

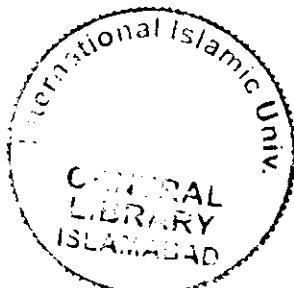
TEACHERS' CONFLICT MANAGEMENT STYLES AND OUTCOMES:  
THE ROLE OF ORGANIZATIONAL SUPPORT AND POLITICS



Submitted  
BY  
EJAZ AHMED KHAN  
09- FFS/PHDPSY/M11

Supervised  
BY  
Dr. Syed Asghar Ali Shah  
Co-Supervisor  
Dr. Muhammad Munir Kayani

DEPARTMENT OF PSYCHOLOGY  
FACULTY OF SOCIAL SCIENCES  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD



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Teamwork and conflict

Conflict and communication

**TEACHERS' CONFLICT MANAGEMENT STYLES AND OUTCOMES:  
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**Supervised by**

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**Co-Supervisor**

**Dr. Muhammad Munir Kayani**

**Ph.D. dissertation submitted to**

*Department of Psychology*

*International Islamic University, Islamabad (Pakistan)*

**In partial fulfillment of the requirement for the Degree of**

**DOCTOR OF PHILOSOPHY**

**in**

**PSYCHOLOGY**

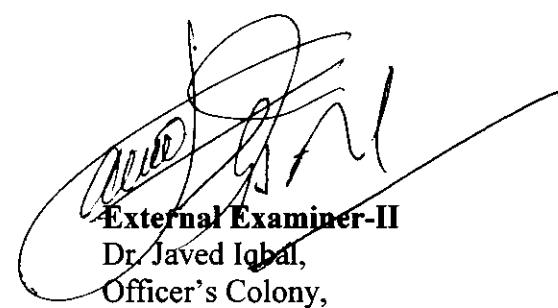
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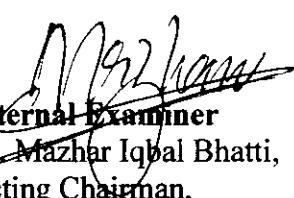
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This is certified that we have read the thesis submitted by Mr. Ejaz Ahmed Khan, bearing Registration No. 09-FSS/PHDPSY/M11. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by International Islamic University, Islamabad, for the degree of Ph.D in Psychology.

### Committee:

  
**External Examiner-I**  
Prof. Dr. M. Anis Ul Haque,  
Head, Department of Psychology  
NUML, University  
Islamabad

  
**External Examiner-II**  
Dr. Javed Iqbal,  
Officer's Colony,  
House No. E-32, Phase-II,  
Lane No. 4, Wah Cantt.

  
**Internal Examiner**  
Dr. Mazhar Iqbal Bhatti,  
Acting Chairman,  
Department of Psychology,  
International Islamic University,  
Islamabad

  
**Supervisor**  
Dr. Syed Asghar Ali Shah,  
Assistant Professor,  
Department of Psychology,  
International Islamic University,  
Islamabad

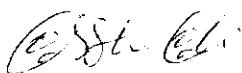
  
**Co-Supervisor**  
Dr. Muhammad Munir Kiani,  
Associate Professor,  
Department of Education,  
International Islamic University,  
Islamabad

  
**Acting Chairman,**  
Department of Psychology,  
International Islamic University,  
Islamabad

  
**Dean,**  
Faculty of Social Sciences,  
International Islamic University,  
Islamabad

## CERTIFICATE

It is certified that the PhD dissertation titled: "*Teachers' Conflict Management Styles and Outcomes: The Role of Organizational Support and Politics*" is prepared by **Mr. Ejaz Ahmed Khan** has been approved for submission to the Department of Psychology, International Islamic University, Islamabad.



**Dr. Syed Asghar Ali Shah**  
Supervisor



**Dr. Muhammad Munir Kayani**  
Co-Supervisor

## AUTHOR'S DECLARATION

I Ejaz Ahmed Khan hereby state that my PhD thesis titled "*Teachers' Conflict Management Styles and Outcomes: The Role of Organizational Support and Politics*" is my own work and has not been submitted previously by me for taking any degree from International Islamic University, Islamabad or anywhere else in the country/world. At any time if my statement is found to be incorrect even after my Graduation, the university has the right to withdraw my PhD degree.



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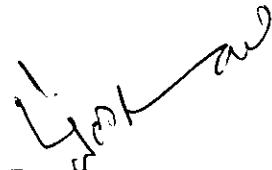
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**Abbreviation** **LIST OF ABBREVIATIONS**

<b>AVO</b>	Avoiding Style
<b>CM</b>	Conflict Management
<b>INT</b>	Integrating Style
<b>JST</b>	Job Stress
<b>JS</b>	Job Satisfaction
<b>OST</b>	Organizational Support Theory
<b>POS</b>	Perceived Organizational Support
<b>POP</b>	Perceived Organizational Politics
<b>WB</b>	Well-being
<b>ROCI-II</b>	Rahim Organizational Conflict Inventory-II
<b>TI</b>	Turnover Intentions

## **DEDICATION**

*FOR THOSE WHO HAVE CONSTRUCTIVE AND POSITIVE  
DREAMS FOR THE PRESENT AND THE FUTURE*

*I also dedicate this thesis to all the loving and caring people of  
my sweet village BASTI GHAZI SHAH JHANG, who unconditionally  
love, respect and pray for me.*

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**EJAZ AHMED KHAN**

## **Abstract**

The primary aim of this study was to examine the different conflict management styles and their relationship with the job and personal outcomes (well-being, job satisfaction, job stress, turnover intentions) in college teachers. Moreover, the purpose of this study was to investigate perceived organizational support (POS) and perceived organizational politics (POP) as moderators of the effects of conflict management (CM) styles on job and personal outcomes (well-being, job satisfaction, job stress, turnover intentions) in college teachers. This study also examined the role of demographic characteristics (gender, marital status, job experience) on all study variables. Furthermore, it was also investigated the role of gender as a moderator among the study variables. This study was applied and cross-sectional in terms of its objectives, nature and method. The statistical population, based on convenient sampling technique included 400 college teachers (Male = 200 and female = 200), age ranged from 30 to 60 years, from different colleges located in Faisalabad Division, Pakistan. For data collection seven standardized self-report questionnaires were administered.

The results indicated that conflict management (CM) was positively significant associated with POS, JS, WB and POP in college teachers. On the other hand, conflict management was negatively and significantly associated with turnover intentions in college teachers. Findings revealed that integrating, obliging, compromising and avoiding styles were positively significant correlated with perceived organizational support, job satisfaction, wellbeing and perceived organizational politics, while they were significantly negatively related with TI and JST. Dominating Style was positively significant with TI, POP and Job Stress. POS was positively significant correlated with JS, WB and negatively significant with Job Stress. Job satisfaction was positively significant correlated with well-being and negatively correlated with TI and JST. WB was negatively significant correlated with TI and JST. TI and

POP were positively significant correlated with JST in college teachers. Findings further indicate that POP played moderating role between conflict management styles (integrating, obliging) and WB and JS among male and female college teachers. Likewise, findings also exposed that POS also played moderating role between CM styles (Avoiding), well-being and turnover intentions among college teachers. Moreover, these findings also show that gender also plays a moderating role among conflict management styles, well-being, job stress, job satisfaction and turn over intentions in college teachers. The study further revealed that female college teachers positively significant predisposed on POP and WB, while male college teachers inclined towards TI.

Further, results revealed that married college teachers are more inclined towards obliging and compromising conflict management styles. On the other hand, the unmarried college teachers are more showing to dominating style, TI and POP. The results showed that college teachers who had 11 to 20 years job experience were more inclined towards the use of compromising style of conflict management as compared to others groups. Further, college teachers who have more job experience were tending towards more job satisfaction and less on turnover intentions and POP. Interestingly, those teachers who had 1 to 10 years job experience were more inclined towards the dominating conflict management style, turnover intentions and perceived organizational politics.

These findings advise meaningful recommendations that individuals and employees from different organizations and institution can amplify their fellowship and cooperation by managing conflicts properly through suitable practices and enrich the creative outcomes. This study would also be supportive for academic settings to handle the conflicts appropriately and overcome the negative consequences like low job performance, job dissatisfaction, turnover intentions, absenteeism etc. The study concluded that integrating, obliging and compromising

styles of conflict management were most preferred by the college teachers. The study recommended that there is a need to advice college teachers to make use of the three conflict management styles in handling conflicts in diverse situations for constructive drives. Implications of the findings and directions for future research are offered.

## Chapter I

### INTRODUCTION

Conflict is a fight or competition among the people with contrasting needs, ideas, beliefs, values, or goals. In a broader sense and term, it represents the incompatibility of subject positions (Diez et al., 2006). Algert and Watson (2002) defined conflict as “A tussle or race among the people with divergent beliefs, ideas, values and goals. It is predictable among the working groups but the consequences of conflict are not determined. Conflict exaggerates and leads to non-productive outcomes or it can be positively fixed and can lead to excellence (Algert. 1996). It is also considered as some type of resistance, difference, or disharmony arising within a group when the beliefs or actions of one or more members of the group are either repelled by or undesirable to one or more members of another group (Rahim et al., 2001). It may also be defined as a dissimilarity through which the parties are involved to perceive a threat to their needs, interests or concerns (Barki & Hahartwick, 2004). So, it is very necessary for individuals to learn the skills to manage conflict for better performance.

Diversity in goals, values, beliefs and working styles estimate the problems in human relations, which certainly cause to interpersonal conflicts among staff members. These conflicts are inevitable and might occur in every organization and institution. Conflict is unavoidable in our lives and can upswing in daily activities at homes, workplace, business, and educational institutes (Rahim. 1983). Every organization is exposed to conflict among workforces for several causes, which comprises upon contradictory viewpoints, standards, and objectives (Rahim. 1986: Thomas. 1976). Thus, it has extended the interest of the organizational scholars who struggled to search the

nature, roots, and magnitudes of the conflict and its outcomes (Fink, 1967; Rahim, 1986; Hocker & Wilmst, 1985; Thomas, 1976; Kilmann & Thomas, 1975).

Generally, conflict is regarded as a fight or encounter among individuals having divergent and contrasting prerequisites, philosophies, opinions, morals or objectives. It is inevitable and has robust impact on organizational behaviour. However, the fallouts of conflict are not determined. Sometimes it intensifies and hints to non-productive outcomes, or it can be positively managed and can lead to a creative path. Therefore, it is vital to have a basic knowledge and skills to manage conflict efficiently for individuals and high-performance group of employees.

It is a general notion that all conflicts cannot be determined permanently but knowing the art of conflict management can lessen the probability of its negative outcomes. Conflict management phenomenon has a significant importance in our daily activities. It has been an area of major research for the last eight decades that reflects its substantial positive and negative belongings with personal and job outcomes among the employees of different sectors and departments (De Church & Marks, 2001; Alper, Tjosvold, & Law, 2000; Khun & Poole, 2000; Rahim & Bonoma, 1997).

People interact with one another to fulfill their needs and make daily accomplishments. They belong to dissimilar values, culture, beliefs and customs. This dissimilarity of thought patterns leads to conflicts in the public and private life (Yoder-Wise, 2007; Rahim, 2002). The overview of conflict management has brought a dynamic variation in the conflict philosophy. Using the proper and suitable approaches to manage the conflicts helps the individuals as well as organizations to mitigate the negative outcomes and reinforce the positive outcomes of conflict. Therefore, the scholars and

organizational researchers have introduced many famous models of conflict management (Leffel & Darling, 2012; Rahim, 2002; Rahim, 1983; Thomas & Killman 1975; Blake & Mouton, 1964).

As described earlier, conflict is an integral part of normal daily actions of an individual as well as an organization, therefore, it is not easy to work together. Conflict has a significant influence on job outcomes as well as job attitudes. In modern practice, it can be illuminated as a complicity and disparity about the operational atmosphere. Conflict management is intentionally a positive and creative strategy to minimize the negative outcomes of conflict. It discourses convincingly to manage the conflicts in a cooperative and productive manner.

### **Defining the Conflict**

It is very difficult to reach on a single and acceptable definition of Conflict. When individuals and groups pursue their aims and objectives intensely, having opposite beliefs and aptitudes, conflict may occur. Conflict is an individual's struggle to overcome the criteria of another person to achieve a safe and sound position as well as power as compared with his/her challenger. Every individual and group have conflict of ideas, morals and activities according to their social, moral and political perspective. Barki and Hartwick (2001) described that "Conflict has been supposed in a different way by many organizational researchers, signifying this phenomenon with diverse personal understandings".

Lots of researches have been poised about conflict and conflict management, but the scholars have not agreed upon the single comprehensive definition of conflict (De Dreu & Gelfand, 2008; Tjosvold, 2006). Today, there are numerous definitions of conflict

available to the research. Robbins (1998) explained conflict as, "It is a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect something that the first party cares about". In other words, "A dispute, disagreement, or contention between two or more entities" (Flannes & Levin, 2001). According to another definition presented by Smith and Imbrie (2004) "Conflict is a situation in which an action of one person prevents, obstructs, or interferes with the actions of another person". Conflict is "A process resulting from the tension among team members because of real or perceived differences" (De Dreu & Weingart, 2003).

Many researchers and academicians studied conflict in different organizational backgrounds and have given references in various research articles and well-known books. Many researchers stated that due to the wide-ranging viewpoint of conflict, it is not easy to be defined (Rahim, Garrett, & Buntzman, 1992; Tjosvold, 1991; Deutsch, 1990; Putman & Poole, 1987; Pruitt & Rubin, 1986; Thomas, 1976; Fink, 1967; Pondy, 1967). Numerous scholars have struggled to define conflict by unfolding the backgrounds where it happens (Amazon & Sapienza, 1997). Dahrendorf (1958) and Moore (1998) observed it as a dissimilarity, while, Alper, Tjosvold and Law (2000) perceived it as an intrusive activity. While it is an "Awareness on the part of the parties involved in discrepancies, incompatible wishes or conflicting desires" (Jehn & Mannix, 2001). Schermerhorn et al., (2003) stated, "Disagreements in a social situation over issues of substance or whenever emotional antagonisms create frictions among individuals or groups".

## **Views on Conflict**

There are several opinions concerning conflicts. It is a truth in each person's life and must be pondered as a normal procedure that happens in regular life activities. When

a person or a team execute their assigned responsibilities, conflict certainly rises (Robin & Judge, 2011). Conflict is regarded as natural phenomenon. It is thought that conflict is virtuous and essential because it can motivate the creative and innovative thinking when it is managed in a precise manner. There is much dissimilarity which exists in our daily activities and individuals find it easier to live with unsettled miscalculation rather than confronting them and find acceptable solutions (Deetz & Stevenson, 1986). Conflicts are essential chunks of the life of human beings in all its characteristics. It is not possible to avoid conflicts in family systems, at workplace, or even when listening and watching the news (Darling & Walker, 2001).

### **Traditional View**

The traditional school of thought views that conflict should be escaped at personal or group level. Conflict has an adverse impact and is related to damage and destruction. It rises as a result of weak communication and mistrust among the individuals. Conflict can be handled only from top to bottom level. Traditional view stresses that all conflicts must be eluded and it is a pre-requisite to pay devotion to address the pros and cons in order to expand the performance of individuals and organization (Robins, 2005). It is a general perception that conflicts harvest adverse conclusions which lead to harmful and negative feelings. Rahim (1986) argued that it depends upon the approaches used to manage them.

