

EFFECT OF CONFLICT RESOLUTION STRATEGIES TRAINING PROGRAM ON TEAMWORK PERFORMANCE AND ATTITUDE AMONG FACULTY STAFF ASSISTANTS

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ABSTRACT

Background Team dynamics naturally involve conflict. Conflict resolution can stimulate creativity and improve decision-making which directly enhance team performance. Aim of the study: measure effect of conflict resolution strategies training program on teamwork performance and attitude among faculty staff assistants. Design: Quasi-experimental design. Setting: El Fayoum University in Egypt's Faculty of Nursing served as the study's location. Subjects: 114 Faculty staff assistants were participated in the study. Tools: knowledge questionnaire, Thomas Kilmann conflict mode instrument (TKI), teamwork performance questionnaire and team STEPPS teamwork attitude questionnaire (TPQ). Results: before implementing the program all participants had unsatisfactory knowledge regarding conflict resolution strategies. Meanwhile less than two thirds of faculty staff assistants had satisfactory knowledge regarding conflict resolution strategies post training program and in follow up phase (65.8%, 63.2%), respectively, before implementing the program the highest conflict resolution strategies used was accommodating strategy (24.87 ± 5.71). While at post program compromising strategy was the highest used (80.22 ± 2.69). All faculty staff assistants had low teamwork performance in preprogram phase which obviously increased significantly in post program phase and in follow up phase. Majority of faculty staff assistants had low teamwork attitude in preprogram phase which obviously increased to three quarters in post program phase. Conclusions: the training program was positive influence faculty staff assistants' knowledge about conflict resolution strategies, improve teamwork performance and enhance teamwork attitude. Recommendations: Conduct training program for newly faculty staff about conflict resolution strategies and how to use these strategies in different situations effectively.

–**Key words:** Attitude, conflict resolution strategies, faculty staff assistants, team work.

INTRODUCTION

Regardless of seniority, conflict is essential for encouraging idea exchange, brainstorming, and efficient decision-making among employees. To promote employee agility, it's critical to handle and sustain a certain amount of disagreement in a suitable manner. Team members can use their distinct experiences and knowledge to provide fresh concepts and solutions when they are encouraged to voice a range of viewpoints (Aghaei et al., (2022)).

The process of reducing a conflict's negative and destructive potential through a variety of techniques used by the parties involved is known as conflict resolution. The literature has put forth a variety of conflict resolution models and techniques, including interest-based problem-solving and the Thomas-Kilmann Conflict Mode Instrument (TKI). An individual's preferred conflict handling strategies, such as competing, cooperating, compromising, avoiding, and accommodating, can be evaluated using the Thomas-Kilmann Conflict Mode Instrument (TKI)(Obialor, & Adeoye, 2023).

To accomplish the organization's authorized aims, teamwork entails cooperating with other members of the group. In order to reduce residual load and, overall, complete all of the organization's tasks efficiently, teamwork is crucial. Making the most of the organization's relative variety of assets and providing support on the lookout could be helpful to the organization in its recent rushes. In today's business environment, teams are regarded as one of the most crucial elements. Consequently, worker output and the overall performance of the company (Bokaii, 2023).

The ability of a team to achieve an organization's objectives is known as team performance. Better results for team members (such as contentment and readiness to collaborate) and results generated or impacted by the team are the results of this capacity to fulfill goals and objectives. (Khoshnoodifar, 2024). The act of cooperating to achieve a common objective is known as teamwork. It can be utilized to boost productivity and efficiency as well as to enhance staff performance, morale, idea sharing, and teamwork. However, teamwork can be challenging when people hold distinct cultural values or views. In these situations, it's critical for a company to foster a culture of cooperation (Phulpoto, Xi, Memon, & Phulpoto, 2023).

The evidence-based teamwork technique known as Team STEPPS (Team Strategies and Tools to Enhance Performance and Patient Safety) was created to assist healthcare professionals in developing their communication and collaboration skills. It is believed that Team STEPPS enhances teamwork. Along with four crucial teamwork competencies—leadership, situation monitoring, mutual support, and communication—Team STEPPS also incorporates team structure (Shaw, 2023).

