



Faculty of Cognitive Sciences and Human Development

Multicultural Self-Efficacy and Conflict Resolution Style among Undergraduate Students at Faculty of Cognitive Science and Human Development, UNIMAS

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Cognitive Science and Human Development, UNIMAS

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ABSTRACT

This study examined the relationship between multicultural self-efficacy (MSE) and conflict resolution styles (CRS) among undergraduate students at the Faculty of Cognitive Sciences and Human Development (FCSHD), UNIMAS. Guided by Bandura's Social Cognitive Theory, a correlational research design was employed, involving 132 students selected through simple random sampling. Data were collected using the Cultural Intelligence Scale (CQS) and the Rahim Organizational Conflict Inventory-II (ROCI-II). Descriptive findings revealed a high level of MSE among participants, with integrating and compromising as the most preferred CRS. ANOVA indicated no significant differences in MSE across academic programs but revealed significant differences by ethnic groups. Correlation analysis showed significant positive relationships between MSE and four CRS styles: integrating ($r = .457, p < .001$), obliging ($r = .332, p < .001$), dominating ($r = .241, p = .005$), and compromising ($r = .260, p = .003$). The avoiding style was excluded due to low reliability. These findings suggest that students with higher MSE are more likely to engage in constructive conflict management. This study highlights the importance of integrating culturally responsive training in counselling education and supports the inclusion of multicultural competencies in higher education.

ABSTRAK

Kajian ini meneliti hubungan antara efikasi sendiri multibudaya (Multicultural Self-Efficacy, MSE) dan gaya penyelesaian konflik (Conflict Resolution Styles, CRS) dalam kalangan pelajar prasiswazah di Fakulti Sains Kognitif dan Pembangunan Manusia (FCSHD), UNIMAS. Berpandukan Teori Kognitif Sosial Bandura, reka bentuk kajian korelasi telah digunakan, melibatkan 132 orang pelajar yang dipilih melalui persampelan rawak mudah. Data dikumpulkan menggunakan Skala Kecerdasan Budaya (Cultural Intelligence Scale, CQS) dan Inventori Penyelesaian Konflik Organisasi Rahim-II (Rahim Organizational Conflict Inventory-II, ROCI-II). Dapatan deskriptif menunjukkan tahap MSE yang tinggi dalam kalangan peserta, dengan gaya integrasi dan kompromi sebagai gaya penyelesaian konflik yang paling digemari. Analisis ANOVA menunjukkan tiada perbezaan signifikan dalam tahap MSE merentas program akademik, namun terdapat perbezaan signifikan berdasarkan kumpulan etnik. Analisis korelasi menunjukkan hubungan positif yang signifikan antara MSE dengan empat gaya CRS: integrasi ($r = .457, p < .001$), mematuhi ($r = .332, p < .001$), mendominasi ($r = .241, p = .005$), dan kompromi ($r = .260, p = .003$). Gaya mengelak telah dikecualikan disebabkan kebolehpercayaan yang rendah. Dapatan ini mencadangkan bahawa pelajar dengan tahap MSE yang lebih tinggi cenderung menggunakan pendekatan pengurusan konflik yang konstruktif. Kajian ini menekankan kepentingan pengintegrasian latihan kaunseling yang responsif terhadap budaya dan menyokong penerapan kompetensi multibudaya dalam pendidikan tinggi.

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Sincerely,

Nur Aqilah binti Ahmad

CHAPTER 1

INTRODUCTION

1.0 Introduction

In a multicultural country like Malaysia, effective interaction and collaboration were vital, especially in educational settings that brought together people from various cultural backgrounds (Yusof & Esmail, 2017). Multicultural self-efficacy (MSE), described as an individual's confidence in engaging with culturally varied groups (Yosef et al., 2022), and conflict resolution styles (CRS), which governed how interpersonal disagreements are handled, were critical for managing multicultural situations (Ergeneli et al., 2010). Despite the increased emphasis on cultural competency in Malaysian higher education, there was little study on how MSE affected CRS among university students. Students in the Faculty of Cognitive Science and Human Development (FCSHD), University of Malaysia Sarawak (UNIMAS), were exposed to a variety of cultural contexts, making this a suitable setting for studying the dynamics of MSE and CRS. This study aimed to close this gap by investigating the levels of MSE, the CRS used by students, and the interaction between these factors, as well as the influence of ethnicity and academic programs in generating these results.

1.1 Background of Study

Malaysia was a multi-ethnic society of 32.4 million people, with 69.4 percent Bumiputera (ethnic Malay and other indigenous groups, particularly from Sabah and Sarawak), 23.2 percent Chinese, 6.7 percent Indian (these two ethnic groups were collectively known as non-Bumiputera or non-Malay), and 0.7 percent "Other" (Noor, 2024). As cultural diversity continued to grow, fostering multicultural self-efficacy (MSE) and effective conflict resolution styles (CRS) became increasingly important, as these skills were essential for successful interpersonal interactions in diverse settings. To support this, the continuous renewal of multicultural education strategies was vital to address the evolving needs of the country's diverse population (Suhaili et al., 2019). Multicultural self-efficacy, or an individual's confidence in interacting with culturally different groups, had been discovered as a significant predictor of constructive conflict resolution practices (Ergeneli et al., 2010). Conflict resolution style (CRS), which referred to the strategies individuals used to address and resolve interpersonal conflicts, was another important aspect of multicultural interactions (Trifan et al., 2024). Students in multicultural contexts, such as Malaysian institutions of higher learning, frequently encountered cultural differences that required effective conflict resolution skills.