### **The Human Relations or Contemporary View**

According to this school of thought, conflict is a common frequency in all groups and we have to face it openly. The human relations school accepts conflict. It believes that conflict may benefit the performance of a group (Robbins, 2005). Differences and disagreements occur on regular basis but determination and insight can lower the negative

consequences of conflicts more efficiently (Leung, 2009). This school of thought distinguished that conflict is an ordinary and predictable outcome in all work settings. It should not be perceived as harmful and dangerous, but comparatively as a silent positive power which contributes in the group-performance (Robbins & Judge, 2011).

### **The Interactionist View**

Interactionist School of thought posits that conflict is an encouraging drive that is very important for an individual to perform excellently. Conflict management is a process which, increases an individual's output or leads to innovative methods (Robbins & Judge, 2011). Conflict is essential to accomplish the required goals successfully, but all conflicts are not good. Robbins (2005) described that this school of thought has acknowledged three types of conflicts:

- Task conflict (deals with the nature of the job and goals).
- Relationship conflict (deals with interactive relations)
- Process conflict (deals with how to complete the work).

The interactionists explain and define conflict differing from the contemporary point of view. Conferring that conflict can be recognized as both destructive and constructive. It is a natural phenomenon and essential part of every individual and lifecycle of an organization. Conflict at the tolerable and anticipated level can instigate creativity when managed properly. It can be helpful as well as harmful in working environments but should be managed according to the situation and required goals (Leung, 2009).

### **Functional and Dysfunctional perspective of Conflict**

Classical Organizational theory's view point is that conflict is unwanted, and it should be removed. Litterer (1966) stated that by adopting suitable procedures, the

organization could alleviate the negative consequences. Many scholars have observed conflict as a pre-requisite of improvement and creativeness and acceptable within the organization (Chen, 2006; Jehn & Bendersky, 2003). It is indicated that the dysfunctional features of conflict inclines to have an extra negative outcome to the individuals as well as to the organizations (De Dreu, et al., 2008). According to the organizational theory, conflict has two forms. It should be positive or negative. Positive conflict is normally termed as functional and cares or paybacks the main objectives of a groups or an individual (Oucho, 2002). Negative conflict is considered as dysfunctional and obstructs the group or the person's capacity or capability to accomplish goals or intentions (Baker, 2011).

Numerous studies have pointed out that conflict carrying constructive results enhances the organization's output (Rahim, 2011; Simons & Peterson, 2000; Amason & Schweiger, 1997; Amason, 1996). However, other researches have established contradictory outcomes (Tepper, Moss, & Duffy, 2011; De Dreu & Weingart, 2003; Jehn & Mannix, 2001). Conflict cannot carry positive roles or destructive consequences independently to the individuals or organizations. These conclusions are the result of special skills of an employee and response to the contradictory situation (Rahim, 2011). Basically, conflict has no constant link with positive or negative conclusions. The constructive and undesirable outcomes of conflict are the product of suitable and unsuitable conflict management styles (Barki & Hartwick, 2001). Research shows that highly skilled and educated team members are able to know how to manage conflict effectively and make a progressive input by contrasting the less skilled and less educated workers who escape from conflict and cause adverse costs to the organization (Zhang, Cao, & Tjosvold, 2011;

Lester, Parnell, & Carraher, 2010; Desivilya, Somech, & Lidgoster, 2010; Amason, Thompson, Hochwarter, & Harrison, 1995).

### **Levels of Conflict**

Rahim (2002) categorizes conflict as expressed in different levels such as, interpersonal, intrapersonal, intergroup, and intragroup conflicts. His study is based on interpersonal conflict, which states "An interactive process revealed in incompatibility, disagreement, or dissonance between managers and subordinates and between peers in an organization".

#### **1. Intrapersonal Conflict**

This category is similarly recognized as intra-individual conflict. This arises when an individual is ready to take some specific roles and job attitudes which are not according to his or her ability, benefits, objectives, and standards.

#### **2. Interpersonal Conflict**

This level of conflict is termed as dyadic conflict. It argues the conflict between two or more individuals of the same or different positions. There are many sources of interpersonal conflicts which originate from conflicting situations among co-workers or colleagues like work overload, leadership roles, changes in curriculum, and discrepancies around individual promotion (Holton & Phillips, 1995). Simply, interpersonal conflict happens in any working environment where two or more peoples work together (Williams, 2011). Several distinct dissimilarities cause to interpersonal conflict, like personalities, beliefs, attitudes, values, perceptions, views, beliefs and the other differences (Elsayed-Elkhouly, 1996).

### **3. Intragroup Conflict**

This is recognized as the intra-departmental conflict. It discusses the conflict among members of a group or between two or more sub-groups within a group linking with its objectives, responsibilities, processes, and so on. This form of conflict might also arise as a result of inconsistencies or dissimilarities among all the members of a group and his leader.

### **4. Intergroup Conflict**

This conflict is recognized as interdepartmental conflict. It debates the conflict between two or more elements or assemblies within an organization. The examples of such conflicts are between line and staff, assembly and selling, head office and workers.

### **Conflict Management**

Many researchers and organizational academics have suggested wide-ranging skills and procedures for conflict management (Rahim, 1983; Thomas, 1976; Blake & Mouton, 1964, 1981). Follett (1940) was recognized as the pioneer who first threw light on conflict management approach for the first time. Her approach was based on three primary styles (domination, compromise, integration); and two secondary styles (avoidance, suppression). After this Blake and Mouton (1964) described and categorized five promising approaches for conflict management. They generated an administrative network for managing the conflict known as five executive styles (compromising, withdrawing, problem-solving, forcing and smoothing). This model comprised of two magnitudes: concern for people and concern for production.

Thomas and Kilmann (1974) also established a model with two dimensions as self-concern and concern for others. These two strategies accomplish an individual's aspirations

as well as others' desires. This framework consists of five conflict management tactics like accommodating, avoiding, collaborating, competing, and compromising. Rahim (1983, 2002) also established a well-known conflict management model which contains five styles as: integrating, compromising, dominating, obliging, and avoiding. These five styles for conflict management have been leading in conflict paradigm (Rahim, 2002; Thomas & Kilmann, 1974; Blake & Mouton, 1964). Conflict management styles (CMS) were a convincing zone which was thoroughly researched in different social, political, organizational and peace studies (Rahim, 2002; Brewer, Mitchel, & Weber, 2002).

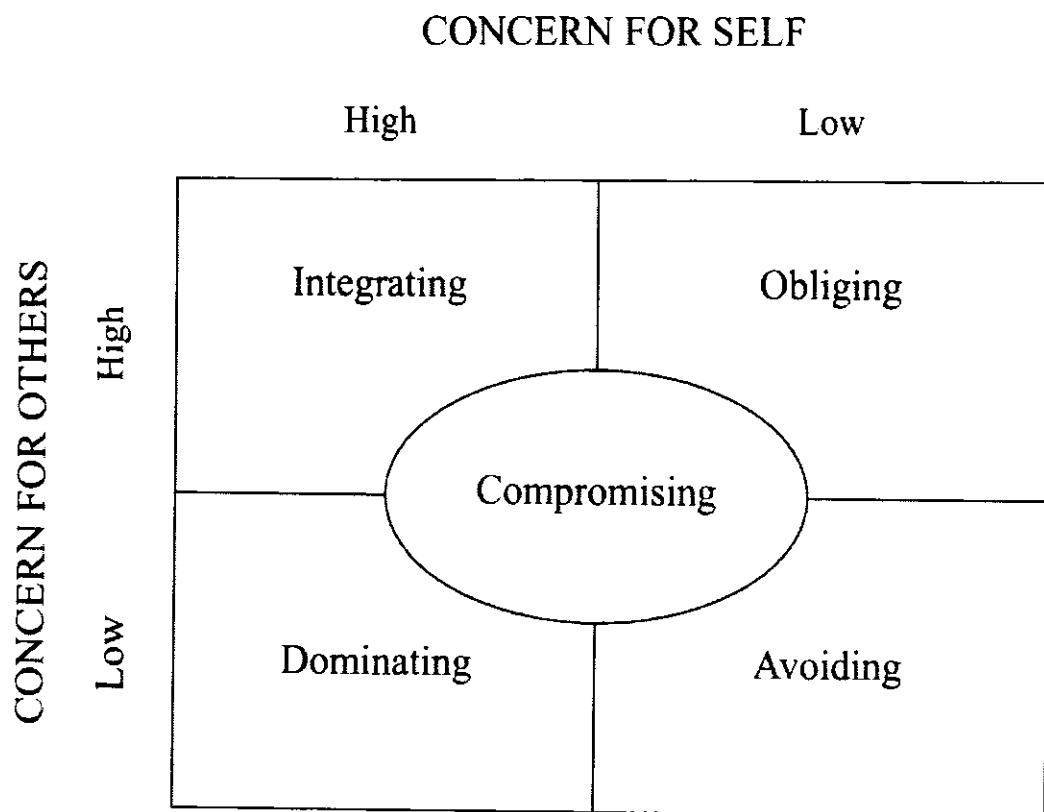
### **Rahim's Conflict Management Model**

Conferring the definition of conflict, Rahim (1983) specified that it is an "Interactive state manifested in compatibility, disagreement or difference within or among social entities". He stressed that in the present times most of the modern organizations are dedicated to the conflict management process rather than to conflict resolution. Conflict management styles talk about an individual's contrary techniques to deal with the conflict in any relations (Ting-Toomey et al., 2000). These plans empower the individuals and organizations to eliminate the destructive concerns of conflict and enhance the capabilities and opportunities for maximum advantages (Rahim, 2002; Bodtker & Jameson, 2001; Alper, Tjosvold, & Law, 2000; DeChurch & Marks, 2001; Khun & Poole, 2000; Rahim & Bonoma, 1997). They proclaim that conflict management approaches should be adopted to improve organizational culture and efficiency for the satisfaction of all contributors.

Rahim (2002) accumulated a sketch regarding conflict management which comprehends two vital magnitudes as concern for self and concern for others. The first facet enlightens the mark (high or low) on which a person attempts to fulfill his or her

particular apprehension. The second aspect describes the point (high or low) on which an individual wish to gratify the apprehension of others (Rahim, 1983; Rahim & Bonoma, 1997). There is a compact confirmation in the favor of this phenomenon (Van de Vliert & Kabanoff, 1990; Ruble & Thomas, 1976). This model has five approaches to manage conflict effectively.

### Two-dimensional Model



**Figure 1:**

Conflict management practice moves round the two pillars as concern for themselves and concern for others (Rahim, Antonioni & Psenicka, 2001).

Based on this dual-concern model, Rahim (2002) categorizes conflict management style into five approaches.

### **1. Integrating Style**

This is a problem-solving style because people share information with one another irrespective of their benefits. They collaborate with one another to find out the acceptable solution (Rahim, 2002). Integrating style harvests encouraging results for both the parties and most suitable in critical and complex situations (Cai & Fink, 2002). It is supposed as a win-win result where each party takes advantages. Many researches exposed that integrating style is the best style chosen to manage conflict (Rahim, 2002).

This conflict management style yields the best lasting outcomes, but largely it is considered the most difficult and laborious method to grasp. Each party's desires and wishes are well-thought-out, and a win-win solution is initiated so that everybody leaves satisfied. This process often encompasses that all stakeholders sitting down together, communicate all the pros and cons of conflict and negotiating a solution together. This style is used when it is necessary to safe and preserve the connection between all parties or when the solution itself will have a substantial effect.

### **2. Obliging Style**

Choosing this style, one may withdraw from one's privileges to satisfy others (Rahim, 2002). The noble aim of this approach is to preserve warm relations with the disagreeing persons. This conflict management style is about just knocking the other parties needs before one's own. One party allows the other to 'win' and get her way. Obliging style is for situations where one party doesn't care as powerfully regarding the issue as the other party.

This choice is about preserve the peace and good relationship. This style is known extremely obliging on the side of the resolver but can lead to antipathy.

### **3. Dominating Style**

Choosing this style, one should typically hunt for one's own concern and decrease the others' advantage by using influence or powerful activities. Rahim (2002), emphasizes that this style is suitable and acceptable when a supervisor compacts with routine matters to control critical situations. The practice of this approach is mostly considered wrong because it disregards the desires of others (Rahim, 2011). This conflict management style throw-outs cooperation and conciliation and stressed not giving in to others desires and wishes. One party stands firmly in what they think is the correct managing of a situation, and does not back down until they get their way. In this situation they never give up their stand.

### **4. Avoiding Style**

This style is used when people try to ignore the problem hoping that it will lose importance and vitality. People, who have a low concern for themselves and others, follow this style (Rahim, 2002). Holton (1998) observed that individuals, who use avoiding style, try to escape from the conflicts at any cost. There is general perception that time will decide the fate. In collectivistic cultures, people try to elude the conflict and save their faces to keep good relations with others (Dorfman & Howell, 1988). The main purpose of this style is to decrease conflict by disregarding it, eliminating the opposed revelries, or escaping it in some way. Team members in conflicting situation can be detached from the situation or venture they are in conflict over; goals and targets are strapped. Even though the team members are even redistributed to other divisions. This style can be an effective

conflict management and resolution style if there is a chance that a safeguard period would be supportive or if you need more time to ponder your attitude on the conflict itself.

## **5. Compromising Style**

In this style both the parties pursue resolution by finding out a middle way, which moderately gratifies the needs and wishes of everyone. It is an in-between apprehension for all (Rahim, 2002). Compromising style is mostly considered as sharing the assets in an unbiased manner without chasing the unconventional resolutions to satisfy the well-being in a respectable way (Cai & Fink, 2002).

Interpersonal conflicts are the consequences of differences between two entities, and occur in normal life activities. They are considered as the upsetting and persistent stressors of daily life (Wickham, Williamson, Beard, Kobayashi, & Hirst, 2016). People practice diverse approaches to handle or manage the conflicts. Rahim (1983) proposed five conflict management styles that people practice to deal with conflicts. These are: integrating, avoiding, dominating, compromising, and obliging.

The integrating style mentions cooperation and collaboration. This approach openly focuses on acceptable solutions which benefit both the parties. Individuals who adopt this approach normally are ready to learn and open from their friends and try to comprehend the ins and outs, before making judgments.

The avoiding style believes in escaping or delaying the conflict or conflicting situation; instead approaching the problem flexibly. This approach is suitable for insignificant teething troubles, or when two rivals want to take some time to think, before reaching a solution. The dominating style discusses to aggressive and forceful approach for getting and attaining one's goals without anticipating the wishes of others. It is

commonly known as a win-lose approach. It is not compulsory to take care about the public opinion about the way of execution. The compromising style is related with give and take situation or involvement in the pursuit for a middle-ground way out. No win-no lose is the key principle of this approach. Both the parties give up to some degree for reaching an equally satisfactory answer. This is a convenient way for short-term results to the challenging complications and when time is limited to reach a comprehensive and systematic solution. The obliging style follows an attitude of "Low concern for self and high concern for others". Both the parties have mutual consent and are eager to be helpful and supportive for each other. This style has the positive signs of selfless generosity, charity and obedience for others. People who follow this approach are considered as dutiful and non-aggressive (Redmond, Jameson, & Binder, 2016).

