In Table 4.51 t-test was conducted to compare the psychological well-being in sector based university teachers. Furthermore there was insignificant difference in

psychological well-being between public (Mean=101.56) and private (Mean=100.07) sector university teachers;  $t(631) = 1.237, p = 0.216$ . This result also revealed that the null hypothesis was accepted for psychological well-being.

**H<sub>10</sub>: There was no significant difference between demographic variable on the basis of age among university teachers in psychological well-being.**

Table 4.52

*Age Based Analysis Regarding Autonomy among University Teachers*

Dimension	Age	Mean	F(632)	P
Autonomy	Less than 30 years	19.68	3.41	0.017
	30-40 years	19.34		
	40-50 years	19.22		
	Greater than 50 years	15.54		

Table 4.52 shows ANOVA conducted to compare the autonomy regarding age. It revealed that there was a significant difference in autonomy between less than thirty years (Mean= 19.68), 30- 40 years (Mean= 19.34), 40 to 50 years (Mean= 19.22) and greater than 50 years (Mean= 15.54) ages of university teachers;  $F(632)= 3.41$ ,  $p= 0.017$ . It also revealed that university teachers having age greater than 50 years had greater sense of autonomy than other group of ages of university teachers. Moreover, according to this table null hypothesis was rejected for autonomy.

Table 4.53

*Age Based Analysis Regarding Environmental Mastery among University Teachers*

Dimension	Age	Mean	F(632)	P
Environmental Mastery	Less than 30 years	19.00	2.45	0.062
	30-40 years	19.19		
	40-50 years	18.98		
	Greater than 50 years	14.81		

Table 4.53 shows ANOVA conducted to compare the environmental mastery regarding age. It revealed that there was insignificant difference in environmental mastery between less than thirty years (Mean= 19.00), 30- 40 years (Mean= 19.19), 40 to 50 years (Mean= 18.98) and greater than 50 years (Mean= 14.81) ages of university teachers;  $F(632)= 2.45$ ,  $p= 0.062$ . Moreover, according to this table null hypothesis was accepted for environmental mastery.

Table 4.54

*Age Based Analysis Regarding Personal Growth among University Teachers*

Dimension	Age	Mean	F(632)	P
Personal Growth	Less than 30 years	16.23	8.49	0.000
	30-40 years	17.71		
	40-50 years	16.25		
	Greater than 50 years	15.27		

Table 4.54 shows ANOVA conducted to compare the personal growth regarding age. It revealed that there was significant difference in personal growth between less than 30 years (Mean= 16.23), 30 to 40 years (Mean= 17.71), 40 to 50 years (Mean= 16.25)

and greater than 50 years (Mean= 15.27) of university teachers;  $F(632)= 8.49$ ,  $p= 0.000$ . It also revealed that university teachers having age 30 to 40 years had greater sense of personal growth than other group of ages. Moreover, according to this table null hypothesis was rejected for personal growth.

Table 4.55

*Age Based Analysis Regarding Positive Relations among University Teachers*

Dimension	Age	Mean	$F(632)$	$P$
Positive Relations	Less than 30 years	22.52	14.30	0.000
	30-40 years	22.78		
	40-50 years	20.51		
	Greater than 50 years	20.09		

Table 4.55 shows ANOVA conducted to compare the positive relations regarding age. It revealed that there was significant difference in positive relations between less than 30 years (Mean= 22.52), 30 to 40 years (Mean= 22.78), 40 to 50 years (Mean= 20.51) and greater than 50 years (Mean= 20.09) of university teachers;  $F(632)= 14.3$ ,  $p= 0.000$ . It also revealed that university teachers having age 30 to 40 years had greater sense of positive relations than other group of ages. Moreover, according to this table null hypothesis was rejected for positive relations.



Table 4.56

*Age Based Analysis Regarding Purpose in Life among University Teachers*

Dimension	Age	Mean	<i>F</i> (632)	<i>P</i>
Purpose in Life	Less than 30 years	13.37	3.86	0.000
	30-40 years	14.13		
	40-50 years	13.34		
	Greater than 50 years	15.54		

Table 4.56 shows ANOVA conducted to compare the purpose in life regarding age. It revealed that there was significant difference in purpose in life between less than 30 years (Mean= 13.37), 30 to 40 years (Mean= 14.13), 40 to 50 years (Mean= 13.34) and greater than 50 years (Mean= 15.54) of university teachers;  $F(632)= 3.86$ ,  $p= 0.000$ . It also revealed that university teachers having age greater than 50 years had greater sense of purpose in life. Moreover, according to this table null hypothesis was rejected for purpose in life.

Table 4.57

*Age Based Analysis Regarding Self-Acceptance among University Teachers*

Dimension	Age	Mean	F(632)	P
Self-Acceptance	Less than 30 years	18.06	25.60	0.000
	30-40 years	18.85		
	40-50 years	16.40		
	Greater than 50 years	17.90		

Table 4.57 shows ANOVA conducted to compare the purpose in life regarding age. It revealed that there was significant difference in self-acceptance between less than 30 years (Mean= 18.06), 30 to 40 years (Mean= 18.85), 40 to 50 years (Mean= 16.40) and greater than 50 years (Mean= 17.90) of university teachers;  $F(632)= 25.6, p= 0.000$ . It also revealed that university teachers having age 30 to 40 years had greater sense of self-acceptance. Moreover, according to this table null hypothesis was rejected for self-acceptance.

Table 4.58

*Age Based Analysis Regarding Psychological Well-Being among University Teachers*

Dimension	Age	Mean	<i>F</i> (632)	<i>P</i>
Psychological well-being	Less than 30 years	103.23		
	30-40 years	102.68		
	40-50 years	97.00	7.628	0.000
	Greater than 50 years	97.54		

Table 4.58 shows ANOVA conducted to compare the psychological well-being regarding age. It revealed that there was significant difference in psychological well-being between less than 30 years (Mean= 103.23), 30 to 40 years (Mean= 102.68), 40 to 50 years (Mean= 97.00) and greater than 50 years (Mean= 97.54) of university teachers;  $F(632)= 7.628$ ,  $p= 0.000$ . It also revealed that university teachers having age 30 to 40 years had greater sense of psychological well-being. Moreover, according to this table null hypothesis was rejected for psychological well-being.

**H<sub>011</sub>: There was no significant difference between demographic variable among university teachers in psychological well-being on the basis of qualification**

Table 4.59

*Qualification Based Analysis Regarding Autonomy among University Teachers*

Dimension	Qualification	Mean	F(632)	P
Autonomy	Masters	19.42	0.398	0.672
	M.Phil	19.50		
	PhD	19.19		

Table 4.59 shows ANOVA conducted to compare the autonomy regarding qualification of university teachers. It revealed that there was insignificant difference in autonomy between Masters (Mean= 19.42), M.Phil (Mean= 19.50) and PhDs (Mean= 19.19) university teachers;  $F(632)= 0.398$ ,  $p= 0.672$ . Furthermore, according to this table null hypothesis was accepted for autonomy.

Table 4.60

*Qualification Based Analysis Regarding Environmental Mastery among University Teachers*

Dimension	Qualification	Mean	F(632)	P
Environmental Mastery	Masters	20.52	3.189	0.042
	M.Phil	18.75		
	PhD	18.87		

Table 4.60 shows ANOVA conducted to compare the environmental mastery regarding qualification of university teachers. It revealed that there was a significant

difference in environmental mastery between Masters (Mean= 20.52), M.Phil (Mean= 18.75) and PhDs (Mean= 18.87) university teachers;  $F(632)= 3.189$ ,  $p= 0.042$ . It also revealed that university teachers having master's degree adopted environmental mastery than other group of qualification of university teachers. According to this table null hypothesis was accepted for environmental mastery.

Table 4.61

*Qualification Based Analysis Regarding Personal Growth among University Teacher*

Dimension	Qualification	Mean	$F(632)$	$P$
Personal Growth	Masters	19.45	30.865	0.000
	M.Phil	17.61		
	PhD	15.99		

Table 4.61 shows ANOVA conducted to compare the personal growth regarding qualification of university teachers. It revealed that there was a significant difference in personal growth between Masters (Mean= 19.45), M.Phil (Mean= 17.61) and PhD (Mean= 15.99) university teachers;  $F(632)= 30.865$ ,  $p= 0.000$ . It also revealed that university teachers having master's degree adopted personal growth than other group of qualification of university teachers. According to this table null hypothesis was rejected for personal growth.

Table 4.62

*Qualification Based Analysis Regarding Positive Relations among University Teacher*

Dimension	Qualification	Mean	F(632)	P
Positive Relations	Masters	24.35	31.35	0.000
	M.Phil	20.46		
	PhD	22.47		

Table 4.62 shows ANOVA conducted to compare the positive relations regarding qualification of university teachers. It revealed that there was a significant difference in positive relations between Masters (Mean= 24.35), M.Phil (Mean= 20.46) and PhD (Mean= 22.47) university teachers;  $F(632)= 31.350$ ,  $p= 0.000$ . It also revealed that university teachers having master's degree adopted positive relations than other group of qualification of university teachers. According to this table null hypothesis was rejected for positive relations.

Table 4.63

*Qualification Based Analysis Regarding Purpose in Life among University Teacher*

Dimension	Qualification	Mean	F(633)	P
Purpose in Life	Masters	16.14	53.281	0.000
	M.Phil	12.13		
	PhD	14.25		

Table 4.63 shows ANOVA conducted to compare the purpose in life regarding qualification of university teachers. It revealed that there was a significant difference in purpose in life between Masters (Mean= 16.14), M.Phil (Mean= 12.13) and PhD (Mean=

14.25) university teachers;  $F(632)= 53.281$ ,  $p= 0.000$ . It also revealed that university teachers having master's degree adopted purpose in life than other group of qualification of university teachers. According to this table null hypothesis was rejected for purpose in life.

Table 4.64

*Qualification Based Analysis Regarding Self-Acceptance among University Teacher*

Dimension	Qualification	Mean	$F(633)$	$P$
	Masters	19.54		
Self-Acceptance	M.Phil	16.89	23.377	0.000
	PhD	18.24		

Table 4.64 shows ANOVA conducted to compare the self-acceptance regarding qualification of university teachers. It revealed that there was a significant difference in self-acceptance between Masters (Mean= 19.54), M.Phil (Mean= 16.89) and PhD (Mean= 18.24) university teachers;  $F(632)= 23.377$ ,  $p= 0.000$ . It also revealed that university teachers having master's degree adopted self-acceptance than other group of qualification of university teachers. According to this table null hypothesis was rejected for self-acceptance.