In higher education settings, particularly within the Faculty of Cognitive Sciences and Human Development (FCSHD) at University of Malaysia Sarawak (UNIMAS), students often engaged in collaborative learning and fieldwork in diverse environments. The Faculty of Cognitive Sciences and Human Development (FCSHD) at University of Malaysia Sarawak (UNIMAS) offered programs specializing in fields such as Cognitive Science, Counselling, Psychology, and Human Resource Development. These fields were inherently tied to interpersonal dynamics, making them highly relevant to understanding and managing multicultural interactions. Students in these programs were trained to understand diverse perspectives, resolve conflicts constructively, and build interpersonal skills critical for professional and social success in multicultural environments. Besides, the culturally rich student population at FCSHD, UNIMAS offered an ideal opportunity to study how MSE and conflict resolution styles (CRS) influenced everyday interactions. Understanding this relationship was key to fostering effective communication and collaboration in Malaysia's multicultural education system and professional settings.

1.2 Problem Statement

As globalization fostered increased interactions among individuals from diverse cultural backgrounds, effectively managing conflicts became a crucial skill for personal and professional success. Malaysia, known for its rich cultural diversity with Malays, Chinese, and Indians as the three largest ethnic groups (Noor, 2024), faced unique challenges in promoting harmonious interactions, particularly in higher education. Studies highlighted key issues such as limited inter-ethnic engagement and persistent polarization among students, where individuals often prioritized intra-ethnic interactions over building cross-cultural relationships (Samsudin Suhaili et al., 2020). Minority students from Sabah and Sarawak encountered additional barriers to acceptance and participation in academic settings. These challenges emphasized the need to explore the relationship between Multicultural Self-Efficacy (MSE) and Conflict Resolution Style (CRS) to understand how students navigated cultural diversity and managed conflicts in Malaysia's higher education landscape.

Despite a growing body of research on self-efficacy, the relationship between MSE and CRS remained underexplored, particularly in multicultural contexts like Malaysia. Existing studies (Cheng et al., 2024; Sela-Shayovitz & Finkelstein, 2019) largely focused on self-efficacy in professional or teaching contexts, overlooking how MSE developed among students and how it influenced their approaches to resolving conflicts. This study aimed to fill this gap by examining the relationship between MSE and CRS among students of diverse ethnic backgrounds at the Faculty of Cognitive Science and Human Development (FCSHD), UNIMAS. Additionally, it sought to identify factors influencing MSE development, providing a clearer understanding of how MSE shaped students' ability to resolve conflicts effectively in multicultural environments.

Aside from that, the lack of exposure to a variety of cultural experiences frequently created problems that hindered counsellor trainees' ability to develop multicultural self-efficacy (MSE). According to Harun et al. (2024), a large number of trainees stayed in their cultural comfort zones, which limited their possibilities for meaningful cross-cultural interactions and hindered the development of critical abilities like empathy and cognitive flexibility. Furthermore, more people depended on social media and online communication, which reduced in-person interactions that were necessary for developing real connections and understanding other points of view (Harun et al., 2024). A lack of cultural competence could lead to biases and ineffective conflict resolution approaches, ultimately affecting the quality of counselling services. Given

how important cultural competency was in counselling, this study looked at how MSE and conflict resolution styles (CRS) related to one another among FCSHD students to find ways to improve their capacity to deal with cultural variety and resolve conflicts. Understanding this connection was essential for creating training courses that provided future counselors with the tools they needed to handle cultural differences and promote more inclusive therapy approaches.

In counselling settings, professionals frequently worked with clients from diverse cultural and ethnic backgrounds, making cultural competence and effective conflict resolution essential skills. However, many future counsellors struggled with developing multicultural competencies, which might hinder their ability to manage cross-cultural conflicts effectively (Harun et al., 2024). Research suggested that enhancing self-efficacy contributed to the development of multicultural counselling competencies (MCC), ultimately leading to more culturally responsive counselling practices (Bakioğlu et al., n.d.). Research on the relationship between Multicultural Self-Efficacy (MSE) and Conflict Resolution Styles (CRS) in educational settings provided foundational insights into how these competencies developed during formative years. Although this study focused on students, its findings had broader implications for preparing future counselors to foster understanding, resolve conflicts, and provide equitable guidance in professional practice. By examining how MSE shaped CRS among students, this research served as a foundation for improving intercultural competence in both educational and professional contexts. Therefore, there was a critical need to explore the link between MSE and CRS to develop strategies that enhanced cultural competency and conflict resolution skills among future counselling professionals.