It is observed that the people do not adopt a single conflict management style. It depends upon the past experiences and present environmental situation. Individuals keenly select that conflict management style which is the most appropriate for their personality traits, goals and beliefs (Tou, Baker, Hadden, & Lin, 2015).

### **Perceived Organizational Support**

The concept of perceived organizational support was normally coined with Eisenberger (Eisenberger et al., 1986). It has attracted a significant attention among organizational behavior and management researchers. They have investigated and acknowledged the positive and negative outcomes of POS and its role as mediator and moderator among the different job attitudes in many settings (Riggle, Edmondson, & Hansen, 2009; Allen, Armstrong, Reid, & Riemenschneider, 2008; Aube, Rousseau, & Morin, 2007; Fuller, Barnett, Hester, & Relyea, 2003; Rhoades & Eisenberger, 2002).

Perceived organizational support has been well-defined as “Employees’ global beliefs concerning the extent to which the organization values their contributions and cares about their well-being” (Eisenberger et al., 1986). Kawai and Mohr (2015) studied the moderating effect of perceived organizational support with job attitudes and elaborated its positive and negative effect on job outcomes such as job stress, psychological well-being, intention to leave, organizational commitment and job satisfaction. In organizational writings, it has been well-defined in numerous traditions.

Perceived organizational support hypothetically defined as “The workers’ global beliefs about the extent to which the organization values their contributions and cares about their well-being” (Eisenberger et al., 1986). Allen et al., (2008) also described as “How much the organization values employees’ contributions and cares about them”. It is an encouraging attitude which highly effects self-perceived worth of the employees about themselves inside an organizational culture. POS creates a culture of mutual acceptance between the employees and the employer which has a significant impact on employees’ efficiency, presentation and overall well-being. Employees have general perception about their organization that it gives worth and respect to their efforts and also satisfy their socio-economic desires (Rhoades & Eisenberger, 2002).

Perceived organizational support is a reciprocal approach between the employees and organizations where both the entities care each other. Due to this optimistic and vibrant approach, employees execute well and receive incentives (Rhoades & Eisenberger, 2002). Previous studies explained and established that when employees recognize their organization as loving and caring, they gently respond their constructive feelings in the form of positive job attitudes like job performance and satisfaction, job involvement and

organizational behaviour (Khan, Rehana, Shujaat, Akhtar, Riaz, & Shah. 2016; Cropanzano, Prehar, & Chen, 2002; Eisenberger et al., 1997; Wayne, Shore, & Liden, 1993; Shore & Tetrick, 1991). It has been also revealed that POS has a negative significant association with job stress, absenteeism, work-family conflict, burnout, turnover intentions, role conflict and role ambiguity (Khan et al, 2016; Chen, Aryee, & Lee, 2005; George et al., 1993).

### **Organizational Support Theory**

This theory is diligently linked with the Blau's (1964) social exchange theory (Aselage & Eisenberger, 2003). In simple words, these two theories focused on give and take affiliation between worker and owner relationship. Perceived organizational support is described as, "Employees' general belief that their organization values their work, values their contribution and cares about their well-being" (Rhoades & Eisenberger, 2002).

It was felt that when organizations or managers have positive concern towards the employees' affiliation with the organization, employees are more motivated and dedicated on organizational commitment and performance (Eisenberger et all., 1986). Organizational support theory posits that workers develop a sense of attachment (POS) to fulfill their needs and paybacks. POS increased the capacities of both parties to accomplish their objectives smoothly and effectively (Eisenberger & Stinglhamber, 2011). Until the middle of 1990's, there were quite limited studies about POS but since the last three decades, this subject has flourished (Kurtessis, Eisenberger, Ford, Buffardi, Stewart, & Adis, 2015). OST has fascinated significant attention due to the prospective importance of organizational affiliation from the employees' point of view with strong job satisfaction, organizational

commitment, and other attitudinal conclusions (Lavelle, Rupp, & Brockner, 2007; Rhoades & Eisenberger, 2002).

Organizational support theory advocates the significance of social exchange theory in the context of concrete rewards and social welfare from the organization (Cropanzano & Mitchell, 2005). For these compensations, employees keep them engaged in better job-related hard work like job performance and additional role-performance. OST stressed effective organizational commitment and steadiness in employees' relations with the organization (Eisenberger et al., 2001).

### **Perceived Organizational Politics**

Politics is part and parcel of our social and working environment. We cannot deny the negative and positive aspects of this phenomenon. Organizational politics is a widespread component in almost all the working locations and its impact has been verified and established adversely, impartially and certainly (Kacmar & Baron, 1999; Hochwarte, Perrewé, Ferris, & Guerico, 1999; Ferris, Russ, & Fandt, 1989; Pfeffer, 1981). Every organization has employees with diverse opinions, standards, concepts, and approaches, and these dissimilarities affect the system by interpreting the events in the organization. This particular understanding is reflected as organizational politics (Silvester, 2008).

Burns (2003) was the pioneer who introduced this phenomenon and narrated that it is a misuse of resources and power to achieve the anticipated goals. Organizational politics revealed as the utilization of social status or power to gain maximum approved or non-approved benefits from any place (Ferris, Frink, Galang, Zhou, Kacmar, & Howard, 1996; Mays & Allen, 1977). Perceived organizational politics is a provocative perception but a very corporate occurrence in every organization. It exemplifies the notion how employees

interpret their working environment in a political scenario endorsing the self-interests by biased resources. (Kacmar & Carlson, 1997; Kacmar & Ferris, 1991). Kacmar et al., (1999) presented the subsequent description as “Organizational politics involves actions by individuals, which are directed towards the goal of furthering their own self-interests without regard for the well-being of others or their organization”.

### **Theoretical Model of Perceived Organizational Politics**

Ferris et al., (1989) advocated the theoretical model of perceived organizational politics. and since the last three decades. a large number of researches has been done in this area. This model provides the basic outline to comprehend the possible consequences of politics in organizations and working environments. POP originates the unfavorable properties regarding attitudinal behaviours like “higher and lower levels of absenteeism, turnover intentions, anxiety, stress, job satisfaction, organizational commitment, job performance, and organizational citizenship behaviours” (Ferris & Treadway, 2011; Kacmar & Baron, 1999). This model was reconfigured and it added two new constructs, such as: Job/environmental influence and accountability on the source of different conclusions. The accountability factor activates employee's capability of awareness and decision making in order to continue a stable position. It appears that accountability is a precursor to the organizational politics (Ferris et al., 2002).

It is considered that people make their insights and conclusions on subjective rather than objective reality. There is a real indication that apparent reality is the most significant element in shaping the employee's approaches and performance (Breaux et al., 2009; Ferris et al., 2002). “Perceived organizational politics involves an individual's attribution of behaviors of self-serving intent and is defined as an individual's subjective evaluation about

the extent to which the work environment is characterized by co-workers and supervisors who demonstrate such self-serving behavior" (Ferris et al., 2000). Current meta-analytic studies support the understanding that "Perceptions of organizational politics are related to reduce job satisfaction, organizational commitment, citizenship behavior, task performance and increased psychological strain" (Chang, Rosen, & Levy, 2009; Miller & Nichols, 2008).

### **Conflict Management Styles and Outcome Variables**

In any organizational setup, conflict management styles have been anticipated as prominent features for job attitudes and personal conclusions in (Copley, 2008). Employees take maximum advantage by adopting an insightful process for managing conflict. In this way they maintain suitable relations with organization and perform their job descriptions very well (Deh Bozorgi & Hadaegh, 2006). Generally, it is believed that conflict yields several unusual behaviors between employees and organization which lead to negative outcomes (Spaho, 2013). But a suitable way of conflict management justifies the productive actions to achieve the targets (Hou Molina, Sawahata, & Deang, 2005).

Zartman (2000) indicated that "Conflict management is a noticeable factor in an organization and generates different reactions in employees' behavior and performance". Conflict management has five styles and each style has distinct impact on job and personal outcomes (Kinnander, 2011). Application of particular conflict management style by employees leads to high or low level of well-being, job satisfaction, job performance, job stress, absenteeism, turnover intentions mental and physical exhaustions (Mansoor, Fida, Nasir, & Ahmad, 2011; Behfar, Peterson, Mannis, & Trochim, 2008; Kavousi, 2008).

## **Well-being**

The concept of well-being has gained considerable attention from researchers in the field of mental health and positive psychology (Cole, 2002). Many scholars from mental health field examined the optimistic characteristics of well-being like happiness in life, hope for life, satisfaction with life and meanings of life (Seligman. 2003; Jombikova & Kovea. 2009). Emotional and psychological strength mostly depends upon self-competency, autonomy, capability and possible aptitude of logical thinking for decision making (Salimi, Azad, Marzabadi, & AbediDarzi, 2010). Well-being largely represents the optimistic sensation and a hint of overall satisfaction/happiness of life in numerous domains of social and personal life (Myers & Diener. 1995). But it consists of more components besides the happiness and satisfaction like "Positive relationships, autonomy, environmental mastery, purpose in life and Personal Growth" (Ryff & Singer, 2006).

Well-being is a multifaceted notion which has been perceived as an "umbrella" term covering overall "psychological and physiological well-being, quality of life and justification of experience of events" (Brann, Chaplin, Leu Agelii, Sjöberg, Niklasson, Albertsson-Wikland, & Lissner. 2017). Deci and Ryan (2008) explained this term as "Well-being is a contented state of being happy, healthy, and prosperous. It refers to optimal psychological experience and functioning; as well as, it is a positive and sustainable state that allows individuals, groups or nations to thrive and flourish". It has been recognized as satisfaction with life and absence of inner discomfort or agony (Gray, Ozer, & Rosenthal. 2017).

## Job Stress

Job stress has been a subject that has gained considerable importance in the area of organizational behaviour and occupational environment over the last four decades. The idea behind this consideration was that the working conditions or environment has been affected by the rapid changes in the industrial world. There was a drastic change in job demands and nature to achieve high objectives of the organizations. This challenging situation generated stress among the employees (Swanepoel, Erasmus, Van Wyk, & Schenk, 1998). Job stress is a conjoint component in several types of jobs and has been examined from different viewpoints (Cooper & Dewe, 2007).

Robbins and Sanghi (2006) defined it as “A dynamic condition in which an individual is confronted with an opportunity, constraints, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.” Parker and De Cotiis (1983) explained it as “An elusive concept which has been used to refer to stressors, responses to stressors, characteristics of an environment or individual, or the interaction between an individual and the environment”. Job stress ascends due the gap and dissimilarities between employee job demands, resources and objectives. When an employee fails to fulfill his/her job demands and is incapable to control these conditions, he/she faces job stress. Khattak, Khan, Haq, Muhammad, and Minhas (2011), identified that the “Working conditions and repetitive work also causes stress among employees and decrease organizational commitment”.

Bowin and Harvey (2001) discussed that stress is the result of interference between the individual and the environment which produces psychological and emotional strain. This situation desperately disturbs a person’s physical and mental health and leads towards

a state of instability. Blumenthal (2003) observed stress, as something that let downs the individual's capacity to uphold the basic components of well-being such as social, psychological, spiritual or biological in an adequate manner. There are many variables which yield work stress among the employees. Workload and limited time for the completion of tasks in a specified period are the major sources of job stress (Baker et al., 2011).

### **Job Satisfaction**

Keeping in mind the significant role of human capital in organizations, the distinctive operational components are vital in the advancement of any organization (Zeinalipoor, Akbar, & Fini, 2014). Job satisfaction is the chief element which is highly regarded in organizational literature (Wegge, Schmidt, Parkes, & Dick, 2007). The existence of job satisfaction among the employees is considered as a progressive feature which expands and escalates the performance and outcomes of any organization (Tazekand, Nafar, & Keramati, 2013; Ayodele & Olorunsola, 2012). Job satisfaction articulates the particular state of mind and attitude of employees which has significant relationship with performance in working environment (Azizi, Ghytasivand & Fakharmanesh, 2012; Ahsan, Abdullah, Gun Fie & Alam, 2009). Maharjan (2012) described that "Job satisfaction assumed an organizational feeling that should be considered through the managers of the organization and provide suitable conditions for developing this human need".

A satisfied employee is more dedicated and intricate in his/her work while dissatisfied employees are tangled in negative work attitudes, like, low job performance, low job commitment, turnover intentions and absenteeism (Locke & Latham, 2000). Job

satisfaction is significantly associated with personal observations and assessments regarding the job which are enormously fashioned by the desires, conditions, and hopes of that employee. It is an expressive reaction towards a job description which is dogged by how well conclusions encounter or overdo the employee's anticipations. Luthans (2005) reported this situation as "If hardworking employees are treated dishonestly and are rewarded less, they are likely to develop negative attitudes toward their job, officers and colleagues. However, if they are treated justly and paid well, they are expected to have positive attitudes for the organization".

### **Turnover Intentions**

Chen, Lin and Lien (2010) investigated that turnover intention has been restrained as a precarious subject and a scorching topic for organization and administration from the last several years. It is defined as "The conscious and deliberate willfulness to leave the organization" (Tett & Meyer, 1993). In simple words, it is a blazing point or magnitude where an employee thinks to quit or stay with the organization (Bothma & Roodt, 2013; Jacobs & Roodt, 2011). The intent to leave the organization provides the background of pulling out the perceptions that leads to real turnover.

Poor job satisfaction, organizational politics, role stressors and organizational culture are the instigators in pulling out process that forecasts intended turnover (Du Plooy & Roodt, 2010). Turnover intentions are regarded as a sensible realization of low job performance that directs the employee to quit the job (Applebaum, Fowler, Fiedler, Osinubi, & Robson, 2010). Many scholars inspected that high level of job stress and critical thought pattern provoke the turnover intentions among employees (Chen et al., 2010; Applebaum et al., 2010).

It is also explained that turnover intention is one's personal behavioral objective to leave the job. Bigliardi et al., (2005) supported this impression that plan to quit from existing job is frequently discussed as the subjective probability of leaving or staying the organization. Workers who have surprising withdrawal intents regarding any job or organization generally evaluate that they will quit shortly (Mowday, Porter, & Steers, 1982). The objective to proceed from a profession is considerable a hard decision as compared to quite the job (Blau, 2000). For now, "intent to leave" is defined as "the reflection of the (subjective) probability that an individual will change his organization or job within a certain time period and is an immediate precursor to the actual turnover" (Souza-Poza & Henneberger, 2000).

Many findings reveal that intent to leave is an alternative abstract thinking which provides a base for real turnover (Johnsrud & Rosser, 1999; Lee & Mowday, 1987; Bluedorn, 1982; Steers & Mowday, 1981). Multinational organizations suffer from huge losses and bear undesirable costs due to this infrequent phenomenon (Bothma, 2011). Due to this unexpected situation, an organization faces a countless disturbing repercussion that might weaken the functioning competences of organization and management (Bothma & Roodt, 2013). Jacobs (2005) presented a model of turnover intention which suggests that the positive and negative opinions about organizational behaviour and culture are directly associated with turnover intentions. Organizational commitment, organizational citizenship behaviour, job satisfaction and knowledge sharing environment are the best conjecturers of intentions to remain with the job and stay in the organization for a long period (Bothma & Roodt, 2013; Igbaria, Meredith & Smith, 1994).