Table 4.65

*Qualification Based Analysis Regarding Psychological Well-Being among University Teacher*

Dimension	Qualification	Mean	$F(632)$	P
	Masters	103.73		
Psychological Well-Being	M.Phil	99.31	2.884	0.057
	PhD	101.53		

Table 4.65 ANOVA was conducted to compare the psychological well-being regarding qualification of university teachers. It revealed that there was a significant difference in psychological well-being between Masters (Mean= 103.73), M.Phil (Mean= 99.31) and PhD (Mean= 101.53) university teachers;  $F(632)= 2.884$ ,  $p= 0.057$ . It also revealed that university teachers having master's degree adopted psychological well-being than other group of qualification of university teachers. According to this table null hypothesis was accepted for psychological well-being.



**H<sub>012</sub>: There was no significant difference between demographic variable regarding designations among university teachers in psychological well-being**

Table 4.66

*Designation Based Analysis Regarding Autonomy among University Teachers*

Dimension	Designation	Mean	F(632)	P
Autonomy	Junior Lecturer	20.28	2.653	0.032
	Senior Lecturer	19.34		
	Assistant Professor	18.89		
	Associate Professor	20.28		
	Professor	22.00		

Table 4.66 shows ANOVA conducted to compare the autonomy regarding designation of university teachers. It revealed that there was a significant difference in autonomy between junior lecturer (Mean= 20.28), Senior lecturer (Mean= 19.34), assistant professor (Mean= 18.89), associate professor (Mean= 20.28) and professor (Mean= 22.00) of universities;  $F(632)= 2.653$ ,  $p= 0.032$ . It also revealed that university teachers having designation of Professor had greater sense of autonomy than other group of designations. Moreover, null hypothesis was rejected for autonomy.

Table 4.67

*Designation Based Analysis Regarding Environmental Mastery among University Teachers*

Dimension	Designation	Mean	F(632)	P
Environmental Mastery	Junior Lecturer	20.57	3.334	0.01
	Senior Lecturer	18.71		
	Assistant Professor	18.58		
	Associate Professor	20.00		
	Professor	20.00		

Table 4.67 shows ANOVA conducted to compare the environmental mastery regarding designation of university teachers. It revealed that there was a significant difference in environmental mastery between junior lecturer (Mean= 20.57), Senior lecturer (Mean= 18.71), assistant professor (Mean= 18.58, SD= 5.15), associate professor (Mean= 20.00) and professor (Mean= 20.00) of universities;  $F(632)= 3.334$ ,  $p= 0.010$ . It also revealed that university teachers having designation of junior lectures had high sense of environmental mastery than other groups. Moreover, null hypothesis was rejected for environmental mastery.

Table 4.68

*Designation Based Analysis Regarding Personal Growth among University Teachers*

<i>Dimension</i>	<i>Designation</i>	<i>Mean</i>	<i>F(632)</i>	<i>P</i>
	Junior Lecturer	16.35		
	Senior Lecturer	18.68		
Personal Growth	Assistant Professor	15.93	18.70	0.000
	Associate Professor	14.71		
	Professor	17.00		

Table 4.68 shows ANOVA conducted to compare the personal growth regarding designation of university teachers. It revealed that there was a significant difference in personal growth between junior lecturer (Mean= 16.35), Senior lecturer (Mean= 18.68), assistant professor (Mean= 15.93), associate professor (Mean= 14.71) and professor (Mean= 17.00) of universities;  $F(632)= 18.70$ ,  $p= 0.000$ . It also revealed that university teachers having designation of senior lecturers had high sense of personal growth than other groups of designation. Moreover, null hypothesis was rejected.

Table 4.69

*Designation Based Analysis Regarding Positive Relations among University Teachers*

<i>Dimension</i>	<i>Designation</i>	<i>Mean</i>	<i>F(632)</i>	<i>P</i>
	Junior Lecturer	22.45		
	Senior Lecturer	21.09		
Positive Relations	Assistant Professor	22.47	4.163	0.002
	Associate Professor	21.14		
	Professor	23.5		

Table 4.69 shows ANOVA conducted to compare the positive relations regarding designation of university teachers. It revealed that there was a significant difference in

positive relations between junior lecturer (Mean= 22.45), Senior lecturer (Mean= 21.09), assistant professor (Mean= 22.47), associate professor (Mean= 21.14) and professor (Mean= 23.50) of universities;  $F(632)= 4.163$ ,  $p= 0.002$ . It also revealed that university teachers having designation of Professor had greater sense of positive relations than other group of designations. Moreover, null hypothesis was rejected for positive relations.

Table 4.70

*Designation Based Analysis Regarding Purpose in Life among University Teachers*

Dimension	Designation	Mean	$F(632)$	$P$
Purpose in Life	Junior Lecturer	13.65	9.127	0.000
	Senior Lecturer	12.72		
	Assistant Professor	14.49		
	Associate Professor	13.57		
	Professor	15.50		

Table 4.70 shows ANOVA conducted to compare the purpose in life regarding designation of university teachers. It revealed that there was a significant difference in purpose in life between junior lecturer (Mean= 13.65), Senior lecturer (Mean= 12.72), assistant professor (Mean= 14.49), associate professor (Mean= 13.57) and professor (Mean= 15.50) of universities;  $F(632)= 9.127$ ,  $p= 0.000$ . It also revealed that university teachers having designation of Professor had greater sense of purpose in life than other group of designations. Moreover, null hypothesis was rejected for purpose in life.

Table 4.71

*Designation Based Analysis Regarding Self-Acceptance among University Teachers*

Dimension	Designation	Mean	F(632)	P
Self-Acceptance	Junior Lecturer	18.05	4.268	0.002
	Senior Lecturer	17.31		
	Assistant Professor	18.36		
	Associate Professor	15.85		
	Professor	18.5		

Table 4.71 shows ANOVA conducted to compare the self-acceptance regarding designation of university teachers. It revealed that there was a significant difference in self-acceptance between junior lecturer (Mean= 18.05), Senior lecturer (Mean= 17.31), assistant professor (Mean= 18.36), associate professor (Mean= 15.85) and professor (Mean= 18.50) of universities;  $F(632)= 4.268$ ,  $p= 0.002$ . It also revealed that university teachers having designation of Professor had greater sense of self-acceptance than other group of designations. Moreover, null hypothesis was rejected for self-acceptance.

Table 4.72

*Designation Based Analysis Regarding Psychological Well-Being among University Teachers*

Dimension	Designation	Mean	F(632)	P
Psychological Well-Being	Junior Lecturer	104.75	2.834	0.024
	Senior Lecturer	99.27		
	Assistant Professor	100.72		
	Associate Professor	103.71		
	Professor	104.00		

Table 4.72 shows ANOVA conducted to compare the psychological well-being regarding designation of university teachers. It revealed that there was a significant difference in psychological well-being between junior lecturer (Mean= 104.75), Senior lecturer (Mean= 99.27), assistant professor (Mean= 100.72), associate professor (Mean= 103.71) and professor (Mean= 104.00) of universities;  $F(632) = 2.834$ ,  $p = 0.024$ . It also revealed that university teachers having designation of junior lecturers had greater sense of psychological well-being than other group of designations. Moreover, null hypothesis was rejected for psychological well-being.

**H<sub>013</sub>: There was no significant difference between demographic variable regarding tenure among university teachers in psychological well-being.**

Table 4.73

*Tenure Based Analysis Regarding Autonomy among University Teachers*

Dimension	Tenure	Mean	F(632)	P
Autonomy	Less than 1 year	21.05	6.71	0.000
	1-3 years	19.29		
	3-5 years	18.40		
	Greater than 5 years	19.77		

Table 4.73 shows ANOVA conducted to compare the autonomy regarding tenure. It revealed that there was a significant difference in autonomy between less than one year (Mean= 21.05), 1 to 3 years (Mean= 19.29), 3 to 5 years (Mean= 18.40) and greater than 5 years (Mean= 19.77) of university teachers;  $F(632)= 6.71$ ,  $p= 0.000$ . It also revealed that university teachers having less than 1 year experience had high sense of autonomy than other groups. Moreover, according to this table null hypothesis was rejected for autonomy regarding tenure of university teachers.

Table 4.74

*Tenure Based Analysis Regarding Environmental Mastery among University Teachers*

Dimension	Tenure	Mean	<i>F</i> (632)	<i>P</i>
Environmental Mastery	Less than 1 year	20.80	7.02	0.000
	1-3 years	18.24		
	3-5 years	18.56		
	Greater than 5 years	20.18		

Table 4.74 shows ANOVA conducted to compare the environmental mastery regarding tenure. It revealed that there was a significant difference in environmental mastery between less than one year (Mean= 20.80), 1 to 3 years (Mean= 18.24), 3 to 5 years (Mean= 18.56) and greater than 5 years (Mean= 20.18) of university teachers;  $F(632)= 7.02$ ,  $p= 0.000$ . It also revealed that university teachers having less than 1 year experience had high sense of environmental mastery than others. Moreover, according to this table null hypothesis was rejected for environmental mastery regarding tenure of university teachers.



Table 4.75

*Tenure Based Analysis Regarding Personal Growth among University Teachers*

Dimension	<i>Tenure</i>	<i>Mean</i>	<i>F(632)</i>	<i>P</i>
Personal Growth	Less than 1 year	16.17	4.26	0.005
	1-3 years	16.79		
	3-5 years	17.79		
	Greater than 5 years	17.62		

Table 4.75 shows ANOVA conducted to compare the personal growth regarding tenure. It revealed that there was a significant difference in personal growth between less than one year (Mean= 16.17), 1 to 3 years (Mean= 16.79), 3 to 5 years (Mean= 17.79) and greater than 5 years (Mean= 17.62) of university teachers;  $F(632)= 4.26$ ,  $p= 0.005$ . It also revealed that university teachers having 3 to 5 years tenure had high sense of personal growth as compared to other groups. Moreover, according to this table null hypothesis rejected for personal growth regarding tenure of university teachers.

