

Analyzing the Role of Conflict and Self-Construal in Higher Education Institutions of Khyber Pakhtunkhwa, Pakistan

Muhammad Hamayun

Department of Management Sciences, Bacha Khan University, Charsada.

Ikram Ullah Khan, PhD

Institute of Management Sciences, University of Science & Technology, Bannu

Muhammad Nisar

Department of Management Sciences, Bacha Khan University, Charsada

Muhammad Asad Khan

Department of Management Sciences, Bacha Khan University, Charsada

Muhammad Kaleem

Institute of Business Studies, Kohat University of Science & Technology, Kohat

Abstract

This paper aims to highlight the critical role of self-construal and conflict between faculty and administration staff in higher education institutions (HEIs) of Pakistan. Keeping in view the development of education sector and maintaining conducive environment in universities, the study was rightly undertaken to first discover and then present some viable solution for it. The research used the universities of public and private sector of Khyber Pakhtunkhwa (KP) province of Pakistan for its analysis. Primary data was collected through a self-administrated questionnaire, which was distributed in twelve universities of KP, comprising of six public and six private universities. The results show that self-construal plays a significant role in controlling or producing conflict. The study also finds that nature of conflict plays a key role in the relationship of self-construal and conflict management strategies. The study provides implications for researchers and practitioners.

Key words: Self Construal, conflict, Conflict management strategies, Higher education Institutions.

Introduction

There are many organizations and in all kinds of organizations conflict takes place including the institutions of higher education (Folger & Shubert, 1986). Higher education institutions (HEIs) play a vital role in producing and developing human resources in any country. Everyone has their own exclusive character that differs from the remaining in conditions of abilities, inspiration, principles, information, encounters and needs, and must work and co-exist with the people of the organization, and then disputes between associates of a company are almost unavoidable. Every individual has their own self according to which he sees others. This study is the relation between the self-construal and conflict management strategies.

Conflict has a very diverse picture, and the control over conflict is necessary and challenging (Algert & Watson, 2002). In the management of conflict, we use those techniques which can decrease the negative effects while at the same time it increases the beneficial properties of conflict (Afzalur Rahim, 2002). Conflicts are also linked to variations, arguments in behavior, views, needs and principles, projects and guidelines, inadequate or inconsistent passions in job, or

variations deriving from competitors, errors or lack of knowledge, or the unconstructive actions and responses of business members, such as habitual absenteeism, and a lot of problems, etc. (Afzalur Rahim, 2000, 2002; Algert & Watson, 2002; Kantek & Gezer, 2009; Tjosvold, 1998; Tjosvold, Hui, & Law, 2001; Wall & Callister, 1995). Conflict could happen anywhere, in any company, and its effects for business efficiency are inevitable (Saiti, 2014). In order to safeguard the essence and strength of education, education scholars have forced that the educators must know the conflict management skills because they have accepted the conflict existence in the institutions of higher education (Holton, 1995).

Researchers such as (Volpe & Chandler, 1999) said that conflicts on campus are growing in number, kind, and complexity. Now the present framework of universities is more challenging than before. Some researchers suggests that conflict is better to be handled than avoided (Algert & Watson, 2002). The management of conflict in the HEIs is fairly a hard task because its framework, atmosphere and environment is also regarded a complicated one (S. w. Muhammad Hamayun, Altaf Muhammad, Kashifullah Khan, Mohamed Attia, 2014; C. Stanley, Watson, & Algert, 2005). Because of this complexness, conflict is obvious in HEIs, even though other organizations community, society or individual from this trend are not free. There are a lot of stakeholders of the universities like researchers, teachers and directors and these are unable to get along with each other for getting of their goals and objectives. Different techniques are used by education institutions to minimize the bad results of conflict and improve beneficial one. The forums available and range of conflict for their management are much broader than ever before. Universities have also changed with the change in society.

For a strong economic development and best social welfare, educational system contributes too much (Riasi & Asadzadeh, 2016). Institutions of higher education are also suffering from diverse types of conflict despite the latest improvement in the speculation of conflict management (Holton, 1995; S. w. Muhammad Hamayun, Altaf Muhammad, Kashifullah Khan, Mohamed Attia, 2014; ud Din, 2015). It would become a positive experience if conflict is handled effectively. Academic institutions are no different because conflict in that organization is apparently unable to avoid and may happen among faculty, students, university management and/or teachers, also within the university itself and many

Other social events of the university such as domestic authorities or may be with mother and father (Henkin & Holliman, 2009). Besides this, given that educational institutions are part of the service industry and the teachers are pushed to obtain and keep requirements of efficiency so as to fulfill in best possible way their role in community (Shih & Susanto, 2010), plus, “educating career is recognized by a personal approach because expertise is the key factor that lay the basis for training, development and promotion... as enhancing group interaction in the tutorial establishing is really sparse” (Somech, 2008), then it is affordable to believe that there is an improved possibility for disputes to happen within educational institutions.

There are three different areas in the educational institutions in which normally conflict occurs and that are conflict among the faculty itself, conflict among the administration itself and conflict among these two (Feltner & Goodsell, 1972). Ostar (1995) claims that in the universities there different stakeholders or groups university and each of them declare their ownership of the university due to which conflict intensifies, according to (Warters, 2000) students, faculty members and administration are the three client group. A large fraction of time is consumed by managing these conflicts i.e. more than 40% of the time of educational leaders (Findlen, 2000; C. A. Stanley & Algert, 2007) .

