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## Effects of Teachers' Interpersonal Conflicts on Their Motivation at Secondary Level in Gilgit

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### ABSTRACT

The study was aimed to explore the teachers' interpersonal conflicts and their motivation level. It also intended to determine the relationship and effects of teachers' interpersonal conflicts on their motivation. The study was descriptive type of research and carried out in a quantitative manner. Population of the study encompasses all the teachers of the public sector lower secondary schools in Gilgit. There were 150 teachers appointed in 12 secondary schools. Random sampling technique was used and 100 teachers were randomly selected from the population for the study. A comprehensive questionnaire was developed for the teachers to explore the teachers' interpersonal conflicts, motivation and their relationship. The questionnaire comprised two scales, one was conflict assessment scale and the second was motivation assessment scale. The data was collected by the personal visit of researcher and finally analyzed and tabulated by using SPSS 16th edition. Statistical operations like Cronbach's Alpha Reliability, Correlation, and Regression analysis were used to analyze the data and find the results of intended objectives. The interpreted data shows that the majority of respondents which is 64% of total sample population were found in an average level. The collected teachers' opinions explored that there are interpersonal conflicts which they are facing with their fellow workers, supervisors, students, and parents of teachers. The second finding of study was the motivation of teachers. The opinion given on the questionnaire by the teachers show that the majority of respondents have high motivation level. The last and main finding of the study explores the effects of teachers' interpersonal conflicts on the motivation of teachers. The statistical measurements determine that there is a relationship among the interpersonal conflict and motivation of teachers and these conflicts affect their motivation level. The effects of conflicts on the motivation measured through regression were 8.1%. While this effect was significant at 0.01 level of significance ( $\beta = -0.26$ ,  $t = -2.93$ ). So, to decimate this effect it's quite necessary for the organizations and institutions to take precautionary steps prior to the occurrence of conflicts and overcome the communication gaps. Awareness sessions and seminars may have positive indicators for the prevention of conflicts

## **INTRODUCTION**

Conflict, refers to the state of disagreement, anger and clash of opposing situations. The oxford dictionary (2023) defines conflict as a state of mind where a person has to face clash and incompatibility of feelings, opinions, conditions or interests. It is a panic mental state set up by the clash between two or more opposing parties.

According to Robinson, Roy and Clifford (2014) conflicts mostly occurs where people are living and working together. This social phenomenon of incompatibility happens where different set of minds having different experiences, opinions and feelings oppose each other in any situation. Rahim (2002) stated that conflicts are undesired and unwilling situations which lead to unfavorable results like violence, destruction, avoidance, hostility or verbal assaults. The undesired situations lead to unfavorable consequences because they are not managed properly on time. Therefore, to avoid and be safe from such unfavorable conditions, it is important to manage and resolve the disagreements of conflicts as soon as they occurred

Motivation is an act of stimulation which tends to make one ready to achieve the desired course of work or action (Michal,J. 2015). Motivation is a psychological feature which arouses, inspires and induces people to indulge in a course of work with full zest and zeal. Motivation energizes, gives confidence, passion, satisfaction and curiosity to achieve the desired goals.

Motivation harmonizes the situations and state of minds. Motivation is in fact external as well as internal factor that formulates and stimulates the desire in people and energizes them to be continually interested in it and do effort to achieve. According to Walker (2016) motivation is actuated by either internal or external stimuli. Motivation inspiring elements are of two types, all those tangible rewards and materialistic factors which effects motivation positively are extrinsic motivation while the motivation gained from the non-tangible elements like joy, passion, success, satisfaction or achievement etc. are termed as intrinsic motivation (Lavoie, 2007).

Rahim (2002) classified organizational conflicts into four categories. This classification of conflicts was carried out on the basis of conflict occurring levels. The defined four categories of conflicts are following

### **Interpersonal Conflicts:**

This type of conflicts occurs between two or more individuals in terms of disagreements or manifestation of incompatibility among them. These conflicts are also called dyadic conflicts happen between two or more interacting individuals or groups of an organization. These conflicts occur due to the manifestation of disagreements and incompatibilities between involved parties of conflict with opposing situations and differences.

### **Intrapersonal Conflicts:**

These conflicts are psychological conflicts where an individual is subject to the disharmonizing state of mind and experiences. His performance and role doesn't match with his expectations, goals and interest. These conflicts are also known as intra-Psychic or intra-individual conflicts. These conflicts happen among the members of organizations when their performance and role do not match with their goals, expertise and interests.

