



Prediction of Teachers conflicts resolution through resilience¹

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Abstract

The purpose of this study was to investigate relationships between resilience with conflicts resolution in teachers. For this purpose, 297 teachers were selected by employing multistage cluster sampling. They completed conflicts resolution (Weeks, 1994) and resilience (Connor & Davidson, 2003) scales in turn. Results revealed that there is a significant relationship between resilience, and theirs components with conflicts resolution. The analysis of regression showed that resilience positively and significantly can predict teacher's conflicts resolution ($P < .001$, $R^2 = 0.43$). The findings indicated that resilience and its component had important role in prediction of teacher's conflicts resolution.

1. This article has been extracted from Safarzadeh 's M.A. Thesis.

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1. Introduction

One of the issue that affected on the health and well-being of teachers is interpersonal conflict , conflict is understood a clear struggle at least between both dependent side that is the purpose, concepts, values and or incompatible beliefs its . Conflict is created when two or several values, purpose and or beliefs are in contradicted and yet no agreement has been done (Durbin, 2004).

Conflict of organization is inevitable when there are different people with personality characteristics, needed, beliefs, expectations and different perception. People have communication ways, wishes, political and religious views and also different cultural background is in different societies, this differentiation is caused to conflict between people and groups. So, differences, risks, distinct motives from others of employee of organization include of teachers on the one hand and stability organization with principle of collaboration and coordination of people and organization components, on the other side, organization structure is inevitable in interpersonal conflict (kreitner & Angelo, 2001).

One of the psychological components could effect on interpersonal conflict of teacher which resilience is point out. Kirmayer, Marshall and Phillips (2011) resilience is known as effective flexibility in counter of life events and explains that resilience is ability of compatible in people has stressful background or risk or important threat, in other word, resilience is introduced as ability and improve and compensation and flexibility after faced with traumatic and stressful events. Additionally, resilience is defined action proactively to self-recovery and compatibility behavior and action to pass the traumatic condition and going to life (Van kessel, 2013).

the researcher results expression the key resilience is too perfect and explain the psychological components, as the Albukurdi, Nikooseir Jahromi, Hoseini and Nikroo (2012) they studied the research between 140 man offenders prison in central prison in shiraz, they understood that there was negative relation and correlation (with resilience) between who has sensitivity and interpersonal problems and also it has key role and significant part to predict sensitivity and interpersonal problem.

According to Arce, Simmons, Stein, Winkielman, Hitchcock and Paulus (2009), people have high resilience to face with emotional events with neutral, in clear nature, more trends. The positive emotion, also they explained that there were the negative relation and correlation with significance interpersonal problems and they could turn problem which predict and expression significant. McGee (2006) studied between nurses in state hospital and found that the one of the resilience features were to control or did the stressful factors and ability to compatibility in environment condition. So relation and correlation have positive or negative significant with psychological health components like psychological well-being and psychological problems include the interpersonal conflict.

Bonanno (2004) said that low resilience would be vulnerable in conflict and interpersonal incompatibility like anxiety and depression. in addition , other studied indicate that there are relation and significant role of resilience in predict and expression psychological well-being (Karreman & Vingerhoets, 2012), emotional intelligence, social compatibility and interpersonal (Schneider, Lyons & Khazon, 2013) burnout (Taku, 2014) and welfare and interpersonal interaction (Lü, Wang, Liu & Zhang, 2014).

In general what was said could conclude that one of the importance and resilience , but there were no research to directly studied communicate between distress tolerance and resilience with interpersonal conflict about teacher (at least in recent search) , so the purpose of this study was to relationship between resilience and distress tolerance with interpersonal conflict in teacher.

2. Method

Descriptive research method is the type of correlation (regression analysis) that resilience predictor variable and its components is one of predictor variable and criterion variables in interpersonal condition.

2.1. Participants

Statistical society includes all male and female of primary school education organization in city bojnourd (2013-2014) academic year. For sample

size estimation were selected using different method like correlational studies. Based on Krejcie and Morgan table (1970), 297 teacher's multistage cluster sampling method. Sampling method was the first of Bojnourd divided five geographic areas (north, south, center, west, east) and for first cluster this area was selected randomly 50 schools. Next step, at each school and teacher was selected randomly of 6 level of education.