The focus of this study is the conflicts which arise between the faculty members and the administrators of the higher educational institutions. Directors such as department chairmen and deans face many challenges in universities, such as managing pressure. (Gmelch, 2006) in his briefing, *Stress Management Methods for Educational Management*, recognized five factors that affect pressure for administrators. These pressure aspects include dealing with conflict, such as “handling student issues and conflicts” and “handling employees disputes and wishes and working with employees’ bullies” (p. 4). However, administrators are not the only ones confronted with difficulties. Faculty members also experience issue and linked to worry working toward period and marketing, obtaining financing for research, feeling a sense of that belong, and adhering to objectives from many external resources (Gmelch, 2006, 2013, 2014; Gmelch & Buller, 2015, 2016) . The ordinary faculty members are even less prepared to handle conflicts if the administrators of the institutions are not fully equipped with the skills necessary to handle conflicts. Therefore, effective academic leaders must search for ways to avoid and resolve conflicts among employees and employees. Therefore, understanding how to handle conflict is important to accomplishing a high-performance department, higher education, or university. Although very few faculty members or directors search for issue, more frequently than not, conflict takes place between teachers because of miscommunication among them concerning their needs, concepts, principles, objectives, or principles. The concept that undergirds conflict control is that all conflicts cannot be settled, but to learn how to handle disputes then there is a possibility to decrease the escalation. The management of conflict includes learning the skills that how to solve the issue and achieving the self-awareness about the modes of conflict, creating the skills to communicate during an issue and creating a structure of control over conflict in an environment.

Conflict has both positive and negative aspects, it can increase and cause nonproductive actions or it can be settled beneficially causing better outcomes. On the other hand (Omo-Ojugo & Ohiwerei, 2008) used the term conflict for all types of relations burdened with aggression and disagreement. (Thomas, Fann Thomas, & Schaubhut, 2008) say that it different people have different concerns on a situation. We can easily say that conflict is a disagreement between two or more than two individuals. (Henry, 2009) in his recent findings shows conflict among employees are more as compared to managers, so it has been shown that conflict is a common occurrence in organization as evident by a report showing 94% conflict among employees. In an investigation of conflict strategies, Rahim (1992) grouped these strategies into five types which are dominating, integrating, avoiding, obliging and compromising. In her face exchange theory Ting-Toomey (1988) joined these conflict styles. One’s self representation or one’s self is considered as self-construal and it is comprised of interdependent self-construal and independent self-construal (Markus and Kitayama, 1991). The self-construal which is interdependent is described by the relationship with the other, which means that an individual relate himself to others this is described as a relationship with others and especially close others, for instance, mother or sister while the independent self-construal is that a person consider himself as an independent individual (Markus and Kitayama, 1991). The start of this self-interpretation is that the self is "connected with others" (Cross, 1997) and that associations are essential parts of the individuals which are very important. (Markus & Kitayama, 1991) suggested that different societies have different type of self-construal in which both the individualistic society and collectivistic society creates independent type of self-construal and interdependent self-construal respectively. Construal is going to impact the very characteristics of personal encounter, such as knowledge (Gardner & Seeley, 2001), feelings (Kitayama, Karasawa, & Mesquita, 2004), motivation(Wieken & Stapel, 2008), and actions (Van Baaren, Holland, Steenaert, & van Knippenberg, 2003).

The population of collectivistic society display more vicarious reaction. i.e., they exhibit more aggressive reaction in monitoring the limitation of other people (Sittenthaler & Jonas, 2012). The access to higher education has increased enormously and has brought many people from various backgrounds, ethnical and national groups to campus in numerous numbers in which they have culturally rooted differences in various things like self-construal. University has a complex and unique structure. It consists of line of authority, decision making, and accountability which is a mixture of horizontal and vertical elements. This kind of structure provides grounds for the conflict to create. It is a known fact that while dealing with conflict every person has different approaches while dealing with conflict management. And in doing so every individual has different background due to which that individual respond to a situation which is called self-construal.

This study is focused on the relation of self-construal and conflict management strategies that faculty and administration uses while facing conflict. Conflict plays a mediating role between self-construal and conflict management strategies. Due to difference of individual behaviors, norms and values conflict occurs. The focus of the study is the unique structural arrangements of these differences as regard to faculty and administrators at public and private sector universities of KP, Pakistan. So, these variables produce both positive and negative outcome on planning, job quality, organizational effectiveness creativity, satisfaction, decision quality, trust, anxiety, commitment, fear and anger. Following are also main reasons due to which the present study was primarily undertaken.

- a) A lot of research has been done on organizational conflict and self-construal but there is lesser research work highlighting the conflicts in HEIs.
- b) The research which has been done on educational institutions is mainly referred to class room management and handling conflict within the classroom.
- c) (c)The inclusion of self-construal to the education and single cultural environment has not studied in prior research.
- d) Conflict management in higher educational institutions is of major value and needs a thorough understanding and interpretation because it is the most important thing for the effective management and best performance of any educational institution.

