Interpersonal and Academic Conflicts among University Students: A Case Study of Institutions in Islamabad and Rawalpindi

Sehrish Sarfraz[1], Dr. Sidra Kiran[2] & Dr. Fareena Nazim[3]

[1]PhD Scholar, Department of Education, Alhamd Islamic University Islamabad, Pakistan,
 Email: msehrish02@gmail.com
[2]Assistant Professor, Department of Education, Alhamd Islamic University Islamabad, Pakistan,
Email: sidra.kiran@aiu.edu.pk
[3]Assistant Professor, Department of Education, Alhamd Islamic University, Islamabad, Pakistan,
Email: fareena.nazim@aiu.edu.pk

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ABSTRACT

Conflicts are everywhere in life and can have both types of consequences constructive and destructive. The present research was conducted to explore the types of conflict and conflict management strategies adopted by university students in Islamabad and Rawalpindi on the basis of the stated objectives. The objectives of the present study were; 1) to investigate the types of conflicts faced by students.2) to identify Conflict Management Strategies adopted by university students to manage their conflicts. Quantitative research design was used. Population of the study was all public and private universities students of Rawalpindi and Islamabad. For the selection of the sample 9 public and private Universities of Islamabad and 4 public and private Universities of Rawalpindi were selected. The simple "random sampling technique" was used for the selection of sample from private and public universities of Islamabad/Rawalpindi. Questionnaire was developed and distributed among M.Phil. and Ph.D. Scholars of private /public universities of Islamabad and Rawalpindi in order to collect data. Data was stored in tables and analyzed by using SPSS 24. Findings of the study showed that most of the respondents were agree that they are having Interpersonal conflict regarding personality while most of the respondents were agree that they are having Obliging. Hence it is recommended that students may be encourage to seek out and use university resources such as counseling and mediation services to help manage conflicts.

Introduction

The background of humanity can be compared to the genesis of conflicts. Conflicts appear to us to be a regular part of every ecosystem where humans are present. Mostly in the United State of America and across the world, the topic of conflict takes the midpoint of administrative lifecycle, especially since the 1970s. Even the outcomes that lead individuals to feel unhappy and the results that result in workforce losses and time losses for organizations have prompted nations to form organizations and prompted organizations to actively participate in training to reduce these issues (Dagli & Sıgrı, 2014).

When people are conscious that their own ambitions conflict with those of others they become frustrated while seeking to attain significant objectives, it is referred to be a conflict situation. This term sheds light on how disputes in student teams first arise. Some team members may have objectives that are distinct from those of the others. Additionally, learners may have variety of choices according to their interest to plan the structure of work to be done and ideas of what constitute appropriate job outputs (Kiran et al., 2022).

Conflict resolution may favorably impact the accomplishment of any activity, task or project if efforts are made to confirm that clashes are constructive in nature, even though unresolved disagreements can weaken team performance, cohesion, and satisfaction. Teams those are more productive as a result of individual efforts to successfully settle conflicts (Cloke & Goldsmith 2000).

Conflict may be defined in different ways on the basis of its nature, type of function and perception of the individual. In educational institutions, conflicts have different origins and also have different forms. For example, instructors may be unwilling to fulfill the requirements and instructions given to them by the head of institution, they are not ready to accept and accomplish the head instructions and rules for more work. On other hand the same authoritative style is used by the head of educational institutions; they pressurize the instructors to run the educational institutes smoothly. Conflicts between instructors and the principal thus grow frequent and can happen at any point during the school day. Due to their regular interactions, conflict arises between different persons in institutions. Conflict is a manifestation of animosity, rivalry, and miscommunication among the employees (Kiran et al., 2022).

Conflict becomes an issue when it: (1) Reduces production; (2) Depresses morale; or (3) Leads to more, ongoing conflicts. (4) Leads to improper actions. A dispute is occurred when two persons having different priorities have opposing each other's' views. Conflict, may be occurred between two people or a cluster of people working together in a same organization, is the result of disagreement in the acceptance of views of others individuals. It is nature of the human that every person thinking are based on the priorities he has in his life and also depends on the interest which he like and dislike in his routine life (Tschannen-Moran, 2001).

In contrast, Chrispino understands conflict as any differing viewpoint or a unique way of interpreting or understanding an event; conflict therefore arises from inside the variety of pursuits, interests, aspirations, or viewpoints among individuals. He argues that issues with communication and assertiveness may survive disagreements. In this way, we can say that there may be conflict when two or more people interact with one another and recognize incompatible differences or threats to their sources, desire, or values. When they react in accordance with what they perceive, the conditions for conflict are then created. Depending on the methods employed to resolve it, the struggle's intensity, length, or severity may then increase or decrease. No matter how a battle is defined, if the parties involved are unaware of it, there may not even be a struggle. This conclusion

accords with the majority of definition suggestions and attempts to conceptualize the conflict found in the specialized literature. There are several definitions of conflict as well as various suggestions for categorizing it. The theoretical proposals are where the emphasis is placed with regard to the different struggle categories.

Conflict is typically categorized by taking into account the events that precede it. Conflict can result from a variety of variables, including work, values, objectives, and others. For a complete knowledge of the nature and effects of conflict, it has been determined that categorizing it according to these causes is acceptable. The brief description of this categorization is provided below

Jehn (1997) characterized the type of conflict as, Conflicts over money draw attention to the circumstances of diametrically opposed ideas or actions, various ways of living, ideologies, or religions. Relationship disputes are brought on by strong emotions, false beliefs or stereotypes, a lack of discussion, bad behavior, and/or repetition. The reasons of hobby conflicts are perceived or actual opposition over essential pursuits (content), procedural pursuits, and mental pursuits. Finally, approximately records conflicts, highlights the shortage of records or incorrect records, distinct factors of view on what's vital, distinct records interpretations, and distinct evaluation procedures. In turn, Torrego affords a typology that appears to mirror the form of faculty conflicts: dating-conversation conflicts; hobby/desires conflict/s; and choices, values, and ideals conflicts.

It is impossible to say with certainty why the connection-conversation conflicts arise, but it appears that the decline in the connection is the cause of them. As a result, this type of conflict includes aggressions, struggles, offences, defamations, rumors, humiliations, and misunderstandings as well as belief conflicts because, even though the truth of the conflict may be the most accurate one, this truth does no longer invalidate that the parties involved have their own views on it.