### **Intergroup Conflicts:**

Intergroup conflicts refer to the conflicts between two or more entities, groups, parties, departments or disciplines of an organization. These conflicts are also called inter-departmental conflicts because these conflicts occur within the premises of Organization.

### **Intra Group Conflicts:**

These are intra-departmental conflicts refers to the conflicts occur among the members of the single group or within the two or more subgroups of the same discipline. These conflicts occur because of disagreements and incompatibilities among fellow members or with their leader or authority.

Wall and Callester. (2015) stated that the phenomenon of conflict occurs when a group or any individual starts to realize that their achievements and interests are abolished and made handicapped by the opposing party. According to Rahim (1983) conflicting situations are experienced when two or more

individuals, groups or parties come against and opposing each other and later on resulting in disagreements and incompatibilities during their interpersonal reactions.

According to West,R. (2014) in the organization of school, teacher stands at the pivotal place in the teaching learning process. Several studies were aimed to identify teachers' relationship with fellow workers, stakeholders and supervisors.

### Theoretical Framework

For the collection of data, a comprehensive questionnaire was designed for teachers to explore

their interpersonal conflicts and their level of motivation. There were two scales; Motivation Assessment Scale and Conflict Assessment Scale. The theoretical frame work selected for Motivation Assessment Scale was the theory of "Maslow's Hierarchy of Needs". Questionnaire was designed according to the needs defined in Maslow's hierarchy. Abraham Maslow (1954) introduced five basic needs for the motivation of human beings. Maslow's hierarchy of needs for motivation is as follow:(Saad 2018)

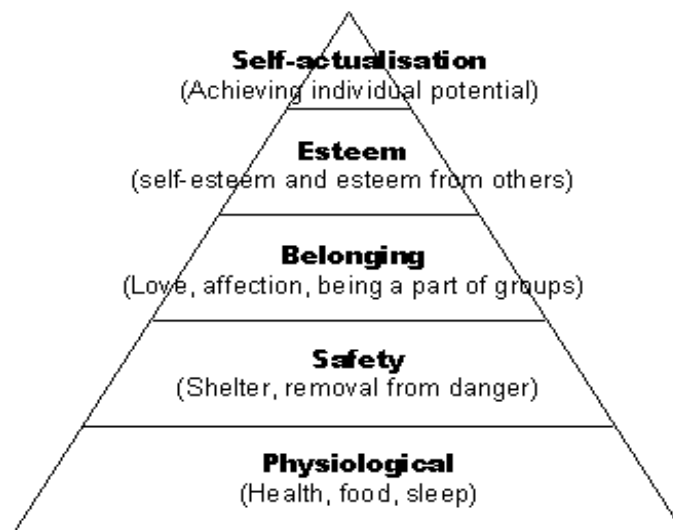


Figure 1. Pyramid of Maslow's Hierarchy of Needs

**Physiological Needs:** These are the basic needs of survival tends to the livelihood, basic requirements, facilities, salary and environment.

**Safety Needs:** These needs of motivation are the freedom from threats or fear, stability, security, and safety in terms of his life as well as his job.

**Belongingness Needs:** Human beings are social animals. They like to live together. So, these needs are to ensure his affection, sense of belongingness, support and social interaction at work place.

**Self Esteem Needs:** These are the psychological needs. The needs of self-respect, inner satisfaction, self-respect, feelings of adequacy, recognition, appreciation and status.

**Self Actualization:** Maslow defined self-actualization as, "The desire to become more and more what one is, to become everything one is capable of becoming. These needs are the status and prestige orienting which recognize or actualize the self of person.

These needs are satisfied one after another from the lowest order, physiological needs up to the highest order of self-actualization needs.

### Scale to Measure Teachers' Conflicts

The second Assessment scale to measure teachers' conflicts was Conflict Assessment Scale (CAS). It was an adapted scale taken and modified from the research work, "Interpersonal conflict, social support, and burnout among home care workers in Japan" written by Fujiwara,k., Tsukishma,E. et al. (2003). The scale taken from the research was

“Maslach Burnout Inventory (MBI)”. MBI shows that employees have four types of interpersonal conflicts (Conflicts with supervisors, coworkers, clients, and families) at their workplace. In the scenario of educational institutions these four types of interpersonal conflicts may be the conflicts of teachers with their Supervisors, Coworkers,

Students, or with the guardians/Parents of Students. The scale to measure and explore the level of teachers’ interpersonal conflicts at their workplace was developed accordingly.

