

Effect of Intragroup Conflict on students' Self-confidence and Self-determination

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ABSTRACT

Although several studies have focused on conflict resolution, none of them has considered the effect of intragroup conflicts on self-determination and self-confidence of university students. The nature of study was descriptive type. The data were collected through multistage random sampling technique. The sample consisted of 386 students of 6 universities of Punjab. Structural Equation Model was developed by applying AMOS 21. Findings revealed that intragroup conflict had a positive effect on students' self-confidence and self-determination. Results of the study have a suggestion to implement strategies to create harmony within the group to promote self-determination and self-confidence.

Keywords: *Conflict, Intragroup Conflict, Self-determination, self-confidence*

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INTRODUCTION

Universities are such organizations that bring changes in society, governance, technology, economic conditions, and politics. Salleh and Ramanai (2011) asserted that conflict cannot be evaded even in the academic life of the students because it is a continuous process. Yet, in learning environments, the conflict between stakeholders is hurtful to the learning process and it has a massive impact on students. A study conducted by the American Management Association (AMA) wherein it was evident that students spend more than 20% of their precious time to deal with conflicts its management, and decision making (Zakari, Khamis & Hamadi, 2010).

Literature shows numerous shreds of evidence that conflict is negatively related to psychological aspects of students i.e. self-determination, self-confidence (Karabay, Akyüz & Elçi, 2016). But it is hard to find any study that focuses on the effect of intergroup conflict on self-determination and self-confidence. Therefore, the study at hand was designed to ascertain the effect of intergroup conflict on the self-confidence and self-determination of university students.

Conflicts and their Types

Conflicts prevail everywhere. Every conflict holds some reason for its occurrence. Conflict is an inborn element on all levels. It occurs among individuals, groups, organizations, institutions, and countries.

It is unavoidable because of the differences between individuals' perceptions, needs, ideas, and desires. Conflicts usually take place when two or more individuals or groups believe that they have contradictory differences (Desrosiers, 2012). Furthermore, conflict is a struggle among two or more persons to gain power, hold some status and resources. By this, conflict arises between best friends, family, employees, or idealistic partner disagree about their perception, desires, or value. Various types of conflicts are found in the literature but Rahim (2002), identifies four potential forms of conflict in organizations/institutions: interpersonal conflict, or conflict between two or more individuals, and intrapersonal conflict or conflict within the individual, intergroup conflict or conflict within the two or more group, and intragroup conflict is conflict within the same group. The present research focused on intragroup conflict.

Intragroup Conflict

Conflict crop up among two or more people from a group is called intragroup conflict. A conflict residing within a group or organization is referred to as intragroup conflict (Abbink, Brandts, Herrmann & Orzen, 2010). Such conflict affects more than one individual. Similarly, Park, Long, Choe, and Schallert, (2008) maintained that students experience conflicts while engaging in the same group or team, these conflicts are intragroup. A study conducted by Payne, Sumter, and Monk-Turner, (2005), which indicated that such conflict creates anxiety and enables to curb them. Group harmony is

vital to uphold efficiency and confidence in the workplace or classroom (Riley, 2010). It is often used as a pedagogical gizmo to aggrandize the learning development because students would be part of a team or a group in the future (Vinges, 2019). This harmony is affected by the conflict among peers. Ethnic, religious and gender biases also come to play between competing groups. External help can be seeking depending upon the severity of the conflict. In a study, Burdett (2003) stated that intragroup was measured as a strong component that negatively affects the emotions of the students working in the same group. According to Jarvenoja and Jarvela (2009), intragroup conflict negatively affects the psychological attribute of the students and the performance of the group. Similarly, Jehn and Mannix (2001), also supported, that it creates numerous emotional and social challenges for the students to cope and resolve them in exercise to the enhancement of psychological aspects such as self-confidence and self-determination.