Table 4.76

*Tenure Based Analysis Regarding Positive Relations among University Teachers*

Dimension	Tenure	Mean	F(632)	P
Positive Relations	Less than 1 year	21.39	15.60	0.000
	1-3 years	22.51		
	3-5 years	20.42		
	Greater than 5 years	23.19		

Table 4.76 shows ANOVA conducted to compare the positive relations regarding tenure. It revealed that there was a significant difference in positive relations between less than one year (Mean= 21.39), 1 to 3 years (Mean= 22.51), 3 to 5 years (Mean= 20.42) and greater than 5 years (Mean= 23.19) of university teachers;  $F(632)= 2.15$ ,  $p= 0.000$ . It also revealed that university teachers having greater than 5 years' experience had high sense of positive relations than other groups. Moreover, according to this table null hypothesis was rejected for positive relations regarding tenure of university teachers.

Table 4.77

*Tenure Based Analysis Regarding Purpose in Life among University Teachers*

Dimension	Tenure	Mean	<i>F</i> (632)	<i>P</i>
Purpose in Life	Less than 1 year	14.76	26.80	0.000
	1-3 years	12.89		
	3-5 years	13.12		
	Greater than 5 years	15.57		

In Table 4.77, ANOVA was conducted to compare the purpose in life regarding tenure. It revealed that there was a significant difference in purpose in life between less than one year (Mean= 14.76), 1 to 3 years (Mean= 12.89), 3 to 5 years (Mean= 13.12) and greater than 5 years (Mean= 15.57) of university teachers;  $F(632)= 26.8$ ,  $p= 0.000$ . It also revealed that university teachers having greater than 5 years' experience had high sense of purpose in life than other groups. Moreover, according to this table null hypothesis was rejected for purpose in life regarding tenure of university teachers.

Table 4.78

*Tenure Based Analysis Regarding Self-Acceptance among University Teachers*

Dimension	Tenure	Mean	F(632)	P
Self-Acceptance	Less than 1 year	17.91	55.40	0.000
	1-3 years	18.08		
	3-5 years	15.93		
	Greater than 5 years	19.98		

In Table 4.78, ANOVA was conducted to compare the self-acceptance regarding tenure. It revealed that there was a significant difference in self-acceptance between less than one year (Mean= 17.91), 1 to 3 years (Mean= 18.08), 3 to 5 years (Mean= 15.93) and greater than 5 years (Mean= 19.98) of university teachers;  $F(632)= 55.4$ ,  $p= 0.000$ . It also revealed that university teachers having greater than 5 years' experience had high sense of self-acceptance than other groups. Moreover, according to this table null hypothesis was rejected for self-acceptance regarding tenure of university teachers.

Table 4.79

*Tenure Based Analysis Regarding Psychological Well-Being among University Teachers*

Dimension	Tenure	Mean	F(632)	P
Psychological Well-Being	Less than 1 year	101.46	5.013	0.002
	1-3 years	100.83		
	3-5 years	98.22		
	Greater than 5 years	104.44		

In Table 4.79, ANOVA was conducted to compare the psychological well-being regarding tenure. It revealed that there was a significant difference in psychological well-being between less than one year (Mean= 101.46), 1 to 3 years (Mean= 100.83), 3 to 5 years (Mean= 98.22) and greater than 5 years (Mean= 104.44) of university teachers;  $F(632)= 5.013$ ,  $p= 0.002$ . It also revealed that university teachers having greater than 5 years' experience had high sense of psychological well-being than other groups. Moreover, according to this table null hypothesis was rejected for psychological well-being regarding tenure of university teachers.

**H<sub>014</sub>: There is no significant difference between demographic variable due to faculty among university teachers in psychological well-being.**

Table 4.80

*Faculty- Based Analysis Regarding Autonomy among University Teacher*

Dimension	Qualification	Mean	<i>F</i> (632)	<i>p</i>
	Social Sciences	21.64		
Autonomy	Management Sciences	18.81	22.354	0.000
	Computer Sciences	18.84		

Table 4.80 shows ANOVA conducted to compare the autonomy regarding faculties. It revealed that there was a significant difference in autonomy between faculty of social sciences (Mean= 21.64), faculty of management sciences (Mean= 18.81) and faculty of computer sciences (Mean= 18.84);  $F(632) = 22.354, p = 0.000$ . It also revealed that university teachers of social sciences had high sense of autonomy than other groups. According to this table, null hypothesis was rejected for the autonomy.

Table 4.81

*Faculty- Based Analysis Regarding Environmental Mastery among University Teacher*

Dimension	Qualification	Mean	F(632)	p
	Social Sciences	21.42		
Environmental Mastery	Management Sciences	18.47	14.847	0.000
	Computer Sciences	18.52		

Table 4.81 shows ANOVA conducted to compare the environmental mastery regarding faculties. It revealed that there was a significant difference in environmental mastery between faculty of social sciences (Mean= 21.42), faculty of management sciences (Mean= 18.47) and faculty of computer sciences (Mean= 18.52);  $F(632) = 14.847$ ,  $p = 0.000$ . It also revealed that university teachers of social sciences had high sense of environmental mastery than other groups. According to this table, null hypothesis was rejected for the environmental mastery.

Table 4.82

*Faculty- Based Analysis Regarding Personal Growth among University Teacher*

Dimension	Qualification	Mean	F(632)	p
	Social Sciences	15.93		
Personal Growth	Management Sciences	16.99	4.689	0.010
	Computer Sciences	17.28		

Table 4.82 shows ANOVA conducted to compare the personal growth regarding faculties. It revealed that there was a significant difference in personal growth between faculty of social sciences (Mean= 15.93), faculty of management sciences (Mean= 16.99) and faculty of computer sciences (Mean= 17.28);  $F(632) = 4.689$ ,  $p = 0.010$ . It also revealed that university teachers of computer sciences had high sense of personal growth more than other groups. According to this table, null hypothesis was rejected for the personal growth.

Table 4.83

*Faculty- Based Analysis Regarding Positive Relations among University Teacher*

Dimension	Qualification	Mean	F(632)	p
	Social Sciences	22.26		
Positive Relations	Management Sciences	22.27	2.662	0.073
	Computer Sciences	21.49		

Table 4.83 shows ANOVA conducted to compare the positive relations regarding faculties. It revealed that there was no significant difference in positive relations between faculty of social sciences (Mean= 22.26), faculty of management sciences (Mean= 22.27)



and faculty of computer sciences (Mean= 21.49);  $F(632) = 2.662$ ,  $p = 0.073$ . According to this table, null hypothesis was accepted for the positive relations.

Table 4.84

*Faculty- Based Analysis Regarding Purpose in Life among University Teacher*

Dimension	Qualification	Mean	$F(632)$	$p$
	Social Sciences	13.38		
Purpose in Life	Management Sciences	13.83	0.821	0.440
	Computer Sciences	13.00		

Table 4.84 shows ANOVA conducted to compare the purpose in life regarding faculties. It revealed that there was no significant difference in purpose in life between faculty of social sciences (Mean= 13.38), faculty of management sciences (Mean= 13.83) and faculty of computer sciences (Mean= 13.00);  $F(632) = 0.821$ ,  $p = 0.440$ . According to this table, null hypothesis was accepted for the purpose in life.

Table 4.85

*Faculty- Based Analysis Regarding Self-Acceptance among University Teacher*

Dimension	Qualification	Mean	$F(632)$	$p$
	Social Sciences	18.31		
Self-Acceptance	Management Sciences	17.73	1.441	0.238
	Computer Sciences	18.00		

Table 4.85 shows ANOVA conducted to compare the self-acceptance regarding faculties. It revealed that there was no significant difference in self-acceptance between faculty of social sciences (Mean= 18.31), faculty of management sciences (Mean= 17.73)

and faculty of computer sciences (Mean= 18.00);  $F(632) = 1.441, p = 0.238$ . According to this table, null hypothesis was accepted for the self-acceptance.

Table 4.86

*Faculty- Based Analysis Regarding Psychological Well-being among University Teacher*

Dimension	Qualification	Mean	$F(632)$	$p$
	Social Sciences	98.72		
Psychological Well-Being	Management Sciences	100.32	4.246	0.015
	Computer Sciences	103.19		

Table 4.86 shows ANOVA conducted to compare the psychological well-being regarding faculties. It revealed that there was a significant difference in psychological well-being between faculty of social sciences (Mean= 98.72), faculty of management sciences (Mean= 100.32) and faculty of computer sciences (Mean= 103.19);  $F(632) = 4.246, p = 0.015$ . It also revealed that university teachers of computer sciences had high sense of psychological well-being than other groups. According to this table, null hypothesis was rejected for the psychological well-being.

**Objective No. 5 To explore the relationship between conflict management styles and the psychological well-being of university teachers.**

**H<sub>015</sub>: There was no relationship between collaborating style and psychological well-being of university teachers.**

Table 4.87

*Correlation between Collaborating style and Psychological Well-Being among University Teachers*

No.	Variables	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>P</i>
1	Collaborating Style	633	3.12	0.67		
					.554**	0.000
2	PWB	633	3.40	0.46		

Table 4.87 indicates the correlation between collaborating and psychological well-being. It revealed that there was a significant and positive relationship between both variables. The value of correlation  $r=.554^{**}$  which shows significant relationship. Saunders, Lewis, & Thornhill (2016) described that correlation coefficient values which comes within the range of 0.35 to 5.9 shows moderate and positive relationship between variables. Double asterisk indicates that correlation coefficient value was significant at level of 0.01. Results confirm that collaborating style had relationship with psychological well-being. Furthermore, null hypothesis (H<sub>013</sub>) was rejected.

**H<sub>016</sub>: There was no relationship between accommodating style and psychological wellbeing of university teachers**

Table 4.88

*Correlation between Accommodating Style and Psychological Well-Being among University Teachers*

No.	Variables	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
1	Accommodating Style	633	3.40	0.46		
					.508**	0.000
2	PWB	633	2.92	0.55		

Table 4.88 shows the correlation between accommodating style and psychological well-being. It directs that there was positive, moderate and significance relationship between both variables. The value of correlation  $r=.508^{**}$  which showed significant relationship. Saunders, Lewis and Thornhill (2016) described that correlation coefficient values which comes within the range of 0.35 to 5.9 shows moderate and positive relationship between variables. Double asterisk indicated that correlation coefficient value was significant at level of 0.01. Results confirmed that accommodating style had relationship with psychological well-being. Furthermore, null hypothesis (H<sub>014</sub>) was rejected.