## **Rationale of the Study**

Interpersonal conflict is the most integral part of the social relations and organizational life. Whenever, people come together at working place: their values, attitudes, and interests subsidized the growth of conflict (Rahim, 2002; Yoder-Wise, 2007). The phenomenon of the conflict management has been recognized by many researchers, as a diverse feature having substantial effect on job attitudes and on working environment. Rahim (2002) emphasized that modern organizations need conflict management not conflict resolution. Conflict management styles refer to individual's typical ways of handling the conflict in any social or working environment (Ting-Toomey et al., 2000). A fruitful and comprehensive knowledge of this subject may result in productive and useful output for individuals as well as for institutions.

This present study will increase the understanding and importance of the conflict management styles in college teachers, which may eventually, enrich their capacity to deal effectively interpersonal conflicts. Previous researches and academic progress about conflict management have significantly increase our knowledge about the possible constructive and destructive outcomes in pure industrial settings. Unfortunately, a few attentions have been paid to the significances of conflict management in the social services department like education, health, social security etc.

Teaching is considered as a supreme noteworthy occupation among all professions and is highly regarded as the center of nation building. Teacher is a dominant component in the academic and learning activities. He plays a vital and active role in refining the value of education and constructing the stable personality of his students (Aluede. 2009; Wilson. 2002). He executes different roles and duties besides teaching like administration.

curriculum development, supervision of the MPhil and Ph.D. scholars, education and training, working with parents and community leaders and these leads to interpersonal conflict (Holton & Phillips, 1995; Volpe & Chandler, 2001). Because of the hectic nature of this profession, teachers have to face many problems. These problems are economic, social, institutional and governmental in nature, which put forth pressure on teachers resulting in job stress (Yusoff, Khan, & Azam, 2012; Oliver & Venter, 2003).

Due to overload of work and role stressors, teachers do work overtime and are less satisfied with their jobs, and therefore, have high rate of burnout and stress (Khan, Shah, Akbar, Shujat't, Riaz, & Akhtar, 2012; Kaewanuchit et al., 2015). Similarly, Travers and Cooper (1996) concluded that teachers suffer from job stress due to lack of social recognition. In addition, job uncertainty, less opportunity of promotions, fragile social dealings and poor organizational support adds to lowering their morale (Gillespie, Walsh, Winefield, Dua, & Stough, 2001).

Many researches on conflict management have been done in classic workplace settings, but it does not mean that educational organizations are free from conflicting situations (Hearn & Anderson, 2002). Conflicts also exist in all types of educational settings and it is considered as a harmful activity which slow down the academic process (Brownian, 2002). Folger and Shubert (1995) concluded that different academic institutions are not free from conflicts and there are many variables which can lead towards conflict. Bakker, Albrech, and Leiter (2011) have also established that "Education is the second work sector where conflict frequently arises".

For the friendly learning environment, it is the need of the hour that teachers should ready to have good working relationship with the administration, colleagues, students and

parents. But many teachers find themselves ill-prepared to handle personal conflicts suitably. Fields (1998) explained that most teachers frequently used avoiding conflict management style. But, when face the teacher-parent conflicts, they mostly use collaborative style. Balay (2006) examined that the public-school administration prefers to adopt the avoiding and compromising conflict management styles as compare to teachers. In private primary schools, teachers and administration prefer to use compromising, avoiding and competing conflict management styles as compare to public settings.

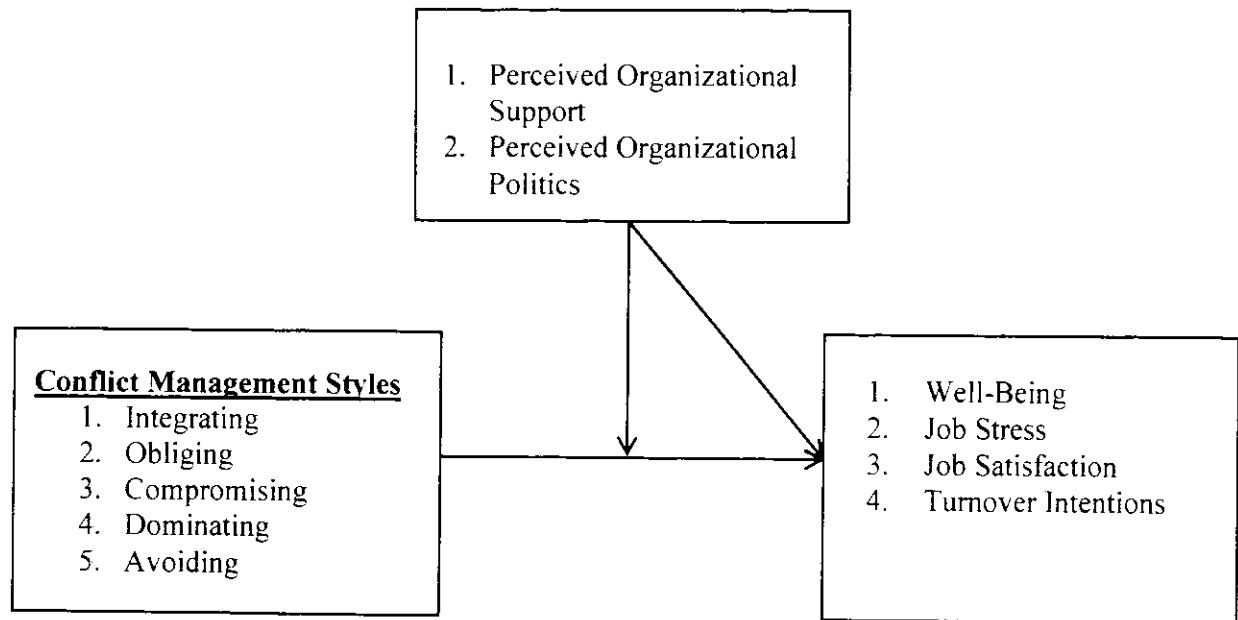
Do and Chinda (2015) investigated that head of the institution use integrating and compromising styles repeatedly as compare to the teachers. While, teachers use avoiding style as compare to the principals.

There are few researches available that partially addresses the vital issue of conflict management among the teachers of higher education in Pakistan (Mukhtar, Islam, & Siengthaiet. 2010). Likewise, a minor attention has been paid to the role of perceived organizational support and perceived organizational politics, which may moderate the level of the relationship between conflict management styles and personal and job outcomes. Harris, James, and Boonthanom (2005) stated that there is an increased need to examine the collaborative effects of perceived organizational support and perceived organizational politics as these variables have been unnoticed as a moderator. A few previous studies also proposed that supportive effects of perceived organizational support and perceived organizational politics on personal and job outcome should also be investigated by the researchers (Goo, Lee, and Brekahvili. 2009; Vigoda-Gadot and Talmud, 2010).

Keeping in mind the above-mentioned significance of the perceived organizational support and perceived organizational politics, it considered pretty suitable for the present

study to investigate the moderating role between the relationship of conflict management styles and personal and job outcomes in college teachers. This study will provide a tangible and perfect base to examine carefully the conflict management phenomenon and its relationship with personal and job outcomes and the moderating effect of perceived organizational support and perceived organizational politics. This research would also contribute to the theory and literature along with certain practical implication in higher educational institutions. The study is based on the conflict management model developed by Rahim (1992).

## Conceptual Framework



**Figure 2**

This Figure is showing direct effect of Conflict Management Styles on Personal and Job outcomes and Moderating Effect of Perceived Organizational Support and Perceived Organizational Politics between Conflict Management Styles, Personal and Job Outcomes.

## **Objectives**

The objectives of the study were as follows:

1. To examine the relationship between conflict management styles (CMS), personal outcomes (well-being, job stress), job outcomes (job satisfaction, turnover intentions), perceived organizational support (POS), and perceived organizational politics (POP) in college teachers.
2. To examine the moderating role of perceived organizational support and perceived organizational politics between conflict management styles, personal and job outcomes among college teachers.
3. To investigate the moderating role of gender between conflict management styles (CMS), personal (well-being, job stress), and job outcomes (job satisfaction, turnover intentions) among college teachers.
4. To explore the role of demographic variables with the reference to conflict management styles (CMS), personal outcomes (well-being, job stress), job outcomes (job satisfaction, turnover intentions), perceived organizational support and perceived organizational politics in college teachers.

## **Hypotheses**

H1. Conflict management styles will be associated with personal outcomes (well-being, job stress), and job outcomes (job satisfaction, turnover intentions) in college teachers.

H1a. Integrating style is positively associated with well-being and job satisfaction in college teachers.

H1b. Integrating style is negatively associated with job stress and turnovers intentions in college teachers.

H1 c. Obliging style is positively associated with well-being and job satisfaction in college teachers.

H1d. Obliging style is negatively associated with job stress and turnover intentions in college teachers.

H1e. Compromising style is positively associated with well-being and job satisfaction in college teachers.

H1f. Compromising style is negatively associated with job stress and turnover intentions in college teachers.

H1g. Dominating style is negatively associated with well-being and job satisfaction in college teachers.

H1h. Dominating style is positively associated with job stress and turnover intentions in college teachers.

H1i. Avoiding style is negatively associated with well-being and job satisfaction in college teachers.

H1j. Avoiding style is positively associated with job stress and turnover intentions in college teachers.

H2. Perceived organizational support (POS) moderate the relationship between conflict management styles, personal outcomes (well-being, job stress), and job outcomes (job satisfaction, turnover intentions) in male and female college teachers.

H2a. Perceived organizational support (POS) moderate the relationship between avoiding style and well-being in male and female college teachers.

H2b. Perceived organizational support (POS) moderate the relationship between avoiding style and turnover intentions in male and female college teachers.

H3. Perceived organizational politics (POP) moderate the relationship between conflict management styles, personal outcomes (well-being, job stress), and job outcomes (job satisfaction, turnover intentions) in male and female college teachers.

H3a. Perceived organizational politics (POP) moderate the relationship between integrating style and well-being in male and female college teachers.

H3b. Perceived organizational politics (POP) moderate the relationship between obliging style and job stress in male and female college teachers.

H4. Male college teachers will be inclined toward turnover intentions as compare to female college teachers.

H5. Female college teachers will be shown more well-being as compare to male college teachers.

H6. Female college teachers will be involved in perceived organizational politics as compare to male college teachers.

H7. Unmarried college teachers will be inclined toward turnover intentions as compare to married college teachers.

H8. Unmarried college teachers will be involved in perceived organizational politics as compare to married college teachers.

H9. Unmarried college teachers will be inclined toward dominating style as compare to married college teachers.

H10. Less job experienced college teachers will be inclined toward dominating style and turnover intentions as compare to more experienced college teachers.

H11. Less job experienced college teachers will be involved in perceived organizational politics as compare to more experienced college teachers.

## **Chapter-II**

### **METHOD**

#### **Research Design**

#### **Sample**

The sample of this study comprised of 400 college teachers ( $N = 400$ ), male ( $n = 200$ ) and females ( $n = 200$ ) from different public colleges of the Faisalabad Division. Age ranged from 30 to 60 years ( $M = 35.03$ ;  $SD = 2.09$ ). For data collection purposive convenient sampling technique was used. The detail information has been provided like: job experience, marital status and gender in table 1.

## **Operational Definitions**

**Conflict Management.** The term conflict means the apparent inconsistencies resulting naturally from some intrusion or obstruction. Conflict management is, then, the engagement of strategies to fix or resolve these differences in a constructive way. The apparent mismatch of goals between two or more people or entities is termed as interpersonal conflict. It is an unhappy, distressing, depressing, annoying and frustrating state of affairs.

**Perceived Organizational Support.** It is “An employees’ perception concerning the extent to which the organization values their contribution and cares about their well-being” (Eisenberger et al., 1986). POS has established the significant positive magnitudes on employee performance and well-being. It is also well-defined as “how much the organization values employees’ contributions and cares about them” (Allen et al., 2008).

**Perceived Organizational Politics.** It is described as an individual’s casual and self-centered behavior. It is a social impact procedure in which behavior is deliberately planned to take full advantage of short-term or long-term self-interest, which is at the cost of others’ interests.

**Well-being.** Well-being is the satisfied state of an individual or group’s economic, social, spiritual, psychological or mental concerns. High level of well-being represents the overall positive approach towards life, while low well-being is related with the negative state of mind. Well-being is an essential element of a cheerful and good-quality life, happiness, pleasure, liveliness, hopefulness, desire and self-actualization.

**Job Stress.** Job or work stress is a negative physical or emotional consequence that results from a mismatch between a person’s work demand or pressure and their knowledge

and ability. It also results from ambiguous job descriptions and less supporting working environment. It is the employee's overall reaction to his/her uncomfortable working conditions. Job stress basically raises the employee's feelings of inadequacy and inability to face the work burdens/goals/threats/unrests within the working setting.

**Job Satisfaction.** Job satisfaction is a person's contentment with their job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Spector (1977) on the other hand states that it is "The attitudinal variable assessing how people feel about their job or aspects of their job". Whereas, Robins and Judge (2009) states that it is an "A positive feeling about one's job resulting from an evaluation of its characteristics".

**Turnover Intentions.** It is the employee's intention to quit the job or is being removed from the job. It can both be voluntary or involuntary. Intention to leave encompasses the person's insight in the direction of exit: whereas, turnover includes the action of individual truly leaving the organization or job. Generally, it is believed that an individual may have intention to leave when concerns over current job (Castle et al., 2007).

## **Instruments**

In this study seven (7) scales were administered for data collection to test the anticipated hypotheses. These measures are:

- Rahim Organizational Conflict Inventory
- Perceived Organizational Support Scale
- Perceived Organizational Politics Scale
- Well-being Scale
- Job Stress Scale

- Job Satisfaction Scale
- Turnover Intentions Scale

### **Rahim Organizational Conflict Inventory-II (ROCI-II).**

Rahim Organizational conflict inventory (ROCI-II; Rahim, 2001) is an instrument to measure the five dimensions of interpersonal conflict management styles in adults. It comprised of 28 items to measure conflict management styles. This scale has five subscales as integrating, obliging, compromising, dominating and avoiding conflict management styles. Responses are given on a 5-point Likert scale ranging from "Agree" to "Strongly Disagree". The high score on a particular conflict management style indicates the more use of that specific conflict style. The low score on a particular conflict style indicates the less use of that specific conflict style. The ROCI-II has been reported good reliability and validity (Rahim, 1983). In the present study, the Cronbach alpha coefficient is 0.85 for overall scale.

### **Perceived Organizational Support Scale (Short Version)**

To measure Perceived Organizational Support (POP), a short version of this scale was used (Eisenberger, et al., 1997). This scale has 8 items. Many recent studies have used this short version and it displays high internal reliability: 0.99 (Suazo & Stone-Romero, 2011), 0.93 (Byrne et al., 2011), 0.88, 0.86 (Liao, 2011), 0.82 (Biron, 2010).

### **Perceived Organizational Politics Scale**

This current study measures perception of organizational politics with Kacmar and Carlson's (1997) 12 items scale. The original scale was established by Kacmar and Ferris's (1991) comprised of 40 items, while Kacmar and Carlson (1997) administer the short version which has 12 items. Previous empirical studies on perception of organizational

politics effectively applied this scale (Chen & Fang, 2008; Harris et al., 2007). In this study the coefficient alpha reliability is .87, which is high as likened to earlier studies (Vigoda & Cohen, 2002; Ferris & Kacmar, 1992).