Additionally, Team STEPPS offers a wide variety of fifteen tools and tactics that are especially made to be used in therapeutic settings. These resources and tactics are intended to increase healthcare professionals' cooperation and communication, which will ultimately lead to better patient safety results (Hassan, et al., 2024).

The knowledge, abilities, and attitudes of academic staff assistants can be updated and improved through training. Effective faculty staff assistants can assist in accomplishing organizational objectives. However, employees' full potential is still untapped in the absence of adequate training. There are multiple steps in the training process. Assessment of training needs, planning, execution, and evaluation are all steps in the training process. Using training and development programs effectively results in hiring the top workers in the company. The process of improving a person's abilities, exposure, knowledge, and skills is called training (Giday, 2023).

Faculty Staff Assistants (FSAs) are administrative staff members who work directly with faculty members to provide a range of support services in higher education institutions. FSAs can help faculty members manage their workload by taking on tasks such as managing course materials, organizing research materials, scheduling meetings, and providing general administrative support (Barenie, et al, 2023).

Significance of the Study

There will always be conflict. Not only does it impact the organization, but it also impacts its members. According to Dunbar (2018), unresolved conflicts are the cause of at least 50% of workplace resignations, which has a detrimental impact on an organization's revenue and reputation. By removing some detrimental organizational phenomena, such team member conflict, organizations aim to improve their results (Alhamali, 2019).

The researcher working in Faculty of Nursing Fayoum University, and noticed that some problems that face faculty staff assistants were due to difference in concepts or ideas, negative interaction which led to many communication problems and intention to quit. Consequently, there is a requirement to assess the effect of conflict resolution strategies training program on faculty staff assistants' teamwork performance and attitude.

AIM OF THE STUDY

The present study aimed to measure the effect of conflict resolution strategies training program on teamwork performance and attitude among faculty staff assistants.

Research hypothesis:

- 1- Training program will affect faculty staff assistants' knowledge regarding Conflict resolution strategies
- 2- Conflict resolution strategies training program will improve faculty staff assistants' teamwork performance.
- 3- Conflict resolution strategies training program will enhance faculty staff assistants' teamwork attitude.

SUBJECTS AND METHODS

Research design:

This study was conducted using a quasi-experimental one group (pretest and posttest) design.

Study settings

This study was carried out at the El Fayoum University-affiliated Faculty of Nursing in the El Fayoum Governorate of Egypt. The nursing faculty was founded in 2009. It has six scientific departments and a total of 197 academic members. The first class began studying in 2009–2010, and 880 students graduated in 2023–2024.

Subjects

All professors staff assistants employed at the aforementioned location during the study period. There are 49 demonstrators and 65 assistant lecturers among the faculty staff assistants. There are 114 of them in total. Assistants to faculty and staff

Tools of data collection:

Four instruments were utilized to collect the data: the Thomas Kilmann conflict mode instrument (TKI), the teamwork performance questionnaire, the STEPPS teamwork attitudes questionnaire (TPQ), and the conflict resolution tactics knowledge questionnaire.

First tool: Conflict resolution strategies knowledge questionnaire

This tool aimed to assess faculty staff assistants' knowledge about conflict resolution strategies.

It consisted of two parts:

Part 1: Personal and professional attributes of faculty staff assistants, such as age, gender, marital status, job title, years of experience, specialty, and participation in conflict resolution training programs.

Part 2: In order to verify the tool's robustness, validity and reliability tests were carried out on the academic staff assistants' understanding of conflict resolution techniques. The researcher developed it using recommendations from earlier study. (Soubagleh; 2019; Dunbar, 2018; Ibrahim, 2018; & Maureen & Maore, 2021). It included (30 MCQ questions covering different aspect of conflict resolution strategies as (EX, conflict definition, types of conflict, conflict process, and conflict resolution strategies).

Scoring system

Each question had a score of "1" for a right response and "Zero" for a wrong one. The mean score for each area of expertise was calculated by adding up all of the item scores and dividing the total by the number of items. Percentage scores were generated from these scores. If a faculty staff assistant's percent score was 60% or higher, it was deemed satisfactory; if it was less than 60%, it was deemed unsatisfactory. The cut-off point value is set at 18. Scores below 18 are deemed inadequate, while scores above 18 are deemed adequate (Azb, 2019).

