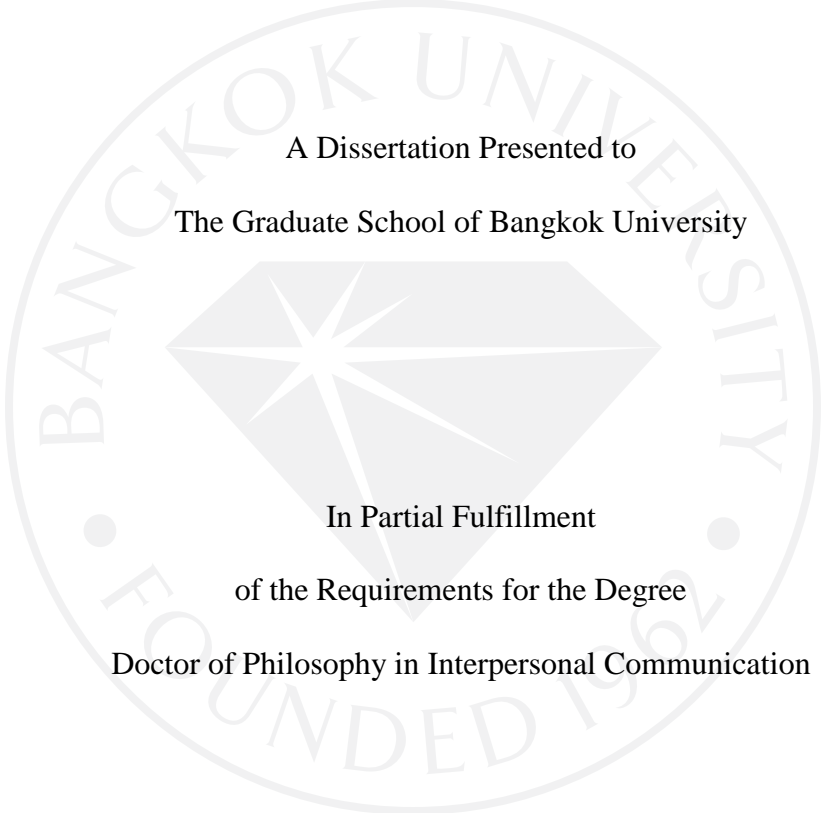ADULT ATTACHMENT STYLES AND CONFLICT MANAGEMENT BEHAVIORS

IN INTERPERSONAL RELATIONSHIPS AT WORK

ADULT ATTACHMENT STYLES AND CONFLICT MANAGEMENT BEHAVIORS

IN INTERPERSONAL RELATIONSHIPS AT WORK

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<u>Adult Attachment Styles and Conflict Management Behaviors in Interpersonal Relationships at Work</u> (126 pp.)

<u>Advisor of dissertation</u>: Assoc. Prof. Anita C. James, Ph.D.

ABSTRACT

This study examined how attachment styles affected individuals' conflict management behaviors among Thai workers. The study also examined whether power distance affects conflict management behaviors. The relationship between the status of the conflict partner and conflict management styles was investigated.

The respondents were Thai workers employed in Thai organizations. A self-administered questionnaire was used in data collection. A total of 415 questionnaires were returned. The one-way MANOVA was employed to examine the hypotheses.

Findings revealed that individuals with a secure attachment style demonstrated more integrating and compromising conflict style than individuals with an insecure attachment style. Individuals with a preoccupied attachment style demonstrated more obliging conflict management style than those with a dismissing attachment style. In addition, there was a significance difference between the status of the conflict partner and the preferred conflict management styles of individuals. Individuals preferred using obliging and avoiding conflict management styles when the conflict partner had an elevated status.

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CHAPTER 1

INTRODUCTION

Rationale

According to Aristotle:

Man is by nature a social animal; an individual who is unsocial naturally and not

accidentally is either beneath our notice or more than human. Society is

something that precedes the individual. Anyone who either cannot lead the

common life or is so self-sufficient as not to need to, and therefore does not

partake of society, is either a beast or a god. (Aronson, 2003, p. xiv)

Aristotle's statements show that human beings are social animals; meaning we cannot

live without association. We all depend on other people. However, when a variety of

people with different backgrounds, perspectives, values, experiences, and interests live

together, differences abound. The differences between people can cause conflict.

Conflict is a normal part of everyday life. In any relationship, some degree of

conflict is generally considered inevitable (Creasey & Hesson-McInnis, 2001). When two

or more parties come in contact with one another to achieve their goals, their

relationships may become incompatible (Rahim, 2001).

Undoubtedly, conflict is also considered one of the major concerns within

organizations (Rahim, 2001). Because organizations include many groups of people

working together, conflicts that occur within groups can influence interpersonal

relationships throughout organizations as a whole (Boonsathorn, 2003). The

organizational setting, therefore, provides a rich arena for studying conflicts since there are highly dependent situations involving authority, hierarchical power, and groups (Tjosvold, 1998). Baron (1990), for example, noted "organizational conflict is an important topic for both managers and for scientists interested in understanding the nature of organizational behavior and organizational processes" (p. 198); thus, it can be concluded that conflict is a fruitful area of research in organizations.

In the workplace, conflict and conflict management behaviors affect individual, groups, and organizational effectiveness (Choi, 2013). Interpersonal conflict has been considered a major influence on staff relationships in the workplace and the effects on organizational outcomes, (e.g., Rahim, 1983; Thomas, Bliese, & Jex, 2005). According to the HR Council (2014), "counter-productive conflict can result in employee dissatisfaction, reduced productivity, poor service to clients, absenteeism and increased employee turnover, increased work-related stress or, worse case scenario, litigation based on claims of harassment or a hostile work environment." If organization members can manage or resolve conflicts effectively, the productivity of an organization will be improved and job satisfaction and personal well-being among members of an organization will be increased (Carter & Brynes, 2006).

In contrast, when not handled well, unresolved conflicts can have adverse results for organizations and their members (Carter, 2005). Long-lasting conflict can lead to dysfunctional behaviors, low productivity, and even an organization's demise (Kuhn & Poole, 2000). If organization members have difficulty in handling conflict, they may be unhappy and dissatisfied with their work (Gross & Guerrero, 2000). Hence, managing

conflict in a timely manner is important to maintaining a healthy work environment. Conflict management behaviors in interpersonal relationships are an important issue in the workplace.

Interestingly, personality is one of the factors that influence the styles of handling interpersonal conflict (Rahim, 2001). For instance, an employee who speaks whatever is on his mind might handle conflict in a straightforward manner that could offend a co-worker who does not possess the same type of personality (Johnson, 2015). The co-worker might feel unhappy working with the employee and interpersonal relationship problems might occur. One successful theory for describing individual behavior in personal relationships has been attachment theory (Paulssen, 2009). According to Simpson and Rholes (1998), "no single area of research in personality/social psychology has attracted more interest than the application of attachment theory to the study of adult relationships" (p. 3).

Attachment concepts developed by Bowlby (1969) can be used to explain adult relationships. Although scholars have supported the link between attachment styles and conflict management behaviors (e.g., Bippus & Rollin, 2003; Creasey & Hesson-McInnis, 2001; Creasey, Kershaw, & Boston, 1999; Pistole, 1989), research on adult attachment styles and conflict management behaviors in interpersonal relationships in the workplace is lacking, especially in the Thai context. Applying attachment theory in an effort to clarify how Thai adults with different attachment orientations cope with conflict in the workplace is an interesting and appropriate area for investigation.

Thai Organizational Characteristics

Because the present study focuses on organizations in Thailand, Thai organizational characteristics are discussed. Most Thai managers view their organizations' characteristics as compromise, harmony, trust, respect, and Thai tradition (Adams & Vernon, 2004). Thai organizations usually have a family-style management based on seniority, centralized control, and relationships (Adams & Vernon, 2004). The seniority-based practice reflects the way Thai people display reverence for people of older age, meaning that the elderly people usually get respect by the younger people within the family, organizations, and in society. Not only the elderly but higher-status individuals are also respected by the lower-status individuals in the Thai context. In other words, Thais usually pay respect to individuals who are older than them and in a higher-status level.

Komin (1990) identified nine Thai value orientations based on the results of two nation-wide Thai value surveys. The findings showed that Thais strongly value ego orientation which is identical with the sensitivity to face saving; grateful relationship orientation, focusing on the idea of exchange relationships; smooth interpersonal relationship orientation such as being polite, kind, humble, and non-aggressive; flexibility and adjustment orientation, focusing on judging things on social-oriented factors; religio-psychical orientation which represents the notion of karma; education and competence orientation as a means to higher social status; interdependence orientation emphasizing mutual collaboration; fun-pleasure orientation adopting a joyful and pleasant perspective toward life and work; and achievement-task orientation as a means to achieve one's goal.

These nine value orientations are characterized as the mental programing of the Thai people that they have consciously or unconsciously learned and used to guide the ways they interact with others in the society (Komin, 1990, pp. 691-694).

Consistent with Komin (1990), Fieg (1989) and Ting-Toomey (2003) also indicated that Thai people value face saving and smooth interpersonal relationships. Task achievement value is usually prevented by social relationship values (Komin, 1990). It can be concluded that Thais ranked the importance of maintaining good relationships much higher than the achievement value, working hard; social relations are very important to Thai society. Although these nine value orientations still reflect the Thai culture, Vibulsri and Ziesing (1999) argued that, with the economic downturn during the 1980s and 1990s, work values (i.e., achievement-task orientation) are now more important for Thais than the fun-pleasure orientation. In today's workplace Generation X and Generation Y employees prefer work-life balance (Fernandez, 2009).

Social harmony is crucial for Thai people (Komin, 1991; Komolsevin, Knutson, & Datthuyawat, 2010). Thais also prefer not to demonstrate anger, overt disagreement, and embarrassment of others that can cause others to lose face (Boonsathorn, 2007). Laurent (1983) noted that Thai employees often abstain from criticism or making negative comments about others at the workplace. As Charoenngam and Jablin (1998) stated, "Highly competent Thai organizational members are expected to know how to communicate so as to avoid conflict with others, control their emotions, display respect, tactfulness, modesty and politeness, and know the appropriate pronouns to use in addressing others" (p. 22).

Additionally, Thailand is described as a high power distance culture (Hofstede, 2001). Power distance (PD) is one of the five dimensions of culture developed by Hofstede (1977) while he was working as a psychologist at IBM, a large multinational corporation. Hofstede (2001) defined PD as "the extent to which the less powerful members of organizations and institutions expect and accept that power is distributed unequally" (p. 98). PD depicts the value of dominance and control of the less powerful by the more powerful (Tsai & Chi, 2009).

According to the aforementioned social values of Thai people, Thais have a strong sense of social hierarchy and power distance that shape their behaviors in important ways; respect must be given to those of higher social status and to elderly people. Thais also prefer smooth interpersonal relationships. Thus, Thais might avoid conflict and view it as a negative aspect because they prefer to sustain healthy relationships with others, especially when handling conflict with higher-status individuals. Power distance and smooth interpersonal relational values are considered Thai organizational characteristics.

Purpose of the Study

The present study examined how attachment styles affected individuals' conflict management behaviors among Thai workers. Attachment theory and five approaches to conflict–dominating, avoiding, obliging, integrating, and compromising–described by Rahim (1983) were applied to understand conflict management behaviors among Thai workers. In addition, the study examined whether power distance affected conflict

management behaviors. The relationship between the status of the conflict partner and conflict management styles was investigated.

Significance of the Study

The current study is significant for several reasons. First, it extends attachment concepts from intimate relationships to work relationships since a number of studies on attachment theory have been applied to explain individual behavior in romantic relationships. The research on attachment styles as related to intimate relationships was completed many years ago; thus, this study is updating the use of the theory. Second, this study provides an interesting link between the constructs of working models (model of self and model of others) proposed in attachment theory and the two dimensions (concern for self and concern for others) of conflict management styles. Finally, the research broadens our understanding of attachment styles and conflict management behavior among workers through the study of non-Western contexts.

Definition of Terms

Attachment Styles are described as a style of social interaction that reflects the type and quality of relationship a person desires and expects based on working models of self and others (Bartholomew, 1993). Based on these working models, four adult attachment styles were introduced: (a) secure, positive views of both self and others; (b) dismissing, positive view of self and negative view of others; (c) preoccupied, negative view of self and positive view of others; and (d) fearful, negative views of both self and others (Bartholomew & Horowitz, 1991, p. 227).

Conflict Management Behaviors are the techniques by which workers manage conflict based on these five approaches: (a) integrating style, a high concern for self and others; (b) compromising style, an intermediate concern for self and others (c) dominating style, a high concern for self and low concern for others; (d) obliging style, a low concern for self and high concern for others; and (e) avoiding style, a low concern for both self and others (Rahim, 2001, p. 28-30).

Interpersonal Conflict is a disagreement between two or more organization members who perceive that they have incompatible attitudes, beliefs, values, or goals (Rahim, 2001, p. 23).

Power Distance is described as the extent to which the less powerful accept and expect unequal power distributions (Hofstede, 2001, p. 98).

Thai Organization refers to an organization owned by Thai people and operating in Thailand. The present study focuses on the employees from three organizations: Suan Sunandha Rajabhat University (a public organization), Bangkok University (a private organization), and Kasikorn Bank Head Office (a state-owned organization).

Summary

The purpose of this chapter was to provide the background of the study, present the research purpose as well as addressing the significance of the study and defining key terms. The next chapter provides a review of relevant literature regarding attachment styles, conflict management styles, and power distance.

CHAPTER 2

LITERATURE REVIEW

The present study investigated how attachment styles influenced individuals'

conflict management behaviors among Thai workers. The present study further examined

whether power distance within Thai organizations influenced conflict management

behaviors. This chapter reviews the literature regarding organizational conflict,

attachment styles (secure, preoccupied (anxious/ambivalent), dismissing, and fearful) and

conflict management behaviors (dominating, avoiding, obliging, integrating, and

compromising). Since the current study emphasized organizations in Thailand, power

distance was discussed as a basis for understanding Thai culture within Thai

organizations.

Organizational Conflict

Conflict has been defined by a large number of scholars. Smith (1966), for

example, defined conflict as "a situation in which the conditions, practices, or goals for

the different participants are inherently incompatible" (p. 511). Soon after Smith (1966),

Tedeschi, Schlenker, and Bonoma (1973) considered conflict as "an interactive state in

which the behaviors or goals of one actor are to some degree incompatible with the

behaviors or goals of some other actor or actors" (p. 232). From their views, an actor

could be any kind of social entity such as individuals, groups, and organizations.

Baron (1990) viewed conflict as the following elements:

(1) Conflict includes opposing interests between individuals or groups in a zero-sum situation; (2) Such opposed interests must be recognized for conflict to exist; (3) Conflict involves beliefs, by each side, that the other will thwart (or has already thwarted) its interests; (4) Conflict is a process; it develops out of existing relationships between individuals or groups and reflects their past interactions and the contexts in which these took place; and, (5) Actions by one or both sides do, in fact, produce thwarting of others' goals. (p. 199)

According to Thompson (1988), "conflict is the perception of differences of interests among people" (p. 4). Likewise, Rahim (2001) noted that conflict occurs when one social entity engages in an activity that is different from his or her needs or interests. Further, he explained that conflict could relate to incompatible preferences, attitudes, values, skills, and goals among social entities. In other words, conflict can arise when two or more entities have different attitudes, values, beliefs, skills, and goals.

However, Rahim (2001) concluded that:

Conflict does not necessarily occur simply because there are incompatibilities, disagreements, or differences within or between social entities. In order for conflict to occur, it has to exceed the threshold level of intensity before the parties experience (or become aware of) any conflict. In other words, the incompatibilities, disagreements, or differences must be serious enough before the parties experience conflict. (p. 19)

It should be clear that not all disagreements or differences among individuals cause conflict.

Conflict is a normal part of any organizational setting (Huan & Yazdanifard, 2012; Rahim, 2001) and might occur between individuals, between the individual and the group, and between groups (Hotepo, Asokere, Abdual-Azeez, & Ajemunigbohun, 2010; Huan & Yazdanifard, 2012). Organizational conflict is present "when members engage in activities that are incompatible with those of colleagues within their network, members of other collectivities, or unaffiliated individuals who utilize the services or products of the organization" (Roloff, 1987, p. 496). Consistent with Roloff (1987), Carter (2005) noted that "conflict can also arise when individuals or groups are trying to cooperate in attaining a common goal but have differing opinions and beliefs about the best plan of action to pursue" (p. 2).

Organizational conflict can be considered functional or dysfunctional depending on how individuals or groups of people perceive it, handle it, and/or resolve it. Organizational conflict can be healthy (Özkalp, Sungur,& Ayşe Özdemir, 2009); without conflict, an organization will become apathetic, uncreative, and stagnant (Heffron, 1989). Putnam (1997) noted that conflict could be used to enhance communication skills and organizational development, as well as to broaden the viewpoint of organizational life.

Furthermore, Rahim (2001) viewed conflict as "legitimate and inevitable and a positive indicator of effective organization management" (p. 12). According to Pondy (1992, p. 257), constructive conflict might lead the organization to creativity and innovation and competitive energy. Consistent with Pondy, White (1998) posited that

conflict can lead to a positive outcome since conflict can act as a catalyst for creating new ideas, progress, and positive change and growth. If handled well, a moderate amount of conflict is necessary for gaining and maintaining an optimum level of organizational effectiveness (Rahim & Bonoma, 1979; Silverthorne, 2005). Conflict is not always dysfunctional and may be essential for challenging people to perform and stimulate progress (Butler, 1973).

Some researchers have viewed conflict as a destructive force in an organization that can obstruct a team's effectiveness, and decrease productivity and group satisfaction (e.g., Gardner, 1990; Neuhauser, 1988). Neuhauser (1988) noted that conflict could lead to high levels of stress and reduce productivity for all organization members in any department of any organization. Excessive conflict in an organization can impede successful communication and strategy implementation (Hall, 1991). More recently, Huan and Yazdanifard (2012) found that workplace conflicts might affect absenteeism and the loyalty of employees. In addition, when organization members are engaging in extreme levels of conflict, its repercussions can destroy long-term professional and interpersonal relationships and teamwork (Vivar, 2006).

Rahim (2001) classified organizational conflict on the basis of its sources. The sources include affective conflict, substantive conflict, conflict of interests, conflict of values, goal conflict, realistic and nonrealistic conflict, institutionalized and noninstitutionalized conflict, retributive conflict, misattributed conflict, and displaced conflict. Levels of conflict can be classified as intrapersonal, interpersonal, intragroup, and intergroup (p. 21).

The current study focused on affective and substantive conflict at the interpersonal conflict level since these two types of conflict have been considered a major concern for organizations (e.g., DiPaola & Hoy, 2001; Flanagan & Ruden, 2008; Rahim, 2002; Wang, Jing, & Klossek, 2007). If not managed properly, these two types of conflict can become chronic conflict that might have serious repercussions throughout the organization (Kriesberg, 2005). Affective conflict occurs when organization members become aware that their feelings and emotions are incompatible (Rahim, 2001). Pelled, Eisenhardt, and Xin (1999) defined affective conflict as "a condition in which group members have interpersonal clashes characterized by anger, frustration, and other negative feelings" (p. 2). Affective conflict is sometimes called relationship conflict (Jehn, 1997), emotional conflict (Pelled et al., 1999), and interpersonal conflict (Eisenhardt, Kahwajy, & Bourgeois, 1997).

On the other hand, substantive conflict arises when "two or more organization members disagree on their task or content issues" (Rahim, 2001, p. 23). This type of conflict can be also known as task conflict (Eisenhardt et al., 1997; Jehn, 1997), and issue conflict (Hammer & Organ, 1978). This conflict occurs when organization members have different viewpoints on the nature and importance of task goals, procedures for their achievement, and distributive outcomes (Jehn, 1997; Jehn, Northcraft, & Neale, 1999; Pelled, 1995). It can be concluded that affective conflict is related to the feelings or emotions of the conflicting entities whereas substantive conflict is associated with the task or work-related issues involved in conflict situations.

Interpersonal conflict is also called dyadic conflict and "refers to conflict

between two or more organizational members of the same or different hierarchical levels or units" (Rahim, 2001, p. 23). That is, an organization member might have conflict with his or her superior(s), subordinates, or peers.

<u>Attachment Theory</u>

Attachment theory has been considered one outstanding theory for describing individual behavior in personal relationships (Paulssen, 2009). The original purpose of attachment theory was to understand how parent-child interaction influences the development of mental models of self and others, and a child's personality development (Bowlby, 1969). The theory has been used to explain a variety of relationships across individuals' life span, including those between parents and children, friends, romantic partners, and siblings (Guerrero, 2008). Attachment influences individuals from "the cradle to the grave" (Bowlby, 1979, p. 129). That is, attachment can affect individuals' relationships with others, both romantic and nonromantic, throughout life.

Many scholars have similar definitions of attachment. Ainsworth (1973) defined attachment as the development of an emotional bond between children and caregivers that plays a crucial role for children's development. The emotional bond has been created from the need of security and safety of people. During childhood, children are searching for both physical and mental closeness from the caregivers. Thus, attachment is the fundamental factor that affects the stable and confident relationships in childhood and influences relationships with others in adulthood.