### **Flourishing Scale**

The Flourishing well-being Scale (Diener et al., 2009) is used to measure the well-being of teachers. Flourishing Scale is a brief 8-item scale which easily measures the participant's self-perceived achievement in significant areas such as, interactions, self-esteem, determination, and optimism. This scale provides a single psychological well-being score (Silva & Caetano, 2013; Diener et al., 2010). This measure has decent psychometric properties and very good internal consistency reliability ( $\alpha = 0.83, 0.89, 0.90$ ) and is extremely well related with other psychological well-being scales (Silva & Caetano, 2013; Diener et al., 2009). The Alpha coefficient in this study was .80.

### **Job Stress Scale**

Job stress was assessed with a 13 items scale by Parker and Decotiis (1983). The items relate to working under significant time pressure; that is why it is named as time stress. The second element is led by job related state of mind like anxiety. The Alpha coefficient in this study was .76.

### **Job Satisfaction Scale**

Job satisfaction was measured by a 3 items scale approved from the Michigan Organizational Assessment Questionnaire Satisfaction (Cammann et al., 1979). This scale is selected because it is short and easy to administer but has a high significance in measuring an employee's general job satisfaction (Spector, 1997). It has been commonly used in many studies having high internal reliability (Golden & Veiga, 2005). Moreover,

this scale has been verified in the setting of public sector institutions (DeHart-Davis & Pandey, 2005) The Cronbach's alpha value was 0.80 in this current study. Saks and Ashforth (2000) reported a high coefficient alpha 0.93. In other previous studies the Coefficient alpha values of this scale were as: 0.82 (Fox, Spector, Goh & Bruursema, 2007), 0.85 (Golden & Veiga, 2005), 0.87 (Dehart-Davis & Pandey, 2005), 0.88 (Allen & Velden, 2001) and 0.89 (Tepper, 2000).

### **Turnover Intentions Scale**

This scale has also 3 items and adopted from Michigan Organizational Assessment Questionnaire (Cammann et al., 1979). This scale is widely used to measure the turnover intentions in lot of studies. In this study the coefficient alpha reliability value of this scale was .85.

### **Demographics**

Data about demographic information about participants included three features gender marital status and job experience.

### **Procedure**

Before starting the process of data collection, approval was obtained from the Board of Advance Studies International Islamic University Islamabad (IIUI). The ethical and research protocols were strictly followed. Permission and consent were also taken from the respected principals and participants in this regard. For data collection, participants were approached in different Post Graduate and Degree Colleges of Faisalabad Division. Written consent was taken from all the study's participants. They were also assured that the information collected from them will remain confidential, and will only be used for research purpose.

## **Statistical Analysis**

In First step, descriptive statistics analysis was carried out through SPSS (Version-21). Pearson moment correlation was done to analysis the association between all study variables. Secondly, independent sample t-test and analysis of variance (ANOVA) were also performed to find out the differences between gender, marital status and job experience on all study variables. The moderation and mediation analysis were carried out through Structural Equation Modeling (SEM).

## **Chapter-III**

### **RESULTS**

This study examined the relationship of conflict management styles with well-being, job stress, job satisfaction and turnover intentions among college teachers with some demographic variables (gender, job experience, marital status) when managing interpersonal conflicts. Beside this, the moderating role of perceived organizational support and perceived organizational politics was also inspected. Moreover, this study also explores the gender as moderator between conflict management styles, personal and job outcomes in college teachers. This section presents a portrayal of the sample and the results concerning with all hypotheses of the study

**Table 1:** Frequencies and Percentage of Demographic Variables (N= 400)

Categories	Frequency	(%)
<b>Gender</b>		
Male	200	50.0
Female	200	50.0
<b>Marital Status</b>		
Married	291	70.3
Unmarried	109	29.7
<b>Experience</b>		
1-10 Years	202	55.9
11-20 Years	135	31.6
Above 21 Years	63	12.5
Categories	Frequency	(%)
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Above 21 Years	63	12.5

**Table 2**

Descriptive statistics of all study variables (N=400).

Variables	k	$\alpha$	M	SD	Min	Max	Kurtosis	Skewness
CMS	28	.85	102.50	11.23	45.00	130.00	-1.44	5.57
Integrating	07	.84	27.70	4.38	7.00	35.00	-1.39	4.32
Obliging	06	.81	23.03	3.64	6.00	30.00	-1.11	3.11
Compromising	04	.68	15.41	2.54	4.00	20.00	-.91	2.23
Dominating	05	.64	14.92	3.55	5.00	24.00	-.03	-.06
Avoiding	06	.72	21.41	3.80	8.00	30.00	-.53	.98
POS	08	.76	27.61	4.39	8.00	39.00	-.59	1.02
JS	03	.80	10.65	2.61	3.00	30.00	.51	7.92
WB	08	.80	31.49	5.00	11.00	70.00	.48	10.36
TI	03	.85	5.79	2.97	3.00	15.00	1.09	.46
POP	12	.75	36.93	5.55	19.00	75.00	.81	1.51
JST	13	.76	20.12	5.08	7.00	35.00	.16	.179

Note. CMS= Conflict Management Styles, POS = Perceived Organizational Support, JS = Job Satisfaction, WB = Wellbeing, TI = Turnover Intentions, POP = Perceived Organizational Politics, JST = Job Stress

Table 2 shows descriptive statistics and normality statistics for all the studied variables. Normality statistics shows that skewness (.24 to .68) and kurtosis (-.29 to -1) are in the acceptable range for claim of normality of data.

**Table 3**

Alpha Coefficient, Mean, Standard deviation and Correlation matrix among all study variables (N=400).

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1.CM	-	.75**	.79**	.65**	.33**	.57**	.32**	.20**	.39**	-.15**	.19**	.10
2.Integrating	-		.66**	.45**	-.03	.18**	.21**	.16**	.40**	-.22**	.10*	.02
3.Obliging	-			.53**	.01	.26**	.24**	.17**	.32**	-.20**	.04	-.01
4.Compromising	-				-.01	.22**	.14**	.07	.25**	-.11*	.10*	.08
5.Dominating	-					.09	.07	.03	-.09	.18**	.13**	.15**
6.Avoiding	-						.28**	.16**	.28**	-.11*	.21**	.08
7.POS							-	.41**	.33**	.03	.06	-.14**
8.JS								-	.26**	-.13**	-.03	-.12*
9.WB									-	-.19**	.09	-.11*
10.TI										-	.07	.11*
11.POP											-	.31**
12.JST												-

Note: CM= Conflict Management, POS = Perceived Organizational Support, JS = Job Satisfaction = Well-being, TI = Turnover Intentions. POP = Perceived Organizational Politics, JST = Job Stress

\* $p < .05$ . \*\* $p < .01$

In Table 3, findings revealed that the overall Cronbach alpha reliability of conflict management styles, well-being, job stress, job satisfaction, turnover intentions, perceived organization support, and perceived organizational politics is indicated good reliability in college teachers.

In Table 3, findings of the study demonstrated that conflict management (CM) was positively significant associated with perceived organizational support, Job satisfaction, well-being, and perceived organizational politics in college teachers. On the other hand, conflict management was negatively significant associated with turnover intentions in college teachers. Regarding to objective and hypothesis number 1 which stated "to examine the association among conflict management styles, well-being, job stress, job satisfaction, turnover intentions in college teachers" was supporting in current

study. Integrating Style was positively significant correlated with POS, WB and POP, while this style was negatively significant correlated with TI. Obliging Style was positively correlated with POS, JS and PWB and negatively correlated with TI. Compromising Style was positively significant correlated with POS, WB and POP and negatively significant correlated with TI. Dominating Style was positively significant with TI, POP and Job Stress. Avoiding Style was positively correlated with POS, JS, WB and POP while negatively significant with TI. POS was positively significant correlated with JS WB and negatively significant with Job Stress. JS was positively significant correlated with PWB and negatively correlated with TI and JST. PWB was negatively significant correlated with TI and JST. TI and POP were positively significant correlated with JST.

**Table 4**

Mean differences between male and female college teachers on PWB, TI and POP.

Variables	Male teachers		Female teachers		90% CL				
	(n=200)		(n=200)		t	P	LL	UL	Cohen's d
WB	30.78	5.16	32.24	4.73	2.81	.00	2.46	.43	0.29
TI	6.19	3.07	5.37	2.80	2.66	.00	.213	1.42	0.27
POP	36.21	4.98	37.68	6.01	-	.01	2.60	.33	0.26
					2.54				

*Note:* WB = Well-being, TI = Turnover Intentions, POP = Perceived Organizational Politics

In Table 4, results of independent sample *t*-test revealed that there is found significant differences on well-being ( $t = 2.81, p > .00$ ), turnover intentions ( $t = 2.66, p > .00$ ), perceived organizational politics ( $t = -2.54, p > .01$ ) in male and female college teachers.

This study's results revealed in above table that female college teachers ( $n = 200, M = 37.68, SD = 6.01$ ) had more involved in perceived organizational politics ( $n = 200, M = 36.21, SD = 4.98$ ) as compare to male college teachers. Table also revealed that that female college teachers ( $n = 200, M = 32.24, SD = 4.73$ ) had more displayed well-being. ( $n = 200, M = 30.78, SD = 5.16$ ) as compare to male college teachers. On the other hand, results of the study revealed that male college teachers ( $n = 200, M = 6.19, SD = 3.07$ ) were faced more turnover intention ( $n = 200, M = 5.37, SD = 2.80$ ) as compare to female college teachers.

**Table 5**

Mean differences between married and unmarried college teachers on conflict management styles, TI and POP.

Variables	Married		Unmarried		90% CL				Cohen's d
	M	SD	M	SD	t	P	LL	UL	
Obliging	23.37	3.49	22.24	3.88	2.60	.01	.27	1.97	0.30
Compromising	15.74	2.35	14.66	2.80	3.52	.00	.47	1.68	0.41
Dominating	14.67	3.56	15.53	3.47	-2.15	.03	-1.64	-.07	0.24
TI	5.52	2.98	6.44	2.85	-2.76	.00	-1.56	-.26	0.31
POP	36.41	5.15	38.15	6.25	-2.55	.01	-3.07	-.39	0.30

*Note:* TI= Turnover intentions, POP= Perceived Organizational Politics

Table 5, results of independent sample *t*-test revealed that, there is found significant differences on obliging style ( $t = 2.60, p > .01$ ), compromising style ( $t = 3.52, p > .00$ ), dominating style ( $t = -2.15, p > .03$ ), turnover intentions ( $t = -2.76, p > .00$ ) and perceived organizational politics ( $t = -2.55, p > .01$ ) in married and unmarried college teachers.

This study's results revealed in above table that married college teachers are more inclined towards obliging and compromising conflict management styles ( $n = 291, M = 23.37, SD = 3.49, M=15.74, SD= 2.35$ ) as compare to unmarried college teachers ( $n = 109, M = 22.24, SD = 3.88, M=14.66, SD= 2.80$ ). On the other hand, the unmarried college teachers are more exposed to dominating style ( $n = 109, M = 15.53, SD = 3.47$ ), turnover

intentions ( $n = 109$ ,  $M = 6.44$ ,  $SD = 2.85$ ) and perceived organizational politics ( $n = 109$ ,  $M = 38.15$ ,  $SD = 6.25$ ) as compare to married college teachers.

**Table 6**

Mean differences related to job experience of college teachers on conflict management styles. TI, JS and POP.

Scale	(1-10 years)		(11-20 years)		(21 years above)		<i>F</i>	<i>P</i>		
	experience		experience		experience					
	( <i>n</i> = 202)	( <i>n</i> = 135)	( <i>n</i> = 63)							
Scale	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Comprising	15.13	2.44	15.87	2.53	15.52	2.84	3.24	.04		
Dominating	15.36	3.34	14.56	3.73	13.86	3.73	4.26	.01		
JS	10.57	2.39	10.41	2.43	11.65	3.67	3.99	.01		
TI	6.17	3.03	5.17	2.77	4.69	2.88	4.33	.01		
POP	37.83	5.58	35.80	5.50	34.78	4.64	6.27	.00		

*Note:* JS= Job Satisfaction, TI= Turnover Intentions, POP= Perceived Organizational Politics

The table 6 revealed that those college teachers who had 11 to 20 years job experience were more inclined towards the compromising conflict management style as compared to others groups. The college teachers who have 21 years and plus job experience had more job satisfaction and less on turnover intentions and perceived organizational politics. Interestingly, those teachers who had 1 to 10 years job experience were more inclined towards the dominating conflict management style, turnover intentions and perceived organizational politics as compared to others groups.

**Table 7**

Multiple regression analysis showing impact of the conflict management styles, perceived organizational support and perception of politics on the Well-being of college teachers (N=400)

Variables	B	S.E.	B	t	P	$\Delta R^2$	$\Delta F$
(Constant)	10.69	2.74		3.89	.00	.15	9.17***
Integrating	.03	.07	.02	.42	.67		
Obliging	-.09	.09	-.06	-.91	.36		
Comprising	.19	.11	.09	1.62	.10		
Dominating	.17	.07	.11	2.41	.01		
Avoiding	.08	.07	.06	1.21	.22		
POS	.23	.06	.20	3.84	.00		
POP	.26	.04	.28	5.63	.00		

*Note.* POS = Perceived Organizational Support, POP = Perceived Organizational Politics

\*\*\* $p < .001$

The findings of the present study illustrated that dominating sub scale of conflict management style was positively significant predicting well-being ( $\beta = .11$ ,  $p < .01$ ) in college teachers. Moreover, the results in the same table exposed that perceived organizational support was positively significant predicting well-being ( $\beta = .20$ ,  $p < .00$ ) in college teachers. However, the results also revealed that perceived organizational politics (POP) was positively significant predicting well-being ( $\beta = .28$ ,  $p < .00$ ) in college teachers.

**Table 8**

Multiple regression analysis showing Impact of the conflict management styles, perceived organizational support and perceived organizational politics on job stress among college teachers (N=400)

Variables	B	S.E.	B	t	P	$\Delta R^2$	$\Delta F$
(Constant)	3.53	1.38		2.55	.01	.18	11.72***
Integrating	.04	.03	.07	1.18	.23		
Obliging	.02	.05	.03	.55	.57		
Comprising	-.03	.05	-.03	-.66	.50		
Dominating	.00	.03	.00	.14	.88		
Avoiding	.03	.03	.05	.96	.33		
POS	-.22	.03	-.38	-7.54	.00		
POP	.03	.02	-.07	1.50	.00		

*Note.* POS = Perceived Organizational Support, POP = Perceived Organizational Politics.

\*\*\* $p < .001$

The findings of the current study illustrated that perceived organizational support was negatively significant predicting job stress in college teachers. Additionally, perceived organizational politics (POP) was positively significant predicting job stress in college teachers. However, all subscales of Conflict management styles were found non-significant predictor to job stress in college teachers.