Furthermore, while some studies explored the role of ethnicity in shaping MSE, findings remained inconsistent. For example, Yosef et al. (2022) and Matthews et al. (2018) provided mixed evidence on how ethnicity influenced MSE, leaving an empirical gap in understanding its relationship with CRS. This study sought to bridge this gap by examining whether MSE was associated with specific CRS among undergraduate students in a multicultural Malaysian context, specifically at FCSHD, UNIMAS. Additionally, it explored whether academic programs and ethnic backgrounds influenced MSE, providing a comprehensive view of the factors shaping these competencies in Malaysia's higher education system.

Finally, while existing research explored the relationship between self-efficacy and conflict resolution styles in various contexts, there remained a significant geographical gap in the literature, particularly concerning Malaysia's multicultural environment. For instance, Ergeneli,

Çamgöz, and Karapınar (2010) explored the link between self-efficacy and conflict-handling styles in Turkish organizations, emphasizing authority dynamics. However, there was a lack of research addressing how multicultural self-efficacy and conflict resolution styles manifested in Malaysia's unique educational setting, which was characterized by its diverse ethnicities, languages, and religions. This study aimed to bridge this geographical gap by focusing on students at the Faculty of Cognitive Science and Human Development (FCSHD) at University of Malaysia Sarawak (UNIMAS), examining how multicultural self-efficacy influenced conflict resolution strategies in a Malaysian higher education context.

In conclusion, this study addressed the gap in understanding the relationship between MSE and CRS in Malaysia's multicultural educational context. By investigating this relationship at UNIMAS, the research aimed to uncover strategies for fostering multicultural competence, improving culturally sensitive educational practices, and equipping students with the skills needed to navigate and resolve conflicts effectively in diverse settings.

1.3 Research Objectives

- I. To identify the level of multicultural self-efficacy among undergraduate students at FCSHD, UNIMAS.
- II. To identify the differences of multicultural self-efficacy in terms of academic programs among undergraduate students at FCSHD, UNIMAS.
- III. To identify the differences of multicultural self-efficacy in terms of ethnic group among undergraduate students at FCSHD, UNIMAS.
- IV. To identify conflict resolution styles among undergraduate students at FCSHD UNIMAS.
- V. To examine the relationship between multicultural self-efficacy (MSE) and the conflict resolution styles (CRS) among undergraduate students at FCSHD, UNIMAS.

1.4 Research Questions

- I. What is the level of multicultural self-efficacy among undergraduate students at FCSHD, UNIMAS?
- II. Are there any significant differences of multicultural self-efficacy in terms of academic programs among undergraduate students at FCSHD, UNIMAS
- III. Are there any differences of multicultural self-efficacy in terms of ethnic group among undergraduate students at FCSHD, UNIMAS
- IV. What are the Conflict Resolution Styles among undergraduate students at FCSHD, UNIMAS?
- V. Is there any relationship between multicultural self-efficacy (MSE) and conflict resolution styles (CRS) among undergraduate students at FCSHD, UNIMAS?

1.5 Research Hypotheses

- H0₁: There is no significant difference in multicultural self-efficacy in terms of academic programs among undergraduate students at FCSHD, UNIMAS.
- H0₂: There is no significant difference in multicultural self-efficacy in terms of ethnic group among undergraduate students at FCSHD, UNIMAS.
- H0₃: There is no significant relationship between multicultural self-efficacy (IV) and the Integrating conflict resolution styles among undergraduate students at FCSHD, UNIMAS.
- H0₄: There is no significant relationship between multicultural self-efficacy (IV) and the Obliging conflict resolution styles among undergraduate students at FCSHD, UNIMAS.
- H0₅: There is no significant relationship between multicultural self-efficacy (IV) and the Dominating conflict resolution styles among undergraduate students at FCSHD, UNIMAS.
- H0₆: There is no significant relationship between multicultural self-efficacy (IV) and the Avoiding conflict resolution styles among undergraduate students at FCSHD, UNIMAS.
- H0₇: There is no significant relationship between multicultural self-efficacy (IV) and the Compromising conflict resolution styles among undergraduate students at FCSHD, UNIMAS.

1.6 Definition of Term

1.6.1 Multicultural Self efficacy

Conceptual definition

Multicultural self-efficacy described an individual's confidence or belief in their ability to effectively interact with and support individuals from diverse cultural backgrounds (Yosef et al., 2022). Multicultural self-efficacy also stated as belief that influenced one's thoughts, motivations, selection of environment and actions (Bandura, 1982). Multicultural self-efficacy referred to the capacity to successfully navigate and engage within culturally diverse settings, establish relationships across various contexts, demonstrate cultural sensitivity, possessed an understanding of multicultural issues, excel in cross-cultural interactions, and exhibit confidence in one's multicultural competencies (Briones et al., 2009; Camp et al., 2018).