Hypothesis Development

This study has used self-construal as an individual own perception of having himself or herself as the independent variable the decision that individual can make and due to that decisions, the conflict may occur. We are in eastern culture, mostly collectivist in nature, where people depend upon others. In higher education institutions of Khyber Pakhtunkhwa, we are facing many problems regarding conflict. This conflict can be because of personal grudge or due to misunderstanding. In Higher education institutions of Pakistan there are a lot of old faculty and administration in the established university due to which their attitude is like bureaucratic and because of this behavior conflict may occur. Due to the behavior and attitude of the employees between themselves can produce conflict, that may be because of jealousy or may be some other problems. Self-construal plays a vital role and due to this a person respond to certain situation(S. w. Muhammad Hamayun, Ikram Ullah Khan, Kashifullah Khan, Mohamed Attia, 2016). So, keeping in view this matter conflict arises and we can say that because of self-construal a conflict can arise and which can be having a positive relation with conflict. Based on the limited amount of research available on self-construal and conflict the following hypothesis are proposed.

H₁: Self-Construal (SC) is positively associated to the Nature of Conflict (NOC) in higher educational institution of KP. Jing Ji (2012) studied the relation of self-construal and conflict management strategies in Chinese culture and he found that self-construal predicts the conflict management styles of an individual in a specific culture and that Chinese people have a unique behavior which is different from western culture. As China comes in eastern countries Pakistan also comes in eastern country and we also have the same situations. According to the literature Pakistan comes in collectivistic society and in collectivistic society individuals depend upon each other (Khan, Hameed, & Khan, 2017). Most of the individuals use conflict management strategies according to their own perception of the situation. It might be inferring that may be a person use one kind of strategy which is not suitable in that situation but may be that person uses a perfect strategy in another situation. So, in Khyber Pakhtunkhwa the people are very aggressive and they behave aggressively to the situation due to which they may use dominating strategy but sometimes they are also very helpful indicating compromising or avoiding strategy. So, from these satiations we can be construct the following hypothesis.

H₂: Self-construal is positively associated to Conflict Management Strategies in Higher education institutions of KP Pakistan.

Socially, conflicts can possibly produce contrary results (Jehn, 1995, 1997; Pinkley, 1990; Tjosvold, 2006). On the one side, conflicts may enhance decision-making high quality because of the different views introduced into the process; however, conflicts may also make public stress and produce problems among team members because they can quickly get people psychologically engaged (Amason & Schweiger, 1994; De Dreu & Beersma, 2005). In any organization or social action, conflict is a prevalent form of public connections. That is, conflict can be consistently noticed in all the organizations and interpersonal relationship, and are certainly triggered by not compatible connections within an organization (Chen, Hou, & Wu, 2016). Given this, knowing conflict and how to eliminate it are two important issues in current research.

There are both positive and negative outcomes of conflict in universities. There can have desirable consequences of conflict in terms of defining and resolving conflict towards the academic departments, to increase cohesion and alliances with in the groups, and also be keeping the faculty about one another's interest (Gmelch, 1995). It also plays role in increasing organizational effectiveness and development (Eisenhardt & Schoonhoven, 1990) by increasing a group's creativity and job excellence. (Amason, 1996; Nemeth, 1986).As regards to teams, Conflict helps there in improving financial affairs, strategic planning, quality of decision and development of the organization (Bourgeois, 1985; Eisenhardt & Schoonhoven, 1990).

Different conflict types i.e. relationship, process and task conflicts encompass different outcomes for personal, group as well as organizational dynamics. It has been shown that relationship conflict encourages the behavior of distrust, rage, anxiety, hesitation, apprehension and fear, and is more negative effect than the task conflict (Jehn, 1995) and elevated level of this type of conflict decreases commitment to group mutual decision and one's departmental commitment. Moreover, it also results in an increase level of dissatisfaction, frustration, communication problems. Also these members have a constant fear of being alienated by other group members and hence it results in malfunctioning of a work group (Baron, 1991; Friedman, Tidd, Currall, & Tsai, 2000; Jehn, Northcraft, & Neale, 1999). Employee's satisfaction is decreased by relationship conflict and also the affective comfort of both public and private institutions(Guerra, Martínez, Munduate, & Medina, 2005). In Khyber Pakhtunkhwa, we face this problem which are mentioned in the given literature. Conflict is very important and in this situation like if a person is in trouble he is dependent on the other person and he would put that trouble on

the other person due to which conflict will arise and because of this conflict the other person would use the conflict strategy that might be useful or bad for the institutions. Due to this we can infer the following hypothesis.

H₃: Conflict plays a mediating role between the relationship of self-construal and conflict management strategies/styles in higher education institutions.

Important aspects that influence the conflict management style of teachers and administrators are age, experience and designation. Aged teachers use integrating style more frequently than Younger (Balay, 2007). Intellectuals with 11-20 years of experience use accommodation style frequently (Cetin & Hacifazlioglu, 2004). According to another research inexperienced females use the compromising strategy more often than their male counterparts do (Sutschek, 2001). Collaborative conflict management styles are used more often by assistant professors than associate Professors (Cetin & Hacifazlioglu, 2004). (ud Din, Khan, & Bibi, 2011) also explained the comparative study of public and private educational institutions of Pakistan. Based on this literature the other hypothesis is:

H₄: The type of university (public or private) negatively moderates the relationship of nature of conflict and conflict management strategies.