**Table 9**

Multiple regression analysis showing impact of the conflict management styles, perceived organizational support and perception of politics on job satisfaction among college teachers (N=400)

Variables	B	S.E.	B	t	P	$\Delta R^2$	$\Delta F$
(Constant)	6.59	1.64		4.008	.000	.10	6.24***
Integrating	.11	.04	.17	2.52	.01		
Obliging	-.07	.05	-.09	-1.30	.19		
Comprising	.02	.07	.02	.34	.72		
Dominating	-.14	.04	-.16	-3.31	.00		
Avoiding	-.09	.04	-.12	-2.22	.02		
POS	.06	.03	.10	1.91	.05		
POP	-.05	.02	-.09	-1.81	.00		

*Note.* POS = Perceived Organizational Support, POP = Perceived Organizational Politics. \*\*\* $p < .001$

The findings of the current table revealed that integrating style was positively significant predicting job satisfaction in college teachers. On the other hand, both dominating and avoiding subscales of conflict management styles were negatively significant predicting job satisfaction in college teachers. The results also revealed that perceived organizational support was positively significant predicting job satisfaction in college teachers. However, this study's findings also demonstrated that perceived organizational politics was negatively significant predicting job satisfaction in college teachers.

**Table 10**

Multiple regression analysis showing impact of the conflict management styles, perceived organizational support and perception of politics on turnover intentions among college teachers (N=400)

Variables	B	S.E.	B	t	P	$\Delta R^2$	$\Delta F$
(Constant)	10.58	2.51		4.21	.00	.26	18.59**
Integrating	-.24	.07	-.29	-3.84	.00		
Obliging	.00	.09	.00	.04	.96		
Compromising	.09	.10	.04	.84	.39		
Dominating	.16	.06	.11	2.53	.00		
Avoiding	.20	.06	.15	3.09	.00		
POS	-.25	.05	-.22	-4.67	.00		
POP	.02	.04	.03	.64	.00		

*Note.* POS = Perceived Organizational Support. POP = Perceived Organizational Politics. \*\* $p < .01$

Findings of the present table revealed that integrating subscale of conflict management style was negatively significant predicting turnover intentions in college teachers. Moreover, both avoiding and dominant subscales of conflict management styles were positively significant predicting turnover intentions in college teachers. Additionally, the findings of the table revealed that perceived organizational support was negatively significant predicting turnover intentions in college teachers. Furthermore, the findings of this table demonstrated that the perceived organizational politics positively significant predicting turnover intentions in college teachers.

**Table 11**

The moderating role of perceived organizational support and perceived organizational politics between conflict management styles, well-being, job stress, job satisfaction, turnover intentions in male and female college teachers (N=400)

Variables	WB			JST			TI			JS		
	B	SE	β	B	SE	β	B	SE	B	B	SE	B
Female Lecturers												
Integrating	.28	.10	.23**				-.03	.06	-.03			
POP				.39	.07	.42***						
POS				-.25	.10	-.18**	-.02	.05	-.02	.25	.04	.43***
Obliging	-.25	.13	-.16*									
Dominating							.12	.06	.15*			
Avoiding	.23	.09	.18**				-.13	.05	-.18**			
INT_POP	.62	.28	.17**									
OBLI_POP				-.83	.34	-.17*						
AVOIDING_POS	-.131	.32	-.32***				-.41	.18	-.17**			
Male Lecturers												
Integrating	.39	.09	.37***				-.23	.04	-.37***			
POP				.21	.06	.24***						
POS				-.12	.07	-.13	.13	.05	.19**	.23	.04	.38***
Obliging	.15	.11	.12									
Dominating							.14	.05	.17**			
Avoiding	.27	.08	.20**				-.06	.06	-.07			
INT_POP	-.78	.26	-.19**									
OBLI_POP				.83	.25	.23***						
AVO_POS	.36	.23	.10				.03	.15	.01			

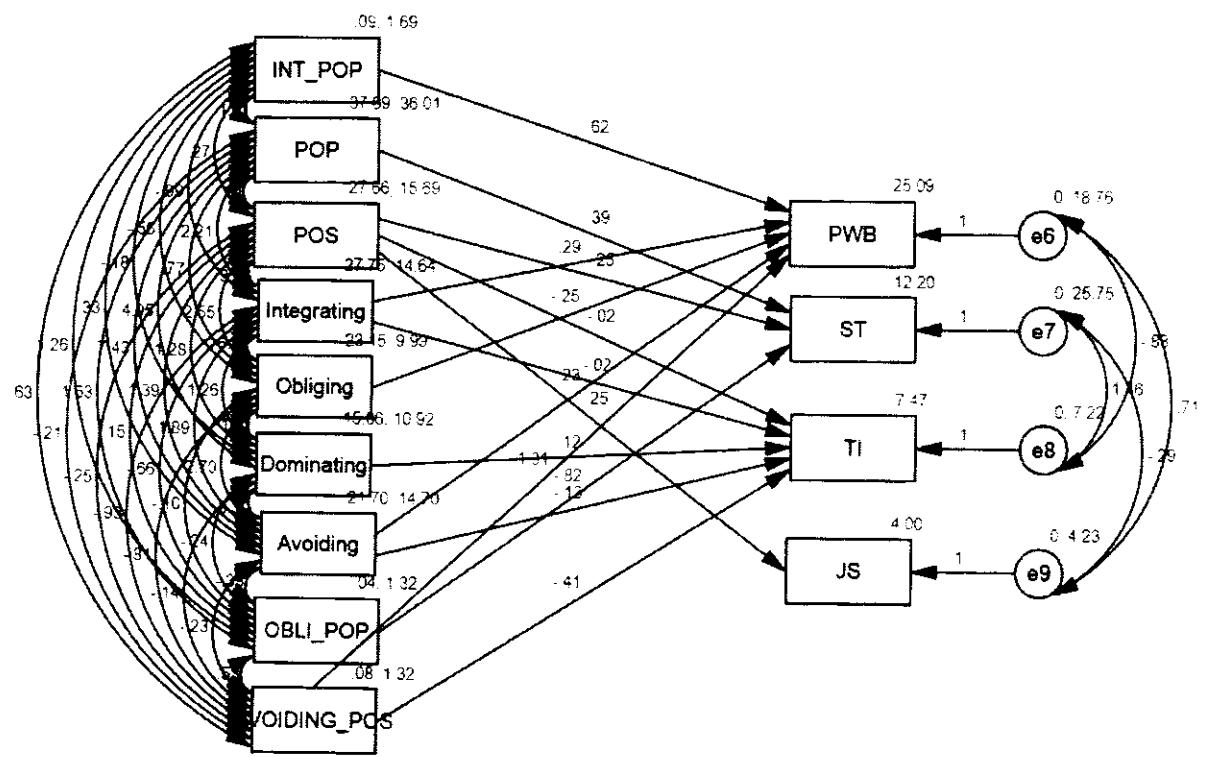
Note. POP = Perceived Organizational Politics, POS = Perceived Organizational Support, JS = Job Satisfaction, TI = Turnover Intentions, WB = Well-being, JST = Job Stress. INT= Integrating, OBL= Obliging, AVO= Avoiding \*\*\* $p < .001$

This independent model fit the data well,  $\chi^2(48) = 94.45$ ,  $p < .001$ ,  $\chi^2/df = 1.968$ ,  $CFI = .96$ ,  $NFI = .92$ ,  $IFI = .96$  and  $RMSE=.05$ .

In Table 11, the results revealed that the integrating sub scale of conflict management style was positively significant predicting psychological well-being ( $\beta=.23$ ,  $p=<.01$ ;  $\beta=.37$ ,  $p=<.001$ ) in female and male teachers respectively. On the other hand, both subscales of conflict management style were negatively significant predicting turnover intentions ( $\beta=-.37$ ,  $p=<.001$ ) in male teachers. However, the perceived organizational politics was positively significant predicting Job stress ( $\beta=.42$ ,  $p=<.001$ ;  $\beta=.24$ ,  $p=<.001$ ) among female and male college teachers. Perceived organizational support was positively significant predicting for job satisfaction ( $\beta=.43$ ,  $p=<.001$ ;  $\beta=.38$ ,  $p=<.001$ ) among female and male teachers. POS was also positively significant predicting for turnover intentions ( $\beta=.19$ ,  $p=<.01$ ) only in male teachers. However, perceived organizational support was negatively significant predicting for job stress ( $\beta=.18$ ,  $p=<.01$ ) in female teachers. Obliging style was negatively significant predicting WB ( $\beta=.16$ ,  $p=<.05$ ) only among female teachers. Dominating Style was positively significant predicting for turnover intentions ( $\beta=.15$ ,  $p=<.05$ ;  $\beta=.17$ ,  $p=<.01$ ) among female and male teachers respectively. Avoiding Style was positively significant predicting for WB ( $\beta=.18$ ,  $p=<.01$ ;  $\beta=.20$ ,  $p=<.01$ ) among female and male teachers respectively. While Avoiding Style was negatively significant predicting for TI ( $\beta=.18$ ,  $p=<.01$ ) only in female teachers. Interaction between Integrating Style and POP was positively significant predicting WB ( $\beta=.17$ ,  $p=<.01$ ) among female teachers only while this interaction negatively significant predicting PWB ( $\beta=.19$ ,  $p=<.01$ ) in male teachers. The interaction between OBLI and POP was negatively significant predicting job stress ( $\beta=.17$ ,  $p=<.05$ ) in female teachers while this interaction positively significant

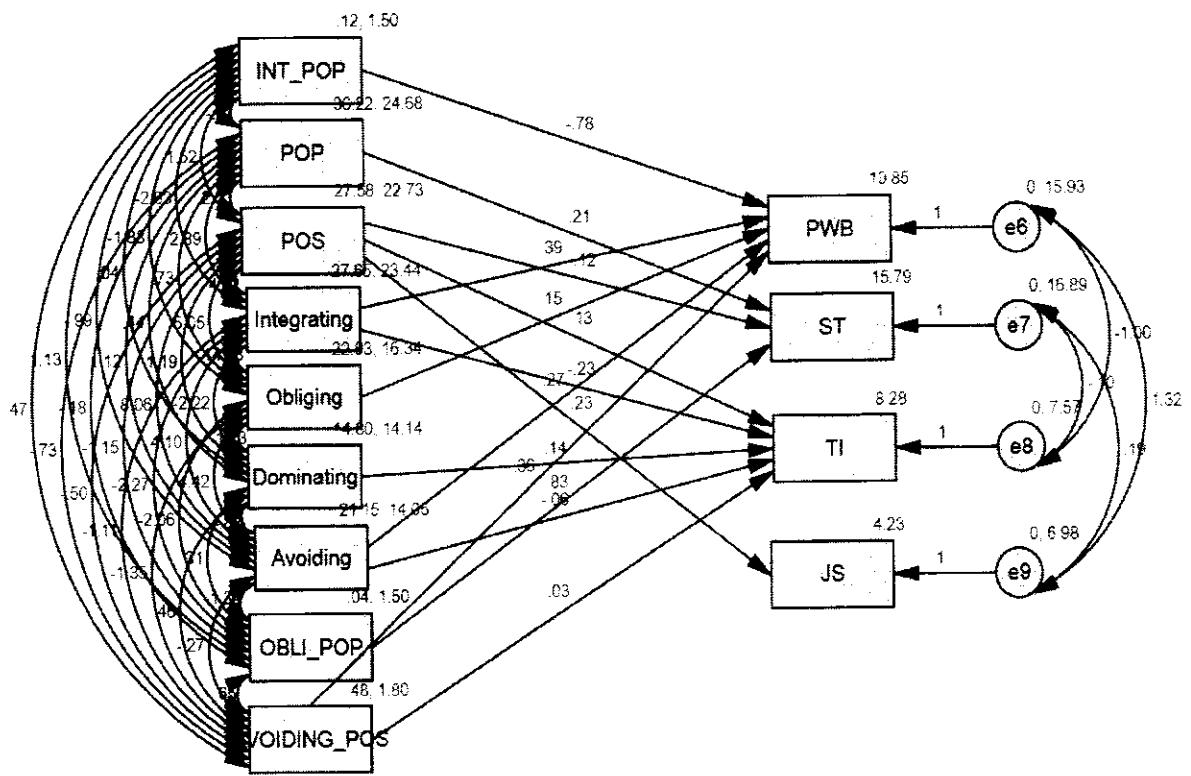
predicting job stress ( $\beta=.23$ ,  $p=<.001$ ) in male teachers. The interaction between Avoiding and POS negatively significant predicting for WB and TI ( $\beta=.32$ ,  $p=<.001$ ;  $\beta=.17$ ,  $p=<.01$ ) in female teachers.

This study's results revealed that perceived organizational support was playing the role of moderator between conflict management styles, well-being, and turnover intentions in male and female college teachers.



**Figure.3.**

The moderating role of perceived organizational support and perceived organizational politics between conflict management Styles, job satisfaction, turnover intentions, job stress and well-being in female college teachers (N=200).



**Figure.4.**

The moderating role of perceived organizational support and perceived organizational politics between conflict management Styles, job satisfaction, turnover intentions, job stress and well-being in male college teachers (N=200).

**Table 12**

The moderating role of gender among conflict management styles, well-being, job stress, job satisfaction and turnover intentions in male and female college teachers (N=400)

Variables	WB			JST			TI			JS		
	B	SE	B	B	SE	$\beta$	B	SE	$\beta$	B	SE	B
<b>Female Lecturers</b>												
Integrating	.24	.09	.20**				-.01	.05	-.01			
Obliging										.16	.05	.22**
Dominating	-.21	.11	-.15*	.24	.13	.14*	.14	.06	.17**			
Avoiding	.24	.09	.20**	.28	.11	.19**	-.12	.06	-.17*	-.03	.05	-.05
<b>Male Lecturers</b>												
Integrating	.52	.06	.49***				-.22	.04	-.34***			
Obliging										.05	.05	.07
Dominating	-.06	.08	-.04	.12	.09	.11	.17	.06	.20**			
Avoiding	.33	.08	.24***	-.08	.09	-.07	.01	.06	.01	.17	.06	.23

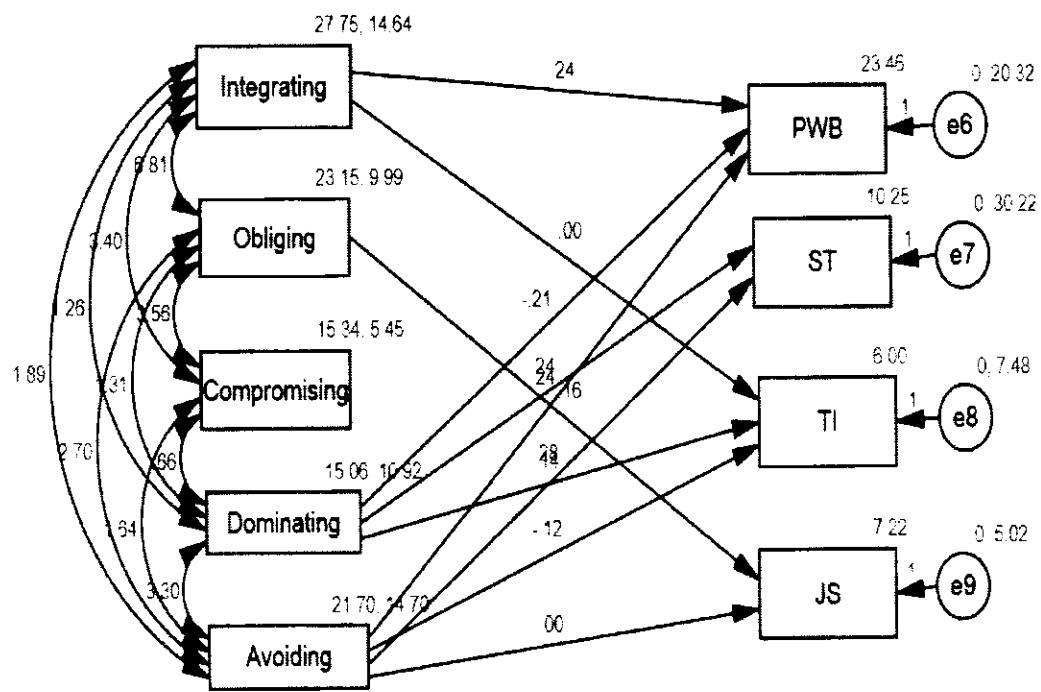
\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

This independent model fit the data well,  $\chi^2(32) = 73.06$ ,  $p < .06$ ,  $\chi^2/df = 2.28$ .