**H<sub>017</sub>: There was no relationship between competing style and psychological wellbeing of university teachers**

Table 4.89

*Correlation between Competing Style and Psychological Well-Being among University Teachers*

No.	Variables	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
1	Competing Style	633	3.40	0.46		
					.366**	0.000
2	PWB	633	3.32	0.76		

Table 4.89 indicates the correlation between competing style and psychological well-being. It revealed that there was a significant and positive relationship between both variables. The value of correlation  $r=.366^{**}$  which showed significant relationship. Saunders, Lewis and Thornhill (2016) described that correlation coefficient values within the range of 0.35 to 5.9 showed moderate and positive relationship between variables. Double asterisk indicated that correlation coefficient value was significant at level of 0.01. Results confirmed that competing style had relationship with psychological well-being. Furthermore, null hypothesis ( $H_{015}$ ) was rejected.

**H<sub>018</sub>: There was no relationship between avoiding style and the psychological well being of university teachers.**

Table 4.90

*Correlation between Avoiding Style and Psychological Well-Being among University Teachers*

No.	Variables	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
1	Avoiding Style	633	3.40	0.46		
					-.138**	0.000
2	PWB	633	3.62	0.79		

Table 4.90 shows the correlation between avoiding style and psychological well-being. It indicates that there was a significant and negative relationship between both variables. The value of correlation  $r = -.138^{**}$  which showed significant relationship. Double asterisk indicated that correlation coefficient value was significant at level of 0.01. Results confirmed that avoiding style had relationship with psychological well-being. Furthermore, null hypothesis ( $H_{016}$ ) was rejected.

**H<sub>019</sub>: There was no relationship between compromising style and psychological wellbeing of university teachers.**

Table 4.91

*Correlation between Compromising Style and Psychological Well-Being among University Teachers*

No.	Variables	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
1.	Compromising Style	633	94.83	16.01		
					.586**	0.000
2.	PWB	633	101.03	14.50		

Table 4.91 shows the correlation between compromising style and psychological well-being. It indicates that there was a significant and positive relationship between both variables. The value of correlation  $r=.586^{**}$  which shows significant relationship. Saunders, Lewis and Thornhill (2016) described that correlation coefficient values which comes within the range of 0.35 to 5.9 shows moderate and positive relationship between variables. Double asterisk indicates that correlation coefficient value was significant at level of 0.01. Result confirm that compromising style had relationship with psychological well-being. Furthermore, null hypothesis (H<sub>017</sub>) was rejected.

### **Summary**

In this chapter, data were analyzed with the help of statistical techniques. For descriptive statistics, percentage, frequency, mean and standard deviation were used, t-test, ANOVA and correlation were used for inferential statistics. Moreover, tables indicated the difference between both CMS and PWB regarding demographic variations. Analysis also showed the relationship between both variables.

Table 4.92

## Alignment of objectives, hypotheses, statistical techniques and findings

<i>Objectives</i>	<i>Hypotheses</i>	<i>Statistical Techniques</i>	<i>Tables</i>
To analyze the prevailing conflict management style of university teachers.		<i>Mean</i>	4.1
To analyze the level of psychological well-being of university teachers.		<i>Mean</i>	4.2
To compare the differences in conflict management styles due to age, gender, sector, designation, tenure, and qualification among university teachers.	<i>H<sub>01</sub>-H<sub>06</sub></i>	<i>t-test</i> <i>ANOVA</i>	4.3-4.32
To compare the differences in psychological well-being due to age, gender, sector, designation, tenure, and qualification among university teachers	<i>H<sub>07</sub>-H<sub>012</sub></i>	<i>t-test</i> <i>ANOVA</i>	4.33-4.74
To explore the relationship between conflict management styles and the psychological well-being of university teachers.	<i>H<sub>013</sub>-H<sub>017</sub></i>	<i>Correlation</i>	4.75-4.79



## CHAPTER 5

### SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The main aim of this research study was to analyse conflict management styles and psychological well-being. It was planned to analyze the prevailing conflict management styles and psychological well-being of university teachers; to determine the demographic differences, i.e., age, gender, sector, designation, tenure, qualification and faculty with reference to conflict management styles and psychological well-being and to find out the relationship between conflict management styles and psychological well-being of university teachers. This study was based on conflict management styles defined by Rahim (2011) and psychological well-being developed by Ryff (2014).

This research study was descriptive and quantitative. Two questionnaires were used; one was self-developed for conflict management styles based on the current scenario, while the other was standardized on Ryff's Scale of Psychological Well-Being (PWB) (2014). The proposed research study was geographically delimited to public and private sector universities in Islamabad, faculties of social sciences, management sciences and computer sciences and to the Rahim Theory (2011) of Conflict Management Styles and the Ryff Theory (2014) of Psychological Well-being.

The population was public and private university teachers in Islamabad. A stratified random sampling technique was used, and 633 university teachers were taken as a sample. The researcher conducted personal visits as well as used a Google form to collect data. Data was collected from faculty of Islamabad's public and private sector

universities. For data analysis, mean, standard deviation, percentage, frequency, t-test, ANOVA and correlation were used with the help of SPSS (version 25.0).

## **5.2 Findings**

**Objective 1: To analyze the prevailing conflict management style i.e (Collaborating Style, Accommodating Style, Competing Style, Avoiding Style and Compromising Style) of university teachers.**

1. According to the first objective, mean scores of five conflict management styles was: for collaborating style: 3.12, for accommodating style: 2.92, for competing style: 3.32, for avoiding style: 3.62 and for compromising style: 3.45. Therefore, university teachers often used avoiding style whereas they were sometimes agree with collaborating, accommodating, competing styles and compromising style (see Table 4.1).

**Objective 2: To analyze the level of psychological wellbeing of university teachers**

2. According to the second objective, mean scores of dimensions of psychological well-being were as follows: autonomy: 3.22, environmental mastery: 3.16, personal growth: 3.38, positive relations: 3.66, purpose in life: 3.43 and self-acceptance: 3.58. University teachers often used positive relations and self-acceptance but sometimes autonomy, environmental mastery, personal growth and purpose were also practised in life (see Table 4.2).

**Objective 3: To compare the demographic differences i.e., age, gender, sector, designation, tenure, qualification and faculty with reference to conflict management styles among university teachers.**

Regarding objective 3 and  $H_{01}$  following findings were noted:

1. The results of the study showed that in collaborating style t value (5.783) was significant regarding gender (see Table 4.3).
2. On the basis of result of the study, t value (4.67) was significant regarding gender in accommodating style (see Table 4.4).
3. According to male and female university teachers the t-value (-7.306) was significant in competing style (see Table 4.5).
4. The results of the study showed that the male university teachers and female university teachers in avoiding style had significant t-value (-6.105) (see Table 4.6).
5. On the basis of result of the study, t value (-1.729) was significant regarding gender (see Table 4.7).

Regarding objective 3 and  $H_{02}$  following findings were noted:

1. It was found that t value (-0.056) was insignificant regarding sector in collaborating style (see Table 4.8).
2. In the light of sector, t value (-0.918) was not significant in accommodating style (see Table 4.9).
3. According to t -test regarding sector it was found that t value (1.185) in competing style was insignificant (see Table 4.10).
4. In the light of sector, the t value (1.641) was not significant in avoiding style (see Table 4.11).
5. In the light of sector, the t value (2.388) was not significant in compromising style (see Table 4.12).

Regarding objective 3 and H<sub>03</sub> following findings were noted:

1. According to result, F value (3.46) in collaborating style regarding ages of university teachers was significant (see Table 4.13).
2. According to ANOVA regarding ages of university teachers, it was found that F value (2.58) in accommodating style was significant (see Table 4.14).
3. In the light of ages of university teachers, the F value (17.0) in competing style was significant (see Table 4.15).
4. According to result, F value (5.15) in avoiding style regarding ages of university teachers was significant (see Table 4.16).
5. According to ANOVA regarding ages of university teachers, it was found that F value (7.90) in compromising style was significant (see Table 4.17).

Regarding objective 3 and H<sub>04</sub> following findings were noted:

1. On the basis of qualification of the university teachers, the result of F value (0.108) of collaborating style was not significant (see Table 4.18).
2. In the light of qualification, the F value (0.073) of accommodating style was insignificant (see Table 4.19).
3. The result of the study shown in competing F value (7.922) was significant regarding qualification (see Table 4.20).
4. According to ANOVA regarding qualification of university teachers, it was found that F value (0.66) in avoiding style was not significant (see Table 4.21).
5. In the light of qualification, the F value (9.99) of accommodating style was significant (see Table 4.22).

For objective 3 and  $H_{05}$  following findings were noted:

1. Regarding the designation of university teachers, it was found that F value (0.815) in collaborating style was insignificant (see table 4.23).
2. The result of the study showed that the F value (0.359) in avoiding style was not significant regarding designation of the university teachers (see Table 4.24).
3. According to result F value (3.709) in competing style was significant in the light of designation (see Table 4.25).
4. According to ANOVA regarding designation of university teachers, it was found that F value (4.624) in avoiding style was significant (see Table 4.26).
5. According to ANOVA regarding qualification of university teachers, it was found that F value (1.447) in compromising style was not significant (see Table 4.27).

Regarding objective 3 and  $H_{06}$  following findings has been drawn:

1. According to result, F value (4.96) in collaborating style regarding tenure of university teachers was significant (see Table 4.28).
2. According to ANOVA regarding experience of university teachers, it was found that F value (10.33) in accommodating style was significant (see Table 4.29).
3. In the light of tenure, the F value (1.78) in competing style was insignificant (see Table 4.30).
4. According to result, F value (6.20) in avoiding style regarding tenure of university teachers was significant (see Table 4.31).
5. According to ANOVA regarding tenure of university teachers, it was found that F value (0.13) in compromising style was significant (see Table 4.32).