Interest or desires conflicts typically arise whilst one celebration considers that it's going to most effective be capable of fulfill its desires/pursuits if the opposite offers in to theirs. This struggle kind can consist of those who stem from confrontation approximately the way to carry out jobs or responsibilities and people that end result from the want felt with the aid of using one of the events to very own or be coerced into giving in: objects, time, area, or any form of appeal. Finally, choices, values, and ideals conflicts end result whilst those structures are discordant or considered as such with the aid of using the ones concerned with inside the struggle. However, this struggle kind may be resolved if the events discover better values not unusual place to each. It is vital to mention that the struggle optimistic paradigm shows that the struggle has advantageous and terrible elements, advantages, and disadvantages.

According to Sabina et al., (2020), interpersonal conflict can also develop when the desires, goals, and aspirations of two or more parties or businesses diverge. "Interpersonal conflicts are a common occurrence in our day-to-day activities, which range from those at home, via businesses, to those of nations" (Ozgan, 2006). Struggle, if successfully managed, may be beneficial; if not, it may be detrimental to people and businesses.

Effective conversation among people affords a basis for stopping and resolving conflicts in a pleasant and casual way. Singh (2022) argued that dealing with struggle and growing powerful struggle decision mechanisms encourages the improvement of values, attitudes and expertise among people and firms.
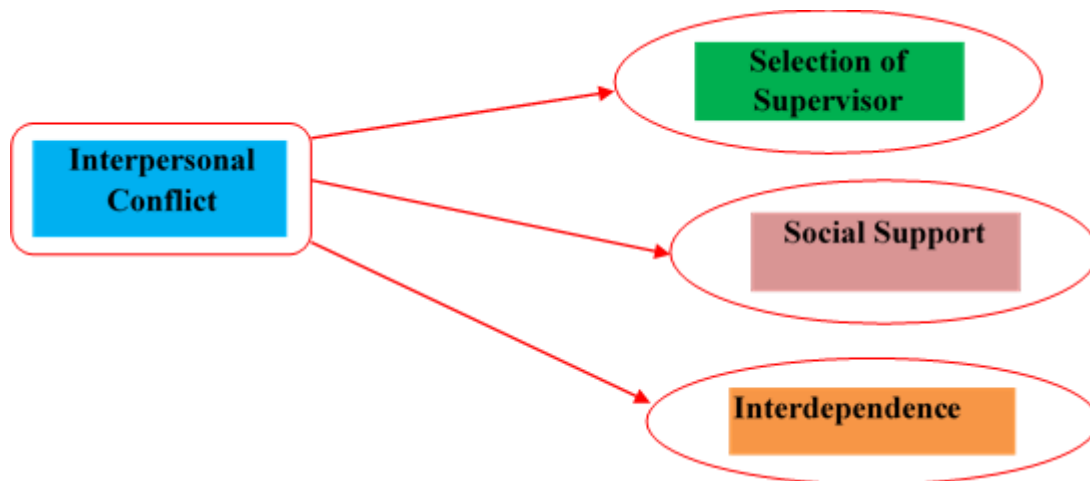
Figure 1: Interpersonal Conflict among University Students

Only a few studies, like Gidey (2000), examined Ethiopian traditional strategies for conflict resolution. Mahnaz & kiran (2024a) also experimented with several methods of struggle management at Admas University College. At Bahir Dar University, Abebaw (2014) investigated college students' struggles with issues of race and non-secular diversity.

Mahnaz & kiran (2024b) investigated reasons of struggle and struggle decision at Bahir Dar University. However, none of them treated in which struggle is typically practiced (hot spot regions) of their research. Besides, struggle-associated problems are dynamic and want up-to-date records for a healthier coaching and studying technique. Thus, this studies attempts to fill those gaps and upload expertise to the present literatures in regions of struggle control patterns. The well-known goal of the take a look at turned into to evaluate interpersonal conflicts and patterns of dealing with conflicts amongst college students at Bahir Dar University. The unique targets of this take a look at include: First, to discover the reasons of interpersonal struggle among college students and administrative employees at Bahir Dar University, and second, to take a look at struggle control patterns which might be regularly practiced with the aid of using the college communities Mahnaz & kiran (2024c).

Objectives of the Study

Following were the Objectives of the study:

1. To investigate the types of conflicts faced by students at higher education level.
2. To identify conflict management strategies adopted by students at higher Education level to manage their conflicts.

Hypotheses

H1: Conflicts of many kinds occur in university students.

H2: To resolve disagreements, universities students employ a variety of conflict resolution techniques.

Research Questions

1. What are the types of conflicts faced by the students?
2. Which conflict management strategies are adopted by students at Higher Education level to manage their conflicts?

Significance of the Study

Current research study is significant for students at higher education level to become aware about the type of conflict they are facing and by adopting which conflict management strategy they can have constructive consequences of conflict. Furthermore, the current study serves as a potential document to establish conflict management mechanism at departmental level and at university level.

Delimitations of the Study

Current study was delimited to:

1. Session 2022-2023
2. University level
3. Islamabad/Rawalpindi

Ethical Considerations

Research involving human participants, like this study having title "Types of Conflicts and Conflict Management Strategies Adopted by Students at University Level in Islamabad/Rawalpindi," requires careful ethical considerations. Here are some ethical considerations that researchers kept during research study:

Literature Review

Occurrence of Conflicts

According to the survey, conflict has been escalating at Pakistani campuses during the previous few years. Through the process of losing several times in court, a number of disputes have thus made it to the level of law. For more than half of its existence, Martial Law was in effect throughout the nation. The examination of military authority in this developing democracy is quite pertinent and necessary. Conflicts have a negative effect on the intergroup and interpersonal family members, especially inside educational organizations.

The purpose of this research was to provide light on the conflict that is being managed within higher education institutions in Pakistan's Khyber Pakhtunkhwa province. Other aspects were looked at in the study to give a clearer picture of conflict experience, types, reasserts, and formal processes for conflict resolution. A five-factor Lickert scale self-administered survey was used. The t-test, ANOVA, correlation, and regression procedures were used to tabulate and analyze the data. The most alarming finding was that there was no official dispute resolution procedure in place inside the HEIs, making conflict management a pipe dream. Results imply that battle is severe with inside the public zone universities; Interpersonal battle is extra standard in public zone even as undertaking battle is excessive with inside the personal zone universities.