Bowlby (1988) defined attachment as the emotional bond that is formed by an individual's experience. During childhood, parents or caregivers are significant for

children, while close friends play an important role when they are teenagers. These significant people will be the secure base for individuals to explore their surroundings with security and confidence. In conclusion, attachment is a strong emotional bond that is created from interpersonal relationships and affects individuals of all ages.

Initially, Ainsworth, Blehar, Waters, and Wall (1978) examined how children react to social situations such as separation from and reunion with their caregivers. Three different attachment styles–secure, anxious/ambivalent, and avoidant–were identified. Children who have secure relationships see their caregivers as reliable sources of comfort and security to regulate and relieve distress when they are upset. Children with anxious/ambivalent relationships, on the other hand, often see their caregivers as inconsistent. This leads to uncertainty and divergent emotional reactions. Finally, children with avoidant relationships do not seek support from their caregivers; they feel indifferent when their caregivers leave and return. It can be concluded that the primary caregiver influences a child's early development.

Another principle guiding attachment theory is internal working models (working models of self and others). The internal working models are the models resulting from the relationship between children and their caregivers (Griffin & Bartholomew, 1994). As adults, people's characteristic style of shaping attachments to others lead them to behave in ways that are likely to reinforce their internal working models of self and others (Guerrero, 1996). The internal working models consist of generalized beliefs and expectations that reflect an internal representation of one's self and others (Guerrero, 1998). The model of self represents the degree to which an individual has a positive or

negative image of self while the model of others reflects an individual's perceptions of

rewarding or unrewarding relationships (Guerrero, 2008). These models are largely

dependent on a person's past experiences (Collins & Read, 1994).

The development of internal working models has been formed from infancy. A

child, who receives positive responses from caregivers consistently, will develop internal

working models regarding self-esteem. He will perceive himself as worthy of being

responded to in a positive way from caregivers. On the other hand, those who could not

consistently receive warm and positive feedbacks from caregivers, will develop poor

internal working models showing low self-esteem and they may not count on their

caregivers. Individuals will initially develop their internal working models expressing

their relationship experiences. The relationship experiences at the beginning of life will

influence self-esteem concepts as well as attitudes toward others. This concept will also

connect to relationship expectation. As a result, those who receive enough warmth from

caregivers may be ready for a close relationship, while those who have poor experiences

with their caregivers may be afraid of and have low expectations about relationships

(Cllins & Read, 1994).

Bartholomew and Horowitz (1991) applied the concept of internal working

models that could be categorized into two parts; one part is related to thoughts about the

self, while another part deals with thoughts about the others. An individual's thoughts

about self and others are generally positive or negative depending upon the individual's

experiences. While Ainsworth et al. (1978) proposed three different attachment styles:

secure, anxious/ambivalent, and avoidant, Bartholomew and Horowitz (1991) presented a

clearer conceptualization of the relationship between working models and attachment

styles by proposing four distinct attachment styles for adults: secure, dismissing,

preoccupied, and fearful, as shown in Figure 2.1. These internal working models and

attachment styles play a vital role in individuals' interpersonal relationships with

significant others in their adult lives (Hazan & Shaver, 1987).

	Model of Self (Dependence)	
	Positive (Low)	Negative (High)
Positive (Low)	Secure Comfortable with intimacy and autonomy	Preoccupied Preoccupied with relationships
Negative (High)	Dismissing Dismissing of intimacy Counter-dependent	Fearful Fearful of intimacy Socially avoidant

Model of Other (Avoidance)

Figure 2.1.: Model of adult attachment

Source: Bartholomew and Horowitz (1991, p. 227)

Note: Preoccupied, Dismissing, and Fearful styles are collectively identified as

"insecure" in the following text.

According to Bartholomew and Horowitz (1991), individuals with secure and

dismissing attachment styles have positive internal models of self. They tend to have

positive views of intimate relationships. However, dismissing individuals hold negative views of others; they may be distant and indifferent to close relationships. Those with preoccupied and fearful attachment styles, have negative views of self that could make them confused about their abilities to negotiate close relationships. Those who are preoccupied have positive views of others; therefore, they are dependent on others and search for closeness from them. Fearful people hold negative views of others; they might be afraid of having close relationships.

Later, Brennan, Clark, and Shaver (1998) proposed the terms calling the internal working model of self and others from Bartholomew's concept as "Anxiety" and "Avoidance," the two dimensions that reflect fundamental working models of self and others. The anxiety attachment dimension reflects the degree to which a person worries that a partner will not respond to him/her in times of need. A person with high anxiety has a poor view of self, and tends to fear rejection in relationships. The avoidance attachment dimension represents the extent to which people are comfortable in close relationships, and the extent to which they believe they can trust relationship partners. High avoidance indicates discomfort with closeness and a low level of trust in intimacy.

According to these two dimensions (anxiety and avoidance), those with a secure personality style, who hold positive views of both themselves and others, are low in both anxiety and avoidance. They feel valued by others. These persons desire a balance of autonomy and closeness with their partners. They are comfortable depending on others and having others depend on them.

Dismissing individuals, who hold positive views of themselves but negative views of others, are low in anxiety but high in avoidance. These persons are highly independent and not interested in developing attachments with others. They distrust others since they have negative views of others. Instead of relationships, dismissing individuals prioritize their work, goals, or activities.

Preoccupied individuals (who are similar to anxious/ambivalent) hold negative views of themselves, but positive views of others. They are high in anxiety but low in avoidance. They are likely to worry about a partner's availability and the extent to which they are valued by the partner. In addition, they are dependent on others and view others as supportive. They really care about what others think about them.

Finally, those with a fearful personality style, who hold negative views of both themselves and others, are high in both anxiety and avoidance. These persons have usually been hurt in past relationships. They are, therefore, afraid of getting close to others and fear rejection in intimate relationships. They might prefer not to depend on others.

Although most of the research on attachment theory has been conducted to explain adult romantic relationships, some researchers have applied attachment concepts to describe individual behavior in work relationships (e.g., Hazan & Shaver, 1990; Paulssen, 2009; Thomson & Johnson, 2006). Hazan and Shaver (1990), for instance, found that "securely attached respondents reported relatively high levels of work satisfaction in terms of job security, co-workers, income, and opportunities for challenge and advancement" whereas "anxious/ambivalent was associated with feelings of job

insecurity, lack of appreciation and recognition by co-workers, and not getting desired and deserved promotions" (p. 273). In addition, they concluded "avoidantly attached respondents reported dissatisfaction with co-workers but were similar to secure respondents in their satisfaction with job security and opportunities for learning" (p. 274).

Paulssen (2009) extended attachment concepts from personal relationships to business-to-business relationships and developed an instrument to measure business attachment. The results showed that customers who are securely attached in their personal relationships with their romantic partners have more committed, satisfying, and trusting relationships with their business partners than do customers who are insecurely attached in their personal relationships with their romantic partners. In sum, the empirical evidence supports the notion that attachment theory can be applied to explain individual behavior in non-affectionate relationships.

Adult Attachment Styles and Conflict Management Behaviors

Scholars found that attachment is associated with psychological health, self-image, self-esteem, well being, empathy, core beliefs, academic achievement, and relational development (eg., Bowlby, 1969, 1980; Fass & Tubman, 2002; Kenny & Sirin, 2006; Laible, Carlo, & Roesch, 2004; Wilkinson, 2004). The theory implies that attachment influences the way that individuals handle life's problems and deal with others in their lives. A small number of empirical studies have supported the link between attachment styles and conflict management behaviors (e.g., Bippus & Rollin, 2003; Creasey & Hesson-McInnis, 2001; Creasey, Kershaw, & Boston, 1999). As Bowlby explained (1980):

Since the goal of attachment behavior is to maintain an affective bond, any

situation that seems to be endangering the bond elicits action designed to preserve

it; and the greater the danger of loss appears to be the more intense and varied are

the actions elicited to prevent it. (p. 42)

Bowlby depicts the important way in which conflict might be related to the attachment

process. That is, if individuals perceive conflict as a possible threat to an attachment

bond, then conflict might influence attachment behaviors.

The conflict management styles proposed by Rahim (1983) can be linked to the

study of adult attachment styles (e.g., Bippus & Rollin, 2003; Corcoran & Mallinckrodt,

2000). That is, conflict management styles based on the two dimensions of concern for

self and concern for others are similar to the constructs of working models of self and

others proposed in attachment theory. Rahim identified five approaches to managing

conflict: integrating, compromising, dominating, obliging, and avoiding, as seen in

Figure 2.2.

First, individuals with an integrating style have high concern for both self and

others. People with an integrating style usually seek a solution that meets the need of both

parties. It is related to the ideas of problem-solving, cooperation, and win-win solutions.

This style seems to be the best alternative to manage conflict (Boros, Meslec, Curseu, &

Emons, 2010). Rahim, Buntzman, and White (1999) explored the relationships of moral

development to the styles of conflict management among graduate students from an

American southern university. The results showed that the highest stage of moral

development is related to the integrating style. Additionally, Friedman, Tidd, Currall, and

Tsai (2000) found that this style could reduce the level of task conflict and relationship conflict. These studies confirmed that the integrating style is an appropriate way to manage conflict; however, it is just one way to handle conflict.

Concern for Self

	High	Low
High	Integrating	Obliging
Concern for others	Compromising	
Low	Dominating	Avoiding
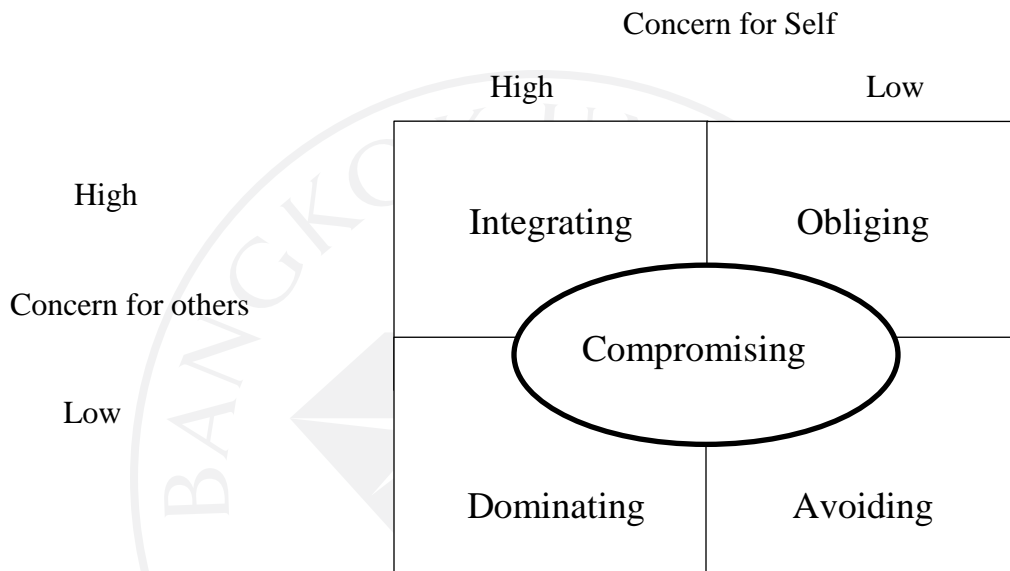
Figure 2.2: A two-dimensional model of the styles of handling interpersonal conflict

Source: Rahim (2001, p. 28)

Second, the compromising style is mapped at the intersection of the two dimensions of concern for self and concern for others. The compromising style involves the concepts of give-and-take or sharing. This style is most efficiently applied when both parties are equally powerful, and goals of both parties are mutually exclusive. According to Rahim (1992), this style contains sharing by which both parties "give up something to make a mutually acceptable decision" (p. 25). Gross and Guerrero (2000) concurred that

this style is mapped at somewhere near the midpoint of the appropriateness and effectiveness dimensions.

Third, individuals with a dominating style combine high concern for self with low concern for others, leading to a win-lose style. These persons place their own needs above others. This style, also labeled as "competing" (Rahim, 2002), is considered useful for some situations; for instance, when the individual has to deal with a colleague who has a high level of self-confidence or lacks knowledge (Papa & Canary, 1995). Additionally, the dominating style is useful when a quick decision is needed (Rahim, 2002). Rahim et al. (1999) stated that, "dominating may resolve a matter sooner than later, but is more likely to be a one-sided, short-sided, and short-lived solution" (p. 160). However, sometimes it can become counter-productive because it can develop resistance in the opposer, especially when he/she is equally powerful (Rahim & Buntzman, 1989).

Next, individuals with an obliging style have low concern for self and high concern for others, indicating a lose-win scenario. These persons are likely to agree to the demands of others. This style is used for reducing the individual differences and accentuating the similarities between self and others (Yuan, 2010). O'Connor (1993) proposed, "the obliging style is characterized by a high concern for maintaining the relationship even at the cost of not achieving the goal. This style is useful when a person believes that the issue is much more important to the other party than oneself" (p. 84). It can also be employed when one party is weak (Iqbal & Fatima, 2013).

Finally, individuals with an avoiding style have low concern for both self and others. This style has been identified with a lose-lose situation. The avoiding style does

not satisfy either one's own concern or others' concerns, so it is perceived as an ineffective approach to manage conflict. Rahim et al. (1999) suggested that this style "often serves to prolong an unsatisfactory situation, exacting a penalty on at least one of the disputants" (p. 160). Agreeing with Rahim et al., Gross and Guerrero (2000) found that the avoiding style is perceived as ineffective and inappropriate. Friedman et al. (2000) concluded that this style could raise the level of stress and conflict in the workplace. It is also used when an individual has to deal with a minor issue or he/she anticipates an unfavorable response from the opponent (Lee, 2008). Although this style may suit some situations, scholars do not encourage frequent use of this style (Rahim, Antonioni, & Psenicka, 2001).

From an attachment perspective, individuals with a secure attachment style are more likely to communicate openly with their partners and use various strategies to negotiate with their partners during conflict (Kobak & Duemmler, 1994; Simpson, Rholes, & Phillips, 1996). Thus, they might not perceive conflict as a threat to their relationship. Scholars found that adults with secure attachment styles are related to the two mutually focused conflict styles of integrating and compromising (e.g., Pistole, 1989; Van Leeuwen, 1992). These studies lead to the first hypothesis, namely:

> H1: Individuals with a secure attachment style will demonstrate more integrating and compromising conflict management styles than will individuals with insecure attachment styles (dismissing, preoccupied, and fearful).

In contrast, for individuals with a preoccupied style, corresponding to anxious/ambivalent style in Ainsworth et al.'s (1978) model, conflict is considered a

threat to the relationship. That is, conflict may spark their concerns pertaining to being abandoned or ignored by their partners, which leads to hyper-activation of the attachment system (Kobak & Duemmler, 1994; Simpson et al., 1996). These persons are most likely to engage in demanding behavior in an attempt to hold on to their relationship (e.g., Bartholomew & Horowitz, 1991; Guerrero & Langan, 1999) or they might demonstrate an obliging conflict style (Pistole, 1989). Based on the discussion, the second hypothesis is:

> H2: Individuals with a preoccupied attachment style will demonstrate a more obliging conflict management style than will individuals with secure, dismissing, or fearful attachment styles.

Finally, individuals with avoidant attachment styles (dismissings and fearfuls) are most likely to apply withdrawal and defensiveness when getting involved in conflict situations (Creasey et al., 1999; Corcoran & Mallinckrodt, 2000). When avoidant people engage in a distressing situation, they are likely to be "cut off" from it (Main, Kaplan, & Cassidy, 1985). Since avoidance is associated with more withdrawal during conflicts (e.g., Simpson et al., 1996), quite logically, avoidant persons should prefer an avoidant style of coping with conflict (Creasey & Hesson-McInnis, 2001; Van Leeuwen, 1992). These propositions lead to the third hypothesis:

> H3: Individuals with dismissing and fearful (avoidant) attachment style will demonstrate a more avoiding conflict management style than will individuals with secure or preoccupied attachment styles.

Power Distance in Thailand

Hofstede classified Thailand as a high power distance (PD) culture (2001). Power distance is used to help understand the extent of inequality among members of an organization because inequality can occur in any organization. In high PD societies, when conflict occurs, organization members prefer a benevolent conflict approach (Ting-Toomey, 2009). Lower-status individuals are expected to obey commands from higher-status individuals (e.g., Hofstede, 2001; Tsai & Chi, 2009). Tsai and Chi (2009) found that Chinese people prefer using an avoiding style to handle conflict with their supervisors and peers. Consistent with Tsai and Chi, Cardon and Okoro (2010) noted that collectivists are more likely to use an avoidance approach in conflicts with superiors and peers and an obliging style for conflicts with peers.

Ozkalp, Sungur, and Ozdemir (2009) found that Turkish managers are most likely to use integrating, compromising, and dominating styles respectively since Turkish culture is described as high collectivism, power distance, uncertainty avoidance, and conservatism. If they have to manage conflict with a partner who has an upper level status, obliging is the most preferred style. Likewise, Lee (2002) reported that when managing conflict with superiors, Korean participants preferred using an obliging style. Koreans also preferred using a compromising style when handling conflict with peers, and a dominating style with subordinates (Lee). However, Ting-Toomey (2009) found that neither in-group collectivism nor power distance was significantly correlated with integrating and problem solving when managing conflict with superiors.

According to Hofstede's study, Thailand scores 64 on the Power Distance Index (Hofstede, 2001). In Thai society, a person's power normally comes with his/her title, rank, and status in the organization (Komin, 1990). High PD can influence the behavior of Thai people such as superior-subordinate behaviors, teacher-student behaviors, husband-wife behaviors, and father-son behaviors. PD can be found in various settings such as government, business organizations, educational institutions, and even families (Pimpa, 2009). For instance, Hofstede (2001) reported that because the boss is on the top of management hierarchy, Thai workers are afraid of offending their boss and tend to accept commands from their boss. Another example in an educational institution, Thai teachers are in a position of authority over the students (Tananuraksakul, 2011). Thai teachers are called Khun-Krue or A-jarn and are greatly respected by the society. Thus, Thai parents do not question the way teachers are teaching their students since parents may lose face (Hallinger, Chantarapanya, Sriboonma, & Kantamara, 2000).

In sum, a hierarchical order is acceptable for Thai subordinates; they also appreciate strong leadership (Morakul & Wu, 2001). It appears that power distance might affect Thai workers' conflict management behaviors. Based on the discussion, the fourth hypothesis is:

H4: There is a significant difference between the status of the conflict partner and the preferred conflict management styles of individuals.

In conclusion, the present study investigated whether attachment styles affect the way individuals manage conflict at work. Further, the present study examined whether power distance affects the conflict management behaviors of Thai workers. The literature

review was presented to clarify the intertwined relationship among adult attachment styles and conflict management behaviors in interpersonal relationships. Power distance was discussed since the current study focused on organizations in Thailand, classified as high power distance culture.

Based on the hypotheses, the theoretical framework is presented.

IV

| Attachment Styles (secure, preoccupied, dismissing, and fearful) |

H_1 H_2 H_3

DV

| Conflict Management Styles (integrating, avoiding, dominating, obliging, and compromising) |

| Power Distance: The Status of Conflict Partner (boss, friend, and subordinate) |

H_4
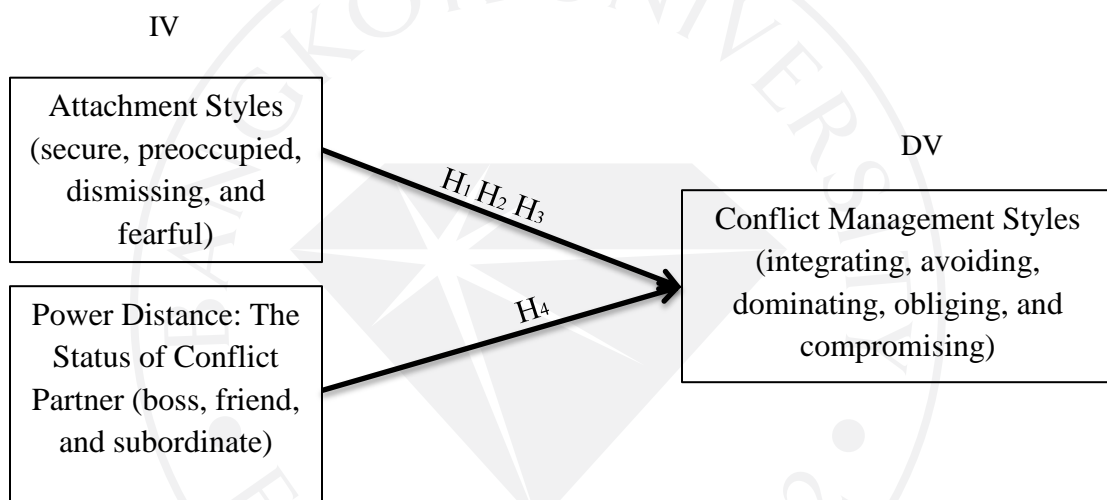
Figure 2.3:Theoretical Framework

Summary

The purpose of this chapter was to review relevant literature as a groundwork for the research hypotheses. Relavant studies regarding attachment styles, conflict management styles, and power distance were reviewed and discussed. This chapter concluded with a concentual framework that depicted the research purposes. The next chapter focuses on introducing the research methodology and design for the present study.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology and measurement tools employed in this research. The design of the investigation and the method for collecting and analyzing data are discussed.