Operational definition

In this research multicultural self-efficacy was affected by ethnicity and academic programs. Besides, students with higher levels of MSE were hypothesized to be more confident in using constructive conflict resolution styles, such as integrating and compromising. Conversely, students with lower levels of MSE may be more likely to employ less effective conflict resolution styles, such as avoiding or dominating

1.6.2 Conflict Resolution Style

Conceptual definition

Conflict resolution style was defined as the strategies or approaches individuals used to manage and resolved conflicts in various interpersonal situations (Trifan et al., 2024). Conflict resolution style also defined as Individuals' method or setup to manage and settled disagreements or disputes (Bonache et al., 2016). Conflict management styles were the behavioral patterns individuals used to manage conflicts, shaped by personal tendencies and communication tactics. These styles are not fixed but they evolved based on situational factors and the dynamics of the conflict (Alimba, 2018).

Operational definition

This research was to determine the relationship between multicultural self-efficacy and specific conflict resolution style which were integrating, obliging, dominant, avoiding and compromising

1.6.3 Integrating

Conceptual definition

The integrating (collaboration) conflict resolution style emphasized problem-solving through openness, information exchange, and examining differences to find mutually acceptable solutions (Rahim, 2002). Integrating involves considering both parties' concerns to reach a win-win outcome. The integrating or collaboration style involved a strong concern for both one and others, emphasized open communication, teamwork, and problem-solving (To et al., 2021; Fitriyaningsih et al., 2023)

Operational definition

In this study, integrating was one of the conflict resolutions approached that was assumed to be related to multicultural self-efficacy

1.6.4 Obliging

Conceptual definition

Obliging or accommodating style prioritized the needs of others on one's own to maintain harmony (Tehrani & Yamini, 2020). Obliging referred to low concern for self and high concern for others (Rahim 2002).

Operational definition

In this study, obliging was one of the conflict resolutions approached that was assumed to be related to multicultural self-efficacy

1.6.5 Dominating

Conceptual definition

A dominating or competing style reflects a high concern for one's own interests with minimal regard for others (To et al., 2021). Dominant conflict resolution strategies had been linked to forcing behavior to gain one's position or to a win-lose mindset (Rahim 2002).

Operational definition

In this study, dominating was one of the conflict resolutions approached that was assumed to be related to multicultural self-efficacy.

1.6.6 Avoiding

Conceptual definition

The avoiding or withdrawal style indicates a lack of concern for both one and others, often involved disengagement from the conflict (Alok, Kumar & Singh, 2020). An avoiding person does not address both their own and the other person's concerns (Rahim, 2002).

Operational definition

In this study, avoiding was one of the conflict resolutions approached that was assumed to be related to multicultural self-efficacy.

1.6.7 Compromising

Conceptual definition

The compromise style, which was intermediate in regard to oneself and others, entails a give-and-take in which both sides sacrifice something in order to reach a choice that was acceptable to both of them (Rahim, 2002). The compromising style strikes a balance, partially addressing both self-interest and the interests of others (Klusek Wojciszke & Grodzicki, 2018)

Operational definition

In this study, compromising was one of the conflict resolutions approached that was assumed to be related to multicultural self-efficacy.