Findings imply that school in each styles of universities use integrating, compromising and warding off patterns concurrently in case of battle. There isn't any giant distinction with inside the battle control techniques of each style of universities. Results of this look at imply the want for powerful education on battle control for instructional directors so as to enhance the situations with inside the departments of HEIs. The look at additionally found out that the exercising of battle control techniques hinges upon a number of variables. Examples of those consist of "gender, qualification, designation, enjoys role and sort of university" (Din Siraj Ud, 2013). A cutting-edge study was directed to examine the "role of conflict management and social support among students" (N = 200).

The sample consisted of 200 students (100 female and 100 male) between the ages of 18 and 30 who attended NUST, Bahria University, Quaid-E-Azam University, and Air University in Pakistan four federal universities. Cross-segment design was the sole basis for hiring the purposeful sampling strategy. In order to evaluate social help and combat control, two scales were utilized. The conclusion was that there was no longer a strong correlation between social assistance and patterns of combat control. According to the findings, female college students had more experience receiving social assistance than male college students. The study's recommendations include that an intervention targeting conflict control can benefit both men and women equally, but that women can gain more by addressing social assistance. The pedagogical and scientific positioning for college students should benefit from this investigation. There is discussion of non-giant effects (Hassan, Aqeel & Hussain, 2015).

During Covid-19, universities overstretched in 2020 to bring change in their traditional teaching learning process. The previous teaching process used in universities which was face to face was changed and universities welcome a web based system that is hybrid in nature. Lecturers needed to modify all instructional practices to make sure nice and right schooling persisted effectively.

An introductory Academic Information Management direction that offers especially with pc literacy and has a cohort of over 9000 college students needed to locate methods to assist bridge the virtual hole the usage of on-line virtual era. The problems with net connectivity, load shedding, and college students now no longer having well matched gadgets had been simply the begin of the problems. Many college students ought to cheat the net structures due to the fact tests had been now no longer set for on-line mastering; facilitators had been now no longer accurately organized for this new shift to on-line schooling, and lots of felt burdened and overwhelmed. This look at discusses the techniques applied and the training discovered after universities' shutdown in 2020 and the brand-new method in 2021.

Digital era performs an important position in on-line schooling, and the idea that scholars are prepared to apply any technological gadget for on-line mastering is measured. Learner-targeted coaching and learner commitment is one of the dreams the component purposes to gratify. Online collaborative mastering theories that cope with constructivism, behaviorism, and cognitive had been explored and applied to enhance coaching and mastering. The reflections of this look at can assist lecturers in comparable surroundings modify to on-line schooling and undertake the mastering techniques which have proved to be a hit. Further research is wanted to discover procedures to interact and innovate big cohorts of students studying at college level (Singh, Harangee, & Prinsloo, 2022).

Students can enjoy battle in instructional establishments. This looks at aimed toward exploring diverse styles of battle and battle decision techniques a number of the students studying at college level. For this exploratory study, instruments (TOCQ and CRI) had been used. The populace of the look at turned into all of the college degree college students of Islamabad. Sample of seventy five students studying at college level turned into decided on randomly (25 had been adult males and 50 had been females) from the goal populace, who's a long time ranged from 20-50 years, own circle of relatives profits stages from "Rs.25,000-Rs.100,000" according to month. After information series it turned into analyzed with statistical package deal of social sciences (SPSS), diverse statistical analyses had been done to gain the studies goal together with mean, popular deviation, correlation.

The effects of the look at found out that male college students enjoy extra inter-person and intra-person conflicts than the lady students studying at college level. On the alternative hand lady college students enjoy extra Goal-battle than their male counterparts. Male favored battle decision

fashion is disagreement while lady use compromising and taking flight as a method of battle decision. Older college students enjoy extra battle than the more youthful ones. Moreover burdened, paintings overload, persona variations, attitudinal variations and frustration had been underlying reasons of scholar battle at college degree (Malekiha, 2012).

Conflicts will always exist since they are a necessary component of human development on both an ethical and emotional level. They also exist at every school. Due to the numerous interpersonal interactions that develop within the environment of the college, the college is situated in a region where the conflict presents itself daily and assumes importance. As a result, conflict is a reality of college life, and educators must possess the skills necessary to manage conflict effectively. This chapter sought to address the causes of the many conflicts that occur in schools, focusing on those that occur most frequently in the classroom and in the interaction between teachers and students.

It is crucial to confront the issue head-on and find a solution through structuring collaborative partnerships, producing integrative solutions, and manipulating it beautifully and constructively. In a learning environment, cooperation and appreciation must coexist, and conflict must no longer negatively impact the teaching and learning process. This bibliographical evaluation highlights the need for the development of combat control abilities throughout the teachers' first training.

Conflict is an inherent and unavoidable part of life, as it arises from personal preferences and the need for human connection. Conflicts arise as a consequence of these agreements and differences of opinion among persons and organizations. Conflicts are neither beneficial nor detrimental, but their outcome can be influenced by the manner in which they are managed, resulting in either positive or bad consequences. Schools, like other human organizations, are vulnerable to various forms of warfare. Key methods include mediation, negotiation, avoidance, and participation. Warfare is regulated by a range of techniques, with the most crucial ones being the ones already described. This essay primarily aims to analyses the characteristics of conflicts that arise in educational institutions, their underlying reasons, and the strategies employed to prevent and address them (Abdul, 2019).

Research Methodology

Research Design

The investigation was conducted using a quantitative methodology. Quantitative research approaches priorities precision in measurements and the statistical, mathematical, or numerical examination of data obtained through polls, questionnaires, and surveys, or through the manipulation of pre-existing statistical data using computer tools (Creswell, 2013).

Rational for Using Quantitative Design

The research was exploratory in nature and questionnaire technique was used to collect the data. The population of the study will be the M.Phil. and PhD Scholars of public and private universities of Rawalpindi and Islamabad.

Population of the Study

Population of the study was 1173 that consists of M.Phil. and PhD Scholars of public and private universities of Rawalpindi and Islamabad. (Higher Education Commission, Islamabad. 2022) (Annex I).

Sample of the study

For the selection of the sample for final study 2 public and private Universities of Rawalpindi and 12 public and private Universities of Islamabad were selected (Annex III). Sample of final study was consisting 400 students from the universities from the population of the current research study. According to the L.R.Gay; the sample size of the study was selected for 1200 population L.R.Gay recommended the sample size of 291 for better results, researcher used 400 as sample size.

Sampling Technique

For the current research study, the simplest technique of sampling was used which was Simple Random Sampling Technique. The researcher utilized a random sample approach, which gives every member of the population an equal chance of participating, in accordance with the nature of the study.