Research Design

This study employed a self-administered questionnaire to collect data from employees of Thai organizations. According to Rubin, Rubin, and Piele (1996), survey research employing questionnaires is an appropriate way to collect data from large numbers of people when seeking to explain people's current views surrounding an issue.

Population and Sample

The populations of this study were employees working for organizations in Bangkok. The reason for choosing the companies in Bangkok was because most of the well-established and well-known organizations are located in Bangkok, the capital city of Thailand. Originally, I was interested in studying several companies; however, I could not find the current number of employees of every company. Therefore, Suan Sunandha Rajabhat University (SSRU), Kasikornbank Head Office (KBANK), and Electricity Generating Authority of Thailand (EGAT) were chosen as Thai organizations for the following reasons.

First of all, they are well-known and well-established organizations in Thailand. Suan Sunandha Rajabhat University (SSRU), ranked number 1 among the Rajabhat

Universities ("Eduzone," 2017), is a state-educational institution, established in 1937

("Suan Sunandha Rajabhat University," 2014) while the Electricity Generating Authority

of Thailand (EGAT) is Thailand's leading state-owned power utility under the Ministry

of Energy, founded in 1962 ("Electricity Generating Authority of Thailand," 2014).

Kasikornbank, established in 1945, is Thailand's leading bank ("kasikornbank," 2015)

and in June 2014, Kbank was the fourth largest commercial bank of Thailand measured

by total assets, loans, and deposits, with about 15% market shares. SSRU, EGAT, and

KBANK, therefore, are the representative of public sector, state enterprise, and private

sector, respectively. Next, since these organizations are Thai-owned organizations, Thai

organization culture, such as hierarchy and power distance, might affect employees'

behaviors. Finally, these organizations consist of various departments that can provide a

variety of employees who have

The minimum sample size required for the study is 68. The sample size was

determined using G* Power software based on the use of the one-way MANOVA in data

analysis (Faul, Erdfelder, Buchner, & Lang, 2009), with approximately 80% power to

reject the null hypothesis at the .05 significance level for medium effect size. In social

science research, a medium effect size is sufficient to achieve acceptable power (Crano &

Brewer, 2002). Questionnaires were distributed to 450 participants because of a concern

about receiving a low response rate and to ensure the statistical power requirements were

met. As Crano and Brewer (2002) reported "if the number of participants is too low,

statistical inference will have low power … we will fail to identify a difference where

one might actually be present (a Type II error)" (p. 77).

Research Instrument

<div style="text-align:center">Attachment Styles</div>

To examine the hypotheses, the participants were asked to complete the Experiences in Close Relationships-Revised (ECR-R) Questionnaire developed by Fraley, Waller, and Brennan (2000). The ECR-R consists of two separate measures of attachment (anxiety and avoidance) that can assess adult attachment style based upon an individual's internal working model. The ECR-R is comprised of 36 self-assessment items; the first 18 items assess aspects of anxiety (e.g., "I'm afraid that I will lose my partner's love," and "I often worry that my partner will not want to stay with me"), while the remaining 18 items measure the dimension of avoidance (e.g., "I prefer not to show a partner how I feel deep down," and "I find it difficult to allow myself to depend on partners"). The participants were requested to rate each item on a 7-point Likert-type scale (1=strongly disagree, 7=strongly agree). Items 9, 11, 20, 22, 26, 27, 28, 29, 30, 31, 33, 34, 35, and 36 are reverse keyed; they need to be reverse keyed before computing the average. Prior research reported the Cronbach's alpha for anxiety items was .93, and for avoidance items was .95 (Fraley, Waller, & Brennan, 2000). For instance, an individual who is low in both anxiety and avoidance is considered secure.

The attachment style scores developed from Fraley's scale of anxiety and avoidance: a secure attachment was defined as low scores in both anxiety and avoidance scales $1 < x < 4$; a dismissing attachment represented a high avoidance score $4 < x < 7$ with a low anxiety score $1 < x < 4$; a preoccupied style of attachment represented the low

score range of avoidance $1 < x < 4$ with a high anxiety score $4 < x < 7$; and a fearful

attachment was defined as high scores in both avoidance and anxiety scales $4 < x < 7$.

The current study used the Thai version of ECR-R adjusted and translated into

Thai by Taephant, Jarukasemthave, and Krawcomsri (Taephant, 2001) (See Appendix A

for a copy of the ECR-R.) The Thai version of the questionnaire was pilot tested with a

group that was similar to the research sample to ensure that the participants would

understand and could respond to it. Cronbach's alphas were reported for the subscales:

.86 (Anxiety), and .83 (Avoidance).

Conflict Management Styles

After completing the Experiences in Close Relationships-Revised (ECR-R)

Questionnaire, the participants completed the Rahim Organization Conflict Inventory II

(ROCI-II, Rahim, 1983) to measure conflict style. The ROCI-II contains 28 self-report

items, with a 5-point Likert-type scale (1=strongly disagree, 5=strongly agree) that

measures the conflict styles of 7 integrating items (1, 4, 5, 12, 22, 23, and 28), 6 obliging

items (2, 10, 13, 17, 19, and 24), 5 dominating items (8, 9, 18, 21, and 25), 6 avoiding

items (3, 6, 11, 16, 26, and 27), and 4 compromising items (7, 14, 15, and 20). An

integrating style is reflected in items such as "I try to investigate an issue with my

supervisor/subordinates/peers to find a solution acceptable to us," and "I try to integrate

my ideas with those of my supervisor/subordinates/peers to come up with a decision

jointly." An obliging style is reflected in items such as "I generally try to satisfy the

needs of my supervisor/subordinates/peers," and "I usually accommodate the wishes of

my supervisor/subordinates/peers." A dominating style is reflected in items such as "I use

my influence to get my ideas accepted," and "I use my authority to make a decision in my favor." An avoiding style is reflected in items such as "I attempt to avoid being "put on the spot" and try to keep my conflict with my supervisor/subordinates/peers to myself," and "I usually avoid open discussion of my differences with my supervisor/ subordinates /peers." A compromising style is reflected in items such as "I try to find a middle course to resolve an impasse," and "I try to stay away from disagreement with my supervisor/ subordinates/peers."

Rahim (1983) reported the test-retest reliabilities of the subscales of ROCI-II, computed with data collected from a collegiate sample at 1-week intervals, ranged from .60 to .83. He also found the internal consistency reliability coefficient for each subscale, as computed with Cronbach's and Kristoff's unbiased estimate of reliability, ranged between .72 and .80, and between .65 and .80, respectively. More recently, Gross and Guerrero (2000) reported the Cronbach's alphas for the subscales: .86 (integrating), .84 (avoiding), .77 (dominating), .83 (obliging), and .78 (compromising). The ROCI-II has also been satisfactorily tested for construct, convergent, and discriminant validity (Rahim, Antonio, Krumov, & Iileva, 2000).

The present study applied the Thai version of ROCI-II, adjusted and translated into Thai by Boonsathorn (2007) (See Appendix B for a copy of the ROCI-II.) Cronbach's alphas for the subscales ranged from .63 to .78: .76 (integrating), .72 (avoiding), .63 (dominating), .78 (obliging), and .69 (compromising). The value of Cronbach's alphas for the overall scale was at an acceptable level for social science (Nunnally & Bernstein, 1994).

Pre-Test

The primary purpose of the pre-test was to gain information regarding: (a) the clarity of the instructions, (b) the clarity of the questionnaire, and (c) the details of the format. Thirty-five respondents from Suan Sunandha Rajabhat University who were not included in this study participated in the pre-test. The respondents were asked about the clarity and comprehensibility of the questionnaire.

The respondents commented that the questionnaire was too long, especially the part concerning the status of the conflict partner and the preferred conflict management styles. Therefore, the layout of the questionnaire was changed from vertical to horizontal orientation in order to make it shorter and easier to answer.

Data Collection

In terms of the data collection process, a self-administered questionnaire and a consent form without signature were distributed with the cooperation of each organization's human resource department. The consent form without signature explained the nature, risks, and discomforts of the study and provided benefits and contact information for the study (See Appendix G for a copy of the consent form.) Before distributing the questionnaires, a letter requesting permission to collect data from the employees and an acceptance letter were sent to each organization in November 2015. The acceptance letters from the organizations were returned in Febuary 2016 and data collection began. Three months later, enough responses had been received and the data analysis process was undertaken.

The staff of each organization's human resource department was responsible for distributing and collecting the questionnaires. The employees receiving the questionnaire packet were selected by simple random sampling. Each employee of an organization was assigned a number, and then 150 names of each organization were selected by use of random numbers. Each member of the organization had an equal probability of being chosen.

Data Analysis

The questionnaire data were numerically coded and entered in a spreadheet. Data analysis was conducted using the Statistical Package for the Social Sciences. The analysis employed one-way multivariate analysis of variance (MANOVA) to test each hypothesis. Univariate tests or post-hoc procedures were performed as follow-up tests. The acceptable statistical significance level was specified as alpha (α) $\leq$ .05.

Summary

The purpose of this chapter was to describe the research design and methodology used in this study. The research instrument, the procedures of data collection, and data analysis were also presented. The next chapter presents the results of the data analyses based on the research methodology described in this chapter.

CHAPTER 4

RESULTS

This chapter presents the results from the quantitative analysis of the questionnaire survey. First, demographic and background information about the participants and organizations are shared. Then, the analysis of the research hypotheses regarding attachment styles and conflict management behaviors are delineated. The results of the hypothesis concerning the status of the conflict partner and preferred conflict management styles of individuals are described. Furthermore, additional analysis concerning demographic factors and conflict management styles is presented.

Participants and Descriptive Statistics

Participants were employees working for organizations in Bangkok: Suan Sunandha Rajabhat University (SSRU), Kasikornbank Head Office (KBANK), and Electricity Generating Authority of Thailand (EGAT). From these three organizations, 450 questionnaires were distributed and 415 were returned for a 92% response rate. As a result, the study involves a total of 415 participants, 268 females and 147 males. Table 4.1 shows the number of participants.

Table 4.1: The Number of Participants

Organization	N	Female	Male
SSRU	150	102	48
EGAT	135	85	50
KBANK	130	81	49
Total	415	268	147

In this study, the average age of the participants at the time of the survey was 34

years old (*SD = 7.70*) with the range from 20 to more than 50 years (see Table 4.2).

Almost one-third (31.5%) of the participants were 20-29 years old, 48.8% between 30-39

years old, 14.6% between 40-49 years old, and 5.1% were 50 or older.

Table 4.2: Ages of Participants

	Frequency	Valid Percent
20-29	129	31.5
30-39	200	48.8
40-49	60	14.6
50 and older	21	5.1
Total	410[1]	100

[1] Not all participants answered each item; therefore, totals might be less than 415.

In terms of educational level, 3% of the participants had a high vocational

certificate or less, 49.1% had a bachelor's degree, 43.5% had a master's degree, and 4%

responded they had higher than a master's degree (see Table 4.3).

Table 4.3: Educational Level of Participants

	Frequency	Valid Percent
High Vocational Certificate or less	12	3.0
Bachelor's	199	49.1
Master's	176	43.5
Higher than Master's	18	4.4
Total	405	100

In the present study, the average length of work was 7 years (*SD = 7.28*).

Approximately one-tenth (10.6%) of the participants had worked for their company less

than 1 year, 48.5% for 1 to 5 years, 24.1% for more than 5 years to 10 years, and 16.8%

for more than 10 years (see Table 4.4).

38

Table 4.4: Length of Work

	Frequency	Valid Percent
Less than 1	42	10.6
1 to 5	193	48.5
More than 5–10	96	24.1
More than 10	67	16.8
Total	398	100

In terms of the variables (adult attachment styles and conflict management styles), Table 4.5 shows the number of participants and their distribution across the adult attachment styles ($n = 415$). Slightly less than three-quarters (73.5%) of the participants defined themselves as having a secure attachment style, 11.6% as a preoccupied attachment style, 11.3% as a dismissing attachment style, and 3.6% as a fearful attachment style. Table 4.6 provides the number of participants and conflict management styles ($n = 393$). Just over one-half (51.9%) of the participants demonstrated an integrating style, 10.5% with an avoiding style, 2.2% with a dominating style, 5.1% with an obliging style, and 30.4% with a compromising style.

Table 4.5: Adult Attachment Styles of Participants

	Frequency	Valid Percent
Secure	305	73.5
Preoccupied	48	11.6
Dismissing	47	11.3
Fearful	15	3.6
Total	415	100

Table 4.6: Conflict Management Styles of Participants

	Frequency	Valid Percent
Integrating	198	50.4
Avoiding	46	11.7
Dominating	12	3
Obliging	21	5.3
Compromising	116	29.6
Total	393	100

The Analysis of Research Hypotheses

There were four hypotheses in this study:

H1: Individuals with a secure attachment style will demonstrate more

integrating and compromising conflict management styles than will individuals

with insecure attachment styles (dismissing, preoccupied, and fearful).

H2: Individuals with a preoccupied attachment style will demonstrate a more

obliging conflict management style than will individuals with secure, dismissing,

or fearful attachment styles.

H3: Individuals with dismissing and fearful (avoidant) attachment style will

demonstrate a more avoiding conflict management style than will individuals with

secure or preoccupied attachment styles.

H4: There is a significant difference between the status of the conflict partner and

preferred conflict management styles of individuals.

Multivariate analysis of variance (MANOVA) was used to test the hypotheses. Because

MANOVA aims at measuring several dependent variables simultaneously,

multicollinearity among dependent variables must be tested to ensure that the dependent

variables in the analysis are not redundant. The test of multicollinearity among the five

dependent variables (i.e., integrating style, avoiding style, dominating style, obliging style, and compromising style) was performed through bivariate correlations. As reported by Tabachnick and Fidell (2007), a bivariate correlation above .90 is considered too high and can cause multicollinearity. In this study, all dependent variables showed moderate correlations. There were significant correlations between integrating style and avoiding style, $r = .399$, $p < .01$; between integrating style and obliging style, $r = .427$, $p < .01$; between integrating style and compromising style, $r = .765$, $p < .01$; between avoiding style and dominating style, $r = .263$, $p < .01$; between avoiding style and obliging style, $r = .651$, $p < .01$; between avoiding style and compromising style, $r = .487$, $p < .01$; between dominating style and obliging style, $r = .303$, $p < .01$; and between obliging style and compromising style $r = .475$, $p < .01$. In addition, Bartlett's Test showed that all dependent variables were correlated to each other, $x^2 = 723.679$, $p < .01$.

Wilks' lambda criterion (Λ), widely used in research reports (Green & Salkind, 2005), was applied to test the significance of the main effect. Significant differences were found among the four attachment styles on the combined dependent variables, Wilks' $\Lambda = .772$, $F = 7.369$, $p < .05$ (see Table 4.7).

Table 4.7: Multivariate Tests of the Main Effect

	Value	F	Hypothesis Df	Error df	P	Partial Eta Squared
Wilks' lambda	.772	7.369	15	1123.949	.000	.083

Note. The mean difference is significant at less than .05 level

As follow-up tests to the MANOVA results, analyses of variance (ANOVA) were conducted to investigate the impact of each main effect on the individual dependent

variables. The univariate ANOVA for the integrating style was significant, $F(3, 411) =$ 19.762, $p < .001$, $\eta^2 = .126$ with an observed power = 1.0. The univariate ANOVA for the avoiding style was significant, $F(3, 411) = 4.555$, $p < .01$, $\eta^2 = .032$ with an observed power = .885. The results showed that there were significant differences among the four attachment styles on the dominating style, $F(3, 411) = 8.085$, $p < .001$, $\eta^2 = .056$ with an observed power = .991. The univariate analysis showed significant differences among the four attachment styles on the obliging style, $F(3, 411) = 6.432$, $p < .001$, $\eta^2 = .045$ with an observed power = .969. The univariate ANOVA for the compromising style was significant, $F(3, 411) = 18.557$, $p < .001$, $\eta^2 = .119$ with an observed power = 1.0. Table 4.8 provides the results of the univariate ANOVA.

Since the ANOVAs for all dependent variables were significant, pairwise comparisons for all conflict management styles were performed across the four attachment groups. Games Howell post hoc test was applied because the data did not meet the homogeneity of variances assumption. Each comparison was tested at $\alpha = .05$. Table 4.9 provides the pairwise comparisons between four types of attachment styles on five styles of conflict management behaviors. For the integrating conflict style, three pairwise comparisons were significant at the $p<.001$, .01, and .05 level. The results indicated that employees with a secure attachment style ($M = 3.954$, $SD = .525$) scored higher on the integrating conflict style than those with preoccupied ($M = 3.622$, $SD = .735$), dismissing ($M = 3.319$, $SD = .930$), or fearful ($M = 3.381$, $SD = .536$) attachment styles. For the avoiding conflict style, there were no significant pairwise comparisons at the $p <.05$ or below.

Table 4.8: Tests of Between-Subjects Effects

Source	Dependent Variable	SS	df	MS	F	P	Obs.power
Attachment	Integrating	22.081	3	7.360	19.762***	.000	1.000
	Avoiding	5.733	3	1.911	4.555**	.004	.885
	Dominating	9.616	3	3.205	8.085***	.000	.991
	Obliging	7.017	3	2.339	6.432***	.000	.969
	Compromising	23.697	3	7.899	18.557***	.000	1.000
Error	Integrating	153.079	411	.372			
	Avoiding	172.413	411	.419			
	Dominating	162.957	411	.396			
	Obliging	149.457	411	.364			
	Compromising	174.947	411	.426			
Total	Integrating	6,241.816	415				
	Avoiding	4,684.306	415				
	Dominating	2,657.000	415				
	Obliging	4,414.611	415				
	Compromising	6,002.750	415				

For the dominating conflict style, three pairwise comparisons were significant at the $p < .001$. The results indicated that employees with a fearful attachment style ($M = 3.200$, $SD = .420$) scored higher on the dominating conflict style than those with secure ($M = 2.395$, $SD = .600$), preoccupied ($M = 2.525$, $SD = .679$), or dismissing ($M = 2.459$, $SD = .795$) attachment styles.

For the obliging conflict style, two pairwise comparisons were significant at the $p < .05$. The results indicated that employees with a secure attachment style ($M = 3.246$, $SD = .536$) scored higher on the obliging conflict style than those with a dismissing attachment style ($M = 2.875$, $SD = .889$). In addition, employees with a preoccupied attachment style ($M = 3.319$, $SD = .678$) scored higher on the obliging conflict style than those with a dismissing attachment style ($M = 2.875$, $SD = .889$).

Table 4.9: The Results of the Post Hoc Comparisons between Four Types of Attachment
Styles on Five Styles of Conflict Management Behaviors

Dependent Variable	Attachment Styles	P	95% Confidence Interval	
			Lower	Upper
Integrating Style	Secure-Preoccupied	.020	.040	.625
	Secure-Dismissing	.000	.266	1.004
	Secure-Fearful	.005	.166	.980
	Preoccupied-Dismissing	.301	-.148	.754
	Preoccupied-Fearful	.520	-.231	.713
	Dismissing-Fearful	.989	-.580	.456
Avoiding Style	Secure-Preoccupied	1.000	-.292	.317
	Secure-Dismissing	.075	-.024	.716
	Secure-Fearful	.160	-.080	.639
	Preoccupied-Dismissing	.232	-.124	.790
	Preoccupied-Fearful	.377	-.173	.707
	Dismissing-Fearful	.983	-.551	.417
Dominating Style	Secure-Preoccupied	.600	-.404	.145
	Secure-Dismissing	.951	-.384	.256
	Secure-Fearful	.000	-1.128	-.480
	Preoccupied-Dismissing	.973	-.332	.463
	Preoccupied-Fearful	.000	-1.068	-.281
	Dismissing-Fearful	.000	-1.164	-.316
Obliging Style	Secure-Preoccupied	.892	-.344	.198
	Secure-Dismissing	.037	.016	.724
	Secure-Fearful	.277	-.142	.680
	Preoccupied-Dismissing	.038	.017	.869
	Preoccupied-Fearful	.211	-.123	.806
	Dismissing-Fearful	.950	-.613	.409
Compromising Style	Secure-Preoccupied	.087	-.027	.590
	Secure-Dismissing	.002	.189	1.007
	Secure-Fearful	.002	.308	1.331
	Preoccupied-Dismissing	.335	-.174	.809
	Preoccupied-Fearful	.068	-.030	1.107
	Dismissing-Fearful	.773	-.399	.841

For the compromising conflict style, two pairwise comparisons were significant at

the $p < .01$. The results indicated that employees with a secure attachment style ($M =$

3.869, $SD = .547$) scored higher on the compromising conflict style than those with

dismissing ($M = 3.271$, $SD = 1.031$), or fearful ($M = 3.050$, $SD = .676$) attachment styles.