1.7 Conceptual Framework

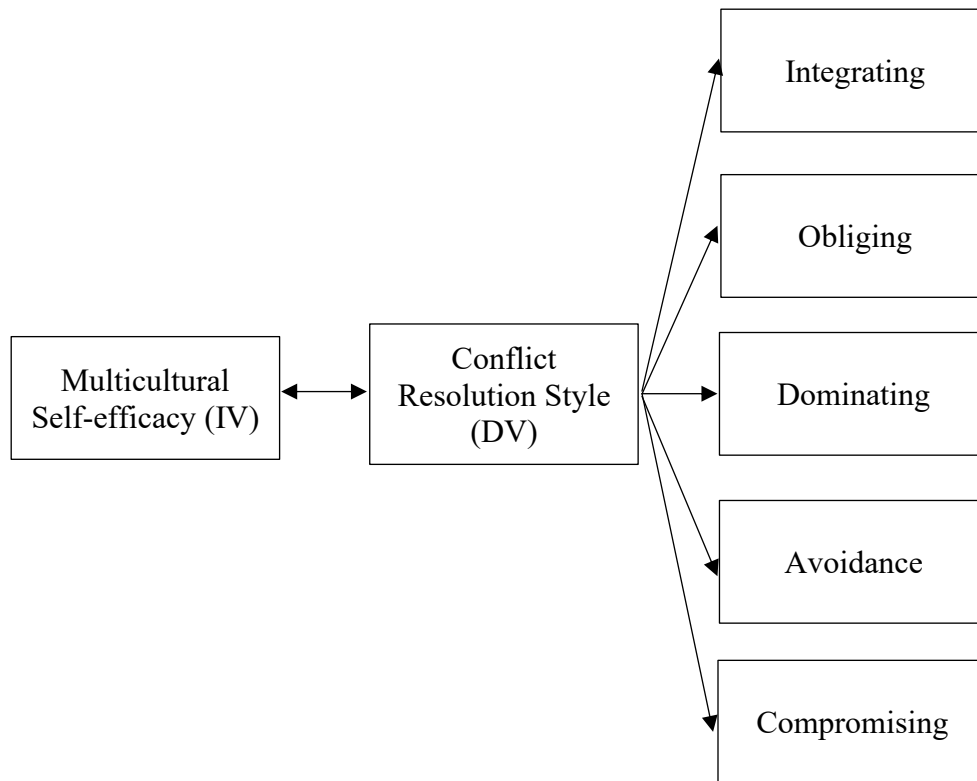


Figure 1.1 *Conceptual Framework*

This study examined the relationship between undergraduate students' levels of multicultural self-efficacy (MSE) and their conflict resolution styles (CRS). Multicultural self-efficacy referred to students' confidence and ability to engage effectively in multicultural settings. The conflict resolution styles, derived from established models, included five specific approaches which were integrating (collaboration), obliging (accommodating), dominating (competing), avoiding (withdrawal), and compromising. The independent variable (IV) in this research was the variable presumed to have had a potential relationship with another variable, while the dependent variable (DV) represented the observed outcome that varied depending on the independent variable (Marudhar, 2019). In this study, multicultural self-efficacy served as the independent variable, and conflict resolution styles were the dependent variable. According to the framework, the study assumed that higher levels of MSE were linked to the application of more constructive conflict resolution styles, such as collaboration and compromise, while lower levels were expected to relate to less constructive styles.

To test these relationships, the study proposed several hypotheses. The hypotheses (H03-H07) explored the specific relationships between MSE and the five conflict resolution styles. These hypotheses assert that there would be no significant relationship between MSE and each of the CRS styles, with the exception of those predicted to be more constructive (integrating and compromising) for students with higher MSE. Through this framework, the study aimed to gain insights into how multicultural self-efficacy influenced students' approaches to conflict resolution in a diverse academic environment of MSE.

1.8 Theoretical Framework

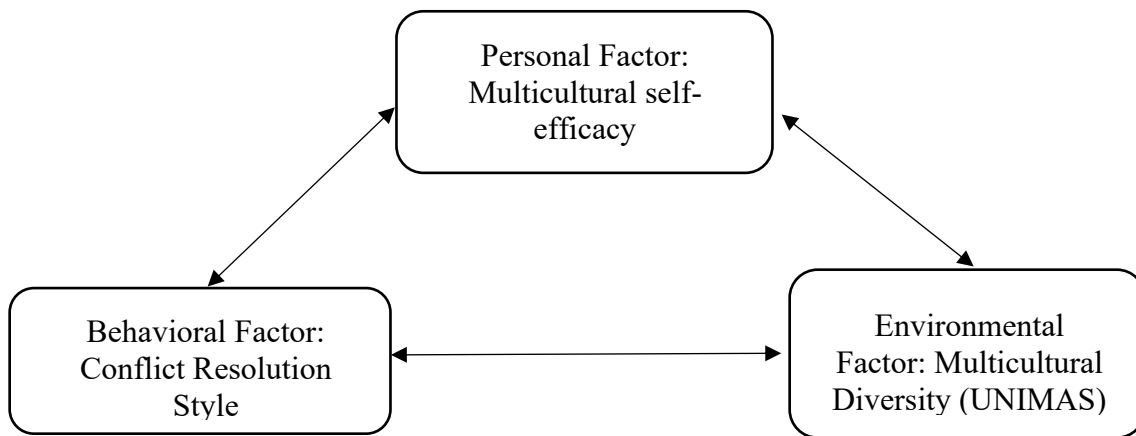


Figure 1.2: *Theoretical Framework*

This research aimed to examine the relationship between multicultural self-efficacy (MSE) and the selection of specific conflict resolution styles (CRS) among undergraduate students at the Faculty of Cognitive Science and Human Development (FCSHD), UNIMAS. Social Cognitive Theory by Albert Bandura highlighted the concept of triadic reciprocal determinism, where three interconnected factors which were personal, behavioral, and environmental interact to shape human behavior. Personal factors, such as cognition, beliefs, and biological traits, corresponded to multicultural self-efficacy in this study. Behavioral factors referred to the actions or strategies individuals used, which, in this context, related to conflict resolution styles, such as integrating, obliging, dominating, avoiding and compromising. Lastly, environmental factors represent the multicultural university setting, where exposure to a supportive and culturally diverse peer group could encourage positive conflict resolution

behaviors, whereas an unsupportive environment may hinder them. These elements were dynamic and mutually influential, with each continuously impacting and being shaped by others.

Albert Bandura's Social Cognitive Theory also highlighted the role of self-efficacy in shaping human behavior and decision-making within specific contexts (Bandura, 2006). Self-efficacy was a multidimensional concept that reflects individuals' beliefs, knowledge, and abilities to perform tasks which affect behavior and performance (Sela-Shayovitzshayovitz & Finkelstein, 2019). In the context of this study, self-efficacy was considered a key factor related to conflict resolution in multicultural settings. According to Yosef et al (2022), multicultural self-efficacy referred to an individual's confidence in their capability to engage with and provide support to people from various cultural backgrounds effectively. Similarly, Alimba (2018) described conflict management styles as flexible behavioral patterns and communication strategies that individuals employed to resolve conflicts, shaped by personal tendencies and situational dynamics. This theoretical framework posited a relationship between multicultural self-efficacy and conflict resolution styles, suggesting that individuals' levels of confidence in interacting with diverse cultural groups may be related to the ways they approached and resolved conflicts in multicultural environments.