Regarding Objective 3 and H<sub>07</sub> following findings were noted

1. On the basis of faculty of the university teachers, the result of F value (28.762) of collaborating style was significant (see Table 4.33).
2. In the light of faculties, the F value (35.831) of accommodating style was significant (see Table 4.34).
3. The result of the study shown in competing style F value (26.033) was significant regarding faculties (see Table 4.35).
4. According to ANOVA regarding faculty of university teachers, it was found that F value (46.076) in avoiding style was significant (see Table 4.36).
5. In the light of faculties, the F value (23.609) of compromising style was significant (see Table 4.37).

**Objective 4: To compare the demographic differences i.e., age, gender, sector, designation, tenure, qualification and faculty among university teachers with reference to psychological wellbeing.**

In the light of objective 4 and H<sub>07</sub> following findings were made:

1. According to t-test regarding male and female university teachers it was found that t value (4.489) of autonomy and t value (2.448) of environmental mastery were significant (see Table 4.38 and Table 4.39).
2. On the basis of result of the study, t value (-0.813) was significant regarding gender in personal growth(see Table 4.40).
3. The results of the study showed that t value (4.435) of positive relation, t value (7.297) of purpose in life and t value (7.200) of self-acceptance were significant (see Table 4.41 - Table 4.43).

4. In the light of the result of psychological well-being, it was found that t value (0.023) was insignificant regarding gender (see Table 3.44).

In the light of objective 4 and H<sub>08</sub> following findings has been drawn:

1. The results of the study showed that t value (3.192) of autonomy was significant regarding sector (see Table 4.45).
2. It was found that t value (1.252) was insignificant regarding sector in environmental mastery (see Table 4.46).
3. Regarding sector, t value (-1.793) was significant for personal growth (see Table 4.47).
4. The results of the study showed that t value (0.840) of positive relations was insignificant regarding sector (see Table 4.48).
5. According to t-test regarding public and private university teachers it was found that t value (3.302) of purpose in life and t value (2.768) of self-acceptance were significant (see Table 4.49 and Table 4.50).
6. On the basis of result of the study, t value (1.237) was not significant regarding sector of psychological well-being (see Table 4.51).

In the light of objective 4 and H<sub>09</sub> following findings has been drawn:

1. In the light of age groups of university teachers, it was found that F value (3.41) of autonomy was significant (see Table 4.52)
2. According to result, F value (2.45) for environmental mastery was not significant regarding age groups of university teachers (see Table 4.53).
3. The results of study showed that the F value (8.49) of personal growth, F value (14.3) of personal relations, F value (3.86) of purpose in life and F

value (25.6) of self-acceptance were significant (see Table 54, Table 4.55, Table 4.56 and Table 4.57).

4. On the basis of age groups of the university teachers, the result of F value (7.628) of psychological well-being was significant (see Table 4.58).

In the light of objective 4 and  $H_{010}$  following findings has been drawn:

1. According to results, F value (0.398) of autonomy was insignificant between different groups of qualification of university teachers (see Table 4.59).
2. On the basis of qualification, F value (3.189) of environmental mastery, F value (30.865) of personal growth, F value (31.350) of positive relations, F value (53.281) of purpose in life and F value (23.377) of self-acceptance were significant (see Table 4.60 – Table 4.64).
3. According to results, F value (2.884) for psychological well-being was significant regarding qualification of university teachers (see Table 4.65).

In the light of objective 4 and  $H_{011}$  following findings has been drawn:

1. On the basis of designation of the university teachers, the result of F value (2.653) of autonomy, F value (3.334) of environmental mastery, F value (18.70) of personal growth, F value (4.163) of positive relations, F value (9.127) of purpose in life and F value (4.268) of self-acceptance were significant (see Table 4.66 – Table 4.71).
2. For age groups of university teachers, it was found that F value (2.834) of psychological well-being was significant (see Table 4.72)



In the light of objective 4 and H<sub>012</sub> following findings has been drawn:

1. For tenure of university teachers, it was found that F value (6.71) of autonomy, F value (7.02) of environmental mastery, F value (4.26) of personal growth, F value (15.6) of personal relations, F value (26.8) of purpose in life and F value (55.4) of self-acceptance were significant (see Table 4.73 - Table 4. 78).
2. On the basis of tunure of the university teachers, the result of F value (5.013) of psychological well-being was significant (see Table 4.79).

In the light of objective 4 and H<sub>014</sub> following findings has been drawn:

1. On the basis of faculty of the university teachers, the result of F value (22.354) of autonomy, F value (14.847) of environmental mastery and F value (4.689) of personal growth (see Table 4.80 – Table 4.82).
2. According to results, F value (0.398) of positive relations, F value (0.821) of purpose in life and F value (1.441) of self-acceptance was insignificant between different groups of faculty of university teachers (see Table 4.83- Table 4.85).
3. For faculty groups of university teachers, it was found that F value (4.246) of psychological well-being was significant (see Table 4.86)

**Objective 5: To explore the relationship between conflict management styles and psychological wellbeing of university teachers.**

Regarding objective 5 and H<sub>013</sub> to H<sub>017</sub>, following findings has been haggard:

1. The result of correlation showed that at the level of 0.01, there was a strong, positive relationship and significant difference between

collaborating style and psychological well-being as the value of  $r$  is 0.554 (see Table 4.87).

2. According to the result of correlation, the  $r$  value is 0.508, and it illustrated that there was a positive and moderate relationship. A significant difference was also found between accommodating style and psychological well-being (see Table 4.88).
3. The result of correlation showed that at the level of 0.01, there was a moderate, positive relationship and significant difference between competing style and psychological well-being as value of  $r$  is 0.366 (see Table 4.89).
4. According to result of correlation,  $r$  value is -0.138 and it illustrated that there was negative and weak relationship but significant difference was found between avoiding style and psychological well-being (see Table 4.90).
5. The result of correlation showed that at the level of 0.01, there was a strong, positive relationship and significant difference between compromising style and psychological well-being as value of  $r$  is 0.586 (see Table 4.91).

### **5.3 Discussion**

This study's theoretical framework was based on two theories: Conflict Management Style created by Rahim (2011) and Psychological Well-being developed by Ryff (2014). Using Rahim's Model of Five Styles, conflict management styles may be classified into five types: cooperating, accommodating, contending, avoiding, and compromise. According to him, there are five ways to address the disagreement by

depending on a manager's mindset that cares about people as well as productivity. Findings of this research study supported the theory of Rahim (2011).

Ryff (2014) suggested a framework for studying psychological well-being. This model for psychological development was developed in order to reduce flaws in every human being's job. Carol Ryff's (2014) model of psychological well-being was employed by the researcher for this study. This approach has six dimensions: autonomy, environmental mastery, personal growth, healthy interpersonal relationships, life purpose, and self-acceptance. Findings of this research study supported the theory of Ryff (2014).

Findings of this study revealed that university teachers preferred avoiding styles but in the study of Farooqi, Faridee, Batoool and Yahya (2020); Parveen, Iqbal and Latif (2020), university teachers preferred collaborating and accommodating style. Morris-Rothschild and Brassard (2006) discovered that majority of teachers employed a compromising style when dealing with conflict in the classroom.

This study consisted of eighteen hypotheses in which researcher found comparison between demographic variables such as gender, sector, age, qualification, designation and tenure as well as relationship between conflict management styles and psychological well-being.

According to the first hypothesis, there was no significant gender difference regarding conflict management styles of university teachers. This hypothesis was rejected for collaborating, accommodating, competing and avoiding styles and this result was similar to study of Ud Din, Khan and Bibi (2012) for accommodating and competing styles and also similar to the study of Basar and Kay (2010) for collaborating style. To measure conflict management styles, Thomas and Kilmann (1974) used their own

instrument named the Thomas-Kilmann Conflict Mode Instrument (TKI) and found gender inequalities. The study found that women adopted accommodating styles because they allow them to maintain a high level of interest in their partners, whereas men preferred competitive style. According to Balay (2007), male teachers avoided classroom conflicts more than female teachers. Chan, Monroe, NG and Tan (2006) reported no significant gender differences on conflict management styles. Women, according to Brahnam, Margavio, Hignite, Barrier and Chin (2005) favoured collaboration over avoidance, while men selected the opposite.

In second hypothesis, it was stated that there was no significant difference between public and private sector university teachers regarding conflict management styles. This hypothesis was rejected for compromising style. This result was also confirmed in the study of Onyemaechi, Chinyere and Emmanuel (2018) for compromising style but opposite to the study of Markovits, Davis, Fay, and Dick (2013); Parveen et., al (2020) for accommodating style. The reason might be that any university teacher either working in public and private sector was not bound to use any single conflict management style and professional attitude was influenced on these styles of conflict according to situation or circumstances.

The third hypothesis was regarding age groups between university teachers with reference to conflict management style. This hypothesis was rejected because according to Anastasiou (2020), older employees might improve social skills which might increase their aptitude to handle different conflict management styles. Thomas (1992) showed that age was a significant predictor of conflict management tactics. Younger people were more prone than older people to compromise, then collaborate, and finally avoid.

According to fourth hypothesis, it was stated that there was no significant difference between qualifications of university teachers with reference to conflict management styles. This hypothesis was rejected for competing and compromising style. The reason might be that university teachers who had less education did not adopt professional attitude or skill.

The fifth hypothesis was about no significant difference in designation of university teachers regarding conflict management styles. This hypothesis was rejected for competing and avoiding styles. Conversely, this result was opposite to the study of Parveen et, al (2020) as significant difference was found between different groups of designation with reference to conflict management styles.

The sixth hypothesis was related to the experience of university teachers with reference to conflict management styles. This hypothesis was not accepted for collaborating, accommodating and avoiding styles. This result was similar to the study of Okoye and Okeke-Okonkwo (2020) with respect to integrating and obliging style. . Another study found that, revealed a strong relationship between work tenure (measured in years) and conflict management styles among a group of school teachers in a different sample of participants (Morris-Rothschild, 2003).