Conflicts at Higher Education Level

There are many research works on the organizational conflict in the typical organizations due to which we cannot say that educational institutions are free for the conflicts. Conflict is a part of academics for centuries (Hearn & Anderson, 2002). (Gmelch & Carroll, 1991) have the opinion that conflict can be considered as to be “sewn into the fabric” of organizations of educations due to efficient, relational and architectural features of divisions of academics. The educational institutions are ideal place for the reproduction of conflict (Miklas & Kleiner, 2003). Conflict is expected in the majority higher education organizations because of the motivation of freedom in academics and loads of considering. Compared to staff conflict can also happen between students compared to staff, faculty versus directors and teachers compared to students (Holton, 1995). There is a difference between the normal and educational organizations. In educational organizations, the teaching faculty has the direct control of the environment and is more independent. The approach is usually a team based one towards the settlement of policies and executing program changes besides this independence. Teaching faculties have strong personalities and different philosophies due to which it becomes difficult to force them to except the changes and because of this conflict increases (Berryman-Fink, 1998). Students, teachers and administrators are the three main clients of the university (Warters, 2000) and the conflict takes place between these three stakeholders for the university possession (Ostar, 1995). According to (Bowman Jr, 2002) Conflict is consider a s negative force and the existence of the conflict is highly disliked by the faculty and administration. Conflict has been considered a serious and one of the key issues in both schools as well as universities and it can play a very important role in the organizational development if it is managed properly (Cetin & Hacifazlioglu, 2004) and different people have different thoughts about conflict due to which managing conflict is a challenging job (Algert & Watson, 2002).

Conflict is increasing in variety, complexness and types, and the perspective of the schools in present is more challenging than previous, so the variety of conflicts and the available forums are far-reaching than ever before, in short we can say that the community has changed as well as the universities (Volpe & Chandler, 1999).

Methodology

There are twelve universities takes as population of this study whether these universities are working in private or public sector of the Khyber Pakhtunkhwa in which medical, agricultural, engineering and Pakistan Military Academy are excluded. According to the Pakistan Education Statistics (2014-15) published by NEMIS-AEPAM in February 2016, there are total twenty-nine (29) universities in the Khyber Pakhtunkhwa province in which there are 19 public and 10 private sector universities. But we have collected data in twelve (12) higher education institutions with six (6) universities working in the public sector and six (6) working in the private sector excluding the above-mentioned universities in Khyber Pakhtunkhwa, Pakistan. According to the statistics there are 4435 full time and 381 part time faculty in public universities, whereas in private universities there are 1841 full time and 418 part time faculty in Khyber Pakhtunkhwa (Statistics (2014-15). Questionnaire was distributed among the faculty members and administration of the public and private universities of Khyber Pakhtunkhwa province of Pakistan. Questionnaire was adopted from the previous studies of (Rahim, 1983) which was from Rahim Organizational Conflict Inventory (ROCI) for conflict and conflict management strategies and for self-construal the questions were taken from (Singelis, 1994) and (D'Amico & Scrima, 2016) self-construal scale. In which three questions were from interdependent self-construal and three questions were for independent self-construal. Questionnaire was distributed among the faculty and administration of the two types of universities that is public and private. In public universities 310 questionnaires were distributed in which 251 responses were received. In 251 responses 22 were in correct because of wrong information. In private universities 318 questionnaires were distributed from which 286 responses were received and in which 14 responses were incorrect because of wrong information. For the analysis of the data, some data analysis methods were used. Tabulation has been done and it is top tool for data reduction and the representation of the findings. Main tools for analysis are; descriptive tools: alongside with the analysis of the secondary data's textual analysis, descriptive tools of the statistics have been used to describe the profile of the respondents and description of all the variables of the research.

Inferential tools: Different kind of analysis is done for getting the proper result of a research. In this study analysis, such as descriptive analysis, correlation analysis, and regression have been used for hypothesis testing. Regression was carried out for the analysis of the given variables. As mentioned in the earlier questions about two variables self-construal and conflict management strategies were asked in the questionnaire and likert scale were used to take response from the respondent as follows 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly disagree. For the variable nature of conflict likert scale was used as 5: A lot, 4: To great extent, 3: Medium, 2: to some extent, 1: None

Analysis

Regression was carried out for the analysis of the given variables. As mentioned in the earlier questions about two variables self-construal and conflict management strategies were asked in the questionnaire and five likert scale were used to take response from the respondent as follows 5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly disagree. For the variable nature of conflict likert scale was used as 5: A lot, 4: To great extent, 3: Medium, 2: to some extent, 1: None. In the following tables the descriptive statistics, bivariate correlation and Cronbach's alpha for all the given variables has been shown. The Alfa values for all variables are above .70, thus having acceptable internal consistency. Before analysis all the predictor variables were standardized so that to produce accurate results.

Descriptive Statistics

The following table shows the descriptive statistics of the variables used in the research. It is used to find out the mean and standard deviation for the research variables.

Table 1: Descriptive Statistics

Variables	Min	Max	Mean	Std. Dev
Self-Construal	1.00	5.00	3.413	.694
NOC	1.00	5.00	3.397	.825
CMS	1.25	4.75	3.389	.614
Type	1.00	4.00	1.55	.521

SC: Self Construal, NOC: Nature of Conflict, CMS: Conflict Management Strategies
 TYPE: Type of university (Public/Private)

In Table 1 the names of the different variables are clearly mentioned in the first column, the second column shows the minimum value in observation for a specific variable; the third column shows the maximum value in observation for a given variable while the fifth column shows the standard deviation of the observations for a variable. Self-construal (SC) has the minimum value of 1, maximum of 5, mean is 3.413 and standard deviation is 0.694. Nature of Conflict (NOC) has the minimum value of 1, maximum value is 5, mean is 3.397 and standard deviation is 0.825. The conflict management strategies (CMS) have minimum value of 1.25 and maximum is 4.75 with the mean of 3.389 and standard deviation is 0.614. The type of University (Type) has the minimum value of 1 and maximum is 4 with the mean of 1.55 and standard deviation is 0.521.