Research Instrument

Two different types of questionnaires were used as research instrument for this study. A self-constructed questionnaire consisting 47 items and developed by using five lickert scales was used.

Second part of the questionnaire was adopted from "FAROOQI ORGANIZATIONAL CONFLICT INVENTORY (FOCI)" for achieving the second objective of the study. It was consisting 34 items and developed on five lickert scale. All the related studies used "FOCI" as a research instrument. The reliability and validity of the instrument is already found and it is recommended to use.

Reliability of Research Data

For finding reliability of the research data, researcher used Cronbach's Alpha formula.

Validity of Research Tool

In order to ensure the validity of the research tool, it was shared with different experts of the educational research field. Content validity of the research tool was found from three different experts. Their valuable feedbacks were inculcated for better result.

Reliability of the Research Tool

Research instrument reliability was found by using Cronbach's Alpha formula, which was as under

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{Vtest} \right)$$

Where,

n = "Number of items"

$\sum Vi$ = "Sum of variance of score on each item"

V test = "Total variance of overall scores on the entire test".

References values for the interpretation of Cronbach's Alpha reliability were as under

Table 1: Ranges of values for interpretation of Cronbach's Alpha Reliability

S.No	Cronbach's Alpha Value	Internal Consistency
1.	"More than 0.9"	"Excellent"
2.	"0.80 – 0.89"	"Good"
3.	"0.70 – 0.79"	"Acceptable"
4.	"0.60 – 0.69"	"Questionable"
5.	"0.50 – 0.59"	"Poor"
6.	"Less than 0.49"	"Unacceptable"

Overall the internal consistency of the instrument was as following.

$$\alpha = 0.94$$

This was fallen in "Excellent" category of Internal Consistency.

Data Collection

Data was analyzed by following steps:

Instrument-I

For data collection researcher used questionnaire after seeking permission from the authorities of all the universities. For measuring the conflicts among M.Phil and PhD Scholars the questionnaire was developed on 5 lickert scale and consisting 47 items.

Instrument-II

"Farooqi Organizational conflict Inventory (FOCI)" was used for data collection. FOCI have 34 items with five point response category which address the five conflict management strategies. Researcher used FOCI for collection of data after seeking permission from the authorities of all the universities.

Data Analysis

Chi Square Test (χ^2)

The set of calculations known as a chi-square (2) computation determines how expectations stack up against actual observed data (or model outcomes). A chi-square statistic can only be calculated with data that are mutually exclusive, random, unedited, from independent variables, and obtained from a big enough sample.

The Chi-Square statistic may be calculated in a simple and understandable manner as follows:

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where

$f_o =$ "the observed frequency (the observed counts in the cells)".
$f_e =$ "the expected frequency".

$\sum =$ "Sum of equation".

The Chi-Square values are derived from the discrepancy between observed data and expected values under the assumption of no relationship between the given variables. Chi-squared tests are statistical tests where the distribution of the test statistic gradually becomes more similar to a chi-squared distribution as the sample size increases, assuming the null hypothesis is true. The Chi-Square statistic can be computed in a straightforward and comprehensible way.

Table 1: Program of Respondents

S.No.	Program of Respondents	Frequency	Percentage
1	MS/M.Phil.	317	79.25
2	PhD	83	20.75
	Total	400	100.00

Table 1 shows that there were 79.25% of MS/M.Phil. respondents while, 20.75% respondents were PhD scholars of the total sample size.

Table 2: Age Range of Respondents

S.No.	Age (y) Range of Respondents	Frequency	Percentage
1	24 to 31	169	42.25
2	32 to 39	173	43.25
3	40 to 47	47	12
4	48 & above	11	4
	Total	400	100.00

Table 2 shows that respondents having age from 24 to 31 years were 42.25%, respondents having age from 32 to 39 years were 43.25%, respondents having age from 32 to 39 years were 11.5%, while 4% respondents age were 48 & above of the total sample size.

Table 3: Gender of Respondents

S.No.	Gender of Respondents	Frequency	Percentage
1	Male	163	41
2	Female	237	59
	Total	400	100.00

Table 3 shows that there were 41% of Male respondents while, 59% respondents were female of the total sample size.

Table 4: Status of Respondents

S.No.	Status of Respondents	Frequency	Percentage
1	Part Time	254	63.5
2	Full Time	146	36.5
	Total	400	100.00

Table 4 shows that there were 63.5% Part Time respondents while, 36.5% respondents were Full Time of the total sample size.

Table 5: Degree Program Status of Respondents

S.No.	Degree Program of Respondents	Frequency	Percentage
1	Morning	101	25
2	Evening	123	31
3	Weekend	176	44
	Total	400	100.00

Table 5 shows that respondents having Morning Degree Program were 25%, respondents having Evening Degree Program were 31%, while 44% respondents were having Weekend Degree Program of the total sample size.

Descriptive Statistics

Table 2: Intrapersonal Conflict Regarding Personality - I

S.No	Statement	SA	A	N	D	SD	
1	"I sometimes don't freely select my supervisor".	**105** 26%	**112** 28%	**33** 8.3%	**78** 20%	**72** 18%	**49.1**
2	"I generally cannot stalk an issue related to me"	**38** 9.5%	**122** 31%	**88** 22%	**88** 22%	**64** 16%	**48.9**
3	"I mostly use my potential to win my goal".	**156** 39%	**93** 23%	**32** 8%	**81** 20%	**38** 9.5%	**125.2**
4	"I sometimes use my proficiency to make a decision that favored me".	**104** 26%	**184** 46%	**40** 10%	**49** 12%	**23** 5.8%	**215.0**
5	"I sometimes feel much worry about selecting my Thesis topic".	**112** 28%	**160** 40%	**56** 14%	**56** 14%	**16** 4%	**158.4**
	Total Average %	**25.7%**	**33.6%**	**12.5%**	**17.6%**	**10.7%**	

"Degree of Freedom=4"   "Significant Level=0.05"   "Table Value=9.488"

Table 6 shows Chi-Square (χ^2) value for statement 1 to 5. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 84.29, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 10 were 74.76 and 73.71 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statement were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 10 were 84.29 and 74.76 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table7: Intrapersonal Conflict Regarding Personality - II

