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## **Investigating the relationship between interpersonal conflict, job satisfaction and organisational self-esteem**

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**Abstract.** Interpersonal conflict, job satisfaction, and organisational self-esteem are interconnected concepts that influence employee well-being, motivation, and overall performance in the workplace. Understanding the intricate relationship between these three factors is crucial for organisations seeking to foster a positive and productive work environment. This paper investigates the relationship between interpersonal conflict, job satisfaction and organisational self-esteem to determine its meaning and significance on a sample of employees working in education in Constanta County. The main objectives were to investigate the relationship between interpersonal conflict and job satisfaction, between job satisfaction and organisational self-esteem, and between organisational self-esteem and interpersonal conflict. The findings from the sample of respondents were in line with those already established in the international literature. However, several particularities related to the diverse organisational environment and the specific characteristics of a multicultural environment, such as the Dobrogea area, have their mark, leaving room for further study and improvement.

**Keywords.** Interpersonal conflict, job satisfaction, self-esteem

### **1. Literature review**

#### **1.1. Interpersonal conflicts at work**

One of the most significant barriers to a company's productivity is workplace conflict (WIC). Approximately 90% of employees admit experiencing conflict in the workplace (Wright & Ferris, 2009), while 26% report serious harm as a result of these conflicts and the occurrence of serious social problems such as bullying or violence (Wright et al., 2017).



Frequent conflicts have been associated with numerous employee health problems such as depression, burnout or negative emotional state that have often prompted a move to new jobs, which has increased the incidence of absenteeism and turnover and seen a decrease in productivity (Wright et al., 2017).

Several factors contribute to WIC, including personality traits, communication style and conflict resolution styles. Three styles of responding to conflict situations were identified at the unit level: collaborative, challenging, and avoidant responses. While coordinated and contestation responses resulted in adverse outcomes on team performance, avoidance responses were associated with high group functioning and effectiveness (Gelfand et al., 2012).

In universities, it has been found that conflicts occur at all levels of work, with mistreatment by both co-workers and superiors. These incidents have seriously affected job satisfaction. Moreover, the negative consequences extended to the institution (Wright et al., 2017).

The increasing number and diversity of responsibilities and the unpredictability of changes due to sudden and unexpected societal developments lead to additional pressures on teachers and increase stress and reactivity. Many teachers declare themselves emotionally unprepared for all the changes, leading to increased numbers and aggravation of interpersonal conflicts. How teachers manage these conflicts depends on the effectiveness and job satisfaction and the overall effectiveness of curriculum delivery at the school level (Fields, 1998).

Institutional conflict is a significant problem that can negatively affect employees and organisations. However, there was also one type of conflict that was associated with higher levels of performance. Thus, members involved in this conflict showed trust and respect for their colleagues and had similar value systems (Jehn & Mannix, 2001).

Organisations can create a more positive and productive work environment by preventing and managing WIC. Some interventions can reduce WIC, such as conflict resolution training, team-building exercises, and mediation (Jehn, 1995; Pruitt et al., 2003).

## **1.2. Job satisfaction**

Employee well-being is a crucial factor that directly impacts an organisation's success, and job satisfaction plays a pivotal role in ensuring it.

By implementing measures that improve job satisfaction, organisational structures can foster a motivated workforce that is highly committed and productive.

However, job satisfaction is a multifaceted construct influenced by a set of variables such as job characteristics, empowerment, perceived organisational support, and practical work systems.

Adams (1965) introduced the concept of 'social exchange inequity,' which highlights that individuals compare contributions and outcomes at work with others, affecting their perceived job satisfaction.

Locke (1976) provided a comprehensive analysis of the "nature and causes" of job satisfaction, emphasising the importance of individual differences, job characteristics, and outcomes as determinants of satisfaction.

Hackman and Oldham (1976) developed "The Job Characteristics Model," which suggests that certain job characteristics, such as skill variety, task identification, and feedback, can contribute to higher levels of job satisfaction.

Vroom's (1964) "Expectancy Theory" suggests that individuals are motivated by what they expect to achieve as a result of achieving desired outcomes. According to this theory, certain



elements contribute to job satisfaction (motivational factors), while others inhibit job satisfaction (hygiene factors).

Warr's (1990) study focuses on quantifying well-being and measuring mental health in the workplace by providing insight into the factors that influence job satisfaction and contribute to overall well-being.

