

**Workplace Conflict Management Styles, Organizational Support and  
Administrative Staff Job Commitment of Private Universities in Oyo State**

**Adekunbi Tolulope ADEPOJU  
LCU /PG /003092**

**Being a MEd Thesis Submitted to the Department of Arts & Social Science, Faculty  
of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Master of Education  
Degree (MEd) in Educational Management**

**2024**

## Certification

This is to certify that this Thesis titled Workplace Conflict Management Styles, Organizational Support, and Job Commitment of Administrative Staff of Private Universities in Oyo State was carried out by Adekunbi Tolulope ADEPOJU, with the matriculation number LCU /PG /003092 in the Department of Arts and Social Science, Faculty of Education, Lead City University, Ibadan, Oyo State and that this work has not been previously submitted.

---

Dr. Omobola Gambo

**Supervisor**

---

**Date**

---

Dr. Oluyomi Pitan

**Head of Department**

---

**Date**

## **Dedication**

I dedicate this Thesis to God Almighty for His love, grace, mercy and privilege to be at this stage and alive. I also dedicate it to my late pretty sister: Folashade Florence Adepoju.

Lead City University Ibadan DO NOT COPY

## Acknowledgement

I sincerely express my gratitude to God Almighty and to Lead City University, Ibadan, Oyo State, Nigeria for the training, coaching, and knowledge the institution has given to me. It is indeed a citadel of knowledge for self-reliance. I also appreciate the administrative staff of the schools where the study was carried out.

I would like to thank all the institutions where I carried out my study, Ajayi Crowther University, Dominican University, Precious Corner Stone University, Dominion University, Lead City University, Kola Daisi University and Atiba University for the support, time, and privilege given to me in carrying out my study in their various institutions.

Special thanks goes to my supervisors, Dr. Omobola Gambo and Dr. Adeyemi Ebo who gave me the platform to carry out this wonderful thesis and also saw me through to completion. I would also like to thank the Provost Postgraduate College, Prof. Afolakemi Oredein, the Dean of Faculty, Prof. Donald Odeleye; Prof. Senimetu Ileuma, Prof. Philias Yara, Prof. Eseza Erwat, Head of Department, Dr. Oluyomi Pitan; Dr. Mojirade Ayantunji, Dr. Sabina Obi, Dr. Olabisi Kilian, Dr. Monilola Oyetade and the other lectures in the Department.

I am very grateful and appreciative to my Siblings for their love and support also my appreciation goes to everyone around me for their support all through school. I also appreciate Oluwatobiloba Emmanuel; you are the best. My sincere appreciation goes to all my family and friends, my boss (Lead City University Bursar), my colleagues at bursary department and all my well-wishers.

Even though the above mentioned institutions and persons have assisted in the process of this work I alone stood responsible for the error, if any is found in the work.

## Abstract

This study investigated the level of job commitment, workplace conflict management styles, and organizational support perception among administrative staff in private universities in Oyo State, Nigeria. A sample of 675 administrative staff members participated in the study, and data were collected using the Workplace Conflict Management Style, Organisational Support, and Job Commitment among Administrative Staff Questionnaire (WCMSOSJCSQ). Descriptive and inferential statistical analyses were conducted to examine the data. The findings revealed a high level of job commitment among administrative staff, with a mean score of 3.36 and percentages that ranged from 38.81% to 55.56% across various aspects. Cooperative conflict management styles were predominantly used, with mean scores ranging from 2.88 to 3.12 and percentages ranging from 25.93% to 45.93%. Organizational support was perceived positively, with mean scores ranging from 3.14 to 3.37 and percentages ranging from 38.37% to 46.67%. However, regression analysis did not find significant combined influence ( $F = 1.035$ ,  $p = 0.339$ ) nor relative influence ( $F = 0.107$ ,  $p = 0.900$ ) of conflict management styles and organizational support on job commitment. The study recommended promoting collaborative conflict resolution, enhancing supervisor support, implementing recognition programmes, investing in professional development, and conducting regular employee feedback surveys to improve job commitment and organizational effectiveness. This research contributed to a deeper understanding of organizational behaviour in educational institutions and highlights areas for further exploration in the field of organizational psychology and management.

**Keywords:** Workplace conflict management, organizational support, job commitment

**Word Count:** 288

## Table of Contents

<b>Content</b>	<b>Page</b>
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	x
List of Figure	xi
List of Acronyms	xii
<b>Chapter One: Introduction</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	11
1.3 Aim and Objectives of the Study	12
1.4 Research Questions	13
1.5 Hypotheses	13
1.6 Significance of the Study	13
1.7 Scope of the Study	15
1.8 Limitation of the Study	16
1.9 Operational Definition of Terms	17
Endnotes	20
<b>Chapter Two: Literature Review</b>	
2.1 Conceptual Review	25
2.1.1 Commitment	25

2.1.2	Job Commitment	28
2.1.2.1	Turnover Intention	31
2.1.2.2	Initiation and Proactivity	32
2.1.3	Workplace Conflict Management Style	36
2.1.3.1	Compromise Style	39
2.1.3.2	Avoidance Style	40
2.1.3.3	Collaboration Style	41
2.1.4	Organisational Support	43
2.1.4.1	Supervisor Support	45
2.1.4.2	Rewards	46
2.1.4.3	Work Conditions	48
2.2	Theoretical Framework	49
2.2.1	Dual Concern Theory	49
2.2.2	Social Exchange Theory	50
2.3	Review of Empirical Studies	52
2.3.1	Workplace Conflict Management Styles and Job commitment	52
2.3.2	Organisational Support and Job Commitment	55
2.3.3	Rewards and Job Commitment	56
2.3.4	Job Satisfaction and Job Commitment	58
2.3.5	Quality of Work-life and Job Commitment	60
2.3.6	Work Motivation and Job Commitment	61
2.3.7	Job Autonomy and Job Commitment	63
2.4	Conceptual Framework	67
2.5	Summary of Literature Reviewed	68
	Endnotes	70

### **Chapter Three: Methodology**

3.1 Research Design	85
3.2 Population of the Study	85
3.3 Sampling and Sampling Techniques	86
3.4 Instruments for Data Collection	87
3.5 Validity of the Instrument	88
3.6 Reliability of the Instrument	88
3.7 Method of Data Administration	89
3.8 Method of Data Analysis	89
Endnotes	90

### **Chapter Four: Results and Discussion of Findings**

4.1 Level of Job Commitment among Administrative Staff	93
4.2 Most Used Workplace Conflict Management Style	95
4.3 Level of Organisational Support	98
4.4 Conflict Management Style and Organizational Support on Job Commitment	101
4.5 Testing of Hypotheses	104
4.6 Discussion of the Findings	107
Endnotes	119

### **Chapter Five: Conclusion**

5.1 Summary of Findings	122
5.2 Conclusion	123
5.3 Recommendations	123
5.4 Contributions to knowledge	124
5.4 Suggestions for Further Study	125
Bibliography	127

Appendix	149
Bio-data	157
The University Compliance Certification	159

Lead City University Ibadan DO NOT COPY

## List of Tables

<b>Table</b>	<b>Title</b>	<b>Page</b>
3.1	Population of the Study	85
3.2	Sample and Sampling Techniques	86
4.1	Demographic Information of Participants	91
4.2	Job Commitment Level among Administrative Staff	93
4.3	Most Used Workplace Conflict Management Style	95
4.4	Level of Organizational Support	98
4.5	Overall Perception	101
4.6	Combined Influence	104
4.7	Relative Influence	106

## List of Figure

<b>Figure</b>	<b>Title</b>	<b>Page</b>
2.1	Conceptual model	67

Lead City University Ibadan DO NOT COPY

## List of Acronyms

<b>Abbreviation</b>	<b>Meaning</b>
EFL	English as a Foreign Language
EI	Emotional Intelligence
HRMPs	Human Resource Management Practises
OCB	Organisational Citizenship Behaviour
OST	Organisational Support Theory
POS	Perceived Organisational Support
QWL	Quality Work Life

Lead City University Ibadan DO NOT COPY

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The commitment and allegiance of an organization's workforce significantly impacts its performance and prosperity. The degree of dedication exhibited by workers towards their work is a critical determinant of the organization's success and expansion. The degree to which workers identify and feel a connection to the company they work for is referred to as their level of job commitment. Employees are inspired to work hard to guarantee the success of the company by this sense of commitment. A worker's alignment with the company, their psychological commitment to its goals and mission, and their readiness to be employed by it for a lengthy length of time are all examples of their job commitment<sup>1</sup>. It shows a person's level of personal commitment to the group and their propensity for views that support social cohesiveness. The difference between how much a person concentrates on and feels a psychological connection to their work and how much they comprehend the importance of their own work within that employment is known as job commitment<sup>2</sup>. The driving force behind people taking acts that further particular goals is motivation. This idea includes a happy and satisfying workplace that is marked by passion, dedication, and concentrated effort<sup>3</sup>. Job commitment is defined as an individual's level of loyalty, dedication, and engagement with their employer or the organisation to which they are affiliated<sup>4</sup>. It represents the degree of a worker's sense of belonging and their readiness to put in time and effort to help the organisation reach its goals and succeed overall<sup>5</sup>.

Job commitment has been linked to many positive outcomes for both individuals and companies. It has been associated with higher job satisfaction, better productivity, a lower propensity to quit, and a higher level of supportive conduct towards the organization<sup>6</sup>. Strong levels of employee commitment are often fostered by organisations through the use of effective leadership, the implementation of employee engagement initiatives, the creation of supportive work environments, and the provision of chances for both personal and professional advancement. Without dedicated employees, especially administrative specialists in charge of overseeing non-teaching duties within the university, it may be difficult for educational institutions, especially universities, to realise their aims and objectives<sup>7</sup>. An important factor in the performance of higher education institutions is the administrative staff<sup>8</sup>. They are committed to achieving the missions, visions, and goals of the institution because of their great institutional expertise, charm, and zeal<sup>9</sup>. The experiences that students have at the university are significantly impacted by the dedication of administrative staff members, and fulfilling this role demands a great deal of passion, devotion, sacrifice, and attachment. Devoted administrative employees will therefore probably approach their work with comfort and come up with creative and interesting ways to do their job without continual supervision<sup>10</sup>. Job commitment is essential for individuals as well as the organisation since dedicated employees foster a positive work atmosphere, increase productivity, allow for flexibility, and significantly improve customer satisfaction<sup>11</sup>. Dedication, initiative, reliability, self-motivation, a desire for lifelong learning, flexibility, loyalty, organisational citizenship, timeliness, and work engagement are all positive traits displayed by dedicated employees. Due to their frequent encounters with children, parents, and other stakeholders,

administrative staff members need to be encouraged to stay committed to their jobs<sup>12</sup>. Employees that are committed are more likely to think creatively, solve problems in novel ways, work well in teams, encourage one another, and maintain good working relationships<sup>13</sup>. Their alignment also gets greater with the goals, mission, and values of the university.

There has been a discernible decrease in the degree of dedication exhibited by administrative personnel in higher education environments recently. The researcher saw a reduction in the relationship between students and administrative staff, which is indicative of this decline. Numerous students have voiced grievances over the staff's impoliteness, indolence, careless demeanour, and disregard for their responsibilities. Moreover, it seems that some administrative departments are not providing enough information, which is slowing down work operations. Furthermore, in terms of security, certain accountable administrative employees or security personnel take bribes and fail to notice when illicit items enter the school, endangering the security of both students and staff. In a similar vein, there are times when office employees disregard their duties to students in exchange for tips or personal favours. As a result, the organization's standards are declining and it is becoming harder to meet objectives due to this negligence. Additionally, it seems like staff members are not working along very well. As a result, in order to gauge employee commitment, this study will look at turnover intentions as well as initiative and proactivity.

The tendency or desire of an individual to quit their current position and look for work elsewhere is referred to as turnover intention<sup>14</sup>. It is a psychological state that signifies a person's consideration of or plan to leave their job willingly within a given

time frame<sup>15</sup>. The intention to leave a job and job commitment are generally negatively correlated. Employees are generally less likely to plan to leave their jobs when they demonstrate high levels of job dedication and are happy with their work and the organization's support<sup>16</sup>. The intention of an employee to leave an organisation can be influenced by a number of reasons, such as job discontent, perceived organisational unfairness, restricted possibilities for progress, strained relationships with supervisors or co-workers, inadequate compensation, a lack of work-life balance, and poor job security. Employee turnover is expected to be higher when certain conditions are met.

Additionally, a sizable percentage of administrative employees lack initiative and proactivity since they do not feel accountable for taking the lead and advancing the cause<sup>17</sup>. They fall short in taking proactive measures to avert issues, grab chances, and control the course of events. In this sense, initiative is the capacity to recognise and act upon possibilities or problems without outside guidance or prompting<sup>18</sup>. It entails being proactive, taking the initiative, and exhibiting self-motivation<sup>18</sup>. When a person shows initiative, they take responsibility for their work, actively look for ways to improve processes, and significantly contribute to the accomplishments of the organisation. Anticipating future needs or challenges and proactively addressing them before they become problems is what it means to be proactive<sup>19</sup>. Being proactive means having an outlook on the future, preparing forward, and taking preventative measures to keep things running smoothly<sup>20</sup>. They take on the duty of identifying potential obstacles, creating backup plans, and making recommendations for solutions. In order to meet the institution's educational goals and objectives, it is imperative that school owners, the government, and other stakeholders carefully investigate any factors that may be linked

to the administrative staff members' apparent lack of commitment to their jobs and develop strategies to address these problems.

Various researchers have pointed out several factors contributing to the apparent lack of job commitment among administrative staff members in private universities in Oyo State. These factors encompass a lack of independence in their work, inadequate alignment between their skills and job requirements, insufficient acknowledgment and rewards, ineffective leadership and management, an absence of job security, and other related issues. Hence, to the best knowledge of the researcher, not much study has been carried out on the influence of workplace conflict management style, organization support and job commitment of non-academic staff of private universities in Oyo state. Therefore, the gap this study tends to fill is to investigate influence of workplace conflict management style, organisational support and job commitment of non-academic staff of private universities in Oyo state. The next paragraph explores workplace conflict management styles.

Conflict is an inescapable and enduring aspect of business establishments, arising from disparities in the objectives of individual employees and management<sup>21</sup>. The workplace, resembling a smaller version of society, is abundant with circumstances that give rise to conflict. Disagreements occur at both the individual and group levels, and due to variations in people's beliefs, interests, attitudes, and aspirations, conflict becomes inevitable. Conflict is a major problem that has an impact on how well businesses and their people perform overall<sup>22</sup>. When disagreements emerge and are not handled well, it may give the impression that workers are not devoted to their jobs<sup>23</sup>. Conflict that is not

resolved can have negative effects on a university's reputation and cause tension in the relationships between stakeholders, personnel, and administration. While it might not always be feasible to completely avoid conflict in a university setting, it can be handled because a culture marred by disagreements impedes progress and growth.

To effectively address conflict in universities, specific management approaches or styles should be adopted. Conflict management entails the process of addressing and resolving incompatibilities or disagreements stemming from various conflict-related issues, such as differences in personality, communication abilities, cultural backgrounds, and personal experiences<sup>24</sup>. It is crucial to recognise that conflict management styles are not rigid or unchanging<sup>25</sup>. Based on the circumstances, individuals have the ability to adjust their approach and utilise various styles when dealing with conflict. Successful conflict management entails comprehending one's own style, acknowledging the styles of others, and choosing the most suitable style for the specific situation<sup>26</sup>. There are several commonly observed conflict management styles, including collaboration, competition, compromise, avoidance, and accommodation. However, for the purpose of this study, the researcher will focus on the styles of compromise, avoidance, and collaboration.

The willingness of both parties to a dispute to make concessions is a necessary component of the compromise style<sup>27</sup>. Every arguing party gives up something important during the dispute resolution process<sup>28</sup>. This strategy basically seeks a settlement in which neither party is clearly victorious or defeated<sup>29</sup>. A fair and moderate approach to resolving conflicts is represented by the compromising style, in which both parties give up something in order to arrive at a compromise that works for everyone. Based on the

ideas that even a minimal amount of collaboration is better than none at all and that coming to a just solution is preferable to none at all, the compromise style operates<sup>30</sup>. This style is commonly employed when the parties involved have moderately important goals, limited time, and a relatively distant relationship. It can also be beneficial in situations where both parties possess equal power and there is no clear winner or loser. The compromising style involves seeking a middle ground and discovering solutions that partially satisfy all parties. It necessitates a willingness to sacrifice certain interests or preferences in order to achieve a mutually acceptable agreement. Compromisers strive to find a resolution that is fair and well-balanced<sup>31</sup>.

The avoidance style can be described as the inclination to evade or suppress a conflict<sup>32</sup>. Conflict avoidance is a strategy that entails minimising conflict by keeping it at a minimum level. Through avoidance, management can gather sufficient information about the conflicting issues before making decisions. Avoidance is a characteristic that seeks to prevent the escalation of grievances through violent means, thus exacerbating situations<sup>33</sup>. It entails a retreat from or a disregard for the interests of any party involved. The avoidance style revolves around evading or overlooking conflicts entirely. Individuals employing this style may avoid direct confrontation, postpone discussions, or withdraw from situations in order to prevent or minimise conflicts<sup>34</sup>. The avoidance style exhibits low levels of assertiveness and cooperativeness, and it is most suitable when the disagreement is trivial and addressing it would require more time and effort compared to avoiding it. However, avoidance is generally ineffective in managing most disputes because it can leave the other party with the perception that you do not care. Moreover, if conflicts are left unresolved, they can escalate and become more problematic over time<sup>35</sup>.

Negotiation, dialogue, and consultation between the participants to a disagreement are all part of the collaboration style<sup>36</sup>. Because both sides are in a positive state of mind, the disputing parties are able to reach a favourable agreement by openly and cooperatively discussing the disputed topics. The integration of interests of all parties is emphasised in the problem-solving strategy of collaboration<sup>37</sup>. This approach seeks to achieve a win-win situation by concentrating on finding solutions that are advantageous to all stakeholders. It entails encouraging candid conversation, engaging in active listening, and resolving conflicts through cooperation. Collaborators try to understand other people's points of view and work together to find solutions that benefit both parties. This method works best when there is a great deal at stake, when commitment is required, or when maintaining the relationship is vital. Collaboration necessitates a high level of cooperation, assertiveness, and investment of time. It is the approach most likely to identify the underlying cause of the conflict and satisfy the needs of all parties involved.

Organisational support pertains to the assistance, structures, and policies put in place by a company to foster the welfare, growth, and achievement of its staff members<sup>38</sup>. It encompasses different elements that contribute to establishing a nurturing workplace and enhancing employee contentment, involvement, and effectiveness. Perceived organisational support refers to an employee's perception of receiving encouragement and aid as part of the organisation<sup>39</sup>. Organisational support refers to how employees perceive their organisation's appreciation of their contributions and concern for their well-being<sup>40</sup>. It encompasses employees' comprehension of the acknowledgment and assistance provided by their organisation. Employees desire support from their organisations because, when they feel supported, they are more likely to utilise their knowledge and

skills to benefit the organisation. Organisational support creates a sense of security for employees, as it leads them to believe that their organisation is standing behind them. Consequently, high levels of organisational support can result in increased job commitment. These forms of support can be provided through various means, including allowing employees the freedom to express their creativity in their work or offering them a generous number of vacation days for their well-being or leisure. Additionally, support from supervisors, rewards, and favourable work conditions are specific aspects that will be examined in this study.

Supervisor support refers to the level of appreciation and concern that leaders demonstrate towards their employees' contributions and well-being<sup>41</sup>. It has the potential to result in increased commitment, job satisfaction, and motivation among the workforce within an organisation. This form of support entails fostering the comfort and welfare of subordinates. Supervisor support is defined as the perception employees hold regarding the extent to which their supervisors value their contributions and prioritise their well-being<sup>42</sup>. In their capacity as representatives of the company, supervisors are essential in directing and evaluating workers' job performance. As a result, workers frequently take the criticism they get from their managers to represent the organization's general attitude towards them. Support from supervisors increases employee commitment by improving motivation and job satisfaction. Employees who regard their managers as thoughtful role models are more likely to be more committed than employees who do not share this perception. In this context, supervisor consideration pertains to the degree to which supervisors provide assistance, demonstrate amicability and concern, solicit feedback from subordinates, and recognise their contributions. Supervisors fulfil the role of

educators by providing support to their subordinates. This is a significant responsibility, as they impart knowledge and guidance to their teams regarding organisational policies, procedures, and optimal approaches. In some cases, supervisors create educational resources like handbooks, presentations, or guidelines to facilitate the learning process for team members. Additionally, supervisor support encompasses acting as a coach, assisting employees in their career development, and helping them sustain their performance levels by offering feedback and encouragement.

A reward is a form of acknowledgment or compensation given or obtained as a result of someone's efforts, actions, or accomplishments<sup>43</sup>. It serves as a positive outcome or consequence, aiming to encourage or reinforce particular behaviors or performances. Rewards can come in different shapes and sizes, including physical objects, monetary compensation, acknowledgement, commendation, special benefits, or even personal feelings of fulfillment and success. They are commonly utilised in diverse settings, such as education, workplaces, parenting, and other domains where motivating individuals to engage in specific actions or tasks is crucial. Rewards can be categorised into two types: intrinsic and extrinsic. Intrinsic rewards originate from within oneself when participating in an activity, leading to personal gratification and a feeling of accomplishment. On the contrary, extrinsic rewards come from external origins and are usually concrete or visible in nature. They can include receiving presents or bonuses as a result of one's actions or achievements.

Work conditions encompass the physical, social, and psychological aspects of the workplace that define the environment in which employee's operate<sup>44</sup>. These conditions

encompass various elements, ranging from the setting in which work is conducted to the terms and regulations that govern an employee's employment. They encompass factors such as working hours, the physical surroundings, legal rights, and responsibilities. The establishment of suitable work conditions is crucial to ensuring a safe and healthy work environment. Furthermore, work conditions have a significant impact on enhancing productivity and effectiveness in the workplace<sup>45</sup>. They play a pivotal role in shaping the overall experience of employees and their ability to perform optimally. These conditions encompass a range of factors, including the physical environment, organisational culture, management approach, employee benefits, working hours and schedules, workload management, overtime policies, inclusivity and diversity initiatives, disciplinary procedures, opportunities for career growth and development, and job security, among others. Hence, this study investigated the influence of workplace conflict management style, organization support, and job commitment of administrative staff of private universities in Oyo State, Nigeria.

## **1.2 Statement of the Problem**

In the private universities of Oyo State, Nigeria, a significant concern arises regarding job commitment among administrative staff. This issue manifests through various observable phenomena, including tardiness, decreased productivity, poor cooperation, procrastination, frequent absenteeism, and a high intention to leave the job. Moreover, instances of discord between students and administrative staff on social media platforms such as Facebook, Twitter, and TikTok have been observed from seven different private

universities which include: Ajayi Crowther University, Dominican University, Precious Cornerstone University, Dominion University, Lead City University, KolaDaisi University, and Atiba University, portraying a negative image of the schools. These unresolved issues have attracted public attention, causing apprehension among university owners, board members, students, and other stakeholders in Oyo State. The potential repercussions on academic excellence are concerning. These challenges can be attributed to several factors, including leadership styles, inadequate staff welfare measures, lack of organizational support, unfavorable working conditions, excessive workloads, inadequate staff development programs, and ineffective conflict management practices. Despite extensive research on similar issues in other states, little to no investigation has specifically examined the influence of workplace conflict management styles, organizational support, and job commitment among administrative staff in private universities within Oyo State. To address this gap, this study aims to explore the impact of workplace conflict management style and organizational support on job commitment among administrative staff in seven selected private universities in Oyo State, Nigeria.

### **1.3 Aim and Objectives of the Study**

The aim of the study is to investigate the influence of Workplace Conflict Management Style, Organisational Support, and Job Commitment of Administrative Staff of Private Universities in Oyo State. The objectives of the study were to:

- i. identify the level of job commitment of administrative staff in private universities in Oyo State.

- ii. determine the mostly used workplace conflict management style (compromise, avoidance and collaboration styles) in private universities in Oyo State.
- iii. identify the level of organizational support (supervisor support, rewards and work conditions) in private universities in Oyo State.
- iv. examine the combined influence of workplace conflict management style (compromise, avoidance and collaboration styles) and organizational support (supervisor support, rewards and work conditions) on job commitment of administrative staff in private universities in Oyo State.
- v. ascertain the relative influence of workplace conflict management style (compromise, avoidance and collaboration styles) and organizational support (supervisor support, rewards and work conditions) on job commitment of administrative staff in private universities in Oyo State.

#### **1.4 Research Questions**

1. What is the level of job commitment of administrative staff in private universities in Oyo State?
2. What is the mostly used workplace conflict management style (compromise, avoidance and collaboration styles) in private universities in Oyo State?
3. What is the level of organizational support (supervisor support, rewards and work conditions) in private universities in Oyo State?

#### **1.5 Hypotheses**

H<sub>0</sub>1: There will be no significant combined influence of workplace conflict management style (compromise, avoidance and collaboration styles) and organizational support

(supervisor support, rewards and work conditions) on job commitment of administrative staff in private universities in Oyo State.

H<sub>02</sub>: There will be no significant relative influence of workplace conflict management style (compromise, avoidance and collaboration styles) and organizational support (supervisor support, rewards and work conditions) on job commitment of administrative staff in private universities in Oyo State.

### **1.6 Significance of the Study**

The research will be published in a reputable journal, and the results will be shared with education stakeholders. This will provide policymakers with comprehensive data regarding the level of commitment of administrative staff, the level of support within organisations, and the most commonly employed style for managing workplace conflicts. Such information will assist policymakers in developing strategies to improve and maintain a high level of job commitment among administrative staff members at private universities located in Oyo State.

Private university owners in Oyo State will also benefit from the findings of this study, as they will provide crucial insights into the potential causes behind the low job commitment observed. This is likely to help them channel available resources towards encouraging job commitment and sustaining organisational commitment and job satisfaction among staff.

Administrative staff in general will benefit from the findings of this study, as it will create an opportunity to voice their concerns about the issues that affect their level of job commitment.

Students will also not be left out as they will benefit from the findings of this study as well since they are at the receiving end of the educational programme.

The society at large will equally benefit immensely if the findings of the study are put into practice, as they will provide information on how job commitment will be achieved and sustained, thereby leading to national development and growth.

The study will constitute part of the empirical literature, making it a reference point for future researchers or researchers who might likely address other variables of workplace conflict management style, organisational support, and job commitment of administrative staff of private universities or would want to replicate the study in another geographical area. Ultimately, the study will be of great importance to future researchers as it will add to the existing literature.

### **1.7 Scope of the Study**

The study will be limited to private universities in Oyo State geographically. Oyo State is located in the southwestern part of Nigeria, in West Africa. It is bordered by several other Nigerian states, including Kwara State to the north, Osun State to the east, Ogun State to the south, and Ondo State to the west. The landscape of Oyo State is characterised by a mix of flatlands, rolling hills, and elevated terrain. The southwestern part of the state is part of the Yoruba Hills, with the terrain gradually sloping downward

towards the southeast. The state is crisscrossed by various rivers and streams, including the Ogun River, Oba River, and Ona River. The climate in Oyo State is tropical, with distinct wet and dry seasons. The rainy season typically lasts from April to October, while the dry season spans from November to March. During the rainy season, the state receives significant amounts of rainfall, which supports agriculture and vegetation growth. The state capital is Ibadan, which is also the largest city in the state and the third-largest city in Nigeria. It has thirty-three local government areas. As of the time of this study, Oyo State has seven recognised private universities.

Contextually, this study would be limited to job commitment of private universities administrative staff and how it is influenced by workplace conflict management styles and organizational support. Workplace conflict management styles indices considered in this study are compromise, avoidance and collaboration style. Also organizational support indices are supervisor support, rewards and work conditions.

### **1.8 Limitation of the Study**

One limitation of this study is that the data collected was quantitative, which limits the ability to precisely define the extent of work conflict management styles and organizational support influences administrative staff job commitment. The reliance on self-reported data through questionnaires may introduce response bias, as participants may provide socially desirable responses rather than reflecting their true

perceptions and experiences. This quantitative approach may restrict the various ways a person can express their beliefs, making the research results context-bound and reflective of the assumptions made by the researchers. To overcome this limitation, qualitative methods such as Focus Group Discussions (FDGs) and In-depth Interviews (IDIs) could have provided a more direct understanding of how management styles and organizational support influences job commitment, offering more profound insights into the underlying mechanisms and individual experiences. By incorporating these qualitative methods, a richer and more comprehensive understanding of the topic could have been achieved.

Another limitation is that the study focused solely on private universities in Oyo State, which may restrict the applicability of the results to other regions or types of institutions within Nigeria. Including federal institutions could allow for comparison of job commitment based on various experience in these distinct institutions. Lastly, the cross-sectional nature of the study design limits the ability to establish causality between variables, and longitudinal studies would be valuable for exploring the long-term effects of workplace conflict management styles and organizational support on job commitment among administrative staff.

### **1.9 Operational Definition of Terms**

The following terms are defined as they are used in the study.

**Administrative Staff:** These are individuals who are employed in private universities in Oyo State to carry out non-teaching duties.

**Avoidance Style:** This can be referred to as the aspiration to withdraw from or suppress a conflict in private universities, Oyo State.

**Collaboration Style:** This is the strategy that involves the process of negotiation, discussion and consultation between the disputing parties in private universities, Oyo State.

**Compromise Style:** This refers to the willingness of each conflicting party to give up something in private universities in Oyo State.

**Initiative and Proactivity:** Initiative refers to the ability and willingness of administrative staff in private universities in Oyo State to take the first steps or actions without being prompted by others. It involves identifying opportunities, suggesting new ideas, and independently starting tasks or projects to contribute positively to a situation or goal. Proactivity, on the other hand, goes a step further. It refers to the proactive attitude of administrative staff in private universities in Oyo State in anticipating future needs, problems, or opportunities and taking preemptive actions to address them. Proactive individuals actively seek ways to make improvements, solve problems, and create value before issues arise.

**Job Commitment:** It involves the level of loyalty, devotion and enthusiasm an administrative staff shows towards carrying out tasks assigned to him or her in private universities in Oyo State. It involves being punctual to work, achieving set goals, and team work, to mention a few. The indices considered in this study include turnover intention and initiative and proactivity.

**Organisational Support:** Organisational support refers to the resources, structures, and policies provided by private universities in Oyo State to facilitate the well-being, development, and success of its employees. The indicators in this study are: supervisor support, rewards and work condition.

**Reward:** This is something given or received in return for one's efforts, actions, or achievements. It is a positive consequence or outcome that serves as an incentive to motivate or reinforce certain behavior or performance in private universities, Oyo State.

**Supervisor Support:** This is the extent to which leaders value their employees' contributions and care about their well-being in private universities, Oyo State.

**Turnover Intention:** It refers to an administrative staff in private universities in Oyo State inclination or desire to leave their current job position and seek employment elsewhere. It reflects their thoughts or feelings about quitting their current job in the near future.

**Workplace Conflict Management Style:** This refers to the style used by management to settle conflict in private universities, Oyo State. The indices considered in this study are compromise, avoidance and collaboration style.

**Work Conditions:** This refers to the physical, social, and psychological features of private universities, Oyo State. They describe the environment in which employees work, including the conditions under which work is performed and the performance of the employee

Lead City University Ibadan DO NOT COPY

## Endnotes

1. G. Abdul, S. Musnadi & Nadirsyah, “*The Effect of Job Satisfaction and Psychological Contract on Employee Commitment and its Impact on Employee Performance of Pt. Bank Rakyat Indonesia Branch Meulaboh*”, **International Journal of Business Management and Economic Review**, 3(2), 2020, 101–109. <http://dx.doi.org/10.35409/ijbmer.2020.3170>
2. M. J. Lehtman & V. Zeigler-Hill, “*Narcissism and Job Commitment: The Mediating Role of Job-Related Attitudes*”, **Personality and Individual Differences**, 157, 2020, 109807. <http://dx.doi.org/10.1016/j.paid.2019.109807>.
3. R. P. Maisog, “*Organizational Commitment, School Environment, and Work Ethics on Job Satisfaction of Private School Teachers.*” **International Journal for Multidisciplinary Research** 5(2), 2023. <http://dx.doi.org/10.36948/ijfmr.2023.v05i02.2575>.
4. R. J. Sugiharjo, R. N. Purbasari, R. D. Parashakti & A. Prastia, “*The Effect of Job Involvement, Organizational Commitment, and Job Satisfaction on Turnover Intention.*” **Information and Knowledge Management**, 11(2), 2021. <http://dx.doi.org/10.7176/ikm/11-2-04>.
5. J. Čulibrk, M. Delić, S. Mitrović, & D. Čulibrk. “*Job Satisfaction, Organizational Commitment and Job Involvement: The Mediating Role of Job Involvement.*” **Frontiers in Psychology** 9, 2018. <http://dx.doi.org/10.3389/fpsyg.2018.00132>.
6. S. Söyük, H. Şengün & I. Gün, “*Effects of Job Satisfaction, Job Performance and Intention to Leave Job on Work Alienation: A Cross Sectional Study on Health Workers in Public Hospitals.*” **International Academic Social Resources Journal** 6(25), 2021, 756–761. <http://dx.doi.org/10.31569/asrjournal.245>.
7. Y. M. Joel, “*Managing Burnout among Teaching Staff at Private Universities in Uganda: A Case Study*”, **International Journal of Educational Development in Africa** 7(1), 2022, 33. <http://dx.doi.org/10.25159/2312-3540/10233>.
8. J. N. Onukwu, F. P. Tiebebedigha & A. C. Okojide, *Teachers’ and Job Commitment, Conceptualizing Meyer and Allen’s Multidimensional Model in Bayelsa State Secondary Schools*, **African Journal of Studies in Education**, 15(1), 2020, 73-84.
9. A. O. Oredein & A. A. Ebo, *Job and Organizational Commitment of Public Secondary School Teachers in Oyo State, Nigeria*, **Ife Social Sciences Review**, 29(2), 2021, 43-52.
10. M. A. Yousef, *Leadership Self-efficacy and Organisational Commitment of Faculty Members, Higher Education*, **Administrative Sciences**, 10(66), 2020, 1-11.