S.No	Statement	SA	A	N	D	SD	χ^2
1	"Fed up having my thesis work".	**104** 26%	**80** 20%	**58** 15%	**66** 17%	**92** 23%	**17.5**
2	"I don't use ascendancy to get my ideas acceptable".	**77** 19%	**143** 36%	**60** 15%	**48** 12%	**72** 18%	**68.3**

		SA	A	N	D	SD	χ²
3	"I sometimes Anxious about how I will defend my Thesis work".	**119** 30%	**121** 30%	**56** 14%	**32** 8%	**72** 18%	**76.8**
4	"I mostly feel touchy about demand of thesis work".	**63** 16%	**192** 48%	**49** 12%	**32** 8%	**64** 16%	**202.0**
5	"Most of the time I am unable to get the required material about my thesis".	**63** 16%	**152** 38%	**49** 12%	**72** 18%	**64** 16%	**84.4**
6.	"Generally I didn't do what I set out to do in my thesis work".	**87** 22%	**101** 25%	**50** 13%	**88** 22%	**74** 19%	**18.6**
7.	"I sometimes feel lack of confidence about my selected thesis topic".	**50** 13%	**104** 26%	**68** 17%	**80** 20%	**98** 25%	**24.3**
	Total Average %	**20.3**	**31.9**	**14**	**15**	**19.3**	

"Degree of Freedom=4"   "Significant Level=0.05"   "Table Value=9.488"

Table 7 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 11 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 11 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 and 7 in table 11 were 18.6 and 24.3 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 3: Intrapersonal Conflict Regarding Profession - I

S.No	Statement	SA	A	N	D	SD	χ^2
1	"Lack of commitment to the profession".	**52** 13%	**98** 25%	**62** 16%	**64** 16%	**124** 31%	45.3
2	"Sometimes I found hard to manage while completing thesis work and job side by side".	**75** 19%	**136** 34%	**69** 17%	**48** 12%	**72** 18%	54.6
3	"Mostly I can't create balance between job and my Thesis work".	**64** 16%	**112** 28%	**88** 22%	**56** 14%	**80** 20%	24.0
4	"Sometimes I display lack of respect for job".	**55** 14%	**83** 21%	**62** 16%	**112** 28%	**88** 22%	25.6
5	"Poor social services e.g. accommodation".	**37** 9.3%	**120** 30%	**99** 25%	**72** 18%	**72** 18%	49.2

Total Average %		14.3%	27.6%	19.2%	17.7%	21.8%

"Degree of Freedom=4"   **"Significant Level=0.05"**   **"Table Value=9.488"**

Table 8 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 12 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 12 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 9: Intrapersonal Conflict Regarding Profession - II

S.No	Statement	SA	A	N	D	SD	χ^2
1	"Insufficient time for research".	32	102	58	96	112	56.9
		8%	26%	15%	24%	28%	
2	"Sometimes I feel job dissatisfaction as having with my thesis work".	24	124	68	64	120	88.4
		6%	31%	17%	16%	30%	
3	"Unable to collect thesis related material with my Profession".	24	112	48	96	120	88.0
		6%	28%	12%	24%	30%	
4	"Usually face financial issue".	56	128	88	64	64	43.2
		14%	32%	22%	16%	16%	
5	"Modality of study which conflicts with employment".	66	100	50	112	72	32.3
		17%	25%	13%	28%	18%	
6.	"Sometimes Unable to determine my goal related to my Profession".	40	104	48	80	128	68.8
		10%	26%	12%	20%	32%	
7.	"Sometimes I thought I'm doing injustice with my Profession".	55	111	66	56	112	42.3
		14%	28%	17%	14%	28%	
	Total Average %	10.7	28	15.4	20.3	22	

"Degree of Freedom=4"   **"Significant Level=0.05"**   **"Table Value=9.488"**

Table 9 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 13 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 13 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 and 7 in table 13 were 18.6 and 24.3 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 10: Interpersonal Conflict Regarding Selection of Supervisor - I

S.No	Statement	SA	A	N	D	SD	χ^2
1	"My teachers force me to select them as research supervisor".	48 12%	32 8%	48 12%	160 40%	112 28%	147.2
2	"Mostly the teachers forcefully referred their friends to be selected as our supervisor".	16 4%	40 10%	72 18%	120 30%	152 38%	156.8
3	"Most of the teachers had no space to select me as a supervisory, with whom I was interested to conduct research".	48 12%	108 27%	68 17%	56 14%	120 30%	51.6
4	"My research supervisor welcomes my novel ideas regarding research".	104 26%	186 47%	70 18%	24 6%	16 4%	239.3
5	"Incompatibility with supervisor".	36 9%	94 24%	66 17%	72 18%	132 33%	63.7
6.	"Displays lack of respect for student". Total Average %	16 4%	74 19%	54 14%	152 38%	104 26%	132.1

"Degree of Freedom=4"   "Significant Level=0.05"   "Table Value=9.488"

Table 10 shows Chi-Square (χ^2) value for statement 1 to 6. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 14 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 14 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 in table 14 were 18.6. The values exceeded table value. As a consequence, the result was deemed significant and the statement was accepted.

Table 11: Interpersonal Conflict Regarding Selection of Supervisor - II

S.No	Statement	SA	A	N	D	SD	χ^2
1	"The supervisor is too busy with extensive commitment".	16 4%	132 33%	60 15%	80 20%	112 28%	102.8
2	"My research supervisor discourages me if I have conflict	32 8%	56 14%	64 16%	104 26%	144 36%	97.6

	with his/ her ideas".						
3	"My supervisor gives my proper/ due time".	**136** 34%	**120** 30%	**40** 10%	**64** 16%	**40** 10%	**102.4**
4	"My research supervisor forced me to extend his/ her own previous work".	**52** 13%	**56** 14%	**84** 21%	**88** 22%	**120** 30%	**38.0**
5	"My supervisor has already a burdensome of responsibilities so he/ she is unable to give due time".	**67** 17%	**56** 14%	**86** 22%	**88** 22%	**103** 26%	**17.2**
6.	"My supervisor is not easily approachable for me".	**83** 21%	**32** 8%	**63** 16%	**111** 28%	**111** 28%	**56.5**
	Total Average %						

"Degree of Freedom=4"   **"Significant Level=0.05"**   **"Table Value=9.488"**

Table 11 shows Chi-Square (χ^2) value for statement 1 to 6. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 15 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 15 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) value of the respondents for statement 6 in table 15 was 18.6. The value exceeded table value. As a consequence, the result was deemed significant and the statement was accepted.

