

Conflict Management Styles and Job Satisfaction of Nursing Faculty Members in A Private Higher Education Institution

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Abstract

The study aimed to determine if conflict management styles influence the job satisfaction among nursing faculty members in a private higher education institution in Davao City. A predictive-correlational design was used in this study. A total of 80 respondents were selected via convenience sampling technique. Data were collected using an adapted questionnaires for conflict management styles (Thomas-Kilmann Conflict Mode Instrument) and Job Satisfaction (Minnesota Satisfaction Questionnaire). The findings revealed that collaborative and accommodating styles were the most commonly adopted conflict management strategies among nursing faculty members. These styles used by nursing faculty members reported higher job satisfaction, particularly in aspects related to teamwork, communication, and autonomy. Conversely, those who favored avoidant or competitive styles exhibited lower job satisfaction due to increased stress and perceived workplace tension. Significantly, domains of conflict management styles such as integrating, obliging, and compromising were correlated with job satisfaction among nursing faculty members. Also, data showed that sex was associated with conflict management and job satisfaction. Moreover, integration was the only domain of conflict management styles significantly influenced the job satisfaction among nursing faculty members. Furthermore, it concludes that promoting collaborative conflict management strategies can significantly enhance job satisfaction among nursing faculty. Institutions should consider implementing targeted training programs and fostering a culture of open communication to address conflicts constructively. These interventions can ultimately lead to improved faculty performance and a more supportive work environment in nursing education.

Keywords: *Social Science, Conflict Management, Job Satisfaction, Predictive-Correlational, Davao City*

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Introduction

An essential component of organizational behavior, conflict management has a big impact on job satisfaction, especially in high-stress settings like nursing school. Private higher education institutions' nursing faculty members frequently deal with particular issues that can

cause conflict, like differing expectations from peers, administration, and students, in addition to the inherent pressures of their line of work (Jones & Dungan, 2020). The allocation of the workload, teaching assignments, and differences in performance reviews are some of the factors that lead to the disagreements Smith, J., & Johnson, R.

(2020). The lack of clear conflict resolution policies by the institution's leadership has resulted in the inconsistent and inefficient management of conflicts. Because of this, there is rising concern that the job satisfaction of nursing faculty members is being negatively impacted, which could have an effect on their performance and the general standard of education given to pupils. (Smith & Jones, 2020)

The relationship between nursing faculty members' conflict management philosophies and work satisfaction in private higher education institutions is indicative of larger worldwide problems in the healthcare and education sectors. It is impossible to overestimate the importance of institutional policies in resolving disputes and improving job satisfaction. Higher education establishments worldwide must create and execute all-encompassing dispute resolution policies that are impartial, open, and welcoming (García-Izquierdo et al., 2021). Nursing faculty members can benefit from supportive institutional frameworks that reduce conflict and foster a healthy work environment (Havermans et al., 2020).

One issue in the Philippines that highlights the importance of effective management strategies is Interpersonal Dynamics and Collaboration: In nursing education, productive teamwork and collaboration are crucial. Interpersonal disputes among faculty members can impede collaborative efforts and significantly affect job satisfaction. These conflicts can arise from differences in personalities, teaching styles, and expectations. Building a positive work environment requires the development of conflict management abilities (Rivera & Santos, 2023). There are various private higher education institutions that provide nursing degrees in the Davao Region of the Philippines, which is a major center for education. Inconsistent or authoritative leadership has the potential to intensify disputes and lower faculty morale. To

increase faculty satisfaction and conflict resolution, administrators must receive training in inclusive and collaborative leadership techniques (Perez & Rivera, 2021). Conflicts are more likely to occur as a result of this imbalance, which can cause stress and burnout. To improve job satisfaction, institutions need to put in place supportive policies that encourage mental health and work-life balance (Garcia et al., 2022).

There is a noteworthy dearth of studies that specifically focus on nursing faculty members in private higher education institutions. The majority of research has focused on job satisfaction and dispute resolution in public higher education institutions, which have quite different administrative, financial, and governance frameworks than private universities. For example, study by Kalfa et al. (2020) highlights a knowledge gap about the unique issues faced by the private sector by focusing on work satisfaction among teachers in public universities. Many of the conflict management strategies in use today do not take into account different communication styles and how they affect job satisfaction overall. More thorough frameworks that take into account several factors influencing conflict management and job satisfaction at the same time are required, according to research by Smith et al. (2022).