Correlation

The interdependence of variables i.e. when one variable changes the other variable also changes, the two variables are said to be correlated and this interdependence is called correlation. The following table shows different variables such as designation, qualification, length of service, gender, type of university, nature, causes, consequences, compensating style, integrating style, avoiding style, obliging style, compromising style and solution and the relation between them.

Table 2: Correlation

Variables	SC	NOC	CMS	Type
SC	—			
NOC	0.624**	—		

CMS	0.662**	0.609**	—
TYPE	0.091*	0.158**	-0.147**

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

SC: Self Construal, NOC: Nature of Conflict, CMS: Conflict Management Strategies

TYPE: Type of university (Public/Private)

Table 3: Alpha

Variable	α
SC	0.766
NOC	0.841
CMS	0.874
Type	—

The above tables 1 and 3 show the correlation as well as Cronbach’s alpha respectively and the values of each variable are given. The mean of the self-construal is 3.43, standard deviation is 0.694 and Cronbach’s alpha of self-construal is 0.766 which shows the reliability of this variable which is above 0.70. The nature of conflict has mean value of 3.397, standard deviation is 0.825 and Cronbach’s alpha is 0.841 which is also reliable as it is above 0.70. The third variable conflict management strategies have the mean value of 3.389, standard deviation is 0.614 and Cronbach’s alpha is 0.874 which is also above than 0.70 and shows the reliability. The fourth variable type of universities has the mean value of 1.55 and standard deviation is 0.521.

Discussing the correlation matrix which shows the relationship among the variables in the above table self-construal and nature of conflict has the value of 0.624 and is highly significant at the level of 0.01. The relationship of self-construal and CMS (conflict management strategies) is 0.662 which is also highly significant at the level of 0.01. The relation between the self-construal and type of university is -0.091 and which is significant at the level of 0.05. The relation of nature of conflict and self-construal is already mentioned above. The relation of nature of conflict with CMS (conflict management strategies) is 0.609, which is highly significant at the level of 0.01. The relation of nature of conflict with type of university is -0.158 and this is also significant at the level of 0.01. The relation of CMS (conflict management strategies) with self-construal and nature of conflict is already mentioned, with the type of university is -0.147 which is also significant at the level of 0.01. The type of university’s relation with all the other variables is already mentioned. This means that the relationship of all the variables that is self-construal, nature of conflict, conflict management strategies and type of university is highly significant.

Regression

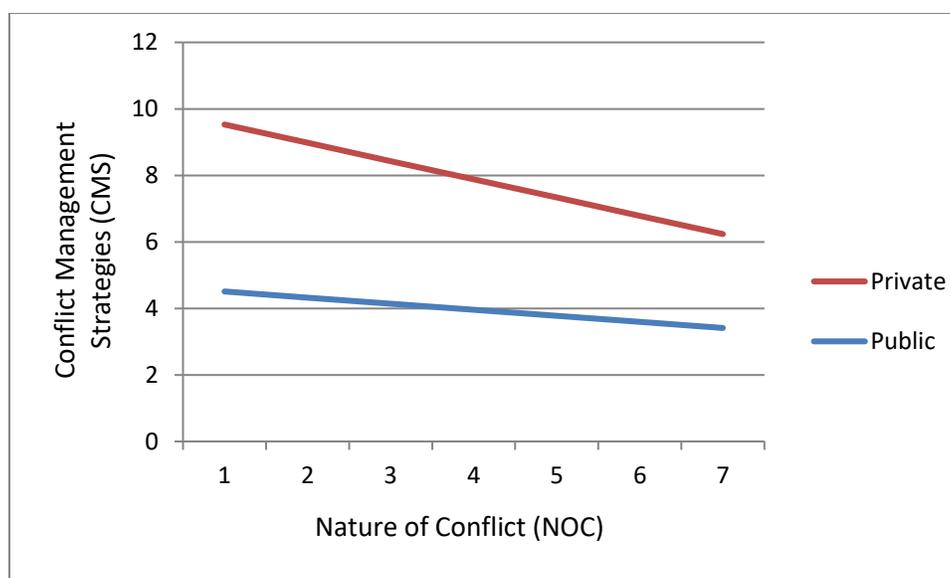
Following is overall regression which shows different models.

Table 4: Model Summary

	Model 1	Model 2	Model 3	Model 4	Model 5
	NOC	CMS	CMS	CMS	CMS
Self-Construal	.624**	.662**	.461**	.466**	.464**
NOC			.322**	.313**	.589**
Type				-.055 [†]	.310**
Type*NOC					-.430*
R ²	.389	.438	.501	.504	.510
F	318.618	389.430	250.558	168.691	129.545