11. M. A. Abdeljalil, *Normative Commitment in the Educational Sector: The Libyan Perspective*. **Journal of Research in Mechanical Engineering**, 2 (12), 2018, 07-16.
12. A. S. Akinwale & C. A. Okotoni, *Assessment of Job Commitment of Secondary School Teachers in Osun State, Nigeria*. **International Journal of Social Sciences** 4(3), 2019, 1553- 1572.
13. B. S. Burmansah & M. Mukhneri, *Teachers' Affective Commitment through the Effects from Quality of Work Life and Job Involvement in the Schools*. **Asia Proceedings of Social Sciences**, 4(1), 2019, 17-20.
14. A. O. Oredein & A. A. Ebo, *Turnover Intention Factors and Job Commitment of Public Secondary School Teachers in Oyo State, Nigeria*, **Ife Journal of Theory and Research in Education**, 22, 2021.
15. C. E. Etebu & S. O. Oluwuo, *Teachers' Professional Growth and Job Engagement in Public Secondary Schools in Bayelsa State, Nigeria*. **International Journal of Innovative Social & Science Education Research** 6(3), 2018, 68-72.
16. C. A. Okotoni & A.S. Akinwale, *Principals' Communication Styles and Teachers' Job Commitment in Secondary Schools in Osun State, Nigeria*, **British Journal of Education** 7(12), 2019, 7-19.
17. M. L. C. Batugal, *Leadership Organisational Culture, Commitment and Job Satisfaction of Faculty in Private-sectarian Higher Education Institutions*, **World Journal of Education**,9(2), 2019, 123-135.
18. J. N. Onukwu, *Job Commitment among Lecturers and Leadership Role Performance in South-South Nigeria Universities*. **Nigerian Journal of Educational Management**, 5(2), 2021, 13-23.
19. M. A. Okeoghene, *The Influence of Leadership Style, Organisational Justice and Human Capital Development on Employee Commitment in University Libraries in South-West, Nigeria*. **Library Philosophy and Practice**, 1(1), 2019, 1-43.
20. E. S. Kassaw & D. N. Golga, *Academic Staffs' Level of Organisational Commitment in Higher Educational Setting: The Case of Haramaya University*, **International Journal of Higher Education**, 8(2), 2019, doi:10.5430/ijhe.v8n2p87
21. W. Peng, Z. Wang & Z. Luo. *"From Supervisors' Work-Family Conflict to Employees' Work-Family Conflict: The Moderating Role of Employees' Organizational Tenure."* **International Journal of Stress Management** 27(3), 2020, 273-280. <http://dx.doi.org/10.1037/str0000154>

22. A. F. F. Hussein & Y. H. S. Al-Mamary, *Conflicts: Their Types, and their Negative and Positive Effects on Organizations*, **International Journal of Scientific & Technology Research**, 8(8), 2019, 2277-8616.
23. A. Kiitam, A. Mclay & T. Pilli, *Managing Conflict in Organisational Change*, **International Journal of Agile Systems and Management** 9(2), 2016, 114. DOI:10.1504/IJASM.2016.078575
24. J. A. Espinoza, T. A. O'Neill & M. B. L. Donia. "Big Five Factor and Facet Personality Determinants of Conflict Management Styles." **Personality and Individual Differences**, 203, 2023, 112029. <http://dx.doi.org/10.1016/j.paid.2022.112029>
25. H. D. Tehrani & S. Yamini, *Personality Traits and Conflict Resolution Styles: A Meta-analysis*, **Personality and Individual Differences**, 157, 2020, 109794. <https://doi.org/10.1016/j.paid.2019.109794>
26. D. Binyanya, "Conflict Management Styles and Employee Performance in Hospitals." **European Journal of Conflict Management** 2(1), 2021, 60–95. <http://dx.doi.org/10.47672/ejcm.790>.
27. T. Saeed, M. Anis-ul-Haq, S. Almas, & G. S. K. Niazi, *Leadership Styles: Relationship with Conflict Management Styles*. **International Journal of Conflict Management**, 25(3), 2014, 214–225. DOI:10.1108/IJCMA-12-2012-0091
28. N. N. Omondi & G. Kimutai, *Stakeholder Engagement Conflicts and Implementation of Expansion and Modernisation Projects at Jomo Kenyatta International Airport in Nairobi, Kenya*. **International Academic Journal of Information Sciences and Project Management**, 3(2), 2018, 12-36.
29. Z. Al-Hamdan, R. Shukri & D. Anthony, *Conflict management styles used by nurse managers in the Sultanate of Oman*. **Journal of Clinical Nursing**, 20(3– 4), 2011, 571–580.
30. B. Dickson & Z. Isaac, *Compromise Conflict Management Style and its Impact on Organizational Health of Federal Agencies in Rivers State, Nigeria*, **International Journal of Business School Annals**, 6(1), 2019, 54-61. DOI: 10.13140/RG.2.2.34993.40806
31. F. F. A. Hussein, A. G. H. Yahya & V.S.A. Hassan, *The Relationship between Conflict in Management Styles and Organizational Commitment: A Case of Sama's University*, **American Journal of Science and Technology**, 4(4), 2017, 49-66.
32. L. K. Guerrero, "Conflict Style Associations with Cooperativeness, Directness, and Relational Satisfaction: A Case for a Six-Style Typology." **Negotiation and Conflict Management Research** 13(1), 2019, 24–43. <http://dx.doi.org/10.1111/ncmr.12156>.

33. M. H. Davis, M. B. Schoenfeld & E. J. Flores, *Predicting Conflict Acts Using Behavior and Style Measures*. **International Journal of Conflict Management**, 29, 2018, 70–90.
34. E. Oseremen & M. Osemeke, *Conflict Management: Managerial Approach towards Improving Organizational Performance*. **International Review of Social Sciences and Humanities** 9(1), 2015, 51-60.
35. K. W. Thomas, *Conflict and Conflict Management: Reflections and Update*. **Journal of Organizational Behavior**, 13(3), 2006, 265–274.
36. P. T. Coleman, "Conflict Intelligence and Systemic Wisdom: Meta-Competencies for Engaging Conflict in a Complex, Dynamic World." **Negotiation Journal**, 34(1), 2018, 7–35. <http://dx.doi.org/10.1111/nejjo.12211>.
37. S. Glubwila, K. Sripa & P. Thummaphan. "The Model of Collaboration Integration for Preventing and Solving the Problem of Youth Violence in Educational Settings." **Current Psychology**, 41(12), 2021, 8461–8470. <http://dx.doi.org/10.1007/s12144-020-01270-6>
38. F. D. Mabasa & H. Ngirande. "Perceived Organisational Support Influences on Job Satisfaction and Organisational Commitment among Junior Academic Staff Members." **Journal of Psychology in Africa**, 25(4), 2015, 364–366. <http://dx.doi.org/10.1080/14330237.2015.1078102>.
39. M. Sharma, "Linking Employee Engagement, Job Stress and Perceived Organisational Support to Organisational Commitment." **International Journal of Indian Culture and Business Management** 27(2), 2022, 251-269. <http://dx.doi.org/10.1504/ijicbm.2022.126141>.
40. C. N. Arasanmi & A. Krishna, "Employer Branding: Perceived Organisational Support and Employee Retention – the Mediating Role of Organisational Commitment." **Industrial and Commercial Training** 51(3), 2019, 174–183. <http://dx.doi.org/10.1108/ict-10-2018-0086>.
41. T. D. McIlroy, S. L. Parker & B. M. McKimmie, "The Effects of Unanswered Supervisor Support on Employees' Well-Being, Performance, and Relational Outcomes." **Journal of Occupational Health Psychology** 26(1), 2021, 49–68. <http://dx.doi.org/10.1037/ocp0000270>.
42. N. B. Rahim, I. Osman, & P. V. Arumugam. "Linking Work-Life Balance and Employee Well-Being: Do Supervisor Support and Family Support Moderate the Relationship?" **International Journal of Business and Society** 21(2), 2020, 588–606. <http://dx.doi.org/10.33736/ijbs.3273.2020>.
43. S. R. Terera & H. Ngirande, *The Impact of Rewards on Job Satisfaction and Employee Retention*, **Mediterranean Journal of Social Sciences**, 5(1), 2014, ISSN 2039-9340. Doi: 10.5901/mjss.2014.v5n1p481

44. L. I. Akunne, J. Akuezilo, V. Nwadinobi & A. V. Etele, *Work-Life Balance among Employees in the Workplace and Covid-19: An Empirical Perspective*, **Research on Humanities and Social Sciences**, 11(24), 2021. <http://dx.doi.org/10.7176/rhss/11-24-04>.
45. M. A. Abioro, D. A. Oladejo & F. O. Ashogbon, *Work Life Balance Practices and Employees Productivity in the Nigerian University System*. **Crawford Journal of Business and Social Sciences**, 12(2), 2018, 49-59.

Lead City University Ibadan DO NOT COPY

## **Chapter Two**

### **Literature Review**

This chapter contains review of related literatures. It was presented in the following subheadings:

#### **2.1 Conceptual Review**

##### **2.1.1 Commitment**

##### **2.1.2 Job Commitment**

###### **2.1.2.1 Turnover Intention**

###### **2.1.2.2 Initiation and Proactivity**

##### **2.1.3 Workplace Conflict Management Style**

###### **2.1.3.1 Compromise Style**

###### **2.1.3.2 Avoidance Style**

###### **2.1.3.3 Collaboration Style**

##### **2.1.4 Organisational Support**

###### **2.1.4.1 Supervisor Support**

###### **2.1.4.2 Rewards**

###### **2.1.4.3 Work Conditions**

#### **2.2 Theoretical Framework**

##### **2.2.1 Dual Concern Theory**

##### **2.2.2 Social Exchange Theory**

#### **2.3 Review of Empirical Studies**

##### **2.3.1 Workplace Conflict Management Styles and Job commitment**

##### **2.3.2 Organisational Support and Job Commitment**

##### **2.3.3 Rewards and Job Commitment**

- 2.3.4 Job Satisfaction and Job Commitment
- 2.3.5 Quality of Work-life and Job Commitment
- 2.3.6 Work Motivation and Job Commitment
- 2.3.7 Job Autonomy and Job Commitment
- 2.4 **Conceptual Framework**
- 2.5 **Summary of Literature Reviewed**

Endnotes

## **2.1 Conceptual Review**

### **2.1.1 Commitment**

The notion of commitment is a multifaceted and intricate aspect of human conduct and interactions with others. It encompasses a person's devotion, allegiance, and sense of duty to uphold promises, responsibilities, or objectives despite potential difficulties, barriers, or temptations to give up<sup>1</sup>. Commitment is pervasive in various spheres of life, such as personal relationships, work, individual aspirations, and societal obligations. It necessitates strong determination and willpower, and those lacking commitment might struggle to persevere through challenges, leading them to abandon their goals<sup>2</sup>. This dedication often requires individuals to make trade-offs and sacrifices, possibly giving up immediate gratification or other opportunities to stay devoted to their commitments<sup>2</sup>. Additionally, commitment is frequently intertwined with emotional investment<sup>3</sup>. Whether in personal or professional realms, emotional involvement can heighten one's dedication to a cause.

Commitment is characterised as the level of dedication and obligation an individual has towards a set of actions, motivating them to take steps accordingly<sup>4</sup>. It involves forming a psychological bond and loyalty towards a specific target, be it an organisation, cause, or relationship. Commitment entails being willing to bear personal costs to uphold promises and responsibilities made to others<sup>5</sup>. It represents a state of wholehearted dedication and loyalty to a particular course of action or belief, often stemming from an emotional connection<sup>6</sup>. This dedication aligns an individual's values and objectives with those of an organisation, leading to increased engagement and effort. Despite challenges and setbacks, commitment showcases an individual's persistence and resilience in staying the course. It necessitates investing time, energy, and resources to achieve collective goals within a group or team. Commitment also reflects a psychological state, indicating an individual's intention to maintain a relationship or remain a member of a group or organisation<sup>7</sup>. It involves believing in and accepting the values, norms, and objectives of that particular entity. Moreover, commitment is the readiness of an individual to make personal sacrifices for the greater good of the collective. This interplay of personal satisfaction, involvement, and loyalty towards an organisation results in higher levels of job performance and reduced turnover.

The level of commitment exhibited by individuals may be impacted by societal norms, cultural values, and peer influence. For instance, certain cultures may highly prioritise commitment to family and traditions, while others may emphasise individual pursuits. Although commitment is generally regarded as a positive attribute, it can also have negative aspects. Excessive dedication to an idea, relationship, or belief without openness to flexibility can result in stubbornness and an unwillingness to consider

alternative viewpoints or adapt when needed<sup>8</sup>. Nonetheless, effective channeling of commitment can yield favourable outcomes, such as personal development, achievement, and enduring relationships<sup>9</sup>. In the workplace, dedicated employees often demonstrate higher productivity and reliability, contributing to improved organisational performance.

Committed individuals serve as influential role models, inspiring and motivating others to persistently pursue their own goals. Such dedication plays a crucial role in guiding individuals to make decisions that align with their long-term objectives. Moreover, committed individuals display a greater capacity to face and conquer challenges, leading to enhanced outcomes. In various endeavours, commitment contributes to heightened productivity and efficiency, yielding positive results. Furthermore, commitment acts as a stress reliever, providing individuals with a clear sense of purpose and direction in their endeavours<sup>10</sup>. When devoted to meaningful pursuits, individuals experience increased personal satisfaction and fulfilment. Committed individuals demonstrate a strong sense of accountability, taking ownership of their actions and embracing the consequences<sup>11</sup>. Additionally, commitment fosters adaptability and openness to evolve amidst changing circumstances<sup>12</sup>. In the context of group dynamics, commitment to shared values fosters unity and social cohesion. Lastly, commitment ensures the fulfilment of promises and obligations made to others, reinforcing the trust and reliability of committed individuals<sup>13</sup>.

Individuals exhibit various forms of commitment simultaneously, encompassing affective, normative, continuance, temporal, career, social, goal, political, family, and collective commitment, among others<sup>14</sup>. However, in organisational contexts,

commitment is comm. only delineated into three dimensions: affective, normative, and continuance. Affective commitment, specifically applied in the study of employee commitment within organisations, allows researchers and managers to gauge employees' emotional attachment and enthusiasm towards their jobs and the organisation<sup>15</sup>. This dimension proves valuable in understanding employee engagement, job satisfaction, and their willingness to go above and beyond for the organisation. On the other hand, normative commitment serves primarily to comprehend commitment based on a sense of duty or moral obligation<sup>15</sup>. By employing this dimension, organisations can identify employees who feel morally obligated to stay committed, even if they lack emotional attachment or substantial investments. This form of commitment is instrumental in assessing employee loyalty and conscientious behaviour. Furthermore, continuance commitment is frequently employed to assess an individual's commitment to an organisation based on perceived costs and investments associated with leaving<sup>15</sup>. It aids in identifying employees who might feel "trapped" in their jobs due to financial or time investments rather than genuine emotional connection<sup>16</sup>. By analysing these dimensions of commitment, organisations can gain insights into their employees' motivations and dedication, facilitating informed decision-making and fostering a supportive and committed workforce.

### **2.1.2 Job Commitment**

Job commitment refers to the degree to which workers see themselves as integral to their employer's organisation and actively contribute to achieving its goals and objectives<sup>17</sup>. It is characterised by a positive outlook towards the organisation and a sense of strong accountability<sup>18</sup>. Committed employees dedicate their utmost effort and skills to

their work, striving to excel as top performers. Their focus extends beyond personal success to the overall success of the organisation. Businesses universally aspire to have such high-performing individuals on their teams, making it essential to foster and maintain commitment. Committed employees experience job satisfaction and exhibit a positive attitude, leading to heightened productivity<sup>19</sup>. They willingly assist others, share their knowledge and expertise, and maintain positive relationships with colleagues, management, customers, and other stakeholders involved in the organisation<sup>20</sup>.

Job commitment is a vital attribute highly valued by employers. It signifies the level of dedication and loyalty an employee holds towards both their job and the organisation they are a part of<sup>21</sup>. Committed individuals consistently go above and beyond to not only meet but surpass expectations, showcasing a strong work ethic and a willingness to invest the required effort to achieve success<sup>22</sup>. There are several key dimensions of job commitment that deserve emphasis. First, committed employees demonstrate reliability and consistency in their work<sup>23</sup>. They exhibit punctuality, meet deadlines, and perform tasks to the best of their abilities. By taking ownership and being accountable, they foster trust and confidence among colleagues and superiors. Secondly, job commitment is evident in the proactive approach an employee adopts<sup>24</sup>. Committed individuals are self-motivated, actively seeking opportunities to contribute to the organisation's overall success. They readily take on additional responsibilities and willingly exert extra effort to ensure efficiency and effectiveness. Furthermore, job commitment intertwines with personal growth and continuous learning<sup>25</sup>. Committed employees enthusiastically pursue skill and knowledge enhancement, actively seek professional development opportunities, and stay abreast of industry trends<sup>26</sup>.

Recognising that their personal growth contributes to organisational success, they remain valuable assets in an ever-evolving business environment<sup>26</sup>.

Job commitment refers to the level of emotional connection an employee has with their job and the organization they are employed by<sup>27</sup>. This intricate concept is influenced by various factors, including the individual's personality, job characteristics, and the prevailing organizational culture<sup>28</sup>. The significance of job commitment can be highlighted in several key aspects. Firstly, it has a positive correlation with job performance<sup>29</sup>. Committed employees tend to be more engaged in their work and demonstrate a willingness to go above and beyond their responsibilities. Secondly, job commitment plays a pivotal role in reducing turnover rates<sup>30</sup>. Employees who are committed to their jobs are less likely to leave, even if presented with better opportunities elsewhere. Lastly, job commitment contributes to improved organisational morale and overall productivity<sup>31</sup>. When employees feel a strong sense of attachment to their work and the organisation, it fosters a positive and motivated atmosphere within the workplace<sup>31</sup>.

Job commitment encompasses the emotional bond an employee forms with their job and the organisation, as well as their sense of duty towards their responsibilities and their alignment with the organisation's objectives and principles<sup>32</sup>. It also entails the employee's willingness to remain in their current role and their inclination to invest extra effort and enthusiasm in their duties<sup>30</sup>. This psychological state is influenced by various factors, including financial stability and the availability of alternative opportunities<sup>33</sup>. It involves a profound sense of accountability and connection to the organisation's mission

and vision, fostering a strong sense of belonging and attachment between the individual and the organisation<sup>34</sup>. Additionally, job commitment is reflected in the employee's positive outlook towards the organisation and their willingness to go beyond the call of duty for their job<sup>35</sup>. It significantly influences the likelihood of an employee staying in their current position, even when presented with better prospects elsewhere, and underscores the importance they place on their work within the organisation.

### **2.1.2.1 Turnover Intention**

Turnover intention, a potent force in the realm of human resources, is an intangible yet palpable resonance that surges within an employee's heart and mind, pushing and pulling them towards the crossroads of continuity or departure<sup>36</sup>. It embodies the ethereal interplay of emotions, aspirations, and disillusionment that swirls beneath the surface of an organisation, akin to an unseen tempest that can either foster allegiance or instigate exodus<sup>37</sup>. This tempestuous phenomenon represents the delicate balance between the magnetic allure of new horizons and the steadfast anchors of familiarity<sup>38</sup>. It manifests as a restless yearning for change or escape, a passionate desire to disengage from the daily grind and seek solace in uncharted waters. Simultaneously, it mirrors the inherent reluctance to sever the connections that bind one to their current professional abode—a nostalgic attachment to memories forged, camaraderie cultivated, and expertise honed<sup>39</sup>.

Turnover intention refers to the contemplation within an employee's mind of departing from their current employment in pursuit of alternative opportunities<sup>40</sup>. This inclination arises due to various factors that prompt the individual to seek new avenues

for their career progression. It signifies the employee's readiness to explore prospects beyond their present organisation and indicates the likelihood of their resignation within a specific timeframe<sup>41</sup>. This internal decision-making process involves considering factors such as job dissatisfaction or other elements influencing their desire to leave<sup>42</sup>. Turnover intention represents the seriousness with which an employee contemplates leaving their current job and engaging in an active search for other employment options<sup>43</sup>. Furthermore, turnover intention encompasses the employee's internal reflections on whether they should continue or conclude their tenure with the organisation<sup>44</sup>. It reflects the level of commitment or attachment the employee feels towards their current job and the alignment of their career goals with their present position<sup>45</sup>.

Moreover, turnover intention entails the thought process an employee undergoes when contemplating potential job changes and highlights the extent to which the idea of leaving their current job preoccupies their mind<sup>46</sup>. The evaluation of job satisfaction and its impact on their future tenure is an essential aspect of this deliberation. In essence, turnover intention is a measure of an employee's engagement with the idea of leaving or staying in their current position, taking into account the internal pull or push factors that influence their decision to consider alternative job options for personal or professional reasons.

### **2.1.2.2 Initiation and Proactivity**

Initiation is the pivotal moment of action where one takes the first step towards a goal, a change, or a new endeavour<sup>47</sup>. It marks the inception of progress, signalling the transformation from mere contemplation to decisive action. It embodies the courage and

determination to break free from inertia and embark on a journey of growth and achievement<sup>48</sup>. Initiation is a catalyst for personal and collective transformation, signifying the ability to transcend one's comfort zone and embrace uncertainty<sup>49</sup>. It is the spark that ignites innovation, creativity, and progress<sup>50</sup>. Just as a single spark can light a wildfire, initiation has the potential to create a ripple effect, inspiring others to join in and contribute to the greater cause. Initiation stands as a beacon of hope and aspiration<sup>51</sup>. It encourages us to shatter barriers, overcome doubts, and surmount obstacles. This decisive act signifies our willingness to take responsibility for our dreams, aspirations, and actions, even when the path ahead may be unclear or challenging.

Initiation encompasses the pivotal act of instigating action and commencing the journey towards change or the attainment of a desired objective<sup>52</sup>. This endeavour demands courage to venture into uncharted territories, embracing ambiguity and uncertainty. It constitutes a momentous juncture of metamorphosis and personal development, entailing a resolute commitment to forge ahead along the chosen course. Such initiation serves as an inspirational force, motivating others to join in pursuit of a shared purpose. Moreover, it symbolises the triumph over complacency and indecision, emancipating from stagnation's grip<sup>53</sup>. Initiators conscientiously shoulder accountability for their choices and deeds, thereby opening doors to novel possibilities and opportunities. The ramifications of this initiatory act can have far-reaching consequences, resulting in enduring transformations.

Initiation in the context of an organisation refers to the act of starting or launching new projects, initiatives, or changes<sup>54</sup>. It involves taking the first steps towards a goal,

whether it's exploring new markets, introducing innovative products, or implementing process improvements<sup>55</sup>. Initiation is about embracing opportunities for growth and progress, even if they come with inherent risks and uncertainties. In an organisational context, initiation is crucial for driving innovation and staying competitive<sup>56</sup>. Organisations that embrace initiation are more likely to adapt to changing market dynamics, seize emerging opportunities, and lead in their respective industries. This might involve launching research and development efforts, exploring new partnerships, or investing in cutting-edge technologies. Moreover, initiation also plays a role in shaping the company culture<sup>57</sup>. Leaders who initiate efforts to foster a positive and inclusive workplace environment can create a sense of purpose and engagement among employees. Initiating corporate social responsibility initiatives, for example, can demonstrate the organisation's commitment to making a positive impact beyond profits.

Proactivity is the proactive and forward-looking mindset that empowers individuals to take charge of their lives and shape their destiny<sup>58</sup>. It revolves around the notion of being proactive rather than reactive, embracing a sense of ownership and responsibility for one's choices and responses to life's challenges<sup>59</sup>. Proactivity goes beyond waiting for circumstances to dictate outcomes; it involves actively creating opportunities and influencing events to align with one's goals and values<sup>60</sup>. It reflects a keen awareness of the power of choice, where individuals consciously decide their actions based on long-term vision rather than succumbing to short-term impulses.

A proactive individual is driven by a sense of initiative, resourcefulness, and perseverance<sup>61</sup>. They anticipate potential obstacles and plan ahead, leveraging their

strengths to navigate through adversity and find innovative solutions<sup>61</sup>. Proactivity breeds resilience and adaptability, as it empowers individuals to pivot in the face of change, turning setbacks into opportunities for growth<sup>62</sup>. By embodying proactivity, individuals become architects of their destiny, orchestrating their journey towards success and fulfilment. This concept emphasises the importance of taking the lead, being solution-oriented, and actively participating in the unfolding narrative of life, thus unlocking one's full potential and leaving an indelible mark on the world.

Proactivity embodies the strategic approach of foresight and anticipation, actively moulding the course of the future. It underscores the crucial aspect of assuming accountability for one's life and decisions. Proactive individuals are characterised by their inclination to seek solutions, transcending the confines of predicaments<sup>63</sup>. Employing their strengths and resources astutely, they navigate towards the realisation of their goals. Moreover, proactivity cultivates adaptability and resilience, enabling individuals to rebound effectively from setbacks. It empowers them to assert command over their destinies, driven by a resolute sense of purpose and a far-reaching vision. By taking the initiative, proactive individuals become architects of their lives and careers, eschewing passivity and instead propelling transformative action.

Proactivity in an organisation involves a forward-thinking and anticipatory approach to challenges and opportunities. It entails taking the initiative to address issues before they escalate, identifying potential risks, and being responsive to changing circumstances<sup>64</sup>. A proactive organisation is one that anticipates future trends and takes steps to stay ahead of them. In the context of an organisation, proactive behaviour can

manifest in various ways. For instance, a proactive organisation may conduct regular market research and customer feedback to identify emerging needs and adapt their products or services accordingly. Proactive leadership involves setting long-term strategic goals and consistently monitoring progress towards achieving them<sup>65</sup>. Furthermore, a proactive organisation is more likely to invest in employee development and create a culture that encourages innovation and continuous improvement<sup>66</sup>. They foster a learning environment where employees are encouraged to take ownership of their professional growth and contribute their ideas to the organisation's success. Proactivity in an organisation also extends to risk management<sup>67</sup>. Rather than reacting to crises as they arise, a proactive organisation implements risk assessment and mitigation strategies to minimise potential disruptions.

In summary, initiation and proactivity are essential characteristics for a successful and thriving organisation. By embracing initiation, an organisation can be at the forefront of innovation and adapt to changing market conditions. Proactivity ensures that the organisation stays agile, anticipates challenges, and continuously improves its operations and products. Together, these concepts create a culture of empowerment and forward-thinking that drives the organisation's success and sustainability.

### **2.1.3 Workplace Conflict Management Style**

Workplace conflict refers to the disagreement or discord that arises between individuals or groups within an organisation<sup>68</sup>. It can result from differences in opinions, interests, values, or goals, and it may manifest in various forms such as arguments, tension, competition, or passive-aggressive behaviour<sup>68</sup>. Workplace conflicts can occur at

any level of an organisation, from coworkers on the same team to managers and their subordinates. Workplace conflict can arise due to various factors, including divergent communication approaches leading to misunderstandings and misinterpretations, discrepant objectives among individuals or departments causing friction, competition for limited resources such as budgets or promotions triggering conflicts, clashes arising from incompatible personalities or work styles, disputes over authority, control, or decision-making escalating into conflict, uncertainty and resistance stemming from major organisational changes like restructuring or layoffs, as well as feelings of unfair treatment or favouritism leading to resentment and conflict.

Thus, workplace conflict management encompasses the systematic process of identifying, addressing, and resolving disputes or disagreements that arise among individuals or groups within an organisation<sup>69</sup>. The central objective of conflict management is to foster a positive and harmonious work environment while simultaneously enhancing productivity and sustaining healthy working relationships. The primary goal of this practise is to mitigate the adverse impact of conflicts on productivity, morale, and interpersonal dynamics, thereby cultivating a healthy and constructive workplace atmosphere. Workplace conflict management involves employing various strategies and techniques to handle conflicts constructively, aiming to minimise negative consequences and build positive working relationships<sup>70</sup>. This proactive approach allows organisations to anticipate, address, and mitigate conflicts, thereby fostering a cohesive and collaborative atmosphere<sup>71</sup>.

Effectively managing workplace conflicts necessitates recognising their existence and gaining an understanding of their underlying causes and origins<sup>72</sup>. Timely identification of conflicts allows for prompt intervention, preventing them from escalating and causing further disruption<sup>73</sup>. An essential aspect of this process involves encouraging open and transparent communication among all parties involved. This approach allows employees to express their concerns, interests, and perspectives while also promoting active listening and mutual comprehension. Also, promoting a collaborative approach to conflict resolution is a core aspect of conflict management<sup>74</sup>. This involves bringing conflicting parties together to seek mutually agreeable solutions and emphasising shared goals and interests. Problem-solving techniques are integral to this process, encompassing thorough analysis of the issues at hand, exploration of potential solutions, and evaluation of the consequences of different actions<sup>75</sup>. In situations where direct communication proves challenging, the utilisation of neutral mediators can facilitate discussions and aid in finding common ground. These mediators serve as intermediaries, guiding the conflict resolution process<sup>76</sup>.

Hence, workplace conflict management styles encompass various methods individuals employ to handle and resolve conflicts, which can differ based on their communication preferences and approaches to problem-solving<sup>77</sup>. These styles cover a range of behaviours, from assertive and collaborative to passive or aggressive, each carrying unique consequences for conflict resolution outcomes. In the workplace, conflict management styles may include accommodating, where one party yields to the other's preferences, or compromising, where both parties seek a middle-ground solution<sup>78</sup>. Additionally, they may involve avoiding, where individuals withdraw from conflict or

confrontational situations, and collaborating, where parties work together to find mutually beneficial resolutions<sup>78</sup>. Competing is another style, where one party aggressively pursues their interests, and compromising involves both parties making concessions to reach a resolution<sup>78</sup>. These conflict management styles are influenced by an individual's personality, cultural background, and past experiences<sup>79</sup>. Some people may prefer a confrontational approach, openly addressing conflicts head-on, while others may adopt an accommodating style, prioritising relationship maintenance<sup>79</sup>. The ability to adapt and use different conflict management approaches is vital, considering the nature and seriousness of conflicts and the parties involved. It requires self-awareness and emotional intelligence to recognise one's default conflict management tendencies and their impact on others. Furthermore, an organisation's culture and leadership can shape prevailing attitudes and approaches to conflict resolution among employees, further influencing workplace conflict management styles.

#### **2.1.3.1 Compromise Style**

The compromise conflict management style, also known as the "middle ground" approach, is a method of resolving conflicts that involves finding a mutually acceptable solution through negotiation and concessions from both parties<sup>80</sup>. In this style, each party involved in the conflict willingly gives up some of their demands and preferences to

reach a resolution that partially satisfies both sides<sup>81</sup>. The compromise conflict management style aims to strike a balance between their desires and demands, resulting in a win-win resolution where both parties achieve some level of satisfaction and benefit<sup>82</sup>. This concessionary strategy requires exchanging compromises, and through collaborative bargaining, parties work towards an agreement that accommodates various viewpoints. Mediated agreements, facilitated by neutral third parties, can aid in the process, leading to a pragmatic reconciliation that addresses the essential concerns of both parties without pursuing an idealised solution. Ultimately, this approach emphasises practicality, open communication, and active listening to achieve a balanced resolution and maintain relationships between the involved parties<sup>83</sup>.

The compromise conflict management style embodies key characteristics that foster effective resolution. It revolves around collaboration, urging parties to engage in open communication and active listening, ensuring a comprehensive understanding of each other's perspectives and needs<sup>84</sup>. Flexibility is vital as participants willingly adapt their positions, embracing alternative solutions instead of clinging to rigid demands. The compromise approach entails trade-offs where both sides relinquish some interests to reach a middle ground, promoting a win-win mentality that benefits both parties to some extent<sup>85</sup>. Pragmatism underscores the recognition that perfection is not always attainable, driving the pursuit of balanced outcomes. Importantly, preserving relationships is paramount, aiming to avoid exacerbating conflicts further. Yet, successfully achieving compromise demands substantial time, patience, and effort while both sides navigate their differences through negotiation. Nonetheless, it's worth noting that while compromise proves effective in numerous situations, it might not always be optimal<sup>86</sup>.

Non-negotiable issues or contexts necessitating more assertive conflict management methods might arise<sup>86</sup>. The appropriateness of each conflict management style hinges on a meticulous consideration of the unique circumstances at hand.

### **2.1.3.2 Avoidance Style**

The Avoidance Style refers to a psychological coping mechanism or behavioural pattern that individuals adopt to deal with stress, anxiety, or uncomfortable situations<sup>87</sup>. It is a defence mechanism where a person tries to escape or distance themselves from challenging or distressing experiences rather than confronting or addressing them directly<sup>88</sup>. In this style, individuals tend to avoid confrontation, difficult emotions, or challenging tasks, often preferring to retreat from potential sources of discomfort or conflict. They may do so by physically avoiding certain places or people, emotionally distancing themselves from difficult feelings, or mentally suppressing thoughts or memories that cause distress<sup>89</sup>.

Avoidance Style refers to an unhealthy coping mechanism adopted by individuals who distance themselves from social interactions, preferring isolation to evade potential conflicts or criticisms<sup>90</sup>. This coping strategy involves postponing tasks and responsibilities to escape the associated stressors and is characterised by the act of suppressing unwanted thoughts and emotions to avoid feelings of vulnerability or discomfort. Additionally, it encompasses a psychological tendency to avoid confronting and processing past traumas or distressing memories<sup>91</sup>. Instead, individuals with an Avoidance Style distract themselves with activities, substances, or hobbies as a means of evading underlying emotional issues<sup>92</sup>. Unfortunately, this approach can contribute to the

persistence of anxiety disorders, such as agoraphobia or specific phobias, as individuals go to great lengths to avoid triggering stimuli.

Avoidance Style can manifest in various aspects of a person's life, such as interpersonal relationships, work or academic responsibilities, and even personal growth and development. While avoidance can provide temporary relief from stress or anxiety, over time, it may hinder emotional growth and prevent individuals from learning to cope effectively with life's challenges<sup>93</sup>. It's essential to recognise that avoidance is a normal and natural response to some degree, as we all encounter situations that are overwhelming or uncomfortable. However, when avoidance becomes a predominant and inflexible coping strategy, it can lead to negative consequences in the long run, such as increased anxiety, reduced self-esteem, and missed opportunities for personal growth and resolution of issues<sup>94</sup>. Therapeutic interventions and support can help individuals with Avoidance styles gradually face and process their fears or anxieties, enabling them to develop healthier coping mechanisms and better overall emotional well-being.