Method

The Nursing faculty members were the respondents of this study. This study used a predictive correlational research design to explore the relationships and the influence of the variables related to Conflict Management, and Job satisfaction, and Teaching-Learning modalities among Nursing faculty of higher education institution.

A total number of 82 participants were selected using convenience sampling with the following inclusion criteria: The

respondents of this study are nurses working at a Davao City-based private higher education institution (HEI) are involved in this study. In both academic and clinical settings, these faculty members are essential in providing nursing students with instruction and training.

The first part of the questionnaire involved a demographic profile in terms of age, sex, educational attainment, and employment status.

The second part, the researcher adopted the questionnaire developed by Rahim and Weiss (2019) to measure the nursing faculty member's conflict management styles. It consisted of 5-point Likert scale divided into 5 indicators: Integrating(7 items); Obliging(6 items); Dominating (5 items); Avoiding (6 items); Compromising (4 items).

The third part of the questionnaire included the Manual for the Minnesota Satisfaction Questionnaire developed by Dawis et. al. (1967). It has 5 indicators namely: Work and workplace (21 items; Supervisor and management (12 items); Benefits and rewards (5 items); recognition (4 items); and communication (4 items). It underwent a pilot testing(n=25) and resulted to a McDonald's Omega value of more than

0.70. Its content validity index(S-CVI/Ave=1.00) was validated by 3 experts.

The study employed Frequency and Percentage were used to determine the demographic profile of the respondents in terms of age, sex, educational attainment, and employment status. Moreover, Mean and Standard Deviation were used in this study where Mean was used to determine the level of Conflict management and Job satisfaction of nursing faculty members and Standard deviation was computed to assess the degree of variation or dispersion of responses around the mean. A higher standard deviation indicates more variability in respondents' responses. When analyzing homogeneous data, standard deviation serves as a tool to quantify the relatively small degree of variability present in the dataset.

Additionally, Spearman's Rho, a non-parametric test of correlation was used to assess the strength and direction of the relationship between conflict management styles and job satisfaction. Eta Correlation method was used to determine the association of demographic profile on conflict management styles and job satisfaction among nursing faculty members. Lastly, Non-parametric Regression(Kernel) was used to determine the test of influence of conflict management styles and job satisfaction among nursing faculty members.

Results and Discussions

Table 1. The Demographic Profile of the Respondents.

Demographic Profile	Frequency (n=82)	Percentage
Age:		
24-34 yo	32	39.0%
35-45 yo	24	29.3%
46-56 yo	21	25.6%
57-67 yo	5	6.1%
Total	82	100%
Sex:		
Male	32	39.0%
Female	50	61.0%

Total	82	100%
Educational Attainment:		
BSN-RN	14	17.1%
Masters	63	76.8%
Doctorate	5	6.1%
Total	82	100%
Employment Status:		
Part-time	48	58.5%
Full-time	34	41.5%
Total	82	100%

Based on the demographics of the respondents in term of the age shown in table 1, it reveals a significant favor towards 24-34 years old, this cohort makes up 39.0% (32 out of 82 respondents) of the total respondents. In comparison to other age groups, this statistic implies that respondents are substantially represented in this age group, which may indicate a higher degree of engagement or interest in the study's subject. Comprehending this demographic imbalance can yield significant insights for customizing tactics or interventions pertinent to the survey's subject matter.

Table 2. The Nursing Faculty Members' Level of Conflict Management Style.

Indicators	Mean	SD	Interpretation
Integrating	4.33	0.79	Very High
Obliging	3.98	0.85	High
Dominating	3.10	1.07	Moderate
Avoiding	3.08	1.17	Moderate
Compromising	3.78	0.91	High
Overall	3.65	0.96	High

Note: 4.21-5.00---Very High ;3.41-4.20---High; 2.61-3.40---Moderate; 1.81-2.60---Low; 1.00 1.80---

Very Low; SD- Standard Deviation.

Table 2 shows Integrating was the most highly scored technique among the indicators examined, with a mean score of 4.33 (SD = 0.79), indicating a Very High degree of adoption. According to this, respondents strongly support cooperative methods of resolving disputes that place an emphasis on understanding and problem-solving between parties. In contrast, the Avoiding approach was used at a Moderate level, as shown by its lowest mean score of 3.08 (SD = 1.17). This indicates a less

common inclination to sidestep disputes rather than deal with them head-on.