[†]ρ < .1, *ρ < .05, **ρ < .01, ***ρ < .001

Model 1 which represents the relationship of self-construal and nature of conflict. It shows that self-construal has a positive relationship with nature of conflict ($\beta = .624, p < .001$) thus supporting our first hypothesis that self-construal has a positive relationship with the nature of conflict. Model 2 in which there is also the relation of two variables that is nature of conflict and conflict management strategies to test our second hypothesis. The findings show that the nature of conflict has a positive relation with the conflict management strategies ($\beta = .662, \rho < .001$) thus supporting our 2nd hypothesis. Model 3 in which three variables were put to test the third hypothesis. The result shows that the relation of self-construal with nature of conflict is positive ($\beta = .461, \rho = .001$) as well as the relation of nature of conflict with conflict management strategies is also positive ($\beta = .322, \rho = .001$), and the result shows that the nature of conflict partially mediates the relationship of self-construal and conflict management strategies, thus supporting the third hypothesis. Model 4 and Model 5 showed the moderating effect of type of universities in the relationship of nature of conflict and conflict management strategies. The results in Table 5.8 in which Model 5 is shown represent that the relation self-construal and conflict management strategies is significant ($\beta = 0.464, \rho < .001$). Nature of conflict (NOC) and conflict management strategies (CMS) is also significant ($\beta = 0.589, \rho < .001$). The relation with type of university is also significant ($\beta = 0.310, \rho < .001$). The relation with type*NOC with CMS is also significant with the value of ($\beta = -0.430, \rho < .001$) which shows that type of university negatively moderates the relation of nature of conflict and conflict management strategies. The graphic illustration of the moderation is given below.



The above graph illustrates that the private has more influence than the public universities and in private universities the faculty and administration uses more conflict management strategies which would decrease the nature of conflict in the universities. While most of the public universities do not have the conflict managements due to which it has not that much influence than private. This shows that the public universities should focus more on conflict resolution and management and make proper policies to handle conflict.

Discussion and Conclusion

A lot of research has been done on the relation of self-construal and conflict management strategies. Prior to this the effect of conflict on the relationship of self-construal and conflict management strategies had not been fully explored. The purpose of this study was to explore the effects of conflict on self-construal and individual of conflict management styles among faculty and administration of higher education institutions of Khyber Pakhtunkhwa province of Pakistan. Four hypotheses were proposed. The first three hypotheses were the relationship among self-construal and nature of conflict, self-construal and conflict management strategies and the mediating role of conflict between the relationship of self-construal and the strategies of conflict management respectively. The fourth hypothesis was about the mediating role of type of universities on the relationship of nature of conflict and conflict management strategies. (Hofstede, 1983) viewed that every country provides a representational value to its inhabitant and every individual originates their identification from this representational value. This identification among them makes a sense of belongingness toward their country, and it may also affect their ideas. The variety in their ideas may be affected by early activities in close relatives, variations in close relatives background, and being a parent (Aunola & Nurmi, 2005), as well as the later educational encounters in educational institutions and organizations, which are not same across the national boundaries (Hofstede, 1983). Apart from these factors, variations within the lifestyle may also be a factor, directly or ultimately, in inducing the nature of conflict. Based on past research, it has been concluded that there is direct relationship among the independent self and conflict which shows that greater the independent self, greater will be the creativity and performance of the individual.

This research gives an opportunity to the administrators of the educational institutions to gain insight of the prevailing situations in public as well private universities in Khyber

Pakhtunkhwa as well as other parts of Pakistan. They can also formulate the best policies available to manage self-construal and conflict. In Pakistan, no such dispute resolution mechanism exists. Faculty members and administration have the option to proceedings and complaints in scenario of any conflicts or grievances. Now this is the best time get the best possible ideas from the Western universities to implement that in our own country in all the education institutions. Besides this, there should be proper training and the administrators should be trained so that they can predict and manage the emerging conflict skillfully. This study proved that in the higher education system of Pakistan in the province of Khyber Pakhtunkhwa self-construal plays an important role and according to the previous studies it depends upon the specific culture. According to Riaz Khyber Pakhtunkhwa is collectivist society and mostly depends upon each other. On the other hand, Khyber Pakhtunkhwa people are aggressive as well due to which they are mostly inclined to conflict. If a person is dependent on the other individual and if he does not get a good response from the other individual, then it will give rise to conflict and if there is conflict than different people would use different strategies to cope with that conflict. This proves that conflict plays a mediating role in the relationship of self-construal and conflict management strategies.

Limitations

The data was collected from only one province Khyber Pakhtunkhwa among the four provinces of Pakistan. So, the findings of this research cannot be taken for all Pakistan's universities. Regarding the area of Conflict Management this study has some limitations in Pakistan, and it should be accepted the conflict management in this area would be beneficial for additional study. More thorough investigation is needed by gathering the data from different socio-economic regions of Pakistan and other Pakistan regions which is operational in different kind of socio-economic situations and to prove the results and analysis of this study. For analyzing the relation of self-construal and conflicts higher education system of Pakistan this study is the first of its kind of empirical research to use econometric analysis. There has been a scarce amount of this kind of empirical research on the environment of the Pakistani educational system and those studies only analyze the educational managers and leaders' role. (Just for instance, individual attributes) in the selection of the strategies of conflict management. The data was gathered in cross-sectional way while the future studies may adopt longitudinal design to get more fruitful results.

References:

- Afzalur Rahim, M. (2000). Empirical studies on managing conflict. *International journal of conflict management*, 11(1), 5-8.
- Afzalur Rahim, M. (2002). Toward a theory of managing organizational conflict. *International journal of conflict management*, 13(3), 206-235.
- Algert, N., & Watson, K. (2002). Conflict management: Introductions for individuals and organizations. *Bryan, TX: Center for Change and Conflict Resolution*.
- Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. *Academy of management journal*, 39(1), 123-148.
- Amason, A. C., & Schweiger, D. M. (1994). Resolving the paradox of conflict, strategic decision making, and organizational performance. *International journal of conflict management*, 5(3), 239-253.