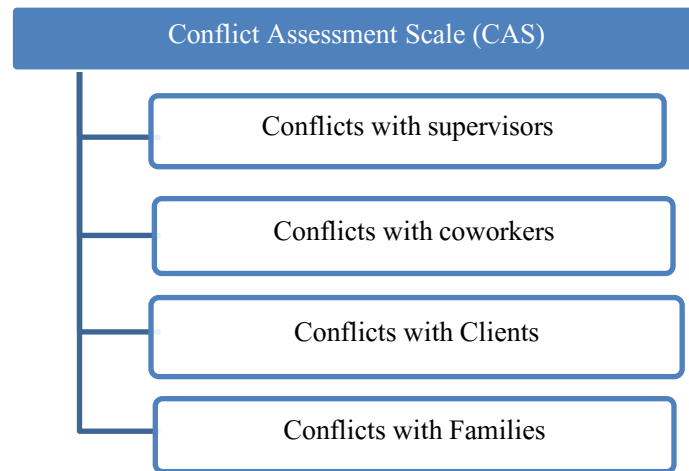


Figure 2. Maslach Burnout Inventory (MBI), Fujiwara, k, Tsukishma, E. et al. (2003)

### Statement of the Problem

The research was designed to explore the teachers’ interpersonal conflicts at workplace and its effects on their motivation level in secondary level public schools of Gilgit city.

### Objectives of the Study

The research was aimed to achieve following objectives:

1. To explore the level of teachers’ interpersonal conflicts at secondary level.
2. To identify the teachers’ level of motivation at work place.
3. To determine the effects of teachers’ interpersonal conflicts on the motivation of teachers.

### Null Hypothesis

Ho.1: There is no significant effect of teachers’ interpersonal conflict on their motivation.

### Delimitation of Study

The study was delimited to Gilgit city main areas and selected population of public sector schools.

### METHODS

This research was descriptive in nature. It was designed to explore the Teachers’ interpersonal conflicts and its effects on their motivation level. The research was quantitative and carried out at secondary schools of public sector in Gilgit city.

### Population

The population of study encompasses all of the teachers of public sector secondary schools in Gilgit city who were responsible to teach at secondary level. Teachers of different levels i.e.Trained Graduate Teachers (TGT), Elementary school teachers (EST), and subject specialist teachers (SST) were found, who are teaching at the secondary level classes. There were 150 teachers appointed to teach the secondary level classes in secondary schools of Gilgit city.

### Sample and Sampling Technique

Random sampling technique was used for sample selection. In public sector there were twelve secondary schools in Gilgit city. In these schools 150 teachers were appointed to teach the secondary level

classes. Only ten public sector secondary schools from Gilgit city were taken as a sample of research.

**Research Instrument**

Table 1. Segmental Description of Conflict Assessment Scale (CAS)

Scale	Sub-scale	No. of Items
Conflict Assessment Scale		20
	Conflicts with Supervisors	05
	Conflicts with Coworkers	05
	Conflicts with Students	05
	Conflicts with Guardians	05

The segmental description of conflict assessment scale shows the domains of conflicts and total number of questions asked in questionnaire. There were four segments of scale. Each segment comprised five questions

Table 2. Segmental Description of the Motivation Assessment Scale (MAS)

Scale	Sub-scale	No. of Items
Motivation Assessment Scale		20
	Physiological Needs	04
	Safety Needs	04
	Belongingness Needs	04
	Self Esteem Needs	04
	Self Actualization	04

Table 2 shows the Segmental description of the Motivation Assessment Scale. This scale was designed according to Maslow’s Hierarchy of Need. This scale comprises five segments and each segment has four questions.

**RESULTS AND DISCUSSION**  
**Analysis of Data**

Table 3. Data analysis

Objectives	Operations
To identify the teachers’ level of motivation at work place	Correlation
To determine the relation and the effects of teachers’ interpersonal conflicts on their motivation	Regression

The data collected through questionnaires was finally analyzed, tabulated and interpreted by SPSS 16<sup>TH</sup> edition according to the objectives of study. Statistical operations like Cronbach’s Alpha Reliability, Correlation, and Regression analysis were used to analyze the data.

## Results

The data collected for the exploration of the effects of teacher interpersonal conflicts on their motivation level was analyzed with the help of Statistical package For the Social Sciences SPSS 16<sup>th</sup> edition.

Cronbach's Alpha Reliability, Correlation, and Regression analysis were used to check the reliability and authenticity of Assessment Scales and to analyze the opinions of the respondents.