The substantial difference between these two metrics highlights respondents' Inclination for proactive and productive conflict resolution techniques rather than avoidance-based approaches. These results provide insightful information for improving frameworks for intrapersonal or corporate conflict resolution. Integrating style garnered the highest score, it only shows the true

context about Integrating. This approach is frequently thought to be the most beneficial and successful for resolving conflicts over the long haul. It fosters mutual respect, trust, and understanding, all of which can improve team dynamics and increase job satisfaction. But it takes time and work, which isn't always possible in every circumstance (Olekalns & Weingart, 2021). On the contrary, Avoiding style got the lowest score, that is based on the

fact that Avoidance entails sidestepping or ignoring the conflict altogether, either by withdrawing from the situation or postponing. While avoidance can be a temporary solution to diffuse conflict and prevent escalation, it may also perpetuate underlying issues and lead to resentment or unresolved grievances over time (Author & Collaborators, 2022).

Table 3. The Nursing Faculty Members’ Level of Job Satisfaction.

Indicators	Mean	SD	Interpretation
Work and Workplace	3.86	0.97	High
Supervisor and Management	3.96	0.90	High
Benefits and Rewards	3.29	1.09	Moderate
Recognition	3.68	0.93	High
Communication	3.75	0.96	High
Overall	3.71	0.97	High

Note: 4.21-5.00---Very High ;3.41-4.20---High; 2.61-3.40---Moderate; 1.81-2.60---Low; 1.00 1.80---
Very Low; SD- Standard Deviation.

The table above shows an examination of nursing faculty members' job satisfaction levels reveals that "Supervisor and Management" is the most fulfilling component, with a mean score of 3.96 (SD = 0.90), or "High." This suggests that management and leadership techniques are strongly approved at work. However, "Benefits and Rewards" had the lowest satisfaction level, with a mean score of 3.29 (SD = 1.09), which is interpreted as "Moderate." This indicates that although faculty members have a generally positive

opinion of their workplace, there are significant concerns regarding the fairness or adequacy of the benefits and rewards offered. Reducing this discrepancy could improve retention and overall job satisfaction even more. According to research, managers who exhibit responsible leadership—which includes encouraging spirituality and involvement in the workplace—can improve employee performance by establishing a supportive emotional and professional environment (De Carlo et al., 2020; Obrenovic et al., 2024).

Table 4: The Test of Relationship between the Nursing Faculty Members’ Conflict Management Styles and Job Satisfaction.

Conflict Management Styles	Job Satisfaction
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	r_s Remarks	p-value	Decision	
Integrating	.508	<.001	Reject H_{01}	S
Obliging	.391	<.001	Reject H_{01}	S
Dominating	.219	.048	Accept H_{01}	NS
Avoiding	-.034	.762	Accept H_{01}	NS
Compromising	.192	.008	Reject H_{01}	S
Overall	.255	.164	Accept H_{01}	NS

Note: $p < 0.05$ (Significant); NS- Not Significant; r_s = rho; IV- CMS; DV-JS.

Table 4 shows the test of relationship between level of conflict management styles and job satisfaction among nursing faculty members. The results revealed that there is a significant, positive relationship between conflict management styles in terms of integrating ($r_s = .508$, $p = <.001$), obliging ($r_s = .391$, $p = <.001$), and compromising ($r_s = .192$, $p = .008$). These led to the rejection of null hypothesis (H_{01}) as their p-values are less

than 0.05 alpha level of significance. It further suggests that an increase in conflict management styles in terms of integrating, obliging, and compromising is correlated with an increase in their level of job satisfaction. Furthermore, the indicators such as dominating ($r_s = .219$, $p = .048$) and avoiding ($r_s = -.034$, $p = .762$) did not show any significant relationship with job satisfaction.

Table 5: The Test of Association between the Nursing Faculty Members' Demographic Profile and Conflict Management Styles.

Demographic Profile	Conflict Management Styles			
	η Remarks	p-value	Decision	
Age	.232	.056	Accept H_{02}	NS
Sex	.428	<.001	Reject H_{02}	S
Educational Attainment	.253	.395	Accept H_{02}	NS
Employment Status	.053	.639	Accept H_{02}	NS
Overall	.236	.273	Accept H_{02}	NS

Note: $p < 0.05$ (Significant); NS-Not Significant; η = eta

Table 5 shows the test of association between demographic profile and conflict management styles among nurses. The results revealed that sex had a significant, positive association with conflict management styles ($\eta = .428$, $p < .001$). On the other hand, age ($\eta = .232$, $p = .056$), educational attainment ($\eta = .253$, $p = .395$), employment status ($\eta = .053$, $p = .639$) did not show any significant association with conflict management styles. These led to the acceptance of null hypothesis (H_{02}) as their p-values are more than 0.05 alpha level of significance. Since the study's findings revealed that sex has significantly association with conflict management styles. This indicates that gender differences play a noteworthy role in how individuals approach conflict resolution.