Figures 4.1 – 4.5 show the effects between four attachment styles and five conflict

management styles.
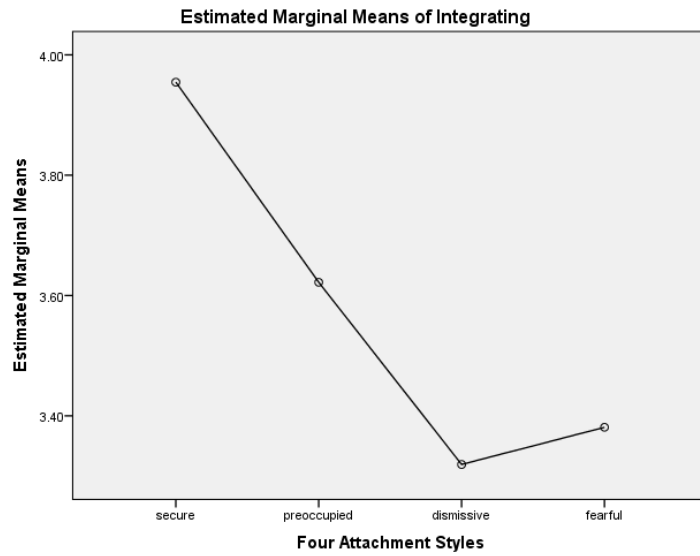
Figure 4.1: The Effect of Four Attachment Styles and an Integrating Conflict Style
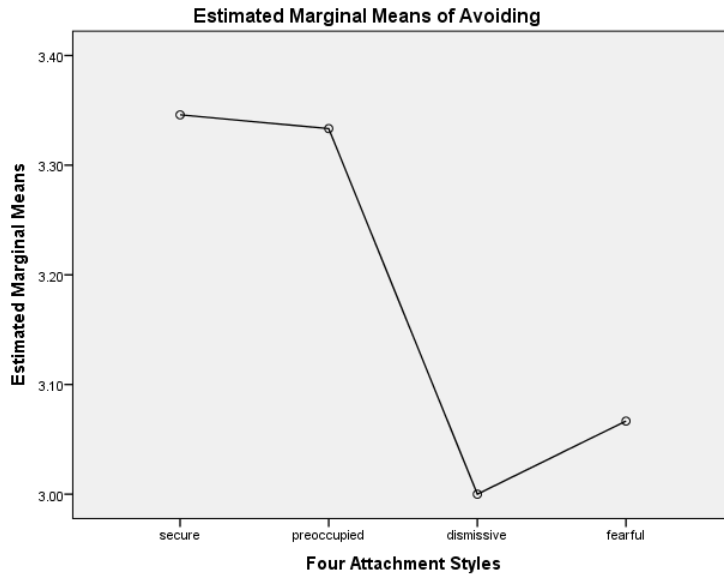
Figure 4.2: The Effect of Four Attachment Styles and an Avoiding Conflict Style
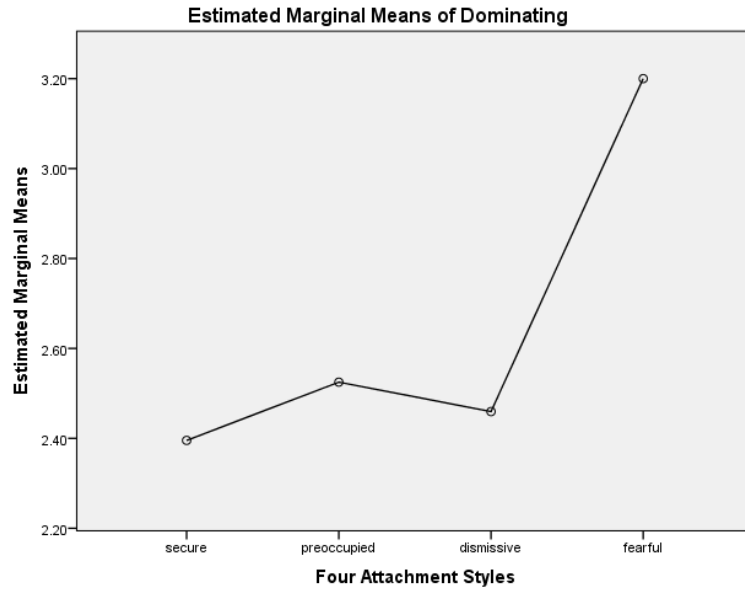
Figure 4.3: The Effect of Four Attachment Styles and a Dominating Conflict Style
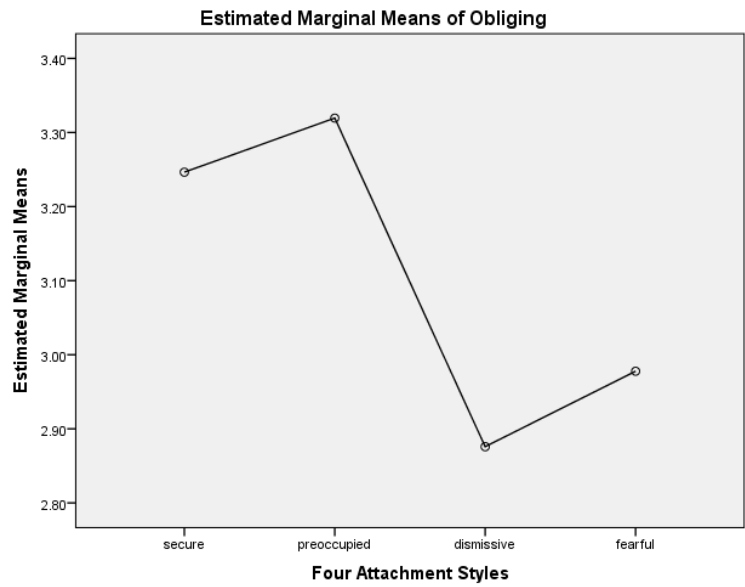
Figure 4.4: The Effect of Four Attachment Styles and an Obliging Conflict Style
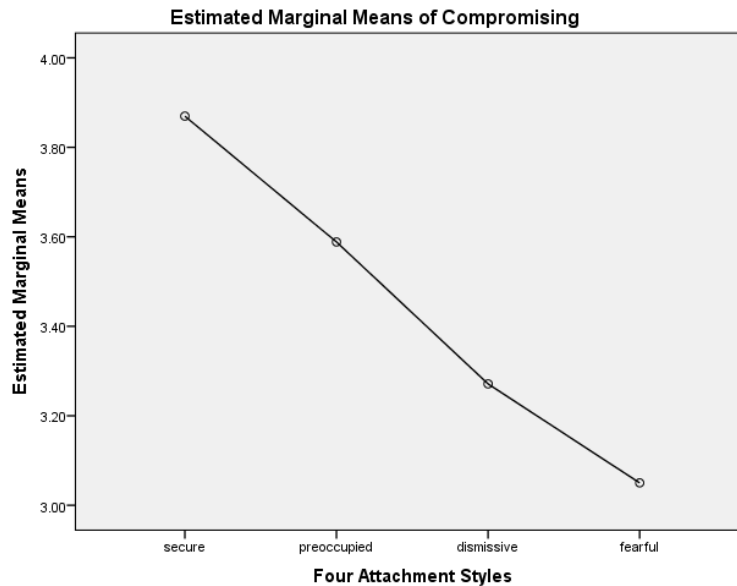
Figure 4.5: The Effect of Four Attachment Styles and a Compromising Conflict Style

Based on the results of the four attachment styles on the five styles of conflict management (H1 - H3), H1 was supported that individuals with a secure attachment style demonstrated the integrating and the compromising conflict management styles more often than individuals with insecure attachment styles (dismissing, preoccupied, and fearful). H2 predicted that individuals with a preoccupied attachment style will demonstrate more an obliging conflict management style than will individuals with secure, dismissing, or fearful attachment styles. This hypothesis was also supported. In terms of H3, the results revealed that there were no significant pairwise comparisons at the $p < .05$ or below for the avoiding conflict management style; therefore, this hypothesis was not supported.

Concerning H4, there was a significance difference between the status of the conflict partner (boss, friend, or subordinate) and the preferred conflict management styles of individuals. The results showed that significant differences were found among

the status of the conflict partner on the conflict management styles which supported H4,

Wilks' Λ = .945, F = 7.038, p <.05 (see Table 4.10).

Table 4.10: Multivariate Tests of the Main Effect

	Value	F	Hypothesis df	Error df	P	Partial Eta Squared
Wilks' lambda	.945	7.038	10	2476.000	.000	.028

Note. The mean difference is significant at less than .05 level

Table 4.11: Tests of Between-Subjects Effects

Source	Dependent Variable	SS	df	MS	F	P	Obs.power
Status	Integrating	3.840	2	1.920	4.160[*]	.016	.734
	Avoiding	6.968	2	3.484	6.591[**]	.001	.911
	Dominating	0.888	2	0.444	.790	.454	.185
	Obliging	24.491	2	12.246	23.713[***]	.000	1.000
	Compromising	4.764	2	2.383	4.778[**]	.009	.795
Error	Integrating	573.279	1,242	.462			
	Avoiding	656.552	1,242	.529			
	Dominating	698.532	1,242	.562			
	Obliging	641.388	1,242	.516			
	Compromising	619.251	1,242	.499			
Total	Integrating	20,182.939	1,245				
	Avoiding	14,475.750	1,245				
	Dominating	7,694.120	1,245				
	Obliging	13,595.583	1,245				
	Compromising	19,037.625	1,245				

Table 4.11 shows the analyses of variance (ANOVA) being conducted to

investigate the impact of each main effect on the individual dependent variables. The

univariate ANOVA for the integrating style was significant, $F(2, 1,242)$ = 4.160, $p<.05$,

η^2 = .007 with an observed power = .734. The results showed that there were significant

differences among the status of the conflict partner on the avoiding style, $F(2, 1,242)$ =

6.591, p<.01, η^2 = .011 with an observed power = .911. The univariate analysis showed

significant differences among the status of the conflict partner on the obliging style, F(2,

1,242) = 23.713, $p < .001$, $\eta^2 = .037$ with an observed power = 1.0. The univariate

ANOVA for the compromising style was significant, F(2, 1,242) = 4.778, $p<.01$, $\eta^2 =$

.008 with an observed power = .795.

      Because the ANOVAs for the dependent variables were significant, pairwise

comparisons for all conflict management styles were performed across the status of the

conflict partner. The Bonferroni approach (Tabachnick & Fidell, 2007) was used and

each comparison was tested at α= .05. Table 4.12 provides the pairwise comparisons

between the status of the conflict partner on five styles of conflict management behaviors.

For the integrating conflict style (see figure 4.6), one pairwise comparison was significant

at the $p <.05$. The results indicated that individuals applied the integrating conflict style

when managing conflict with friends (M = 4.037, SD = .558) more than when managing

conflict with subordinates (M =3.901, SD = .785).
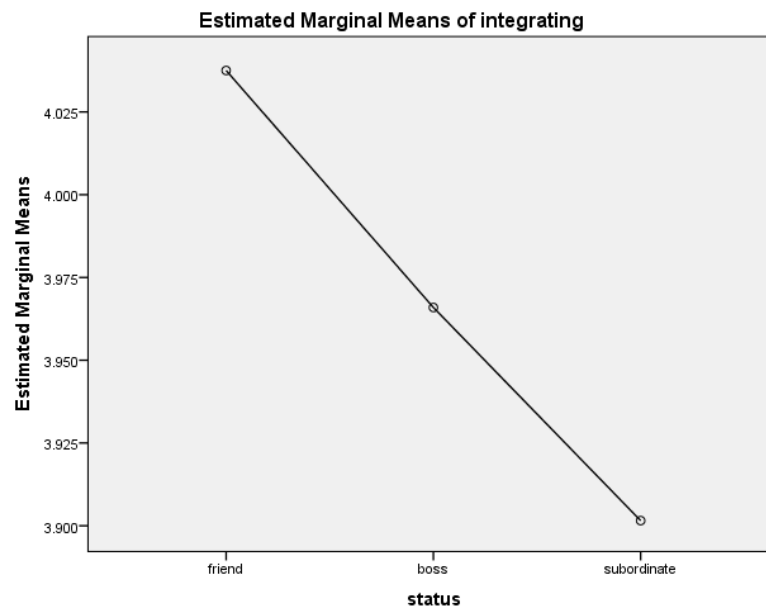
Figure 4.6: The Effect of the Status of Conflict Partner and an Integrating Conflict Style

Table 4.12: The Results of the Post Hoc Comparisons between the Status of the Conflict Partner on Five Styles of Conflict Management Behaviors

Dependent Variable	Attachment Styles	P	95% Confidence Interval	
			Lower	Upper
Integrating Style	Friend-Boss	.388	-.041	.184
	Friend-Subordinate	.012	.022	.249
	Boss-Subordinate	.518	-.048	.177
Avoiding Style	Friend-Boss	1.000	-.151	.090
	Friend-Subordinate	.016	.020	.260
	Boss-Subordinate	.002	.050	.292
Dominating Style	Friend-Boss	.801	-.067	.182
	Friend-Subordinate	1.000	-.122	.127
	Boss-Subordinate	.862	-.180	.069
Obliging Style	Friend-Boss	.000	-.320	-.081
	Friend-Subordinate	.015	.021	.260
	Boss-Subordinate	.000	.222	.461
Compromising Style	Friend-Boss	.644	-.056	.178
	Friend-Subordinate	.007	.033	.268
	Boss-Subordinate	.202	-.027	.207

For the avoiding conflict style (see figure 4.7), two pairwise comparisons were significant at the $p <.01$, .05. The results showed that individuals managing conflict with a boss ($M =3.398$, $SD = .724$) applied the avoiding conflict style more than when managing conflict with subordinates ($M =3.226$, $SD = .796$). The other pairwise comparison showed that individuals managing conflict with friends ($M =3.367$, $SD = .654$) applied the avoiding conflict style more than when managing conflict with subordinates ($M =3.226$, $SD = .796$). For the dominating conflict style, there were no significant pairwise comparisons at the $p <.05$ (see figure 4.8).

For the obliging conflict style, all three pairwise comparisons were significant at the $p <.001$, .05 (see Figure 4.9). When managing conflict with a boss ($M=3.403$, $SD = .753$), individuals applied the obliging style more than when managing conflict with

friends (*M* =3.202, *SD* = .641) or subordinates (*M* =3.061, *SD* = .754). The results also

indicated that individuals managing conflict with friends (*M* =3.202, *SD* = .641) applied

the obliging style more than when managing conflict with subordinates (*M* =3.061, *SD* =

.754).
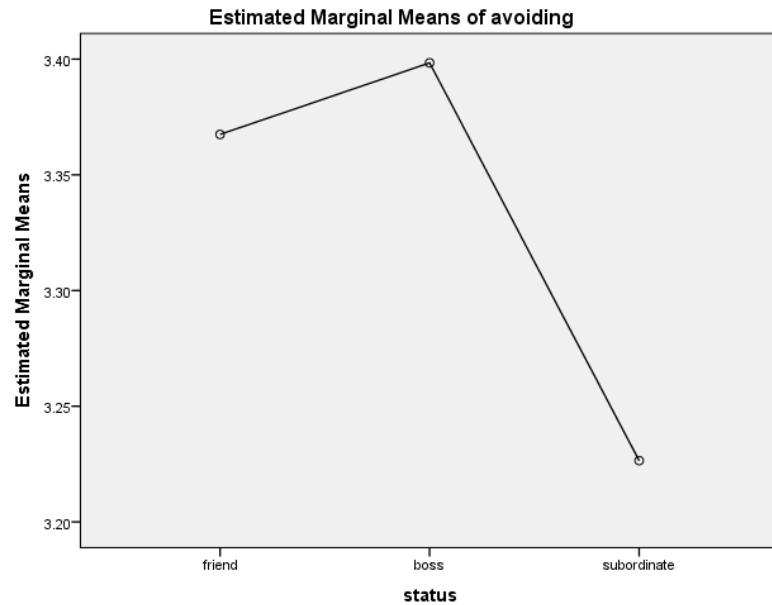
Figure 4.7: The Effect of the Status of Conflict Partner and an Avoiding Conflict Style

For the compromising conflict style, only one of the three pairwise comparisons

was significant at the *p* < .01 (see Figure 4.10). Individuals managing conflict with

friends (*M* =3.916, *SD* = .597) applied the compromising style more than when managing

conflict with subordinates (*M* =3.765, *SD* = .817). Figures 4.6 – 4.10 present the effects

of the status of conflict partner and five conflict management styles.
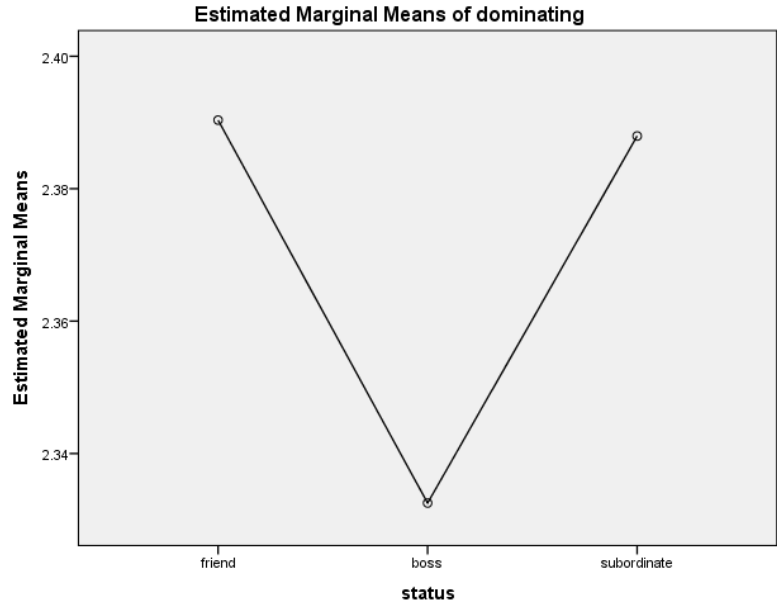
Figure 4.8: The Effect of the Status of Conflict Partner and a Dominating Conflict Style
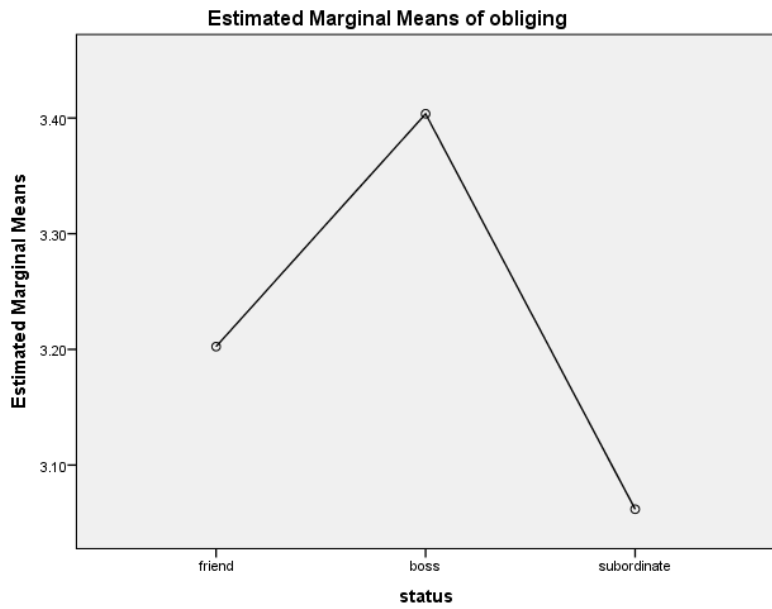
Figure 4.9: The Effect of the Status of Conflict Partner and an Obliging Conflict Style
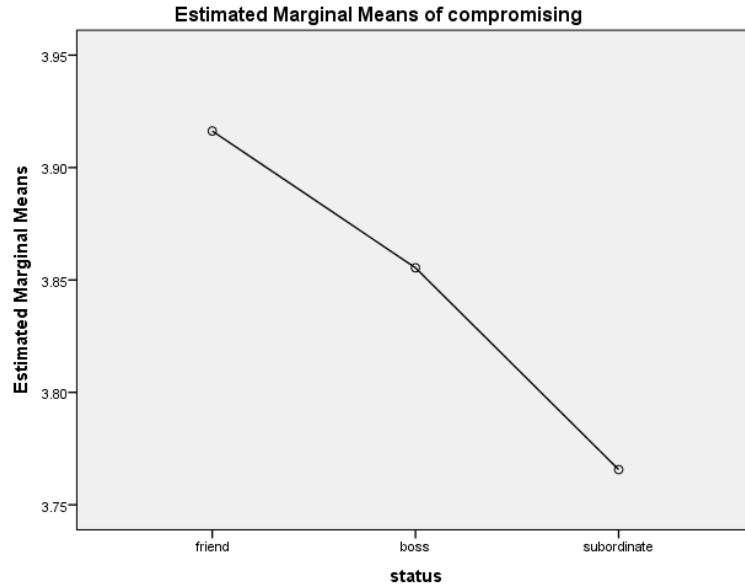
Figure 4.10: The Effect of the Status of Conflict Partner and a Compromising Conflict

Style

Additional Analysis

Follow-up analyses investigated the influence of the demographic factors (i.e., gender, age, educational level, and length of work) on conflict management styles by using the one-way MANOVA. There were significant differences between age and conflict management styles, but there were no significant differences between other demographic factors (gender, educational level, and length of work) and conflict management styles. Tables 4.13 through 4.16 display the descriptive statistics derived from the MANOVA for conflict management styles categorized by demographic factors (gender, age, educational level, and length of work).

Table 4.13 shows the descriptive statistics for conflict management styles categorized by gender. It is clear from the table that an integrating conflict style is the

most preferred for males and females, followed by compromising, avoiding, obliging, and dominating, respectively. In the present study, females showed slightly higher scores in integrating, compromising, and avoiding than males, while males showed slightly higher scores in obliging and dominating than females.

