

BAR-ILAN UNIVERSITY

**The contribution of a conflict management workshop to the
development of conflict-promoting behaviors, related to
psychological capital among students with intellectual disabilities,
compared to students with normal development**

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ABSTRACT

This work has a primary purpose which is to examine the impact of a conflict management workshop on the style of behaviors that promote and inhibit conflict management, in relation to psychological capital among students with intellectual disabilities, compared to students with normal development.

Conflict management is a broad topic that has been researched in different situations: between countries and within countries, between organizations and within them, between groups and between people. Conflict is defined as a process involving two or more parties, in which at least one party feels that its interests are in conflict or negatively affected by the other party (Wall & Callister, 1995; Zhang, Li, Lou, & Warkentin, 2017). Conflict formation is a natural phenomenon that occurs as a result of interaction between people and the way they are managed will affect the consequences – whether the conflict will result in fruitful discussion and exchanges of ideas or will cause distance and sometimes extreme situations (Szczepanska-Woszczyzna, 2015; Chandolia, Anastasiou, 2020). The model for conflict management that this study will deal with is the model of the researchers Rahim and Bonoma (Rahim and Bonoma, 1979; Rahim, 1983; Rahim, 2002), which contains five patterns of a person's conduct during conflict: Integrating, Obliging, Dominating, Avoiding and Compromising.

Another topic that will be examined in this study is psychological capital. Psychological capital is defined as a positive psychological state of the individual characterized by self-efficacy, optimism, hope and resilience. Self-efficacy refers to confidence in taking the required effort and investing it in success in challenging tasks; Optimism refers to a positive attitude towards present and future success; Hope refers to perseverance in goals, and if necessary, to redirecting paths to goals in order to succeed; And resilience refers to the ability to stand strong and even move from place to place in order to achieve success when problems and adversity appear (Luthans and Youssef, 2007). The concept

of psychological capital proposes to understand and add value to what a person already has (e.g., financial capital), what the person already knows (human capital), who the person already knows (social capital), and to challenge and promote the development of the person into what they may be in the future (Luthans and Youssef, 2007).

The study population consists of two groups and numbers 57 students. The first group is a group of students studying special education (41 students) at the School of Education at Bar-Ilan University, the second group is a group of students with developmental intellectual disabilities (16 students) who are integrated in academic courses at Bar-Ilan university, as part of project called 'Intensities'. Among people with normal development, many studies have been conducted on the subject of conflict management as well as on the subject of psychological capital, in contrast to the population with developmental disabilities, in which fewer studies have been conducted in general and in particular on these issues, a fact that adds interest and importance to the present study. For according to the definition of the American Association on Intellectual and Developmental Disabilities [AAIDD] it is argued that intellectual disability is characterized by limitations in intellectual functions including problem-solving and adaptive behavior, such as adaptive, social and practical skills (AAIDD, 2018). And because there is such a great importance to the development of social skills and especially among people with intellectual disabilities, it is important that they know how to create good interaction and conduct themselves in social situations correctly (Dodge, 1986; Jacobs, Turner, Faust, & Stewart, 2002).

Several empirical tools have been used in this study: a questionnaire for mapping conflict management styles (Appendix C), this questionnaire examines, according to the answer of the participant, how conflict management is managed according to different structured styles: Integrating, Obliging, Dominating, Avoiding and Compromising (Thomas & Kilmann, 1974). Also, according to the answer it can be seen whether the mode is a conflict promoter or a conflict inhibitor. Psychological Capital questionnaire

(Luthans 2002a) (Appendix D) – consisting of internal questionnaires: The Optimism Questionnaire (Scheier, Carver & Bridges, 1994), the Hope Scale Questionnaire (Snyder et al., 1991) and the Generalized Self-Efficacy Scale Questionnaire (Schwarzer & Jerusalem, 1995). Observations tool for analyzing behaviors that promote and inhibit conflict management (isman, 2020) and based on various tools on the subject (Appendix E).

After transferring the tools, the data that has been received, collected, coded and entered into the computer for statistical analysis. The study's findings were tested using the SPSS (Statistical Package the Social Science) software. Reliability tests and factor analysis were performed. Distributions, averages and standard deviations were presented. T-tests were performed for dependent and independent samples, various analysis of the Anova, Manova and repeat measurements, Pearson tests and logistic regression were performed.

The main findings in the field of conflict management show that participation in the workshop contributes to the conflict management style. It was also found that there is a difference in the promoting behaviors among those who received feedback on their behavior during the scenario. And among those who didn't receive feedback no significant differences were found. The main findings in the field of psychological capital show that there is a difference in the component of psychological capital between the research group, so that the group of students with intellectual disabilities received higher scores than the group of students with normal development in the 'optimism' and 'self-efficacy' component, while in the component 'hope' there is no difference between the groups. It was also found that there is no relationship between the component of psychological capital and the gap in the styles of behaviors that promote conflict before and after the workshop. When examining the contribution of background variables (age, sex, and psychological capital) to explain the variability of promoting behaviors among groups, it was found that, according to the observations, the 'age' variable and the

'optimism' component of psychological capital contribute to negatively explained variability.

The conclusion of the study is that participation in the workshop contributes to the conflict management style, especially among those who participate and also receive feedback on their behavior during the scenario, so it is worth investing and developing more in such workshops, in which groups learn about the concept of conflict, participate in sample scenarios and receive feedback on them.

It also appears that psychological capital is an important component itself and that it influences a person's character and decisions, but in the context of conflict management, it was found that there is no significant relationship between psychological capital components and the gap in conflict management styles (scores of conflict management after attending the workshop minus scores of conflict management before attending the workshop). Also, an examination of the contribution of background variables to the explanation of the different behaviors that promote conflict management found that there is no significant relationship other than the 'age' variable and the 'optimism' component, which contribute to and indicate a negative relationship.