2.2. Measurement

2.2.1. Resilience Scale

The Resilience Scale (Connor & Davidson, 2003) which was used to measure convergent validity, is a 25-item self-report scale that employs a five-point Likert scale (0 – not true at all, 1 – rarely true, 2 – sometimes true, 3 – often true, 4 – true nearly all of the time). All items are positively worded. Scores can range from 0 – 100, with higher scores reflecting greater resilience. The CD-RISC has good internal consistency - Cronbach's alpha for the present study was .914. Past studies indicate good convergent and discriminant validity, and high test-retest reliability (Connor & Davidson, 2003).

2.2.2. Conflict Resolution Questionnaire (CRQ)

This questionnaire was designed and validated by Weeks (1994). It has subscales which include positive conflict, obvious making receiving and perceptions, concentrate on needs rather than queries, building positive and powerful cooperated relationship, concentrate on future on the basis of

past learning presenting option for bilateral benefit, step by step goal making for gaining result and being conservative. This questionnaire was used to measure convergent validity, is a 41-item self-report scale that employs a five-point Likert scale (0 – not true at all, 1 – rarely true, 2 – sometimes true, 3 – often true, 4 – true nearly all of the time). All items are positively worded. Scores can range from 0 – 100, with higher scores reflecting greater Conflict Resolution. The (CRQ) has good internal consistency - Cronbach's alpha for the present study was .88. Past studies indicate good convergent and discriminant validity, and high test-retest reliability (Weeks, 1994).

2.3. Procedure

After choose the sample, conflict resolution questionnaire resilience was distributed between participants and was individually completed. In all stage, researcher has a close interaction with participants, answered to the uncertainty and possible error of them. for ethics and cooperation of participant, before of test information was given to participants about purpose of study and no effect on results and after that did not analysis their information individually and they are free to join the test at any time they could come in or out the test. It should be noted that the participant no need to write their name or coded name (except the participant want to know the information).

3. Results

Table1. Relationship between conflict resolution and resilience

Variables	M	SD	conflict	resilience
conflict resolution	120.11	18.78	-	
resilience	25.71	5.06	0.54 **	-

The result of the table 1 shows that there is a significant relationship between independent variable and dependent variable. As shown in Table 1, correlation coefficient between conflict resolution and resilience ($r = 0.54$ $P \leq 0.0005$) is significant. So the correlation coefficients between Variables were statistically significant ($p < .01$). In

addition mean and standard deviation of variable is shown in the table. Obtained correlation coefficient shows that the relationship between variables can be tested by multi regression analysis. Stepwise multiple regression analysis was used to examine whether conflict resolution can be predicted through resilience.

Table2. Stepwise multiple regression analysis for predicting resilience through conflict resolution

predictors	B	Se	t	p	r	R²
step 1						
Constant	122.11	4.23	5.78	0.002		
Personal perceived competence	1.56	0.22	12.37	0.001	0.46	0.23
step 2						
constant	113.12	26.63	5.14	0.001		
Personal perceived competence	2.43	0.24	10.11	0.002	0.49	0.25
Religious effectiveness	1.98	0.36	9.87	0.003		
step 3						
constant	147.83	64.63	5.08	0.001		
Personal perceived competence	2.6	0.24	8.37	0.001	0.54	0.27
Religious effectiveness	2.98	0.36	6.11	0.002		
control	2.69	1.44	5.33	0.001		

In Table 2 it can be seen that stepwise multiple regression analysis was completed in four steps and for variance contribution, Personal perceived competence, Religious effectiveness and control are predictors of student's conflict resolution. Social self-efficacy explains 23% of the total variance in first step ($R = 0.46$, $R^2=0.23$, $t = 11.37$, $P<0.001$). When Social Religious effectiveness included in the analysis in the second step, the variance raised to 0.25 ($R= 0.49$, $R^2= 0.25$, $t= 9.87$, $P<0.001$). Once control added into the analyses in the third step, the variance goes up to 0.27. ($R= 0.54$, $R^2= 0.27$, $t= 5.33$, $P<0.001$). When we looked at the signs of regression coefficients, there is a positive relationship between Personal perceived competence, Religious effectiveness and control with conflict resolution. Once we examined the regression coefficient (β), the importance order of predictor variables are; Personal perceived competence, Religious effectiveness and control. In addition, confidence to personal instinct, change and confident relation are sub component of resilience which are not significant predictor of conflict resolution.