Table 12: Interpersonal Conflict Regarding Institution Support - I

S.No	Statement	SA	A	N	D	SD	χ^2
1	"The student has not convenient approach to the concerned campus principal/ director".	**56** 14%	**108** 27%	**68** 17%	**80** 20%	**88** 22%	**19.6**
2	"The university administration is not helpful regarding the allocation of resources like internet facility, VPN address etc."	**45** 11%	**160** 40%	**83** 21%	**64** 16%	**48** 12%	**111.4**
3	"The university has not provided us any access to paid e-libraries".	**49** 12%	**136** 34%	**87** 22%	**32** 8%	**96** 24%	**83.8**
4	"The university has not provided us any room where we could sit & work regarding out thesis".	**64** 16%	**120** 30%	**64** 16%	**88** 22%	**64** 16%	**30.4**
5	"The university library has no electricity back up".	**62** 16%	**56** 14%	**86** 22%	**52** 13%	**144** 36%	**72.7**
	Total Average %						

"Degree of Freedom=4"   **"Significant Level=0.05"**   **"Table Value=9.488"**

Table 12 shows Chi-Square (χ^2) value for statement 1 to 5. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 16 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 16 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 13: Interpersonal Conflict Regarding Institution Support - II

S.No	Statement	SA	A	N	D	SD	χ^2
1	"The university library has not adequate/ needed books collection".	72 18%	56 14%	89 22%	79 20%	104 26%	16.2
2	"Lack of ICT knowledge of research method".	24 6%	136 34%	72 18%	64 16%	104 26%	89.6
3	"Lack of commitment to research Institutional related challenges".	24 6%	96 24%	80 20%	96 26%	104 26%	52.8
4	"Lack of research ambience in the University".	40 10%	112 28%	72 18%	72 18%	104 26%	41.6
5	"Expensive cost of obtaining research materials".	40 10%	160 40%	88 22%	56 14%	56 14%	115.2
6.	"Frequent closure due to strike actions". Total Average %	61 15%	126 32%	85 21%	56 14%	72 18%	39.3

"Degree of Freedom=4"   "Significant Level=0.05"   "Table Value=9.488"

Table 13 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 17 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 17 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 and 7 in table 17 were 18.6 and 24.3 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 14: Farooqi Organizational Conflict Inventory (FOCI) - I

S.No	Statement	I	O	C	A	D	χ^2
1	"I seek co-worker's opinion to discover the solution of problems".	**160** 40%	**120** 30%	**80** 20%	**24** 6%	**16** 4%	**190.4**
2	"I usually accommodate co-workers when they come to me".	**160** 40%	**120** 30%	**43** 11%	**41** 10%	**36** 9%	**160.3**
3	"My expertise favors me to make my own decisions".	**136** 34%	**136** 34%	**80** 20%	**16** 4%	**32** 8%	**158.5**
4	"As an administrator, I give up my desires in exchange for other's to reach an agreement".	**96** 24%	**152** 38%	**35** 8.8%	**24** 6%	**93** 23%	**134.6**
5	"I equally weight to my views as well as of co-workers".	**128** 32%	**144** 36%	**80** 20%	**32** 8%	**16** 4%	**160.0**
6.	"I adjust the desires of co-workers having different points of view".	**48** 12%	**188** 47%	**87** 22%	**44** 11%	**33** 8.3%	**203.0**
7.	"I try to satisfy co-worker's need".	**99** 25%	**135** 34%	**87** 22%	**56** 14%	**23** 5.8%	**90.7**
	Total Average %	**29.6%**	**35.6%**	**17.7%**	**8.4%**	**8.9%**	

"Degree of Freedom=4"   "Significant Level=0.05"   "Table Value=9.488"

Table 14 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 18 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 18 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 and 7 in table 18 were 18.6 and 24.3 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 15: Farooqi Organizational Conflict Inventory (FOCI) - II

S.No	Statement	I	O	C	A	D	χ^2
1	"I keep working environment pleasant rather than creating tension".	**79** 20%	**152** 38%	**81** 20%	**64** 16%	**24** 6%	**107.2**
2	"During meetings, I firmly hold my views rather than give in".	**96** 24%	**112** 28%	**88** 22%	**72** 18%	**32** 8%	**46.4**

3	"I explore co-worker's differences to find out the mutual solution of the problems".	**98** 25%	**128** 32%	**81** 20%	**54** 14%	**39** 9.8%	**62.3**
4	"I sacrifice my own preferences to keep the relationship comfortable".	**80** 20%	**136** 34%	**79** 20%	**56** 14%	**49** 12%	**58.4**
5	"I concentrate on conciliation to minimize the co-workers differences".	**88** 22%	**136** 34%	**77** 19%	**35** 8.8%	**64** 16%	**68.6**
6.	"The disagreed issues are avoided to discuss in open meetings".	**64** 16%	**152** 38%	**80** 20%	**80** 20%	**24** 6%	**107.2**
7.	"I appreciate factual information from the co-workers during meetings".	**112** 28%	**120** 30%	**80** 20%	**48** 12%	**40** 10%	**65.6**
	Total Average %	**22.1%**	**33.4%**	**20.1%**	**14.7%**	**9.7%**	

"Degree of Freedom=4"   **"Significant Level=0.05"**   **"Table Value=9.488"**

Table 15 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 19 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 19 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 and 7 in table 19 were 18.6 and 24.3 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 16: Farooqi Organizational Conflict Inventory (FOCI) - III

S.No	Statement	I	O	C	A	D	χ^2
1	"I ignore the controversial views during the meetings".	**40** 10%	**152** 38%	**16** 4%	**79** 20%	**113** 28%	**149.6**
2	"I adopt half-way to overcome the dead lock".	**103** 26%	**120** 30%	**75** 19%	**56** 14%	**46** 12%	**48.6**
3	"I refrain from unpleasant remarks during the meetings".	**56** 14%	**136** 34%	**80** 20%	**88** 22%	**40** 10%	**67.2**
4	"I satisfy other's demands during the meetings".	**144** 36%	**88** 22%	**80** 20%	**88** 12%	**40** 10%	**72.8**

S.No	Statement						χ^2
5	"I compromise to find out the solution of difficult problems".	**80** 20%	**127** 32%	**78** 20%	**64** 16%	**51** 13%	41.4
6.	"I merge other's ideas to come up with joint decision".	**128** 32%	**112** 28%	**72** 18%	**40** 10%	**48** 12%	75.2
7.	"I try to satisfy other's feelings regarding their jobs".	**80** 20%	**144** 36%	**83** 21%	**57** 14%	**36** 9%	82.1
	Total Average %	**22.4%**	**31.4%**	**17.4%**	**14.2%**	**13.4%**	