1.9 Significance of Study

This study was significant for various reasons, especially in the context of higher education, where multicultural interactions were becoming more widespread and crucial. This study gave vital insights into the impact of multicultural self-efficacy (MSE) and conflict resolution methods (CRS) on educational practices, student relationships, and fostering a more inclusive learning environment. First and foremost, it was added to the growing body of information on multicultural contexts in higher education by focusing on the impact of multicultural self-efficacy and conflict resolution methods, particularly among FCSHD and UNIMAS students. Understanding these dynamics helped educators improve their methods for promoting multicultural competence. Educators could create more specialized teaching and intervention methods, particularly in multicultural classrooms where students came from diverse ethnic, cultural, and religious backgrounds.

This study was significant because it offered insight into the problems and capacities of FCSHD students in navigating cultural obstacles and conflicts in a varied educational setting. Understanding the impact of multicultural self-efficacy (MSE) on conflict resolution strategies (CRS) was critical at UNIMAS, which had a varied student population. The findings could be used to create training programs that boosted students' confidence and increased their capacity to successfully manage disputes, resulting in a more inclusive and peaceful learning environment. Furthermore, the study investigated how characteristics such as ethnicity and academic programs influenced MSE and CRS, providing important insights into how cultural backgrounds altered student relationships. These insights also assisted educators and counselors in identifying challenges to successful conflict resolution and providing targeted programs to overcome them. By doing so, the research not only increased intercultural competency but also contributed to Malaysia's objective of building harmony within its diverse community.

Research on multicultural self-efficacy (MSE) and conflict resolution styles (CRS) was essential for the counselling profession, as cultural competency was required to properly manage different clients. Counselors regularly worked with people from many cultural and ethnic origins, which involved the ability to manage cultural dynamics and handle problems compassionately. However, counselor trainees frequently failed to acquire MSE owing to a lack of cross-cultural exposure and a dependence on internet communication, which prevented significant face-to-face contacts and the development of empathy and cognitive flexibility. This study filled a key need by looking at the relationship between MSE and CRS in educational settings, specifically among the future counselling professionals in Malaysia's multicultural context. The findings could potentially be used to develop tailored training programs and treatments to improve MSE and CRS, including experiential learning and strategies that encouraged sincere cross-cultural relationships. Furthermore, this study offered practical insights into building culturally appropriate counseling techniques, minimizing biases, and enhancing conflict resolution methods. By providing counselors with these key abilities, the research helped to build diversity, promote social peace, and advance fair mental health treatment in increasingly diverse populations.

In conclusion, this research was significant because it bridged a critical gap in understanding of how multicultural self-efficacy and conflict resolution styles interacted within the Malaysian higher educational and professional context.

1.10 Limitations of study

The limitation of this study was that it only focused on undergraduate students from the Faculty of Cognitive Science and Human Development (FCSHD), UNIMAS, which may have limited the findings' generalizability to students from other faculties, institutions, or countries. Furthermore, the study used self-reported measures to evaluate multicultural self-efficacy (MSE) and conflict resolution styles (CRS). This method could have introduced bias, as participants may have provided socially desirable responses rather than accurately representing their genuine abilities and behaviors.

Another limitation that might have occurred in conducting this quantitative research was limited contextual understanding. Quantitative research often focuses on numerical data and may have lacked the depth required to understand the context or meaning behind the data. This can result in an incomplete picture of the phenomena being studied.

Besides, data interpretation in quantitative research could be challenging, as statistical analysis may lead to overgeneralization or misinterpretation of findings. A common issue was the tendency to mistaken correlation for causation, which could result in misleading conclusions. For example, identifying a significant relationship between multicultural self-efficacy and conflict resolution styles does not necessarily mean that one causes the other. Without careful consideration of underlying variables, such as cultural background, education, or personal experiences, the findings might be oversimplified.

1.11 Conclusion

To sum up, chapter 1 outlined a study of multicultural self-efficacy (MSE) and conflict resolution style (CRS) among undergraduate students at the Faculty of Cognitive Science and Human Development (FCSHD), UNIMAS, Malaysia. This study aimed to assess MSE Levels, identify common CRS, and examine the relationship between multicultural self-efficacy and conflict resolution style. The theoretical and conceptual framework as well as operational and conceptual definition served as a guideline in this study. This research sought to contribute to understanding how conflict resolution styles and multicultural self-efficacy interacted, offering insights to improve educational and professional practices

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The purpose of this study was to determine the levels of Multicultural Self-Efficacy (MSE) and Conflict Resolution Styles (CRS) among undergraduate students at the Faculty of Cognitive Science and Human Development (FCSHD), UNIMAS. It aimed to identify the level of MSE among students and examined whether significant differences existed in MSE based on academic programs and ethnic groups. Additionally, the study sought to identify the conflict resolution styles used by students and explored the relationship between MSE and CRS. The literature review supported these objectives by investigating studies on MSE and CRS, emphasizing their significance in understanding education and student behavior in diverse environments.