4. Discussion

As results of this study show that there was significant positive correlation between teachers resilience and conflict resolution. This result were in some previous results like Bonanno (2004), Arce et al., (2009) Albukurdi et al., (2012) and Lü et al., (2014). Lü et al., (2014) found resilience has Positive Correlation with happiness, interpersonal

interactions and social compatible Albukurdi et al (2012) in Their research realized that there are

negative and opposite relationship between sensibility and interpersonal problem with resilience in male of prisoners. McGee (2006) , one of resilience features are in control or stressful factors and ability of compatible with environmental conditions , interpersonal conflict of nurses have positive and negative significant correlation with components of mental health such as psychological well-being and psychological problem. Bonanno (2004), low resilience and related components caused people in interpersonal incompatible as anxiety, depression should be more vulnerable. Arce et al., (2009) resilience has basic function to resolve it interpersonal problem .for concluded we could said that people who has resilience intend to complete work in usual activity they enjoy of problem and believe that change stress and difficulties of life is normal and acceptable. So, they looked the life problems as interpersonal conflict as chance to raise their skills and abilities .resilience of people would cause they could flexible using the replace explanation , rebuilding framework of positive thinking and accepting challenging situations or stressful event (Hollister-Wagner, Foshee & Jackson, 2007) all of this factors caused correlation did the negative and opposite interaction between resilience and interpersonal c additionally (McGee, 2006) about negative correlation between resilience

and psychological problem in employee admitted would be necessary for success in resilience so far as more resilience in employee is reduced the trauma and biological in difficult condition in the workplace and resilience work was supported factors in psychological problems, interpersonal and biological of workplace conflict of them.

The results of regression analysis showed that there were resilience components, positive acceptance of change, safety relationship and control could predict and solve the interpersonal conflicts and between teachers. This study were across the results of researches of Albukurdi et al., (2012), Arce et al., (2009) and Bonanno (2004).

Alvord & et al (1991) had studied between prisoners and conclude that resilience has a negative part to predict conflict and interpersonal problems. Schneider, Lyons and Khazon (2013) showed that resilience has the power to predict emotional intelligence and social compatible and interpersonal.

Arce et al., (2009) showed that resilience and relation factors were explained the interpersonal problem as a reverse. to explain the results could conclude that people who strong resilience and positive acceptance of change, and safety regulation and control could evaluate the event of interpersonal stressful which is threatening or not and this way help to choice the truth decision in interpersonal of different situation and would resisted with experiences of interpersonal stressful and experienced the happiness and itself caused to reduce to conflicts and interpersonal problem and inevitable well-being and mental health in people in total of explanation of the results and components of accepted of positive acceptance of change and safety relation and control caused people in situation of interpersonal stressful as well as managed and controlled.

This study was affected the interpersonal relation and would cause reduce the interpersonal problems and improve the interpersonal relation. Overall the results of this study indicated that there are positive correlation and significant between resilience and components to solve interpersonal conflicts between teachers.

Also, resilience aspect, positive acceptance of change, safety relationship and control could explain

and significance of predict of variance solve the interpersonal conflict of teachers. According to results suggest that programs was mad to improve the resilience of teacher until the ability of solve interpersonal conflict would be ensured with increase of resilience and aspects of them.

Also, suggested this study and research tested at teachers of other provinces and cities of our country, to improve of ability of generalize. Limitation of this study was included of data collection was based on self-report measure this report was distorted because of unconscious defense, bias in response and method of personal introduced. Sample studied includes only Bojnourd primary school teachers and includes teachers and other level of education and other cities,

Other jobs were not in the areas of education such as school administrators and other occupational groups. In addition, research methods (correlation) are also restrictions on interpretations and attributions of cognitive variables that must be considered are discussed.

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