"Degree of Freedom=4" **"Significant Level=0.05"** **"Table Value=9.488"**

Table 16 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 20 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 20 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 and 7 in table 20 were 18.6 and 24.3 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 17: Farooqi Organizational Conflict Inventory (FOCI) - IV

S.No	Statement	I	O	C	A	D	χ^2
1	"I refer negotiation to reach an agreement".	**88** 22%	**128** 32%	**80** 20%	**40** 10%	**64** 16%	32.8
2	"I try to refrain from critical issue during meetings".	**56** 14%	**144** 36%	**78** 20%	**64** 16%	**58** 15%	67.7
3	"I try to avoid open discussion about mutual difference".	**64** 16%	**128** 32%	**82** 21%	**63** 16%	**63** 16%	39.3
4	"I strongly up hold the good arguments during the meetings".	**72** 18%	**152** 38%	**86** 22%	**53** 13%	**37** 9.3%	98.3
5	"I use authority to gain favorable situation".	**72** 18%	**128** 32%	**87** 22%	**47** 12%	**66** 17%	46.3
6.	"I try to fulfill the expectations of co-workers".	**95** 24%	**144** 36%	**52** 13%	**48** 12%	**61** 15%	81.1
7.	"I like to discuss all concerns openly".	**72** 18%	**152** 38%	**86** 22%	**53** 13%	**37** 9.3%	98.3
	Total Average %	**17.1%**	**34.9%**	**20%**	**13.1%**	**13.9%**	

"Degree of Freedom=4" **"Significant Level=0.05"** **"Table Value=9.488"**

Table 17 shows Chi-Square (χ^2) value for statement 1 to 7. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 21 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 21 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 6 and 7 in table 21 were 18.6 and 24.3 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Table 18: Farooqi Organizational Conflict Inventory (FOCI) - V

S.No	Statement	I	O	C	A	D	χ^2
1	"I try to adopt a mid-way in the solution of problems"	151 38%	120 30%	22 5.5%	51 13%	56 14%	142.8
2	"I keep my opinion to myself rather than imposing to my colleagues".	96 24%	136 34%	82 21%	39 9.8%	47 12%	77.1
3	"I forfeit my own needs to get out of complex situations".	96 24%	112 28%	79 20%	80 20%	33 8.3%	43.6
4	"I let my colleagues to choose their way in critical issues".	134 34%	120 30%	88 22%	32 8%	26 6.5%	122.5
5	"I try to escape from odd feelings during the meetings".	136 34%	128 32%	56 14%	48 12%	32 8%	116.8
6.	"I try to find out mutually acceptable solution of the problems".	185 46%	112 28%	38 9.5%	17 4.3%	48 12%	235.1
	Total Average %	33.3%	30.3%	15.3%	11.2%	10.1%	

"Degree of Freedom=4"   "Significant Level=0.05"   "Table Value=9.488"

Table 18 shows Chi-Square (χ^2) value for statement 1 to 6. The calculated Chi-Square (χ^2) value of the respondents for statement 1 was 17.5, which exceeded the table value. As a consequence, the result was deemed significant and the statement was accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 2 and 3 in table 22 were 68.3 and 76.8 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted.

Calculated Chi-Square (χ^2) values of the respondents for statement 4 and 5 in table 22 were 202.0 and 84.4 respectively. Both values exceeded table value. As a consequence, the result was deemed significant and all both statements were accepted. Calculated Chi-Square (χ^2) value of the

respondents for statement 6 in table 22 was 18.6. The value exceeded table value. As a consequence, the result was deemed significant and the statement was accepted.

Findings of the Study

(Objective 1)

1. For the statements of "***Intrapersonal Conflict Regarding Personality***", 22.65% respondents showed their responses as Strongly Agree, 32.75% Agree and 13.25% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively.
2. For the statements of "***Intrapersonal Conflict Regarding Profession***", 12.5% respondents showed their responses as Strongly Agree, 27.8% Agree and 17.3% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively.
3. For the statements of "***Interpersonal Conflict Regarding Selection of Supervisor***", 12.5% respondents showed their responses as Strongly Agree, 27.8% Agree and 17.3% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively.
4. For the statements of "***Interpersonal Conflict Regarding Institution Support Supervisor***", 12.5% respondents showed their responses as Strongly Agree, 27.8% Agree and 17.3% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively.

(Objective 2)

5. For Conflict Management Strategies (Farooqi Organizational Conflict Inventory (FOCI)), 24.90% respondents showed their responses for "***Integrating***", 33.12% "***Obliging***" and 18.10% "***Compromising***". While 12.32% and 11.2% respondents showed their responses for "***Avoiding***" and "***Dominating***" Conflict Management Strategies respectively.
6. There were 79.25% of MS/M.Phil. respondents while, 20.75% respondents were PhD scholars of the total sample size.
7. Respondents having age from 24 to 31 years were 42.25%, respondents having age from 32 to 39 years were 43.25%, respondents having age from 32 to 39 years were 11.5%, while 4% respondents age were 48 & above of the total sample size.
8. There were 41% of Male respondents while, 59% respondents were female of the total sample size.
9. There were 63.5% Part Time respondents while, 36.5% respondents were Full Time of the total sample size.
10. Respondents having Morning Degree Program were 25%, respondents having Evening Degree Program were 31%, while 44% respondents were having Weekend Degree Program of the total sample size.
11. There were 30% Single respondents while, 70% respondents were Married of the total sample size.
12. Respondents having Public Job were 29.5%, respondents having Private Job were 49.5%, while 22% respondents were having Nil Job of the total sample size.
13. Respondents belong to Urban area were 66%, while 34% respondents belong to Rural area of the total sample size.

Discussion

The history of humanity can be compared to the genesis of war. Conflicts appear to us to be a regular part of every ecosystem where humans are present. Particularly in the USA and across the world, the topic of conflict has been the center of organizational life, especially since the 1970s. Even the outcomes that lead individuals to feel unhappy and the results that result in workforce losses and time losses for companies have prompted nations to form organizations and prompted organizations to actively participate in training to reduce these issues (Dagli & Sıgrı, 2014).