### **2.1.3.3 Collaboration Style**

Collaboration is an essential aspect of workplace conflict management, emphasising joint effort and cooperation to address and resolve conflicts effectively. In the collaborative conflict management style, conflicting parties actively engage in open communication, sharing perspectives, and seeking common ground to reach consensus<sup>95</sup>. This style fosters a cooperative environment where individuals pool their resources and expertise to tackle conflicts, ultimately promoting teamwork and harmony. It prioritises relationship building and aims to strengthen trust and rapport between conflicting parties<sup>96</sup>.

Collaboration seeks win-win outcomes, ensuring that both parties' needs and interests are addressed and satisfied<sup>97</sup>. This conflict management style involves actively listening to opposing viewpoints, valuing diverse perspectives, and using them to craft innovative solutions<sup>98</sup>. Conflicts are approached as opportunities for growth and learning, encouraging creativity and problem-solving.

Collaboration values shared responsibility, encouraging all involved parties to take ownership of the conflict resolution process<sup>99</sup>. It often involves brainstorming and leveraging collective wisdom to explore a wide range of potential solutions<sup>100</sup>. Through collaboration, individuals or teams jointly assess the impact of potential solutions on each other and the organisation as a whole. This style fosters a supportive and non-judgmental environment where ideas are freely expressed without fear of criticism<sup>101</sup>. Collaboration encourages compromise and flexibility, promoting a give-and-take approach to find a middle ground and meet each party's interests. It promotes constructive feedback and constructive criticism, enhancing the quality of conflict resolution outcomes. In collaboration, parties involved in the conflict work together to implement agreed-upon solutions, ensuring commitment to their success<sup>102</sup>.

Collaboration in conflict management requires an open mindset and the willingness to explore new perspectives and possibilities to address conflicts<sup>103</sup>. It emphasises the importance of recognising and valuing shared goals and common interests among conflicting parties. Through collaboration, conflicts are transformed into opportunities to enhance collaboration skills and foster a positive work environment<sup>104</sup>. Collaboration empowers employees by involving them in decision-making processes, leading to

increased job satisfaction and engagement<sup>105</sup>. Rooted in empathy and understanding, it encourages acknowledging each other's emotions and concerns. In summary, collaboration is a powerful conflict management style that seeks to create harmonious working relationships, foster creativity, and achieve mutually beneficial outcomes for all involved parties.

#### **2.1.4 Organisational Support**

Organisational support is a multifaceted concept that encompasses the extent to which an organisation provides resources, assistance, and recognition to its members, fostering their well-being, job satisfaction, and productivity<sup>106</sup>. It represents the perceived availability and adequacy of tangible and intangible support offered by the organization to its employees, reflecting the degree to which their contributions are valued and their needs are addressed<sup>107</sup>. This support goes beyond mere material provisions and encompasses emotional and psychological assistance, demonstrating the organisation's commitment to its employees' success and development<sup>108</sup>. Organisational support plays a crucial role in influencing employee attitudes, motivation, and loyalty, contributing to a positive work environment, and enhancing overall job engagement<sup>109</sup>. The concept underscores the importance of a supportive organisational culture where employees feel valued, cared for, and encouraged to reach their full potential, leading to improved performance and retention rates<sup>110</sup>.

Organisational support encompasses a wide range of activities designed to nurture and uplift employees in the workplace. It involves providing essential resources, recognising and appreciating their efforts, and maintaining open lines of communication<sup>111</sup>.

Additionally, ensuring job security and treating employees fairly and equitably contribute to a supportive environment<sup>112</sup>. Supporting work-life balance, fostering career development opportunities, and offering flexible work arrangements demonstrate care for employees' personal and professional growth<sup>113</sup>. Empowering employees to make decisions, promoting social support among colleagues, and providing comprehensive benefits underline the organisation's commitment to its workforce. Constructive performance feedback, an inclusive culture, and workload management further reinforce the sense of support<sup>114</sup>. A safe and comfortable work environment, efficient conflict resolution, and access to employee assistance programmes showcase concern for overall well-being. Empathetic leadership, opportunities for employee input, and transparent policies together create an atmosphere of trust and commitment to organisational support<sup>115</sup>.

Organisational support offers a myriad of benefits that have a profound impact on both employees and the overall success of the organisation. Employees who feel supported experience higher levels of job satisfaction and improved well-being, leading to reduced stress and better mental and physical health<sup>116</sup>. This supportive environment also fosters greater employee engagement, commitment, and loyalty, resulting in higher retention rates and reduced turnover costs<sup>116</sup>. As employees perceive that their organisation genuinely cares about their needs and values their contributions, they become more motivated, productive, and innovative in their roles<sup>108</sup>. A positive organizational culture emerges, characterized by teamwork, collaboration, and a sense of camaraderie. This positive reputation as an employer of choice further enhances the organisation's ability to attract top talent and retain high-performing employees. Moreover, the supportive work

environment promotes effective conflict resolution and reduces absenteeism, leading to a more resilient and agile organisation capable of navigating challenges and changes. In essence, organisational support serves as the cornerstone of a thriving workplace, fostering productivity, employee well-being, and long-term organisational success.

#### **2.1.4.1 Supervisor Support**

Supervisor support involves the guidance, assistance, and provision of resources by a supervisor to their subordinates, aiming to achieve individual and team goals effectively<sup>117</sup>. It includes actively listening to employees' concerns, offering emotional encouragement, and recognising their achievements to boost well-being and job satisfaction. Supervisor support promotes work-life balance by accommodating reasonable arrangements and advocating for employees' professional growth through mentoring and career advancement opportunities<sup>118</sup>. Open communication channels are facilitated, conflicts are resolved, and teamwork is fostered to maintain a harmonious work environment<sup>119</sup>. Supervisors commit to clarifying roles, delegating tasks, and empowering employees while providing guidance and coaching to enhance their skills and performance<sup>120</sup>. They create a safe and inclusive space, offer constructive feedback, and remain accessible to address concerns. Addressing employee burnout and stress is prioritised, aligning individual goals with organisational objectives. Supervisor support encourages employee participation in decision-making, fosters a culture of continuous learning, and aims to create a positive work environment that fosters engagement and loyalty<sup>121</sup>.

Supervisory support encompasses a comprehensive range of actions aimed at cultivating a positive and productive work environment<sup>122</sup>. This support involves providing emotional backing and demonstrating empathy while addressing employees' concerns with careful attention<sup>123</sup>. Effective communication is central to this approach, as supervisors proficiently deliver clear instructions and constructive feedback, fostering an environment of open dialogue. Additionally, supervisors bolster morale and motivation by recognising and praising employees' accomplishments. They actively invest in the growth of their team by offering ample development opportunities and championing their interests within the organisation. A keen awareness of work-life balance drives them to establish a flexible work environment. Moreover, supervisors prioritise problem-solving, collaborating closely with their teams to identify solutions and extend necessary assistance<sup>124</sup>. The foundation of trust and respect further nurtures an atmosphere where employees feel comfortable approaching their supervisors<sup>125</sup>. Ultimately, this supportive framework emphasises empowerment, granting employees autonomy and decision-making authority in their roles.

#### **2.1.4.2 Rewards**

A reward, in its essence, signifies a positive outcome or benefit bestowed upon individuals in recognition of their efforts, achievements, or desirable behaviours<sup>126</sup>. It serves as a form of appreciation and motivation, encouraging the repetition of certain actions or behaviours deemed favourable. In economic contexts, rewards take the form of payment or compensation for services rendered or work completed. Furthermore, rewards extend beyond the realm of tangible goods, encompassing intangible elements like praise

and recognition<sup>127</sup>. In psychology, they are considered reinforcing stimuli, reinforcing behaviours, and actions that are deemed desirable by the giver<sup>128</sup>. Reward systems are often utilised in various fields, including education, business, and criminal justice, to incentivize and foster positive outcomes. From an ethical perspective, rewards may be viewed as moral reinforcements for ethical conduct, while in spirituality, they may be seen as blessings or positive outcomes granted by a higher power<sup>129</sup>. Ultimately, rewards offer a sense of personal fulfilment and contentment, both as a result of goal attainment and the appreciation received for one's contributions<sup>130</sup>.

Rewards encompass a diverse range of types, characterized by their nature, purpose, and contextual application. Among the prominent categories are tangible rewards, which include physical items like money and gifts, and intangible rewards, such as verbal praise and recognition<sup>131</sup>. Incentive rewards serve as motivators to encourage specific behaviours tied to performance or achievement targets, while performance-based rewards directly recognise exceptional accomplishments. Recognition rewards focus on appreciating individual and team efforts, while financial rewards, like bonuses and profit-sharing, act as incentives for exceptional performance. Non-financial rewards, like flexible work hours and training opportunities, offer benefits beyond monetary compensation. Intrinsic rewards derive from personal satisfaction and enjoyment in the task itself, while extrinsic rewards, bestowed by others, reinforce desired behaviours. Social rewards involve recognition and admiration from peers, while promotion rewards signify career advancement based on competence and dedication. Commission-based rewards are common in sales roles, and loyalty rewards encourage customer retention through exclusive privileges. Group rewards celebrate collective achievements; spot

rewards provide immediate recognition for exceptional efforts; and long-term rewards offer delayed gratification, such as retirement benefits. Time-off rewards grant additional paid time off for meeting milestones or targets. Gift cards and vouchers afford flexible rewards, and recognition events publicly honour outstanding contributors. Skill development rewards support employee growth through training and mentorship opportunities. By combining and customising these reward types, organisations can foster a positive and productive environment tailored to individual and team needs and goals<sup>132</sup>.

#### **2.1.4.3 Work Conditions**

Work conditions, commonly referred to as the environment and circumstances within which individuals perform their job tasks, encompass a range of crucial factors impacting employee well-being and productivity in the workplace<sup>133</sup>. These factors include the physical aspects of the work environment, such as lighting, temperature, noise levels, and air quality, as well as safety measures and protocols implemented to prevent accidents and injuries. Additionally, work conditions entail the availability and suitability of tools, equipment, and resources necessary to execute job responsibilities effectively<sup>134</sup>. Beyond the physical realm, work conditions encompass social and psychological elements, such as the level of autonomy, decision-making authority, and opportunities for career growth. Furthermore, work conditions are influenced by the organization's culture, management practices, and communication channels<sup>135</sup>. Employee satisfaction, motivation, and overall job performance are strongly linked to favourable work

conditions. By promoting a supportive and positive work environment that complies with labour laws and ensures fairness, organisations can enhance employee well-being and productivity, ultimately contributing to their overall success and growth<sup>136</sup>.

Work conditions encompass a diverse array of characteristics that define the environment in which individuals conduct their job tasks, profoundly influencing employee well-being, job satisfaction, and overall productivity<sup>137</sup>. Equally important are safety measures, which mitigate the risk of workplace accidents and injuries while safeguarding employee welfare<sup>138</sup>. Access to appropriate resources, tools, and equipment enables employees to efficiently perform their duties. Moreover, the level of workload and time pressures, along with job flexibility and communication channels, significantly impact employee stress levels and organisational efficiency<sup>139</sup>. Providing adequate training and support fosters skill development and empowers employees to excel in their roles, while offering autonomy and decision-making authority can bolster motivation and job satisfaction<sup>139</sup>. Collaborative work environments facilitate teamwork and innovation, while opportunities for career growth and a positive organisational culture contribute to employee retention and engagement<sup>140</sup>. Additionally, a balanced work-life dynamic, inclusivity, diversity, recognition, and fair treatment all contribute to an environment that nurtures employee well-being and performance. Access to physical amenities and support systems further enhances overall work conditions, and adherence to labour laws ensures that employees' rights are respected and protected. By optimising these various characteristics, organisations can cultivate a positive and thriving work environment that drives success and fulfilment for both employees and the organisation as a whole.

## **2.2 Theoretical Frame work**

### **2.2.1 Dual Concern Theory**

Dual Concern Theory offers a comprehensive framework for understanding and analysing conflict resolution strategies. The theory postulates that individuals approach conflicts with two primary concerns: concern for themselves (assertiveness) and concern for others (cooperativeness) <sup>141</sup>. These two dimensions give rise to five conflict management styles: competing, collaborating, compromising, avoiding, and accommodating. When applied to the study workplace conflict management style, organisational support and job commitment among administrative staff in private universities in Oyo State, dual concern theory can provide a robust theoretical foundation. The theory's emphasis on the balance between self-interest and cooperation aligns with the study's focus on influence of conflict management styles (compromise, avoidance, collaboration) and organisational support (supervisor support, rewards, and work conditions) on job commitment. The theory's framework can help interpret how different combinations of conflict management and organisational support strategies impact employees' commitment to their roles. Moreover, the theory's cultural sensitivity makes it relevant to a Nigerian context, where collectivism and hierarchical structures often play a vital role in workplace dynamics<sup>141</sup>. By utilising Dual Concern Theory, the study can illuminate the intricate interplay between conflict management styles and organisational support mechanisms and their implications for enhancing job commitment among administrative staff in private universities in Oyo State, Nigeria.

### 2.2.2 Social Exchange Theory

Social Exchange Theory (SET) posits that individuals engage in social interactions with the expectation of maximising rewards and minimising costs<sup>142</sup>. This theoretical framework emphasises the dynamics of give-and-take in relationships and serves as a lens to understand human behaviour in various contexts, including the workplace<sup>143</sup>. Applied to the study titled "Workplace Conflict Management Style, Organisational Support, and Job Commitment among Administrative Staff in Private Universities in Oyo State, Nigeria," SET provides valuable insights into how different conflict management styles (compromise, avoidance, and collaboration) and organisational support factors (supervisor support, rewards, and work conditions) may impact job commitment among administrative staff. In this study, the theoretical lens of SET enables a nuanced analysis of how individuals evaluate their workplace experiences based on perceived rewards and costs. Conflict management styles directly affect how employees perceive the fairness and equity of interactions within their organisation. The compromise style might lead to moderate rewards due to a balanced approach, while avoidance may create uncertainty and potential dissatisfaction, resulting in higher costs. Collaboration, in contrast, can foster positive social exchanges, potentially yielding greater rewards in terms of personal growth, enhanced relationships, and problem-solving.

Furthermore, organisational support factors play a pivotal role in the SET framework. Supervisory support can cultivate a supportive and nurturing environment, enhancing perceived rewards and reducing perceived costs associated with conflicts. Rewards, such as recognition and compensation, contribute to the overall assessment of the workplace

exchange. Favourable work conditions also influence the perceived balance between rewards and costs, impacting employees' commitment to their jobs. Applying SET to the context of administrative staff in private universities in Oyo State, Nigeria, offers a valuable perspective on how interpersonal dynamics and organisational factors influence job commitment. This theory underscores that employees are likely to be more committed when they perceive a favourable exchange, receiving adequate rewards while experiencing minimal costs<sup>142</sup>. As private universities seek to retain and motivate administrative staff, understanding the interplay between conflict management styles and organisational support becomes crucial for fostering a positive work environment and ultimately enhancing job commitment. By utilising SET as a theoretical framework, this study can uncover valuable insights to inform strategies for enhancing workplace dynamics, conflict resolution, and overall employee well-being.

## **2.3 Review of Empirical Studies**

### **2.3.1 Workplace Conflict Management Styles and Job commitment**

Conflicts are disagreements, clashes, or struggles that arise when individuals, groups, or entities have opposing interests, needs, goals, values, or perspectives<sup>68</sup>. It's a natural and inevitable part of human interactions and can occur on various scales, from personal relationships to international diplomacy. On the other hand, workplace conflict management styles are different approaches that individuals or organisations adopt to

address and resolve conflicts that arise within the work environment<sup>70</sup>. These styles provide a framework for understanding how conflicts are handled and how decisions are made to achieve resolutions. A research investigation was conducted to analyse the influence of conflicts arising in industries and their subsequent handling on the dedication of workers to their jobs and their optimal productivity within state-owned universities located in Ogun State, Nigeria<sup>144</sup>. The study aimed to determine the connection between industrial conflicts and their management and workers' commitment to their roles and their ability to achieve optimal productivity within these universities<sup>144</sup>. The research employed a survey-based approach and selected a sample of 150 employees from two state-owned universities: Olabisi Onabanjo University in Ago-Iwoye and Tai Solarin University in Ijagun, Ijebu-Ode. The sample encompassed 75 academic staff members and 75 non-teaching staff members. The Rahim Job Conflict Inventory (ROC-I-II) was adapted to gather data. The collected data were subjected to regression analysis. The outcomes of the analysis revealed that both industrial conflict and its management significantly impacted the level of commitment exhibited by workers in the state-owned universities within Ogun State ( $\beta=.565$ ;  $\beta=.687$ ;  $t=17.023$ ;  $p<0.05$ )<sup>144</sup>. Furthermore, the management of industrial conflict had a substantial effect on the optimal productivity of workers in these universities ( $\beta=.594$ ;  $\beta=.798$ ;  $t=23.800$ ;  $p<0.05$ )<sup>144</sup>. From the findings, it can be concluded that both the existence of industrial conflicts and the effectiveness of their management play crucial roles in determining workers' commitment to their jobs and their capacity to achieve optimal productivity<sup>144</sup>. The research revealed a deficiency in the approach adopted by university administrations and government bodies responsible for addressing industrial conflicts within these state-owned institutions. These entities

have not fully embraced the concept of utilizing suitable strategies for managing industrial conflicts when seeking resolutions. In light of these findings, recommendations were put forth. The study proposed that the Ogun State Government, as the overseeing authority of these universities, should take active measures to ensure that the universities are administered in a manner that fosters harmonious industrial relations. By doing so, these universities can fulfil their intended role as centres of excellence.

Similarly, another research explored the impact of various conflict management strategies, including avoidance, dominance, compromise, obliging, and integration, on the commitment of faculty members in specific public universities located in the southwestern region of Nigeria<sup>145</sup>. The analysis was conducted using Smart PLS 3.0, focusing on 416 completed questionnaires, which represented an 83% response rate. The results clearly indicate that conflict management approaches like avoidance, dominance, compromise, obliging, and integration have a significant effect on commitment<sup>145</sup>. The study suggests that academic staff in different universities should promote the use of compromise, integration, and obliging conflict management strategies to enhance their involvement in conflict resolution processes<sup>145</sup>. In light of the findings, it is advised that both academic staff and university management should always take into consideration the emotions and sentiments of all parties involved during conflict resolution. This empathetic approach is crucial for satisfying all affected parties. Additionally, it is recommended that conflicting parties maintain an open-minded attitude and a willingness to actively listen to each other<sup>145</sup>. This collaborative approach ensures that the most effective and logical conclusions are reached during conflict resolution. Furthermore, universities should provide training in various conflict management techniques, enabling

employees to select the most suitable approach when confronted with conflicts, particularly interpersonal ones. This education will empower employees to handle conflicts more effectively.

Furthermore, another study aims to explore the connection between conflict management and employee commitment among academic staff at specific public universities in the South East<sup>146</sup>. The research utilised a survey approach, employing a questionnaire to gather data. The total study population was 460, with a chosen sample size of 210 determined through the Krejcie and Morgan formula. An analysis was conducted on 190 completed questionnaires. The research tested the hypothesis using Pearson's Product Moment Correlation Coefficient at a 5% level of significance<sup>146</sup>. The results indicated a substantial and positive correlation between emotional intelligence and employee commitment, with a correlation coefficient of 0.871 ( $r = 0.871, p < 0.05$ )<sup>146</sup>. Furthermore, the study found a significant and positive relationship between the integrating conflict management style and employee commitment, with a correlation coefficient of 0.902 ( $r = 0.902, p < 0.05$ )<sup>146</sup>. Consequently, the study concluded that both the approach used to handle conflicts and the emotional state of the individuals involved have an impact on the speed and effectiveness of conflict resolution<sup>146</sup>. Based on these findings, recommendations were made, including the suggestion that academic staff in the surveyed universities should consider the emotions of others while resolving conflicts. It was also advised that those in conflict should maintain an open-minded approach and be willing to listen to the opposing party to make rational and optimal decisions during conflict management. Additionally, the study suggested the importance of regulating emotions to enhance sensitivity towards certain issues.

### 2.3.2 Organisational Support and Job Commitment

Organisational support refers to the perception that employees have regarding the extent to which their organisation values their contributions, cares about their well-being, and provides the necessary resources and assistance for them to perform their roles effectively<sup>147</sup>. It encompasses the overall level of assistance, encouragement, and consideration that employees believe they receive from their organisation. A research investigation was conducted to explore how the perceived support from the organisation influences the level of commitment exhibited by employees at selected private universities in Southeast Nigeria<sup>147</sup>. The research utilised a descriptive cross-sectional survey approach. A total of 250 employees voluntarily took part in the study by responding to a questionnaire administered through Google Forms. The collected data were then processed using the SPSS software package. The analysis involved descriptive statistics and a simple linear regression model to ascertain the impact of perceived organisational support on employees' commitment to their work. The study's findings, with an R-squared value of 0.019, indicated that a negative perception regarding organisational support prevailed among respondents in the private universities<sup>147</sup>. Additionally, the research revealed that a significant portion of employees within these institutions lacked commitment to their jobs, and this lack of commitment was linked to their perception of organisational support<sup>147</sup>. Consequently, the study recommended that management in private universities in Southeast Nigeria implement democratic principles to foster greater employee engagement and openness, enabling them to voice their concerns and challenges more freely<sup>147</sup>.

### 2.3.3 Rewards and Job Commitment

A reward is something given or received in return for a person's effort, achievement, or behavior. It is a form of positive reinforcement that is intended to encourage and motivate certain actions or behaviors<sup>148</sup>. Rewards can take various forms, and they play a crucial role in shaping human behavior and decision-making. A study examined reward mechanisms as predictors of teacher job commitment in public senior secondary schools in Rivers State, Nigeria in contrast to this study which examine the job commitment of administrative staff in Oyo State<sup>148</sup>. The research employed a correlation-based survey design, focusing on the teaching community. This included 6,893 educators from 291 public senior secondary schools in Rivers State. The selected sample size was 1,378 teachers, which represented 20% of the total population<sup>148</sup>. To gather data, two questionnaires were utilised: the Reward Mechanisms Scale (RMS) and the Teachers' Commitment Scale (TCS). These instruments were rigorously validated, and their reliability was confirmed using Cronbach's alpha, resulting in coefficients of 0.80 for the Reward Mechanism Scale and 0.87 for the Teachers' Commitment Scale<sup>148</sup>. The results of the study indicated that factors such as promotions, maintaining a balance between work and personal life, and adequate compensation had a minimal predictive influence (5.5%, 0.0%, and 1.4%, respectively) on teachers' commitment in public senior secondary schools in Rivers State<sup>148</sup>. In light of these findings, the study recommended several actions. Firstly, governmental bodies should ensure timely promotions for teachers to enhance their commitment<sup>148</sup>. Additionally, both federal and state governments, in collaboration with relevant agencies, should establish regulations aimed at enhancing

teachers' work-life balance<sup>148</sup>. If such regulations are already in place, concerted efforts should be made to effectively implement them and foster a healthy work-life equilibrium.

A similar study examined the relationship between non-financial rewards and teachers job commitment in the educational sector in Ogun State, Nigeria<sup>149</sup>. A survey was executed targeting educators in public secondary schools with the intention of exploring the connection between non-monetary incentives (such as promotions, study leave, sponsorship, and the provision of long service awards) and teachers' level of commitment to their jobs<sup>149</sup>. A subset of 750 full-time teachers was chosen for the study. From the three senatorial districts of Ogun State, thirty schools were chosen at random. Employing a structured questionnaire, data was gathered on socio-demographic attributes and the various types of non-financial rewards accessible to public secondary school teachers in Ogun State. The rate of response to the survey reached 90.2%<sup>150</sup>. Utilising Pearson's Product Moment Correlation, an assessment was conducted to scrutinise the relationship between non-financial rewards and teachers' commitment to their jobs. The findings revealed a robust link between non-financial rewards and the level of job commitment demonstrated by teachers in public secondary schools across the state<sup>149</sup>. Consequently, it is advised that the government and other pertinent stakeholders within the education sector ensure the provision of adequate non-financial rewards as a means of appropriately recognising and incentivizing teachers<sup>149</sup>.

Furthermore, another research work sought to find out the effect of financial rewards on the commitment of employees in Nigerian Public Universities, in addition to the relationship existing between non-financial rewards and employees' commitment in

Nigerian Public Universities<sup>150</sup>. The University of Lagos was selected as the research site for its convenient data collection. A structured questionnaire was employed to gather data from 170 participants, comprising 90 academic staff and 80 non-academic staff. These individuals were selected from eight faculties on the Main Campus. The collected data underwent analysis using both regression analysis and ANOVA. The study's results indicate that financial rewards significantly impact staff commitment<sup>150</sup>. Furthermore, a positive correlation was identified between non-financial rewards and employee commitment<sup>150</sup>. The study's overarching conclusion highlights the synergy between financial and non-financial rewards when appropriately blended, leading to enhanced employee commitment within Nigerian public universities<sup>150</sup>. To this end, the study recommends that the university's management take deliberate measures to review, reassess, and reevaluate the financial reward systems and packages offered to their staff<sup>150</sup>. Additionally, efforts should be directed towards recognising the non-financial requirements of the staff and customising rewards to fulfil these needs<sup>151</sup>. Furthermore, a redesign of career development programmes is advised to ensure positive outcomes for staff, foster greater commitment, and improve service delivery.

#### **2.3.4 Job Satisfaction and Job Commitment**

Job satisfaction refers to the level of contentment, happiness, and fulfilment an individual experiences in their job or work environment<sup>151</sup>. It's a subjective and multidimensional concept that can encompass a variety of factors that contribute to a person's overall feelings about their job. A research project was carried out to explore how factors such as motivation at work, satisfaction with one's job, and achieving a

balance between work and family life impact the level of commitment an individual has towards their job<sup>151</sup>. The specific focus was on library staff in universities located in the north-central region of Nigeria. The entire population of 926 library personnel at these universities was included in the study using a technique called total enumeration. Data was collected through a validated questionnaire, with 926 library personnel participating and 842 providing usable responses, resulting in a 91% response rate. The findings of the study revealed that work-family balance, work motivation, and job satisfaction all had noteworthy influences on how committed the respondents were to their jobs<sup>151</sup>. Notably, job satisfaction emerged as the most significant factor, contributing to 41% of the impact on job commitment<sup>151</sup>. Consequently, the study recommends that those in charge of universities, library management, and especially policymakers in the education sector should prioritise enhancing job commitment among their employees by paying close attention to promoting work-family balance, fostering work motivation, and ensuring job satisfaction<sup>151</sup>. Furthermore, they should also consider that enhancing work motivation and work-family balance can contribute to increased job satisfaction among library employees<sup>151</sup>.

An additional study was conducted to investigate the impact of communication skills among managers on levels of job satisfaction and job commitment and whether any connections exist between these concepts<sup>152</sup>. The study employed a relational screening model and collected data through surveys. The assessment of managerial communication skills utilised the "Managerial Communication Skills Scale," while employee job satisfaction was evaluated using a set of five items. The research included a sample of 399 participants, with 180 females (45.1%) and 219 males (54.9%), selected through

random sampling<sup>152</sup>. The gathered data underwent analysis employing frequency analysis, T-tests, cross-tabulation, and both simple and multiple regression models utilising the SPSS 20.0 software package. The results of the analysis revealed several significant relationships<sup>152</sup>. There was a moderate, positive, and bidirectional correlation between managerial communication skills and job satisfaction, with a coefficient of 0.525\*\*<sup>152</sup>. Likewise, a moderate, positive, and bidirectional correlation of 0.467\*\* was found between communication satisfaction sub-factors and job satisfaction<sup>152</sup>. A similar correlation of 0.506\*\* was observed between communication competence and job satisfaction<sup>152</sup>. Moreover, a moderate, positive, and bidirectional correlation of 0.411\*\* emerged between managerial communication skills and job commitment<sup>152</sup>. For the subscales of communication satisfaction and job commitment, the correlation was weaker at 0.367\*\*<sup>152</sup>. Lastly, a weak, positive, and bidirectional correlation was noted between communication competence and job commitment<sup>152</sup>. The regression model constructed based on the research hypotheses indicated that managerial communication skills indeed influence levels of employee job satisfaction and job commitment<sup>152</sup>.

### **2.3.5 Quality of Work-life and Job Commitment**

A study aims to investigate the relationship between quality of work-life (QWL) and work-life balance (WLB) <sup>153</sup>. Using a structured questionnaire, this study collected information from 445 participants residing in a bustling urban centre located in the southern region of India. Initially, the researchers evaluated the instrument's psychometric properties, followed by the application of hierarchical regression as a statistical method for interpreting the gathered data. The outcomes of the hierarchical

regression analysis revealed several insights. Firstly, the study identified a negative correlation between quality of work life (QWL) and job-related stress while also noting a positive association between QWL and both job satisfaction and job commitment<sup>153</sup>. Additionally, the results indicated that job stress exhibited an adverse relationship with work-life balance (WLB), whereas job satisfaction demonstrated a positive correlation, and job commitment displayed a positive link with WLB<sup>153</sup>. Notably, the findings also uncovered that job stress, job satisfaction, and job commitment collectively played a partially mediating role in the connection between QWL and WLB<sup>153</sup>.

Moreover, another paper explored the relationship between workplace empowerment and employee commitment with quality of work life (QWL) as a mediator in the case of private healthcare employees in India<sup>154</sup>. A structured survey instrument was employed to amass original information from 279 staff members working in private healthcare facilities across India. The data was subjected to analysis using AMOS 20. The outcomes of the data examination validate the importance of the study's proposed hypotheses<sup>154</sup>. The utilisation of structural equation modelling yielded an optimal-fitting model, highlighting that QWL acts as a noteworthy intermediary between workplace empowerment and employee commitment<sup>154</sup>. This study offers a practical understanding of how workplace empowerment operates as a catalyst for fostering commitment among healthcare personnel<sup>154</sup>. Similarly, another study aims to examine the impact of quality of work life on auditors' career and organizational commitment in Taiwanese public accounting firms, and how those commitments, in turn, affect turnover intention<sup>155</sup>. The results suggest that various aspects of QWL have varying impacts on organisational and career dedication, as well as intentions to leave the organisation<sup>155</sup>.

### 2.3.6 Work Motivation and Job Commitment

Work motivation refers to the psychological processes and factors that influence an individual's willingness, desire, and enthusiasm to engage in and put effort into their work-related tasks and responsibilities<sup>156</sup>. It's the driving force that compels individuals to initiate, sustain, and direct their efforts towards achieving their work-related goals. The primary objective of a recent quantitative study was to create and validate a measurement tool for evaluating the motivation of English as a Foreign Language (EFL) instructors<sup>157</sup>. This tool was then applied to examine the connections between teachers' motivation, job commitment, and level of engagement with their work<sup>157</sup>. To construct the assessment tool, the researchers used data gathered from a comprehensive qualitative study. The questionnaire was developed based on five categories (related to teachers, administrative aspects, students, non-human factors, and immediate surroundings), each ranked on a five-point Likert scale. The proposed model's validity was assessed using confirmatory factor analysis carried out with LISREL 8.50 statistical software. Following this, the researchers used structural equation modelling to explore the relationships among motivation, work engagement, and job commitment. The outcomes revealed a strong and positive correlation between EFL teachers' motivation and their work engagement and job commitment<sup>157</sup>. Additionally, high levels of work engagement were linked to increased job commitment<sup>157</sup>.

Likewise, an article suggests an investigation into the impact of human resource management practises (HRMPs) and work motivation on work commitment within the banking sector of Indonesia<sup>158</sup>. The methodology employed in this research is

quantitative in nature, utilising a survey approach. The survey data encompasses 277 participants employed across 11 private commercial banks in Indonesia. The data is subjected to analysis through the application of the multiple regression technique. The study's findings indicate a positive predictive relationship between human resource management practises, work motivation, and work commitment<sup>158</sup>. Notably, there is a positive correlation between HRM practises and both work motivation (with a correlation coefficient of 0.538) and work commitment (with a correlation coefficient of 0.764)<sup>158</sup>. Additionally, a positive correlation exists between work motivation and work commitment (with a correlation coefficient of 0.745)<sup>158</sup>. Hence, the study underscores the constructive contributions of human resource management practises and work motivation in shaping work commitment<sup>158</sup>. Although research concerning the interconnections among HRM practises, work motivation, and work commitment is essential, such an exploration has been lacking. This article is anticipated to introduce a fresh perspective, potentially addressing a significant void in the body of literature related to human resource management.

Moreover, an additional investigation delves into the impact of employees' job satisfaction and work motivation on turnover, mediated by work commitment, within the context of Bhayangkara Lumajang Hospital<sup>159</sup>. This study follows an explanatory research approach. The research sample consists of 48 participants employed at Bhayangkara Lumajang Hospital. The analytical method employed in this study is path analysis. The outcomes of the analysis reveal several key findings: First, job satisfaction does not exert a significant influence on work commitment; second, work motivation significantly affects work commitment; third, work commitment significantly influences

turnover; fourth, job satisfaction does not significantly impact turnover; fifth, work motivation does not significantly impact turnover; sixth, job satisfaction does not significantly influence turnover when mediated by work commitment; and finally, work motivation significantly affects turnover when mediated by work commitment<sup>159</sup>.