These results are consistent with previous studies, which have shown mixed findings regarding the impact of demographic variables on conflict management styles. Moreover, research has shown the strong correlation between job happiness and overall work performance and supervisor trust. Workers are more likely to be engaged, experience less stress, and be more satisfied with their jobs when they perceive that their managers support them both personally and professionally. Consistent positive reinforcement and a servant-leader strategy, in which managers put their team's welfare first and promote candid communication, are common ways to build this trust (McKinsey, 2020; Obrenovic et al., 2024)

Table 6. The Test of Association between the Nursing Faculty Members' Demographic Profile and Job Satisfaction.

Demographic Profile	Job Satisfaction			
	η Remarks	p-value	Decision	
Age	.336	.234	Accept H_{03}	NS
Sex	.268	.015	Reject H_{03}	S
Educational Attainment	.317	.282	Accept H_{03}	NS
Employment Status	.024	.827	Accept H_{03}	NS
Overall	.236	.340	Accept H_{03}	NS

Note: $p < 0.05$ (Significant); NS-Not Significant; $\eta = \text{eta}$

Table 6 shows the test of association between demographic profile and job satisfaction among nurses. The results revealed that sex had a significant, positive association with job satisfaction ($\eta = .268$, $p = .015$). On the other hand, age ($\eta = .336$, $p = .234$), educational attainment ($\eta = .317$, $p = .282$), and employment status ($\eta = .024$,

$p = .827$), did not show any significant relationship with job satisfaction. These led to the acceptance of null hypothesis (H_{03}) as their p-values are more than 0.05 alpha level of significance. Job satisfaction and gender have had mixed results, with some finding that women enjoy greater satisfaction than men, and others no difference once other

factors were accounted for. This study used data from the International Social Survey Programmed to investigate if gender, country and work-based factors make a difference on employees' level of job satisfaction. Extrinsic rewards, intrinsic rewards, work relations and work-life balance rewards were examined. Overall there were no differences between women's and men's job satisfaction. In only one country was women's job satisfaction was significantly higher. Extrinsic outcomes were significantly lower for women (Andrade et. al., 2019). These findings suggest that while sex may influence job satisfaction, other demographic variables, such as age, education, and employment status, may not have a strong impact on nurses' job satisfaction.

A significant relationship with sex was found in the test of association between

nursing faculty members' demographic profile and conflict management strategies, rejecting the null hypothesis ($p = 0.01$). This research implies that the way nursing faculty members approach and resolve conflicts may be influenced by gender disparities. In line with earlier studies, differing approaches to conflict management could result from cultural or societal norms that influence gender-specific communication styles and conflict resolution techniques (Rahim, 2019). The significance of taking demographic characteristics like sex into account when creating training programs or tactics to improve conflict resolution in academic contexts is underscored by these findings. Contrary to men, who could prefer competitive tactics, women tend to adopt more accommodating and collaborative styles, according to Cetin & Hacifazlıoğlu (2019).

Table 7. The Test of Influence of Conflict Management Styles on job satisfaction among Nursing Faculty Members.

JS	Observed Estimate	Bootstrap SE	Z	P-value	Decision	Remarks
Mean						
JS	3.696	.039	94.27	0.000		
Effect						
INT	.214	.062	3.48	0.001	Reject H_{04}	Significant
OBL	.060	.039	1.54	0.124	Accept H_{04}	Not Significant
DOM	.028	.040	0.71	0.479	Accept H_{04}	Not Significant
AVO	-.014	.030	-0.46	0.644	Accept H_{04}	Not Significant
COM	.057	.047	1.21	0.226	Accept H_{04}	Not Significant

Note: Significant if $p\text{-value} < .05$; $R^2 = 0.6347$; DV-JS (Job Satisfaction).

Table 7 revealed that conflict management styles in terms of integrating

($OE = .214$, $p = .001$) showed a significant influence on the level of satisfaction among

nursing faculty members. These led to the rejection of null hypothesis (H_{04}) as its p-value is less than 0.05 alpha level of significance. On the other hand, other domains like obliging ($OE=.060$, $p=.124$), dominating ($OE=.028$, $p=.479$), avoiding ($OE=.014$, $p=.644$), and compromising ($OE=.057$, $p=.226$) did not show any significant influence on job satisfaction. Furthermore, the findings were apparent in the results of nonparametric regression analysis in which 63.47% of the variance of job satisfaction can be explained by conflict management styles as indicated by an r-square of 0.6347. This would mean that 36.53% of the variation can be attributed to other factors aside from conflict management styles.