- Aunola, K., & Nurmi, J. E. (2005). The role of parenting styles in children's problem behavior. *Child development*, 76(6), 1144-1159.
- Balay, R. (2007). Predicting conflict management based on organizational commitment and selected demographic variables. *Asia Pacific Education Review*, 8(2), 321-336.
- Baron, R. A. (1991). Positive effects of conflict: A cognitive perspective. *Employee Responsibilities and Rights Journal*, 4(1), 25-36.
- Berryman-Fink, C. (1998). Can we agree to disagree? Faculty-faculty conflict. *Mending the cracks in the ivory tower: Strategies for conflict management in higher education*, 141-163.
- Bourgeois, L. J. (1985). Strategic goals, perceived uncertainty, and economic performance in volatile environments. *Academy of management journal*, 28(3), 548-573.
- Bowman Jr, R. F. (2002). The real work of department chair. *The Clearing House*, 75(3), 158-162.
- Cetin, M. O., & Hacifazlioglu, O. (2004). Conflict management styles: A comparative study of university academics and high school teachers. *Journal of American Academy of Business*, 5(1/2), 325-332.
- Chen, A. S.-y., Hou, Y.-h., & Wu, I.-h. (2016). Handling conflict at work—the impact of active and agreeable conflict styles. *International journal of conflict management*, 27(1), 50-61.
- D'Amico, A., & Scrima, F. (2016). The Italian Validation of Singelis's Self-Construal Scale (SCS): a Short 10-Item Version Shows Improved Psychometric Properties. *Current Psychology*, 35(1), 159-168.
- De Dreu, C. K., & Beersma, B. (2005). Conflict in organizations: Beyond effectiveness and performance. *European Journal of Work and Organizational Psychology*, 14(2), 105-117.
- Eisenhardt, K. M., & Schoonhoven, C. B. (1990). Organizational growth: Linking founding team, strategy, environment, and growth among US semiconductor ventures, 1978-1988. *Administrative science quarterly*, 504-529.
- Feltner, B. D., & Goodsell, D. R. (1972). The academic dean and conflict management. *The Journal of Higher Education*, 692-701.
- Findlen, R. A. (2000). Conflict: The skeleton in academe's closet. *New Directions for Community Colleges*, 2000(109), 41-49.
- Folger, J. P., & Shubert, J. J. (1986). *Resolving student-initiated grievances in higher education: Dispute resolution procedures in a non-adversarial setting*: National Institute for Dispute Resolution.
- Friedman, R. A., Tidd, S. T., Currall, S. C., & Tsai, J. C. (2000). What goes around comes around: The impact of personal conflict style on work conflict and stress. *International journal of conflict management*, 11(1), 32-55.
- Gardner, W. L., & Seeley, E. A. (2001). Confucius, "Jen," and the benevolent use of power: The interdependent self as a psychological contract preventing exploitation.
- Gmelch, W. H. (1995). Department chairs under siege: Resolving the web of conflict. *New Directions for Higher Education*, 1995(92), 35-42.
- Gmelch, W. H. (2006). Stress management strategies for academic leaders. *Effective Practices for Academic Leaders*, 1(1).
- Gmelch, W. H. (2013). The development of campus academic leaders. *International Journal of Leadership and Change*, 1(1), 7.
- Gmelch, W. H. (2014). Deans' Balancing Acts: Education Leaders and the Challenges They Face.
- Gmelch, W. H., & Buller, J. L. (2015). *Building academic leadership capacity: a guide to best practices*: John Wiley & Sons.

- Gmelch, W. H., & Buller, J. L. (2016). Skill Development for Academic Leaders. *The Department Chair*, 26(4), 25-27.
- Gmelch, W. H., & Carroll, J. B. (1991). The three Rs of conflict management for department chairs and faculty. *Innovative Higher Education*, 16(2), 107-123.
- Guerra, J. M., Martínez, I., Munduate, L., & Medina, F. J. (2005). A contingency perspective on the study of the consequences of conflict types: The role of organizational culture. *European Journal of Work and Organizational Psychology*, 14(2), 157-176.
- Hearn, J. C., & Anderson, M. S. (2002). Conflict in academic departments: An analysis of disputes over faculty promotion and tenure. *Research in Higher Education*, 43(5), 503-529.
- Henkin, A. B., & Holliman, S. L. (2009). Urban teacher commitment exploring associations with organizational conflict, support for innovation, and participation. *Urban Education*, 44(2), 160-180.
- Henry, O. (2009). Organizational Conflict and its effects on Organizational Performance. *Research Journal of Business Management*, 2(1), 16-24.
- Hofstede, G. (1983). The cultural relativity of organizational practices and theories. *Journal of international business studies*, 14(2), 75-89.
- Holton, S. A. (1995). *Conflict management in higher education*: Jossey-Bass Inc Pub.
- Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative science quarterly*, 256-282.
- Jehn, K. A. (1997). A qualitative analysis of conflict types and dimensions in organizational groups. *Administrative science quarterly*, 530-557.
- Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. *Administrative science quarterly*, 44(4), 741-763.
- Kantek, F., & Gezer, N. (2009). Conflict in schools: Student nurses' conflict management styles. *Nurse education today*, 29(1), 100-107.
- Khan, I. U., Hameed, Z., & Khan, S. U. (2017). Understanding Online Banking Adoption in a Developing Country: UTAUT2 with Cultural Moderators. *Journal of Global Information Management (JGIM)*, 25(1), 43-65.
- Kitayama, S., Karasawa, M., & Mesquita, B. (2004). Collective and personal processes in regulating emotions: Emotion and self in Japan and the United States. *The regulation of emotion*, 251-273.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2), 224.
- Miklas, E. J., & Kleiner, B. H. (2003). New developments concerning academic grievances. *Management Research News*, 26(2/3/4), 141-147.
- Muhammad Hamayun, S. w., Altaf Muhammad, Kashifullah Khan, Mohamed Attia. (2014). Conflict Management Strategies in Higher Education Institutions: Public Sector Universities in Kpk Province, Pakistan. *Research on Humanities and Social Sciences*, 4(28), 8.
- Muhammad Hamayun, S. w., Ikram Ullah Khan, Kashifullah Khan, Mohamed Attia. (2016). Resolving Conflicts: Conflict Management Strategies in Higher Education Institutions of Khyber Pakhtunkhwa, Pakistan. *European Journal of Business and Management*, 8(11), 7.
- Nemeth, C. J. (1986). Differential contributions of majority and minority influence. *Psychological review*, 93(1), 23.