2.1 Multicultural Self-efficacy in Higher Educational Settings

A considerable amount of literature had been published on multicultural self-efficacy specifically in higher educational settings. Multicultural self-efficacy was described as the belief that people could perform well in intercultural relationships, overcome cultural obstacles, and adapt to a variety of cultural contexts (Bandura, 1982; Yosef et al., 2022). Multicultural self-efficacy was very important to facilitate effective communication. Several studies revealed that people with high multicultural self-efficacy were more confident in their ability to communicate across cultural boundaries. For instance, the finding by Yosef et al. (2022) addressed that counselling students with higher multicultural self-efficacy were typically more confident in their ability to engage with clients from different cultures and understand cultural differences. For students, multicultural self-efficacy was crucial because it represented their confidence in recognizing and overcoming cultural differences, collaborating well in diverse teams, and thriving in multicultural learning contexts. This idea was proven by Barden and Greene (2015), who discovered that counselling students with high levels of multicultural self-efficacy were more likely to engage effectively with people from other cultural backgrounds and create genuine connections with their clients.

Factors such as ethnicity and academic programs played a role in shaping an individual's multicultural self-efficacy. Holcomb-McCoy et al. (2008) and Yosef et al. (2022) found that an individual's multicultural self-efficacy was significantly influenced by their ethnic background, shaping their knowledge and comfort with multicultural settings. However, Matthews et al. (2018) contradicted this, showing that ethnicity did not significantly predict self-efficacy or multicultural competencies among practicing counselors. There was also a study that found demographic factors such as gender and ethnicity did not significantly affect multicultural counselling self-efficacy (MCSE) (Barden & Greene, 2014). Therefore, this study was important as it aimed to clarify the conflicting findings regarding the role of ethnicity and academic programs in shaping multicultural self-efficacy. By focusing on FCSHD students, this research clarified how ethnic background, and academic programs impacted their confidence in navigating multicultural environments, providing insights that could help improve educational strategies for fostering multicultural competence.

Measuring multicultural self-efficacy in students involved assessing their ability to effectively navigate and engage in culturally diverse environments. According to a study by Briones et al. (2009), multicultural self-efficacy covered the ability to develop relationships in a variety of situations, comprehend and respect different cultural standards, and interpret cultural knowledge. It included controlling feelings such as homesickness while adjusting to new situations and learning new languages in order to interact successfully across cultures. This is aligned with prior research by Camp et al. (2018), which also identified that multicultural self-efficacy could be measured through cultural awareness, knowledge of multicultural issues, skills in cross-cultural interactions, and confidence in one's multicultural competence.

The development of multicultural self-efficacy in individuals could be challenging due to factors such as fear of making mistakes, limited exposure to diversity, and insufficient opportunities to practice cross-cultural interactions. Several studies demonstrated that one of the prevalent obstacles was the fear of making cultural mistakes, which led to avoiding interactions with other groups and hindering opportunities for developing competence and confidence (Camp et al., 2018; Yosef et al., 2022). Limited exposure to diversity was another significant challenge in developing multicultural self-efficacy. Research suggested that insufficient exposure could hinder students from acquiring the skills and confidence needed to work effectively with individuals from diverse cultural backgrounds (Camp et al., 2018). Additionally, some research

highlighted that insufficient programs promoting students' interaction with diverse populations could limit their exposure to diversity, thereby hindering the development of multicultural self-efficacy (Barden & Greene, 2015).

Thus, the purpose of this study was to investigate the prevalence of multicultural self-efficacy among FCSHD students in order to better understand and address the challenges they experienced. Identifying their level of multicultural self-efficacy would also help to establish effective strategies for improving this competency in higher education, resulting in a more diverse academic environment.

2.2 Multicultural Self-efficacy in Professional Counselling Context

Multicultural self-efficacy in counseling referred to counselors' confidence in their ability to apply multicultural skills in achieving counseling goals with diverse clients (Harun et al., 2024). It was closely related to perceived multicultural counseling competence, which consisted of multicultural knowledge and awareness. Several factors influenced multicultural self-efficacy in counselors and trainee counselors, including educational and training experiences, cultural competencies, and ethnic identity. Academic multicultural experiences, such as exposure and interactions through class activities, contributed significantly to building greater confidence in working with diverse clients (Harun et al., 2024). One important element that influenced multicultural self-efficacy was counseling methods and approaches (Herdi, Kartadinata & Taufiq, 2019), which included using appropriate methods and the ability to adjust to various cultural circumstances.

According to Harun et al. (2024), multicultural self-efficacy in counselling was crucial because higher multicultural self-efficacy was associated with higher multicultural competence. This was supported by Mustafa et al. (2023), who found that self-efficacy had a strong direct effect on multicultural counselling competence. However, there were several challenges in developing multicultural self-efficacy, especially for trainee counselors, such as a lack of institutional and programmatic support (Harun et al., 2024). Additionally, the reliance on virtual interactions among Malaysian millennials limited social identification and exposure to diverse cultural experiences, posing a challenge to the development of multicultural self-efficacy (Hasmawati et al., 2022).