In eighth hypothesis, it was stated that there was no significant difference between demographic variables among university teachers in psychological well-being on the basis of gender. The null hypothesis was not accepted for autonomy, purpose in life and self-acceptance in reference to gender. The same results were found in the study of Matud López-Curbelo and Fortes, 2019. Roothman, Kirsten and Wissing, 2003 who observed that men scored significantly higher on cognitive, physical and self-aspects,

whereas women scored significantly higher on somatic symptoms, expressing affect and spiritual aspects but there was no difference between men and women regarding social dimension. When the results were evaluated together, researchers concluded that men scored higher than women and explained that difference with the “socially disadvantaged position historically held by women”. The study by Matud et, al. (2019) looked into the relationship between gender and workplace psychological well-being. This cross-sectional study included 1700 males and females from the broader Spanish population. The study included 21 people aging 21 to 64 years who were assessed using the Ryff's Psychological Well-Being Scales and the Bem Sex Role Inventory. Male scored better on self-acceptance and autonomy than female, but female scored higher on personal growth and positive interactions with others. Both women and men's psychological well-being benefited with the highest level of masculinity. Aside from high femininity, not being a homemaker or a professional were all major variables in women's well-being. Men who were married, divorced or widowed exhibited lower levels of well-being than men who were single. Individuals with high levels of femininity were happier. Women and men who had a self-concept that includes both masculine-instrumental and feminine-expressive attributes reported higher levels of well-being than those who did not.

The hypothesis nine stated that there was no significant difference between demographic variables regarding sector among university teachers in psychological well-being. The null hypothesis was not accepted for autonomy, purpose in life and self-acceptance. Alam and Rizvi (2012) found that psychological well-being was higher in public sector banks as compared to private banks.

In hypothesis ten, there was no significant difference between demographic variables based on age among university teachers in psychological well-being. According to this table, null hypotheses failed to be accepted for autonomy, personal growth, positive relations, purpose in life and self-acceptance. The reason might be that university teachers having different age groups had a different sense of responsibility. Springer, Pudrovska and Hauser (2011) questioned the notion that psychological well-being changed by age. The longitudinal investigation found relatively minor mean differences between groups (younger, middle-aged, and older adults). The other factors besides age influenced psychological well-being was also a finding of this study. This study did not look into gender specifically. Demographic characteristics including age and gender were also explored. Blanchflower and Oswald (2008) examined the relationship between age and well-being, he concluded that well-being evolved in a U-shaped fashion as age progressed.

The hypothesis eleven stated there was no significant difference between demographic variables among university teachers in psychological well-being based on qualification. According to this table, null hypothesis failed to be accepted for environmental mastery, personal growth, positive relations, purpose in life and self-acceptance. Conversely, results found in the study of Huang and Yin (2018) that teachers in pre-school education reported lower levels of satisfaction and (professional) well-being.

As stated in hypothesis twelve, there was no significant difference between demographic variables regarding designations among university teachers in psychological well-being. Moreover, the null hypothesis was not accepted for all the dimensions of

psychological well-being. The same results were found in the study of Farhan and Ali (2015). The reason might be that senior teachers took more salary, assumed a higher level of responsibility, most probably leadership and an administrative role that gave them autonomy, a greater opportunity for personal growth, higher job satisfaction, and more purposeful life.

The hypothesis thirteen stated that there was no significant difference between demographic variable regarding tenure among university teachers in psychological well-being. Moreover, according to this table null hypothesis was not accepted for all dimensions of psychological well-being regarding the tenure of university teachers.

The hypothesis fifteen was associated with the relationship between collaborating style and psychological well-being. The hypothesis was not accepted, and a positive, strong and significant relationship was found between them. This result was similar to the study of Hosseinpour and Pahlevani (2016).

According to the sixteen hypothesis, a positive, moderate and significant relationship found between accommodating styles and psychological well-being disagreeing with the study of Tumwesigye (2010).

According to the seventeen hypothesis, a positive, moderate and significant relationship was found between competing style and psychological well-being, but an insignificant result was found in the study of Skok, Harvey and Reddihough (2006). The reason might be to satisfy one's objectives initially; however, it might have significant contrary concerns for social relations in the long term.

According to the eighteen hypothesis, a negative, weak and significant relationship was found between avoiding style and psychological well-being. The reason



might be that the workers might be afraid of being terminated, avoided more workload, or avoided getting involved in the circumstances of conflicts.

According to the nineteen hypothesis, positive, strong and significant differences were found among compromising style and psychological well-being in university teachers. Hence, elevated level of compromising manner played an important role in conflicts by facilitating the increase in positive thoughts, feelings and behavior towards the other party and playing a role incontinuity of social relations (Harris & Tao, 2021; Toussaint & Friedman, 2009).

## 5.4 Conclusions

- University teachers often used avoiding style but sometimes collaborating, accommodating, competing and compromising styles were practised.
- University teachers expressed ‘often agree’ towards positive relations and self-acceptance, and ‘sometimes agree’ towards autonomy, environmental mastery, personal growth and purpose in life for psychological well-being.
- Male university teachers preferred collaborating and accommodating styles whereas female university teachers preferred to use competing and avoiding styles and there was a significant difference found between male and female university teachers.

Public sector university teachers used compromising style more to solve the conflicts, and there was a significant difference between public and private sector university teachers regarding the compromising style.

University teachers used conflict management styles who have age of greater than 50 years to resolve the issues than other age groups and there was a

significant difference found in these styles between age groups of university teachers.

University teachers having master's degrees tended to favour competing and compromising styles than university teachers having M.Phil and PhD degree, and significant differences were found between them.

University teachers having designation of Professor adopted competing and avoiding style more than other designations i.e junior lecture, senior lecturer, assistant professor and associate professor.

University teachers who have one year tenure used collaborating and accommodating style whereas who have tenure of 1-3 years used avoiding styles to resolve the conflict issues and significant difference in tenure of university teachers was found.

University teachers from faculty of social sciences adopted collaborating and accommodating style whereas faculty of management sciences adopted competing, avoiding and compromising style.

- Male university teachers had high sense of autonomy, environmental mastery, positive relations, purpose in life and self-acceptance as compared to female university teachers and had a significant difference on the basis of gender.

Public sector university teachers had a higher sense of autonomy, purpose in life and self-acceptance whereas private-sector university teachers have higher sense of personal growth.

University teachers had a greater sense of autonomy who have age of less than 30 years, had a greater sense of personal growth, personal relations and self

acceptance who have age group of 30 – 40 years. Furthermore university teachers of age group greater than 50 years had higher sense of purpose in life. There was a significant difference found in psychological well-being between the age groups of university teachers.

University teachers with master's degrees had a good sense of environmental mastery, personal growth, positive relations, purpose in life and self-acceptance than university teachers having M.Phil and PhD degree , and there were significant differences found between them.

University teachers who have designation of Professor had high sense of autonomy, positive relations, purpose in life and self acceptance more than other designations i.e junior lecture, senior lecturer, assistant professor and associate professor and significant difference found between designations.

Moreover, university teachers had high sense of autonomy and environmental mastery who have the tenure of less than 1 year, had high sense of personal growth with 3-5 years tenure and had high sense of positive relations, purpose in life and self acceptance who have the tenure of greater than 50 years. University teachers had a greater sense of psychological well-being and significant difference was found in tenure of university teachers.

University teachers worked in faculty of social sciences had a good sense of autonomy and environmental mastery. More over university teachers worked in faculty of computer sciences had high sense of personal growth and there were significant differences found between faculties for psychological well-being.

- There was a positive, strong and significant relationship found between collaborating and compromising styles with psychological well-being.

There was a positive, moderate and significant relationship found between accommodating and competing styled as well as negative, weak and significant relationship found between avoiding style with psychological well-being.

## **5.5 Recommendations**

The university management may prepare a professional development plan for university teachers annually to develop positive attitudes and behavior to create interest in their lives and being of self-growing.

Female teachers may be encouraged to develop professional relationships with coworkers which may be implemented by gender equality at university for safe and secure environment especially for women. According to Policy on Protection against Sexual Harassment in Higher Education Institutions (2010) given by HEC, all actions of harassment or discrimination may be taken by a person of any gender against a person of the same or another gender, and would need to be considered by the HEI if the act qualifies as a prohibited act under the policy. This policy may be implemented for workplace safety that will help the university teachers to bring their best to work.

Administration may conduct capacity building activities involving their teachers to improve their conflict management styles continually to adopt a conflict management strategy that would work toward mutual gains and they may be persistent in making efforts in guarding and sustaining the positive workplace climate.

The profession of teaching may not be an option of need, rather a teacher needs to be passionate about their job, and this needs to be his /her purpose in life. It is

recommended that teachers may be taught on adapting and developing positive attitudes and behaviours to create interest in their lives, and being self-growing.

The administration of the both sectors may have professional relationship with the teachers to increase psychological well-being and may implement the rules and policies of the organization in professional manner. The administration may also motivate the senior lecturers, assistant professors and associate professors so that they take interest in the process of teaching learning.

Administration of the both sector universities may consider that teachers may not engage into the administrative work. Teachers may be free for the one and only teaching purpose. For the administrative works managerial staff may be appointed. So that faculty may do paper work and teachers may be free for teaching purpose only.

The university management may arrange occasional social events such as annual day, get together, informal meetings to create social interaction to empathize and to understand the relationship's give-and-take in faculty members.

Workplace conflict issues can escalate into far worse scenarios if a teacher do not take steps to resolve them calmly and logically. Teachers that learn to de-escalate and resolve problematic situations can make the workplace better for the entire faculty. This will also help to teacher to build autonomy in her/himself.

When addressing conflict between teachers, one thing to do is to identify and articulate the issue. In many disputes, one side may not be fully aware that a problem needs to be fixed. Plus, simply speaking about the topic with all of the faculty often provides a sense of relief and progress. It may also enhance the personal growth in university teacher.

A great way to approach conflict is not to take the situation personally. It may even be beneficial to try to view the disagreement from the other teacher. If one teacher can take a mental step back, he/she may better handle conflict when it arises. Although it may be a challenge, if one view the disagreement objectively, it may help to both teachers remain level-headed and focused on resolving the issue. It may cause to improve the environmental mastery in university teachers.

When someone is disagreed at workplace, they are less motivated to find a positive resolution to the issue. By addressing the behavior rather than attacking the person's character in the conflict situation, both sides are more likely to come to a better understanding and this may give good sense of self-acceptance in university teachers.

Inadequate allocated resources constitute a significant source of conflict in a university. Part of the administration's job is to ensure that materials, time, training, attention, and workloads are distributed fairly. If these resources are unbalanced, it may cause less understanding of personal relations in university teachers.