### **2.3.7 Job Autonomy and Job Commitment**

Job autonomy refers to the degree of independence, freedom, and discretion an employee has in making decisions related to their work<sup>160</sup>. It pertains to the level of control an individual has over their tasks, work methods, and the overall direction of their job. A high degree of job autonomy means that employees have the authority to make choices and judgements about various aspects of their work without constant supervision or micromanagement<sup>160</sup>. A study delves into the implications of commuting duration on employees' commitment and overall well-being<sup>160</sup>. Employing the framework of the 'conservation of resources' theory and the job demands–resources model, the investigation posits that extended commuting times are associated with diminished commitment levels and reduced well-being among employees<sup>160</sup>. These effects are anticipated to be contingent upon the employees' work–life balance and the perceived degree of autonomy they hold. Leveraging data from the fifth iteration of the European Working Conditions Survey, the analysis reveals an inverse relationship between commuting time, commitment, and well-being. Furthermore, the findings suggest that the mediating influence of work–life balance is evident within these associations, and notably, the presence of autonomy serves as a mitigating factor against the adverse repercussions of extended commuting time on both commitment and well-being<sup>160</sup>. Through regression

analyses, hypotheses 1 to 4 in the study were corroborated, affirming the negative impact of commuting time on employee commitment ( $\beta = -.09$ ,  $SE = .01$ ,  $t = -7.87$ ,  $p < .001$ ) and well-being ( $\beta = -.15$ ,  $SE = .01$ ,  $t = -10.66$ ,  $p < .001$ ), thereby validating H1 ( $R^2 = .12$ ,  $F(8, 34928) = 574.09$ ,  $p < .001$ ) and H2 ( $R^2 = .06$ ,  $F(8, 34864) = 266.41$ ,  $p < .001$ )<sup>160</sup>. Similarly, the analysis upholds the conjectures pertaining to the affirmative impact of work-life balance on employee commitment ( $\beta = .23$ ,  $SE = .01$ ,  $t = 43.64$ ,  $p < .001$ ) and subjective well-being ( $\beta = .29$ ,  $SE = .001$ ,  $t = 41.74$ ,  $p < .001$ ), thus affirming H3 ( $R^2 = .16$ ,  $F(8, 37684) = 867.62$ ,  $p < .001$ ) and H4 ( $R^2 = .10$ ,  $F(8, 37620) = 500.96$ ,  $p < .001$ )<sup>160</sup>. The role of work-life balance as a mediator (H5 and H6) was assessed utilizing the bootstrapping technique with bias-corrected confidence estimates. The results substantiate the (partial) mediating role of work-life balance in the correlation between commuting time and commitment ( $\beta = -.03$ ;  $CI = -.04, -.03$ ), as well as between commuting time and well-being ( $\beta = -.03$ ;  $CI = -.04, -.03$ )<sup>160</sup>. To explore the impact of job autonomy (H7 and H8) in the study, moderation analyses were conducted and detailed. The outcomes of both assessments indicate that autonomy indeed moderates the connection between commuting time and commitment ( $\beta = .12$ ;  $SE = .03$ ;  $t = 4.20$ ,  $p \leq .001$ ), as well as the connection between commuting time and well-being ( $\beta = .10$ ;  $SE = .04$ ;  $t = 2.61$ ;  $p \leq .001$ )<sup>160</sup>. This moderating effect is visually represented in the study. These visual representations vividly illustrate that employees endowed with substantial job autonomy encounter attenuated negative ramifications of extended commuting on their well-being and commitment levels. These patterns align seamlessly with the initially posited hypotheses and firmly establish the protective role of job autonomy in mitigating the adverse consequences of prolonged commutes. It is noteworthy that this buffering

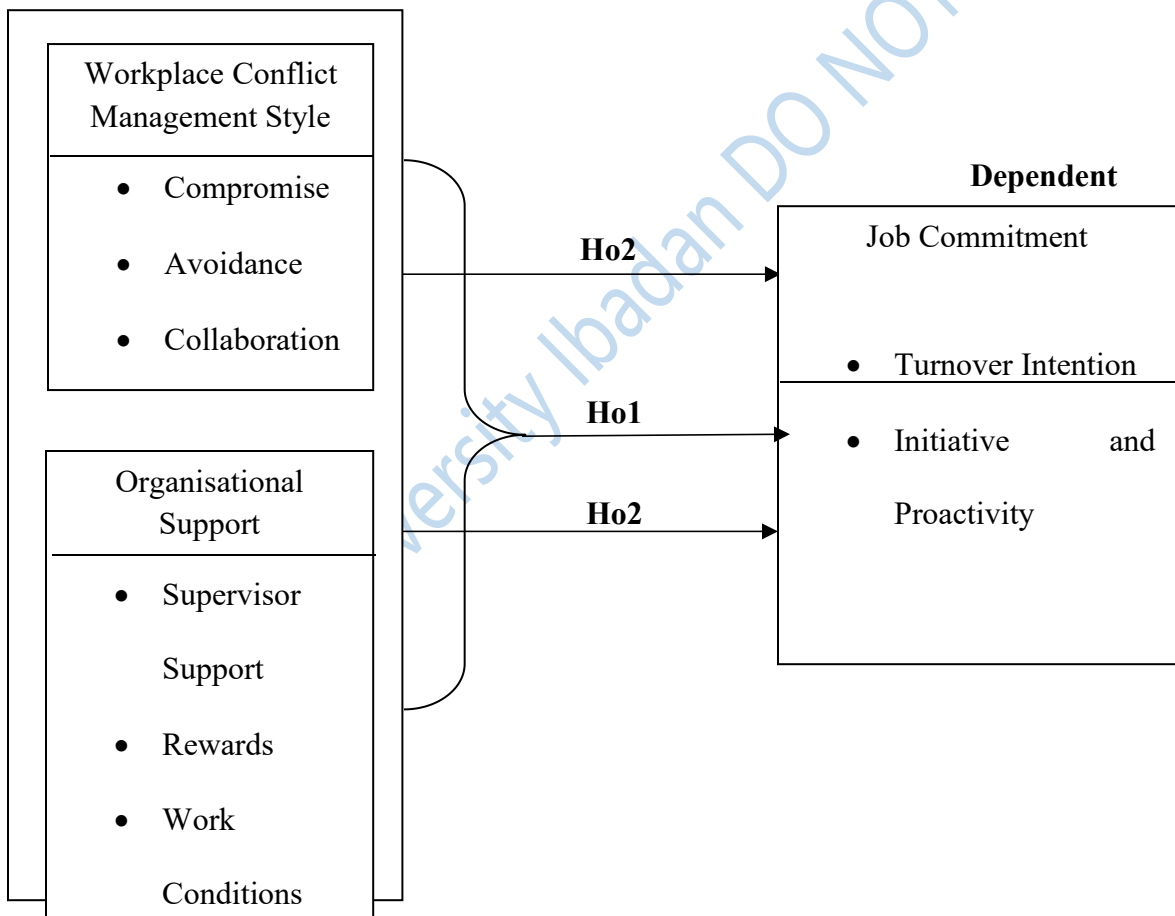
effect is particularly prominent in terms of commitment compared to its impact on well-being<sup>160</sup>. Notably, highly autonomous employees appear to be shielded from even experiencing detrimental outcomes concerning commitment due to lengthy commutes. In contrast, while autonomy serves to alleviate some of the negative repercussions of extended commutes on well-being, a negative relationship between commuting time and employee well-being remains discernible<sup>160</sup>. In summation, the regression analysis effectively substantiates all hypotheses, signifying the detrimental influence of commuting time on employees' firm commitment, partially mediated by diminished work-life balance<sup>160</sup>. Additionally, the study underscores the buffering role of autonomy in attenuating the adverse effects of commuting on work commitment and subjective well-being<sup>160</sup>.

An additional study explores the correlation between the level of job autonomy and the level of job engagement an individual has for that job<sup>161</sup>. Additionally, this study introduces the concept of occupational commitment as a mediator, aiming to investigate whether it can impact the connection between job autonomy and job engagement<sup>161</sup>. Consequently, the study develops a model that encompasses job autonomy, occupational commitment, and job engagement. The study gathered 200 valid survey responses and employed the SPSS software to perform various analyses, including assessing reliability, describing the data, examining correlations, conducting regression analyses, and exploring mediating effects. The study's findings suggest several key points: firstly, there's a positive association between job autonomy and job engagement; secondly, job autonomy is positively linked with occupational commitment; and thirdly, occupational commitment acts as a mediator between job autonomy and job engagement<sup>161</sup>. The

implications of these findings are beneficial for individuals working in public service roles, as the study proposes practical recommendations tailored to real-world circumstances<sup>161</sup>. The overall impact is anticipated to enhance the job autonomy experienced by civil servants, consequently fostering their occupational commitment and, subsequently, boosting their job engagement levels<sup>161</sup>.

## 2.4 Conceptual Model

### Independent Variables



**Figure 2.1: Conceptual Model**

**Source: The Researcher, 2024**

The conceptual model above demonstrates the interconnection and interdependence of workplace conflict management styles, organizational support and job commitment of administrative staff of private universities in Oyo State. The model displayed a combined and relative influence of workplace conflict management styles (compromise, avoidance and collaboration) and organizational support (supervisor support, rewards and work conditions) on job commitment of administrative staff in private universities in Oyo State.

## **2.5 Summary of Literature Reviewed**

The study commences by investigating the crucial notion of commitment, which forms the cornerstone of employee dedication to their respective organisations. Job commitment, a facet of this overarching concept, is scrutinised with respect to factors such as turnover intention and the demonstration of initiation and proactivity. These elements illuminate the multidimensional nature of job commitment, shedding light on the interplay between personal investment and organisational allegiance.

The investigation then shifts its focus towards the diverse styles employed in managing workplace conflicts, which inherently impact job commitment. The compromise style, seeking middle-ground solutions; the avoidance style, minimising confrontation; and the collaboration style, fostering cooperative problem-solving, emerge as pivotal approaches. These strategies not only influence conflict resolution but also intersect with employees' dedication to their roles. In tandem with conflict management, the study discerns the paramount role of organisational support in engendering job commitment. Supervisory support materialised through guidance and assistance, surfaces

as a vital dimension. Equally significant are rewards, which encompass both tangible and intangible recognition for employees' contributions. Furthermore, the conducive milieu of work conditions is acknowledged as a catalyst for bolstering commitment among administrative staff.

The theoretical framework underpinning this research is constructed upon the Dual Concern Theory and the Social Exchange Theory. The former encapsulates the interplay of assertiveness and cooperation in conflict management, mirroring the intricate balance individuals strike when addressing conflicts. The latter accentuates the reciprocity inherent in organisational relationships, emphasising the symbiotic exchange between employee commitment and organisational provisions.

Empirical insights gleaned from prior research further fortify the study's foundation. The relationship between workplace conflict management styles and job commitment is underscored, demonstrating how adept conflict resolution strategies can bolster employees' allegiance to their roles. Organisational support surfaces as a consistent catalyst, encompassing facets like supervisor support, rewards, and work conditions. Job satisfaction, quality of work-life balance, work motivation, and job autonomy collectively contribute to the intricate tapestry of factors influencing job commitment.

In conclusion, the reviewed literature presents a panoramic view of the intricate dynamics connecting workplace conflict management, organisational support, and job commitment. The synthesis of theoretical underpinnings and empirical findings augments the understanding of these variables within the context of private universities in Oyo

State, Nigeria. This scholarly groundwork sets the stage for the subsequent empirical investigation, offering a comprehensive framework for probing the interrelationships and potential outcomes of these factors.

Lead City University Ibadan DO NOT COPY

## Endnotes

1. D. Lewicka, *Employee Institutional Trust as an Antecedent of Diverse Dimensions of Organisational Commitment*, **Argumenta Oeconomica**, 1(44), 2020, 321- 340. <https://doi.org/10.15611/aoe.2020.1.13>.
2. J. González-Hernández, C. Silva, D., Monteiro, M., Alesi & M. Gómez-López, *Effects of Commitment on Fear of Failure and Burnout in Teen Spanish Handball Players*, **Frontiers in Psychology**, 12, 2021, 640044. <https://doi.org/10.3389/fpsyg.2021.640044>.
3. M. Alesi, M. Gómez-López, C. Chicau Borrego, D., Monteiro, & A. Granero Gallegos, *Effects of a Motivational Climate on Psychological Needs Satisfaction, Motivation and Commitment in Teen Handball Players*, **Int. J. Environ. Res. Publ. Health** 16, 2019, 2702. doi: 10.3390/ijerph16152702
4. H. Oh & S. Sawang, *Qualitative Differences in the Mindsets Associated with Dual Nature of Normative Commitment*, **PLoS ONE**, 16(6), 2021, e0251193. <https://doi.org/10.1371/journal.pone.0251193>.
5. J., Lee, J., Cho, Y., Baek, R., Pillai, & S. Oh, (2019). *Does Ethical Leadership Predict Follower Outcomes Above and Beyond the Full-range Leadership Model and Authentic Leadership?: An Organizational Commitment Perspective*. **Asia Pacific Journal of Management**, 36, 2019, 821-847. <https://doi.org/10.1007/s10490-018-9596-6>
6. J. Yang, B. Pu & Z. Guan, *Entrepreneurial Leadership and Turnover Intention of Employees: The Role of Affective Commitment and Person-job Fit*. **International Journal of Environmental Research and Public Health**, 16(13), 2019, 2380 <https://doi.org/10.3390/ijerph16132380>.
7. M. Kareem, Y. Mahmood, A. Jameel & A. Ahmad, *The Effect of Job Satisfaction and Organizational Commitment on Nurses' Performance*, **Humanities and Social Sciences**, 7(6), 2019, 332-339. <https://doi.org/10.18510/hssr.2019.7658>.
8. Hazriyanto, & B. Ibrahim, *The Factor Analysis of Organizational Commitment, Job Satisfaction and Performance among Lecturers in Batam*, **Journal of Technical Education and Training**, 11(1), 2019, 151–158. <https://doi.org/10.30880/jtet.2019.11.01.19>
9. J. Khalid, M. Khaleel, A. J. Ali & M. S. Islam, *Multiple Dimensions of Emotional Intelligence and their Impacts on Organizational Commitment and Job Performance*, **International Journal of Ethics and Systems**, 34(2), 2018, 221–232. <https://doi.org/10.1108/IJOES-07-2017-0096>
10. S. S. Kim, D. Shin, H. C. Vough, P. F., Hewlin & C. Vandenberghe, *How Do Callings Relate to Job Performance? The Role of Organizational Commitment and Ideological*

*Contract Fulfillment. Human Relations*, 71(10), 2018, 1319–1347.  
<https://doi.org/10.1177/0018726717743310>

11. T. W. Moon, W. M. Hur, S. H. Ko, J. W. Kim & S. W. Yoon, *Bridging Corporate Social Responsibility and Compassion at Work: Relations to Organizational Justice and Affective Organizational Commitment*, **Career Development International**, 19(1), 2014, 49–72. <https://doi.org/10.1108/CDI-05-2013-0060>
12. M. A. Nassar, *Human Resource Management Practices and Organizational Commitment in Four- and Fivestar Hotels in Egypt*, **Journal of Human Resources in Hospitality and Tourism**, 17(1), 2018, 1–21. <https://doi.org/10.1080/15332845.2017.1328258>
13. L. J. Sungu, Q. Weng, (Derek) & X. Xu, *Organizational Commitment and Job Performance: Examining the Moderating Roles of Occupational Commitment and Transformational Leadership Lincoln*. **International Journal of Selection and Assessment**, 27(3), 2019, 280-290.
14. D. Weigel, A. Etopio, M. Shrouf & W. Evans, *The Everyday Communication of Commitment: Testing an Integrated Model of Self-Constraint, Cognition, Affect, Motivation and Communication*. **Western Journal of Communication**, 84(4), 2020, 499 - 520. <https://doi.org/10.1080/10570314.2020.1739324>.
15. A. J. Khan, F. Bashir, I. Nasim & R. Ahmad, *Understanding Affective, Normative & Continuance Commitment through the Lens of Training & Development*. **IRASD Journal of Management**, 3(2), 2021, 105–113.  
<https://doi.org/10.52131/jom.2021.0302.0030>
16. Z. Krajcsák, *Leadership Strategies for Enhancing Employee Commitment in TQM*, **Journal of Management Development**, 38(6), 2019, 455-463  
<https://doi.org/10.1108/JMD-02-2019-0056>
17. A. Jaison, "Organisational Commitment and Job Satisfaction among Employees." **International Journal for Research in Applied Science and Engineering Technology**, 11(5), 2023, 658–662. <http://dx.doi.org/10.22214/ijraset.2023.51546>.
18. G. Balamurugan & S. Dhivya, "A Study on Employee Attitude towards Organizational Change its Effect on Employee Commitment in Private Colleges." **International Journal of Engineering Technologies and Management Research**, 7(3), 2020, 31–41.  
<http://dx.doi.org/10.29121/ijetmr.v7.i3.2020.545>.
19. G. Akpoyibo, E. M. Tarurhor & A. P. Isaac, "Organizational Best Practices and Employee Job Commitment in Nigeria: An Empirical Investigation," **European Journal of Business and Management**, 13(20), 2021, 84-94.

20. T. R. Saud, *The Effect of Job Characteristics on Organizational Commitment: The Role of Growth Need Strength in Nepali IT Companies*, **Journal of Business and Management Research**, 3(1), 2020, 39-56. DOI: <https://doi.org/10.3126/jbmr.v3i1.31973>
21. F. Yuliaty, *Q Quality of Work Life, Kaizen Culture, Job Satisfaction, and Organizational Commitment: Quality of Work Life, Kaizen Culture, Job Satisfaction, and Organizational Commitment*. **Khazanah Intelektual**, 5(3), 2022, 1251-1268. <https://doi.org/10.37250/newkiki.v5i3.142>
22. N. Inamul, O. Dwi & L. Oyong, *The Effect of Employees' Job Satisfaction and Motivation on Turnover Through Work Commitment at Bhayangkara Hospital*, **Journal of Economics, Finance and Management Studies**, 5(7), 2022, 2031-2040.
23. S. N. Sinurat, *Effect of Quality of Work Life, Job Satisfaction, and Leadership Style on Organizational Commitment on Employees of Pt. Tunas Jaya Cipta Medan*, *Journal of Agriculture*, 1(2), 2022, 80-89.
24. Y. A. A. Hammouda & M. Z. M. Junoh, *Corporate Social Responsibility to Employees, Job Satisfaction, and Employees' Commitment to the Organisation in the Construction Industry of UAE*. **The International Journal of Business & Management**, 6(12), 2018, 103-110. <https://doi.org/10.24940/theijbm/2018/v6/i12/BM1812-039>
25. Haryono, *"The Effect of Organizational, Individual, and Job Characteristics on Organizational Commitment with Job Satisfaction as an Intervening Variable (Study on Employees of PT. Sukses Mantap Sejahtera (SMS) Dompu Regency)"*. **International Journal of Humanities Education and Social Sciences (IJHESS)** 2(2), 2022, 506-520. <http://dx.doi.org/10.55227/ijhess.v2i2.259>.
26. T. H. P. Huynh, T. Q. Bui & P. N. D. Nguyen, *How to Foster the Commitment Level of Managers? Exploring the Role of Moderators on the Relationship between Job Satisfaction and Organizational Commitment: A Study of Educational Managers in Vietnam*. **Frontiers in Education**, 8(1140587), 2023, 1-13 <https://doi.org/10.3389/educ.2023.1140587>.
27. J. C. Ha & J. W. Lee, *Realization of a Sustainable High-performance Organization through Procedural Justice: the Dual Mediating Role of Organizational Trust and Organizational Commitment*. **Sustainability** 14(1259), 2022, doi: 10.3390/su14031259
28. K. Jehanzeb & J. Mohanty, *Impact of Employee Development on Job Satisfaction and Organizational Commitment: Person–Organization Fit as Moderator*. **Int. J. Train. Dev.**, 22, 2018, 171–191. doi: 10.1111/ijtd.12127
29. R. Radesman, B. Perizade & Z. Zunaidah, *The Effect of Job Insecurity and Job Satisfaction on Turnover Intention with Organizational Commitment as a Mediation Variable*. **Media Mahardhika**, 21(2), 2023, 292-303. <https://doi.org/10.29062/mahardhika.v21i1.561>.

30. N. Wongsuwan, K. Phanniphong & K. Na-Nan, *How Job Stress Influences Organisational Commitment: Do Positive Thinking and Job Satisfaction Matter?*, **Sustainability**, 15(3015), 2023, 1-21. <https://doi.org/10.3390/su15043015>.
31. S. A. Abdelmoteleb, *A New Look at the Relationship between Job Stress and Organizational Commitment: A Three-wave Longitudinal Study*. **J. Bus. Psychol.** 2019, 34, 321–336.
32. D. E. Dursun, *Effect of Work Stress and Burnout Perceptions of Aviation Sector Employees on Organizational Commitment*. **J. Contemp. Issues Bus. Gov.** 27, 2021, 412–417.
33. H. Ngirande, *Occupational Stress, Uncertainty and Organisational Commitment in Higher Education: Job Satisfaction as a Moderator*. **SA J. Hum. Resour. Manag.**, 19, 2021, 1376.
34. A. Haque, M. Fernando, P. Caputi, *The Relationship between Responsible Leadership and Organisational Commitment and the Mediating Effect of Employee Turnover Intentions: An Empirical Study with Australian Employees*. **J. Bus. Ethics**, 156, 2019, 759–774.
35. P. Li, Y. Liu, P. Yuan & F. Ju, *The Study on the Relationship between University Faculties' Job Stress and Organizational Commitment in China*. **Procedia Comput. Sci.**, 122, 2017, 642–648.
36. S. An, *Employee Voluntary and Involuntary Turnover and Organizational Performance: Revisiting the Hypothesis from Classical Public Administration*, **International Public Management Journal**, 22(3), 2019, 444-469. <https://doi.org/10.1080/10967494.2018.1549629>.
37. M. Pereira, H. Dietl, M. Lang & J. Orłowski, *The Effects of Managerial Turnover on Employee Performance*, **Current Issues in Sport Science (CISS)**, 8(2), 2023, 078 <https://doi.org/10.36950/2023.2ciss078>.
38. Y. Manurung & D. Sihombing, *The Effect of Workload and Job Satisfaction on Employee Turnover Intention at P. Astra International Tbk-Tso Auto 2000*. **Jurnal Ekonomi Dan Bisnis Digital**, 2(1), 2023, 229-244. <https://doi.org/10.55927/ministal.v2i1.2354>.
39. D. P. Rijasawitri & I. W. Suana, *Pengaruh Kepuasan Kerja, Stres Kerja Dan Lingkungan Kerja Non Fisik Terhadap Turnover Intention*. **E-Jurnal Manajemen**, 9(2), 2020, 466-486.
40. V. S. Tampubolon & E. J. Sagala, *Pengaruh Kepuasan Kerja Dan Komitmen Organisasi Terhadap Turnover Intention Pada Karyawan Pt. Bum Divisi Pmks*. **Business Management Journal**, 16(2), 2020, 65-79.

41. L. Kanchana & R. Jayathilaka, *Factors Impacting Employee Turnover Intentions among Professionals in Sri Lankan Startups*, **PLOS ONE**, 18(2), 2023, 1-20. <https://doi.org/10.1371/journal.pone.0281729>.
42. O. Saoula, M. Fareed, S. A. Ismail, N. S. Husin & R. A. Hamid, *A Conceptualization of the Effect of Organisational Justice on Turnover Intention: The Mediating Role of Organisational Citizenship Behaviour*. **International Journal of Financial Research**, 10(5), 2019, 327–337. <https://doi.org/10.5430/ijfr.v10n5p327>
43. R. Kaur & G. Randhawa, *Supportive Supervisor to Curtail Turnover Intentions: Do Employee Engagement and Work–life Balance Play any Role? Evidence-based HRM: A Global Forum for Empirical Scholarship*, 9(3), 2020, 241–57. <https://doi.org/10.1108/ebhrm-12-2019-0118>
44. R. Kmiecik, *Co-worker Support, Voluntary Turnover Intention and Knowledge Withholding among IT Specialists: the Mediating Role of Affective Organizational Commitment*, **Baltic Journal of Management**, 17(3), 2021, 375–91. <https://doi.org/10.1108/bjm-03-2021-0085>
45. H. Farooq, U. I. Janjua, T. M. Madni, A. Waheed, M. Zareei, & F. Alanazi, *Identification and Analysis of Factors Influencing Turnover Intention of Pakistan IT Professionals: An Empirical Study*. **IEEE Access**, 10(10), 2022, 64234–64256. <https://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=9792236>.
46. O. Saoula, H. Johari & M. Fareed, *A Conceptualization of the Role of Organisational Learning Culture and Organisational Citizenship Behaviour in Reducing Turnover Intention*. **Journal of Business and Retail Management Research**, 12(4), 2018, 126-133. <https://doi.org/10.24052/JBRMR/V12IS04/ART-13>
47. L. Aarikka-Stenroos, L. Aaboen, B. Cova & A. Rolfsen, *Building B2B Relationships via Initiation Contributors: Three Cases from the Norwegian-South Korean International Project Business*, **Industrial Marketing Management**, 68, 2018, 74-85. <https://doi.org/10.1016/J.INDMARMAN.2017.09.027>.
48. A. Lisbona, A. Las-Hayas, F. J. Palací, M. Bernabé, F. J. Morales & A. Haslam, *Team Efficiency in Organizations: A Group Perspective on Initiative*, **International Journal of Environmental Research and Public Health**, 17(1926), 2020, 1-17. <https://doi.org/10.3390/ijerph17061926>.
49. M. Baer & M. Frese, *Innovation is not Enough: Climates for Initiative and Psychological Safety, Process Innovations, and Firm Performance*. **J. Organ. Behav.**, 24, 2003, 45–68.
50. D. Fay & M. Frese, *The Concept of Personal Initiative: An Overview of Validity Studies*. **Hum. Perform.**, 14, 2001, 97–124.

51. J. J. Hakanen, R. Perhoniemi & S. Toppinen-Tanner, *Positive Gain Spirals at Work: From Job Resources to Work Engagement, Personal Initiative and Work-Unit Innovativeness*. **J. Vocat. Behav.**, 73, 2008, 78–91.
52. A. Lisbona, F. Palaci, M. Salanova & M. Frese, *The Effects of Work Engagement and Self-Efficacy on Personal Initiative and Performance*. **Psicothema**, 30, 2018, 89–96.
53. M. Frese, H. Garst, & D. Fay, *Making Things Happen: Reciprocal Relationships between Work Characteristics and Personal Initiative in a Four-Wave Longitudinal Structural Equation Model*. **J. Appl. Psychol.** 2007, 92, 1084–1102.
54. S. Fischer, M. Frese, J. C. Mertins, J. V. Hardt, T. Flock, J. Schauder, M. Schmitz, & J. Wiegel, *Climate for Personal Initiative and Radical and Incremental Innovation in Firms: A Validation Study*. **J. Enterprising Cult.**, 22, 2014, 91–109.
55. G. Rooks, A. Sserwanga, & M. Frese, *Unpacking the Personal Initiative-Performance Relationship: A Multi-Group Analysis of Innovation by Ugandan Rural and Urban Entrepreneurs*. **Appl. Psychol.**, 65, 2016, 99–131.
56. D. Fay, K. Strauss, C. Schwake & T. Urbach, *Creating Meaning by Taking Initiative: Proactive Work Behavior Fosters Work Meaningfulness*, **Applied Psychology**, 72, 2023, 506-534.
57. H. Zacher, A. Schmitt, N. L. Jimmieson & C. W. Rudolph, *Dynamic Effects of Personal Initiative on Engagement and Exhaustion: The Role of Mood, Autonomy, and Support*. **Journal of Organizational Behavior**, 40(1), 2019, 38–58. <https://doi.org/10.1002/job.2277>
58. K. Tornau & M. Frese, *Construct Clean-Up in Proactivity Research: A Meta-Analysis on the Nomological Net of Work-Related Proactivity Concepts and their Incremental Validities*. **Applied Psychology: An International Review**, 62(1), 2013, 44–96. <https://doi.org/10.1111/j.1464-0597.2012.00514.x>
59. J. P. Thomas, D. S. Whitman & C. Viswesvaran, *Employee Proactivity in Organizations: A Comparative Meta-analysis of Emergent Proactive Constructs*. **Journal of Occupational and Organizational Psychology**, 83(2), 2010, 275–300. <https://doi.org/10.1348/096317910x502359>
60. F. Cangiano, S. K. Parker & K. Ouyang, *Too Proactive to Switch Off: When Taking Charge Drains Resources and Impairs Detachment*. **Journal of Occupational Health Psychology**, 26(2), 2020, 142-154. <https://doi.org/10.1037/ocp0000265>
61. F. Cangiano, S. K. Parker & G. B. Yeo, *Does Daily Proactivity Affect Well-being? The Moderating Role of Punitive Supervision*. **Journal of Organizational Behavior**, 40(1), 2019, 59–72. <https://doi.org/10.1002/job.2321>

62. D. Fay & A. Hüttges, Drawbacks of proactivity: *Effects of Daily Proactivity on Daily Salivary Cortisol and Subjective Well-being*. **Journal of Occupational Health Psychology**, 22(4), 2017, 429–442.
63. S. U. Din, M. A. Khan, H. Farid & P. Rodrigo, *Proactive Personality: A Bibliographic Review of Research Trends and Publications*, **Personality and Individual Differences**, 205, 2023, 112066, ISSN 0191-8869, <https://doi.org/10.1016/j.paid.2022.112066>.
64. I. Buil, E. Martinez & J. Matute, *Transformational Leadership and Employee Performance: the Role of Identification, Engagement and Proactive Personality*, **International Journal of Hospitality Management**, 77, 2019, 64-75, doi: 10.1016/j.ijhm.2018.06.014.
65. M. A. Zuberi & A. Khattak, *Impact of Proactive Personality and Leader Member Exchange on Innovative Work Behavior: A Job Design Perspective*, **International Journal of Innovation Science**, 13(5), 2021, 664-683, doi: 10.1108/IJIS-11-2020-0251.
66. B. Waterwall, *Linking Proactive Personality and Proactive Behavior: the Mediating Effect of Regulatory Focus*, **Journal of Organizational Psychology**, 19(1), 2019, 108-122, doi: 10.33423/jop.v19i1.1095.
67. M. J. Velez & P. Neves, *Shaping Emotional Reactions to Ethical Behaviors: Proactive Personality as a Substitute for Ethical Leadership*, **Leadership Quarterly**, 29(6), 2018, 663-673, doi: 10.1016/j.leaqua.2018.06.004.
68. V. S. S. Kuriakose, P. R. Wilson & A. MR, *The Differential Association of Workplace Conflicts on Employee Well-Being: The Moderating Role of Perceived Social Support at Work*, **International Journal of Conflict Management**, 30(5), 2019, 680-705. <https://doi.org/10.1108/IJCMA-05-2018-0063>
69. V. Kuriakose, S. Sreejesh & J. Heerah, *Examining the Mechanisms Linking Work-Related Conflicts and Employee Well-Being: A Mediation Model*, **American Business Review**, 23(2), 2020, 260-282. DOI: 10.37625/abr.23.2.260-282.
70. B. Dimitrios, L. Rossidis, A. Sotiriou & S. Malik, *Workplace Conflict, Turnover, and Quality of Services. Case Study in Greek Seasonal Hotels*, **Journal of Quality Assurance in Hospitality & Tourism**, 24(4), 2023, 453-476.
71. S. Chaudhary & A. Nitin, *Turning Conflict into Collaboration: The Power of Constructive Conflict Management for Your Team*, **Journal of Population Therapeutics and Clinical Pharmacology**, 30(15), 2023, 54-66.
72. E. Danauskė, A. G. Raišienė & R. Korsakienė, *Coping with Burnout? Measuring the Links between Workplace Conflicts, Work-Related Stress, and Burnout*, **Business: Theory and Practice** 24(1), 2023, 58–69.

73. E. Aukštikalnytė, *Burnout and Workplace Conflicts from an Employee Perspective*. **Contemporary Research on Organization Management and Administration**, 9(1), 2021, 18–31.
74. B. Haryanto, A. R. Suprapti, A. Taufik & R. M. Fenitra, *Moderating Role of Transformational Leadership in the Relationship between Work Conflict and Employee Performance*, **Cogent Business & Management**, 9(1), 2022, 1-27.
75. A. H. Lafta, *Conceptualizing Workplace Conflict from Diverse Perspectives*. **Journal of Business and Management**, 4(1), 2016, 49–53
76. E. Michinov, *The Moderating Role of Emotional Intelligence on the Relationship between Conflict Management Styles and Burnout among Firefighters* **Safety and Health at Work**, 13(4), 2022, 448–455. <https://doi.org/10.1016/j.shaw.2022.07.001>
77. A. Alshaabani & I. Rudnák, *Impact of Trust on Employees' Engagement: The Mediating Role of Conflict Management Climate*, **Periodica Polytechnica Social and Management Sciences** 31(2), 2023, 153-163.
78. B. A. Soomro, U. N. Saraih & T. S. T. Ahmad, *Personality Traits and Conflict Management Styles via Job Performance in Higher Education*, **Journal of Applied Research in Higher Education**, 15(4), 2023, 1069-1094.
79. S. Aditya & A. A. Setyawan, *Conflict Management and Job Satisfaction in Indonesia's Public Organization*, **Journal of International Business and Management**, 4(2), 2021, 1-14.
80. A. Caputo, *Religious Motivation, Nepotism and Conflict Management in Jordan*, **International Journal of Conflict Management**, 29(2), 2018, 146-166.
81. S. Dildar, Z. Ansari & M. Arshad, *Personality Traits and Conflict Resolution Styles of Single and Married Individuals*, **Journal of Behavioural Sciences**, 31(1), 2021, 161-181.
82. S. Maharjan & J. Shakya. *Conflict Management Styles among Nurses at a Teaching Hospital, Chitwan*. **Journal of Chitwan Medical College**, 11(38), 2021, 37-40. <https://doi.org/10.54530/jcmc.582>.
83. K. Czyż-Szypenbejl, W. Medrzycka-Dabrowska, A. Falcó-Pegueroles, S. Lange, *Conflict Sources and Management in the ICU Setting before and during COVID-19: A Scoping Review of the Literature*. **Int. J. Environ. Res. Public Health**, 19(1875), 2022, 1-14. <https://doi.org/10.3390/ijerph19031875>
84. Z. Esbati & C. Korunka, *Does Intragroup Conflict Intensity Matter? The Moderating Effects of Conflict Management on Emotional Exhaustion and Work Engagement*, **Front. Psychol.** 12(614001), 2021, 1-15, doi: 10.3389/fpsyg.2021.614001

85. J. A. Igwe & F. O. Okoye, *Principals' Use of Compromising and avoiding Conflict Management Strategies for Promoting Teachers' Job Satisfaction in Public Secondary Schools in Anambra State*, **UNIZIK Journal of Educational Research and Policy Studies**, 15(1), 2023, 129-140.
86. H. X. Chen, X. Xu, & P. Phillips, *Emotional Intelligence and Conflict Management Styles*, **International Journal of Organizational Analysis**, 27(3), 2019, 458-470.
87. S. I. Quiroz, T. Ha, A. A. Rogers & J. Sasser, *Associations between Adolescents' Antisocial Behavior, Conflict Management Styles, and Romantic Relationship Breakup: An Observational Study*, **Journal of Research on Adolescence**, 33(1), 2023, 216-229.
88. R. Sun, S. Peng & Y. Liao, *Avoiding, Obliging, Asserting, or Integrating? A Survey Experiment on Municipal Managers' Choice of Conflict Management Strategies*, **Public Management Review**, 25(3), 2023, 477-500.
89. B. A. A. White, J. W. Fleshman, A. Picchioni, K. P. Hammonds, L. Gentry, E. T. Bird, A. C. Arroliga, H. T. Papaconstantinou, *Using an Educational Intervention to Map our Surgical Teams' Function, Emotional Intelligence, Communication and Conflict Styles*, **Journal of Surgical Education**, 80(9), 2023, 1277- 1286
90. S. Asadullah, Shahzadi & M. Sallah, *Relationship between Conflict Types and Conflict Management Strategies during Online Teaching: A Co-relational Study*, **Annals of Human and Social Sciences**, 4(3), 2023, 101-109.
91. S. Kiran & A. Kayani, *A comparative study of Conflict Management Styles Adopted by Academics staff of Public and Private Universities*, **Academic Research International**, 10(2), 2019, 87-95.
92. S. Kiran & A. Kayani, *Transformational Leadership as Mediating Factor Influencing Conflict Management and Performance of Teaching Faculty at Higher Education Level: A Study in Punjab, Pakistan* **Pakistan Social Sciences Review**, 4(2), 2020, 272-284
93. S. Kiran, *Conflict Management and Leadership Styles of Teaching Staff at Higher Education Level: Moderating Role of Gender*. **Academic Research International**. 10(2), 2019, 179-187
94. S. Kiran, W. Mahnaz, S. Itrat, M. Ahmed, Z. Haider Shah & QuratulAin, *Conflict Management Strategies Adopted By Teachers Of Special Education Schools: An Exploratory Study*, **Journal of Positive School Psychology**, 6(9), 2022, 3150-3161
95. H. Bano, S. Ashraf & S. Zia, *Conflict: Factors and Resolution Strategies Adopted by Administrators of Schools for Visually Impaired Students*, **Mediterranean Journal of Social Sciences**, 4(4), 2018, 405-408.