Second tool: Thomas Kilmann conflict mode instrument (TKI): Its goal was to evaluate the conflict resolution techniques employed by academic staff assistants. The source of it was (Ahmed, 2016). It included forty-nine items. These things fall into one of five categories: accommodating strategy (10 items), avoiding strategy (14 items), compromising strategy (7 items), and contending strategy (7 items).

Scoring system:

The comments of faculty staff assistants were scored using a 5-point Likert scale that went from "strongly disagree" to "strongly agree." To determine the part's mean score, the sum of the item scores was divided by the total number of items. These scores were translated to a percentage, and academic staff assistants were deemed to have employed the conflict strategy if their percent score was 60% or more and not if it was less than 60% (El deeb, 2021).

Third tool: Teamwork performance questionnaire:

Its goal was to evaluate the collaborative skills of academic staff assistants. The source from which it was taken was Silva, Lino, Ghedine, and Tutida (2021). It included thirty items under ten primary dimensions: three for productivity, three for commitment, three for knowledge, three for compliance with standards, three for interpersonal relationships, three for initiative, three for responsibility, three for quality and quantity, three for communication, and three for organization.

Scoring system:

The replies of faculty staff assistants were assessed using a five-point Likert scale, with the following options: excellent (5), good (4), regular (3), bad (2), and extremely bad (1). To determine the part's mean score, the sum of the item scores was divided by the total number of items. After converting these scores into a percentage, the faculty staff assistants' teamwork performance was categorized as follows: low scores were defined as those below 60%, moderate scores were defined as those between 60% and 75%, and high scores were defined as those beyond 75%.

Fourth tool: Team STEPPS Teamwork Attitudes questionnaire:

Its goal was to gauge the collaborative attitude of faculty staff assistants. The source of this was Baker, Krokos, and Amodeo (2008). Team structure (6 things), leadership (6 items), situation monitoring (6 items), mutual support (6 items), and communication (6 items) were the five primary characteristics that comprised its thirty elements.

Scoring system

The teamwork attitudes of faculty staff assistants were evaluated using a 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree." After assigning a score to each item, the mean score was determined by adding up all of the item scores and dividing by the total number of things. A percentage was then calculated from this mean score. This percentage was used to classify the degree of teamwork attitude as low if the score was less than 60%, which corresponds to 18 or more correct responses; uncertain if the score was between 60% and 75%, which corresponds to 22 or more correct responses; and high if the score was greater than 75%, which corresponds to more than 22 correct responses. (Khaled, 2018).

Operational design

The preparation of the study instruments (preparatory, pilot research, and fieldwork) is explained in this design.

A- Preparatory phase

This stage began in May 2023 and ended in September. Using textbooks, journals, periodicals, and dissertations, the researcher examined relevant national and international literature in this phase, taking into account the different facets of the subject. This aided in the creation of the instruments for gathering data as well as the overall framework for the program on conflict resolution techniques.

Pilot study:

Before beginning data collecting, a pilot study was conducted following tool development and modification. Twelve academic staff assistants participated in the pilot study, making up 10% of the main study population. The purpose of the pilot was to evaluate the tools' viability, applicability, practicability, and linguistic clarity. Estimating the amount of time required to finish the data gathering forms was also beneficial. No changes were done in the tools. The primary study sample contained the pilot sample. In October 2023, this phase lasted three weeks.

Field work:

Fieldwork for the project will go until the end of September 2024, having started in November 2023. Assessment, planning, execution, evaluation, and follow-up were among the processes it covered.

Assessment phase: Using questionnaires that were delivered at work before to the program, data was gathered from faculty staff assistants over the course of two months (November–December 2023). The researcher was there to help and guarantee completion during the three morning sessions every week. It takes 20–30 minutes to complete each quiz. Following the program, the identical procedure was carried out both right away and three months later.

Planning phase: This phase took one month at January 2024. After completing data collection in the assessment phase, analysis was done. Based on the result obtained from analysis, and review of related literatures, the general aim of training program was set, also the program plan was established and the content of the program was formulated. Methods of teaching were identified and the place (seminar room) for conducting the program sessions was booked and prepared in collaboration with scientific departments according to available time of the participant.