Conflict is described as a circumstance when people are aware that their own desires conflict with those of others or when people experience frustration while attempting to accomplish significant objectives. This term sheds light on how disputes in student teams first arise. Some team members may have objectives that are distinct from those of the others. Additionally, students may have diverse preferences for how work should be done and ideas of what constitutes appropriate job outputs (Kiran et al., 2022). Conflict resolution may favorably impact the success of a project if efforts are made to ensure that confrontations are constructive, even though unresolved disagreements can weaken team performance, cohesion, and satisfaction. Teams those are more productive as a result of individual efforts to successfully settle conflicts (Cloke & Goldsmith 2000).

The findings of the current research study can be summarized as: For the statements of "***Intrapersonal Conflict Regarding Personality***", 22.65% respondents showed their responses as Strongly Agree, 32.75% Agree and 13.25% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively. For the statements of "***Intrapersonal Conflict Regarding Profession***", 12.5% respondents showed their responses as Strongly Agree, 27.8% Agree and 17.3% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively. For the statements of "***Interpersonal Conflict Regarding Selection of Supervisor***", 12.5% respondents showed their responses as Strongly Agree, 27.8% Agree and 17.3% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively. For the statements of "***Interpersonal Conflict Regarding Institution Support Supervisor***", 12.5% respondents showed their responses as Strongly Agree, 27.8% Agree and 17.3% Undecided. While 16.3% and 15% respondents showed their responses as Disagree and Strongly Disagree respectively.

Internal conflict between a man or a woman is referred to as intrapersonal conflict. When a man or woman decides to acknowledge their own distinctive purposes, intrapersonal conflict results (Hamaideh, 2014).

With the explosion in the number of options, the depth of it will rise. The stability of victory in conflicts between good and bad tendencies, or between good and bad inclinations in one subject's thinking, is what determines this. One such example may be a college graduate's choice for a certain career location (Hamaideh, 2014). In his research, he has established that interaction between two or more parties is a characteristic of intrapersonal disputes in America.

The focus of this investigation is interpersonal conflict, which is defined as cost and/or persona changes that result from arguments between individuals. According to Gebretensay (2002), interpersonal conflict may involve a lot of red tape and take place at several levels. It includes any outward disagreements or discussions over any issue that might lead to conflict amongst college students or between college students and leaders (Peter, 1996; Windle & Warren, 1999).

Methods or plans of action According to David W. Johnson and Roger T. Johnson (1996), conflict resolution and peer mediation programmes are often promoted as a means to decrease violence and effectively handle disagreements in schools. The management of conflict is a well-established concept in both corporate and personal relationships, recognized as a vital element in the process of growth and development. Sweeney and Caruthers (1996) provide a contemporary and concise definition of conflict resolution as "the approach utilized by conflicting parties to achieve a resolution."

Mediation, as described by Bentley (1996), is a problem-solving method where a mediator, an impartial third party, assists conflicting parties in reaching a mutually advantageous agreement. Mediation, with its democratic and dependable characteristics, empowers individuals involved in disputes to independently resolve their disagreements by seeking guidance from experienced peers. This approach proves to be highly effective.

Conflict is an inherent and unavoidable part of existence because of individual preferences and the need for human interaction. Conflicts arise as a consequence of these agreements and disputes among persons and organizations. Conflicts are neither beneficial nor detrimental, but their outcome can be influenced by the manner in which they are managed, resulting in either positive or bad consequences. Schools, like other human organizations, are vulnerable to various forms of warfare. Key elements include mediation, negotiation, avoidance, and participation. Warfare is regulated by a range of techniques, with the most crucial ones being the ones already described. This essay primarily aims to analyses the characteristics of conflicts in educational institutions, their underlying reasons, and the strategies employed to prevent and address them (Abdul., 2019).

Bono and Judge conducted an examination of the relationship between the Big Five personality traits and transformational and transactional leadership practises. The study's secondary data was sourced from 26 additional research that were published in both national and international media. The findings indicated that both transformational leadership and transactional leadership styles were correlated with personality traits. However, extraversion exhibited the strongest and most consistent relationship among different personality dimensions and transformational leadership (Bono & Judge, 2004).

Ahmed et al. conducted a study to examine the correlation between personality factors and preferred methods of conflict management. The study included two prominent dimensions of the Big Five personality traits, namely extraversion and openness to experience, together with conflict resolution strategies, specifically competing and avoiding. These variables were utilized to administer a survey to a sample of 300 university students who were anticipated to assume managerial roles in the future. The study's findings were analysed using descriptive statistics and correlation analysis methodologies. The study's findings indicate a substantial correlation between personality characteristics and people's preferred conflict resolution approaches (Ahmed et al., 2010).

Recommendations of the Study

1.   From the conclusion of the data, it is found that most of the respondents show agrees to the existing of "***Intrapersonal Conflict Regarding Personality***". While less than half of the total sample size show disagree to the said statement. Hence it is recommended that universities should conduct seminars and workshop to resolve and minimize the "***Intrapersonal Conflict Regarding Personality***", which will produce positive change in the interpersonal conflict regarding personality of the students.

2. From the conclusion of the data, it is found that most of the respondents show agrees to the existing of "***Intrapersonal Conflict Regarding Profession***". While less than half of the total sample size show disagree to the said statement.
    Hence it is recommended that universities may develop and implement conflict resolution training programs for university students to enhance their conflict management skills.
3. From the conclusion of the data, it is found that most of the respondents show agrees to the existing of "***Interpersonal Conflict Regarding Selection of Supervisor***". While less than half of the total sample size show disagree to the said statement.
    Hence it is recommended that provide opportunities for university students to practice conflict resolution skills in a safe and supportive environment through role-playing exercises and simulations.
4. From the conclusion of the data, it is found that most of the respondents show agrees to the existing of "***Interpersonal Conflict Regarding Institution Support Supervisor***". While less than half of the total sample size show disagree to the said statement.
    Hence it is recommended that students may be encourage to seek out and use university resources such as counseling and mediation services to help manage conflicts.
5. For Conflict Management Strategies (Farooqi Organizational Conflict Inventory (FOCI)), 24.90% respondents showed their responses for "***Integrating***", 33.12% "***Obliging***" and 18.10% "***Compromising***". While 12.32% and 11.2% respondents showed their responses for "***Avoiding***" and "***Dominating***" Conflict Management Strategies respectively. Hence it is recommended that conduct further research to better understand the effectiveness of different conflict management strategies in different contexts and with different types of conflict management strategies.

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