96. P. Kazimoto, *Analysis of Conflict Management and Leadership for Organizational Change*, **International Journal of Research in Social Sciences**, 3(1), 2018, 16-25.
97. J. Makaye & A. P. Ndofirepi, *Conflict Resolution between Heads and Teachers: The Case of 4 Schools in Masvingo Zimbabwe*, **Greener Journal of Educational Research**, 2(4), 2020, 105 – 110.
98. V. Msila, *Conflict Management and School Leadership*. **J Communication**, 3(1), 2020, 25-34.
99. M. U. Nnam, *Conflict and Conflict management: A Springboard for Success and Progress in Organisations in Nigeria*. **International Journal of Development and Management Review**, 8(1), 2018, 63-73.
100. A. Oboegbulem & I. A. Alfa, *Conflict Resolution Strategies in Non- Government Secondary Schools in Benue State, Nigeria*. **US-China Education Review**, 3(2), 2018, 91-102
101. A. Saiti, *Conflicts in Schools, Conflict Management Styles and the Role of the School Leader: A Study of Greek Primary School Educators*. **Educ. Manag. Adm. Leadersh.**, 43, 2015, 582–609.
102. M. J. Salleh, *Investigating the Best Practice of Teachers in Conflict Management, Mara Education Institutions, Malaysia*. **Journal of Education and Practice**, 4(21), 2018, 1-6.
103. J. Su, Y. Zhang, C. Qiang & S. Hui, *Emotional Intelligence, Conflict Management Styles, and Innovation Performance*, **International Journal of Conflict Management**, 26(4), 2015, 450 – 478. <http://dx.doi.org/10.1108/IJCMA-06-2014-0039>
104. C. C. Uchendu, F. N. Anijaobi-Idem & F. N. Odigwe, *Conflict Management and Organizational Performance in Secondary Schools in Cross River State, Nigeria*. **Research Journal in Organizational Psychology & Educational Studies**, 2(2), 2018, 67-71
105. B. Vestal & M. Torres, *A Study of Preferred Conflict-Management Behaviors among Small-School Principals: Effects of Gender and Experience*. **Educ. Leadersh. Rev.**, 17, 2016, 16–35.
106. Y. Brunetto, B. Farr-Wharton, P. Wankhade, C. Saccon, M. Xerri, *Managing Emotional Labour: The Importance of Organisational Support for Managing Police Officers in England and Italy*, **The International Journal of Human Resource Management**, 34(4), 2023, 832-854.
107. H. J. N. Utomo, I. Irwantoro, S. Wasesa, T. Purwati, R. Sembiring, A. Purwanto, *Investigating The Role of Innovative Work Behavior, Organizational Trust, Perceived*

*Organizational Support: An Empirical Study on SMEs Performance*, **Journal of Law and Sustainable Development**, 11(2), 2023, e417-e417.

108. M. W. Akhtar, F. Syed, M. Husnain & S. Naseer, *Person-Organization Fit and Innovative Work Behavior: The Mediating Role of Perceived Organizational Support, Affective Commitment and Trust*. **Pakistan Journal of Commerce and Social Sciences (PJCSS)**, 13(2), 2019, 311-333.
109. B. Afsar & Y. Badir, *Workplace Spirituality, Perceived Organizational Support and Innovative Work Behavior: The Mediating Effects of Person-Organization Fit*. **Journal of Workplace Learning**, 29(2), 2017, 95-109.
110. M. Berdiyana & A. D. Witjaksono, *The Influence of Perceived Organizational Support, Job Satisfaction and Organizational Citizenship Behavior on Employee Performance*. **International Journal of Multicultural and Multireligious Understanding**, 9(6), 2022, 314-324.
111. M. A. Khan, *The Impact of Perceived Organisational Support on Knowledge Hiding Behaviour of Call Centre Employees: A Moderated Mediation Model*. **International Journal of Knowledge Management Studies**, 13(3), 2022, 286-310.
112. F. Khairunnisa, *The Influence of Perceived Organizational Support and Work Environment on Employee Performance*. **Youth & Islamic Economic**, 4(1), 2023, 1-7.
113. J. Park & W. Kim, *The Impact of Perceived Organizational Support on Innovative Work Behaviour Through Psychological Empowerment: Focusing on the Moderated Mediating Role of Organizational Procedural Justice*. **Journal of Technical Education and Training**, 14(1), 2022, 178-191.
114. M. Sumardjo & Y. N. Supriadi, *Perceived Organizational Commitment Mediates The Effect of Perceived Organizational Support and Organizational Culture on Organizational Citizenship Behavior*. **Quality-Access to Success**, 24(192), 2023, 376-384.
115. A. M. Sheikh, *Impact of Perceived Organizational Support on Organizational Commitment of Banking Employees: Role of Work-Life Balance*. **Journal of Asia Business Studies**, 17(1), 2023, 79-99.
116. M. W. Akhtar, F. Syed, M. Husnain & S. Naseer, *Person-Organization Fit and Innovative Work Behavior: The Mediating Role of Perceived Organizational Support, Affective Commitment and Trust*. **Pakistan Journal of Commerce and Social Sciences (PJCSS)**, 13(2), 2019, 311-333.
117. P. Charoensukmongkol & T. Phungsoonthorn, *The Effectiveness of Supervisor Support in Lessening Perceived Uncertainties and Emotional Exhaustion of University Employees*

during the COVID-19 Crisis: The Constraining Role of Organizational Intransigence, **The Journal of General Psychology**, 148(4), 2021, 431-450.

118. H. Jung, S. Y. Jung, M. H. Lee & M. S. Kim, *Assessing the Presence of Post-Traumatic Stress and Turnover Intention among Nurses Post-Middle East Respiratory Syndrome Outbreak: The Importance of Supervisor Support*, **Workplace Health & Safety** 68 (7), 2020, 337-345.
119. S. Fukui, W. Wu & M. P. Salyers, *Impact of Supervisory Support on Turnover Intention: The Mediating Role of Burnout and Job Satisfaction in a Longitudinal Study*, **Administration and Policy in Mental Health**, 46(4), 2019, 488-497. <https://doi.org/10.1007/s10488-019-00927-0>
120. C. N. Arasanmi & A. Krishna, *Employer Branding: Perceived Organisational Support and Employee Retention-The Mediating Role of Organisational Commitment*, **Industrial and Commercial Training** 51(3), 2019, 174-183.
121. H. Lee, *Changes in Workplace Practices during the COVID-19 Pandemic: The Roles of Emotion, Psychological Safety and Organisation Support*, **Journal of Organizational Effectiveness: People and Performance**, 8(1), 2021, 97-128.
122. J. Wen, S. S. Huang & P. Hou, *Emotional Intelligence, Emotional Labor, Perceived Organizational Support, and Job Satisfaction: A Moderated Mediation Model*, **International Journal of Hospitality Management**, 81, 2019, 120-130.
123. M. M. Heyns, S. McCallaghan, E. H. de Wet, *The Role of Supervisor Support and Basic Psychological Needs in Predicting Work Engagement, Burnout and Turnover Intentions in a Medical Contract Research Service Setting*, **Research in Social and Administrative Pharmacy**, 18(6), 2022, 2981-2988.
124. P. Prysmakova & N. Lallatin, *Perceived Organizational Support in Public and Nonprofit Organizations: Systematic Review and Directions for Future Research*. **International Review of Administrative Sciences**, 89(2), 2021, 467-483. <https://doi.org/10.1177/00208523211033822>.
125. A. M. Sheikh, *Impact of Perceived Organizational Support on Organizational Commitment of Banking Employees: Role of Work-Life Balance*", **Journal of Asia Business Studies**, 17(1), 2023, 79-99. <https://doi.org/10.1108/JABS-02-2021-0071>
126. M. Berdiyana & A. D. Witjaksono, *The Influence of Perceived Organizational Support, Job Satisfaction and Organizational Citizenship Behavior on Employee Performance*. **International Journal of Multicultural and Multireligious Understanding**, 9(6), 2022, 314-324.
127. Heine, F., & M. Strobel, *Reward and Punishment in a Team Contest*. **PLoS ONE**, 15(9), 2020, 1-25. <https://doi.org/10.1371/journal.pone.0236544>.

128. L.A.D.H.R. Wijayathunga & D. Rathish, *Non-financial Rewards and Job Satisfaction among State University Academics of Sri Lanka, Sri Lankan, Journal of Human Resource Management*, 13(1), 2023, 27-39
129. W. Akbar S. Riaz K. Arif & A., Hayat, *Measuring the Non-Financial Rewards in Escalating Employees Job Satisfaction (A Study of Private Companies in Pakistan)*, *Asia Pacific Journal of Advanced Business and Social Studies*, 4(1), 2018, 108–116.
130. E. Dim, M. C. Okeke & A. Nwankwo, *Non Financial Reward and Organizational Performance of Selected Manufacturing Firms in Anambra State, International, Journal of Management and Entrepreneurship (IJME)*, 2(1), 2020, 77–91.
131. A. J. Sakaya, *The Supremacy of Financial and Non-Financial Rewards towards Employees' Job Satisfaction in Tanzania; Evidence from Commercial Banks - Mtwara Region*, *International Journal of Innovative Science and Research Technology*, 4(11), 2019, 605–616.
132. W. S. Sankalpana & P. Jayasekara, *Impact of Organizational Rewards on Employee Job Satisfaction: An Investigation of Non-Managerial Employees in Selected Apparel Organizations in Gampaha District, Sri Lanka*, *Human Resource Management Journal*, 3(2), 2017, 25–35.
133. K. Woolley, & A. Fishbach, *It's About Time: Earlier Rewards Increase Intrinsic Motivation*, *Journal of Personality and Social Psychology*, 114(6), 2018, 877–890
134. N. Maestas, K. J. Mullen, D. Powell, T. V. Wachter & J. B. Wenger, *The Value of Working Conditions in the United States and Implications for the Structure of Wages*, *American Economic Review*, 113(7), 2023, 2007-2047.
135. P. Rodríguez-Modroño, *Working Conditions and Work Engagement by Gender and Digital Work Intensity*, *Information*, 13(6), 2022, 277.
136. K. Kwon, T. G. Ford, J. Tsotsoros, K. Randall, A. Malek-Lasater, & S. G. Kim, *Challenges in Working Conditions and Well-Being of Early Childhood Teachers by Teaching Modality during the COVID-19 Pandemic*, *International Journal of Environmental Research and Public Health*, 19(8), 2022, 4919.
137. U. Hasanah, *Negative Work Psychology Perspective and Work Environment on Performance*, *PRODUKTIF: Jurnal Kepegawaian dan Organisasi*, 1(1), 2022, 19-27.
138. S. Kim, D. S. Chai, J. Kim, S. Kim, Y. Song, *Between Work Conditions and Job Outcomes: Testing a Nomological Network of Life Satisfaction*, *Applied Research Quality Life*, 17, 2022, 1407–1431. <https://doi.org/10.1007/s11482-021-09971-1>

139. W. Admiraal, *Teachers' Work Conditions and their Job Satisfaction in Primary and Secondary Education*. **International Journal on Studies in Education (IJonSE)**, 5(1), 2023, 15-26. <https://doi.org/10.46328/ijonse.81>
140. A. Toropova, E. Myrberg & S. Johansson, *Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics*. **Educational Review**, 73, 2021, 71-97. 141,-145
141. L. Musenero, B. Baroudi & I. Gunawan, *Application of Dual Concern Theory in Elucidating Conflict Behavior in Infrastructure Public-Private Partnership Projects*, **Journal of Construction Engineering and Management**, 147(7), 2021, 04021061.
142. R. Ahmad, M. Nawaz, M. Ishaq, M. Khan & H. Ashraf, *Social Exchange Theory: Systematic Review and Future Directions*, **Frontiers in Psychology**, 13(1015921), 2023, 1-13. <https://doi.org/10.3389/fpsyg.2022.1015921>.
143. H. Ogbonna & C. Mbah, *Examining Social Exchange Theory and Social Change in the Works of George Caspar Homans – Implications for the State and Global Inequalities in the World Economic Order*, **Mediterranean Journal of Social Sciences**, 13(1), 2022, 90-104. <https://doi.org/10.36941/mjss-2022-0009>.
144. J. Fejoh & O. A. Egiaruoyi, *Impact of Industrial Conflicts and its Management on Workers' Job Commitment and Optimal Productivity in State-Owned Universities in Ogun State, Nigeria*, **BERJAYA Journal of Services & Management**, 18, 2022, 1-17
145. E. Igbinoaba, O. Salau, T. Atolagbe & O. Joel, *Bolstering Conflict Management Strategies and Sustainable Commitment of Academic Staff in Selected Public Universities*, **Heliyon**, 9(2023), 2022, 1-10.
146. I. E. Okoli, K. C. Okeke & C. M. Nuel-Okoli, *Conflict Management and Employee Commitment among Academic Staff in Public Universities in Southeast, Nigeria*, **Int. J. Adv. Acad. Educ. Res.**, 13(2), 2017, 84–103
147. C. C. Onwuka, E. E. Nwokolo & S. C. Achebe, *Perceived Organisational Support: A Panacea for Work Commitment among Employees in Private Universities in South-East Nigeria*, **Global Online Journal of Academic Research (GOJAR)**, 1(1), 2022, 40-54.
148. W. K. Inim, *Reward Mechanisms as Predictors of Teacher Job Commitment in Public Senior Secondary Schools in Rivers State, Nigeria*, **EPRA International Journal of Environmental Economics, Commerce and Educational Management (ECEM)**, 10(5), 2023, 6-13.
149. O. G. Bawalla & A. S. Omolawal, *Non-Financial Rewards and Job Commitment among Public Secondary School Teachers in Ogun State Public Secondary Schools*, **Reality of Politics**, 20(2), 2022, 55-75.

150. A. B. Ofuani, A. N. Nzegwu & N. V. Ohiaeri, *The Impact of Organizational Reward System on Employees' commitment in Nigerian Public Universities-A Study of the University of Lagos*, **UNILAG Journal of Business**, 8(2), 2022, 189-202.
151. S. O. Popoola & O. O. Fagbola, *Work Motivation, Job Satisfaction, Work-Family Balance, and Job Commitment of Library Personnel in Universities in North-Central Nigeria*, **The Journal of Academic Librarianship**, 49(4), 2023, 102741.
152. M. Paksoy, F. Soyer & F. Çalık, *The Impact of Managerial Communication Skills on the Levels of Job Satisfaction and Job Commitment*, **Journal of Human Sciences**, 14(1), 2017, 642-652.
153. A. Aruldoss, K. B. Kowalski & S. Parayitam, *The Relationship between Quality of Work Life and Work-Life-Balance Mediating Role of Job Stress, Job Satisfaction and Job Commitment: Evidence from India*, **Journal of Advances in Management Research** 18(1), 2021, 36-62.
154. T. Nayak, C. K. Sahoo & P. K. Mohanty, *Workplace Empowerment, Quality of Work Life and Employee Commitment: A Study on Indian Healthcare Sector*, **Journal of Asia Business Studies** 12(2), 2018, 117-136.
155. T. Huang, J. Lawler & C. Lei, *The Effects of Quality of Work Life on Commitment and Turnover Intention*, **Social Behavior and Personality: An international Journal**, 35(6), 2007, 735-750.
156. K. Tampubolon & N. Sibuea, *The Influence of Supervisory Work Motivation and Competence on the Performance of School Superintendents in Padangsidempuan City Education Office*, **International Journal of Educational Review, Law And Social Sciences (IJERLAS)**, 3(1), 249-261, 2023
157. Z. Pourtousi & A. Ghanizadeh, *Teachers' Motivation and its Association with Job Commitment and Work Engagement*, **Psychological Studies**, 65(4), 2020, 455-466.
158. Z. Tunnufusa & Juliansyah Noorb, *Links between Human Resource Management Practices, Work Motivation, and Work Commitment in Indonesia Banking*, **APMA (Asia Pacific Management and Business Application)**, 11(1), 2022, 119-130.
159. I. Novanda, D. Orbaningsih & O. Lisa, *The Effect of Employees' Job Satisfaction and Motivation on Turnover Through Work Commitment at Bhayangkara Hospital*, **Journal of Economics, Finance and Management Studies**, 5(7), 2022, 2031-2040.
160. O. Emre & S. D. Spiegeleare, *The Role of Work-Life Balance and Autonomy in the Relationship between Commuting, Employee Commitment and Well-Being*, **The International Journal of Human Resource Management**, 32(11), 2021, 2443-2467.

161. T. Dong, W. Jun, Y. Xuan, F. Linyu & D. Qiuchi. *The Influence of Job Autonomy on Occupational Commitment and Job Involvement —A Case Study of Civil Servants*. **Frontiers of Management**, 4(1), 2022, 1–14.

Lead City University Ibadan DO NOT COPY

## **Chapter Three**

### **Methodology**

This chapter outlines the methods and techniques intended for realising the aim and objectives of this research. These will be discussed in the subsequent subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection, and methods of data analysis.

#### **3.1 Research Design**

This research adopted a descriptive survey research design, which involves gathering data from a representative sample of the population to produce result that can be generalized to the whole population. The purpose of this design is to collect and interpret data without manipulating any variable.

#### **3.2 Population of the Study**

The research includes all members of the administrative staff, amounting to a total of six hundred and seventy-five (675) individuals who are employed across seven (7) officially recognised private universities in Oyo State at the period when this research was carried out. Additional details concerning the research population are available in Table 3.1.

**Table 3.1 Population of the Study**

<b>Name</b>	<b>Type</b>	<b>Year of Establishment</b>	<b>Administrative Staff</b>
Ajayi Crowther University	Faith Based	2005	78
Dominican University	Faith Based	2016	24
Precious Cornerstone University	Faith Based	2017	26
Dominion University	Faith Based	2019	16
Lead City University	Secular	2005	392
Kola Daisi University	Secular	2016	97
Atiba University	Secular	2017	42
<b>Total</b>			<b>675</b>
<b>Source<sup>1</sup></b>			

### 3.3 Sample and Sampling Techniques

The study employed a total enumeration sampling technique. This method is because of the relatively small size of the population, consisting of six hundred and seventy-five (675) administrative staff members from the seven (7) approved private universities in Oyo State at the time of the research. Since it is feasible to encompass the entire population in the study, adopting a total enumeration method guarantees that data will be gathered from every single person within the population. This approach ensures a thorough and precise depiction of the entire administrative staff cohort within the designated universities.

**Table 3.2 Sample and Sampling Techniques**

<b>Name</b>	<b>Type</b>	<b>Year of Establishment</b>	<b>Administrative Staff</b>
Ajayi Crowther University	Faith Based	2005	78
Dominican University	Faith Based	2016	24
Precious Cornerstone University	Faith Based	2017	26
Dominion University	Faith Based	2019	16
Lead City University	Secular	2005	392
KolaDaisi University	Secular	2016	97
Atiba University	Secular	2017	42
Total			675

**Source<sup>1</sup>**

### **3.4 Instruments for Data Collection**

Self-developed four likert scaled instrument was used to collect data for the study, it was titled Workplace Conflict Management Style, Organisational Support, and Job Commitment among Administrative Staff Questionnaire (WCMSOSJCSQ). The instrument contain five (5) sections namely; section A, B, C, D and E. Section A contain items on demographic characteristics of respondents such as gender, age range, years of experience, school location, and school type. Section B contains 10 items carefully structured to identify the level of job commitment of administrative staff of private universities such that items 1-5 measures turnover intention, 6-10 measures initiative and

proactivity. Similarly, Section C contains 15 items carefully structured to determine the mostly used workplace conflict management style in private universities such that items 1-5 describes the compromise style, 6-10 the avoidance style, 11-15 the collaboration style. Furthermore, Section D contains 15 items carefully structured to identify the level of organisational support in private universities such that items 1-5 measures supervisor support, 6-10 measures rewards, 11-15 measures work conditions. Lastly, section E contains 10 items to examine the influence of workplace conflict management styles and organisatioanl support on job commitment of administrative staff in private universities. It was measured using Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

### **3.5 Validity of the Instrument**

The questionnaire used in this study was subjected to face and content validity. For this purpose, the research instrument was scrutinised by the supervisor, who equally vetted the structuring, adequacy, and content. Also, experts in research item generation in the Faculty of Education at Lead City University were consulted. All corrections were made before administration.

### **3.6 Reliability of the Instrument**

An instrument is said to be reliable when it yields consistent results when administered at different times, locations, or to different population. Therefore, for the purpose of assessing the reliability of the instrument used in this study, a pilot study was conducted by administering samples of the questionnaire to a group of twenty-five (25) administrative staff at Adeleke University in Osun State. The results were analyzed, and Cronbach's alpha coefficient ( $\alpha$ ) was calculated to determine internal consistency. The

Cronbach's alpha coefficient was found to be 0.87, indicating high internal consistency and reliability.

### **3.7 Method of Data Collection**

The researcher obtained a letter of introduction from the Head of Department, which served as a means to seek the necessary permission from the selected respondents. To assist with data collection, three research assistants helped out in the administration of the questionnaire. The researcher closely supervised the research assistants and personally participated in administering the research instruments.

### **3.8 Method of Data Analysis**

The data gathered from the field were subjected to analysis through inferential and descriptive statistics. Descriptive statistics such as frequency, percentage, mean, and standard deviation were utilised to address the research questions. Inferential statistics of multiple regression analysis was employed to test the hypotheses, maintaining a significance level of 0.05.

## **Endnote**

1. Nigerian University System Statistical Digest (NUS Digest), 2019.

Lead City University Ibadan DO NOT COPY

## Chapter Four

### Results and Discussion of Findings

This chapter presents the results obtained from the data collected using the Workplace Conflict Management Style, Organisational Support, and Job Commitment among Administrative Staff Questionnaire (WCMSOSJCSQ). The results are analyzed in line with the research objectives and hypotheses to provide insights into the relationship between workplace conflict management styles, organisational support, and job commitment among administrative staff in private universities in Oyo State.

**Table 4.1: Demographic Information of Participants**

Demographic Characteristic	Frequency	Percentage (%)
<b>Gender</b>		
Male	335	49.6%
Female	340	50.4%
<b>Age Range</b>		
Less than 30 years	150	22.2%
31-40 years	200	29.6%
41-50 years	180	26.7%
Above 50 years	145	21.5%
<b>Years of Experience</b>		
Less than 10 years	200	29.6%

11-20 years	180	26.7%
21-30 years	160	23.7%
Above 30 years	135	20.0%
<b>School Location</b>		
Rural	240	35.6%
Urban	435	64.4%
<b>School Type</b>		
Secular	390	57.8%
Faith Based	285	42.2%

**Source: Field Work 2024**

The demographic information table provides insights into the characteristics of the participants in the study. The sample includes a nearly equal distribution of male and female respondents, with the majority falling in the age range of 31-40 years. Furthermore, a significant portion of the participants have less than 10 years of experience, and most are from urban locations and secular institutions. This information helps contextualize the findings of the study and understand the demographic composition of the administrative staff in private universities in Oyo State.

**Research Question One:** What is the level of job commitment of administrative staff in private universities in Oyo State?

#### 4.1 Level of Job Commitment among Administrative Staff in Private Universities

The level of job commitment among administrative staff was assessed using items in Section B of the questionnaire. Table 4.2 presents the frequency distribution of responses to each item.

**Table 4.2: Job Commitment Level among Administrative Staff in Private Universities**

Item:	No	AL	SE	R	N	Mean	SD
Have a strong desire to continue doing this job	675	337	150	60	15	3.44	3.00
		(49.93%)	(22.22%)	(8.89%)	(2.22%)		
Am dedicated to overcoming challenges and remaining in my current role	675	285	187	75	15	3.32	2.89
		(42.22%)	(27.70%)	(11.11%)	(2.22%)		
Believe that the benefits of staying in this job outweigh those of leaving.	675	315	135	90	22	3.32	2.91
		(46.67%)	(20.00%)	(13.33%)	(3.26%)		
Am actively invested in building a long-term career at my current job.	675	375	112	67	7	3.52	3.08
		(55.56%)	(16.59%)	(9.93%)	(0.89%)		
Feel a sense of loyalty to this organisation and its goals.	675	350	127	60	15	3.47	3.03
		(51.85%)	(18.81%)	(8.89%)	(2.22%)		

Consistently go beyond my job description to contribute to the success of projects.	675	262 (38.81%)	172 (25.48%)	105 (15.56%)	23 (3.41%)	3.20	2.79
Actively seek out challenges and take the initiative to tackle them head-on.	675	300 (44.44%)	157 (23.26%)	75 (13.33%)	43 (6.37%)	3.24	2.86
Am eager to explore new ways of doing things to enhance efficiency and outcomes.	675	360 (53.33%)	120 (14.07%)	67 (9.93%)	18 (2.96%)	3.47	3.04
Take ownership of my work by anticipating potential issues and addressing them in advance.	675	315 (46.67%)	150 (22.22%)	75 (11.11%)	22 (3.26%)	3.35	2.93
Willingly volunteer for tasks that require additional effort to ensure positive results	675	277 (41.19%)	180 (26.67%)	82 (12.15%)	22 (3.26%)	3.27	2.85
<b>Score (<math>\bar{X}</math>)= 3.36;</b>		<b>SD =</b>	<b>General Decision = High</b>				
		<b>2.93</b>					

**Source: Field Work 2024**

Key: AL- Always; SE- Seldom; R-Rarely; N- Never; M- Mean; and SD- Standard Deviation

Decision Rule: 0-1.49 = Very Low; 1.50- 2.49 = Low; 2.50-3.49=High; AND 3.50-4.0 = Very High.

The analysis of Table 4.2 provides insights into the job commitment level among administrative staff, indicating the percentage of respondents for each item. The table illustrates that a significant proportion of respondents express strong commitment to their jobs across various aspects, such as having a strong desire to continue their job (49.93%), feeling a sense of loyalty to the organization (51.85%), and actively seeking out challenges (44.44%). Additionally, a considerable percentage of respondents express dedication to overcoming challenges (42.22%) and investing in building a long-term

career at their current job (55.56%). However, some items show lower percentages of commitment, such as being eager to explore new ways of doing things (14.07%) and willingly volunteering for additional tasks (26.67%). Overall, the analysis suggests a generally high level of job commitment among administrative staff, with variations in the extent of commitment across different aspects of their roles and responsibilities.

**Research Question Two:** What is the mostly used workplace conflict management style (compromise, avoidance and collaboration styles) in private universities in Oyo State?

#### 4.2 Most Used Workplace Conflict Management Style in Private Universities

**Table 4.3: Most Used Workplace Conflict Management Style in Private Universities**

Items: The management;	No	AL	SE	R	N	M	SD
Believe that finding middle-ground solutions is essential for maintaining harmony in the workplace.	675	202 (29.93%)	168 (24.89%)	105 (15.56%)	45 (6.67%)	3.01	2.65
When resolving conflicts, consider the needs and perspectives of all parties before making decisions.	675	235 (34.81%)	140 (20.74%)	126 (18.52%)	24 (3.56%)	3.12	2.73
Find satisfaction in achieving outcomes where both sides feel they have gained something.	675	196 (29.04%)	189 (28.00%)	97 (14.37%)	72 (10.67%)	2.92	2.58
Believe that compromising helps build positive relationships among colleagues.	675	218 (32.30%)	147 (21.78%)	67 (9.93%)	67 (9.93%)	3.03	2.70

Consider compromise a strength that contributes to a constructive and cooperative work environment.	675	203 (30.07%)	168 (24.89%)	84 (12.44%)	84 (12.44%)	2.91	2.59
Believe that maintaining a calm and harmonious school environment is a priority, even if it means temporarily setting aside conflicts.	675	224 (33.19%)	161 (23.85%)	98 (14.52%)	42 (6.22%)	3.08	2.71
Believe that avoiding immediate confrontation can lead to more productive discussions once everyone involved has had time to reflect.	675	175 (25.93%)	210 (31.11%)	77 (11.41%)	63 (9.33%)	2.95	2.59
When conflicts arise, sometimes choose to step back to assess the situation and gather more information before taking action	675	196 (29.04%)	196 (29.04%)	63 (9.33%)	63 (9.33%)	3.01	2.66
Strive to handle minor disagreements discreetly to prevent unnecessary disruptions to the educational atmosphere.	675	210 (31.11%)	175 (25.93%)	91 (13.41%)	45 (6.67%)	3.06	2.68
Find value in allowing time for emotions to settle before addressing conflicts, ensuring that decisions are made with a clear mind.	675	189 (28.00%)	182 (27.11%)	84 (12.44%)	84 (12.44%)	2.88	2.56
Find value in leveraging the diverse expertise of our school community to generate innovative and inclusive conflict resolutions.	675	217 (32.15%)	154 (22.81%)	105 (15.56%)	45 (6.67%)	3.04	2.68
When faced with conflicts, prioritise open dialogue and brainstorming sessions to ensure that all perspectives are considered.	675	236 (34.96%)	168 (24.89%)	70 (10.37%)	63 (9.33%)	3.07	2.72
Is committed to fostering a culture of teamwork and mutual respect where conflicts are opportunities for growth and understanding.	675	203 (30.07%)	182 (27.11%)	98 (14.52%)	42 (6.22%)	3.04	2.66

Is dedicated to facilitating cooperative problem-solving session that lead to win-win outcomes.	675 (35.19%)	238 (21.78%)	147 (12.44%)	84 (9.33%)	63	3.05	2.71
Believe in the power of collective decision-making to strengthen relationships and create a sense of ownership over conflict resolution.	675 (31.11%)	210 (23.85%)	161 (16.59%)	112 (6.22%)	42	3.03	2.66
<b>Score (<math>\bar{X}</math>)= 3.01</b>	<b>SD = 2.66</b>	<b>General Decision = High</b>					

**Source: Field Work, 2024**

Key: AL- Always; SE- Seldom; R-Rarely; N- Never; M- Mean; and SD- Standard Deviation

Decision Rule: 0-1.49 = Very Low; 1.50- 2.49 = Low; 2.50-3.49=High; AND 3.50-4.0 = Very High.

Table 4.3 displays the frequency and percentage of the most used workplace conflict management styles among administrative staff, along with their mean scores. The analysis reveals that a considerable proportion of respondents prioritize finding middle-ground solutions (29.93%, Mean = 3.01) and consider the needs of all parties before making decisions (34.81%, Mean = 3.12), indicating a tendency towards cooperative conflict resolution. Moreover, respondents express satisfaction in achieving outcomes where both sides feel they have gained something (29.04%, Mean = 2.92), reflecting a preference for win-win resolutions. Additionally, there is a notable inclination towards compromise as a means to build positive relationships (32.30%, Mean = 3.03) and maintain a calm work environment (33.19%, Mean = 3.08). The data also suggests a recognition of the value of open dialogue (34.96%, Mean = 3.07) and collective decision-making (31.11%, Mean = 3.03) in conflict resolution processes. Overall, the findings underscore a predominance of cooperative conflict management approaches among

administrative staff, emphasizing the importance of fostering collaboration and mutual understanding in resolving workplace conflicts.

**Research Question Three:** What is the level of organizational support (supervisor support, rewards and work conditions) in private universities in Oyo State?

### 4.3 Level of Organizational Support in Private Universities

The level of organizational support among administrative staff was assessed using items in Section D of the questionnaire. Table 4.4 presents the frequency distribution of responses to each item.