Implementation phase: This phase started from last week of February to April 2024. Faculty staff assistants were divided into four groups; Hence, the program was implemented through eight weeks for each group, within one day per week for each group, for (3 hours) per day. The program sessions started from 11 pm to 2 pm. (10 theoretical hours and 14 practical hours).

Theoretical sessions were related to the objectives and content of the program, the concept of conflict & conflict resolution strategies, types, effect, conflict process, conflict resolution strategies include competing strategy, compromising strategy, collaborating strategy, avoiding strategy, accommodating strategy, leadership role and management function associated with conflict resolution and keys for selection suitable strategy.

The researcher gave an overview of the training program's purpose, goals, plan, material, outlines, and evaluation techniques during the first session. An orientation to the new session and its objectives was held at the start of each one. At the conclusion of each session, feedback was collected. The participants' active participation was started by the researcher.

Practical sessions: the curriculum included interactive components like role-playing games, case-based learning, small group discussions, and real-world examples from everyday life and the workplace. Strong relationships were formed between the researcher and the faculty staff assistants, who were encouraged to participate in and share program activities. Projectors and other audio-visual equipment were used. A handout with a recap of the program's sessions was distributed by the researcher. All faculty staff assistants received this leaflet, which summarizes each program session and acts as a reminder and remembrance reference.

Evaluation phase: In May 2024, this phase lasted for a month. Using the same data collection instruments as before, a post-test was administered to all participants shortly after the program's implementation to gauge how well the faculty staff assistants' teamwork was affected by the conflict resolution techniques training.

Follow-up phase, Three months following the post-program evaluation, the same procedure was carried out again with the same data gathering instruments. To be able to collect data, the

researcher coordinated with academic staff assistance. Throughout the week, a daily plan was established based on the number of subjects participating in the job. Between August 2024 and the end of September 2024, it was completed. The researcher's phone number was provided on each questionnaire in case anyone had any queries or needed explanations.

Ethical consideration

Ain Shams University's Faculty of Nursing provided ethical approval before to the study's start (Code: NUR 25.01.520). After a formal letter from the Dean, permission was also obtained from Fayoum University. The researcher asked academic staff assistants to voluntarily participate in the study after introducing it to them and outlining its goals and data collection techniques. After elucidating confidentiality and the opportunity to withdraw at any moment, consent was acquired. Employees received instructions on how to complete study instruments and were guaranteed that all data would be kept completely confidential and used only for research.

Administrative design

Official authorization was acquired to carry out the research. For the purpose of gathering data and carrying out the program, the dean of the Ain-Shams University Faculty of Nursing contacted the dean of the Fayoum University Faculty of Nursing.

Statistical Design

Descriptive statistics were used to display the data, with means and standard deviations for quantitative variables and frequencies and percentages for qualitative variables. Version 26 of the Statistical Package for Social Science (SPSS) software was used to analyze it. Pearson correlation and the paired T-test were employed. For significant results, the P value was set at less than 0.05, and for very significant results, it was less than 0.001.

RESULTS

Table (1): Distribution of faculty staff assistants' personal and job characteristics (N= 114).

Personal and job characteristics	N	%
<i>Age/years</i>		
<25	14	12.3
25-30	89	78.1
> 30	11	9.6
Mean ± SD	27.22±6.53	
<i>Gender</i>		
Male	30	26.3
Female	84	73.7
<i>Marital Status</i>		
Married	60	52.6

Unmarried	54	47.4
<i>Specialty</i>		
Medical and surgical nursing	40	35.1
Pediatric nursing	15	13.2
Gynecological and obstetric nursing	14	12.3
Psychiatric and mental health nursing	14	12.3
Community health nursing	17	14.9
Nursing administration	14	12.3
<i>Job title</i>		
Assistant lecturer	65	57.0
Demonstrator	49	43.0
<i>Years of experience</i>		
< 5 years	14	12.3
5-10 years	10	8.8
> 10 years	90	78.9
Mean $\pm$ SD	10.45$\pm$1.53	
<i>Attendance training courses about Conflict resolution strategies bullying</i>		
Yes	21	18.4
No	93	81.6

Table (1): shows that, more than three quarters (78.1%) of faculty staff assistants' had age ranged between 25- 30 years, less than three quarters of faculty staff assistants (73.7 %) were female. In relation to marital status, slightly more than half of them (52.6%) were married. More than one third (35.1%) of faculty staff assistants were working in medical and surgical nursing department, more than half (57.0%) were assistant lecturer, As evident, more than three quarters of faculty staff assistants (78.9 %) had > 10 years' experience. lastly from the table (18.4%) were attending training program on conflict resolution strategies.