Universities with clear short-term and long-term plans may create a decorous and relaxing work environment for teachers. If university make effective organizational strategy and common direction for the university teachers, conflicts may not arise between teachers when they try to set their agenda and due to this they may understand better sense of purpose in their lives.

## **5.6 Future Recommendations for Researchers**

1. In future, longitudinal study can be conducted by training faculty members and chairpersons on how to use conflict management styles effectively and finding out pretest-posttest differences in conflict management styles.

2. The present study was based on data collected from Federal Capital Islamabad. Hence the findings can be generalized only to university faculty members of these areas. In future, data can be collected from provinces of Pakistan.
3. The self rating scales were used in this study because the study was quantitative in nature. In future, qualitative or mixed method study may be conducted and triangulation may be taken as nature of the study.
4. The current study focused on the relationship of conflict management styles with psychological well-being. Future studies may investigate the role of conflict management styles in predicting other outcomes like organizational citizenship behaviour, turnover intention, organizational culture etc.

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## APPENDICES

## Appendix A

## Approval Letter of PhD Topic and Supervisor



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 30-07-2020

To: Nadia Nazir  
777-Ph.D/Edu/F18

Subject: **APPROVAL OF Ph.D THESIS TOPIC AND SUPERVISOR**

1. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14<sup>th</sup> May 2020.

**a. Supervisor's Name & Designation**

- i. Dr. Shazia Zamir (Supervisor)  
Assistant Professor,  
Department of Education, NUML, Islamabad.
- ii. Dr. Aisha Bibi (CO Supervisor)  
Assistant Professor (TTS),  
Department of Education, NUML, Islamabad.

**b. Topic of Thesis**

**"Analysis of Conflict Management Styles and Psychological Well-Being among University Teachers."**

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2023** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: ftabassum@numl.edu.pk

*Mariam Din*  
30/07/2020

Dr. Mariam Din  
A/Head,

Department of Education

Distribution: Ms. Nadia Nazir (Ph.D Scholar)

Dr. Shazia Zamir (Thesis Supervisor)

**Appendix B****List of Expert Committee for Tool Validation**

- **Dr Wajeaha Shahid**  
Associate Professor  
Head of Department  
National University of Modern Languages, Islamabad
  
- **Dr Qurrat-ul-Ain**  
Assistant Professor  
National University of Modern Languages, Islamabad
  
- **Dr Nazir Haider Shah**  
Assistant Professor  
University of Kotli, AJ&K

## Certificates of Validity

## CERTIFICATE OF VALIDITY

**ANALYSIS OF CONFLICT MANAGEMENT STYLES AND  
PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY TEACHERS**

By: Ms Nadia Nazir

PhD Scholar, Department of Education, Faculty of Social Sciences,  
National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire developed by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse conflict management styles and psychological well-being of university teachers.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographic characteristics of teachers and second is to collect data relating conflict management styles of university teachers. The subscales of the conflict management styles are collaborating style, accommodating style, competing style, avoiding style and compromising style.

It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confident.

Name: *Wajeeda Shahid*

Designation: *Associate Professor*

Institute: *NUML, Islamabad*

Signature: *Wajeeda*

Date: *23/6/21*

**CERTIFICATE OF VALIDITY**

**ANALYSIS OF CONFLICT MANAGEMENT STYLES AND  
PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY TEACHERS**

By: Ms Nadia Nazir

PhD Scholar, Department of Education, Faculty of Social Sciences,

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire adapted by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse conflict management styles and psychological well-being of university teachers.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographic characteristics of teachers and second is to collect data relating psychological well-being of university teachers. The subscales of the conflict management styles are Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self- Acceptance.

It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confident.

Name: Wajeeha Shahid

Designation: Associate Professor

Institute: NUML, Islamabad

Signature: [Signature]

Date: 23/6/21



**CERTIFICATE OF VALIDITY****ANALYSIS OF CONFLICT MANAGEMENT STYLES AND  
PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY TEACHERS**

By: Ms Nadia Nazir

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

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The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographic characteristics of teachers and second is to collect data relating conflict management styles of university teachers. The subscales of the conflict management styles are collaborating style, accommodating style, competing style, avoiding style and compromising style.

It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confident.

Name: Dr. Quratul-Ain

Designation: Assistant Professor

Institute: NUML

Signature: 

Date: .....

**CERTIFICATE OF VALIDITY**

**ANALYSIS OF CONFLICT MANAGEMENT STYLES AND  
PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY TEACHERS**

By: Ms Nadia Nazir

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire adapted by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse conflict management styles and psychological well-being of university teachers.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographic characteristics of teachers and second is to collect data relating psychological well-being of university teachers. The subscales of the conflict management styles are Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self- Acceptance.

It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confident.

Name: Dr. Quratul-Ain

Designation: Assistant Professor

Institute: NUML

Signature: 

Date: .....

## **ANALYSIS OF CONFLICT MANAGEMENT STYLES AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY TEACHERS**

By: Ms Nadia Nazir

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire developed by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse conflict management styles and psychological well-being of university teachers.


The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographic characteristics of teachers and second is to collect data relating conflict management styles of university teachers. The subscales of the conflict management styles are collaborating style, accommodating style, competing style, avoiding style and compromising style.

It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confident.

Name: Dr.Nazir Haider Shah

Designation: Assistant Professor

Institute: Mohi-Ud-Din Islamic University

Signature: 

Date: 26.06.2020

## Appendix D

## Permission for using PWB Questionnaire

Permission for Instrument

---

From: nadia nazir (nadianazir481@yahoo.com)

To: cryff@wisc.edu

Date: Tuesday, July 21, 2020, 03:36 PM GMT+5

---

Respected Professor. Carol Ryff

I am Nadia Nazir, student of PhD Education at the National University of Modern Languages, Islamabad, Pakistan. I am currently working on my doctoral dissertation titled "Analysis of Conflict Management Styles and Psychological Well-being among University Teachers".

During the review of related literature including different instruments, your particular scale of Psychological Well-being seems most appropriate for my research work. I would greatly appreciate your permission to use your instrument in my research study. For this study, I will have to adapt/modify the instrument according to the context of university teachers from Pakistan's perspective. I assure you that the instrument will be used for academic purposes only (the doctoral dissertation and any paper/s based on this work).

*Sincerely  
Nadia Nazir  
PhD Scholar  
National University of Modern Languages  
Islamabad, Pakistan.*

**RE: Permission for Instrument**

---

From: THERESA M BERRIE (berrie@wisc.edu)  
To: nadianazir481@yahoo.com  
Date: Tuesday, July 21, 2020, 07:41 PM GMT+5

---

Greetings,

Thanks for your interest in the well-being scales.

I am responding to your request on behalf of Carol Ryff.

She has asked me to send you the following:

You have her permission to use the scales for research  
or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties
- scoring instructions
- how to use different lengths of the scales

(see note about the 18-item scale, which is not recommended)

"Ryff PWB Reference Lists" includes:

- a list of the main publications about the scales
- a list of published studies using the scales



Also attached are the translation(s) and translator information of which we are aware. We cannot vouch for the quality of any translations, as we were not involved in creating them.

You also have Dr. Ryff's permission to translate the scales, should you choose to do so. We would appreciate receiving a copy of the translation when it is completed, along with complete contact information for yourself and/or the translator that we can share with others

There is no charge to use the scales and no need to send us the results of your study. We do ask that you please send us copies

of any journal articles you may publish using the scales to:

[berrie@wisc.edu](mailto:berrie@wisc.edu) and [cryff@wisc.edu](mailto:cryff@wisc.edu).

Best wishes for your research,

--

Theresa Berrie

UW-Madison Institute on Aging

[berrie@wisc.edu](mailto:berrie@wisc.edu)

Hours: Tues-Thurs, 7am-3:30pm

---

**From:** [nadianazir481@yahoo.com](mailto:nadianazir481@yahoo.com) [<mailto:nadianazir481@yahoo.com>]

**Sent:** Tuesday, July 21, 2020 5:36 AM

**To:** CAROL RYFF <[cryff@wisc.edu](mailto:cryff@wisc.edu)>

**Subject:** Permission for Instrument

### Survey Questionnaire Letter

## ANALYSIS OF CONFLICT MANAGEMENT STYLES AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY TEACHERS

### Questionnaires for University Teachers

#### Instructions

#### Dear Respondent!

I am PhD Scholar, Department of Education, National University of Modern Languages, Islamabad. I am working on the topic “ANALYSIS OF CONFLICT MANAGEMENT STYLES AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY TEACHERS” to fulfill compulsory requirement of PhD. It is requested to complete the questionnaire carefully and do not skip any question. Kindly read understand and then respond each statement honestly. It will only take about 20-30 minutes. Your responses will be kept confidential.

#### Part-I

#### Demographic Information

- |                   |                     |                          |                          |
|-------------------|---------------------|--------------------------|--------------------------|
| 1. Gender:        | Male                | <input type="checkbox"/> |                          |
|                   | Female              | <input type="checkbox"/> |                          |
| 2. Designation:   | Junior lecturer     |                          | <input type="checkbox"/> |
|                   | Senior Lecturer     |                          | <input type="checkbox"/> |
|                   | Assistant Professor |                          | <input type="checkbox"/> |
|                   | Associate Professor |                          | <input type="checkbox"/> |
|                   | Professor           |                          | <input type="checkbox"/> |
| 3. Sector:        | Public              | <input type="checkbox"/> |                          |
|                   | Private             | <input type="checkbox"/> |                          |
| 4. Qualification: | Masters             |                          | <input type="checkbox"/> |
|                   | MPhil               |                          | <input type="checkbox"/> |
|                   | PhD                 |                          | <input type="checkbox"/> |
| 5. Age:           | Less than 30 years  |                          | <input type="checkbox"/> |
|                   | 30-40 years         |                          | <input type="checkbox"/> |
|                   | 40 – 50 years       |                          | <input type="checkbox"/> |
|                   | More than 50 years  |                          | <input type="checkbox"/> |
| 6. Tenure:        | less than 1 year    |                          | <input type="checkbox"/> |
|                   | 1 - 3 years         |                          | <input type="checkbox"/> |
|                   | 3- 5 years          |                          | <input type="checkbox"/> |
|                   | More than 5 years   |                          | <input type="checkbox"/> |

## Part-II

### Conflict Management Style Instrument (CMSI)

This study investigates about your conflict management style in situation of conflict with your co-worker. It will take about 10 minutes to answer all the questions. To insure your anonymity, no names or identifying information will be used on your questionnaire. There will be no benefit to you. However, your participation will help contribute to a better understanding of the skills necessary in managing conflict between co-workers in organization.