Spector (1997) examines various aspects of job satisfaction, such as how it is measured, why it is measured, and how it is affected, and stresses the importance of understanding and managing job satisfaction in companies.

Brief and Weiss (2002) examined the role of affectivity in the workplace, including its impact on job satisfaction, highlighting the need to consider affective experiences in understanding it.

Hulin and Judge (2003) reviewed job attitudes, including job satisfaction, and discussed their antecedents and consequences, emphasising the importance of job satisfaction in organisations. According to them, job satisfaction can be broadly defined as "a set of affective responses to job characteristics" and is characterised as "cognitive, judgment-based evaluations of job characteristics or dimensions."

Several researchers (Hackman and Oldham, 1980, 1976; Steel & Griffeth, 1986; Spreitzer, 1995, 2008; Locke & Latham, 1990; Eisenberger et al., 1990; Allen et al., 2005; Harter et al., 2002; Gallup, 2012) have pointed out the crucial role of job satisfaction in keeping people motivated, productive, and loyal. Therefore, it is essential to explore its link to interpersonal conflict in the workplace and organisational self-esteem.

### **1.3. Self-esteem related to organisation**

Organisational Self-Esteem (SERO) is how individuals assess and perceive their value, competencies and skills in the organisational context. SERO involves people's subjective assessment of themselves regarding their roles and contributions in the workplace. It can be influenced by factors such as job satisfaction, success in job tasks, recognition and respect from colleagues and superiors. Organisational self-esteem encompasses the perceived trust in the organisation, the degree to which individuals feel their managers value them, and the overall positive culture of the organisation (Judge & Bono, 2001).

Feedback from colleagues and supervisors, professional development opportunities, work-life balance, organisational culture and management support are some factors that can influence SERO. Reviewing research spanning more than a decade of SERO conceptualisation, Pierce & Gardner noted that organisational structure, the organisation's appreciation of personal value, and the creation of conditions for the development and achievement of success in the profession positively influence organizationally related self-esteem (Pierce & Gardner, 2004).

High self-esteem has a significant impact in the context of performance and job satisfaction. Thus, individuals tend to be more motivated, have a positive attitude towards work and are less affected by failure or criticism. They may also be more likely to take risks and actively express their ideas. SERO has a significant impact on individual behaviour and performance within an organisation. Organisations need to pay attention to this issue and encourage the development of healthy self-esteem among employees. Organisational self-esteem is a crucial component of organisational well-being and performance, with implications for motivation, individual performance and the work environment. Promoting healthy self-esteem within the organisation can significantly improve multiple aspects of organisational work. Employees with healthy self-esteem



within the organisation are likelier to stay on the job and commit to long-term organisational efforts. They feel more connected to the organisation's mission and values.

Moreover, high levels of organisational self-esteem can contribute to a positive organisational climate. It can influence interpersonal relationships, collaboration and team cohesion within the organisation. Employees who positively perceive themselves within the organisation are often much more productive. They feel more confident in their abilities, which leads to higher performance in their job tasks. People with healthy self-esteem tend to be more resilient in facing failure or challenges. They are more willing to try again and adapt to changes in the environment or organisational requirements.

High self-esteem can help develop a more effective leadership style. It can also facilitate the continuous development of employees' professional skills and competencies within the organisation. At the same time, individuals with positive self-esteem within the organisation are often more motivated and committed to their work. High self-esteem leads them to take on more responsibility, be more involved in their work tasks and actively seek ways to improve their performance. It becomes crucial for the organisation's success to develop and improve SERO among employees. It calls for a series of measures to be adopted by organisations. These can positively influence self-esteem by providing constructive feedback, offering professional growth and development opportunities, creating a work environment where employees feel valued and respected, and promoting a work-life balance.

SERO improvement is an essential element of human resource strategies, as it has been associated with positive outcomes in job satisfaction, worker commitment, performance and organisational culture development (McAllister & Bigley, 2002).

## **2. Research Methodology**

### **2.1. Objectives of the study**

*2.1.1. The study's main objective* is to investigate the relationship between interpersonal conflict, job satisfaction, and organisational self-esteem among employees in the educational field in Constanta County, Romania.