Table (2): Faculty staff assistant's satisfactory knowledge regarding conflict resolution strategies throughout program phases.

Satisfactory knowledge $\geq$ 60 %	Program phases						Pre& post		Pre& follow-up	
	Pre		Post		Follow-up					
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	T	P	T	P

								value		value
Concept of Conflict	35.78	27.19	88.77	29.98	58.77	21.98	-17.597	.000**	-6.776	.000**
Types of Conflict	30.41	17.768	88.86	29.55	56.43	22.47	-20.925	.000**	-10.162	.000**
Conflict process	25.87	24.87	86.40	29.95	66.22	22.55	-17.249	.000**	-11.849	.000**
Conflict resolution strategies	27.10	12.31	88.47	29.21	61.95	14.82	-21.003	.000**	-22.881	.000**
Total knowledge	29.09	11.18	71.74	5.22	60.76	13.65	-36.815	.000**	-20.436	.000**

(**) highly statistically significant $p < 0.001$

Table (2): illustrates that, total satisfactory knowledge regarding conflict resolution strategies items mean scores of faculty staff assistants was low (29.09 ± 11.18) before implementing the program. It increased markedly in both post and follow up program phases (71.74 ± 5.22 & 60.76 ± 13.65). There were highly statistically significant differences throughout program phases about faculty staff assistants satisfactory knowledge regarding conflict resolution strategies.

Figure (1): Distribution of faculty staff assistants' total satisfactory knowledge pre, post and follow up- (N= 114).

Figure (1) clears that before implementing the program there was unsatisfactory knowledge regarding conflict resolution strategies. As observed faculty staff assistants knowledge regarding to all dimensions of conflict resolution strategies was increased obviously after the implementation of training program and in follow up phases (65.8%, 63.2%) respectively.

Table (3) Mean scores of faculty staff assistants' using of conflict resolution strategies used throughout program phases.

Conflict Resolution Strategies							Pre-post		Pre-Follow up	
	Pre		Post		Follow up					
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	Paired T	P value	Paired T	P value
Competing strategy	22.55	6.68	78.47	5.77	84.38	24.80	-63.90	.000**	-22.50	.000**
Collaborating strategy	23.20	6.84	79.44	4.61	87.41	22.24	-73.58	.000**	-23.86	.000**
Compromising strategy	22.40	6.26	80.22	2.69	90.50	16.71	-93.87	.000**	-34.84	.000**
Avoiding strategy	23.23	6.67	79.41	3.57	88.69	15.31	-94.75	.000**	-36.74	.000**
Accommodating strategy	24.87	5.71	79.84	3.88	94.63	8.80	-97.93	.000**	-55.32	.000**
Total conflict	23.35	4.04	79.49	3.25	89.26	14.72	-117.05	.000**	-38.23	.000**

(**) highly statistically significant $p < 0.001$

Table (3) Reveals that, before implementing the program the lowest mean score was about compromising strategy (22.40 ± 6.26), whereas the highest conflict resolution strategies used was

accommodating strategy (24.87 ± 5.71). While at post program compromising strategy was the highest used strategy by faculty staff assistants (80.22 ± 2.69). Furthermore, there was highly statistically significant improvement at the post and follow up phases compared to preprogram implementation.

Table (4): Mean score of faculty staff assistants' teamwork performance throughout program phases.