### Conflict Episode

You work as a teacher in a university and loves your job very much. You are hardworking and always on time at work. Your co-worker often comes late to work and tries to find excuses, so he/she can do the least amount of work. You both have the same designation and report to the same head. The university has a policy that if an employee comes late to work, he/she has to meet with his/her head of department before starting work. One day your co-worker came in 40 minutes late to work. Out of concern, you reminded your co-worker about the university policy, stressing he /she should meet his/her head of department. Your co-worker continues to come late for the next few days. Upset with co-worker's behavior, how do you manage this situation?

After reading the conflict situation, please think of a co-worker with whom you share emotional support and needed assistances at times. Please keep this person in mind as you fill this questionnaire.

**Directions:** Please indicate your level of agreement with each of the following statements with regards to your department from **Never (N,1), Rarely (R,2), Sometimes (S,3), Often (O,4) to Always (A,5).**

Item. No	Statements	N	R	S	O	A
	<b>Collaborating Style: Both parties win</b>					
1.	I try to sort out an issue by a discussion with my co-worker to find a way out adequate to us.	1	2	3	4	5



2.	I discuss my ideas with my co-worker for mutual decisions.	1	2	3	4	5
3.	I work with my co-worker to find the possible solution of the problem.	1	2	3	4	5
4.	I share correct information with my co-worker for the solution of a problem.	1	2	3	4	5
5.	I try to involve all my co-workers in the solution of any problem.	1	2	3	4	5
6.	I discuss issues with my co-worker for mutual decision.	1	2	3	4	5
7.	I try to work with my co-worker for a proper understanding of a problem	1	2	3	4	5
<b>Accommodating Style: One party yields the win to the others party</b>						
8.	I try to satisfy the needs of my co-worker.	1	2	3	4	5
9.	I accommodate the wishes of my co-worker	1	2	3	4	5
10.	I give in to the wishes of my co-worker.	1	2	3	4	5
11.	I allow concessions to my co-worker.	1	2	3	4	5
12.	I go along with the suggestions of my co-worker.	1	2	3	4	5
13.	I try to satisfy the expectations of my co-worker.	1	2	3	4	5
<b>Competing Style: One party seeks to satisfy interest regardless of impact of other party</b>						
14.	I use my influence to get my ideas accepted.	1	2	3	4	5
15.	I do dominate myself to make a decision in my favour.	1	2	3	4	5
16.	I use my expertise to make a decision in my favor.	1	2	3	4	5
17.	I am firm in pursuing my side of the issue.	1	2	3	4	5
18.	I use my power to win a aggressive situation.	1	2	3	4	5
<b>Avoiding Style: One or both parties seek to suppress the conflict</b>						
19.	I attempt to avoid being "put on the spot" and try to keep my conflict with my co-worker to myself.	1	2	3	4	5
20.	I avoid open discussion of my differences with my co-worker.	1	2	3	4	5
21.	I try to stay away from disagreements with my co-worker.	1	2	3	4	5
22.	I avoid come up against with my co-worker.	1	2	3	4	5
23.	I try to keep my disagreement with my co-worker to myself in order to avoid hard feelings.	1	2	3	4	5

24.	I try to avoid unpleasant exchanges with my co-worker.	1	2	3	4	5
<b>Compromising style: Both parties win and give up something</b>						
25.	I propose a middle ground for breaking deadlocks.	1	2	3	4	5
26.	I discuss with my co-worker so that a compromise can be reached.	1	2	3	4	5
27.	I use "give and take" so that a compromise can be made.	1	2	3	4	5
28.	I try to find a middle way to resolve an impasse.(deadlocks)	1	2	3	4	5

## Appendix-G

**Ryff Scale of Psychological Well-being (PWB)**

Item No.	Statements	N	R	S	O	A
	<b>Autonomy:</b> Self-support, individuality and behavioural guidelines from within.					
1.	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1	2	3	4	5
2.	I tend to worry about what other people think of me.	1	2	3	4	5
3.	My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5
4.	I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5
5.	I tend to be influenced by people with strong opinions.	1	2	3	4	5
6.	I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5
	<b>Environmental Mastery:</b> Developing ability with creative change by taking part in psychological and physical activities in the world.					
7.	In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5
8.	I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5
9.	The demands of everyday life often get me down.	1	2	3	4	5
10.	I have been able to build a living environment and a lifestyle for myself that is much to my liking.	1	2	3	4	5
11.	I do not fit very well with the people and the community around me.	1	2	3	4	5
12.	I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5
	<b>Personal Growth:</b> To develop the self-capacity of growing and expanding from birth to death.					
13	For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5
14.	I am not interested in activities that will expand my horizons.	1	2	3	4	5
15.	I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5
16.	I think it is important to have new experiences that challenge how you think about	1	2	3	4	5

	yourself and the world.					
17.	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5
<b>Positive Relations:</b> Close personal, trust-based relationships; capability of love.						
18.	Most people see me as loving and affectionate.	1	2	3	4	5
19.	I have not experienced many warm and trusting relationships with others.	1	2	3	4	5
20.	Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5
21.	I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5
22.	I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5
23.	I enjoy personal and mutual conversations with family members and friends.	1	2	3	4	5
<b>Purpose in life:</b> To have aims, goals, and direction sense.						
24.	I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5
25.	I have a sense of direction and purpose in life.	1	2	3	4	5
26.	Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5
27.	I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5
<b>Self-Acceptance:</b> Mental health is at its core; self-realization qualities, best performance, and adulthood.						
28.	In many ways I feel disappointed about my achievements in life.	1	2	3	4	5
29.	When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5
30.	My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5
31.	In general, I feel confident and positive about myself.	1	2	3	4	5
32.	When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5

## Appendix-H

## Exploratory Factor Analysis

## KMO and Barlett Test for CMSI

KMO Measure of sampling adequacy	.772
Approx. Chi-Square	2815.519
df	378
Sig	.000

The table shows the significant value of sampling adequacy. It also reveals that Conflict management style instruments is significant for the research study.

## Communities

Statement. No	Initial	Extraction
1	1.000	.683
2	1.000	.625
3	1.000	.691
4	1.000	.738
5	1.000	.614
6	1.000	.773
7	1.000	.643
8	1.000	.740
9	1.000	.724
10	1.000	.581
11	1.000	.530
12	1.000	.726
13	1.000	.776
14	1.000	.732
15	1.000	.706
16	1.000	.758
17	1.000	.764
18	1.000	.740
19	1.000	.798

20	1.000	.689
21	1.000	.680
22	1.000	.734
23	1.000	.609
24	1.000	.723
25	1.000	.659
26	1.000	.649
27	1.000	.676
28	1.000	.594

The table shows the communities that describes that all the values in extraction was more than .5, so no item was extracted.

### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.047	10.882	36.174	3.047	10.882	36.174	2.729	9.745	22.039
2	2.072	7.400	43.574	2.072	7.400	43.574	2.636	9.415	31.454
3	1.847	6.595	50.169	1.847	6.595	50.169	2.477	8.846	40.300
4	1.337	4.774	60.553	1.337	4.774	60.553	2.214	7.909	56.786
5	1.126	4.022	69.123	1.126	4.022	69.123	1.602	5.723	69.123
6	.925	3.302	72.425						
7	.823	2.941	75.366						
8	.728	2.598	77.965						
9	.664	2.371	80.336						
10	.622	2.222	82.557						
11	.551	1.969	84.526						
12	.521	1.862	86.387						
13	.498	1.779	88.167						
14	.466	1.663	89.830						
15	.440	1.570	91.400						
16	.418	1.492	92.892						
17	.310	1.108	94.000						

18	.299	1.068	95.068
19	.280	1.001	96.069
20	.234	.836	96.906
21	.206	.737	97.643
22	.196	.701	98.344
23	.179	.641	98.985
24	.159	.569	99.554
25	.125	.446	100.000

Extraction Method: Principal Component Analysis.

Table 3.11 shows that total variance was 69% and 5 factors were constructed.

### Rotated Component Matrix

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
C1	.504		.582		
C2		.758			
C3				.623	
C4	.797				
C5	.814				
C6				.537	
C7					.577
C8			.672		
C9			.581		
C10		.656			
C11		.559			
C12	.671				
C13		.707			
C14					.736
C15					.778
C16					
C17				.705	
C18			.618		
C19		.652			
C20					.761

C21			.592		
C22	.550				
C23	.638				
C24		.672			
C25			.593		
C26				.563	
C27				.616	
C28	.834				

The table shows that 3 factors has no item or have values of less than .40 so factor 3, 7 and 8 was excluded from table and 5 factors were constructed for final data collection.



## **List of Universities Included in Study**

### **List of Universities Included in Pilot Study**

1. National University of Modern Languages
2. Shifa Tameer-e-Millat University

### **List of Universities Included in Main Study**

1. Islamic International University
2. Federal Urdu University
3. National University of Sciences and Technology
4. Air University
5. Bahria University
6. Ripah International University
7. Foundation University
8. National University of Computer and Engineering (FAST)

Source: HEC website 2017

### Letter of Proofreading

#### Proofreading Certificate for Nadia Nazir's PhD Thesis

This is to certify that the PhD thesis entitled: *Analysis of Conflict Management Styles and Psychological Well-being among University Teachers* has been proofread by me and meets the highest standards of written English.

As a language expert, I have carefully reviewed the thesis and made necessary corrections to ensure that it is free from errors and written in accordance with accepted academic writing conventions. The proofreading work included checking for spelling, grammar, punctuation, syntax, and clarity of expression.

I am pleased to confirm that the thesis is well-written and demonstrates a high level of academic excellence. The author has shown great skill in conducting research, analyzing data, and presenting findings in a clear and concise manner.

It is my pleasure to certify that this thesis has been thoroughly proofread and is ready for submission.

Sincerely,

**Dr. Muhammad Ajmal**

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