The findings underscore the importance of adopting a collaborative approach, such as integrating, when managing conflicts in educational and professional settings. The collaborative or Integrating style is defined by a strong sense of self- and other-care. People that adopt this approach look for win-win solutions through cooperative and open communication that meet the demands of all parties. This approach is frequently thought to be the most beneficial and successful for resolving conflicts over the long haul. It fosters mutual respect, trust, and understanding, all of which can improve team dynamics and increase job satisfaction. But it takes time and work, which isn't always possible in every circumstance (Olekals & Weingart, 2021). In contrast, more authoritarian or passive styles like dominating, avoiding, and obliging do not appear to foster higher job satisfaction among nursing faculty members. These results contribute to the growing body of literature on conflict management in academic settings, emphasizing that leadership and conflict resolution strategies significantly impact work-life balance and overall job satisfaction (Jehn & Mannix, 2019).

Job satisfaction is greatly impacted by conflict management approaches, and research on this relationship has produced a variety of opinions. For example, a study of teachers and school heads revealed that the leadership's use of collaborative conflict management styles improved relationships and work conditions while also having a positive impact on job satisfaction (Pascal & Tangi, 2022, as cited in Ertuk, 2021). This suggests that cooperative and accommodating styles support both professional and emotional fulfillment.

Conclusion and Recommendations

The current study concluded the following: The majority of the age-group is between 24 to 34 years old; the respondents of this study are predominantly female; majority of the respondents' educational attainment is with Master's degree; majority of the respondents' employment status is part-time; The Nursing Faculty Members' Level of Conflict Management Style is Integrating, which demonstrated the highest score; The level of job satisfaction among the nursing faculty members in terms of work and workplace is supervisor and management, which demonstrated the highest score; There a significant, positive relationship between conflict management styles and job satisfaction among nursing faculty members with the Integrating, Obliging, and Compromising; The test of Association between the Nursing Faculty Members' Demographic Profile and Conflict Management Styles, the results revealed Sex had a significant, positive association with conflict management styles; Test of Association between the Nursing Faculty Members' Demographic Profile and Job Satisfaction, the test results revealed that Sex had a significant, positive association with job satisfaction; The Test of Influence of Conflict Management Styles on Work-Life job satisfaction among Nursing Faculty Members, the test results revealed that Integrating showed a significant influence on

the level of satisfaction among nursing faculty members.

The study results suggest that For the largely female workforce, mentorship, leadership development, and support networks should be used to address gender-specific issues. Part-time employees with master's degrees should have access to flexible professional development opportunities, such as leadership and conflict resolution courses, since this will foster a sense of community and reduce discontent, and Through training programs, the organization should promote the use of integration as the most popular and successful conflict resolution approach. Faculty may benefit from workshops that emphasize teamwork, problem-solving, and active listening in order to better comprehend and use this approach, and Effective conflict resolution techniques should be taught to supervisors, with a focus on cooperative strategies like integration that encourage candid dialogue and respect for one another. The institution should set up channels for management and nursing faculty to communicate openly and provide regular feedback, and an integrative approach to conflict resolution that prioritizes cooperation and reciprocal problem-solving should be promoted by the institution. Training sessions and team-building activities can improve faculty members' capacity for candid dialogue and collaborative problem-solving, promoting an inclusive and cooperative culture, and create conflict management workshops that take into account the communication preferences and conflict resolution inclinations of different genders. Promote an atmosphere at work where all faculty members, male or female, are at ease engaging in dispute resolution. Potential gender-related biases in interactions and decision-making at work can be lessened through inclusive team-building activities and communication skill development, and the Institution should

examine and revise workplace regulations to take into account the particular difficulties that each gender faces. Policies should include assistance for resolving gender-based workplace difficulties, flexible scheduling for work-life balance, and equitable workloads. Job satisfaction can be raised by providing equal opportunities for leadership and professional progression, especially when one gender may feel underrepresented or ignored, and the institution should provide specific conflict management training aimed at improving faculty members' abilities in cooperative problem-solving, negotiation, and constructive communication, as the Integrating style has a favorable impact on job satisfaction. The ineffective styles of obliging, dominating, avoiding, and compromising should be addressed because they did not significantly affect job satisfaction.

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