Table 4. Reliability Statistics of the Scales

Scale	Items	Cronbach's Alpha Reliability
Conflict Assessment	20	.550
Motivation Assessment	20	.764

Table 4 shows the Cronbach's Alpha Reliability of the Conflict Assessment Scale and the Motivation Assessment Scale. The Scale for the assessment of conflict was adapted The scale of motivation was self-generated by the researcher.

The reliability value of Conflict Assessment Scale was 0.55 while the reliability of Motivation Assessment Scale was 0.79. It shows that both the scales developed for the research were found reliable.

Table 5. Correlation of Conflict Assessment Scale

	Supervisors	Coworkers	Students	Parents	Conflict Assessment Scale
Supervisors	1	.319**	.067	-.010	.606**
Coworkers	.319**	1	-.052	-.085	.391**
Students	.067	-.052	1	.196	.670**
Parents	-.010	-.085	.196	1	.501**
Conflict Assessment Scale	.606**	.391**	.670**	.501**	1

\*\* . Correlation is Significant at the 0.01 Level (2-tailed)

Table 5 shows the inter correlation of various segments of the conflict assessment scale. There are four segments of scale which were constructed to identify the conflicts of teachers with supervisors, coworkers, students, and parents of students respectively. The minimum correlation among the segments was between the segments of conflicts

with Co-workers and conflicts with students and the measured value was -0.052. While the highest correlation was found between of the segments of conflicts with parents and whole conflict assessment scale and that was 0.501. The correlation was found significant at 0.01 levels (2 tailed).

Table 6. Correlation of Motivation Assessment Scale

	Physiologi- cal	safety	Belonging- ness	Self Es- teem	Self Actualiza- tion	Motivation Scale
<b>Physiological</b>	1	.395**	.357**	.026	.284**	.695**
<b>Safety</b>	.395**	1	.465**	.014	.434**	.713**
<b>Belongingness</b>	.357**	.465**	1	.158	.590**	.752**
<b>Self Esteem</b>	.026	.014	.158	1	.164	.375**
<b>Self Actualiza- tion</b>	.284**	.434**	.590**	.164	1	.732**
<b>Motivation Scale</b>	.695**	.713**	.752**	.375**	.732**	1

\*\* . Correlation is Significant at the 0.01 Level (2-tailed)

Table 6 shows the inter correlation of various segments of the Motivation Assessment Scale. There are five segments of Motivation Assessment Scale which were constructed according to the basic needs introduced by Maslow Hierarchy of Needs. These needs were the physiological needs, safety needs, belongingness, self-esteem, and self-actualization.

The minimum correlation value was found between the segments of “Belongingness Needs” and “Self Esteem”. The measured value was 0.158. While the highest correlation was found between the segment of “Self-Actualization” and the whole scale and that was 0.732. The significant correlation was found at 0.01 levels (2 tailed).

Table 7. Frequencies and Ratio of Respondents in Conflict Assessment Scale

Frequencies	No. of Respondents	Percentage
<b>Low (0-30)</b>	0	0
<b>Average (31-60)</b>	64	64%
<b>High (61+)</b>	36	36%

Table 7 explores the conflicts of teachers. It shows the ratio of respondents who respond the scale according to their experiences. The responding frequencies are of three categories; low, average and high. All those respondents who have valid value below “30” scored by SPSS are counted as low responding frequency, while valid value between “31-60” are counted as average and the valid value “60+” are counted as high

responding frequency. There was none a respondent who lie in low frequency while 64% respondents were responding in average frequency and 36% respondents laid in high responding frequency. The majority of respondents measured statistically were in average responding frequency thus it shows that there are interpersonal conflicts of teachers.

Table 8. Responding Frequencies and the Ratio of Respondents in Motivation Scale

Frequencies	No. of Respondents	Percentage
Low (0-30)	0	0
Average (31-60)	07	7%
High (61+ )	93	93%

Table No. 08 shows the ratio of respondents in low, average and high responding frequency in the Motivation Assessment Scale. Only 7% respondents were measured in average frequency while all other 93% respondents

were in favor and laid in high responding frequency. The majority of respondents measured statistically were in high responding frequency thus it shows the level of motivation of teachers which was high.

Table 9. Table of Relation Between Dependent and Independent Variables

Independent Variable	Dependent Variable	R <sup>2</sup>	$\beta$	t	Sig.
Interpersonal conflict	Motivation	0.081	-0.26	-2.93	0.00

Table 9 explores the effects of independent variable on the dependent variables which were taken in the research. The data revealed that the independent variable which was interpersonal conflicts has 8.1% effect on the dependent variable, motivation of teachers. While this effect was significant at 0.01 level of significance ( $\beta = -0.26$ ,  $t = -2.93$ ). Thus, the hypothesis “There is no significant relationship of teachers’ interpersonal conflict on their motivation.” is rejected. As the statistical measurement of respondent’s opinion shows that there is a relationship of teachers’ interpersonal conflicts with their motivation and affects their level of motivation.