Teamwork performance dimensions							Pre-post		Pre- Follow	
	Pre		Post		Follow up					
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	Paired T	P value	Paired T	P value
Productivity	41.99	7.36	87.42	19.60	88.83	20.03	-21.23	.000**	-22.38	.000**
Commitment	40.23	6.14	91.52	18.22	92.04	16.03	-28.29	.000**	-35.36	.000**
Knowledge	40.41	5.48	88.77	21.19	91.28	16.33	-22.42	.000**	-32.96	.000**
Compliance with standards	41.11	4.93	89.99	20.03	87.89	17.86	-23.95	.000**	-26.08	.000**
Interpersonal relationship	40.82	5.33	88.65	19.67	89.82	14.63	-23.50	.000**	-30.54	.000**
Initiative	40.94	5.94	89.59	19.45	91.05	18.74	-25.09	.000**	-28.24	.000**
Quality and quantity	40.82	7.15	94.61	17.05	86.49	19.84	-31.24	.000**	-23.39	.000**
Responsibility	40.64	5.81	92.10	18.3823	88.94	18.64	-28.41	.000**	-28.35	.000**
Communication	40.06	5.50	92.10	19.17	89.06	21.06	-28.36	.000**	-25.89	.000**
Organization	39.88	6.51	90.64	19.50	84.38	28.25	-26.04	.000**	-18.01	.000**
Total teamwork performance	40.69	3.77	90.53	16.50	88.96	9.21	-31.19	.000**	-51.39	.000**

(**) highly statistically significant $p < 0.001$

Table (4) indicates that, there was highly statistically significant improvement in the mean scores after the implementation of training program and follow up phases compared to preprogram in all teamwork performance dimensions.

Table (5): Mean score of faculty staff assistants' total teamwork attitude throughout program phases.

Total teamwork attitudes							Pre-post		Pre- Follow	
	Pre		Post		Follow up					
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	Paired T	P value	Paired T	P value
Team structure	29.15	20.64	68.30	27.68	91.43	19.85	-13.478	.000**	-24.674	.000**
Leadership	28.59	20.07	69.76	26.45	87.80	24.31	-15.026	.000**	-22.118	.000**
Situation monitoring	30.38	19.90	70.14	26.83	89.82	22.00	-14.326	.000**	-22.415	.000**
Mutual support	29.76	19.03	68.68	27.03	92.69	18.77	-13.634	.000**	-28.122	.000**
Communication	29.44	18.94	69.24	27.51	92.30	17.59	-13.419	.000**	-29.375	.000**
Total	29.46	19.02	69.23	26.31	90.99	19.34	-14.184	.000**	-26.802	.000**

(**) highly statistically significant $p < 0.001$

Table (5) indicates that, there were highly significant statistical differences in faculty staff assistants' total teamwork attitude mean scores with elevation in posttest and follow up (69.23 ± 26.31 , 90.99 ± 19.34) than pretest (29.46 ± 19.02).

DISCUSSION

Due to current trends, conflict is an unavoidable aspect of modern life. The following significant developments will inevitably lead to organizational conflict: constant change, increased workforce diversity, a rise in self-managed and virtual teams, a decline in in-person communication due to technology, and a globalized economy. Rabillas, Largo, and Kilag (2024). Every organization needs conflict resolution techniques to foster innovative thinking, develop problem-solving techniques, and improve attitudes amongst the parties involved (Augustine, 2024).

The current study's findings demonstrated that, prior to the program's implementation, academic staff assistants' overall satisfactory knowledge mean scores were low with regard to their understanding of conflict resolution techniques across program phases. Additionally, the post and follow-up program phases saw a significant rise in the mean scores for total satisfactory knowledge. Additionally, all categories and overall satisfaction with conflict resolution techniques throughout program stages showed highly statistically significant variations. This outcome may be the consequence of effective training techniques and strategies, faculty staff assistants' comprehension, focus, and demonstration of newly acquired knowledge, well-prepared instructional materials, the trainer's skill, and the faculty staff assistants' interest in identifying and utilizing appropriate conflict resolution techniques. All of these elements can have a positive impact on training results.

According to Mohammed, Ahmed, and El-Shaer (2022), who investigated the impact of conflict management programs on staff nurses' performance, the majority of the staff nurses in the study performed poorly in conflict management prior to the program, while a small percentage performed well in conflict management following and three months after the program's implementation. The majority of staff nurse subscales regarding conflict management and the majority of performance subscales following program implementation showed a strong statistically significant correlation both before and after three months. This result was consistent with that of Ahmed (2019), who examined the impact of a conflict resolution techniques training program on nursing students' assertiveness. The author found that nursing students' knowledge significantly improved following the implementation of the intervention program.