Table 4.13 :Descriptive Statistics for Conflict Management Styles Categorized by Gender

Conflict Management Styles	Males		Females		Total	
	M	SD	M	SD	M	SD
Integrating	3.800	0.661	3.809	0.653	3.806	0.655
Avoiding	3.243	0.655	3.326	0.674	3.296	0.668
Dominating	2.455	0.686	2.414	0.626	2.429	0.647
Obliging	3.207	0.655	3.193	0.611	3.198	0.626
Compromising	3.669	0.741	3.747	0.668	3.720	0.694

In the present study, an integrating conflict style is the most preferred, followed by compromising, avoiding, obliging, and dominating, respectively, among all age groups. Individuals aged 20-29 years old showed the highest scores in avoiding, obliging, and compromising, while individuals aged 30-39 years old demonstrated the highest scores in dominating. In addition, individuals who are 50 years old and older showed the highest scores in integrating (see Table 4.14).

Table 4.14: Descriptive Statistics for Conflict Management Styles Categorized by Age

Conflict Management Styles	20-29		30-39		40-49		50 and older		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD
Integrating	3.821	0.588	3.832	0.683	3.785	0.536	3.863	1.015	3.823	0.653
Avoiding	3.432	0.629	3.258	0.674	3.175	0.523	3.150	0.888	3.295	0.658
Dominating	2.477	0.566	2.487	0.687	2.413	0.542	2.047	0.864	2.450	0.647
Obliging	3.373	0.581	3.147	0.612	3.066	0.468	3.111	0.992	3.204	0.617
Compromising	3.788	0.664	3.741	0.724	3.691	0.509	3.523	1.015	3.737	0.696

Regarding educational level, individuals who have high vocational certificate or less demonstrated the highest scores in avoiding, dominating, and obliging, while individuals with master's degrees showed the highest scores in integrating and compromising (see Table 4.15).

Table 4.15: Descriptive Statistics for Conflict Management Styles Categorized by Educational Level

Conflict Management Styles	High Vocational Certificate or Less		Bachelor's Degree		Master's Degree		Higher than Master's		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD
Integrating	3.607	0.448	3.743	0.644	3.939	0.671	3.833	0.444	3.828	0.650
Avoiding	3.361	0.475	3.295	0.649	3.305	0.697	3.296	0.368	3.302	0.655
Dominating	2.566	0.637	2.500	0.619	2.383	0.694	2.433	0.486	2.448	0.649
Obliging	3.250	0.379	3.230	0.610	3.191	0.650	3.138	0.479	3.209	0.616
Compromising	3.604	0.548	3.682	0.701	3.828	0.707	3.625	0.463	3.740	0.693

Table 4.16: Descriptive Statistics for Conflict Management Styles Categorized by Length of Work

Conflict Management Styles	Less than 1		1-5		More than 5-10		More than 10		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD
Integrating	3.846	0.470	3.836	0.661	3.788	0.530	3.833	0.848	3.825	0.649
Avoiding	3.384	0.549	3.344	0.677	3.277	0.560	3.139	0.779	3.298	0.659
Dominating	2.447	0.495	2.438	0.623	2.533	0.636	2.364	0.787	2.449	0.645
Obliging	3.361	0.444	3.246	0.618	3.229	0.548	3.010	0.769	3.214	0.620
Compromising	3.750	0.509	3.788	0.703	3.724	0.561	3.619	0.891	3.740	0.690

Table 4.16 shows descriptive statistics for conflict management styles categorized by length of work. Individuals who had worked for their company less than 1 year demonstrated the highest scores in integrating, avoiding, and obliging. Individuals who were with their company 1 to 5 years showed the highest scores in compromising. In

addition, individuals who had worked for their company more than 5 to 10 years showed

the highest scores in dominating.

Table 4.17: Multivariate Tests of the Main Effect

	Value	F	Hypothesis df	Error df	P	Partial Eta Squared
Wilks' lambda	.918	2.332	15	1110.146	.003	.028

Note. The mean difference is significant at less than .05 level

The results showed that significant differences were found among age on the

conflict management styles, Wilks' Λ = .918, F = 2.332, $p < .05$ (see Table 4.17).

As follow-up tests to the MANOVA results, analyses of variance (ANOVA) were

conducted to investigate the impact of each main effect on the individual dependent

variables. The univariate ANOVA for avoiding style was significant, $F(3, 406) = 3.141$, p

$< .05$, $\eta^2 = .023$ with an observed power = .729. The results showed that there were

significant differences among age groups on dominating style, $F(3, 406) = 3.112$, $p < .05$,

$\eta^2 = .022$ with an observed power = .724. The univariate ANOVA for obliging style was

significant, $F(3, 406) = 5.082$, $p < .01$, $\eta^2 = .036$ with an observed power = .919. Table

4.18 provides the results of the univariate ANOVA.

Since the ANOVAs for the dependent variables were significant, pairwise

comparisons for all conflict management styles were performed across age groups. The

Bonferroni approach was used and each comparison was tested at α= .05. Table 4.19

provides the pairwise comparisons between the age groups and conflict management

styles. For the integrating, avoiding, and compromising conflict styles, there were no

significant pairwise comparisons at the $p < .05$.

Table 4.18: Tests of Between-Subjects Effects

Source	Dependent Variable	SS	df	MS	F	P	Obs.power
Age	Integrating	.135	3	.045	.105	.957	.069
	Avoiding	4.020	3	1.340	3.141*	.025	.729
	Dominating	3.852	3	1.284	3.112*	.026	.724
	Obliging	5.652	3	1.884	5.082**	.002	.919
	Compromising	1.427	3	.476	.980	.402	.267
Error	Integrating	174.794	406	.431			
	Avoiding	173.200	406	.427			
	Dominating	167.493	406	.413			
	Obliging	150.527	406	.371			
	Compromising	197.012	406	.485			
Total	Integrating	6,169.388	410				
	Avoiding	4,630.028	410				
	Dominating	2,633.840	410				
	Obliging	4,367.389	410				
	Compromising	5,926.625	410				

For the dominating conflict style, two pairwise comparisons were significant at the $p < .05$. The results showed that individuals aged 20-29 years old ($M = 2.477$, $SD = .566$) applied the dominating conflict style more than individuals aged 50 and older ($M = 2.047$, $SD = .864$). The other pairwise comparison showed that individuals aged 30-39 years old ($M = 2.487$, $SD = .687$) used the dominating conflict style more than those who are 50 years old and older.

Table 4.19: The Results of the Post Hoc Comparisons between the Age Groups on Five
Styles of Conflict Management Styles

Dependent Variable	Attachment Styles	P	95% Confidence Interval	
			Lower	Upper
Integrating Style	20-29—30-39	1.000	-.2069	.1860
	20-29—40-49	1.000	-.2358	.3078
	20-29—50 and older	1.000	-.4516	.3671
	30-39—40-49	1.000	-.2096	.3025
	30-39—50 and older	1.000	-.4308	.3672
	40-49—50 and older	1.000	-.5193	.3628
Avoiding Style	20-29—30-39	.111	-.0211	.3700
	20-29—40-49	.071	-.0128	.5284
	20-29—50 and older	.403	-.1255	.6895
	30-39—40-49	1.000	-.1716	.3382
	30-39—50 and older	1.000	-.2897	.5048
	40-49—50 and older	1.000	-.4148	.4633
Dominating Style	20-29—30-39	1.000	-.2018	.1828
	20-29—40-49	1.000	-.2019	.3303
	20-29—50 and older	.028	.0292	.8306
	30-39—40-49	1.000	-.1770	.3243
	30-39—50 and older	.018	.0488	.8300
	40-49—50 and older	.152	-.0660	.7975
Obliging Style	20-29—30-39	.007	.0436	.4082
	20-29—40-49	.008	.0545	.5590
	20-29—50 and older	.407	-.1176	.6421
	30-39—40-49	1.000	-.1568	.3185
	30-39—50 and older	1.000	-.3339	.4067
	40-49—50 and older	1.000	-.4538	.3649
CompromisingStyle	20-29—30-39	1.000	-.1610	.2561
	20-29—40-49	1.000	-.1915	.3857
	20-29—50 and older	.641	-.1696	.6995
	30-39—40-49	1.000	-.2223	.3214
	30-39—50 and older	1.000	-.2062	.6411
	40-49—50 and older	1.000	-.3004	.6361

For the obliging conflict style, two pairwise comparisons were significant at the
$p < .01$. Individuals aged 20-29 years old ($M = 3.373$, $SD = .581$) applied the obliging
conflict style more than those who are 30-39 years old ($M = 3.147$, $SD = .612$) and 40-49
years old ($M = 3.066$, $SD = .468$).

In sum, among the demographic factors (i.e., gender, age, work tenure, and educational level), age was the only factor that affected the conflict management styles. There were no significant pairwise comparisons at the $p < .05$ for the integrating, avoiding, and compromising conflict styles. For the dominating and obliging conflict styles, two pairwise comparisons were significant at the $p < .05, .01$.

Summary

In conclusion, the purpose of this chapter was to answer four research hypotheses using quantitative analysis. The MANOVA revealed there were significant differences among the four attachment styles on four styles of conflict management (integrating, dominating, obliging, and compromising). There were no significant pairwise comparisons on the avoiding conflict style. The MANOVA also showed that there were significant differences among the status of the conflict partner on four conflict management styles (integrating, avoiding, obliging, and compromising). There were no significant pairwise comparisons on the dominating conflict style. Additional analysis revealed there were age differences with the dominating and the obliging conflict management styles. The results of these findings are discussed more in the next chapter. Theories used to support arguments, limitations of this study, and recommendations for future studies are presented.

CHAPTER 5

DISCUSSION

Summary of the Findings and Discussion

The present study investigated how attachment styles (i.e., secure, dismissing, preoccupied, and fearful) influence individuals' conflict management behaviors (i.e., integrating, avoiding, dominating, obliging, and compromising) among Thai workers in Thai-owned organizations. This purpose was addressed by H1- H3. Additionally, this study examined whether power distance affects conflict management behaviors. The current study investigated the relationship between the status of the conflict partner (i.e., boss, friend, and subordinate) and conflict management styles, addressed by H4.

Questionnaires were distributed to 450 employees working for organizations in Bangkok. A total of 415 questionnaires were returned. The respondents were roughly two-thirds (64.6%) female and one-third (35.4%) male. The majority of the participants reported ages in the 30-39 years category (48.8%). Almost half of the participants (49.1%) had earned a bachelor's degree. In addition, the average time employed at the current organization was 7 years. A secure attachment style was identified by 73.5% of the participants, 11.6% as a preoccupied attachment style, 11.3% as a dismissing attachment style, and 3.6% as a fearful attachment style. Regarding conflict management styles, 51.9% of the participants demonstrated an integrating style, 10.5% an avoiding style, 2.2% a dominating style, 5.1% an obliging style, and 30.4% with a compromising

style. The one-way MANOVA was employed to examine the influence of individuals' attachment styles and the status of the conflict partner on conflict management behaviors.

This final chapter summarizes the results of the study and discusses the important findings. This chapter also presents how these findings link to the previous research regarding attachment styles, conflict management styles, power distance, and other variables of interest. In addition, limitations of this study, and recommendations for future studies are presented.

Discussion of Attachment Styles and Conflict Management Styles

In the present study, the results revealed that individuals with a secure attachment style demonstrated the integrating conflict style more often than individuals with insecure attachment styles (dismissing, preoccupied, and fearful). In addition, the findings indicated that individuals with a secure attachment style demonstrated the compromising conflict style more often than individuals with dismissing and fearful attachment styles. These results supported H1 that individuals with a secure attachment style will demonstrate more integrating and compromising conflict management styles than will individuals with insecure attachment styles.

These results are in accordance with previous research (e.g., Ben-Ari & Hirshberg, 2009: Bippus & Rollin, 2003; Morris-Rothschild, 2003; Pistole, 1989; Wachirodom, 2006). Bippus and Rollin (2003) explored how attachment styles influence individuals' relationship maintenance behaviors and conflict management behaviors as perceived by their close friends. They found that securely attached individuals would be perceived by their close friends as demonstrating more integrating and compromising

conflict styles than would insecurely attached individuals (dismissing, preoccupied, and fearful attachment styles).

Consistent with Bippus and Rollin (2003), Morris-Rothschild (2003) studied the role of attachment styles and classroom management efficacy in predicting teachers' use of conflict management styles; results indicated that teachers with a secure attachment style tended to use the integrating conflict management style more often than teachers with a fearful attachment style. Securely attached teachers were more likely to use the skills that characterize the integrating conflict style, such as, listening to students, understanding and empathizing with the student's point of view, and creating a positive classroom climate (Dyson, 2002).

Furthermore, Wachirodom (2006) found that vocational students who scored as having secure attachment styles reported high levels of integrating and compromising conflict management styles. In her study, vocational students were open-minded and willing to listen to others' point of view, and they tried to find a solution that was acceptable to both parties. Thus, based on the findings of this study and previous research it might be concluded that securely attached individuals tend to apply integrating and compromising conflict management styles more than insecurely attached individuals.

H2 posited that individuals with a preoccupied attachment style will demonstrate more obliging conflict management style than will individuals with secure, dismissing, or fearful attachment styles. This hypothesis was supported. Results showed that individuals with a preoccupied attachment style scored higher on the obliging conflict management style than those with a dismissing attachment style. This result is in line with Pistole's

(1989) finding that individuals having an anxious attachment style (who are similar to preoccupied) were likely to oblige and appease others more than did individuals with an avoidant style.

Wachirodom (2006) found similar results among vocational students. She noted that vocational students with a preoccupied attachment style reported greater use of an obliging conflict management style than those with secure and dismissing attachment styles. Consistent with Wachirodom, Ben-Ari and Hirshberg (2009) found that an anxious attachment style had a positive contribution to the obliging conflict management style among adolescents. From these results, individuals with a preoccupied attachment style tend to avoid confronting problems; instead, they are likely to agree with others. Therefore, they tend to use the obliging conflict management style when facing conflict.

H3 conjectured that individuals with an avoidant attachment style (dismissing and fearful) would demonstrate more of an avoiding conflict management style than those with secure or preoccupied attachment styles. The results revealed that there were no significant pairwise comparisons at the $p < .05$ or below for the avoiding conflict management style; thus, this hypothesis was not supported. Although previous studies reported that avoidant persons tend to withdraw from others during conflict (Corcoran & Mallinckrodt, 2000; Feeney, 1999), and they prefer to keep distant in conflict (Corcoran & Mallinckrodt, 2000), some studies did not support the hypotheses regarding dismissing-avoidant and fearful-avoidant attachment styles.

Bippus and Rollin (2003) posited that fearfuls would be reported by their close friends as demonstrating more avoiding conflict strategies as compared to secures or

preoccupieds. They found that the results of the planned comparison did not support the hypothesis. In addition, Ben-Ari and Hirshberg (2009) did not find that individuals with an avoidant attachment style (dismissing and fearful) demonstrated more avoiding conflict style than individuals with secure or preoccupied attachment styles. Instead, they revealed that avoidant attachment individuals made greater use of dominating conflict strategies.

In general, the results of the one-way MANOVA were consistent with theory-based expectations. For instance, secure individuals hold positive views of both themselves and others (Bartholomew & Horowitz, 1991); they are confident and able to easily interact with others, meeting both their own and others' needs. They, therefore, are most likely to demonstrate more integrating and compromising conflict management styles than do those with insecure attachment styles (Bippus & Rollin, 2003; Pistole, 1989). On the other hand, preoccupieds hold negative views of themselves, but positive views of others (Bartholomew & Horowitz). They are dependent on others and tend to agree to the demands of others. Thus, they engage in more obliging conflict style than do those with secure, dismissing, or fearful attachment styles.

However, the predictions for individuals with some insecure attachment styles (dismissing and fearful) with regard to conflict management styles were not supported. It might have been due to the uneven sample sizes as almost three-quarters of the participants identified themselves as having a secure attachment style.

Discussion of the Status of the Conflict Partner and Preferred Conflict Management

Styles of Individuals

The current study proposed that there is a significance difference between the

status of the conflict partner and the preferred conflict management styles of individuals;

H4 was supported. The findings revealed that significant differences were found among

the status of the conflict partner on the four conflict management styles (integrating,

avoiding, obliging, and compromising). One pairwise comparison was found for the

integrating style of conflict management; individuals managing conflict with friends

applied the integrating conflict style more often than when managing conflict with

subordinates. For the avoiding conflict management style, individuals handling conflict

with a boss used the avoiding conflict style more than when managing conflict with

subordinates. In addition, when managing conflict with friends, individuals applied the

avoiding style more than when handling conflict with subordinates.

All three pairwise comparisons were significant for the obliging style of conflict

management. When handling conflict with a boss, individuals employed the obliging

style more than when managing conflict with friends and subordinates. Individuals also

used the obliging style when managing conflict with friends more often than when

dealing with conflict with subordinates. For the compromising style of conflict

management, individuals applied the compromising style when handling conflict with

friends more often than when managing conflict with subordinates.

As mentioned in the literature review, Thailand is classified as a high power

distance culture. The results of this study support Hofstede's (2001) findings that high

power distance can affect the behavior of people in superior-subordinate dyads. According to Ting-Toomey (2009), people in collectivist and high power distance societies are likely to use a benevolent conflict approach when handling conflict. Although Thai workers, in a collectivist and high power distance society, prefer to use integrating and compromising conflict management styles when facing conflict because Thai culture emphasizes harmony and compromising, they tend to apply obliging and avoiding conflict management styles when the conflict partner has an elevated status. This notion is confirmed by the present study.

Concerning the obliging conflict management style, similar results have been found in other high power distance countries. Lee (2002), for instance, reported that Korean local government employees preferred using an obliging style when managing conflict with superiors. Likewise, Ozkalp, Sungur, and Ozdemir (2009) studied Turkish managers' conflict styles in different sectors and found that the obliging style was mostly used if individuals had to manage conflict with upper organizational status individuals. Consistent with findings from Chinese culture, instead of using direct and assertive strategies, subordinates used harmony-preserving strategies to manage conflict with their supervisor (Nguyen & Yang, 2012).

Sriput (2014) studied power distance and work engagement by using organizations in Thailand as a case study and reported that employees were likely to agree with individuals with higher status. Employees also accepted that using power and authority were essential for a boss when working with subordinates. Thai employees,

therefore, tend to obey commands from their boss and do not want to confront and manage conflict directly with their boss.

Furthermore, Tsai and Chi (2009) noted that Chinese people employed accommodating or avoiding approaches when handling disputes with their supervisors and peers. Cardon and Okoro (2010) did a meta-analysis of the cultural propositions about conflict management styles in face-negotiation theory during the past two decades. They found that people who live in countries with collectivist and high power distance cultures, such as Thailand, China, Hong Kong, Japan, Korea, and Philippines, prefer applying an avoidance approach when managing conflict with their boss and peers. More recently, Pimpa (2012) examined the key characteristics and nature of organizational culture in the Thai public sector companies and confirmed that avoiding conflict was a main characteristic in the Thai public sector system.

Although several studies reported that in high power distance cultures, subordinates were likely to accept a hierarchical order and tended to use obliging or avoiding conflict management styles when managing conflict with their boss, a few studies showed opposite results. For example, Vokic and Sontor (2010) investigated the relationship between individual characteristics and conflict management styles in Croatian organizational settings; Croatia is described as high power distance country (Hofstede & Hofstede, 2005). They found that there was no significant difference between conflict management styles and position in hierarchical level of Croatian employees. Lower status individuals did not report greater use of avoiding, accommodating, or compromising as hypothesized (Vokic & Sontor).

Brewer, Mitchell, and Weber (2002) examined the relationship between organizational status and conflict management behaviors of Australian workers. They found that individuals with lower organizational status were higher on avoiding and obliging styles, while individuals with upper organizational status reported greater use of the integrating style. Although Australia is known as low power distance culture (Hofstede & Hofstede, 2005), the organizational hierarchy might influence conflict management style.

In conclusion, this study showed there was a significant difference between the status of the conflict partner and the preferred conflict management styles of individuals. Thus, status in the organizational hierarchy influences conflict management styles. Subordinates prefer using obliging and avoiding conflict management styles when handling conflict with their boss. The results confirmed that power distance and hierarchy are accepted in Thai society and can affect conflict management styles among Thai workers.

Discussion of Additional Analyses

Since the age groups affected conflict management styles among workers, generational characteristics are discussed. Three generations are most represented in today's workplace: Baby Boomers, Generation X, and Generation Y (also known as Millennials). Baby Boomers are downsizing in the workplace; they are now in the late part of their careers. In this study, only 5.1% of the participants were from the Baby Boomer Generation. Baby Boomers, born between 1946-1964 (Kane, 2007, as cited in Fernandez, 2009), were brought up in an abundant, healthy postwar economy. This

generation is referred to as the Baby Boom because of the massive increase in births in the United States that followed the Great Depression and World War II (Miller, 2010). Boomers have been characterized as individuals who believe that hard work is the price to pay for success (Patterson & Pegg, 2008). They live to work (Kane, 2007 as cited in Fernandez, 2009), believe in loyalty toward their employers (Zemke, Raines, & Filipczak, 2000) and accept hierarchical relationships in the workplace (Burke, 2004). They also prefer teamwork, collaboration, and group decision making (Zemke et al., 2000).