## DISCUSSION

This study was aimed to explore teachers’ interpersonal conflicts at work place and to find out the relationship and effects of interpersonal conflicts on the motivation of teachers. For the exploration of ground realities and facts a well-developed questionnaire containing two scales of assessment was formulated. First scale “Conflict assessment scale” was developed to assess the interpersonal conflicts of teachers while second scale “Motivation assessment scale” was formulated to find the effects and relationship of teachers’ conflict with their motivation. For the collection of data this questionnaire was distributed among the secondary school teachers of Gilgit city. 100 respondents gave their esteemed opinion on the Assessment scales of interpersonal conflicts and motivation.

After analyzing the collected data through SPSS it's found that the motivation of teachers is affected by their interpersonal conflicts. The effect measured by SPSS was 8.1% effect of interpersonal conflicts on the motivation of teachers. Thus, the hypotheses "There is no significant relationship of teachers' interpersonal conflict on their motivation." formulated above is rejected. Teachers' opinions show that they are facing interpersonal conflicts with their fellow workers, supervisors, students and guardians of students at their work place. And these conflicts have significant relationship with motivation and therefore, affect it. Rutherford (1990) mentions that motivation has inspiring effects on the organizational performance, as the employees who are motivated have an inner instinct and passion to perform a job excellently. Motivation has positive effects on the conflicts settlement while conflicts have negative impacts on the motivation of employees. It degrades and demeans their commitment and passion of job. And gradually it decreases their performance and working tendency. Conflicts at school have negative impacts on the performance of teachers and students. Teachers who are involved in conflicts were affected negatively when these conflicts were not handled seriously and managed properly on time. Some observed negative impacts of conflicts are following: disappointment, stress, demoralization, create ambiguities, communication gap, clashes, lack of passion and commitment and employee starts to dislike his job and irritate from his duties. For the sake of taking shelter from all these worries employees mostly tend to join the groups of likeminded people. All these consequences of conflicts lead to failure and reduced the performance of employees and create a state of destruction and frustration.

## **CONCLUSION**

Conflicts are the part of human consciousness which can't be avoided in practical life. It may happen at home, at the organization or at social places. Organizational conflicts create at work place among the officials and other stakeholders. The research work carried out at school organization explores the teachers' interpersonal conflicts especially their conflicts with co-workers, supervisors, students and parents of students. Conflicts are always inevitable and undesirable. Studies show that about 20 percent of employees have spent their time on managing and resolving conflicts (Rahim, 2002). The response given by the respondents (teachers) during the study explores that they have conflicts with students, coworkers, supervisor and parents of teachers. The responding frequencies show that the majority of respondents have conflicts and lie in average level. These conflicts affect the motivation level of teachers. Beside the motivation level of teacher is high but conflicts influence the motivation and passion of employee. Conflicts are always proved as demotivating factors. The effect of conflicts on motivation measured during the study was 8.1 %. It shows that there is a significant relationship of teachers' interpersonal conflicts on the motivation level of employees.

## **RECOMMENDATIONS**

On the base of the findings of this research following are herewith the suggestions for organizations:

1. There is a communication gap found between the opponents of conflicts. Unclear communication creates ambiguities and confusions which results in prejudice and bias. To avoid the communication gaps organization, have to develop a complete liaison mechanism and encourage discussions and arguments.

2. Conflict management has positive indicators on conflict resolution. Properly managed conflicts have positive and beneficial results at least it prevents the destruction and loss. Employees may be well aware about Conflict management approaches.
3. Precautionary steps may be taken prior to the occurrence of conflict.
4. Seminars, trainings and awareness session may be arranged for the workers of organization. It assists them to be aware about their duties and easily understand the conflicting situations.
5. Grouping of likeminded people and pigeonholing creates the ambiguities and confusions among the groups and may lead towards conflicting situations. So grouping and pigeonholing should be prohibited.
6. Participatory and democratic style of management may be promoted and encouraged by organizational management.
7. Environment of working together in a unity and peace for the achievement of common goals may be encouraged in organizations rather than that of competitive supremacy.
8. Negotiation rather than domination may be encouraged and practiced in organization for the resolution of conflicts.

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