CFI = .92, NFI = .91, IFI = .93 and RMSEA = .06.

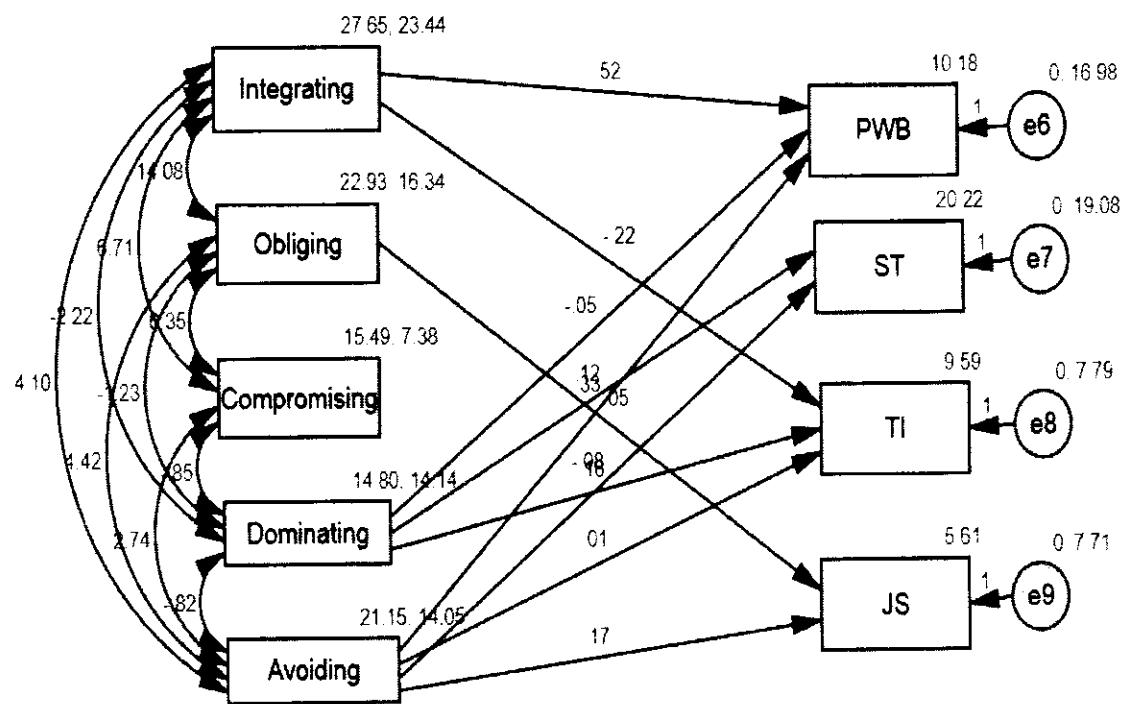
This table revealed that Integrating subscale of conflict management style was positively significant predicting to WB ( $\beta = .20$ ,  $p < .01$ ;  $\beta = .49$ ,  $p < .001$  for female and male teachers respectively. This Table also revealed that Obliging subscale of conflict management style was positively significant predicting to Job satisfaction ( $\beta = .22$ ,  $p < .01$ ;  $\beta = .07$ , n.s for female and male teachers respectively. Moreover, this table revealed that Dominating style was predicting to WB ( $\beta = -.15$ ,  $p < .05$ ;  $\beta = -.04$ , n.s for female and male teachers respectively. Job stress ( $\beta = .14$ ,  $p < .05$ ;  $\beta = .11$ , n.s for female and male teachers

respectively and Turnover intentions ( $\beta = .17, p = <.01$ ;  $\beta = .20, p = <.01$ ) for female and male teachers respectively. Additionally, this table revealed that Avoiding style was predicting to WB ( $\beta = .20, p = <.01$ ;  $\beta = -.24, p = <.001$ ) for female and male teachers respectively. Job stress ( $\beta = .19, p = <.01$ ;  $\beta = -.07$  n.s for female and male teachers respectively and Turnover intentions ( $\beta = -.17, p = <.05$ ;  $\beta = -.01$ ) n.s for female and male teachers respectively. These analyses revealed that gender is playing the role of the moderator among conflict management styles, well-being, job stress, job satisfaction and turn over intention in male and female college teachers.



**Figure.5**

The moderating role of gender among conflict management styles, well-being, job stress, job satisfaction and turnover intentions in female college teachers (N=200).



**Figure.6**

The Moderating role of gender among conflict management styles, well-being, job stress, job satisfaction and turnover intention in male college teachers (N=200).

## **Chapter-IV**

### **DISCUSSION**

This present study investigated the association among conflict management styles, well-being, job stress, job satisfaction, turnover intentions, perceived organization support, and perceived organizational politics in college teachers. Moreover, this study also examined the moderating role of perceived organizational support and perceived organizational politics between conflict management styles and their personal and job outcomes among college teachers. In addition, it also examines the differences among gender, marital status and job experience on conflict management styles, well-being, job stress, job satisfaction, turnover intentions, perceived organization support, and perceived organizational politics in college teachers.

In order to determine whether there is any significant or non-significant relationship between conflict management styles and their outcomes (well-being, job stress, job satisfaction, turnover intentions), the Pearson's Correlation Method was used. The findings revealed that the conflict management (CM) has a positive significant correlation with perceived organizational support (POS), Job satisfaction (JS), well-being (WB) and perceived organizational politics (POP). Conversely, CM was negatively correlated with Turnover Intention (TI). Integrating Style (INT) was positively correlated with POS, JS, WB and POP, while this style was negatively correlated with TI. Obliging Style (OB) was positively correlated with POS, JS and WB, while negatively correlated with TI. Compromising Style (COM) was positively associated with POS, WB and POP and negatively correlated with TI. Dominating Style (DOM) was positively significant with

TI, POP and Job Stress. Avoiding Style (AV) was positively correlated with POS, JS, WB and POP, while negatively significant with TI.

The findings of this study are similar to the previous studies, which examined the conflict management strategies with job and personal outcomes in organizational settings. It has been suggested that the integrating style helps to yield positive atmosphere and constructive outcomes as job satisfaction in the workplace and reduces the job stress and turnover intentions (Din, Khan, Rehman, & Bibi, 2011; Graham, 2009; De Dreu, Van Dierendonck, & Dijkstra, 2004; Rahim & Buntzman, 1989). Similarly, the compromising style has significant positive relationships with job outcomes and negative relationship with job stress and intentions to leave (Meyer, 2004; Weider-Hatfield & Hatfield, 1996). The current findings are similar to the previous studies which explained that the integrating, obliging, compromising and avoiding styles have significant positive correlation with psychological well-being, perceived organizational support, job satisfaction, and perception of organizational politics and negative association with turnover intentions and job stress. On the other hand, the dominating style has positive relationship with turnover intentions, job stress and perceived organizational support (Tjosvold, Wong, & Chen, 2014; Hempel, Zhang, & Tjosvold, 2009, Liu, Magjuka, & Lee, 2008).

The data confirmed that individuals who use integrative conflict management style have minor level job stress but people using the avoiding or dominating style were facing more work conflicts like organization politics, turnover intentions and work stress (Friedman, Currall, & Tsai, 2000; Butler, 1993). Conflict management styles anticipated as main factors in an organization and have an effective role in the employee's job attitudes and performance (Copley, 2008; Buckley, 2004). Every individual adopts acceptable

manners to deal with the conflicts effectively (DehBozorgi & Hadaegh, 2006). Conflict occurs due to various unequal behaviors and feelings and it has direct or indirect impact on performance (Spaho, 2013). Adopting satisfactory management styles like integrating, compromising, obliging, and avoiding would be constructive and functional which harvest central goals as job satisfaction, high psychological well-being and decrease the negative reactions as turnover intentions, organizational politics and job stress (Eslami & Gharakhani, 2012; Behfar, Peterson, Mannis, & Trochim, 2008; Kavousi, 2008; Hou Molina, Sawahata, & Deang, 2005; Clark, Kotchen, & Moore, 2003). In contrast inadequate CM styles like dominating and avoiding lead to unsatisfactory behavioral reactions as job stress, turnover intentions and low job performance, absenteeism and psychological complications (Mansoor, Fida, Nasir, & Ahmad, 2011; Tong & Chen, 2008; Cropanzano, Rupp, Mohler, & Schminke, 2001).

Moreover, the current finding are consistent with many other studies that established the positive and negative significant correlation among conflict management styles and well-being or mental health, job satisfaction, job stress and turnover intentions (Alzahrani, 2013; BintiPanatik, Zainal Badri, Rajab, Abdul Rahman, & Mad Shah, 2011; Ghafouriyan & Falamarzi, 2010; Reich, Wagner, & Kressel, 2007; Song, Dyer, & Thieme, 2006; Zare & Keramati, 2005; Meyer & Allen, 1991).

Moderator, considered as a third variable, modifies a causal relationship. A moderation effect is a causative model that proposes “when” or “for whom” an independent variable strongly or weakly effects on a dependent variable (Frazier, Tix, & Baron, 2004; Kraemer, Wilson, Fairburn, & Agras, 2002; Baron & Kenny, 1986). In simple words a moderator transforms the strength or direction (positive or negative) of a causal

relationship. This moderation effect is generally known as the statistical term “interaction” effect where the strength or path of an independent variable effect on the dependent variable. In fact, the moderation effect can be traced back to the notion of the “interaction effect” in the framework of analysis of variance (Saunders, 1956).

Perceived organizational support has also been introduced as a moderator in this current study. In the present study, POS was positively significant predicting job satisfaction among female and male college teachers. It is also positively significant predicting for turnover intentions only in male college teachers, while POS negatively significant predicting for job stress in female college teachers. Interaction between Integrating Style and POP was positively significant predicting well-being among female teachers only while this interaction negatively significant predicting PWB in male teachers. The interaction between OBLI and POP was negatively significant predicting job stress in female teachers while this interaction positively significant predicting job stress in male teachers.

The earlier studies (Chang, 2015; Li, 2013) are consistent with the present studies and documented that the perceived organization support played a moderating role in the relationship between organization values and employees' job attitudes and outcomes. The interaction between avoiding style and POS is negatively significant predict of PWB and TI in female teachers. These findings show that POP was playing the role of moderator between conflict management styles (Integrating) and well-being among male and female college teachers. Moreover, these analyses also show that POP was playing the role of moderator between conflict management styles (Obliging) and job stress among male and female college teachers. In addition, these findings reveal that POS was playing the role of

moderator among avoiding style, well-being and turnover intentions among male and female college teachers.

Studies show that a number of job and personal outcomes are positively related to POS comprising retention in the organization, job satisfaction, low level of organizational politics and job stress (Dawley et al., 2010; Harris et al., 2007; Blackmore & Kuntz, 2011; Djurkovic, McCormick, & Casimir, 2004; Allen, Shore, & Griffith, 2003; Rhoades & Eisenberger, 2002). In addition, POS also reduced turnover intentions and increased manager support (Dawley et al., 2010). In the same way the POS was negatively related to the probability of quitting an organization and frequently thinking about leaving the job (Kinnunen et al., 2008). It is a predictor of worker's job performance and satisfaction. POS was also positively related with job satisfaction, pay satisfaction, and negatively related to turnover intentions, role conflict, and job stress (Rhoades & Eisenberger, 2002; Harris et al., 2007). Blackmore and Kuntz (2011) revealed that the organization's supporting attitude towards its employees has positive impact on the different aspects of their job. Webber, Bishop, and O'Neill (2012) also supported that the interaction of POS has largely positive significance on job and personal outcomes. Cullen, Silverstein, and Foley (2008) found that perceived organizational support also alleviates some negative organizational outcomes.

Many studies point out that the presence of POS plays an important role to minimize the negative consequence of job (Ilies, Dimotakis, & De Pater, 2010; Cullen et al., 2008; Wood, & Fields, 2007). These past results explain the strength of POS and provide a substantial support to thesis's current findings. A number of past researches also back the moderating role of perceived organizational support in organizations. Loi, Hang-

yue and Foley (2006) described that POS moderates the relationship with conflict handling styles, organizational commitment and intention to leave. It also fully moderates the relationship between well-being (Suazo & Turnley, 2010). Simosi (2012) posited that POS moderated the relationship between employees' job outcomes and their emotional attachment towards the organization. These findings highly support the significance of POS as a prospective moderator. Perceived organizational politics (POP) has been widely researched from the last three decades and has seemed as a good predictor of job outcomes and job performance (Sowmya & Panchanatham, 2011; Vigoda-Gadot & Drory, 2006; Vigoda-Gadot, 2003; Valle & Perrewé, 2000; Kacmar, Bozeman, Carlson, & Anthony, 1999; Drory, 1993; Ferris & Kacmar, 1992). These past studies particularly display deep interest in the negative effects that POP seem to have on job outcomes and on affective performance (job satisfaction, job stress, organizational commitment, well-being, job burnout), as well as the incidental relationships that possibly mediate or moderate these interactions.

This study is valuable because it identifies the relationship of the POP as a moderator with job satisfaction, job stress, intention to quit, and well-being. Perceived organizational politics reduces job satisfaction and promotes work stress and burnout. (Harris, James, & Boonthanom, 2005; Byrne, 2005; Drory, 1993; Corpanzano et al., 1997). Vigoda (2010) stated that the presence of politics at working environment instigates emotional problems among the employees and they feel uneasy which lead to job stress. It has a reverse relationship with job satisfaction and mental health (Ferris et al., 1989). From diverse perspectives, numerous studies have verified the perceived organizational politics' relationship with job outcome related variables (Vigoda-Gadot & Drory, 2006;

Hochwarter, Kacmar, Perrewé, & Johnson, 2003). The findings reveal the negative effect of POP on job satisfaction (Ferris et al., 1996; Zhou & Ferris, 1995), and significant positive effect on job stress, job burnout, turnover intentions (Kacmar et al., 1999; Valle & Perrewé, 2000).

Most of the past studies have examined the probability of a direct relationship between POP and work outcomes. Consequently, more empirical investigations are required to support the presence of POP as moderator. This current study is the true example of POP interaction with job attitudes and outcomes. The current findings are also consistent with the previous ones like Poon (2006) observed two moderating models and founds numerous significant indirect relations. These results advocate the positive significant effect on intention to quit and job stress as well as negative significant relation with job satisfaction and well-being.