Members of Generation X were born between 1965 and 1980, and were exposed to high rates of parental divorce (Kane, 2007 as cited in Fernandez, 2009). Therefore, the term "latchkey" originated within this generation. Because latchkey children had to face and solve their own problems, Xers are considered independent, autonomous, and self-reliant (Kane, 2007 as cited in Fernandez, 2009). In the workplace, they are not exceedingly loyal to their employers (Bova & Kroth, 2001), and are willing to change jobs in order to get ahead (Kane, 2007 as cited in Fernandez, 2009). Work is not the most important part of their lives (Cole, Lucas, & Smith, 2002); they tend to find a good balance between doing a good job and completing their own goals (Smola & Sutton, 2002). Because they grew up with the interaction of technology, they possess strong technical skills. Moreover, Xers prefer flexible schedules (Joyner, 2000) and are adaptable to change (Zemke et al., 2000).

Members of Generation Y, or Millennials, considered the largest generation in the workplace, were born within the years of 1980 to 2000 (Kane, 2007 as cited in

Fernandez, 2009). Like Xers, Millennials value work-life balance, flexibility (Fernandez,

2009), and are independent (Crampton & Hodge, 2006). They grew up with technology

by using cell phones, laptops, and other gadgets. Generation Y is plugged-in 24 hours a

day and 7 days a week. This generation prefers to communicate by use of email and text-

messaging rather than face-to-face meetings (Kane, 2007 as cited in Fernandez, 2009).

They love to have everything at the tip of their fingers (Patterson, 2007). More

specifically, Millennials are the most highly educated generation (Tolbize, 2008). They

work well in groups (Miller, 2010) and prefer a fun working environment (Cole et al.,

2002). Although they have high expectations of their employers, they set themselves to

high standards (Meister & Willyerd, 2010).

Findings showed that employees aged 20-39 years old, Millennials, applied the

dominating conflict management style more than employees aged 50 and older, Baby

Boomers. While Millennials prefer quick decision making, Baby Boomers like group

decision making that takes more time compared to individual decision making. Thus,

individuals who prefer a quick decision may apply the dominating conflict management

style (Rahim, 2002).

Practical Implications of the Study

This study provides several practical implications. First, the results showed that

individuals' attachment styles affect individuals' conflict management styles; meaning

that individuals who have different attachment styles manage conflict differently. Thus,

the human resource department of an organization could pay attention to these results in

order to improve the efficiency of conflict management among workers.

Second, although most employees demonstrated integrating and compromising conflict management styles, when managing conflict with superiors they preferred using obliging and avoiding conflict management styles. Thus, it is important that supervisors or managers should listen to their employees or give them a voice when making a decision or when conflict occurs. The employees might feel comfortable enough to express their opinions or disagree with their superiors. This can make the employees feel satisfied at work and the productivity of an organization will be improved (Carter & Brynes, 2006).

Finally, the results regarding the preferences of conflict management styles among individuals and the status of the conflict partner will be valuable to foreigners who wish to do business or work elsewhere in Thailand since the seniority-based practice is considered a main characteristic of Thai organizations. If they understand the nature of Thai organizations, they will work with others more successfully.

Limitations and Future Research

No study is without limitations. First, the nine-page questionnaire, including attachment style and conflict management style items as well as demographic data, may be very long for the respondents. Some of the returned questionnaires were incomplete. Because of respondent fatigue, some of the completed questionnaires might not completely reflect the respondents' real opinions.

Second, the present study employed a self-administered questionnaire to examine individuals' conflict management style. This might account for the possibility of some employees not answering as honestly as they should. Future studies might add peer

assessment, behavioral measures (such as direct observations), and related methods to assess the actual conflict management styles. For instance, Bippus and Rollin (2003) explored how attachment styles affects individuals' relationship maintenance behaviors and conflict behaviors; they used peer assessment to assess individuals' conflict management style.

Third, the present research applied the questionnaire based on Western concepts to explore adult attachment styles and conflict management styles among Thai workers. It might be interesting if future research develops items to investigate attachment styles and conflict management styles based on Thai context.

Next, there might be the possibility that each of the three organizations had cultural differences that might have influenced the responses of employees from those organizations.

Finally, the significant findings regarding the relationship between the status of the conflict partner and conflict management styles in this study came from the use of one-way multivariate analysis of variance (MANOVA). Future research should explore the relationship between these two variables by using other statistical methods (e.g., two-way MANOVA) which will enable the addition of other variables such as type of organization, job tenure, or educational level to extend to work of the present study.

Summary

This research was undertaken with two objectives. The first objective was to examine how attachment styles influenced individuals' conflict management styles among Thai workers. The second objective was to examine whether power distance

affected conflict management styles. The results have fulfilled the objectives and

contribute to the field of attachment style and conflict management style studies in

nonromantic relationships. Further, the results serve as a good starting point to continue

looking at the relationship between power distance within organizations and individuals'

conflict management styles in Thailand.

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APPENDICES

Appendix A

Fraley et al.'s (2000) the Experiences in Close Relationships-Revised

(ECR-R) Questionnaire

1. I'm afraid that I will lose my partner's love.
2. I often worry that my partner will not want to stay with me.
3. I often worry that my partner doesn't really love me.
4. I worry that romantic partners won't care about me as much as I care about them.
5. I often wish that my partner's feelings for me were as strong as my feelings for him or her.
6. I worry a lot about my relationships.
7. When my partner is out of sight, I worry that he or she might become interested in someone else.
8. When I show my feelings for romantic partners, I'm afraid they will not feel the same about me.
9. I rarely worry about my partner leaving me.
10. My romantic partner makes me doubt myself.
11. I do not often worry about being abandoned.
12. I find that my partner (s) don't want to get as close as I would like.
13. Sometimes romantic partners change their feelings about me for no apparent reason.
14. My desire to be very close sometimes scares people away.
15. I'm afraid that once a romantic partner gets to know me, he or she won't like who I really am.
16. It makes me mad that I don't get the affection and support I need from my partner.
17. I worry that I won't measure up to other people.
18. My partner only seems to notice me when I'm angry.
19. I prefer not to show a partner how I feel deep down.
20. I feel comfortable sharing my private thoughts and feelings with my partner.
21. I find it difficult to allow myself to depend on romantic partners.
22. I am very comfortable being close to romantic partners.
23. I don't feel comfortable opening up to romantic partners.
24. I prefer not to be too close to romantic partners.
25. I get uncomfortable when a romantic partner wants to be very close.
26. I find it relatively easy to get close to my partner.
27. It's not difficult for me to get close to my partner.
28. I usually discuss my problems and concerns with my partner.
29. It helps to turn to my romantic partner in times of need.

30. I tell my partner just about everything.
31. I talk things over with my partner.
32. I am nervous when partners get too close to me.
33. I feel comfortable depending on romantic partners.
34. I find it easy to depend on romantic partners.
35. It's easy for me to be affectionate with my partner.
36. My partner really understands me and my needs.

Appendix B

Rahim's (1983) the Rahim Organization Conflict Inventory II (ROCI-II)

1. I try to investigate an issue with others to find a solution acceptable to us.

2. I generally try to satisfy the needs of others.

3. I attempt to avoid being "put on the spot" and try to keep my conflict with others to myself.

4. I try to integrate my ideas with those of others to come up with a decision jointly.

5. I try to work with others to find solutions to a problem which satisfy our expectations.

6. I usually avoid open discussion of my differences with others.

7. I try to find a middle course to resolve an impasse.

8. I use my influence to get my ideas accepted.

9. I use my authority to make a decision in my favor.

10. I usually accommodate the wishes of others.

11. I give in to the wishes of others.

12. I exchange accurate information with others to solve a problem together.

13. I usually allow concessions to others.

14. I usually propose a middle ground for breaking deadlocks.

15. I negotiate with others so that a compromise can be reached.

16. I try to stay away from disagreement with others.

17. I avoid an encounter with others.

18. I use my expertise to make a decision in my favor.

19. I often go along with the suggestions of others.

20. I use "give and take" so that a compromise can be made.

21. I am generally firm in pursuing my side of the issue.

22. I try to bring all our concerns out in the open so that the issues can be resolved in

the best possible way.

23. I collaborate with others to come up with decisions acceptable to us.

24. I try to satisfy the expectations of others.

25. I sometimes use my power to win a competitive situation.

26. I try to keep my disagreement with others to myself in order to avoid hard feelings.

27. I try to avoid unpleasant exchanges with others.

28. I try to work with others for a proper understanding of a problem.

Appendix C

Questionnaire (English Version)
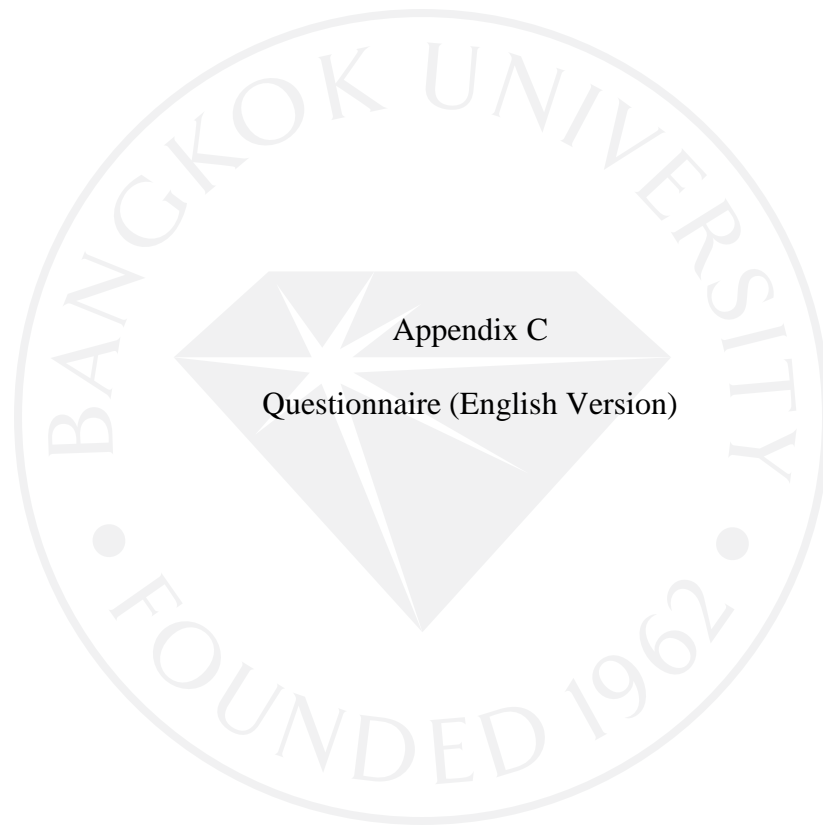
<div align="center">Questionnaire</div>

<u>Instructions</u>: For each item below choose the answer with the degree of agreement to disagreement that is closest to you. Please respond to all items. There are three parts to the questionnaire:

1. The Experiences in Close Relationships-Revised (ECR-R) Adult Attachment Questionnaire
2. Rahim Organizational Conflict Inventory-II (ROCI-II) on Conflict Management Styles
3. Demographic questions

1. The statements below concern how you feel in emotionally intimate relationships. I am interested in how you *generally* experience relationships, not just in what is happening in a current relationship.

<u>Instructions:</u> Respond to each statement by ticking (√) in each provided space to indicate how much you agree or disagree with the statement. The alternative responses are:

7	*Strongly agree*
6	*Agree*
5	*Somewhat agree*
4	*Neither agree nor disagree* with the statement
3	*Somewhat disagree*
2	*Disagree*
1	*Strongly disagree*

(7 indicates the highest degree of agreement while 1 indicates the highest degree of disagreement)

Item	Statement	Degree of agreement and disagreement						
		1	2	3	4	5	6	7
1	I'm afraid that I will lose my partner's love.							
2	I often worry that my partner will not want to stay with me.							
3	I often worry that my partner doesn't really love me.							
4	I worry that romantic partners won't care about me as much as I care about them.							

Item	Statement	Degree of agreement and disagreement						
		1	2	3	4	5	6	7
5	I often wish that my partner's feelings for me were as strong as my feelings for him or her.							
6	I worry a lot about my relationships.							
7	When my partner is out of sight, I worry that he or she might become interested in someone else.							
8	When I show my feelings for romantic partners, I'm afraid they will not feel the same about me.							
9	I rarely worry about my partner leaving me.							
10	My romantic partner makes me doubt myself.							
11	I do not often worry about being abandoned.							
12	I find that my partner (s) don't want to get as close as I would like.							
13	Sometimes romantic partners change their feelings about me for no apparent reason.							
14	My desire to be very close sometimes scares people away.							
15	I'm afraid that once a romantic partner gets to know me, he or she won't like who I really am.							
16	It makes me mad that I don't get the affection and support I need from my partner.							
17	I worry that I won't measure up to other people.							
18	My partner only seems to notice me when I'm angry.							
19	I prefer not to show a partner how I feel deep down.							
20	I feel comfortable sharing my private thoughts and feelings with my partner.							
21	I find it difficult to allow myself to depend on romantic partners.							
22	I am very comfortable being close to romantic partners.							
23	I don't feel comfortable opening up to romantic partners.							
24	I prefer not to be too close to romantic partners.							
25	I get uncomfortable when a romantic partner wants to be very close.							
26	I find it relatively easy to get close to my partner.							
27	It's not difficult for me to get close to my partner.							

Item	Statement	Degree of agreement and disagreement						
		1	2	3	4	5	6	7
28	I usually discuss my problems and concerns with my partner.							
29	It helps to turn to my romantic partner in times of need.							
30	I tell my partner just about everything.							
31	I talk things over with my partner.							
32	I am nervous when partners get too close to me.							
33	I feel comfortable depending on romantic partners.							
34	I find it easy to depend on romantic partners.							
35	It's easy for me to be affectionate with my partner.							
36	My partner really understands me and my needs.							

2. The next questions are regarding conflict management styles; interpersonal conflict arises when there is a disagreement between two or more people that involve incompatible or opposing goals, needs, or viewpoints.

Instructions: Recall situations when you have been involved in conflict in *general situations* within your company. After reading each item carefully, please tick (√) in each provided space that best represents your degree of agreement or disagreement with the statement. The alternative responses are:

     5   *Strongly agree* with the statement
     4   *Agree* with the statement
     3   *Neither agree nor disagree* with the statement
     2   *Disagree* with the statement
     1   *Strongly disagree* with the statement

(5 indicates the highest degree of agreement while 1 indicates the highest degree of disagreement)

Item	Statement	Degree of agreement and disagreement				
		1	2	3	4	5
37	I try to investigate an issue with others to find a solution acceptable to us.					
38	I generally try to satisfy the needs of others.					
39	I attempt to avoid being "put on the spot" and try to keep my conflict with others to myself.					
40	I try to integrate my ideas with those of others to come up with a decision jointly.					

Item	Statement	Degree of agreement and disagreement				
		1	2	3	4	5
41	I try to work with others to find solutions to a problem which satisfy our expectations.					
42	I usually avoid open discussion of my differences with others.					
43	I try to find a middle course to resolve an impasse.					
44	I use my influence to get my ideas accepted.					
45	I use my authority to make a decision in my favor.					
46	I usually accommodate the wishes of others.					
47	I give in to the wishes of others.					
48	I exchange accurate information with others to solve a problem together.					
49	I usually allow concessions to others.					
50	I usually propose a middle ground for breaking deadlocks.					
51	I negotiate with others so that a compromise can be reached.					
52	I try to stay away from disagreement with others.					
53	I avoid an encounter with others.					
54	I use my expertise to make a decision in my favor.					
55	I often go along with the suggestions of others.					
56	I use "give and take" so that a compromise can be made.					
57	I am generally firm in pursuing my side of the issue.					
58	I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.					
59	I collaborate with others to come up with decisions acceptable to us.					
60	I try to satisfy the expectations of others.					
61	I sometimes use my power to win a competitive situation.					
62	I try to keep my disagreement with others to myself in order to avoid hard feelings.					
63	I try to avoid unpleasant exchanges with others.					
64	I try to work with others for a proper understanding of a problem.					

Instructions: Imagine about the person in conflict situations (*your peers/co-worker, your supervisors/seniors, and your subordinates/juniors*), please tick (√) in each provided space that best represents your degree of agreement or disagreement with the statement. The alternative responses are:

5   *Strongly agree* with the statement
4   *Agree* with the statement
3   *Neither agree nor disagree* with the statement
2   *Disagree* with the statement
1   *Strongly disagree* with the statement

(5 indicates the highest degree of agreement while 1 indicates the highest degree of disagreement)

Item	Statement	to manage conflict with peers/ co-workers					to manage conflict with supervisors/ seniors					to manage conflict with subordinates/ juniors				
		Disagree			Agree		Disagree			Agree		Disagree			Agree	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
65	I try to investigate an issue with others to find a solution acceptable to us.															
66	I generally try to satisfy the needs of others.															
67	I attempt to avoid being "put on the spot" and try to keep my conflict with others to myself.															
68	I try to integrate my ideas with those of others to come up with a decision jointly.															
69	I try to work with others to find solutions to a problem which satisfy our expectations.															
70	I usually avoid open discussion of my differences with others.															
71	I try to find a middle course to resolve an impasse.															
72	I use my influence to get my ideas accepted.															
73	I use my authority to make a decision in my favor.															
74	I usually accommodate the wishes of others.															
75	I give in to the wishes of others.															

Item	Statement	to manage conflict with peers/ co-workers					to manage conflict with supervisors/ seniors					to manage conflict with subordinates/ juniors				
		Disagree				Agree	Disagree				Agree	Disagree				Agree
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
76	I exchange accurate information with others to solve a problem together.															
77	I usually allow concessions to others.															
78	I usually propose a middle ground for breaking deadlocks.															
79	I negotiate with others so that a compromise can be reached.															
80	I try to stay away from disagreement with others.															
81	I avoid an encounter with others.															
82	I use my expertise to make a decision in my favor.															
83	I often go along with the suggestions of others.															
84	I use "give and take" so that a compromise can be made.															
85	I am generally firm in pursuing my side of the issue.															
86	I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.															
87	I collaborate with others to come up with decisions acceptable to us.															
88	I try to satisfy the expectations of others.															
89	I sometimes use my power to win a competitive situation.															
90	I try to keep my disagreement with others to myself in order to avoid hard feelings.															
91	I try to avoid unpleasant exchanges with others.															
92	I try to work with others for a proper understanding of a problem.															

3. Demographic questions

<u>Instructions:</u> Please circle the answer that is your real self and/or fill in the empty space.

93. Gender   (a). Female   (b). Male

94. Age _____ years

95. Level of education
    (a). High vocational certificate or less   (b). Bachelor's degree
    (c). Master's degree   (d). Higher than Master's degree

96. Your current position is _____.

97. Length of work in this company: _____ year (s) _____ month (s)

After you have completed the questionnaire, please return it to company's human resource department. Please complete and

return the questionnaire within two weeks of receiving it. Thank you so much for your participation.