*2.1.2. Secondary objectives* are to investigate the relationship between interpersonal conflict and job satisfaction, between job satisfaction and organisational self-esteem, and between organisational self-esteem and interpersonal conflict.

### **2.2. Hypothesis**

The research hypotheses have been set as three and are formulated as follows:

**Hypothesis 1.** We assumed that there is a correlation between interpersonal conflict at work and job satisfaction

**Hypothesis 2.** We assumed that there is a correlation between the level of self-esteem reported to the organisation and job satisfaction.

**Hypothesis 3.** We assumed that there is a correlation between workplace interpersonal conflict and the level of self-esteem reported to the organisation.

### **2.3. Description of the sample of participants**

The sample of participants included 63 people, and its characteristics were as follows: 86% of the respondents were female, 85% of them were living in urban areas, more than 66% were



married, and 24% were unmarried; 63% were parents, 71% were employed in the public sector. In terms of length of service, the participants with between 10 and 15 years of service (20.63%), those with between 15 and 20 years of service (25.40%) and those with more than 20 years of service (23.81%) were predominant. Table 1. highlights a summary of these characteristics.

**Table 1.** Percentage structure of the participants according to selected socio-demographic variables

<b>Gen</b>		<b>Home</b>		<b>Marital status</b>						
<b>Male</b>	Female	Rural	Urban	Single	Married	Widow/widower	Divorced			
14.3	85.7	15.9	84.1	23.8	66.7	4.8	4.8			
<b>Parental status</b>		<b>Working environment</b>		<b>Length of service</b>						
From	No	Private	Public	under a year	1-3 years	3-5 years	5-10 years	10-15 years	15-20 years	over 20 years
63.5	36.5	28.4	71.4	4.8	9.5	20.6	25.4	7.9	7.9	23.8
<b>Position in the educational institution</b>										
University teacher		Auxiliary teaching staff				Primary or preschool teacher				
46.0		25.4				28.6				

Another characteristic element of the present research sample is that all respondents work in state or private education, with over 74% of respondents being preschool, primary or university teachers.

#### **2.4. Tools used**

The tools used are accessible online and made available to researchers free of charge through the "Research Central" project on the website <https://researchcentral.ro/>, with the possibility of using them exclusively for academic research purposes.

These instruments included - the following scales/tests from the domain "Labour and Organisational":

a. "Workplace Interpersonal Conflict Scale" with four items translated into Romanian by Dragoș Iliescu (it is a "summative scale; 5-step Likert scale. 1=Never, 2=Rarely, 3=Sometimes, 4=Descently often, 5=Very often" <https://researchcentral.ro/>);

b. "Job Satisfaction" - Subscale of the "Michigan Organizational Assessment Questionnaire", containing three items, translated into Romanian by Coralia Sulea ("Summative scale; Likert scale score in 7 steps where: 1 = Strongly disagree and 7 = Strongly agree" <https://researchcentral.ro/>);

c. "Self-esteem related to the organisation", containing ten items, translated into Romanian by Dragoș Iliescu (Likert scale score in 5 steps with response options ranging from "Strong Disagreement" to "Strong Agreement". The individual score is calculated by summing the ten items and dividing the sum by 10. The intervals used to evaluate the scores are between 4.5 - 5, high score; between 3.5 - 4.5, medium score; and 3.5 or less, low score (<https://researchcentral.ro/>).

The questions related to the scales and subscales were gathered in a questionnaire, as well as those relevant to the socio-demographic description of the group of participants. The





questionnaire thus gathered was applied to the respondents in electronic form as Google Forms. The questionnaire was applied between 1 and 31 December 2023, and the responses collected were statistically processed using IBM SPSS Statistics Version 26. The sampling is thus a convenience sampling, established on the principle of resource accessibility and time-saving.

### **3. Presentation and interpretation of results**

#### **3.1. Qualitative results**

The qualitative analysis of the results obtained reveals some notable characteristics of the group of participants in terms of the variables addressed in this study: of the 30 people **with a high level of self-esteem**, 52.5% are also parents; 48.14% of the female respondents have high self-esteem, 50.94% live in urban areas, 80% are married, 76.66% work in the public sector, 30% of them have been working for 15 to 20 years, and from the perspective of their position in the educational institution, 43.3% of the participants are university teachers.