Self-confidence

Self-confidence is the self-imaging appraise of a persons' credence in his ability, reliant upon environment and settings through aptitude, sensational skills, influence on verbal proficiency, and elements of encouragement (Perry, 2011). It is related to the guts which are required to assure the competencies, importance, and goals of an individual (Berman, 2006). According to Verma (2017) conducted a study on university students' self-confidence that revealed self-confidence growth hormone for the development of individual personality as well as declared self-confidence as the major motivator that regulates the behavior of the individual. Similarly, White (2009) enlightens characteristics of self-confidence as; faith in accomplishment (hopefulness, self-worth), determination (elasticity, revelation, consideration, and setting of goals), and awareness of self (worry and excitement levels, calibration, feelings). Furthermore, selfishness, conflicts, distrust, and hesitation are considered to lead towards the negative side (Wichman, Brinol, Petty, Rucker, Tormala, & Weary, 2010). Self-confident persons can control them and never come down their emotions in such circumstances in which they have to pull back (Rubio, 2007). Cremer and Hiel (2008) pointed out the features of self-confidence as; true understanding, self-efficacy, powerful support that may help the students.

Self-determination

Self-determination is a process of self and autonomous governing in the behavior of individuals. Shogren, Wehemeyer, Palmer, Soukup, Little, Garner, & Lawrence (2008) delineated self-determination as the capacity to instigate actions in life amid attributes of independence and self-disciplined behavior, emotional strength, and self-realizing actions. Furthermore, they categorized four essential components of self-determination (1), self-sufficiency, (2) self-regulated behavior, emotional empowerment, and self-

realizing. These core aspects of self-determination capable the individuals to make decisions, resolve conflicts, set goals, power of positive thinking, self-advocacy, and self-awareness. In the same way, Getzel and Thoma (2008) argued about the significance of these fundamental aspects of self-determination. Martin and Dowson (2009) supported that self-determination is the will of motivation that leads towards the achievement of the goals. Moreover, it develops the capacity of decision making among individuals and it nourishes the life of every human (Wehmeyer & Palmer, 2000). Besides, Weinstein and Ryan (2010) viewed that autonomous behavior, competence, and relatedness might be affected by stress. Therefore, conflicts with peers in the university are significant predictors of stress and possibly have negative or positive affect the self-determination (Dusselier, Dunn, Wang, Shelley & Whalen, (2005).

Purpose of Study

Purpose of study at hands was to measure the intragroup conflict among the students its effect on self-determination and self-confidence of the university students.

Delimitations

The study was delimited to public sector universities of Punjab province.

There are four renowned types of conflicts but the current research work was delimited to intragroup conflict only.

Hypothesis

The following hypotheses were formulated to measure the effect of intragroup conflict on self-confidence and self-determination.

H 1: There is a significant and positive effect of intragroup conflict on students.

H 2: There is a significant and positive effect of intragroup conflict on the self-confidence of students.

H 3: There is a significant and positive effect of intragroup conflict on self-determination of students.

Methodology

The population of the study was students of public sector universities of Punjab province. For the equal representation of public sector universities of province, Punjab multistage random sampling technique was used. Firstly, Punjab was divided into three regions: upper, central, and southern Punjab (Shakir, Hussein, & Zaffar, 2011). Secondly, one university from each region was selected. Thirdly, from each selected university, BS (English) final year students were selected as the study sample. (a) Conflict Scale (Higazee, 2015) to measure the intragroup conflict, (b) SDS, Self-determination Scale (Sheldon & Deci, 1996) to determine self-determination and (c)

Self-confidence Scale (Jones, 2001) to measure the self-confidence was used to collect the data. Out of 450 respondents, 386 respondents shared their valuable opinion, which showed 86% response rate. The Statistical Software Package (AMOS) version 21 and structural equation modeling (SEM) was employed to develop the model. The analysis particulars of the conclusion of the model are as under.