Appendix D

Questionnaire (Thai Version)
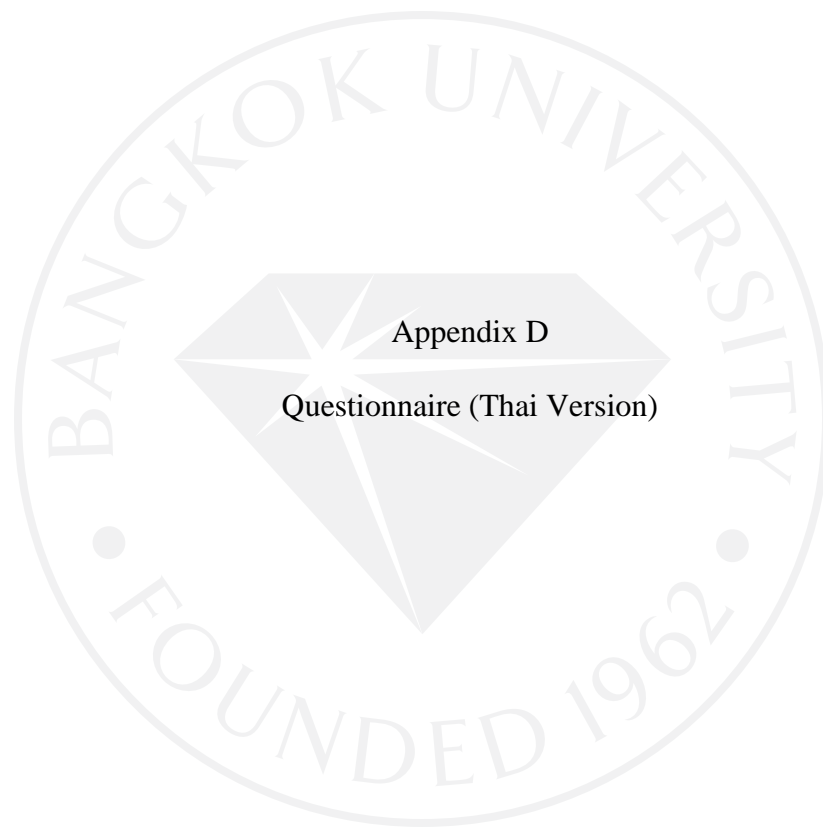
<center>แบบสอบถาม</center>

       แบบสอบถามนี้เป็นส่วนหนึ่งของการทำดุษฎีนิพนธ์ระดับปริญญาเอก สาขาวิชานิเทศศาสตร์ มหาวิทยาลัยกรุงเทพ (in Cooperation with Ohio University) ผู้วิจัยต้องการศึกษาประเด็นของรูปแบบความผูกพันและรูปแบบการจัดการความขัดแย้งระหว่างบุคคลในที่ทำงานและต้องการศึกษาประเด็นอำนาจในที่ทำงานว่าสถานภาพและระดับอำนาจที่แตกต่างกัน จะส่งผลต่อพฤติกรรมการจัดการกับปัญหาของกลุ่มคนวัยทำงานหรือไม่อย่างไร

       ผู้วิจัยจึงใคร่ขอความร่วมมือจากท่านในการตอบแบบสอบถามให้ครบทุกข้อตามความเป็นจริง และตามความคิดเห็นของท่าน เพื่อจะนำผลไปใช้ประโยชน์ในการศึกษาต่อไป โดยข้อมูลที่ท่านตอบในแบบสอบถาม ทั้งหมดจะถือเป็นความลับซึ่งจะนำเสนอผลการวิจัยในลักษณะภาพรวมเท่านั้น แบบสอบถามนี้ประกอบไปด้วยข้อคำถาม 3 ตอน คือ 1.แบบสอบถามรูปแบบความผูกพัน 2.แบบสอบถามรูปแบบการจัดการความขัดแย้ง และ 3. ข้อมูลส่วนบุคคล

<u>ตอนที่ 1</u> แบบสอบถามรูปแบบความผูกพัน

<u>คำชี้แจง</u> ข้อความด้านล่างต่อไปนี้เป็นข้อความแสดงถึงความรู้สึกที่ท่านมีต่อเพื่อนสนิท

<div style="border:1px solid black; padding:10px;">

เพื่อนสนิท ในที่นี้หมายถึง บุคคลที่ท่านมีความสัมพันธ์ใกล้ชิดมากที่สุดเพียงคนเดียวเท่านั้น ซึ่งอาจเป็นเพื่อนเพศเดียวกัน หรือ เพื่อนต่างเพศ หรือ แฟน หรือ คนรัก หากเมื่อท่านเลือกบุคคล ดังกล่าวแล้ว ขอให้ท่านนึกถึงความสัมพันธ์ที่มีต่อบุคคลดังกล่าวในการตอบข้อความทุกข้อความ

</div>

กรุณาอ่านและพิจารณาข้อความแต่ละข้อความโดยละเอียดก่อนจะกาเครื่องหมาย √ ในช่องที่ตรงกับความรู้สึกของท่านมากที่สุด โดยแต่ละช่องมีความหมายดังนี้

	หมายความว่า	
1	หมายความว่า	ไม่ตรงเลย
2	หมายความว่า	ส่วนใหญ่ไม่ตรง
3	หมายความว่า	ไม่ค่อยตรง
4	หมายความว่า	ตรงและไม่ตรงพอๆ กัน
5	หมายความว่า	ค่อนข้างตรง
6	หมายความว่า	ตรงมาก
7	หมายความว่า	ตรงมากที่สุด

	ข้อความ	1 ไม่ตรงเลย	2 ส่วนใหญ่ไม่ตรง	3 ไม่ค่อยตรง	4 ตรงและไม่ตรงพอๆ กัน	5 ค่อนข้างตรง	6 ตรงมาก	7 ตรงมากที่สุด
1	ฉันเกรงว่าเพื่อนสนิทจะไม่ชอบฉัน							
2	ฉันกังวลว่าเพื่อนสนิทจะขัดใจกับฉัน							
3	ฉันมักกังวลว่าเพื่อนสนิทจะไม่จริงใจกับฉัน							
4	ฉันกังวลว่าเพื่อนสนิทจะไม่ห่วงใยฉัน มากเท่าที่ฉันห่วงใยเขา							
5	ฉันต้องการให้ความรู้สึกของ เพื่อนสนิทที่มีต่อฉันเทียบเท่ากับ ความรู้สึกของฉันที่มีต่อเขา							
6	ฉันกังวลมากเกี่ยวกับความผูกพันที่มีต่อเพื่อนสนิท							
7	เมื่อฉันไม่ได้พบกับเพื่อนสนิทเป็นเวลานาน ฉันเกรงว่าเขาจะไปสนิทกับคนอื่น							
8	เมื่อฉันแสดงความรู้สึกของฉันที่มีต่อ เพื่อนสนิทออกไป ฉันกังวลว่าเขาจะไม่ เข้าใจความรู้สึกที่ฉันแสดงออกไป							

	ข้อความ	1 ไม่ตรง เลย	2 ส่วน ใหญ่ไม่ ตรง	3 ไม่ค่อย ตรง	4 ตรง และไม่ ตรง พอๆ กัน	5 ค่อน ข้างตรง	6 ตรง มาก	7 ตรง มากที่ สุด
9	ฉันไม่ค่อยกังวลว่าเพื่อนสนิทจะห่างเหินฉัน							
10	เพื่อนสนิททำให้ฉันไม่แน่ใจในตนเอง							
11	ฉันไม่ค่อยกังวลว่าเพื่อนสนิทจะเลิกคบฉัน							
12	เพื่อนสนิทไม่อยากใกล้ชิดฉัน เท่าที่ฉันอยากให้เป็น							
13	บางครั้งเพื่อนสนิทของฉันเปลี่ยนไปโดยไม่มีเหตุผลที่ชัดเจน							
14	บางครั้งฉันต้องการใกล้ชิดกับผู้อื่น แต่กลับทำให้เขาถอยหนี							
15	ฉันเกรงว่าถ้าเพื่อนสนิทรู้จักตัวตนที่แท้จริงของฉันแล้ว เขาจะไม่ชอบฉัน							
16	ฉันโกรธเมื่อฉันไม่ได้รับความรักและ กำลังใจจากเพื่อนสนิท							
17	ฉันกังวลว่าตนเองจะไม่ทัดเทียมผู้อื่น							
18	เพื่อนสนิทจะสนใจฉันต่อเมื่อฉันโกรธเท่านั้น							
19	ฉันไม่แสดงความรู้สึกที่แท้จริงให้เพื่อนสนิทรู้							
20	ฉันสบายใจที่จะบอกความรู้สึกนึกคิดส่วนตัวกับเพื่อนสนิท							
21	ฉันลำบากใจที่จะต้องพึ่งพาเพื่อนสนิท							
22	ฉันรู้สึกสนิทใจกับเพื่อนสนิทของฉัน							
23	ฉันอึดอัดที่จะเปิดใจกับเพื่อนสนิท							
24	ฉันไม่ชอบใกล้ชิดกับเพื่อนสนิทมากเกินไป							
25	ฉันอึดอัดเมื่อเพื่อนสนิทเข้ามาสนิทสนมกับฉันมากเกินไป							
26	ฉันสนิทสนมกับเพื่อนได้ง่าย							
27	การสนิทสนมกับเพื่อนไม่ใช่เรื่องยากสำหรับฉัน							

	ข้อความ	1 ไม่ตรง เลย	2 ส่วน ใหญ่ไม่ ตรง	3 ไม่ค่อย ตรง	4 ตรง และไม่ ตรง พอๆ กัน	5 ค่อน ข้างตรง	6 ตรง มาก	7 ตรง มากที่ สุด
28	ฉันมักปรับทุกข์กับเพื่อนสนิท							
29	ฉันพึ่งพาเพื่อนสนิทได้ในยามที่ฉันต้องการ							
30	ฉันพูดคุยกับเพื่อนสนิทได้ทุกเรื่อง							
31	ฉันสามารถพูดถกเถียงโต้แย้งกับเพื่อนสนิทได้ทุกเรื่อง							
32	ฉันว้าวุ่นใจเมื่อเพื่อนสนิทเข้ามาใกล้ชิดกับฉัน							
33	ฉันรู้สึกสบายใจ แม้จะต้องพึ่งพาเพื่อนสนิท							
34	การพึ่งพาเพื่อนสนิทเป็นเรื่องที่ฉันทำได้ง่าย							
35	ฉันรัก ผูกพัน และเอื้ออาทรกับเพื่อนสนิทอย่างลึกซึ้ง							
36	เพื่อนสนิทเข้าใจฉัน และความต้องการของฉัน							

<u>ตอนที่ 2</u> แบบสอบถามรูปแบบการจัดการความขัดแย้ง

<u>คำชี้แจง</u> ความขัดแย้งมักเกิดขึ้นเมื่อมีความเห็น ไม่ตรงกันระหว่างบุคคลสองคนขึ้นไป ทั้งนี้มักเกี่ยวเนื่องกับจุดมุ่งหมาย ความต้องการหรือทัศนคติที่ไม่

ตรงกัน <u>ลองนึกถึงเหตุการณ์เช่นนี้ในสถานการณ์ความขัดแย้งทั่วๆ ไป</u>ที่เกิดขึ้นในที่ทำงาน และในสถานการณ์ความขัดแย้งนั้นๆ คุณมีความเห็นอย่างไร

โปรดระบุโดยทำเครื่องหมาย √. ลงในช่องทางด้านขวามือที่ตรงกับระดับความคิดเห็นของคุณในแต่ละข้อ โดยแต่ละช่องมีความหมายดังนี้

1   หมายความว่า   ไม่เห็นด้วยอย่างมาก

2   หมายความว่า   ไม่เห็นด้วย

3   หมายความว่า   รู้สึกกลางๆ

4   หมายความว่า   เห็นด้วย

5   หมายความว่า   เห็นด้วยอย่างมาก

	ข้อความ	1 ไม่เห็นด้วยอย่างมาก	2 ไม่เห็นด้วย	3 รู้สึกกลางๆ	4 เห็นด้วย	5 เห็นด้วยอย่างมาก
37	ท่านมักจะพยายามพิจารณาเพื่อหาวิธีแก้ไขปัญหาร่วมกับผู้อื่นอย่างละเอียดถี่ถ้วนเพื่อให้การแก้ปัญหาเป็นที่พอใจของทุกฝ่าย					
38	ท่านมักทำในสิ่งที่ผู้อื่นต้องการ					
39	ท่านมักเก็บเรื่องขัดแย้งที่เกิดขึ้นระหว่างตัวเองกับผู้อื่นไว้ในใจ เพราะว่าไม่ต้องการรู้สึกอับอายในสถานการณ์ที่บังคับให้ต้องตัดสินใจเรื่องสำคัญในระยะเวลาจำกัด					
40	ท่านมักจะผสานความคิดของตนให้เข้ากับความคิดของผู้อื่น เพื่อให้มีการการตัดสินใจร่วมกัน					
41	ท่านมักหาวิธีแก้ไขปัญหาร่วมกับผู้อื่นเพื่อที่จะให้ทุกคนพอใจ					
42	ท่านมักหลีกเลี่ยงที่จะเสนอความคิดเห็นที่แตกต่างจากผู้อื่น					
43	ท่านมักพยายามที่จะพบกับผู้อื่นครึ่งทาง เมื่อต้องแก้ไขปัญหาร้ายแรง					
44	ท่านมักใช้อำนาจที่มีบังคับให้ผู้อื่นยอมรับความคิดเห็นของตัวเอง					
45	ท่านใช้อำนาจการตัดสินใจที่มีอยู่นั้นให้ส่งผลประโยชน์กับตัวเอง					

	ข้อความ	1 ไม่เห็น ด้วย อย่าง มาก	2 ไม่เห็น ด้วย	3 รู้สึก กลางๆ	4 เห็น ด้วย	5 เห็น ด้วย อย่าง มาก
46	บ่อยครั้งที่ท่านจะทำตามความต้องการของผู้อื่น					
47	ท่านหลีกเลี่ยงที่จะเจอกับคนที่ไม่ลงรอยด้วย					
48	ท่านมักแลกเปลี่ยนข้อมูลที่เชื่อถือได้กับผู้อื่นเสมอเพื่อแก้ปัญหาร่วมกัน					
49	ท่านปล่อยให้ผู้อื่นได้สิ่งที่เขาต้องการอยู่เสมอ					
50	เพื่อยุติสถานการณ์ที่เข้าขั้นวิกฤติ ท่านมักเสนอทางสายกลางเพื่อแก้ปัญหา					
51	ท่านมักใช้การเจรจาต่อรองเพื่อการประนีประนอม					
52	ท่านมักไม่เข้าใกล้สถานการณ์ที่ต้องขัดแย้งกับผู้อื่น					
53	ท่านมักยินยอมตามความต้องการของผู้อื่น					
54	ท่านใช้ความรู้และประสบการณ์ที่มี ทำให้การตัดสินใจเอื้อประโยชน์ต่อตนเอง					
55	บ่อยครั้งที่ท่านทำตามคำแนะนำของผู้อื่น					
56	ท่านใช้หลักยอมเสียบางส่วนเพื่อให้ได้บางส่วนเพื่อให้มีการรอมชอมเกิดขึ้น					
57	ท่านยืนยันในความคิดของตนเองเสมอ					
58	ท่านมักนำประเด็นที่ทุกคนมีส่วนร่วมขึ้นมาพูดอย่างเปิดเผย เพื่อหาแนวทางการแก้ไขที่ดีที่สุดเท่าที่จะเป็นไปได้ร่วมกัน					
59	ท่านตัดสินใจร่วมกับผู้อื่นเพื่อให้ทุกฝ่ายที่เกี่ยวข้องพึงพอใจในการตัดสินใจนั้น					
60	ท่านมักทำให้ความคาดหวังของผู้อื่นสัมฤทธิ์ผล					
61	บางครั้งท่านใช้อำนาจเพื่อเอาชนะการแข่งขัน					

	ข้อความ	1 ไม่เห็น ด้วย อย่าง มาก	2 ไม่เห็น ด้วย	3 รู้สึก กลางๆ	4 เห็น ด้วย	5 เห็น ด้วย อย่าง มาก
62	ท่านจะเก็บความขัดแย้งไว้กับตนเองเพื่อไม่ให้เกิดความรู้สึกไม่ดีต่อกัน					
63	ท่านหลีกเลี่ยงบทสนทนาที่อาจก่อให้เกิดความขัดแย้ง					
64	ท่านเข้าร่วมกับผู้อื่นในการทำความเข้าใจอย่างถี่ถ้วนในแต่ละปัญหา					

ลองนึกถึงบุคคลที่มีสถานะหรือตำแหน่งต่าง ๆ ในสถานการณ์ความขัดแย้งในที่ทำงาน   หากท่านต้องจัดการความขัดแย้งกับบุคคลเหล่านี้ ได้แก่ เพื่อนร่วมงาน หรือผู้ที่มีตำแหน่งเท่ากันกับท่าน, กับหัวหน้า (ผู้ที่มีตำแหน่งสูงกว่าท่าน) หรือผู้ที่อาวุโสกว่า, และกับลูกน้อง (ผู้ที่มีตำแหน่งต่ำกว่าท่าน) หรือผู้ที่อ่อนกว่า   ท่านจะจัดการกับความขัดแย้งนั้น ๆ อย่างไร โปรดระบุโดยทำเครื่องหมาย √ ลงในช่องทางด้านขวามือที่ตรงกับระดับความคิดเห็นของ คุณในแต่ละข้อ โดยแต่ละช่องมีความหมายดังนี้

     1   หมายความว่า   ไม่เห็นด้วยอย่างมาก

     2   หมายความว่า   ไม่เห็นด้วย

     3   หมายความว่า   รู้สึกกลางๆ

     4   หมายความว่า   เห็นด้วย

     5   หมายความว่า   เห็นด้วยอย่างมาก

	ข้อความ	จัดการความขัดแย้งกับเพื่อนร่วมงาน					จัดการความขัดแย้งกับหัวหน้า					จัดการความขัดแย้งกับลูกน้อง				
		ไม่เห็นด้วย				เห็นด้วย	ไม่เห็นด้วย				เห็นด้วย	ไม่เห็นด้วย				เห็นด้วย
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
65	ท่านมักจะพยายามพิจารณาเพื่อหาวิธีแก้ไขปัญหาร่วมกับผู้อื่นอย่างละเอียดถี่ถ้วน เพื่อให้การแก้ปัญหาเป็นที่พอใจของทุกฝ่าย															
66	ท่านมักทำในสิ่งที่ผู้อื่นต้องการ															
67	ท่านมักเก็บเรื่องขัดแย้งที่เกิดขึ้นระหว่างตัวเองกับผู้อื่นไว้ในใจ เพราะว่าไม่ต้องการรู้สึกอับอายในสถานการณ์ที่บังคับให้ต้องตัดสินใจเรื่องสำคัญในระยะเวลาจำกัด															
68	ท่านมักจะผสานความคิดของตนให้เข้ากับความคิดของผู้อื่น เพื่อให้มีการการตัดสินใจร่วมกัน															
69	ท่านมักหาวิธีแก้ไขปัญหาร่วมกับผู้อื่นเพื่อที่จะให้ทุกคนพอใจ															
70	ท่านมักหลีกเลี่ยงที่จะเสนอความคิดเห็นที่แตกต่างจากผู้อื่น															
71	ท่านมักพยายามที่จะพบกับผู้อื่นครึ่งทาง เมื่อต้องแก้ไขปัญหาร้ายแรง															
72	ท่านมักใช้อำนาจที่มีบังคับให้ผู้อื่นยอมรับความคิดเห็นของตัวเอง															
73	ท่านใช้อำนาจการตัดสินใจที่มีอยู่นั้นให้ส่งผลประโยชน์กับตัวเอง															
74	บ่อยครั้งที่ท่านจะทำตามความต้องการของผู้อื่น															
75	ท่านหลีกเลี่ยงที่จะเจอกับคนที่ไม่ลงรอยด้วย															
76	ท่านมักแลกเปลี่ยนข้อมูลที่เชื่อถือได้กับผู้อื่นเสมอเพื่อแก้ปัญหาร่วมกัน															
77	ท่านปล่อยให้ผู้อื่นได้สิ่งที่เขาต้องการอยู่เสมอ															

	ข้อความ	จัดการความขัดแย้งกับเพื่อนร่วมงาน					จัดการความขัดแย้งกับหัวหน้า					จัดการความขัดแย้งกับลูกน้อง				
		ไม่เห็นด้วย				เห็นด้วย	ไม่เห็นด้วย				เห็นด้วย	ไม่เห็นด้วย				เห็นด้วย
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
78	เพื่อยุติสถานการณ์ที่เข้าขั้นวิกฤติ ท่านมักเสนอทางสายกลางเพื่อแก้ปัญหา															
79	ท่านมักใช้การเจรจาต่อรองเพื่อการประนีประนอม															
80	ท่านมักไม่เข้าใกล้สถานการณ์ที่ต้องขัดแย้งกับผู้อื่น															
81	ท่านมักยินยอมตามความต้องการของผู้อื่น															
82	ท่านใช้ความรู้และประสบการณ์ที่มี ทำให้การตัดสินใจเอื้อประโยชน์ต่อตนเอง															
83	บ่อยครั้งที่ท่านทำตามคำแนะนำของผู้อื่น															
84	ท่านใช้หลักยอมเสียบางส่วนเพื่อให้ได้บางส่วนเพื่อให้มีการรอมชอมเกิดขึ้น															
85	ท่านยืนยันในความคิดของตนเองเสมอ															
86	ท่านมักนำประเด็นที่ทุกคนมีส่วนร่วมขึ้นมาพูดอย่างเปิดเผย เพื่อหาแนวทางการแก้ไขที่ดีที่สุดเท่าที่จะเป็นไปได้ร่วมกัน															
87	ท่านตัดสินใจร่วมกับผู้อื่นเพื่อให้ทุกฝ่ายที่เกี่ยวข้องพึงพอใจในการตัดสินใจนั้น															
88	ท่านมักทำให้ความคาดหวังของผู้อื่นสัมฤทธิ์ผล															
89	บางครั้งท่านใช้อำนาจเพื่อเอาชนะการแข่งขัน															
90	ท่านจะเก็บความขัดแย้งไว้กับตนเองเพื่อไม่ให้เกิดความรู้สึกไม่ดีต่อกัน															
91	ท่านหลีกเลี่ยงบทสนทนาที่อาจก่อให้เกิดความขัดแย้ง															
92	ท่านเข้าร่วมกับผู้อื่นในการทำความเข้าใจอย่างถี่ถ้วนในแต่ละปัญหา															

<u>ตอนที่ 3</u> ข้อมูลส่วนบุคคล

<u>คำชี้แจง</u> กรุณาทำเครื่องหมาย ✓ หรือตอบข้อมูลลงในช่องว่างตามความเป็นจริง

93. เพศ ( ) หญิง ( ) ชาย

94. อายุ _____ ปี

95. ระดับการศึกษา

( ) ปวส. หรือต่ำกว่า ( ) ปริญญาตรี

( ) ปริญญาโท ( ) สูงกว่าปริญญาโท

96. ปัจจุบันท่านทำงานในตำแหน่ง _____

97. ระยะเวลาที่ท่านทำงานที่นี่ _____ ปี _____ เดือน

ขอบคุณที่ท่านสละเวลาตอบแบบสอบถามฉบับนี้

Appendix E

Institutional Review Board (IRB) Approval

OHIO UNIVERSITY

Office of the Vice President for Research

15E250

Office of Research Compliance
RTEC 117
Athens, OH 45701-2979

T: 740.593.0664
F: 740.593.9838
www.ohio.edu/research/compliance

A determination has been made that the following research study meets the criteria for exemption under the following category(-ies):

2

Project Title: Adult Attachment Styles and Conflict Management Behaviors in Interpersonal Relationships at Work

Primary Investigator: Nantida Otakum

Co-Investigator(s):

Advisor: Anita James
(if applicable)

Department: Comm Studies

_____   Sept. 21, 2015
Office of Research Compliance Staff   Date
  Rebecca Cale, AAB, CIP
  Robin Stack, CIP
  Shelly Rex, BS

The approval remains in effect provided the study is conducted exactly as described in your approved application. Any additions or modifications to the project must be reviewed and approved by the IRB (as an amendment) prior to implementation.