Regarding the dispute resolution techniques that were frequently employed prior to program implementation, the accommodating strategy received the highest mean score, while the compromise strategy received the lowest. However, the most common tactic employed by academic staff assistants throughout the post-program implementation phase was compromise. When comparing the post-training and follow-up phases to the pre-training program implementation, significant statistical gains were found.

This finding is most likely the result of a successful training program on conflict resolution techniques that assisted faculty staff assistants in managing conflict in the workplace. As a result,

faculty staff assistants performed better and learned how to handle conflict and deal with difficult situations. They desire to get away from the uncomfortable sensations of battle and attempt to prevent the stress and tension that can result from conflict situations.

According to Massawe (2022), who examined internal conflict management and employee performance in Tanzanian local government authorities, accommodating, cooperating, and compromising strategies scored highly, while competing and avoiding strategies scored poorly. These findings are consistent with those of the current study. Accordingly, the results of this study are consistent with those of Gunasingha (2023), who examines the conflict resolution styles and abilities of medical students. The author found that the most prevalent styles were accommodating and yielding. In contrast to the findings of the current study on conflict resolution techniques, a study by Alise (2021) that examined transformational leadership, conflict management style, and job satisfaction in law enforcement revealed that the most common strategies employed were cooperation, accommodation, and competition, while the least common ones were avoidance and compromise.

The results of the current study demonstrated highly statistically significant increases in faculty staff assistants' overall teamwork performance across program phases at the post-training and follow-up phases when compared to the pre-training program in all dimensions.

According to the researcher, the academic staff assistants' ability to operate as a team and use communication to prevent conflict was enhanced by the program, and the adoption of the conflict management program directly affected their performance. Working as a team can increase productivity and experience at work by facilitating information sharing among team members and preventing misunderstandings.

According to Tassi, Gajardo, and Leo (2023), who investigated an intervention program centered on team building during tactical training tasks to enhance team functioning, the current study's findings were consistent with their findings. The author discovered a significant condition for team performance. A pairwise comparison revealed that the experimental group experienced increases from pretest to posttest and from pretest to follow-up, while the control group saw a decline from pretest to follow-up. According to another study by Achackzai (2024), who examines how training affects employee performance in India, most respondents said that the training had a positive effect on their performance, productivity, and interpersonal relationships.

Before the training program, the mean scores for faculty staff assistants' overall teamwork attitude fluctuated. Therefore, the situation monitoring domain had the greatest mean score for collaborative attitudes, while the team structure domain had the lowest. All teamwork attitudes showed a highly statistically significant improvement in mean scores at the post-training and follow-up phases when compared to the relevant program. According to the researcher, Team STEPPS places a high priority on evidence-based collaborative strategies, resources, and ideas designed especially for healthcare environments. Crucial components of effective teamwork are directly addressed by actions like enhancing communication skills, outlining team duties, and encouraging mutual support.

Hu and Bai's (2024) study on the impact of escape rooms on teamwork attitudes and intensive care knowledge among new nurses in the intensive care unit corroborated these findings. The authors discovered that there were notable differences in the five T-TAQ dimensions before and after the training program, and that the situation monitoring domain had the highest mean score overall, followed by leadership.

Furthermore, the results of this study are consistent with those of Shaw (2023), who examined the effects of team STEPPS training on the perception of collaboration in two primary care clinics. The author found that while the participants' pre-T-TPQ scores were low, they dramatically improved following the implementation of Team STEPPS.

A study by Kwon & Duzyj (2022) that examined the effects of Team STEPPS intervention training on obstetric team attitudes and outcomes on the labor and delivery unit of a regional Perinatal center contradicted the current study's findings regarding Team STEPPS teamwork attitudes. The author claimed that there was no evidence of an improvement in nurses' perceptions of teamwork following implementation training.

CONCLUSION

The training program had a favorable impact on academic staff assistants' knowledge of conflict resolution techniques, teamwork performance, and teamwork attitude, according to the study.

RECOMMENDATION

- Develop an instructional program for newly faculty staff about conflict resolution strategies and how to use these strategies in different situations.
- Provide support for faculty staff assistants to apply team STEPPS tools and strategies and motivate them to utilize the process of teamwork.

Future studies:

- Effect of conflict resolution strategies training program on organizational loyalty and performance.
- Influence of faculty staff assistants' attitude related to team STEPPS and teamwork on organizational success.

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