**Table 4.4: Level of Organizational Support in Private Universities**

Items	No	AL	SE	R	N	M	SD
My supervisor actively encourages open communication and values my input.	270 (40.00%)	135 (20.00%)	67 (10.00%)	40 (5.93%)	3.24	2.86	
My supervisor provides regular constructive feedback to help me improve my performance.	235 (34.81%)	165 (24.44%)	78 (11.56%)	27 (4.00%)	3.20	2.80	
I can rely on my supervisor for guidance and assistance when facing challenges at work.	255 (37.78%)	148 (21.93%)	87 (12.89%)	40 (5.93%)	3.17	2.79	

My supervisor advocates for my needs and concerns within the university.	285 (42.22%)	121 (17.93%)	74 (10.96%)	27 (4.00%)	3.31	2.91
My supervisor demonstrates fairness and consistency in their interactions with team members.	243 (36.00%)	155 (23.03%)	101 (14.96%)	31 (4.59%)	3.15	2.76
The university recognises and celebrates the achievements and milestones of its employees.	303 (44.89%)	115 (17.04%)	60 (8.89%)	27 (4.00%)	3.37	2.97
The university offers competitive financial compensation for the work I do.	263 (38.96%)	141 (20.89%)	73 (10.81%)	27 (4.00%)	3.27	2.87
The university provides opportunities for professional development and skill enhancement.	298 (44.15%)	138 (20.44%)	55 (8.15%)	27 (4.00%)	3.36	2.95
The university offers a comprehensive benefits package that meets my needs.	259 (38.37%)	168 (24.89%)	84 (12.44%)	40 (5.93%)	3.17	2.79
The university encourages a culture of continuous learning and offers resources to support it.	297 (43.56%)	120 (17.78%)	60 (8.89%)	48 (7.11%)	3.27	2.90
The university promotes a healthy work-life balance and supports employees' well-being.	280 (41.48%)	133 (19.70%)	68 (10.07%)	44 (6.52%)	3.24	2.86

The university fosters a culture of collaboration and teamwork among colleagues.	305 (45.19%)	122 (18.07%)	55 (8.15%)	40 (5.93%)	3.33	2.94
The university offers flexibility in work arrangements when needed.	270 (40.00%)	140 (20.74%)	90 (13.33%)	45 (6.67%)	3.17	2.80
The university values diversity and inclusion, creating a positive and respectful atmosphere.	315 (46.67%)	118 (17.48%)	75 (11.11%)	67 (9.93%)	3.18	2.84
The university is comfortable and conducive to productivity.	280 (41.48%)	175 (25.93%)	105 (15.56%)	45 (6.67%)	3.14	2.76
<b>Score (<math>\bar{X}</math>)= 3.24</b>	<b>SD =</b> <b>2.85</b>	<b>General Decision = High</b>				

**Source: Field Work, 2024**

Key: AL- Always; SE- Seldom; R- Rarely; N- Never; M- Mean; and SD- Standard Deviation

Decision Rule: 0-1.49 = Very Low; 1.50- 2.49 = Low; 2.50-3.49=High; AND 3.50-4.0 = Very High.

Table 4.4 illustrates the level of organizational support perceived by administrative staff, along with their mean scores. The analysis indicates that a significant proportion of respondents feel that their supervisors actively encourage open communication and value their input (40.00%, Mean = 3.24), providing regular constructive feedback to aid in performance improvement (34.81%, Mean = 3.20), and offer guidance and assistance when facing challenges at work (37.78%, Mean = 3.17). Moreover, respondents believe that their supervisors advocate for their needs and concerns within the university (42.22%, Mean = 3.31) and demonstrate fairness and consistency in their interactions with team

members (36.00%, Mean = 3.15). Additionally, respondents perceive the university as recognizing and celebrating their achievements (44.89%, Mean = 3.37) and offering competitive financial compensation (38.96%, Mean = 3.27) and opportunities for professional development (44.15%, Mean = 3.36). Furthermore, the university is viewed as promoting a culture of continuous learning (43.56%, Mean = 3.27) and collaboration among colleagues (45.19%, Mean = 3.33), fostering a positive and respectful atmosphere (46.67%, Mean = 3.18), and providing a comfortable and conducive work environment (41.48%, Mean = 3.14). Overall, the findings suggest that administrative staff perceive a high level of organizational support from their supervisors and the university, which positively influences their job commitment.

#### 4.4 Conflict Management Style and Organizational Support on Job Commitment

For the combine influence of conflict management style and organizational support on job commitment Table 4.5 presents the frequency distribution of responses to each item.

**Table 4.5: Overall Perception**

Items	No	SA	A	D	SD	M	SD
Being open to negotiation and finding common ground when conflicts arises makes me committed to my job	675	250 (37.04%)	300 (44.44%)	80 (11.85%)	45 (6.67%)	3.12	2.71
Positive strong relationship among colleagues makes me committed to my job	675	280 (41.48%)	290 (42.96%)	60 (8.89%)	45 (6.67%)	3.19	2.78

My ability to navigate disagreements through balanced solutions makes me committed to my job	675	220 (32.59%)	310 (45.93%)	90 (13.33%)	55 (8.15%)	3.03	2.63
Momentarily avoiding conflicts as a way to prevent unnecessary tension and drama within the school community makes me committed to my job	675	200 (29.63%)	280 (41.48%)	120 (17.78%)	75 (11.11%)	2.90	2.53
Cross-departmental collaboration in addressing conflict makes me committed to my job	675	310 (45.93%)	250 (37.04%)	80 (11.85%)	35 (5.19%)	3.24	2.82
Discussing both work-related and personal matters with my supervisor makes me committed to my job	675	240 (35.56%)	320 (47.41%)	80 (11.85%)	35 (5.19%)	3.13	2.71
The receptiveness of my supervisor to my professional development goals and support for my growth makes me committed to my job	675	260 (38.52%)	330 (48.89%)	60 (11.11%)	25 (3.70%)	3.22	2.78
The variety of rewards and recognition programs offered by the university makes me committed to my job	675	280 (41.48%)	290 (42.96%)	60 (8.89%)	45 (6.67%)	3.19	2.78
Bonuses or incentives available to employees who exceed performance expectations makes me committed to my job	675	290 (42.96%)	280 (41.48%)	70 (10.37%)	35 (5.19%)	3.22	2.80

Clear pathways for advancement and career growth within the university makes me committed to my job	675 (40.00%)	270 (45.93%)	310 (8.89%)	60 (5.19%)	35	3.21	2.78
<b>Score (<math>\bar{X}</math>)= 3.15</b>	<b>SD = 2.7</b>		General Decision = High				

**Source: Field Work, 2024**

Key: AL- Always; SE- Seldom; R-Rarely; N- Never; M- Mean; and SD- Standard Deviation

Decision Rule: 0-1.49 = Very Low; 1.50- 2.49 = Low; 2.50-3.49=High; AND 3.50-4.0 = Very High.

Table 4.5 presents the overall perception of administrative staff regarding factors contributing to their job commitment, along with mean scores. The analysis reveals that a considerable proportion of respondents believe that being open to negotiation and finding common ground during conflicts (37.04%, Mean = 3.12), fostering positive relationships among colleagues (41.48%, Mean = 3.19), and navigating disagreements through balanced solutions (32.59%, Mean = 3.03) significantly contribute to their job commitment. Additionally, momentarily avoiding conflicts to prevent unnecessary tension within the school community (29.63%, Mean = 2.90) and engaging in cross-departmental collaboration in conflict resolution (45.93%, Mean = 3.24) are perceived as important. Moreover, discussing both work-related and personal matters with supervisors (35.56%, Mean = 3.13), supervisors' receptiveness to professional development goals

(38.52%, Mean = 3.22), and the variety of rewards and recognition programs offered by the university (41.48%, Mean = 3.19) are positively associated with job commitment. Furthermore, bonuses or incentives for exceeding performance expectations (42.96%, Mean = 3.22) and clear pathways for career growth within the university (40.00%, Mean = 3.21) are also perceived as influential factors. Overall, these findings highlight the multifaceted nature of job commitment among administrative staff, influenced by various aspects of workplace dynamics and organizational support.

#### 4.5 Testing of Hypotheses

**H<sub>01</sub>:** There will be no significant combined influence of workplace conflict management style (compromise, avoidance, and collaboration styles) and organizational support (supervisor support, rewards, and work conditions) on job commitment of administrative staff in private universities in Oyo State.

To test H<sub>01</sub>, a multiple regression analysis was conducted to examine the combined influence of workplace conflict management styles and organizational support on job commitment. The results are presented in Table 4.6.

**Table 4.6: Multiple Regression Analysis and Model Summary**

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Significance F

1	Regression	306.4837	1	306.4837	1.035455	0.338664
	Residual	2367.916	8	295.9895		
	Total	2674.4	9			

---

**Model Summary**

Multiple R = 0.338524821

R Square=0.114599054

Adjusted R Square=0.003923936

Standard Error = 17.20434643

---

**Source: Field Work, 2024**

From the above table 4.6. The multiple regression analysis yielded a multiple R of 0.339, indicating a weak positive correlation between the predictor variables and the criterion variable. However, the R-square value of 0.115 suggests that only approximately 11.5% of the variance in job commitment can be explained by the combined influence of conflict management styles and organizational support, which is relatively low. Additionally, the coefficient for Conflict Management Style & Organization Support is not statistically significant ( $p = 0.339$ ), indicating that the combined influence of these variables on job commitment is not significant. Therefore, the null hypothesis ( $H_0$ ) cannot be rejected, suggesting that there is no significant combined influence of workplace conflict management style and organizational support on job commitment among administrative staff in private universities in Oyo State.

The result suggest that there might be other key variable such as: Job security; Communication and Feedbacks; Job Satisfaction; Work Environment; and Leadership Style. Leading to job commitment among administrative staff in private universities in Oyo State

**Ho2:** There will be no significant relative influence of workplace conflict management style (compromise, avoidance, and collaboration styles) and organizational support (supervisor support, rewards, and work conditions) on job commitment of administrative staff in private universities in Oyo State.

To test Ho2, another multiple regression analysis was conducted to examine the relative influence of workplace conflict management styles and organizational support on job commitment. The results are presented in Table 4.7

**Table 4.7: Multiple Regression Analysis and Model Summary**

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Significance F
1	Regression	79.42318	2	39.71159	0.107123	0.89986
	Residual	2594.977	7	370.711		
	Total	2674.4	9			

**Model Summary**

Multiple R = 0.172329832

R Square = 0.029697571

Adjusted R Square = -0.247531695

Standard Error = 19.25385608

---

**Source: Field Work, 2024**

The analysis tested hypothesis two (Ho2), which posited that there would be no significant relative influence of workplace conflict management style (compromise, avoidance, and collaboration styles) and organizational support (supervisor support, rewards, and work conditions) on job commitment among administrative staff in private universities in Oyo State. The regression analysis results indicate that the model's Multiple R is 0.172, suggesting a weak positive correlation between the predictors (conflict management style and organizational support) and the outcome variable (job commitment). However, the R-squared value of 0.030 and the adjusted R-squared value of -0.248 indicate that only a small proportion of the variance in job commitment is explained by the predictors, and the model does not fit the data well. The coefficients for conflict management style and organizational support are not statistically significant ( $p > 0.05$ ), indicating that neither variable has a significant relative influence on job commitment. Therefore, the analysis does not support hypothesis two (Ho2, suggesting that both conflict management style and organizational support may have some influence, albeit not significant, on job commitment among administrative staff in private universities in Oyo State.

**4.6 Discussion of the Findings**

The findings presented in Chapter Four illuminate the complex dynamics of workplace conflict management styles, organizational support, and their impact on job

commitment among administrative staff in private universities in Oyo State. This discussion synthesizes the key findings and their implications for organizational practices and future research directions.

The study revealed a generally high level of job commitment among administrative staff, evidenced by a weighted mean score of 3.36. Respondents displayed a robust commitment across various aspects of their roles. Notably, 49.93% of respondents expressed a strong desire to continue their jobs, demonstrating a deep-rooted attachment to their positions. Furthermore, 42.22% of respondents showed dedication to overcoming challenges, highlighting their resilience and problem-solving capabilities. A significant 55.56% were actively investing in building long-term careers, indicating a strategic and forward-thinking approach to their professional development.

This result answers Research Question One: What is the level of job commitment of administrative staff in private universities in Oyo State? The findings indicate that administrative staff exhibit a high level of job commitment, with significant proportions demonstrating a strong desire to remain in their positions, dedication to overcoming challenges, and a strategic investment in their long-term career growth.

A recent study aligns with these findings. Research on lecturer job commitment and job performance in Nigerian higher education found that lecturers exhibited strong job commitment, which was crucial for their job performance and overall educational development. This study supports the evidence presented in this research, highlighting similar patterns of job commitment among academic staff in Nigerian universities<sup>1</sup>.

This findings align closely with both the theoretical and empirical reviews in the study literature. This alignment is particularly evident in the discussions on job commitment theories and previous studies on administrative staff commitment.

In the theoretical review, the three-component model of commitment provides a comprehensive framework for understanding job commitment. According to this model, job commitment can be categorized into affective, continuance, and normative commitment<sup>2</sup>. The findings from the study reflect elements of these components. The strong desire to continue their jobs (49.93%) indicates a deep-rooted emotional attachment and identification with the organization, aligning with Meyer and Allen's definition of affective commitment. The investment in building long-term careers (55.56%) suggests an awareness of the costs associated with leaving the organization, which is a key aspect of continuance commitment. Additionally, the dedication to overcoming challenges (42.22%) can be seen as a sense of obligation to remain with the organization and contribute to its success, which aligns with normative commitment.

The empirical review of previous studies also supports the findings. For instance, research found that perceived organizational support is strongly related to job commitment. The high level of job commitment among the administrative staff, coupled with their perceived organizational support, reinforces this empirical evidence<sup>3</sup>. Moreover, different studies have highlighted the role of resilience and continuous professional development in enhancing job commitment<sup>3</sup>. The dedication to overcoming challenges (42.22%) and the strategic investment in long-term career building (55.56%) among respondents align with these findings, suggesting that resilience and a forward-thinking approach significantly contribute to job commitment.

However, some aspects of job commitment showed lower levels of engagement. Only 14.07% of respondents exhibited eagerness to explore new ways of doing things, suggesting a potential area for growth in fostering innovation and adaptability. Additionally, 26.67% were willing to volunteer for additional tasks, pointing to possible limitations in their enthusiasm for expanding their roles beyond immediate responsibilities. This findings align with both the theoretical and empirical reviews in the study literature.

In the theoretical review, the concept of job commitment can be further explored through the lens of job involvement and innovative behavior. Job involvement refers to the degree to which an individual identifies psychologically with their job and considers their perceived performance level important to self-worth. The lower eagerness to explore new ways of doing things suggests that while employees may be committed to their roles, their job involvement, particularly in terms of innovation and adaptability, might be limited<sup>4</sup>. This aligns with the notion that high job commitment does not necessarily equate to high job involvement, especially when it comes to innovative behaviors.

Empirical studies support this observation. For instance, research indicates that while job commitment is crucial, it is not the sole predictor of innovative work behavior. Employees might exhibit high commitment but still show reluctance towards change or additional responsibilities due to various factors such as fear of failure, lack of resources, or inadequate support from the organization<sup>5</sup>. The lower willingness to volunteer for additional tasks (26.67%) reflects this hesitation, suggesting that organizational factors might play a role in limiting employees' enthusiasm for expanding their roles. This aligns with the findings of a study who noted that organizational culture and leadership styles

significantly impact employees' willingness to go beyond their immediate responsibilities<sup>6</sup>.

The concepts discussed in the literature on organizational support and psychological empowerment are also relevant here. According to research psychological empowerment involves a sense of meaning, competence, self-determination, and impact at work. The low levels of eagerness to innovate and volunteer for extra tasks could indicate gaps in psychological empowerment among the administrative staff<sup>7</sup>. This suggests that while there is a general sense of commitment, the administrative staff might not feel sufficiently empowered to take on new challenges or expand their roles, aligning with Spreitzer's findings on the importance of psychological empowerment in fostering proactive behaviors.

Regarding conflict management styles, administrative staff exhibited a clear preference for cooperative approaches, reflected in a weighted mean score of 3.01. They prioritized finding middle-ground solutions, with 29.93% of respondents valuing compromise to address conflicts. Furthermore, 34.81% considered the needs of all parties involved in disputes, emphasizing empathy and inclusivity. The commitment to fostering positive relationships through compromise was evident in 32.30% of responses.

This result answers Research Question Two: What is the mostly used workplace conflict management style (compromise, avoidance, and collaboration styles) in private universities in Oyo State? The findings indicate that administrative staff predominantly use cooperative conflict management styles, with a significant focus on compromise and considering the needs of all parties involved to foster positive relationships.

A recent study aligns with these findings. Their research on conflict management in the Nigerian university system found that cooperative approaches, including compromise and collaboration, were widely preferred and effectively used to maintain harmonious workplace relationships. This study supports the evidence presented in this research, highlighting similar preferences for cooperative conflict management styles among university staff in Nigeria<sup>8</sup>.

Firstly, from a theoretical perspective, the preference for cooperative conflict management aligns with the principles of the Dual Concern Theory<sup>9</sup>. This theory posits that individuals manage conflicts based on their concern for their own outcomes and the outcomes of others. The high weighted mean score of 3.01 for cooperative approaches suggests that administrative staff are balancing their interests with those of their colleagues, reflecting a dual concern for self and others. The emphasis on finding middle-ground solutions, with 29.93% of respondents valuing compromise, supports this theory by illustrating how staff aim to achieve mutually beneficial outcomes.

Empirical studies also support these findings. For instance, the research work on conflict management styles indicates that cooperative approaches, which include integrating and compromising, are associated with positive organizational outcomes, such as enhanced team performance and job satisfaction<sup>10</sup>. The study's findings that 34.81% of respondents considered the needs of all parties involved in disputes and 32.30% emphasized fostering positive relationships through compromise, align with Rahim's empirical evidence that cooperative conflict management fosters a more harmonious and productive work environment.

Additionally, the concept of Emotional Intelligence (EI) provides another layer of understanding. High levels of EI are associated with the ability to manage interpersonal relationships judiciously and empathetically<sup>11</sup>. The findings that 34.81% of respondents considered the needs of all parties involved in disputes highlight the role of empathy and inclusivity in conflict management. This suggests that the administrative staff's cooperative approach is underpinned by their emotional intelligence, aligning with Goleman's assertion that EI is critical in managing workplace relationships and conflicts effectively<sup>11</sup>.

Furthermore, the preference for cooperative conflict management styles aligns with the concept of Organizational Citizenship Behavior (OCB), particularly the dimension of interpersonal harmony<sup>11</sup>. The commitment to fostering positive relationships through compromise, evident in 32.30% of responses, reflects behaviors that go beyond formal job requirements to contribute to a positive organizational climate. This supports Organ's findings that such behaviors are essential for maintaining smooth and effective organizational functioning.

The recognition of the value of open dialogue in conflict resolution was notable, with 34.96% of respondents advocating for transparent communication. Additionally, 31.11% supported collective decision-making processes, underscoring the importance of collaborative efforts in resolving workplace conflicts. This finding on the value of open dialogue and collective decision-making in conflict resolution align well with several concepts and studies discussed in the literature review.

From a theoretical perspective, the emphasis on transparent communication and collective decision-making aligns with the principles of the Social Exchange Theory<sup>12</sup>.

This theory posits that social behavior is the result of an exchange process, aiming to maximize benefits and minimize costs. Open dialogue and collective decision-making enhance trust and cooperation among employees, which are key components of social exchanges within organizations. The study's finding that 34.96% of respondents advocate for transparent communication underscores the importance of open dialogue as a means to build trust and facilitate effective conflict resolution.

Empirical studies also support these findings. For instance, research on the role of communication in conflict resolution highlights that open and honest communication is crucial for resolving conflicts constructively<sup>13</sup>. The finding that 31.11% of respondents supported collective decision-making processes aligns with empirical evidence suggesting that involving multiple stakeholders in decision-making leads to more sustainable and accepted resolutions to conflicts. This participative approach can enhance commitment to decisions and reduce the likelihood of future conflicts.

The concept of Participative Leadership, further explains the preference for collective decision-making. Participative leadership involves involving employees in decision-making processes, which can increase their commitment and satisfaction<sup>14</sup>. The support for collective decision-making among 31.11% of respondents suggests that administrative staff value leadership styles that encourage their input and collaboration, aligning with Vroom and Jago's findings on the positive outcomes of participative leadership.

Moreover, the findings which emphasizes the fairness of the processes that lead to outcomes. Transparent communication and collective decision-making are key elements of procedural justice, as they ensure that all parties have a voice and that the process is perceived as fair. The study's findings reflect the administrative staff's recognition of the

importance of fair and inclusive processes in conflict resolution align with the theory of Procedural Justice<sup>15</sup>.

In addition, the concept of Organizational Communication, as outlined by research, highlights the role of effective communication in organizational functioning. The study's finding that 34.96% of respondents advocate for transparent communication supports Clampitt and Downs' assertion that open dialogue is essential for resolving misunderstandings and conflicts, leading to a more cohesive work environment<sup>16</sup>.

The perception of high organizational support, particularly from supervisors and the university, was strongly evident, with a weighted mean score of 3.24. Factors such as open communication, constructive feedback, and recognition of achievements played pivotal roles in enhancing employees' sense of value and commitment to their jobs. Opportunities for professional development were also significant contributors, providing avenues for career growth and skill enhancement.

This result addresses Research Question Three: What is the level of organizational support (supervisor support, rewards, and work conditions) in private universities in Oyo State? The findings indicate that administrative staff perceive a high level of organizational support, especially from supervisors and the university. This support is manifested through open communication, constructive feedback, recognition of achievements, and opportunities for professional development, which contribute to employees' sense of value and commitment to their jobs.

A recent Nigeria study on perceived organizational support and job-related wellbeing in Nigeria universities also aligns with these findings. The research emphasizes the positive impact of perceived organizational support on job-related wellbeing, which includes

factors such as job satisfaction, engagement, and commitment. The study highlights the importance of supportive organizational practices, such as open communication and recognition, in fostering employees' wellbeing and commitment in the university context<sup>17</sup>.

The results also align well with Organizational Support Theory (OST). OST posits that employees develop general beliefs regarding the extent to which their organization values their contributions and cares about their well-being. The study's findings, which highlight the importance of factors such as open communication, constructive feedback, and recognition of achievements, are consistent with OST. These factors contribute to employees' perceptions of being valued and supported, which in turn enhances their commitment to the organization<sup>18</sup>.

Empirical studies further support these findings. For instance, meta-analytic review of perceived organizational support (POS) underscores the critical role of supportive practices in fostering employee commitment. The study's results showing a weighted mean score of 3.24 for organizational support, including elements like open communication and recognition, align with Rhoades and Eisenberger's findings that such supportive behaviors significantly correlate with higher levels of employee commitment<sup>19</sup>. The concept of Job Embeddedness also aligns with the findings. Job embeddedness refers to the combined forces that keep an employee attached to their job. This includes links to people and groups in the organization, fit with the job and organization, and perceived sacrifices if one were to leave. The study's emphasis on opportunities for professional development as significant contributors to employee commitment reflects the idea of

enhancing job fit and providing growth opportunities, which are crucial elements of job embeddedness<sup>20</sup>.

While the study identified several factors associated with job commitment, including conflict management styles and organizational support, the regression analysis did not find significant combined or relative influences on job commitment. The multiple regression analysis yielded a multiple R of 0.339, indicating a weak positive correlation between the predictor variables and the criterion variable. This correlation suggests that while there is some relationship between conflict management styles, organizational support, and job commitment, it is not particularly strong. The R-square value from the regression analysis was 0.115, indicating that approximately 11.5% of the variance in job commitment can be explained by the combined influence of conflict management styles and organizational support. This relatively low percentage implies that a substantial portion of the variance in job commitment is influenced by factors not accounted for in this study.

This result addresses both Ho1 and Ho2. The findings indicate that, consistent with these hypotheses, the combined and relative influences of conflict management styles and organizational support on job commitment are not significant. The weak correlation and low R-square value suggest that other factors not included in the study play a more substantial role in influencing job commitment.

A recent study on the determinants of organizational commitment of universities' employees aligns with these findings. Their analysis revealed that while organizational support and conflict management styles are relevant factors, they do not account for the majority of the variation in job commitment. The study highlighted the importance of

other factors such as job satisfaction, personal values, and work-life balance in influencing organizational commitment, thereby supporting the notion that job commitment is a multifaceted construct influenced by a broader range of factors<sup>21</sup>.

The findings suggest that although conflict management styles and organizational support are relevant to job commitment, they do not account for the majority of the variation in commitment levels among administrative staff. This points to the presence of other significant factors that were not included in the model. These could include individual characteristics such as personal values, job satisfaction, career aspirations, work-life balance, or external factors like economic conditions, organizational culture, and interpersonal relationships at work. Moreover, the weak positive correlation might indicate that the interaction between conflict management styles and organizational support is complex and possibly moderated or mediated by other variables not captured in this study. For instance, the impact of organizational support on job commitment might be influenced by the quality of leadership, the nature of the work environment, or the specific conflict management practices in place.

This weak correlation finding aligns with Organizational Support Theory (OST). While OST suggests that perceived organizational support should have a significant positive impact on job commitment, the theory also acknowledges that the strength of this relationship can vary based on additional factors and contextual variables<sup>22</sup>. The relatively low R-square value in the study (0.115) suggests that other significant factors beyond organizational support and conflict management styles influence job commitment, which is consistent with the multi-faceted nature of job commitment as described by OST.

Also, empirical studies have documented mixed findings on the predictors of job commitment, indicating that the relationship between organizational support, conflict management, and job commitment can be influenced by various moderating and mediating factors. For example in Three-Component Model of Commitment it was argued that job commitment is influenced by affective, continuance, and normative components, which can be shaped by a wide range of organizational and personal factors. The empirical finding of a weak positive correlation indicates that while organizational support and conflict management styles are relevant, other variables such as personal values, job satisfaction, and work-life balance also play crucial roles<sup>23</sup>.

Additionally, the Job Demands-Resources (JD-R) Model suggests that job commitment results from a balance between job demands and resources. According to this model, organizational support is a job resource that can enhance commitment, but its effectiveness can be moderated by other factors such as personal resources and external job demands<sup>24</sup>. The study's findings, showing that only 11.5% of the variance in job commitment is explained by the studied variables, align with this perspective by indicating the presence of other influential factors. The concept of Person-Organization Fit suggests that job commitment is also influenced by the alignment between individual values and organizational culture<sup>25</sup>. The weak correlation found in the regression analysis supports the idea that job commitment is a complex construct influenced by multiple factors, including individual characteristics and external factors, which were not fully captured in the study.

## Endnotes

1. A. Oredein, *Lecturer Job Commitment and Job Performance: Leadership Implications for Nigerian Higher Education Development*. **Journal of Management and Administration**, 7, 2014, 133-138.  
[https://www.researchgate.net/publication/371701824\\_LECTURER\\_JOB\\_COMMITMENT\\_AND\\_JOB\\_PERFORMANCE\\_LEADERSHIP\\_IMPLICATIONS\\_FOR\\_NIGERIAN\\_HIGHER\\_EDUCATION\\_DEVELOPMENT](https://www.researchgate.net/publication/371701824_LECTURER_JOB_COMMITMENT_AND_JOB_PERFORMANCE_LEADERSHIP_IMPLICATIONS_FOR_NIGERIAN_HIGHER_EDUCATION_DEVELOPMENT).
2. J. N. Onukwu, P. F. Tiebebedigha & A. C. Okojide, *Teachers' and Job Commitment: Conceptualizing Meyer and Allen's Multidimensional Model in Bayelsa State Public Secondary Schools*, **African Journal of Contemporary Education Studies**, 15(1), 2020, 73-84.
3. R., Eisenberger, P., Fasolo, & V. Davis-LaMastro, *Perceived Organizational Support and Employee Diligence, Commitment, and Innovation*. **Journal of Applied Psychology**, 75 (1), 1990. 51-59.
4. J. A., Colquitt, D. E., Conlon, M. J., Wesson, C. O. L. H., Porter, & K. Y. Ng, *Justice at the Millennium: A Meta-analytic Review of 25 Years of Organizational Justice Research*. **Journal of Applied Psychology**, 86 (3), 2001. 425-445.
5. R. N. Kanungo, *Measurement of Job and Work Involvement*. **Journal of Applied Psychology**, 67 (3), 1982. 341-349.
6. O. Janssen, *Job Demands, Perceptions of Effort-Reward Fairness and Innovative Work Behaviour*. **Journal of Occupational and Organizational Psychology**, 73(3), 2000. 287-302.
7. E. W. Morrison, *Role Definitions and Organizational Citizenship Behavior: The Importance of the Employee's Perspective*. **Academy of Management Journal**, 37 (6), 1994. 1543-1567.
8. V., Ndum, & O. Stella-Maris, *Conflict Management in the Nigerian University System*. **Journal of Educational and Social Research**, 3, 17. doi:10.5901/jesr.2013.v3n8p17. 2013.  
[https://www.researchgate.net/publication/311989588\\_Conflict\\_Management\\_in\\_the\\_Nigerian\\_University\\_System](https://www.researchgate.net/publication/311989588_Conflict_Management_in_the_Nigerian_University_System).
9. G. M. Spreitzer, *Psychological Empowerment in the Workplace: Dimensions, Measurement, and Validation*. **Academy of Management Journal**, 38 (5), 1995. 1442-1465.
10. D. G., Pruitt, & J. Z. Rubin, *Social Conflict: Escalation, Stalemate, and Settlement*. Random House. 1986.

11. M. A. Rahim, *Toward a Theory of Managing Organizational Conflict*. **International Journal of Conflict Management**, 13 (3), 2002. 206-235.
12. D. Goleman, *Working with Emotional Intelligence*. Bantam Books. 1998.
13. D. W. Organ, *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Lexington Books. 1988.
14. P. M. Blau, *Exchange and Power in Social Life*. Wiley. 1964.
15. C. K., De Dreu, & L. R. Weingart, *Task Versus Relationship Conflict, Team Performance, and Team Member Satisfaction: A Meta-analysis*. **Journal of Applied Psychology**, 88 (4), 2003. 741-749.
16. V. H., Vroom, & A. G. Jago, *The New Leadership: Managing Participation in Organizations*. Prentice-Hall. 1988.
17. C., Nwachukwu, & O. Shadrach, *Perceived Organisational Support and Job-Related Wellbeing in Nigeria Universities*. **Journal of Education and Social Research**, 23, 2022,46-55.  
[https://www.researchgate.net/publication/363258218\\_PERCEIVED\\_ORGANISATIONAL\\_SUPPORT\\_AND\\_JOB-RELATED\\_WELLBEING\\_IN\\_NIGERIA\\_UNIVERSITIES](https://www.researchgate.net/publication/363258218_PERCEIVED_ORGANISATIONAL_SUPPORT_AND_JOB-RELATED_WELLBEING_IN_NIGERIA_UNIVERSITIES).
18. J., Thibaut, & L. Walker, *Procedural justice: A psychological Analysis*. Erlbaum. 1975.
19. P. G., Clampitt, & C. W. Downs, *Employee Perceptions of the Relationship Between Communication and Productivity: A Field Study*. **Journal of Business Communication**, 30 (1), 1993. 5-28.
20. R., Eisenberger, R., Huntington, S., Hutchison, & D. Sowa, *Perceived Organizational Support*. **Journal of Applied Psychology**, 71(3), 1986. 500-507.
21. I., Alzeer, A., Alkhatib, & M. Al Shrouf, *Determinants of Organisational Commitment of Universities' Employees*. **International Journal of Academic Research in Accounting, Finance and Management Sciences**, 9(1), 2019, 136-141. doi: 10.6007/IJARAFMS/v9-i1/5191.  
[https://www.researchgate.net/publication/334123040\\_Determinants\\_of\\_Organisational\\_Commitment\\_of\\_Universities\\_Employees](https://www.researchgate.net/publication/334123040_Determinants_of_Organisational_Commitment_of_Universities_Employees).
22. L., Rhoades, & R. Eisenberger, *Perceived Organizational Support: A Review of the Literature*. **Journal of Applied Psychology**, 87 (4), 2002. 698-714.
23. T. R., Mitchell, B. C., Holtom, T. W., Lee, C. J., Sablinski, & M. Erez, *Why people stay: Using Job Embeddedness to Predict Voluntary Turnover*. **Academy of Management Journal**, 44 (6), 2001. 1102-1121.

24. A. B., Bakker, & E. Demerouti, *The Job Demands-Resources Model: State of the Art*. **Journal of Managerial Psychology**, 22 (3), 2007. 309-328.
25. A. L., Kristof-Brown, R. D., Zimmerman, & E. C. Johnson, *Consequences of Individuals' Fit at Work: A Meta-analysis of Person-job, Person-organization, Person-group, and Person-supervisor fit*. *Personnel Psychology*, 58 (2), 2005. 281-342.

Lead City University Ibadan DO NOT COPY

## **Chapter Five**

### **Conclusion**

This chapter presents the conclusion and recommendations derived from the findings of the study on workplace conflict management styles, organizational support, and job commitment among administrative staff in private universities in Oyo State. The chapter begins with a brief recap of the study's purpose and objectives, followed by an overview of the key findings presented in Chapter Four.

#### **5.1 Summary of Findings**

The study investigated the level of job commitment, prevalent workplace conflict management styles, and the perception of organizational support among administrative staff in private universities in Oyo State. The objectives were to assess job commitment, identify conflict management styles, and evaluate organizational support. Hypotheses were formulated, positing no significant combined influence of conflict management style and organizational support on job commitment and no significant relative influence of these variables on job commitment. The sample included 675 administrative staff members, and data were collected using the WCMSOSJCSQ. Descriptive statistics revealed a high level of job commitment (weighted mean = 3.36), with notable percentages indicating commitment across various aspects of their roles. Predominantly, cooperative conflict management styles (weighted mean = 3.01) were observed, along with a perception of high organizational support (weighted mean = 3.24). However, inferential statistics, including multiple regression analysis, did not find significant combined or relative influences on job commitment. The analysis yielded a weak positive correlation between predictor variables and job commitment, with only approximately

11.5% of the variance explained by conflict management styles and organizational support. Thus, the study provides insights into the factors influencing job commitment among administrative staff in private universities in Oyo State, highlighting the importance of further research to explore additional variables and longitudinal studies to understand the dynamics of job commitment over time.

## **5.2 Conclusion**

In conclusion, this study provides valuable insights into the dynamics of workplace conflict management styles, organizational support, and job commitment among administrative staff in private universities in Oyo State. The findings underscore the importance of fostering a positive work environment, promoting open communication, and providing adequate support for employees. By addressing these factors, private universities can enhance employee satisfaction, retention, and overall organizational effectiveness. Moving forward, it is essential for stakeholders to implement the recommendations outlined in this study to promote employee well-being and enhance organizational performance.