Table 1

Notes for Group

The Model is Recursive	
Sample Size	386

Table 2

Computation of degree sample moments (Default Model)

Number of distinct sample moments	Number of distinct parameters to be projected	Degree of freedom
190	57	190 -57

Table 3

Default model Results

Minimum was attained	Chi-Square	Degree of independence	Probability level
	219.465	133	.000

Figure

1

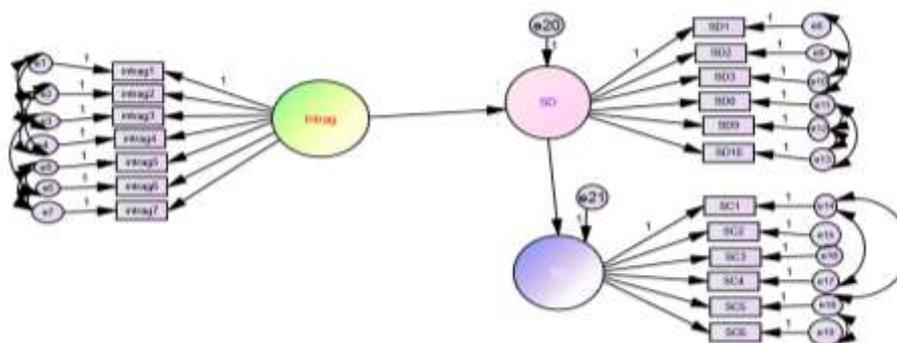


Table 4

Cutoff Criteria for the model fit

Measure	CMIN / DF	CFI	SRMR	RMSEA	P Close
Terrible	>5	<0.90	>0.10	>0.08	<0.01
Acceptable	>3	<0.95	>0.08	>0.06	<0.05

Excellent	>1	>0.95	<0.08	<0.06	>0.05
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Source: Cutoff Criteria for Model in Covariance Structure (Hu & Bentler, 1999)

Table 4 showed cutoff values of different model fit measures as determined by (Hu & Bentler, 1999). In the present table values for CMIN/DF, CFI, SRMR, RMSEA, and P Close were reflected

Table 5

Model Fit Measures of the study

Measures	CMIN		D F	CMIN/DF	CFI	SRMR	RMSEA	P Close
Threshold	-----	-----		Between 1 and 3	> 0.95	<0.08	<0.06	>0.05
Estimate	219.4	133		1.650	0.912	0.049	.041	.938
Interpretation	-----	----		Excellent	Acceptable	Excellent	Excellent	Excellent

Congratulation, your model fit is acceptable Source: (Output of Amos; primary Data)

It was evident from the above table that Estimate value of CMIN/DF, CFI, SRMR, RMSEA, and P Close meet the cutoff value for a model fit. The analysis showed the model is good fit and applicable.

Table 6 *Summary of Model Fit CMIN (Minimum Discrepancy)*

Model	NPAR	CMIN	DF	P	CMIN/DF
Default Model	57	219.465	133	.000	1.650
Saturated Model	190	.000	0		
Independence Model	19	1151-808	171	0000	6.736

Source: (Amos output; Primary data)

The CMIN and DF have no specific cutoff value for a fit model, while the CMIN divided by/DF (CMIN/DF) should be Between 1 and 3 for a good model fit. The CMIN/DF value of the suggested model was 1.650 which reflected the model a good fit (see Table 4 & 6).

Table 7

Baseline Comparisons of the structural model

Model	NFI	RFI	IFI	TLI	CFI
	Delta 1	rho1	delta2	rho2	
Default Model	.809	.755	.915	.887	.912
Saturated Model	1.000		1.000		1.000
Independence Model	.000	.000	.000	.000	.000

Source: (Amos output; primary Data)

Comparative Fit Index (CFI) guesstimates collectively enhancement of the suggested model in excess of an autonomous model wherever the experiential variables are correlated. A CFI of .90 or higher suggested a suitable fit model. The Comparative Fit Index (CFI) value of the projected model was .912 which showed the model a good fit (see Table 4 & 7). Moreover the indices above, two additional parameters underneath as well been taken into account to determine the sufficiency of the model fit (Raykov & Marcoulides, 2012). The detail of the criteria is as under:

Table 8
Root Mean Square Error of Approximation (RMESA)

Model	RMESA	L090	HI90	PCLOSE
Default model	.041	.031	.051	.938
Independence model	.122	.115	.129	.000

Source: Amos output; primary Date

Root Mean Square Error of Approximation (RMESA) estimates the degree to which the model relatives with data, taking into account the model complexity. A RMSEA of .05 or less is considered as a good fit and a value of .08 or underneath as sign of adequate fit (Browne & Cudeck, 1993). A maximum-occupancy method was used to approximate the goodness of fit the fit model. The RMSEA estimated value of the recommended model was .041 which indicates the suggested model a good fit (see Table 4 & 8).

Table 9
Root Mean Square (RMR) and GFI

Model	RMR	GFI	AGFI	PGFI
Default Model	.056	.945	.922	.662
Saturated Model	.000	1.000		
Independence Model	.199	.656	.618	.591

Source: (AMOS output; Primary Data)

The Goodness of Fit Index (GFI): A perfect index for fit model, GFI is corresponded to a model R² in multiple regression analysis. The value of GFI .90 or higher designates an ample of fitness of model. The GFI of the proposed model was .945 which indicates that suggested model a good fit (see Table 4 & 9).

Table 10
Correlations (Default Model)

	Estimation	S.E	C.R	P	Label
SD<-----Intragroup	2.237	.632	3.537	***	
SC<-----SD	.497	.114	4.375	***	

Source: (Amos output; primary Data)

The correlation of the constructs of the model revealed that Estimation of the self determination and intra group conflict SD<-----Intra group was 2.237 while estimation of Self confidence and self determination SC<-----SD was .497 while the P value of both construct was positive

Conclusion

The findings indicated that intragroup conflict is linked with self-confidence and self-determination of the students. Intragroup conflict enhances self-confidence and self-determination. The group performance is influenced by intragroup conflict. Structural equation modeling estimations and model fit indices reflected that intragroup conflict, self-confidence and self-determination are strongly correlated. Given these findings, the administration, faculty of the universities needs to assess the level of intragroup conflict among the same group of the students, and employ such measures that lessen conflicts and promote the team-oriented culture that would lead to enhance their self-confidence and self-determination.

Discussion

Present research work has investigated the effect of intragroup conflict on self-confidence and self-determination of students. The area under study was students of public sector universities of Punjab province. Conflicts play role in constructive or destructive role in the institutions or organizations. Universities are such institutions where students are prepared for future needs of the country. Conflicts also exist in a university environment. The collected data were analyzed by AMOS 21 version of the structural equation modelling.

The hypotheses were tested and the outcomes were as under

H1: Results of the study reflected that intragroup conflict positively and significantly affected the student. The results of the current study rectified the study of Din, Khan, Rehman, and Bibi, (2011) in which the researchers found the existence of intragroup conflict among students.

H2: Statistical analysis authenticated the second hypothesis and testified that intragroup conflict significantly influenced the self-confidence of the students. The analysis of the study concluded that intragroup conflicts have a positive impact on self-confidence, it is supported by Riley (2010), in which researcher described intragroup conflicts promote harmony, the efficiency of the members of the group and their level of confidence to achieve the goals.

H3: The result of the analysis testified the third hypothesis and endorsed that intragroup conflict significantly affected the self-determination of the students. The result of study holds up the study conducted by Hodgins&Knee (2002), wherein the researchers concluded that intragroup conflict promotes the self-determination of members in the same.

Recommendations

Based on the finding and conclusions of current research, the researcher recommends that;

1. Intragroup conflict enhances the psychological aspects of the students so there may be encouraging for constructive conflicts and discourage destructive conflicts among students.
2. As intragroup conflict positively impacts the self-confidence and self-determination, the latest techniques and methods of education may be applied in a teaching-learning process that promotes productive conflicts and reduces the vicious conflicts.

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