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Preliminary investigation of continuous self-improvement, conflict handling styles and class standing

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The purpose of this educational intervention was to explore the relationship between competitive greatness (i.e., being the best, you can be, continuous self-improvement, appreciating difficult challenges) and conflict handling styles. Participants in this intervention were Bachelor of Science in Nursing (BSN) students with three different class standing levels: 1st year (N=56), 2nd year (N=78) and SDAP accelerated (N=53). Instrumentation: Competitive greatness scale and interpersonal conflict handling styles questionnaire. Hypothesis-1: Using SPSS 25, one-way ANOVA analyses did not find significant differences among BSN undergraduate students based on their student class standing (i.e., 1st year, 2nd year, SDAP) on the ingratiating, deceiving, coercing, dominating, obliging and avoiding/smoothing conflict handing scales. Significant differences were found on the compromising interpersonal scale ($F_{(2, 184)}=5.720$, $p=0.004$) and the integrating interpersonal scale ($F_{(2, 184)}=5.265$, $p=0.006$). Hypothesis-2: Using SPSS 25, the correlational analyses found coefficient sizes between 0.0 and 0.2 for a coefficient general interpretation of weak/no relationship among the competitive greatness scale (i.e., being the best you can be when your best is needed, continuous self-improvement, accepting difficult challenges) and the conflict handing scales (CG: ingratiating: 0.009, deceiving: 0.123, coercing: 0.156, $p=0.033$, dominating: 0.123, compromising: 0.187, $p=0.01$, integrating: 0.177, $p=.016$, obliging: 0.056, avoiding/smoothing: 0.165, $p=0.024$=significant 2-tailed test). Hypothesis-3: Using SPSS 25 regression analysis, the ANOVA table reported a significant effect ($F=5.165$, $p=.001$). The overall regression was significant ($r=0.456$, r-squared=0.208). Competitive greatness was the dependent variable and the interpersonal conflict handling scales were the predictor variables. The statistical findings of this educational intervention found qualified support for the three hypotheses. The three variables were class standing, competitive greatness and conflict handling style.

Biography

Dale M Hilty is an Associate Professor at the Mount Carmel College of Nursing, USA. He has received his PhD in Counseling Psychology from the Department of Psychology at The Ohio State University. He has published studies in the areas of psychology, sociology and religion.

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