Low levels **on the interpersonal conflict scale** (rated 4-5) have been found in people without parental status, 52.3% of them, and in those with this status - 32.5%. These levels can be identified in 44% of male respondents and 40.74% of female respondents. 60% of the rural and 35.84% of the urban respondents, respectively, register low levels of interpersonal conflict at work. Similarly, according to the self-report test, 40% of the unmarried and 38.04% of married participants recorded low levels of conflict at work. 38.88% of the respondents were employed as preschool or school teachers, 56.25% as assistant teachers, and 31.03% as university teachers, and they recorded low levels of interpersonal conflict.

Increased levels on the **job satisfaction scale** (score 20 - 21) are found in 47.5% of those with parental status and 43.47% of those without parental status. 50% of females reported such levels, in contrast to only 2.22% of males. 50.94% of respondents who scored high on job satisfaction are urban residents. 50% of married people report high job satisfaction, while 46.66% of those working in private households are high job satisfiers. In terms of the positions held in educational establishments, over 55% of respondents in primary and preschool teaching positions report high job satisfaction, compared with 50% of those in teaching assistant positions and 37.9% of those in university teaching positions.

We can observe that several particularities related to the diverse organisational environment and the specific characteristics of a multicultural environment, such as the Dobrogea area, have their mark by applying a Two Clusters Analysis on the data we gathered. Following the application of the Two-Step cluster analysis, two clusters resulted (Cluster 1, n=19; Cluster 2, n=44). The cluster quality was fair, based on a silhouette coefficient of cohesion and separation of 0.2. The size of the smaller cluster was 30.2%, and the size of the largest cluster was 69.8%. The ratio of sizes was 2.32. While making this analysis, it has been obtained two groups: the first one of the respondents with the following characteristics: parental status (90,9%), married (81,8%), urban domicile (93,2%), working experience over 20 years (34,1%), teaching staff in higher education (54,4%), public employment (67,7%), female (88,6%), recording an average job satisfaction score under the average (value 17,84, less than mean = 18,22) and an individual self-esteem score related to the organisation above the mean = 4,11 (4,12) and the second one representing 30,2% of respondents, who are not in the parental state, unmarried (63,2%), living in urban areas (63,2%), working experience from 10 to 15 years (36, 8%), working as auxiliary teaching staff (36,8%), in the public sector (67,9%), 78,9% female recording an average job satisfaction score above the



average (19.11, higher than mean = 18.22) and an average individual self-esteem score related to the organisation of 4.08 (under the mean = 4.11).

### 3.2. Hypothesis testing and discussion

Since the normality test results revealed a non-normal distribution for all three variables studied, Spearman's correlation test was applied to test the statistical hypotheses.

**Hypothesis 1.** It is assumed that there is a correlation between 'interpersonal conflict at work' and 'job satisfaction'.

Following the analysis of the correlation matrix (Table 2), it was found that a significant negative correlation was obtained between job satisfaction and the level of interpersonal conflict (-0.257) at a significance level of 0.05 (n=63). It follows, therefore, that an increase in the number of conflicts leads to a decrease in job satisfaction.

**Table 2.** Correlation matrix between "job satisfaction" and "interpersonal conflict at work".

			Job Satisfaction	Interpersonal Conflict at Work
Spearman's rho	Job Satisfaction	Correlation Coefficient	1.000	-.257*
		Mr (2-tailed)	.	.042
		N	63	63
	Interpersonal Conflict at Work	Correlation Coefficient	-.257*	1.000
		Mr (2-tailed)	.042	.
		N	63	63

\*. Correlation is significant at the 0.05 level (2-tailed).

The statistical testing results align with the claims of the literature for this first hypothesis. Thus, in a study conducted by Rodríguez-Carvajal et al. (2002) in small companies, a significant negative correlation was found between interpersonal conflict and employee job satisfaction. In addition, the study also highlights that supervisor support can lead to a decrease in the adverse effects arising from interpersonal conflict (Rodríguez-Carvajal et al., 2002).

Another study investigating the link between interpersonal conflict, role ambiguity and job satisfaction by Spector et al. (1988) found a significantly negative correlation between interpersonal conflict and job satisfaction among employees in various industries. Furthermore, the study also revealed the existence of a negative correlation between job satisfaction and role ambiguity or conflict (Spector et al., 1988).