This study also elaborates the link between demographic variables (gender, marital status, experience) with other study variables. The results reveal that females are more inclined to well-being and perceived organizational politics as compared to males. Interestingly, the males were disposed to turnover intentions as compared to females. Evidences from numerous past studies have been consistent with these findings (Day et al., 2006; Noddings, 2005). Williams (2003) has described in his findings about the African-American professional women that well-being increases due to main aspects of professional careers and attaining economic independence. Srimathi and Kumar (2010) in their study on “Psychological Well-Being of Employed Women across Different Organization” have confirmed that the female teachers have the uppermost level of well-being. The current study also reveals that female college teachers are high on perceived

organizational politics and well-being as compared to male college teachers. These findings are in line with the study of Donald, Bertha, and Lucia (2016) which considers that the female academic staff members are exposed to upper stages of perceived organizational politics as compared with the male staff members. Likewise, the finding regarding turnover intentions are constant with prior researches that the male teachers are more disposed to leave their job and organizations than their female colleagues (Staufenbiel & König, 2010; Lyness, & Judiesch, 2001).

In regard to marital status, married teachers are more inclined towards obliging and compromising styles as compared to unmarried teachers. While, unmarried teachers are related more towards dominating styles. Unmarried teachers tend to be more inclined towards turnover intentions and perceived organizational politics as compare to married teachers. These findings are consistent with earlier studies which described that married teachers preferred to compromising, obliging and collaborating styles in contrast to dominating or competing styles (Havenga, 2006; Chan, Monroe, Ng, & Tan, 2006; Brahnam, Margavio, Hignite, Barrier, & Chin, 2005; Cetin & Hacifazlioglu, 2004; Brewer, Mitchell, & Weber, 2002; Halpern & McLean Parks, 1996).

In the context of job experience, the findings suggested that the teachers who had 11 to 20 years of job experience were more inclined towards the compromising style as compared to others. Interestingly the teachers who had up to 10-year job experience were more inclined towards the dominating styles and perceived organizational politics as compared with others irrespective of gender. Results of this study are reliable with the findings of Janet Wagued (2015), Adeyemi (2011), Ziae (2012) and Rajabi (2012) who established that accommodating or compromising style was mostly adopted by the

experienced individuals and the dominating style was frequently used by the less experienced individuals who also face high level of perceived organizational politics and turnover intentions regardless their sex.

The present results show that integrating and obliging styles are positively significant predicting well-being and job satisfaction for male and female college teachers. Dominating style is negatively predicting well-being while positively predicting job stress and turnover intentions in male and female college teachers. Avoiding style is negatively predicting well-being, job stress and turnover intentions in male and female college teachers. These findings are in line with the previous studies like Graham (2009), Behfar et al., (2008) who argued that implementing the correct styles for conflict management enhance the job satisfaction and mental health issues like well-being in both male and female employees. Suki and Suki, (2011), Tong and Chen (2008), Al Zawafry (2006) and Buckley, (2004) also found that the integrating and compromising styles lead to job satisfaction and well-being. Employees who adopt dominating and avoiding styles are often inclined towards lower level of well-being and a slightly moderate the high level of job stress (Gray, Ozer, & Rosenthal, 2017; Redmond, Jameson, & Binder, 2016; Crocker & Canevello, 2008).

Perceived organizational support is negatively significant predicting job stress while perceived organizational politics is positively significant predicting job stress in college teachers. The integrating style and perceived organizational support are positively significant predicting job satisfaction while dominating; avoiding styles and perceived organizational politics are negatively significant predicting to job satisfaction in college teachers. These findings have a strong support from the previous ones who have argued

the same reactions (Fink & Brunner, 2009; Morris-Rothschild & Brassard, 2006). It is also found that integrating style and perceived organizational support are negatively significant predicting turnover intentions, while avoiding, dominant styles and perceived organizational politics positively significant predicting turnover intentions in college teachers. These findings are in line with the many past studies which showed similar results (Crawley & Graham, 2007; Sportsman & Hamilton, 2007).

## **Conclusion**

Conflict is inevitable part of human interactions; it can be functional/useful if managed accurately or dysfunctional and damaging if handled inappropriately both for a person or organization. This study examines the conflict management styles of college teachers and finds the relationship with personal and job outcomes (Well-being, Job Stress, Job Satisfaction, Turnover Intentions). The findings revealed that conflict management styles (integrating, obliging, compromising, avoiding and dominating) have positive and negative significant relationship with well-being, job stress, job satisfaction and turnover intentions. Moderation analysis displays that organizational support and organizational politics significantly moderate the relationship among job stress, turnover intentions, well-being and job satisfaction among college teachers. Demographic variables (gender, marital status and job experience) have also significant relationship with CM styles and job and personal outcomes. The findings of this study provide a significant support in the favor of all hypotheses and add valuable contribution to the existing body of knowledge about conflict management. These findings have been discussed in detail and associated with the existing literature.

## **Limitations and Suggestions**

This study has also some limitations which should be recognized for understanding the findings. These limitations are:

1. This study was based on cross-sectional design and used a single technique for data collection (self-administered questionnaire) which might boost the information; therefore, making difficult to draw causal inferences. In this way the findings could not be validated (Doty & Glick, 1998). It is suggested that future research should focus on experimental and longitudinal designs to address the internal validity issues.
2. This study used self-reporting measures for collecting the data. These scales are exposed to social desirability and response bias issues (Holt & DeVore, 2005). It is suggested that cross-rating measure should be used to minimize the social desirability.
3. This study is dependent on the same-source data. All the information regarding study variables came from the college teachers. In this context, the finding cannot be generalized to the other population and region. It is suggested that there should be more data-sources from other organizations, disciplines, and regions to compare the results.
4. The current findings underline the significance of understanding more about the nature of preferred conflict management styles by male and female college teachers. It is endorsed that further researchers should think about the use of qualitative or mixed research design and examine the impact of diverse variables. In spite of all these limitations, the study has its own importance regarding interpersonal conflict management styles among college teachers.

## **Implications**

The findings of this study can be implied in different settings to benefit the employees who work in groups and teams, such as:

1. The findings can be used in workshops and training programs about Conflict management to reduce and minimize the dysfunctional aspects of conflict.
2. It can be used in different work place settings to increase employees' performance, set and complete organizational goals and efficiency in production by decreasing cost and time.
3. These findings can integrate with the teaching approaches to enrich the utilization of different conflict management styles according to the situation.
4. Managers and top administration can benefit from these findings for handling the intergroup conflicts effectively.
5. People from all walks of life can get benefit from these findings by managing their intrapersonal and interpersonal conflicts.
6. Educationists are more prone to workload and work stressors. They can take advantage from these findings and can manage their interpersonal conflicts for promoting their capabilities.
7. The findings of this study are very useful for working women by knowing the benefits of integrating style.
8. The proposed model of this study (Figure 2) might be helpful for organizations, institutes, authorities and HRM experts to observe the impact of perceived organizational support and perception of politics on job and personal outcomes.

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**DEPARTMENT OF PSYCHOLOGY, FACULTY OF SOCIAL SCIENCES  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

Dear Respondent

I am Ejaz Ahmed Khan, PhD scholar in the Department of Psychology, International Islamic University Islamabad. I am conducting a study titled "Teachers' Conflict Management Styles and Outcomes: The Moderating Role of Organizational Support and Politics". As part of my research study, I would like you to fill out this questionnaire. All the information will be kept confidential and used for research purpose only. Your participation is voluntary, if at any time you want to withdraw from the study, you are allowed without giving any reason or explanation. I am thankful to you for your kind cooperation.

Sincerely,

**EJAZ AHMED KHAN**

Informed Consent

I understand the purpose of this study and am willing to participate.

Signature: \_\_\_\_\_

## **Demographic Information Sheet**

Dear participant

Please provide this information.

**Sex:**

Male \_\_\_\_\_ Female \_\_\_\_\_

**Job Experience:**

1-10 Years \_\_\_\_\_ 11-20 Years \_\_\_\_\_ 21 + Years \_\_\_\_\_

**Marital Status:**

Single \_\_\_\_\_ Married \_\_\_\_\_ Separated \_\_\_\_\_

**College Name (Optional):** \_\_\_\_\_

### Appendix-I

#### Rahim Organizational Conflict Inventory-II (ROCI-II)

Below is a list of statements that represent your feelings and thoughts. Please indicate how true each statement is for you by circling any portion.

St. No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	I try to investigate the problem with my colleagues to find a solution acceptable to us.	1	2	3	4	5
2	I try to share my ideas with my colleagues to come up with a decision jointly.	1	2	3	4	5
3	I try to work with my colleagues to find out solutions to a problem that satisfy our expectations	1	2	3	4	5
4	I exchange truthful information with my colleagues to solve the problem together.	1	2	3	4	5
5	I try to bring all my worries openly so that the issues can be resolved in the best possible way.	1	2	3	4	5
6	I collaborate with my colleagues to come up with decisions acceptable to us.	1	2	3	4	5
7	I try to work with my colleagues for a proper understanding of a problem.	1	2	3	4	5
8	I generally try to satisfy the needs of my colleagues.	1	2	3	4	5
9	I usually accommodate the wishes of my colleagues.	1	2	3	4	5
10	I satisfy the wishes of my colleagues.	1	2	3	4	5
11	I usually allow concessions to my colleagues.	1	2	3	4	5
12	I often go along with the suggestions of my colleagues.	1	2	3	4	5
13	I try to satisfy the expectations of my colleagues.	1	2	3	4	5
14	I try to find a middle way to resolve the problem.	1	2	3	4	5
15	I usually propose a middle way for breaking the deadlocks.	1	2	3	4	5
16	I talk with my colleagues so that a compromise can be reached.	1	2	3	4	5
17	I use "give and take" approach so that a compromise can be made	1	2	3	4	5
18	I use my influence to get my ideas accepted.	1	2	3	4	5
19	I use my authority to make a decision in my favor.	1	2	3	4	5
20	I use my skills to make a decision in my favor.	1	2	3	4	5
21	I generally secure my side in all problems.	1	2	3	4	5
22	I sometimes use my power to win a good situation of a problem.	1	2	3	4	5
23	I attempt to avoid the bad situation and keep the conflict to myself.	1	2	3	4	5
24	I usually avoid open discussion on differences with colleagues.	1	2	3	4	5
25	I try to stay away from disagreement with my colleagues.	1	2	3	4	5
26	I avoid an encounter with my colleagues.	1	2	3	4	5
27	I try to keep my disagreement to myself in order to avoid hard feelings.	1	2	3	4	5
28	I try to avoid unpleasant exchanges with my colleagues.	1	2	3	4	5

**Appendix-II****Perceived Organizational Support Scale**

Below is a list of statements that represent your feelings and thoughts. Please indicate how true each statement is for you by circling any portion.

Sr. No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	My department cares about my opinions.	1	2	3	4	5
2	My department really cares about my wellbeing.	1	2	3	4	5
3	My department strongly considers my goals and values.	1	2	3	4	5
4	Help is available from my department when I have a problem.	1	2	3	4	5
5	My department would forgive an honest mistake on my part.	1	2	3	4	5
6	If given the opportunity, my department would take advantage of me.	1	2	3	4	5
7	My department shows very little concern for me.	1	2	3	4	5
8	My department is willing to help me if I need a special favor.	1	2	3	4	5

### Appendix-III

#### Perceived Organizational Politics Scale

Below is a list of statements that represent your feelings and thoughts. Please indicate how true each statement is for you by circling any portion.

Sr. No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	Favoritism rather than merit determines who gets ahead around here.	1	2	3	4	5
2	There is no place for yes-men around here: good ideas are desired even when it means disagreeing with superiors.	1	2	3	4	5
3	Employees are encouraged to speak out frankly even when they are critical of well-established ideas.	1	2	3	4	5
4	There has always been an influential group in this department that no one ever crosses.	1	2	3	4	5
5	People here usually don't speak up for fear of retaliation by others.	1	2	3	4	5
6	Rewards come only to those who work hard in this organization.	1	2	3	4	5
7	Promotions in this department generally go to top performers.	1	2	3	4	5
8	People in this organization attempt to build themselves up by crossing others.	1	2	3	4	5
9	I have seen changes made in policies here that only serve the purposes of a few individuals, not the work unit or the organization.	1	2	3	4	5
10	There is a group of people in my department who always get things their way because no one wants to challenge them.	1	2	3	4	5
11	I can't remember when a person received a pay increase or a promotion that was inconsistent with the published policies.	1	2	3	4	5
12	Since I have worked in this department, I have never seen the pay and promotion policies applied politically.	1	2	3	4	5

## Appendix-IV

### Flourishing Scale

Below is a list of statements that represent your feelings and thoughts. Please indicate how true each statement is for you by circling any portion.

Sr. No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	I lead a purposeful and meaningful life.	1	2	3	4	5
2	My social relationships are supportive and rewarding.	1	2	3	4	5
3	I am engaged and interested in my daily activities.	1	2	3	4	5
4	I actively contribute to the happiness and welfare of others.	1	2	3	4	5
5	I am competent and capable in the activities that are important to me.	1	2	3	4	5
6	I am a good person and live a good life.	1	2	3	4	5
7	I am optimistic about my future.	1	2	3	4	5
8	People respect me.	1	2	3	4	5

## Appendix-V

### Job Stress Scale

Below is a list of statements that represent your feelings and thoughts. Please indicate how true each statement is for you by circling any portion.

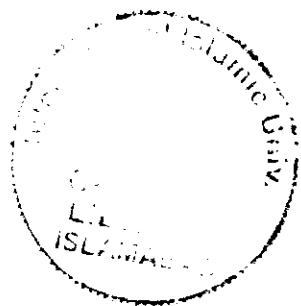
Sr. No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	I have felt nervous as a result of my job.	1	2	3	4	5
2	Working here makes it hard to spend enough time with my family.	1	2	3	4	5
3	My job gets to me more than it should.	1	2	3	4	5
4	I spend so much time at work; I can't see the forest for the trees.	1	2	3	4	5
5	There are lots of times when my job drives me right up the wall.	1	2	3	4	5
6	Working here leaves little time for other activities.	1	2	3	4	5
7	Sometimes when I think about my job I get a tight feeling in my chest.	1	2	3	4	5
8	I frequently get the feeling I am married to the company/department.	1	2	3	4	5
9	I have too much work and too little time to do it in.	1	2	3	4	5
10	I feel guilty when I take time off from job.	1	2	3	4	5
11	I sometimes dread the telephone ringing at home because the call might be job-related.	1	2	3	4	5
12	I feel like I never have a day off.	1	2	3	4	5
13	Too many people at my level in the company/department get burned out by job demands.	1	2	3	4	5

## Appendix-VI

### Job Satisfaction Scale

Below is a list of statements that represent your feelings and thoughts. Please indicate how true each statement is for you by circling any portion.

Sr. No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am satisfied with the promotion I have received in this department.	1	2	3	4	5
2	I am satisfied with the salary I receive in this department.	1	2	3	4	5
3	I am fully satisfied with my job.	1	2	3	4	5



## Appendix-VII

### Turnover Intentions Scale

Below is a list of statements that represent your feelings and thoughts. Please indicate how true each statement is for you by circling any portion.

Sr. No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am seriously thinking about leaving this job.	1	2	3	4	5
2	I have no desire to remain employed in this department.	1	2	3	4	5
3	I am actively looking for another job.	1	2	3	4	5