- Omo-Ojugo, M., & Ohiwerei, F. O. (2008). School Factors Affecting the Teaching and Learning of Business Education Studies in Nigerian Schools. *Pakistan Journal of Social Sciences*, 5(7), 663-670.
- Ostar, A. W. (1995). Institutional conflict. *New Directions for Higher Education*, 1995(92), 59-62.
- Pinkley, R. L. (1990). Dimensions of conflict frame: Disputant interpretations of conflict. *Journal of applied psychology*, 75(2), 117.
- Rahim, M. A. (1983). *Rahim Organizational Conflict Inventory*: Consulting Psychologists Press.
- Riasi, A., & Asadzadeh, N. (2016). How Coercive and Legitimate Power Relate to Different Conflict Management Styles: A Case Study of Birjand High Schools. *Journal of Studies in Education*, 6(1), 147-159.
- Saiti, A. (2014). Conflicts in schools, conflict management styles and the role of the school leader A study of Greek primary school educators. *Educational Management Administration & Leadership*, 1741143214523007.
- Shih, H.-A., & Susanto, E. (2010). Conflict management styles, emotional intelligence, and job performance in public organizations. *International journal of conflict management*, 21(2), 147-168.
- Singelis, T. M. (1994). The measurement of independent and interdependent self-construals. *Personality and Social Psychology Bulletin*, 20(5), 580-591.
- Sittenthaler, S., & Jonas, E. (2012). „Nein Ivan, du bist nicht an der Reihe!“Kulturelle Unterschiede im Erleben von (stellvertretender) Reaktanz. *Psychologie in Österreich*, 32, 64-72.
- Somech, A. (2008). Managing conflict in school teams: The impact of task and goal interdependence on conflict management and team effectiveness. *Educational administration quarterly*, 44(3), 359-390.
- Stanley, C., Watson, K., & Algert, N. (2005). A faculty development model for mediating diversity conflicts in the university setting. *The Journal of Faculty Development*, 20(3), 129-142.
- Stanley, C. A., & Algert, N. E. (2007). An exploratory study of the conflict management styles of department heads in a research university setting. *Innovative Higher Education*, 32(1), 49-65.
- Statistics, P. E. (2014-15). *Pakistan Education Statistics (2014-15) by National Education Management Information System, Academy of Education Planning and Management. Government of Pakistan*. Retrieved from
- Sutschek, L. B. (2001). Conflict resolution style and experience in management: Moderating the effects of gender. *Journal of Conflict Management*, 11, 110-122.
- Thomas, K. W., Fann Thomas, G., & Schaubhut, N. (2008). Conflict styles of men and women at six organization levels. *International journal of conflict management*, 19(2), 148-166.
- Tjosvold, D. (1998). Cooperative and competitive goal approach to conflict: Accomplishments and challenges. *Applied Psychology*, 47(3), 285-313.
- Tjosvold, D. (2006). Defining conflict and making choices about its management: Lighting the dark side of organizational life. *International journal of conflict management*, 17(2), 87-95.
- Tjosvold, D., Hui, C., & Law, K. S. (2001). Constructive conflict in China: Cooperative conflict as a bridge between East and West. *Journal of World Business*, 36(2), 166-183.

- ud Din, S. (2015). Causes & Consequences of Interpersonal Conflicts: A Survey of Labor in Public Sector of Baluchistan, Pakistan. *Journal of Managerial Sciences Volume IX Number, 1*, 102.
- ud Din, S., Khan, B., & Bibi, R. R. Z. (2011). An investigation of conflict management in public and private sector universities. *African Journal of Business Management*, 5(16), 6981.
- Van Baaren, R. B., Holland, R. W., Steenaert, B., & van Knippenberg, A. (2003). Mimicry for money: Behavioral consequences of imitation. *Journal of Experimental Social Psychology*, 39(4), 393-398.
- Volpe, M. R., & Chandler, D. (1999). Resolving conflicts in institutions of higher education: Challenges for pracademics.
- Wall, J. A., & Callister, R. R. (1995). Conflict and its management. *Journal of management*, 21(3), 515-558.
- Warters, W. C. (2000). *Mediation in the Campus Community: Designing and Managing Effective Programs*. *Jossey-Bass Higher and Adult Education Series*: ERIC.
- Wiekens, C. J., & Stapel, D. A. (2008). I versus we: The effects of self-construal level on diversity. *Social Cognition*, 26(3), 368.