Cho & Park (2015) obtained a significant negative correlation between interpersonal conflict and job satisfaction and demonstrated that among the selected sample of South Korean employees, increased job stress and poor work-life balance exacerbated interpersonal conflict.

The study's results by Cho & Park (2015) highlight the importance of improving employees' work-life balance to promote job satisfaction and reduce absenteeism and turnover.

Other studies suggest managers should notice and deal with these conflicts effectively. Thus, Spector et al.'s (2005) study highlights, in addition to the significantly negative correlation





between interpersonal conflict and job satisfaction, higher levels of depression, self-esteem problems and various physical symptoms among those more often involved in interpersonal conflict at work.

The significant attention paid over the past three decades to the relationship between interpersonal conflict and job satisfaction has extended to research among teachers.

Thus, Orebiyi A. O. & Orebiyi T. P. (2011) revealed a significant negative correlation between teacher interpersonal conflict and job satisfaction. Teachers involved in various conflicts have lower job performance and complain more often of burnout periods.

Such conflicts can occur at different levels, in different types of relationships: with superiors or colleagues, parents or students.

In an attempt to identify ways of resolving interpersonal conflict among teachers, Sembiring and Pumba (2019) showed that teachers' job satisfaction has been directly influenced by interpersonal communication and the work environment in general. In conflict resolution, the locus of control was emphasised as a component of strategic human resource development planning among teachers. Thus, increased attention to interpersonal relations on the part of school principals and managers has the potential to lead to increased job satisfaction among teachers.

**Hypothesis 2.** It is assumed that there is a correlation between the level of 'organisational self-esteem' and 'job satisfaction'.

Following the analysis of the correlation matrix corresponding to the statistical test for this hypothesis (Table 3), it was found that a significant positive correlation was obtained between job satisfaction and interpersonal conflict (0.353) at a significance level of 0.01 (n=63). An increase in the level of organizationally related self-esteem can increase job satisfaction.

**Table 3.** Correlation matrix between the "self-esteem related to the organisation" level and "job satisfaction".

			Level of self-esteem related to the organisation	Job Satisfaction
Spearman's rho	Level of self-esteem related to the organisation	Correlation Coefficient	1.000	.353**
		Mr (2-tailed)	.	.005
		N	63	63
	Job Satisfaction	Correlation Coefficient	.353**	1.000
		Mr (2-tailed)	.005	.
		N	63	63

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the statistical testing are also found to be consistent with the literature for the second hypothesis.

Thus, according to the study undertaken by Pierce & Gardner (2004), organizationally related self-esteem is related to job satisfaction, along with other attitudes and behaviours such as work motivation, citizenship behaviour, organisational commitment, role performance, and turnover tendencies (p. 593).



In research by Stark et al. (2000) focused on the effects of organisational change on job satisfaction, it was found that employees with high self-esteem reported higher levels of job satisfaction than those with low self-esteem, with the authors hypothesising that organisational self-esteem would moderate this relationship (Stark et al. 2000 apud Pierce & Gardner, 2004, p. 612).

A meta-analysis by authors Krauss and Orth (2022) of longitudinal studies tracking the relationship between job experience and self-esteem development found a correlational relationship with job performance. Job satisfaction was identified as a moderator of the relationship between the two (Krauss & Orth, 2022, p. 849).

A meta-analysis by Judge and Bono (2001) of the relationship between four traits and job satisfaction and performance found a correlation between self-esteem and job satisfaction (p. 81).

Numerous studies in different sectors verify the influence/correlation of these factors.

Thus, in a study by Chen et al. (2015) of a sample of nurses, organisation-based self-esteem was mediated by the indirect effects of job satisfaction on intention to stay in the organisation, thus resulting in a significant positive correlation of job satisfaction with nurses' organisation-related self-esteem (p. 5).

In a study of 300 teachers in Bulgaria, Zebide et al. (2020, p. 47) identified a positive correlation between self-esteem and job satisfaction in the university environment.

Research by the authors Zulkarnaen et al. (2021) on the Indonesian teacher population highlights a positive and significant influential relationship between teacher job satisfaction and self-esteem in an organisational context (p. 88).

**Hypothesis 3.** It is assumed that there is a correlation between the level of "interpersonal conflict at work" and the level of "organisational self-esteem".