IRB approval does not supersede other regulatory requirements, such as HIPAA, FERPA, PPRA, etc.

Adverse events/unanticipated problems must be reported to the IRB promptly.
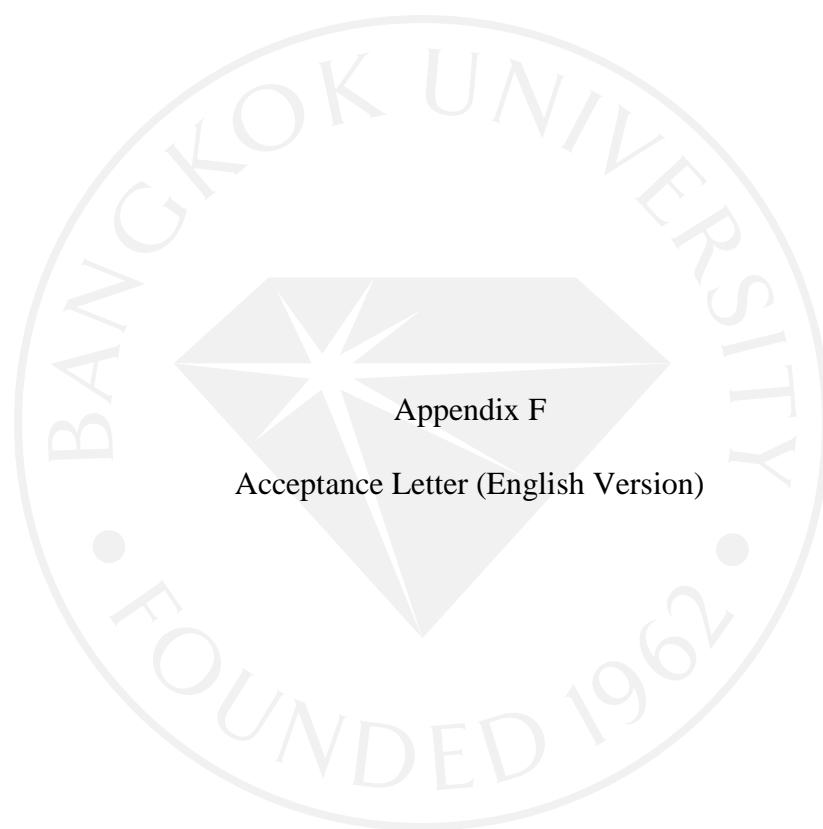
Appendix F

Acceptance Letter (English Version)

BANGKOK UNIVERSITY
THE CREATIVE UNIVERSITY

มหาวิทยาลัยกรุงเทพ (วิทยาเขตกล้วยน้ำไท)
119 ถนนพระราม 4 เขตคลองเตย กรุงเทพฯ 10110
โทรศัพท์ 0 2350 3500
โทรสาร 0 2240 1516, 0 2249 6274

มหาวิทยาลัยกรุงเทพ (วิทยาเขตรังสิต)
9/1 หมู่ที่ 5 ถนนพหลโยธิน ตำบลคลองหนึ่ง อำเภอคลองหลวง
จังหวัดปทุมธานี 12120
โทรศัพท์ 0 2902 0299 โทรสาร 0 2516 8553

Acceptance Letter

Title of Research: Adult Attachment Styles and Conflict Management Behaviors in Interpersonal Relationships at Work

Researcher: Miss Nantida Otakum

As Miss Nantida Otakum is conducting a dissertation entitled "Adult Attachment Styles and Conflict Management Behaviors in Interpersonal Relationships at Work" and her research sample is working adults who are employees in major organizations in Bangkok. You are being asked to allow Miss Nantida Otakum to collect data from your employees with the use of a self-administered questionnaire. If you agree to the research and participation of your employees, please tick in the box below.

☑ Agreement to participate in research

Signature _____

Printed name Assoc. Prof. Dr. Luedech ปีหน้าวิชัย

President

BANGKOK
UNIVERSITY
THE CREATIVE UNIVERSITY

มหาวิทยาลัยกรุงเทพ (วิทยาเขตกล้วยน้ำไท)
119 ถนนพระราม 4 เขตคลองเตย กรุงเทพฯ 10110
โทรศัพท์ 0 2350 3500
โทรสาร 0 2240 1516, 0 2249 6274

มหาวิทยาลัยกรุงเทพ (วิทยาเขตรังสิต)
9/1 หมู่ที่ 5 ถนนพหลโยธิน ตำบลคลองหนึ่ง อำเภอคลองหลวง
จังหวัดปทุมธานี 12120
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☑ Agreement to participate in research

Signature

Printed name _Mrs. PRANEE PHUANGSUWON, CHIEF OF LABOUR RELATIONS DEPARTMENT, HUMAN RESOURCES DIVISION_ Electricity Generating Authority of Thailand

BANGKOK UNIVERSITY
THE CREATIVE UNIVERSITY

มหาวิทยาลัยกรุงเทพ (วิทยาเขตกล้วยน้ำไท)
119 ถนนพระราม 4 เขตคลองเตย กรุงเทพฯ 10110
โทรศัพท์ 0 2350 3500
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มหาวิทยาลัยกรุงเทพ (วิทยาเขตรังสิต)
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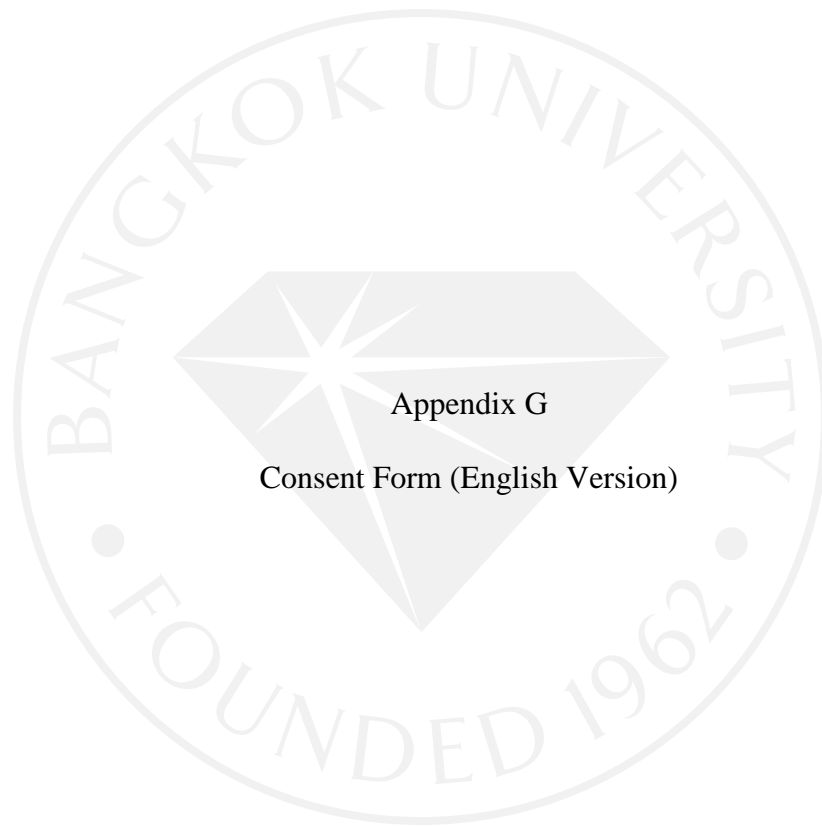
☑ Agreement to participate in research

Signature

Printed name _____ Mr. Krit Jitjang _____

KASIKORNBANK

www.bu.ac.th

Appendix G

Consent Form (English Version)

Ohio University Adult Consent Form Without Signature

Title of Research: Adult Attachment Styles and Conflict Management Behaviors in Interpersonal Relationships at Work

Researchers: Miss Nantida Otakum

You are being asked to participate in research. For you to be able to decide whether you want to participate in this project, you should understand what the project is about, as well as the possible risks and benefits in order to make an informed decision. This process is known as informed consent. This form describes the purpose, procedures, possible benefits, and risks. It also explains how your personal information will be used and protected. Once you have read this form and your questions about the study are answered, you will be asked to participate in this study. You should receive a copy of this document to take with you.

Explanation of Study

This study is being done because the researcher would like to examine how attachment styles influence individuals' conflict management behaviors among Thai workers. The study also examine whether power distance in Thai culture affects conflict management behaviors.

If you agree to participate, you will be asked to complete a self-administered questionnaire about your attachment styles and your conflict management **behaviors.**

Risks and Discomforts

It is not anticipated that there will be any risks associated with participation in this study; however, you do not have to answer any questions if you feel the question(s) are too personal that makes you feel uncomfortable.

Benefits

Your participation is likely to benefit the wider academic community. This study is important to society because if organization members can manage conflict effectively, the productivity of an organization will be improved and job satisfaction and personal well being among members of an organization will be increased.

Confidentiality and Records

Your participation in this survey is anonymous. Although the information collected from this study will be used in my published PhD Dissertation and may also be used in future for academic conference or journals, there will be no way to associate your answers with you.

Additionally, while every effort will be made to keep your study–

related information confidential, there may be circumstances where this information must be shared with:

* Federal agencies, for example the Office of Human Research Protections, whose responsibility is to protect human subjects in research;
* Representatives of Ohio University (OU), including the Institutional Review Board, a committee that oversees the research at OU;
* Representatives of Bangkok University (BU), including the Institutional Review Board, a committee that oversees the research at BU.

Contact Information

If you have any questions regarding this study, please contact Nantida Otakum at nantida.poomy@gmail.com, Tel +6681929–4894 or Dr. Anita C. James at james@ohio.edu, Tel (740)593–4842

If you have any questions regarding your rights as a research participant, please contact Dr. Chris Hayhow, Director of Research Compliance, Ohio University, (740)593–0664 or hayhow@ohio.edu.

By agreeing to participate in this study, you are agreeing that:
- you have read this consent form (or it has been read to you) and have been given the opportunity to ask questions and have them answered;
- you have been informed of potential risks and they have been explained to your satisfaction;
- you understand Ohio University has no funds set aside for any injuries you might receive as a result of participating in this study;
- you are 18 years of age or older;
- your participation in this research is completely voluntary;
- you may leave the study at any time; if you decide to stop participating in the study, there will be no penalty to you and you will not lose any benefits to which you are otherwise entitled.

Version Date: *[insert 04/17/2015]*

Appendix H

Consent Form (Thai Version)
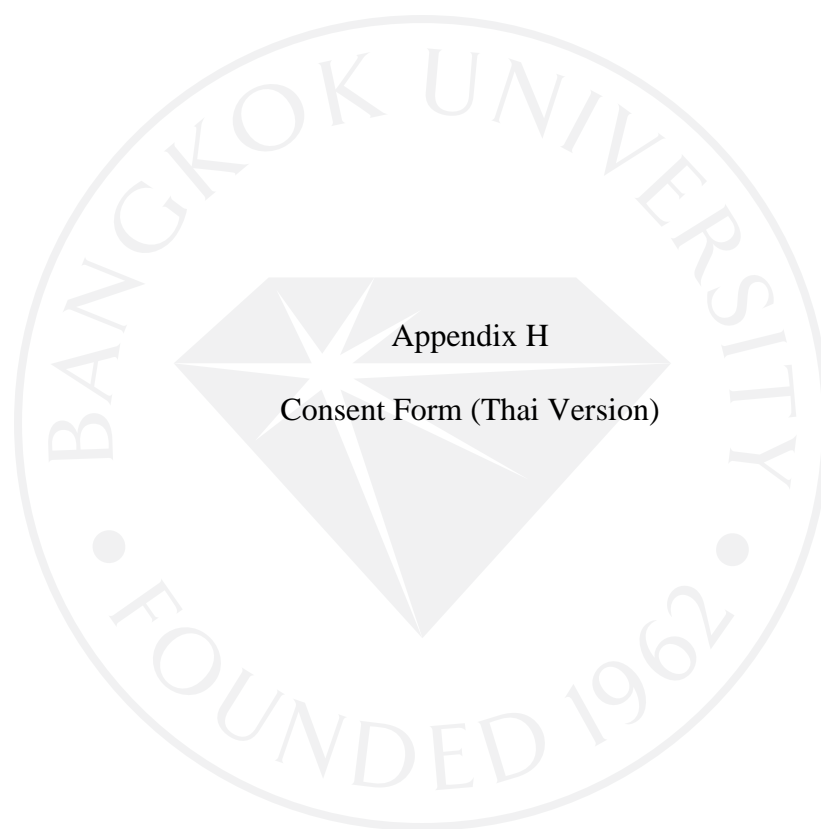
หนังสือเจตนายินยอมเข้าร่วมงานวิจัยได้รับการบอกกล่าวและเต็มใจ

หัวข้องานวิจัย: รูปแบบความผูกพันและรูปแบบการจัดการความขัดแย้งระหว่างบุคคลในที่ทำงาน

ผู้วิจัย: นางสาวนันทิดา โอฐกรรม

ท่านได้ถูกบอกกล่าวเพื่อเข้าร่วมงานวิจัยชิ้นนี้ สำหรับท่านที่สามารถตัดสินใจว่าต้องการที่จะเข้า
ร่วมงานวิจัยชิ้นนี้หรือไม่ ท่านควรจะเข้าใจว่าโครงการวิจัยนี้กำลังศึกษาเรื่องอะไร เช่นเดียวกับความ
เสี่ยงหรือผลประโยชน์ที่อาจจะเกิดขึ้น   เพื่อให้ท่านได้ตัดสินใจก่อนขั้นตอนนี้ เป็นการแจ้งหนังสือ
แสดงเจตนายินยอมเพื่อเข้าร่วมงานวิจัย การทำหนังสือแจ้งฉบับนี้เพื่อแจ้งถึง วัตถุประสงค์ ขั้นตอน
การดำเนินการ ผลประโยชน์และความเสี่ยงที่อาจจะเกิดขึ้น
เอกสารฉบับนี้จะอธิบายถึงข้อมูลของท่านที่จะถูกนำไปใช้และจะถูกเก็บรักษาเป็นความลับอย่างไร เมื่อ
ท่านได้อ่านเอกสารฉบับนี้ และเมื่อคำถามของท่านได้ถูกตอบเรียบร้อยแล้ว ท่านจะถูกขอให้เข้าร่วม
โครงการวิจัยชิ้นนี้   ท่านควรจะเก็บสำเนาข้อมูลฉบับนี้ไว้กับท่านด้วย

<u>อธิบายโครงการวิจัย</u>
ผู้วิจัยต้องการศึกษาประเด็นของรูปแบบความผูกพันในกลุ่มคนวัยทำงานว่าส่งผลกระทบต่อพฤติกรรม
การจัดการกับปัญหาอย่างไร นอกจากนี้ผู้วิจัยยังต้องการศึกษาประเด็นอำนาจในที่ทำงาน กล่าวคือ
สังคมไทยเป็นสังคมที่มีการแบ่งแยกทางชนชั้น ดังนั้น ผู้วิจัยต้องการศึกษาว่าสถานภาพและระดับ
อำนาจที่แตกต่างกันในที่ทำงาน จะส่งผลต่อพฤติกรรมการจัดการกับปัญหาของกลุ่มคนวัยทำงาน
หรือไม่ อย่างไร
ถ้าท่านตกลงยินยอมที่จะเข้าร่วมงานวิจัยนี้ ท่านจะถูกขอให้ช่วยตอบแบบสอบถามนี้ ซึ่งจะถาม
เกี่ยวกับรูปแบบความผูกพัน และพฤติกรรมการจัดการกับปัญหาของท่านในที่ทำงาน

<u>ความเสี่ยงและความไม่สะดวก</u>
งานวิจัยชิ้นนี้ไม่มีความเสี่ยงใด ๆ ที่จะเกี่ยวพันถึงผู้เข้าร่วมวิจัย อย่างไรก็ตาม ท่านมีสิทธิ์ที่จะไม่ตอบ
คำถามหรือไม่เข้าร่วมงานวิจัย   หากท่านรู้สึกว่าคำถามในแบบสอบถามนี้ถามถึงข้อมูลส่วนตัวมาก
เกินไปซึ่งทำให้ท่านไม่สะดวกใจที่จะตอบ
<u>ประโยชน์ของการเข้าร่วม</u>

การเข้าร่วมของคุณจะนำมาซึ่งประโยชน์ต่อวงการวิชาการ รวมถึงงานวิจัยชิ้นนี้จะเป็นประโยชน์แก่หน่วยงานและองค์กรต่าง ๆ เนื่องจากหากพนักงานในองค์กรสามารถจัดการกับความขัดแย้งกับบุคคลต่าง ๆ ในองค์กร (เจ้านาย, เพื่อนร่วมงาน, และ/หรือ ลูกน้อง) ได้อย่างมีประสิทธิภาพ ผลผลิตขององค์กรก็จะพัฒนาขึ้น ความพึงพอใจในการทำงานและสวัสดิภาพของพนักงานในองค์กรก็จะพัฒนาไปในทางที่ดีขึ้น

<u>การบันทึกและเก็บรักษาความลับของข้อมูล</u>

การเข้าร่วมของท่านในงานวิจัยนี้จะไม่ถูกเปิดเผยเป็นรายบุคคล ถึงแม้ว่าข้อมูลต่างๆที่ท่านได้ตอบมานั้นจะถูกนำไปวิเคราะห์และเผยแพร่เพื่อใช้ในการตีพิมพ์วิทยานิพนธ์ระดับดุษฎีบัณฑิต และอาจจะถูกนำไปเผยแพร่ในงานประชุมวิชาการหรือ การนำไปอ้างอิงในวารสารวิชาการ ข้อมูลดังกล่าวจะไม่มีการอ้างถึงท่านแต่อย่างใด

เพิ่มเติม ขณะที่ได้มีการรวบรวมข้อมูลวิจัยที่มีความเกี่ยวข้องกับท่านนั้น ข้อมูลดังกล่าวจะถูกเก็บเป็นความลับ อาจมีเพียงเนื้อหาบางส่วนที่จะถูกเผยแพร่ให้กับ

     * หน่วยงานรัฐบาลกลางที่เกี่ยวข้อง เช่น สำนักงานคณะกรรมการพิทักษ์สิทธิมนุษย์
     ที่รับผิดชอบดูแลปกป้องผลกระทบต่าง ๆ ที่อาจจะเกิดขึ้นในการวิจัยต่อมนุษย์
     * ผู้แทนของมหาวิทยาลัยโอไฮโอ (OU) รวมทั้งคณะกรรมการสถาบัน,
     คณะกรรมการที่ดูแลงานวิจัยที่ OU
     * ผู้แทนของมหาวิทยาลัยกรุงเทพ (BU) รวมทั้งคณะกรรมการสถาบัน,
     คณะกรรมการที่ดูแลงานวิจัยที่ BU

ข้อมูลสำหรับติดต่อ
ถ้าท่านมีคำถามอื่น ๆ เพิ่มเติมเกี่ยวกับงานวิจัยชิ้นนี้ กรุณาติดต่อ คุณนันทิดา โอฐกรรม ที่
nantida.poomy@gmail.com เบอร์โทรศัพท์ 08-1929-4894 หรือ ดร.อนิต้า ซี เจมส์ ที่
james@ohio.edu เบอร์โทรศัพท์ (740)593-4842

ถ้าท่านมีคำถามอื่น ๆ เพิ่มเติมเกี่ยวกับสิทธิของคุณในฐานะผู้เข้าร่วมงานวิจัย กรุณาติดต่อ ดร.คริส เฮย์
ฮาว ผู้อำนวยการฝ่ายปฏิบัติการวิจัย ที่ hayhao@ohio.edu หรือ เบอร์โทรศัพท์ (740)593-0664

เพื่อเป็นการยินยอมเข้าร่วมโครงการวิจัยนี้ ท่านยอมรับว่า:

- ท่านได้อ่านหนังสือเจตนายินยอมนี้ (หรือมีคนอ่านให้ท่านฟัง) และได้รับโอกาสที่จะถาม
คำถามและคำอธิบายจากผู้วิจัย
- ท่านได้รับการบอกกล่าวถึงความเสี่ยงที่อาจจะเกิดขึ้น และผู้วิจัยได้อธิบายชี้แจงเพื่อให้
ท่านเกิดความพึงพอใจ
- ท่านเข้าใจได้ว่าทางมหาวิทยาลัยโอไฮโอไม่มีการตั้งงบสำรองสำหรับการบาดเจ็บใด ๆ ที่
คุณอาจได้รับจากการเข้าร่วมงานวิจัย
- ท่านมีอายุ 18 ปีบริบูรณ์ หรือมากกว่า
- การมีส่วนร่วมในการวิจัยนี้ถือเป็นความสมัครใจอย่างสมบูรณ์
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