## **5.3 Recommendations**

Based on the findings of this study, several recommendations can be made to enhance job commitment and organizational effectiveness among administrative staff in private universities:

1. **Promote Collaborative Conflict Resolution:** Encourage the use of collaborative conflict management styles, such as compromise and collaboration, to facilitate constructive dialogue and problem-solving among administrative staff.

2. Enhance Supervisor Support: Provide training and development opportunities for supervisors to improve their leadership skills and enhance their ability to provide effective support and guidance to administrative staff.
3. Implement Recognition Programs: Establish formal recognition programs to acknowledge the contributions and achievements of administrative staff, thereby fostering a culture of appreciation and motivation.
4. Invest in Professional Development: Allocate resources for professional development initiatives to support the growth and advancement of administrative staff, promoting continuous learning and skill enhancement.
5. Conduct Regular Employee Feedback Surveys: Implement regular employee feedback surveys to assess job satisfaction, identify areas for improvement, and address concerns proactively.

#### **5.4 Contributions to Knowledge**

This study contributes to the existing body of knowledge in several ways:

1. Empirical Insights: It provides empirical evidence regarding the level of job commitment, workplace conflict management styles, and organizational support perception among administrative staff in private universities in Oyo State, Nigeria.
2. Contextual Understanding: By focusing on the specific context of private universities in Oyo State, the study offers insights into the unique challenges and dynamics shaping organizational behavior and employee engagement in this setting.
3. Implications for Practice: The findings offer practical implications for organizational leaders and managers seeking to enhance employee commitment, improve conflict

resolution strategies, and foster a supportive work environment within educational institutions.

4. Research Directions: The study highlights areas for further research, including exploring additional factors influencing job commitment, investigating the effectiveness of specific organizational support initiatives, and examining the impact of cultural and institutional factors on workplace dynamics in private university settings.

Overall, this research contributes to a deeper understanding of the factors influencing job commitment among administrative staff in private universities, offering valuable insights for both academia and practice.

### **5.5 Suggestions for Further Study**

While this study provides valuable insights into job commitment, workplace conflict management styles, and organizational support among administrative staff in private universities, several avenues for further research are suggested.

Firstly, future studies could explore the relationship between job commitment and other variables such as job satisfaction, work-life balance, and leadership styles. Investigating how these factors interact could provide a more comprehensive understanding of employee engagement and retention in academic settings.

Secondly, researchers could delve deeper into the specific strategies and interventions that promote job commitment and organizational support, particularly in the context of private universities in Nigeria. Qualitative studies, such as interviews and focus groups, could uncover nuanced perspectives and experiences that quantitative surveys may overlook. Additionally, longitudinal studies could track changes in job commitment and

organizational dynamics over time, offering insights into the long-term effectiveness of interventions and policies.

Lastly, comparative studies across different types of universities (e.g., private vs. public, small vs. large) or in different geographical regions could reveal contextual factors influencing job commitment and conflict management strategies. By addressing these research gaps, future studies can contribute to the development of evidence-based practices that enhance organizational effectiveness and employee well-being in academic institutions.

Lead City University Ibadan DO NOT COPY

## Bibliography

### Article

Nigerian University System Statistical Digest (NUS Digest), 2019.

### Book

Din, S. U. Khan, M. A. Farid H. & Rodrigo, P. *Proactive Personality: A Bibliographic Review of Research Trends and Publications, Personality and Individual Differences*, 205, 2023, 112066, ISSN 0191-8869, <https://doi.org/10.1016/j.paid.2022.112066>.

Goleman, D. *Working with emotional intelligence*. Bantam Books. 1998.

Huynh, T. H. P. Bui T. Q. & Nguyen, P. N. D. *How to Foster the Commitment Level of Managers? Exploring the Role of Moderators on the Relationship between Job Satisfaction and Organizational Commitment: A Study of Educational Managers in Vietnam*. *Frontiers in Education*, 8(1140587), 2023, 1-13 <https://doi.org/10.3389/educ.2023.1140587>.

Kiran S. & Kayani, A. *A comparative study of Conflict Management Styles Adopted by Academics staff of Public and Private Universities*, *Academic Research International*, 10(2), 2019, 87-95.

Kiran, S. *Conflict Management and Leadership Styles of Teaching Staff at Higher Education Level: Moderating Role of Gender*. *Academic Research International*. 10(2), 2019, 179-187

Sun, R. Peng S. & Liao, Y. *Avoiding, Obliging, Asserting, or Integrating? A Survey Experiment on Municipal Managers' Choice of Conflict Management Strategies*, *Public Management Review*, 25(3), 2023, 477-500.

Tehrani H. D. & Yamini, S. *Personality Traits and Conflict Resolution Styles: A Meta-analysis*, *Personality and Individual Differences*, 157, 2020, 109794. <https://doi.org/10.1016/j.paid.2019.109794>

## Journal

- Aarikka-Stenroos, L. Aaboen, L. Cova B. & Rolfsen, A. *Building B2B Relationships via Initiation Contributors: Three Cases from the Norwegian-South Korean International Project Business*, **Industrial Marketing Management**, 68, 2018, 74-85. <https://doi.org/10.1016/J.INDMARMAN.2017.09.027>.
- Abdeljalil, M. A. *Normative Commitment in the Educational Sector: The Libyan Perspective*. **Journal of Research in Mechanical Engineering**, 2 (12), 2018, 07-16.
- Abdelmoteleb, S. A. *A New Look at the Relationship between Job Stress and Organizational Commitment: A Three-wave Longitudinal Study*. **J. Bus. Psychol.** 2019, 34, 321–336.
- Abdul, G. Musnadi S. & Nadirsyah. “*The Effect of Job Satisfaction and Psychological Contract on Employee Commitment and its Impact on Employee Performance of Pt. Bank Rakyat Indonesia Branch Meulaboh*”, **International Journal of Business Management and Economic Review**, 3(2), 2020, 101–109. <http://dx.doi.org/10.35409/ijbmer.2020.3170>
- Abioro, M. A. Oladejo D. A. & Ashogbon, F. O. *Work Life Balance Practices and Employees Productivity in the Nigerian University System*. **Crawford Journal of Business and Social Sciences**, 12(2), 2018, 49-59.
- Adegboyega, S. O., & Oyewole. S. O. *Impact of Conflict Management Styles and Organizational Support on Employee Commitment in Nigerian Manufacturing Firms*. **Journal of Industrial Relations and Human Resources**, 24(2), 2019. 112-129.
- Adeyemi, A. A., & Ogunleye. O. O. *Workplace Conflict Resolution Styles and Employee Commitment in Nigerian Organizations*. **Journal of Organizational Psychology**, 18(2), 2018. 45-62.
- Aditya S. & Setyawan, A. A. *Conflict Management and Job Satisfaction in Indonesia's Public Organization*, **Journal of International Business and Management**, 4(2), 2021, 1-14.
- Admiraal, W. *Teachers' Work Conditions and their Job Satisfaction in Primary and Secondary Education*. **International Journal on Studies in Education (IJonSE)**, 5(1), 2023, 15-26. <https://doi.org/10.46328/ijonse.81>
- Afsar B. & Badir, Y. *Workplace Spirituality, Perceived Organizational Support and Innovative Work Behavior: The Mediating Effects of Person-Organization Fit*. **Journal of Workplace Learning**, 29(2), 2017, 95-109.

- Ahmad, R. Nawaz, M. Ishaq, M. Khan M. & Ashraf, H. *Social Exchange Theory: Systematic Review and Future Directions*, **Frontiers in Psychology**, 13(1015921), 2023, 1-13. <https://doi.org/10.3389/fpsyg.2022.1015921>.
- Akbar W. Riaz S. Arif K. & Hayat, A. *Measuring the Non-Financial Rewards in Escalating Employees Job Satisfaction (A Study of Private Companies in Pakistan)*, **Asia Pacific Journal of Advanced Business and Social Studies**, 4(1), 2018, 108–116.
- Akhtar, M. W. Syed, F. Husnain M. & Naseer, S. *Person-Organization Fit and Innovative Work Behavior: The Mediating Role of Perceived Organizational Support, Affective Commitment and Trust*. **Pakistan Journal of Commerce and Social Sciences (PJCSS)**, 13(2), 2019, 311-333.
- Akinwale A. S. & Okotoni, C. A. *Assessment of Job Commitment of Secondary School Teachers in Osun State, Nigeria*. **International Journal of Social Sciences** 4(3), 2019, 1553- 1572.
- Akpoiyibo, G. Tarurhor E. M. & Isaac, A. P. "Organizational Best Practices and Employee Job Commitment in Nigeria: An Empirical Investigation," **European Journal of Business and Management**, 13(20), 2021, 84-94.
- Akunne, L. I. Akuezilo, J. Nwadinobi V. & Etele, A. V. *Work-Life Balance among Employees in the Workplace and Covid-19: An Empirical Perspective*, **Research on Humanities and Social Sciences**, 11(24), 2021. <http://dx.doi.org/10.7176/rhss/11-24-04>.
- Alesi, M. Gómez-López, M. Chicau Borrego, C. Monteiro, D., & Granero Gallegos, A. *Effects of a Motivational Climate on Psychological Needs Satisfaction, Motivation and Commitment in Teen Handball Players*, **Int. J. Environ. Res. Publ. Health** 16, 2019, 2702. doi: 10.3390/ijerph16152702
- Al-Hamdan, Z. Shukri R. & Anthony, D. *Conflict Management Styles Used by Nurse Managers in the Sultanate of Oman*. **Journal of Clinical Nursing**, 20(3– 4), 2011, 571–580.
- Alshaabani A. & Rudnák, I. *Impact of Trust on Employees' Engagement: The Mediating Role of Conflict Management Climate*, **Periodica Polytechnica Social and Management Sciences** 31(2), 2023, 153-163.
- An, S. *Employee Voluntary and Involuntary Turnover and Organizational Performance:*

*Revisiting the Hypothesis from Classical Public Administration*, **International Public Management Journal**, 22(3), 2019, 444-469.  
<https://doi.org/10.1080/10967494.2018.1549629>.

Arasanmi C. N. & Krishna, A. *Employer Branding: Perceived Organisational Support and Employee Retention–The Mediating Role of Organisational Commitment*, **Industrial and Commercial Training** 51(3), 2019, 174-183.

Aruldoss, A. Kowalski K. B. & Parayitam, S. *The Relationship between Quality of Work Life and Work-Life-Balance Mediating Role of Job Stress, Job Satisfaction and Job Commitment: Evidence from India*, **Journal of Advances in Management Research** 18(1), 2021, 36-62.

Asadullah, S. Shahzadi & Sallah, M. *Relationship between Conflict Types and Conflict Management Strategies during Online Teaching: A Co-relational Study*, **Annals of Human and Social Sciences**, 4(3), 2023, 101-109.

Aukštikalnytė, E. *Burnout and Workplace Conflicts from an Employee Perspective*. **Contemporary Research on Organization Management and Administration**, 9(1), 2021, 18–31.

Baer M., & Frese, M. *Innovation is not Enough: Climates for Initiative and Psychological Safety, Process Innovations, and Firm Performance*. **J. Organ. Behav.**, 24, 2003, 45–68.

Bakker, A. B., & Demerouti, E. *The Job Demands-Resources model: State of the art*. **Journal of Managerial Psychology**, 22 (3), 2007. 309-328.

Balamurugan G. & Dhivya, S. "A Study on Employee Attitude towards Organizational Change its Effect on Employee Commitment in Private Colleges." **International Journal of Engineering Technologies and Management Research**, 7(3), 2020, 31–41.  
<http://dx.doi.org/10.29121/ijetmr.v7.i3.2020.545>.

Bano, H. Ashraf S. & Zia, S. *Conflict: Factors and Resolution Strategies Adopted by Administrators of Schools for Visually Impaired Students*, **Mediterranean Journal of Social Sciences**, 4(4), 2018, 405-408.

Batugal, M. L. C. *Leadership Organisational Culture, Commitment and Job Satisfaction of*

- Faculty in Private-sectarian Higher Education Institutions*, **World Journal of Education**, 9(2), 2019, 123-135.
- Bawalla O. G. & Omolawal, A. S. *Non-Financial Rewards and Job Commitment among Public Secondary School Teachers in Ogun State Public Secondary Schools*, **Reality of Politics**, 20(2), 2022, 55-75.
- Berdiyana M. & Witjaksono, A. D. *The Influence of Perceived Organizational Support, Job Satisfaction and Organizational Citizenship Behavior on Employee Performance*. **International Journal of Multicultural and Multireligious Understanding**, 9(6), 2022, 314-324.
- Binyanya, D. "Conflict Management Styles and Employee Performance in Hospitals." **European Journal of Conflict Management** 2(1), 2021, 60–95. <http://dx.doi.org/10.47672/ejcm.790>.
- Blau, P. M. *Exchange and Power in Social Life*. Wiley. 1964.
- Brunetto, Y. Farr-Wharton, B. Wankhade, P. Saccon, C. Xerri, M. *Managing Emotional Labour: The Importance of Organisational Support for Managing Police Officers in England and Italy*, **The International Journal of Human Resource Management**, 34(4), 2023, 832-854.
- Buil, I. Martinez E. & Matute, J. *Transformational Leadership and Employee Performance: the Role of Identification, Engagement and Proactive Personality*, **International Journal of Hospitality Management**, 77, 2019, 64-75, doi: 10.1016/j.ijhm.2018.06.014.
- Burmansah B. S. & Mukhneri, M. *Teachers' Affective Commitment through the Effects from Quality of Work Life and Job Involvement in the Schools*. **Asia Proceedings of Social Sciences**, 4(1), 2019, 17-20.
- Cangiano, F. Parker S. K. & Ouyang, K. *Too Proactive to Switch Off: When Taking Charge Drains Resources and Impairs Detachment*. **Journal of Occupational Health Psychology**, 26(2), 2020, 142-154. <https://doi.org/10.1037/ocp0000265>
- Cangiano, F. Parker S. K. & Yeo, G. B. *Does Daily Proactivity Affect Well-being? The Moderating Role of Punitive Supervision*. **Journal of Organizational Behavior**, 40(1), 2019, 59–72. <https://doi.org/10.1002/job.2321>

- Caputo, A. *Religious Motivation, Nepotism and Conflict Management in Jordan*, **International Journal of Conflict Management**, 29(2), 2018, 146-166.
- Charoensukmongkol P. & Phungsoonthorn, T. *The Effectiveness of Supervisor Support in Lessening Perceived Uncertainties and Emotional Exhaustion of University Employees during the COVID-19 Crisis: The Constraining Role of Organizational Intransigence*, **The Journal of General Psychology**, 148(4), 2021, 431-450.
- Chaudhary S. & Nitin, A. *Turning Conflict into Collaboration: The Power of Constructive Conflict Management for Your Team*, **Journal of Population Therapeutics and Clinical Pharmacology**, 30(15), 2023, 54-66.
- Chen, H. X. Xu, X. & Phillips, P. *Emotional Intelligence and Conflict Management Styles*, **International Journal of Organizational Analysis**, 27(3), 2019, 458-470.
- Clampitt, P. G., & Downs, C. W. *Employee perceptions of the relationship between communication and productivity: A field study*. **Journal of Business Communication**, 30 (1), 199. 5-28.
- Coleman, P. T. "Conflict Intelligence and Systemic Wisdom: Meta-Competencies for Engaging Conflict in a Complex, Dynamic World." **Negotiation Journal**, 34(1), 2018, 7–35. <http://dx.doi.org/10.1111/nejo.12211>.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). *Justice at the millennium: A meta-analytic review of 25 years of organizational justice research*. **Journal of Applied Psychology**, 86 (3), 2001 425-445.
- Ćulibrk, J. Delić, M. Mitrović, S. & Ćulibrk, D. "Job Satisfaction, Organizational Commitment and Job Involvement: The Mediating Role of Job Involvement." **Frontiers in Psychology** 9, 2018. <http://dx.doi.org/10.3389/fpsyg.2018.00132>.
- Czyż-Szypenbejl, K. Medrzycka-Dabrowska, W. Falcó-Pegueroles, A. Lange, S. *Conflict Sources and Management in the ICU Setting before and during COVID-19: A Scoping Review of the Literature*. **Int. J. Environ. Res. Public Health**, 19(1875), 2022, 1-14. <https://doi.org/10.3390/ijerph19031875>

- Danauskė, E. Raišienė A. G. & Korsakienė, R. *Coping with Burnout? Measuring the Links between Workplace Conflicts, Work-Related Stress, and Burnout*, **Business: Theory and Practice** 24(1), 2023, 58–69.
- Davis, M. H. Schoenfeld M. B. & Flores, E. J. *Predicting Conflict Acts Using Behavior and Style Measures*. **International Journal of Conflict Management**, 29, 2018, 70–90.
- De Dreu, C. K., & Weingart, L. R. *Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis*. **Journal of Applied Psychology**, 88 (4), 2003. 741-749.
- Dickson B. & Isaac, Z. *Compromise Conflict Management Style and its Impact on Organizational Health of Federal Agencies in Rivers State, Nigeria*, **International Journal of Business School Annals**, 6(1), 2019, 54-61. DOI: 10.13140/RG.2.2.34993.40806
- Dildar, S. Ansari Z. & Arshad, M. *Personality Traits and Conflict Resolution Styles of Single and Married Individuals*, **Journal of Behavioural Sciences**, 31(1), 2021, 161-181.
- Dim, E. Okeke M. C. & Nwankwo, A. *Non Financial Reward and Organizational Performance of Selected Manufacturing Firms in Anambra State*, **International Journal of Management and Entrepreneurship (IJME)**, 2(1), 2020, 77–91.
- Dimitrios, B. Rossidis, L. Sotiriou A. & Malik, S. *Workplace Conflict, Turnover, and Quality of Services. Case Study in Greek Seasonal Hotels*, **Journal of Quality Assurance in Hospitality & Tourism**, 24(4), 2023, 453-476.
- Dong, T. Jun, W. Xuan, Y. Linyu F. & Qiuchi. D. *The Influence of Job Autonomy on Occupational Commitment and Job Involvement A Case Study of Civil Servants*. **Frontiers of Management**, 4(1), 2022, 1–14.
- Dursun, D. E. *Effect of Work Stress and Burnout Perceptions of Aviation Sector Employees on Organizational Commitment*. **J. Contemp. Issues Bus. Gov.** 27, 2021, 412–417.
- Emre O. & Spiegeleare, S. D. *The Role of Work–Life Balance and Autonomy in the Relationship between Commuting, Employee Commitment and Well-Being*, **The International Journal of Human Resource Management**, 32(11), 2021, 2443-2467.

- Esbati Z. & Korunka, C. *Does Intragroup Conflict Intensity Matter? The Moderating Effects of Conflict Management on Emotional Exhaustion and Work Engagement*, **Front. Psychol.** 12(614001), 2021, 1-15, doi: 10.3389/fpsyg.2021.614001
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. *Perceived organizational support*. **Journal of Applied Psychology**, 71 (3), 1986. 500-507.
- Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. *Perceived organizational support and employee diligence, commitment, and innovation*. **Journal of Applied Psychology**, 75 (1), 1990. 51-59.
- Espinoza, J. A. O'Neill T. A. & Donia. M. B. L. "Big Five Factor and Facet Personality Determinants of Conflict Management Styles." **Personality and Individual Differences**, 203, 2023, 112029. <http://dx.doi.org/10.1016/j.paid.2022.112029>
- Etebu C. E. & Oluwuo, S. O. *Teachers' Professional Growth and Job Engagement in Public Secondary Schools in Bayelsa State, Nigeria*. **International Journal of Innovative Social & Science Education Research** 6(3), 2018, 68-72.
- Farooq, H. Janjua, U. I. Madni, T. M. Waheed, A. Zareei, M. & Alanazi, F. *Identification and Analysis of Factors Influencing Turnover Intention of Pakistan IT Professionals: An Empirical Study*. **IEEE Access**, 10(10), 2022, 64234–64256. <https://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=9792236>.
- Fay D. & Hüttges, A. *Drawbacks of proactivity: Effects of Daily Proactivity on Daily Salivary Cortisol and Subjective Well-being*. **Journal of Occupational Health Psychology**, 22(4), 2017, 429–442.
- Fay D., & Frese, M. *The Concept of Personal Initiative: An Overview of Validity Studies*. **Hum. Perform.**, 14, 2001, 97–124.
- Fay, D. Strauss, K. Schwake C. & Urbach, T. *Creating Meaning by Taking Initiative: Proactive Work Behavior Fosters Work Meaningfulness*, **Applied Psychology**, 72, 2023, 506-534.
- Fejoh J. & Egiaruoyi, O. A. *Impact of Industrial Conflicts and its Management on Workers' Job Commitment and Optimal Productivity in State-Owned Universities in Ogun State, Nigeria*, **BERJAYA Journal Of Services & Management**, 18, 2022, 1-17

- Fischer, S. Frese, M. Mertins, J. C. Hardt, J. V. Flock, T. Schauder, J. Schmitz, M. & Wiegel, J. *Climate for Personal Initiative and Radical and Incremental Innovation in Firms: A Validation Study*. **J. Enterprising Cult.**, 22, 2014, 91–109.
- Frese, M. Garst, H. & Fay, D. *Making Things Happen: Reciprocal Relationships between Work Characteristics and Personal Initiative in a Four-Wave Longitudinal Structural Equation Model*. **J. Appl. Psychol.** 2007, 92, 1084–1102.
- Fukui, S. Wu W. & Salyers, M. P. *Impact of Supervisory Support on Turnover Intention: The Mediating Role of Burnout and Job Satisfaction in a Longitudinal Study*, **Administration and Policy in Mental Health**, 46(4), 2019, 488–497. <https://doi.org/10.1007/s10488-019-00927-0>
- Glubwila, S. Sripa K. & Thummaphan. P. "The Model of Collaboration Integration for Preventing and Solving the Problem of Youth Violence in Educational Settings." **Current Psychology**, 41(12), 2021, 8461–8470. <http://dx.doi.org/10.1007/s12144-020-01270-6>
- González-Hernández, J. Silva, C. Monteiro, D., Alesi M., & Gómez-López, M. *Effects of Commitment on Fear of Failure and Burnout in Teen Spanish Handball Players*, **Frontiers in Psychology**, 12, 2021, 640044. <https://doi.org/10.3389/fpsyg.2021.640044>.
- Guerrero, L. K. "Conflict Style Associations with Cooperativeness, Directness, and Relational Satisfaction: A Case for a Six-Style Typology." **Negotiation and Conflict Management Research** 13(1), 2019, 24–43. <http://dx.doi.org/10.1111/ncmr.12156>.
- Ha J. C. & Lee, J. W. *Realization of a Sustainable High-performance Organization through Procedural Justice: the Dual Mediating Role of Organizational Trust and Organizational Commitment*. **Sustainability** 14(1259), 2022, doi: 10.3390/su14031259
- Hakanen, J. J. Perhoniemi R. & Toppinen-Tanner, S. *Positive Gain Spirals at Work: From Job Resources to Work Engagement, Personal Initiative and Work-Unit Innovativeness*. **J. Vocat. Behav.**, 73, 2008, 78–91.
- Hammouda Y. A. A. & Junoh, M. Z. M. *Corporate Social Responsibility to Employees, Job Satisfaction, and Employees' Commitment to the Organisation in the Construction Industry of UAE*. **The International Journal of Business &**

**Management**, 6(12), 2018, 103-110.  
<https://doi.org/10.24940/theijbm/2018/v6/i12/BM1812-039>

- Haque, A. Fernando, M. Caputi, P. *The Relationship between Responsible Leadership and Organisational Commitment and the Mediating Effect of Employee Turnover Intentions: An Empirical Study with Australian Employees*. **J. Bus. Ethics**, 156, 2019, 759–774.
- Haryanto, B. Suprapti, A. R. Taufik A. & Fenitra, R. M. *Moderating Role of Transformational Leadership in the Relationship between Work Conflict and Employee Performance*, **Cogent Business & Management**, 9(1), 2022, 1-27.
- Haryono. "The Effect of Organizational, Individual, and Job Characteristics on Organizational Commitment with Job Satisfaction as an Intervening Variable (Study on Employees of PT. Sukses Mantap Sejahtera (SMS) Dompu Regency)." **International Journal of Humanities Education and Social Sciences (IJHESS)** 2(2), 2022, 506-520.  
<http://dx.doi.org/10.55227/ijhess.v2i2.259>.
- Hasanah, U. *Negative Work Psychology Perspective and Work Environment on Performance*, **PRODUKTIF: Jurnal Kepegawaian dan Organisasi**, 1(1), 2022, 19-27.
- Hazriyanto, & Ibrahim, B. *The Factor Analysis of Organizational Commitment, Job Satisfaction and Performance among Lecturers in Batam*, **Journal of Technical Education and Training**, 11(1), 2019, 151–158.  
<https://doi.org/10.30880/jtet.2019.11.01.19>
- Heine, F., & Strobel, M. *Reward and Punishment in a Team Contest*. **PLoS ONE**, 15(9), 2020, 1-25. <https://doi.org/10.1371/journal.pone.0236544>.
- Heyns, M. M. McCallaghan, S. de Wet, E. H. *The Role of Supervisor Support and Basic Psychological Needs in Predicting Work Engagement, Burnout and Turnover Intentions in a Medical Contract Research Service Setting*, **Research in Social and Administrative Pharmacy**, 18(6), 2022, 2981-2988.
- Huang, T. Lawler J. & Lei, C. *The Effects of Quality of Work Life on Commitment and Turnover Intention*, **Social Behavior and Personality: An international Journal**, 35(6), 2007, 735-750.
- Hussein A. F. F. & Al-Mamary, Y. H. S. *Conflicts: Their Types, and their Negative and Positive Effects on Organizations*, **International Journal of Scientific & Technology Research**, 8(8), 2019, 2277-8616.

- Hussein, F. F. A. Yahya A. G. H. & Hassan, V.S.A. *The Relationship between Conflict in Management Styles and Organizational Commitment: A Case of Sama's University*, **American Journal of Science and Technology**, 4(4), 2017, 49-66.
- Igbinoba, E. Salau, O. Atolagbe T. & Joel, O. *Bolstering Conflict Management Strategies and Sustainable Commitment of Academic Staff in Selected Public Universities*, **Heliyon**, 9(2023), 2022, 1-10.
- Ige, O. F., & Adeyemi. B. A. *Dynamics of workplace conflict management styles among administrative staff in Nigerian higher education institutions*. **International Journal of Conflict Management**, 30(4), 2020. 567-586.
- Igwe J. A. & Okoye, F. O. *Principals' Use of Compromising and avoiding Conflict Management Strategies for Promoting Teachers' Job Satisfaction in Public Secondary Schools in Anambra State*, **UNIZIK Journal of Educational Research and Policy Studies**, 15(1), 2023, 129-140.
- Inamul, N. Dwi O. & Oyong, L. *The Effect of Employees' Job Satisfaction and Motivation on Turnover Through Work Commitment at Bhayangkara Hospital*, **Journal of Economics, Finance and Management Studies**, 5(7), 2022, 2031-2040.
- Inim, W. K. *Reward Mechanisms as Predictors of Teacher Job Commitment in Public Senior Secondary Schools in Rivers State, Nigeria*, **EPRA International Journal of Environmental Economics, Commerce and Educational Management (ECEM)**, 10(5), 2023, 6-13.
- Jaison, A. "Organisational Commitment and Job Satisfaction among Employees." **International Journal for Research in Applied Science and Engineering Technology**, 11(5), 2023, 658–662. <http://dx.doi.org/10.22214/ijraset.2023.51546>.
- Janssen, O. *Job demands, perceptions of effort-reward fairness and innovative work behaviour*. **Journal of Occupational and Organizational Psychology**, 73 (3), 2000. 287-302.
- Jehanzeb K. & Mohanty J., *Impact of Employee Development on Job Satisfaction and Organizational Commitment: Person–Organization Fit as Moderator*. **Int. J. Train. Dev.**, 22, 2018, 171–191. doi: 10.1111/ijtd.12127

- Joel, Y. M. “*Managing Burnout among Teaching Staff at Private Universities in Uganda: A Case Study*”, **International Journal of Educational Development in Africa** 7(1), 2022, 33. <http://dx.doi.org/10.25159/2312-3540/10233>.
- Jung, H. Jung, S. Y. Lee M. H. & Kim, M. S. *Assessing the Presence of Post-Traumatic Stress and Turnover Intention among Nurses Post–Middle East Respiratory Syndrome Outbreak: The Importance of Supervisor Support*, **Workplace Health & Safety** 68 (7), 2020, 337-345.
- Kanchana L. & Jayathilaka, R. *Factors Impacting Employee Turnover Intentions among Professionals in Sri Lankan Startups*, **PLOS ONE**, 18(2), 2023, 1-20. <https://doi.org/10.1371/journal.pone.0281729>.
- Kanungo, R. N. (1982). *Measurement of job and work involvement*. **Journal of Applied Psychology**, 67 (3), 341-349.
- Karem, M. Mahmood, Y. Jameel A. & Ahmad, A. *The Effect of Job Satisfaction and Organizational Commitment on Nurses’ Performance*, **Humanities and Social Sciences**, 7(6), 2019, 332-339. <https://doi.org/10.18510/hssr.2019.7658>.
- Kassaw E. S. & Golga, D. N. *Academic Staffs’ Level of Organisational Commitment in Higher Educational Setting: The Case of Haramaya University*, **International Journal of Higher Education**, 8(2), 2019, doi:10.5430/ijhe.v8n2p87
- Kaur R. & Randhawa, G. *Supportive Supervisor to Curtail Turnover Intentions: Do Employee Engagement and Work–life Balance Play any Role?* **Evidence-based HRM: A Global Forum for Empirical Scholarship**, 9(3), 2020, 241–57. <https://doi.org/10.1108/ebhrm-12-2019-0118>
- Kazimoto, P. *Analysis of Conflict Management and Leadership for Organizational Change*, **International Journal of Research in Social Sciences**, 3(1), 2018, 16-25.
- Khairunnisa, F. *The Influence of Perceived Organizational Support and Work Environment on Employee Performance*. **Youth & Islamic Economic**, 4(1), 2023, 1-7.
- Khalid, J. Khaleel, M. Ali A. J. & Islam, M. S. *Multiple Dimensions of Emotional Intelligence and their Impacts on Organizational Commitment and Job Performance*, **International Journal of Ethics and Systems**, 34(2), 2018, 221–232. <https://doi.org/10.1108/IJOES-07-2017-0096>

- Khan, M. A. *The Impact of Perceived Organisational Support on Knowledge Hiding Behaviour of Call Centre Employees: A Moderated Mediation Model.* **International Journal of Knowledge Management Studies**, 13(3), 2022, 286-310.
- Khan, A. J. Bashir, F. Nasim I. & Ahmad, R. *Understanding Affective, Normative & Continuance Commitment through the Lens of Training & Development.* **IRASD Journal of Management**, 3(2), 2021, 105–113. <https://doi.org/10.52131/jom.2021.0302.0030>
- Kiitam, A. Mclay A. & Pilli, T. *Managing Conflict in Organisational Change,* **International Journal of Agile Systems and Management** 9(2), 2016, 114. DOI:10.1504/IJASM.2016.078575
- Kim, S. Chai, D. S. Kim, J. Kim, S. Song, Y. *Between Work Conditions and Job Outcomes: Testing a Nomological Network of Life Satisfaction,* **Applied Research Quality Life**, 17, 2022, 1407–1431. <https://doi.org/10.1007/s11482-021-09971-1>
- Kim, S. S. Shin, D. Vough, H. C. Hewlin P. F., & Vandenberghe, C. *How Do Callings Relate to Job Performance? The Role of Organizational Commitment and Ideological Contract Fulfillment.* **Human Relations**, 71(10), 2018, 1319–1347. <https://doi.org/10.1177/0018726717743310>
- Kiran S. & Kayani, A. *Transformational Leadership as Mediating Factor Influencing Conflict Management and Performance of Teaching Faculty at Higher Education Level: A Study in Punjab, Pakistan* **Pakistan Social Sciences Review**, 4(2), 2020, 272-284
- Kiran, S. Mahnaz, W. Itrat, S. Ahmed, M. Haider Z. Shah & QuratulAin. *Conflict Management Strategies Adopted By Teachers Of Special Education Schools: An Exploratory Study,* **Journal of Positive School Psychology**, 6(9), 2022, 3150-3161
- Kmieciak, R. *Co-worker Support, Voluntary Turnover Intention and Knowledge Withholding among IT Specialists: the Mediating Role of Affective Organizational Commitment,* **Baltic Journal of Management**, 17(3), 2021, 375–91. <https://doi.org/10.1108/bjm-03-2021-0085>
- Krajcsák, Z. *Leadership Strategies for Enhancing Employee Commitment in TQM,* **Journal of**

**Management Development**, 38(6), 2019, 455-463 <https://doi.org/10.1108/JMD-02-2019-0056>

- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. *Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit*. **Personnel Psychology**, 58 (2), 2005. 281-342.
- Kuriakose, V. S. S. Wilson P. R. & MR, A. *The Differential Association of Workplace Conflicts on Employee Well-Being: The Moderating Role of Perceived Social Support at Work*, **International Journal of Conflict Management**, 30(5), 2019, 680-705. <https://doi.org/10.1108/IJCM-05-2018-0063>
- Kuriakose, V. Sreejesh S. & Heerah, J. *Examining the Mechanisms Linking Work-Related Conflicts and Employee Well-Being: A Mediation Model*, **American Business Review**, 23(2), 2020, 260-282. DOI: 10.37625/abr.23.2.260-282.
- Kwon, K. Ford, T. G. Tsotsoros, J. Randall, K. Malek-Lasater, A. & Kim, S. G. *Challenges in Working Conditions and Well-Being of Early Childhood Teachers by Teaching Modality during the COVID-19 Pandemic*, **International Journal of Environmental Research and Public Health**, 19(8), 2022, 4919.
- Lafta, A. H. *Conceptualizing Workplace Conflict from Diverse Perspectives*. **Journal of Business and Management**, 4(1), 2016, 49–53
- Lee, H. *Changes in Workplace Practices during the COVID-19 Pandemic: The Roles of Emotion, Psychological Safety and Organisation Support*, **Journal of Organizational Effectiveness: People and Performance**, 8(1), 2021, 97-128.
- Lee, J., Cho, J., Baek, Y., Pillai, R., & Oh, S. *Does Ethical Leadership Predict Follower Outcomes Above and Beyond the Full-range Leadership Model and Authentic Leadership?: An Organizational Commitment Perspective*. **Asia Pacific Journal of Management**, 36, 2019, 821-847. <https://doi.org/10.1007/s10490-018-9596-6>
- Lehtman M. J. & Zeigler-Hill, V. "Narcissism and Job Commitment: The Mediating Role of Job-Related Attitudes", **Personality and Individual Differences**, 157, 2020, 109807. <http://dx.doi.org/10.1016/j.paid.2019.109807>.
- Lewicka, D. *Employee Institutional Trust as an Antecedent of Diverse Dimensions of Organisational Commitment*, **Argumenta Oeconomica**, 1(44), 2020, 321- 340. <https://doi.org/10.15611/aoe.2020.1.13>.
- Li, P. Liu, Y. Yuan P. & Ju, F. *The Study on the Relationship between University Faculties' Job Stress and Organizational Commitment in China*. **Procedia Comput. Sci.**, 122, 2017, 642–648.