Following the analysis of the correlation matrix corresponding to the statistical test for this hypothesis (Table 4), it was found that there was no correlation between the level of "interpersonal conflicts at work" and the level of "self-esteem related to the organisation". It follows, therefore, that there is no significant correlation between the level of self-esteem reported to the organisation and the level of job satisfaction for the analysed sample.

**Table 4.** Correlation matrix between the level of "interpersonal conflict at work" and the level of "self-esteem related to the organisation".

			Interpersonal Conflict at Work	Level of self- esteem related to the organisation
Spearman's rho	Interpersonal Conflict at Work	Correlation Coefficient	1.000	-.130
		Mr (2-tailed)	.	.310
		N	63	63
	Level of self- esteem related to the organisation	Correlation Coefficient	-.130	1.000
		Mr (2-tailed)	.310	.
		N	63	63

\*. Correlation is significant at the 0.05 level (2-tailed).



Even in this context, the results of the statistical testing are in partial agreement with some claims identified in the literature.

In the study published in 2004, De Dreu et al. indicate that people with low self-esteem are more likely to be involved in various types of workplace conflicts and to adopt passive attitudes in managing them. These attitudes prolong the duration of conflicts and increase their implications (De Dreu, C. K. W., et al. 2004).

Frone et al. (2000, apud Spector, E. P., & Jex, S. M. 1998) indicated correlations between workplace conflict and depression and somatic symptoms but pointed out the lack of a correlation between these and self-esteem reported to the organisation.

In a study where SERO is well described as part of global self-esteem, the authors highlighted the importance of socialisation, harmonious workplace relationships, and lack of conflict between colleagues in raising self-esteem. At the same time, they pointed out that although many studies address the correlation between interpersonal relationships at the organisational level and high levels of global self-esteem, a limited amount of research concludes on this correlation in the organisational environment (Perinelli et al., 2022).

Using the analysis of 1088 diary entries, which referred to facts considered unfair in interpersonal interactions, collected from 100 workers in different industries, a group of researchers was successful in supporting the hypothesis that interpersonal injustice experienced daily will reduce daily feelings of self-esteem and the continued attempt to mediate daily unfairness will, over time, influence self-esteem as a personality trait and become a predictor of deviant behaviours in the collective (Ferris et al., 2012).

The differences recorded in our study from the evidence highlighted in the literature can be attributed to the particularities of the group of participants - a heterogeneous sample with unequal structure by gender and background and the fact that the selection of participants was made by convenience sampling. Another element of influence is the organisational environment's particularities in education - the respondents are people working in state or private education. However, only some of them work mainly in teaching.

Another element of influence can consist of the particularities of a multicultural environment (Marinescu & Stoica, 2021), such as the Dobrogea area, which unquestionably leaves its mark, leaving room for further study of the subjects addressed and for improvement.

## **Conclusions**

The present research aimed to investigate the relationship between interpersonal conflict, job satisfaction, and organisational self-esteem among employees working in the educational field in Constanta County. The study identified correlations between the level of job satisfaction and interpersonal conflict at work, as well as the level of organisational self-esteem and job satisfaction. These findings align with those established in international literature.

Research has consistently demonstrated that interpersonal conflict can negatively impact job satisfaction, leading to stress, anxiety, and dissatisfaction in the organisational context. Furthermore, this can affect an employee's overall performance, motivation, and commitment to the organisation.

On the other hand, studies have shown a positive correlation between job satisfaction and organisational self-esteem. When employees feel satisfied with their jobs, they are more likely to have a strong sense of belonging and identification with the organisation, leading to a positive



feedback loop that strengthens a healthy organisational culture, promoting continuous growth and innovation.

Despite the limitations imposed by the convenience sampling and the relatively small number of individuals in the study group (63 people), the chosen topic is essential and relevant to the organisational environment. Effective interpersonal conflict management is crucial for promoting job satisfaction and organisational self-esteem in the educational environment.

It is desirable to encourage open and respectful communication within organisations, promote conflict resolution skills among employees, and provide clear guidelines for managing disagreements. Furthermore, nurturing a supportive and inclusive work environment that values diversity of thought and encourages collaboration helps minimise conflict and its negative consequences. Thus, organisations can cultivate a positive and productive work environment that fosters employee engagement, motivation, and overall well-being by proactively addressing interpersonal conflict and promoting job satisfaction and organisational self-esteem. This action leads to improved performance, innovation, and long-term organisational success.

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