- Lisbona, A. Las-Hayas, A. Palací, F. J. Bernabé, M. Morales F. J. & Haslam, A. *Team Efficiency in Organizations: A Group Perspective on Initiative*, **International Journal of Environmental Research and Public Health**, 17(1926), 2020, 1-17. <https://doi.org/10.3390/ijerph17061926>.
- Lisbona, A. Palaci, F. Salanova M. & Frese, M. *The Effects of Work Engagement and Self-Efficacy on Personal Initiative and Performance*. **Psicothema**, 30, 2018, 89–96.
- Mabasa F. D. & Ngirande. H. “*Perceived Organisational Support Influences on Job Satisfaction and Organisational Commitment among Junior Academic Staff Members.*” **Journal of Psychology in Africa**, 25(4), 2015, 364–366. <http://dx.doi.org/10.1080/14330237.2015.1078102>.
- Maestas, N. Mullen, K. J. Powell, D. Wachter T. V. & Wenger, J. B. *The Value of Working Conditions in the United States and Implications for the Structure of Wages*, **American Economic Review**, 113(7), 2023, 2007-2047.
- Maharjan S. & Shakya. J. *Conflict Management Styles among Nurses at a Teaching Hospital, Chitwan*. **Journal of Chitwan Medical College**, 11(38), 2021, 37-40. <https://doi.org/10.54530/jcmc.582>.
- Makaye J. & Ndofirepi, A. P. *Conflict Resolution between Heads and Teachers: The Case of 4 Schools in Masvingo Zimbabwe*, **Greener Journal of Educational Research**, 2(4), 2020, 105 – 110.
- Maisog, R. P. “*Organizational Commitment, School Environment, and Work Ethics on Job Satisfaction of Private School Teachers.*” **International Journal for Multidisciplinary Research** 5(2), 2023. <http://dx.doi.org/10.36948/ijfmr.2023.v05i02.2575>.
- Manurung Y. & Sihombing, D. *The Effect of Workload and Job Satisfaction on Employee Turnover Intention at P. Astra International Tbk-Tso Auto 2000*. **Jurnal Ekonomi Dan Bisnis Digital**, 2(1), 2023, 229-244. <https://doi.org/10.55927/ministal.v2i1.2354>.
- McIlroy, T. D. Parker S. L. & McKimmie, B. M. “*The Effects of Unanswered Supervisor Support on Employees’ Well-Being, Performance, and Relational Outcomes.*” **Journal of Occupational Health Psychology** 26(1), 2021, 49–68. <http://dx.doi.org/10.1037/ocp0000270>.
- Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. *Why people stay: Using*

- job embeddedness to predict voluntary turnover. Academy of Management Journal*, 44 (6), 2001. 1102-1121.
- Michinov, E. *The Moderating Role of Emotional Intelligence on the Relationship between Conflict Management Styles and Burnout among Firefighters* **Safety and Health at Work**, 13(4), 2022, 448–455. <https://doi.org/10.1016/j.shaw.2022.07.001>
- Moon, T. W. Hur, W. M. Ko, S. H. Kim J. W. & Yoon, S. W. *Bridging Corporate Social Responsibility and Compassion at Work: Relations to Organizational Justice and Affective Organizational Commitment*, **Career Development International**, 19(1), 2014, 49–72. <https://doi.org/10.1108/CDI-05-2013-0060>
- Morrison, E. W. *Role definitions and organizational citizenship behavior: The importance of the employee's perspective. Academy of Management Journal*, 37 (6), 1994. 1543-1567.
- Msila, V. *Conflict Management and School Leadership. J Communication*, 3(1), 2020, 25-34.
- [Musenero, L.](#) [Baroudi B.](#) & [Gunawan, I.](#) *Application of Dual Concern Theory in Elucidating Conflict Behavior in Infrastructure Public-Private Partnership Projects*, **Journal of Construction Engineering and Management**, 147(7 ), 2021, 04021061.
- Nassar, M. A. *Human Resource Management Practices and Organizational Commitment in Four-and Fivestar Hotels in Egypt*, **Journal of Human Resources in Hospitality and Tourism**, 17(1), 2018, 1–21. <https://doi.org/10.1080/15332845.2017.1328258>
- Nayak, T. Sahoo C. K. & Mohanty, P. K. *Workplace Empowerment, Quality of Work Life and Employee Commitment: A Study on Indian Healthcare Sector*, **Journal of Asia Business Studies** 12(2), 2018, 117-136.
- Ngirande, H. *Occupational Stress, Uncertainty and Organisational Commitment in Higher Education: Job Satisfaction as a Moderator. SA J. Hum. Resour. Manag.*, 19, 2021, 1376.
- Nnam, M. U. *Conflict and Conflict management: A Springboard for Success and Progress in Organisations in Nigeria. International Journal of Development and Management Review*, 8(1), 2018, 63-73.

- Novanda, I. Orbaningsih D. & Lisa, O. *The Effect of Employees' Job Satisfaction and Motivation on Turnover Through Work Commitment at Bhayangkara Hospital*, **Journal of Economics, Finance and Management Studies**, 5(7), 2022, 2031-2040.
- Oboegbulem A. & Alfa, I. A. *Conflict Resolution Strategies in Non- Government Secondary Schools in Benue State, Nigeria*. **US-China Education Review**, 3(2), 2018, 91-102
- Ofuani, A. B. Nzegwu A. N. & Ohiaeri, N. V. *The Impact of Organizational Reward System on Employees' commitment in Nigerian Public Universities-A Study of the University of Lagos*, **UNILAG Journal of Business**, 8(2), 2022, 189-202.
- Ogbonna H. & Mbah, C. *Examining Social Exchange Theory and Social Change in the Works of George Caspar Homans – Implications for the State and Global Inequalities in the World Economic Order*, **Mediterranean Journal of Social Sciences**, 13(1), 2022, 90-104. <https://doi.org/10.36941/mjss-2022-0009>.
- Oh H. & Sawang, S. *Qualitative Differences in the Mindsets Associated with Dual Nature of Normative Commitment*, **PLoS ONE**, 16(6), 2021, e0251193. <https://doi.org/10.1371/journal.pone.0251193>.
- Okeoghene, M. A. *The Influence of Leadership Style, Organisational Justice and Human Capital Development on Employee Commitment in University Libraries in South-West, Nigeria*. **Library Philosophy and Practice**, 1(1), 2019, 1-43.
- Okoli, I. E. Okeke K. C. & Nuel-Okoli, C. M. *Conflict Management and Employee Commitment among Academic Staff in Public Universities in Southeast, Nigeria*, **Int. J. Adv. Acad. Educ. Res.**, 13(2), 2017, 84–103
- Okotoni C. A. & Akinwale, A.S. *Principals' Communication Styles and Teachers' Job Commitment in Secondary Schools in Osun State, Nigeria*, **British Journal of Education** 7(12), 2019, 7-19.
- Okunola, A. O., & Akande. A. O. *Collaborative conflict management styles and organizational support: Predictors of employee commitment in Nigerian public sector organizations*. **Journal of Public Administration and Policy Research**, 9(4), 2017. 39-52.
- Oladipo, O. S., & Akintayo. J. O. *Influence of organizational support on job commitment among academic staff in Nigerian universities*. **Nigerian Journal of Applied Psychology**, 25(1), 2019. 78-94.

- Omondi N. N. & Kimutai, G. *Stakeholder Engagement Conflicts and Implementation of Expansion and Modernisation Projects at Jomo Kenyatta International Airport in Nairobi, Kenya*. **International Academic Journal of Information Sciences and Project Management**, 3(2), 2018, 12-36.
- Onwuka, C. C. Nwokolo E. E. & Achebe, S. C. *Perceived Organisational Support: A Panacea for Work Commitment among Employees in Private Universities in South-East Nigeria*, **Global Online Journal of Academic Research (GOJAR)**, 1(1), 2022, 40-54.
- Onukwu, J. N. Tiebebedigha F. P. & Okojide, A. C. *Teachers' and Job Commitment, Conceptualizing Meyer and Allen's Multidimensional Model in Bayelsa State Secondary Schools*, **African Journal of Studies in Education**, 15(1), 2020, 73-84.
- Onukwu, J. N. *Job Commitment among Lecturers and Leadership Role Performance in South-South Nigeria Universities*. **Nigerian Journal of Educational Management**, 5(2), 2021, 13-23.
- Oredein A. O. & Ebo, A. A. *Job and Organizational Commitment of Public Secondary School Teachers in Oyo State, Nigeria*, **Ife Social Sciences Review**, 29(2), 2021, 43-52.
- Oredein A. O. & Ebo, A. A. *Turnover Intention Factors and Job Commitment of Public Secondary School Teachers in Oyo State, Nigeria*, **Ife Journal of Theory and Research in Education**, 22, 2021.
- Organ, D. W. *Organizational citizenship behavior: The good soldier syndrome*. **Lexington Books**. 1988.
- Oseremen E. & Osemeke, M. *Conflict Management: Managerial Approach towards Improving Organizational Performance*. **International Review of Social Sciences and Humanities** 9(1), 2015, 51-60.
- Paksoy, M. Soyer F. & Çalık, F. *The Impact of Managerial Communication Skills on the Levels of Job Satisfaction and Job Commitment*, **Journal of Human Sciences**, 14(1), 2017, 642-652.
- Park J. & Kim, W. *The Impact of Perceived Organizational Support on Innovative Work Behaviour Through Psychological Empowerment: Focusing on the Moderated Mediating Role of Organizational Procedural Justice*. **Journal of Technical Education and Training**, 14(1), 2022, 178-191.

- Peng, W. Wang Z. & Luo. Z. "From Supervisors' Work-Family Conflict to Employees' Work-Family Conflict: The Moderating Role of Employees' Organizational Tenure." **International Journal of Stress Management** 27(3), 2020, 273-280. <http://dx.doi.org/10.1037/str0000154>
- Pereira, M. Dietl, H. Lang M. & Orłowski, J. *The Effects of Managerial Turnover on Employee Performance*, **Current Issues in Sport Science (CISS)**, 8(2), 2023, 078 <https://doi.org/10.36950/2023.2ciss078>.
- Popoola S. O. & Fagbola, O. O. *Work Motivation, Job Satisfaction, Work-Family Balance, and Job Commitment of Library Personnel in Universities in North-Central Nigeria*, **The Journal of Academic Librarianship**, 49(4), 2023, 102741.
- Pourtousi Z. & Ghanizadeh, A. *Teachers' Motivation and its Association with Job Commitment and Work Engagement*, **Psychological Studies**, 65(4), 2020, 455-466.
- Prysmakova P. & Lallatin, N. *Perceived Organizational Support in Public and Nonprofit Organizations: Systematic Review and Directions for Future Research*. **International Review of Administrative Sciences**, 89(2), 2021, 467-483. <https://doi.org/10.1177/00208523211033822>.
- Pruitt, D. G., & Rubin, J. Z. *Social conflict: Escalation, stalemate, and settlement*. **Random House**. 1986.
- Quiroz, S. I. Ha, T. Rogers A. A. & Sasser, J. *Associations between Adolescents' Antisocial Behavior, Conflict Management Styles, and Romantic Relationship Breakup: An Observational Study*, **Journal of Research on Adolescence**, 33(1), 2023, 216-229.
- Radesman, R. Perizade B. & Zunaidah, Z. *The Effect of Job Insecurity and Job Satisfaction on Turnover Intention with Organizational Commitment as a Mediation Variable*. **Media Mahardhika**, 21(2), 2023, 292-303. <https://doi.org/10.29062/mahardhika.v21i1.561>.
- Rahim, M. A. *Toward a theory of managing organizational conflict*. **International Journal of Conflict Management**, 13(3), 2002. 206-235.

- Rahim, N. B. Osman, I. & Arumugam. P. V. “Linking Work-Life Balance and Employee Well-Being: Do Supervisor Support and Family Support Moderate the Relationship?” **International Journal of Business and Society** 21(2), 2020, 588–606. <http://dx.doi.org/10.33736/ijbs.3273.2020>.
- Rhoades, L., & Eisenberger, R. *Perceived organizational support: A review of the literature.* **Journal of Applied Psychology**, 87 (4), 2002. 698-714.
- Rijasawitri D. P. & Suana, I. W. *Pengaruh Kepuasan Kerja, Stres Kerja Dan Lingkungan Kerja Non Fisik Terhadap Turnover Intention.* **E-Jurnal Manajemen**, 9(2), 2020, 466-486.
- Rodríguez-Modroño, P. *Working Conditions and Work Engagement by Gender and Digital Work Intensity.* **Information**, 13(6), 2022, 277.
- Rooks, G. Sserwanga, A. & Frese, M. *Unpacking the Personal Initiative-Performance Relationship: A Multi-Group Analysis of Innovation by Ugandan Rural and Urban Entrepreneurs.* **Appl. Psychol.**, 65, 2016, 99–131.
- Saeed, T. Anis-ul-Haq, M. Almas, S. & Niazi, G. S. K. *Leadership Styles: Relationship with Conflict Management Styles.* **International Journal of Conflict Management**, 25(3), 2014, 214–225. DOI:10.1108/IJCM-12-2012-0091
- Saiti, A. *Conflicts in Schools, Conflict Management Styles and the Role of the School Leader: A Study of Greek Primary School Educators.* **Educ. Manag. Adm. Leadersh.**, 43, 2015, 582–609.
- Sakaya, A. J. *The Supremacy of Financial and Non-Financial Rewards towards Employees’ Job Satisfaction in Tanzania; Evidence from Commercial Banks - Mtwara Region.* **International Journal of Innovative Science and Research Technology**, 4(11), 2019, 605–616.
- Salleh, M. J. *Investigating the Best Practice of Teachers in Conflict Management, Mara Education Institutions, Malaysia.* **Journal of Education and Practice**, 4(21), 2018, 1-6.
- Sankalpana W. S. & Jayasekara, P. *Impact of Organizational Rewards on Employee Job Satisfaction: An Investigation of Non-Managerial Employees in Selected Apparel Organizations in Gampaha District, Sri Lanka.* **Human Resource Management Journal**, 3(2), 2017, 25–35.

- Saoula, O. Fareed, M. Ismail, S. A. Husin N. S. & Hamid, R. A. *A Conceptualization of the Effect of Organisational Justice on Turnover Intention: The Mediating Role of Organisational Citizenship Behaviour.* **International Journal of Financial Research**, 10(5), 2019, 327–337. <https://doi.org/10.5430/ijfr.v10n5p327>
- Saoula, O. Johari H. & Fareed, M. *A Conceptualization of the Role of Organisational Learning Culture and Organisational Citizenship Behaviour in Reducing Turnover Intention.* **Journal of Business and Retail Management Research**, 12(4), 2018, 126-133. <https://doi.org/10.24052/JBRMR/V12IS04/ART-13>
- Saud, T. R. *The Effect of Job Characteristics on Organizational Commitment: The Role of Growth Need Strength in Nepali IT Companies,* **Journal of Business and Management Research**, 3(1), 2020, 39-56. DOI: <https://doi.org/10.3126/jbmr.v3i1.31973>
- Sharma, M. “*Linking Employee Engagement, Job Stress and Perceived Organisational Support to Organisational Commitment.*” **International Journal of Indian Culture and Business Management** 27(2), 2022, 251-269. <http://dx.doi.org/10.1504/ijicbm.2022.126141>.
- Sheikh, A. M. *Impact of Perceived Organizational Support on Organizational Commitment of Banking Employees: Role of Work-Life Balance*", **Journal of Asia Business Studies**, 17(1), 2023, 79-99. <https://doi.org/10.1108/JABS-02-2021-0071>
- Sinurat, S. N. *Effect of Quality of Work Life, Job Satisfaction, and Leadership Style on Organizational Commitment on Employees of Pt. Tunas Jaya Cipta Medan,* **Journal of Agriculture**, 1(2), 2022, 80-89.
- Soomro, B. A. Saraih U. N. & Ahmad, T. S. T. *Personality Traits and Conflict Management Styles via Job Performance in Higher Education,* **Journal of Applied Research in Higher Education**, 15(4), 2023, 1069-1094.
- Söyük, S. Şengün H. & Gün, I. “*Effects of Job Satisfaction, Job Performance and Intention to Leave Job on Work Alienation: A Cross Sectional Study on Health Workers in Public Hospitals.*” **International Academic Social Resources Journal** 6(25), 2021, 756–761. <http://dx.doi.org/10.31569/asrjournal.245>.

- Spreitzer, G. M. *Psychological empowerment in the workplace: Dimensions, measurement, and validation*. **Academy of Management Journal**, 38 (5), 1995. 1442-1465.
- Su, J. Zhang, Y. Qiang C. & Hui, S. *Emotional Intelligence, Conflict Management Styles, and Innovation Performance*, **International Journal of Conflict Management**, 26(4), 2015, 450 – 478. <http://dx.doi.org/10.1108/IJCMA-06-2014-0039>
- Sugiharjo, R. J. Purbasari, R. N. Parashakti R. D. & Prastia, A. “*The Effect of Job Involvement, Organizational Commitment, and Job Satisfaction on Turnover Intention.*” **Information and Knowledge Management**, 11(2), 2021. <http://dx.doi.org/10.7176/ikm/11-2-04>.
- Sumardjo M. & Supriadi, Y. N. *Perceived Organizational Commitment Mediates The Effect of Perceived Organizational Support and Organizational Culture on Organizational Citizenship Behavior*. **Quality-Access to Success**, 24(192), 2023, 376-384.
- Sungu, L. J. Weng, Q. (Derek) & X. Xu, *Organizational Commitment and Job Performance: Examining the Moderating Roles of Occupational Commitment and Transformational Leadership Lincoln*. **International Journal of Selection and Assessment**, 27(3), 2019, 280-290.
- Tampubolon V. S. & Sagala, E. J. *Pengaruh Kepuasan Kerja Dan Komitmen Organisasi Terhadap Turnover Intention Pada Karyawan Pt. Bum Divisi Pmks*. **Business Management Journal**, 16(2), 2020, 65-79.
- Tampubolon K. & Sibuea, N. *The Influence of Supervisory Work Motivation and Competence on the Performance of School Superintendents in Padangsidempuan City Education Office*, **International Journal of Educational Review, Law And Social Sciences (IJERLAS)**, 3(1), 249-261, 2023
- Terera S. R. & Ngirande, H. *The Impact of Rewards on Job Satisfaction and Employee Rentention*, **Mediterranean Journal of Social Sciences**, 5(1), 2014, ISSN 2039-9340. Doi: 10.5901/mjss.2014.v5n1p481
- Thomas, J. P. Whitman D. S. & Viswesvaran, C. *Employee Proactivity in Organizations: A*

- Comparative Meta-analysis of Emergent Proactive Constructs. Journal of Occupational and Organizational Psychology*, 83(2), 2010, 275–300.  
<https://doi.org/10.1348/096317910x502359>
- Thomas, K. W. *Conflict and Conflict Management: Reflections and Update. Journal of Organizational Behavior*, 13(3), 2006, 265–274.
- Thibaut, J., & Walker, L. *Procedural justice: A psychological analysis. Erlbaum*. 1975.
- Tornau K. & Frese, M. *Construct Clean-Up in Proactivity Research: A Meta-Analysis on the Nomological Net of Work-Related Proactivity Concepts and their Incremental Validities. Applied Psychology: An International Review*, 62(1), 2013, 44–96.  
<https://doi.org/10.1111/j.1464-0597.2012.00514.x>
- Toropova, A. Myrberg E. & Johansson, S. *Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics. Educational Review*, 73, 2021, 71-97.141,-145
- Tunnufusa Z. & Juliansyah Noorb. *Links between Human Resource Management Practices, Work Motivation, and Work Commitment in Indonesia Banking, APMA (Asia Pacific Management and Business Application)*, 11(1), 2022, 119-130.
- Uchendu, C. C. Anijaobi-Idem F. N. & Odigwe, F. N. *Conflict Management and Organizational Performance in Secondary Schools in Cross River State, Nigeria. Research Journal in Organizational Psychology & Educational Studies*, 2(2), 2018, 67-71
- Utomo, H. J. N. Irwantoro, I. Wasesa, S. Purwati, T. Sembiring, R. Purwanto, A. *Investigating The Role of Innovative Work Behavior, Organizational Trust, Perceived Organizational Support: An Empirical Study on SMEs Performance, Journal of Law and Sustainable Development*, 11 (2), 2023, e417-e417.
- Velez M. J. & Neves, P. *Shaping Emotional Reactions to Ethical Behaviors: Proactive Personality as a Substitute for Ethical Leadership, Leadership Quarterly*, 29(6), 2018, 663-673, doi: 10.1016/j.leaqua.2018.06.004.
- Vestal B. & Torres, M. *A Study of Preferred Conflict-Management Behaviors among Small-School Principals: Effects of Gender and Experience. Educ. Leadersh. Rev.*, 17, 2016, 16–35.

Vroom, V. H., & Jago, A. G. *The new leadership: Managing participation in organizations.*

**Prentice-Hall.** 1988.

Waterwall, B. *Linking Proactive Personality and Proactive Behavior: the Mediating Effect of*

*Regulatory Focus*, **Journal of Organizational Psychology**, 19(1), 2019, 108-122, doi: 10.33423/jop.v19i1.1095.

Wen, J. Huang S. S. & Hou, P. *Emotional Intelligence, Emotional Labor, Perceived Organizational Support, and Job Satisfaction: A Moderated Mediation Model,*

**International Journal of Hospitality Management**, 81, 2019, 120-130.

Weigel, D. Etopio, A. Shrout M. & Evans, W. *The Everyday Communication of Commitment:*

*Testing an Integrated Model of Self-Construal, Cognition, Affect, Motivation and Communication.* **Western Journal of Communication**, 84(4), 2020, 499 - 520. <https://doi.org/10.1080/10570314.2020.1739324>.

White, B. A. A. Fleshman, J. W. Picchioni, A. Hammonds, K. P. Gentry, L. Bird, E. T. Arroliga, A. C. Papaconstantinou, H. T. *Using an Educational Intervention to Map our Surgical Teams' Function, Emotional Intelligence, Communication and Conflict Styles,* **Journal of Surgical Education**, 80(9), 2023, 1277- 1286

Wijayathunga L.A.D.H.R. & Rathish, D. *Non-financial Rewards and Job Satisfaction among*

*State University Academics of Sri Lanka, Sri Lankan,* **Journal of Human Resource Management**, 13(1), 2023, 27-39

Woolley, K. & Fishbach, A. *It's About Time: Earlier Rewards Increase Intrinsic Motivation,*

**Journal of Personality and Social Psychology**, 114(6), 2018, 877–890

Wongsuwan, N. Phanniphong K. & Na-Nan, K. *How Job Stress Influences Organisational*

*Commitment: Do Positive Thinking and Job Satisfaction Matter?,* **Sustainability**, 15(3015), 2023, 1-21. <https://doi.org/10.3390/su15043015>.

Yang, J. Pu B. & Guan, Z. *Entrepreneurial Leadership and Turnover Intention of Employees:*

*The Role of Affective Commitment and Person-job Fit.* **International Journal of Environmental Research and Public Health**, 16(13), 2019, 2380 <https://doi.org/10.3390/ijerph16132380>.

- Yousef, M. A. *Leadership Self-efficacy and Organisational Commitment of Faculty Members*,  
*Higher Education, Administrative Sciences*, 10(66), 2020, 1-11.
- Yuliaty, F. Q. *Quality of Work Life, Kaizen Culture, Job Satisfaction, and Organizational Commitment: Quality of Work Life, Kaizen Culture, Job Satisfaction, and Organizational Commitment*. **Khazanah Intelektual**, 5(3), 2022, 1251-1268.  
<https://doi.org/10.37250/newkiki.v5i3.142>
- Zacher, H. Schmitt, A. Jimmieson N. L. & Rudolph, C. W. *Dynamic Effects of Personal Initiative on Engagement and Exhaustion: The Role of Mood, Autonomy, and Support*. **Journal of Organizational Behavior**, 40(1), 2019, 38–58.  
<https://doi.org/10.1002/job.2277>
- Zuberi M. A. & Khattak, A. *Impact of Proactive Personality and Leader Member Exchange on Innovative Work Behavior: A Job Design Perspective*, **International Journal of Innovation Science**, 13(5), 2021, 664-683, doi: 10.1108/IJIS-11-2020-0251.

## Appendix

**Lead City University, Ibadan**  
**Faculty of Education**  
**Department of Arts and Social Science**  
**Workplace Conflict Management Style, Organisational Support, and**  
**Administrative Staff Job Commitment Questionnaire**  
**(WCMSOSJCASQ)**

Dear Esteemed Participant,

This Questionnaire was designed to gather data regarding Workplace Conflict Management Style, Organization Support, and Job Commitment of Administrative Staff of Private Universities in Oyo State, please note that all information provided will be used for research purpose and treated with the utmost confidentiality. Therefore, we kindly request your sincere response to all the items in this instrument. Your participation is highly valued.

Yours Sincerely,

Adepoju A.T.

## Section A

### Instruction

Please, tick (v) the space provided in front of the option that best fit your responses to the questions below

1. Gender:      Male ( )      Female ( )
2. Age Range:    Less than 30 years ( )    31-40 years ( )    41-50 ( )    Above 50 years ( )
3. Years of Experience: Less than 10years ( )    11-20years ( )    21-30years ( )    Above 30 years ( )
4. School Location:      Rural ( )      Urban( )
5. School Type:    Secular ( )      Faith Based ( )

Lead City University Ibadan DO NOT COPY

## Section B

This section contains items to collect information from respondents on the level of job commitment of administrative staff in private universities. Please respond to the statement in the tables below using the following scale;

Always (AL), Seldom (SE), Rarely (R), Never (N)

Section B Items on administrative staff level of job commitment

S/N	Item:	I;	AL	SE	R	N
1	have a strong desire to continue doing this job					
2	am dedicated to overcoming challenges and remaining in my current role					
3	believe that the benefits of staying in this job outweigh those of leaving.					
4	am actively invested in building a long-term career at my current job.					
5	feel a sense of loyalty to this organisation and its goals.					
6	consistently go beyond my job description to contribute to the success of projects.					
7	actively seek out challenges and take the initiative to tackle them head-on.					
8	am eager to explore new ways of doing things to enhance efficiency and outcomes.					
9	take ownership of my work by anticipating potential issues and addressing them in advance.					
10	willingly volunteer for tasks that require					

	additional effort to ensure positive results				
--	--	--	--	--	--

### Section C

This section contains items to collect information from respondents on the most used workplace conflict management style in private universities. Please respond to the statement in the tables below using the following scale;

Always (AL), Seldom (SE), Rarely (R), Never (N)

Section C Items on most used workplace conflict management style

S/N	Items: The management;	AL	SE	R	N
1	believe that finding middle-ground solutions is essential for maintaining harmony in the workplace.				
2	when resolving conflicts, consider the needs and perspectives of all parties before making decisions.				
3	find satisfaction in achieving outcomes where both sides feel they have gained something.				
4	believe that compromising helps build positive relationships among colleagues.				
5	consider compromise a strength that contributes to a constructive and cooperative work environment.				
6	believe that maintaining a calm and harmonious school environment is a priority, even if it means temporarily setting aside conflicts.				
7	believe that avoiding immediate confrontation can lead to more productive discussions once everyone involved has had time to reflect.				
8	When conflicts arise, sometimes choose to step back to assess the				

	situation and gather more information before taking action				
9	strive to handle minor disagreements discreetly to prevent unnecessary disruptions to the educational atmosphere.				
10	find value in allowing time for emotions to settle before addressing conflicts, ensuring that decisions are made with a clear mind.				
11	find value in leveraging the diverse expertise of our school community to generate innovative and inclusive conflict resolutions.				
12	When faced with conflicts, prioritise open dialogue and brainstorming sessions to ensure that all perspectives are considered.				
13	is committed to fostering a culture of teamwork and mutual respect where conflicts are opportunities for growth and understanding.				
14	is dedicated to facilitating cooperative problem-solving session that lead to win-win outcomes.				
15	believe in the power of collective decision-making to strengthen relationships and create a sense of ownership over conflict resolution.				

### Section D

This section contains items to collect information from respondents on the level of organisational support in private universities. Please respond to the statement in the tables below using the following scale;

Always (AL), Seldom (SE), Rarely (R), Never (N)

Section D Items on level of organisational support

S/N	Items	AL	SE	R	N
-----	-------	----	----	---	---

1	My supervisor actively encourages open communication and values my input.				
2	My supervisor provides regular constructive feedback to help me improve my performance.				
3	I can rely on my supervisor for guidance and assistance when facing challenges at work.				
4	My supervisor advocates for my needs and concerns within the university.				
5	My supervisor demonstrates fairness and consistency in their interactions with team members.				
6	The university recognises and celebrates the achievements and milestones of its employees.				
7	The university offers competitive financial compensation for the work I do				
8	The university provides opportunities for professional development and skill enhancement.				
9	The university offers a comprehensive benefits package that meets my needs.				
10	The university encourages a culture of continuous learning and offers resources to support it.				
11	The university promotes a				

	healthy work-life balance and supports employees' well-being.				
12	The university fosters a culture of collaboration and teamwork among colleagues.				
13	The university offers flexibility in work arrangements when needed.				
14	The university values diversity and inclusion, creating a positive and respectful atmosphere.				
15	The university is comfortable and conducive to productivity.				

### Section E

Please, tick the space provided in front of the option that best fit your responses to the questions below using the following scale

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
1	Being open to negotiation and finding common ground when conflicts arise makes me committed to my job				
2	Positive strong relationship among colleagues makes me committed to my job				
3	My ability to navigate disagreements through balanced solutions makes me committed to my job				
4	Momentarily avoiding conflicts as a way to prevent unnecessary tension and drama within the school community makes me				

	committed to my job				
5	Cross-departmental collaboration in addressing conflict makes me committed to my job				
6	Discussing both work-related and personal matters with my supervisor makes me committed to my job				
7	The receptiveness of my supervisor to my professional development goals and support for my growth makes me committed to my job				
8	The variety of rewards and recognition programs offered by the university makes me committed to my job				
9	Bonuses or incentives available to employees who exceed performance expectations makes me committed to my job				
10	Clear pathways for advancement and career growth within the university makes me committed to my job				

Lead City University  
 Do NOT COPY

## **Bio-data**

### **A. Personal Data**

- 1. Full Name:** Adekunbi Tolulope ADEPOJU  
No. 50, Ifesowapo Estate, Yawiri, Akobo-Ojurin, Ibadan,  
kunbite022@gmail.com, 08062089988)
- 2. Date and Place of Birth:** Ibadan. September 22, 1986, Ibadan
- 3. Nationality:** Nigeria
- 4. Name and Address of Next of Kin:** Adedolapo ADEPOJU Same as above

### **B. Educational Background with Dates:**

- i. Primary Education:** IDC Primary School, Ajara, Olorunda Road, Ibadan 1995  
**Secondary Education:** Queen of Apostle's Commercial Secondary Grammar School,  
Oluyoro Oke-offa, Ibadan 1995- 2001
- ii. Higher Educational Institutions Attended with Dates & Qualification**  
Federal College of Education (Special) Oyo – 2003-2006, NCE  
Lead City University, Ibadan 2016- 2020, B.Ed. Educational Management  
Lead City University, Ibadan 2024, M.Ed. Educational Management

### **C. Awards and Fellowships: Nil**

### **D. Work Experience:**

Kings and Queens College, Old-ife Road, Ibadan 2007-2009  
King of Kings International School, Olorunda, Akobo, Ibadan 2015-2017  
De-Ovecomers Schools, Onikokoro, Akobo-Ojurin, Ibadan 2017-2018  
Bethel Elementary Montessori, Elewuro, Akobo-Ojurin, Ibadan 2018-2021  
Lead City University, Ibadan 2021 till date

### **E. Membership of Professional Bodies:** Teachers Registration Council of Nigeria (TRCN)

### **F. Publication (s):** A.T Adepoju, Inclusion of Students With Disabilities in Nigeria Higher Education (Published)

### **G. Major Conferences/Workshops Attended : LIPRORICH CONSULTS**

Upskilling and Reskilling for Effective Service Delivery in the Automation Age - 2021  
FORTUNE ROYAL MULTI CONCEPTS  
Capacity Building on Emotional Intelligence & Attitudinal Change for Enhanced Team Performance - 2023

**H. Referees:**

**1. Rev. Olatunde Kasali**

The presiding Pastor  
Word International Network Ministries,  
Eruomu Layout, Old Ife Road, Ibadan.  
08023405806

**2. Mr. Francis Adeniyi Balogun**

Head of Department,  
Community Health  
Lead City University, Ibadan.  
08039121286

---

Signature

---

Date

Lead City University Ibadan DO NOT COPY

### **The University Compliance Certification**

This is to certify that the thesis by Adekunbi Tolulope ADEPOJU with the matriculation number LCU/PG/003092 in the Department of Arts & Social Science, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

\_\_\_\_\_

Signature

Date

Lead City University Ibadan DO NOT COPY