2.3 Conflict Resolution Styles in Multicultural Context

Conflicts in multicultural settings often arose from cultural misunderstandings, value disparities, stereotyping, power imbalances, and language barriers. Yusof and Esmaeil (2017) highlighted that in Malaysia, multicultural conflicts stemmed from issues related to language and education, societal prejudices, cultural authority, and political inequalities. Conflicts were common in ethnically diverse societies, making it essential to use effective conflict resolution strategies to address these challenges and reduce their negative impact. Conflict resolution style referred to the techniques or approaches that individuals employed to manage and settle conflicts, affected by individual preferences, communication tactics, and changing situational dynamics (Trifan et al., 2024; Bonache et al., 2016; Alimba, 2018). In multicultural settings, these methods had to be adapted to navigate conflicts arising from cultural differences, such as variations in values, cultural norms, and social expectations (Karna et al., 2024). Effective conflict resolution techniques played a crucial role in multicultural environments by enhancing communication across cultural boundaries, building trust among individuals from diverse backgrounds, and fostering cultural awareness (Ginasingha, Lee, & Clay, 2023). Through the application of culturally sensitive techniques, these conflict resolution strategies promoted mutual understanding, reduced stereotypes, and increased collaboration, eventually producing an inclusive atmosphere in which all parties felt respected and appreciated.

According to the Rahim Organizational Conflict Inventory-II (ROCI-II), there were five conflict resolution styles which were integrating (collaboration), obliging (accommodating), dominating (competing), avoiding (withdrawal), and compromising. The integrating or collaboration style involved a strong concern for both one and others, emphasizing open communication, teamwork, and problem-solving (To et al., 2021; Fitriarningsih et al., 2023). The obliging or accommodating style prioritized the needs of others over one's own to maintain harmony (Tehrani & Yamini, 2020). A dominating or competing style reflected a high concern for one's own interests with minimal regard for others (To et al., 2021). The avoiding or withdrawal style indicated a lack of concern for both one and others, often involving disengagement from the conflict (Alok, Kumar & Singh, 2020). Finally, the compromising style struck a balance, partially addressing both self-interest and the interests of others (Klusek-Wojciszke & Grodzicki, 2018). Each conflict resolution style had its strengths and weaknesses, depending on the type of conflict and the situation in which it was applied.

Effective conflict resolution strategies were essential in multicultural contexts because different values and communication styles could create challenges. Positive conflict resolution styles, such as integrating, obliging, and compromising, were often favoured for their ability to encourage cooperation and mutual understanding. For example, Özkan Tuncay et al. (2018) highlighted that nurse managers commonly chose the integrating (collaborating) strategy because it promoted positive outcomes and was highly effective in managing conflicts. Similarly, Tehrani and Yamini (2020) found a positive link between the obliging style and agreeableness, reinforcing its value in fostering harmonious interactions. Additionally, Alok, Kumar, and Singh (2020) emphasized that the integrating approach was frequently regarded as the most effective method for resolving conflicts in multicultural environments. In contrast, the avoidance method, while more common in high-context cultures, was often seen as a passive strategy that might fail to address the root causes of conflict. Thus, it was clear that implementing positive conflict resolution styles in multicultural environments was crucial to effectively resolving disagreements and strengthening relationships among varied groups.

Although positive dispute resolution strategies were effective at resolving multicultural conflicts, individuals had to be able to adapt to each particular situation and select the best appropriate conflict resolution strategy. Adapting to the appropriate style for each conflict could be extremely difficult, especially in multicultural environments when multiple viewpoints and beliefs came into play. The study by Gunasingha, Lee, and Clay (2023) emphasized that exposing students to various conflict resolution styles and encouraging them to adapt their approaches based on the cultural context could better prepare them for real-world scenarios. Therefore, several factors had to be considered when adapting to multicultural conflict situations, such as cultural awareness, communication styles, and emotional intelligence. For example, Gunkel, Schlaegel, and Taras (2016) found that individuals with high emotional intelligence were better equipped to navigate conflicts, understand others' perspectives, and employed effective conflict-handling styles that aligned with cultural values. The research also highlighted that individuals had to be culturally aware to navigate the nuances of different communication styles, values, and norms. Therefore, it was crucial for individuals to be adaptable in multicultural conflicts, as this flexibility enabled them to handle situations effectively and choose the most appropriate resolution approach.

2.4 Relationship between Multicultural Self-efficacy and Conflict Resolution Styles

Conflict resolution styles in multicultural settings were influenced by external and internal factors. Alimba (2018) highlighted that conflict resolution styles were significantly shaped by individual traits and the situational context in which the conflict arose. External factors encompassed social norms and values, the multicultural environment, and the specific context of the conflict. Additionally, cultural values played a pivotal role in determining how individuals from different cultural backgrounds approached and managed conflicts. For instance, individuals from collectivistic cultures tended to prioritize group harmony and the well-being of the collective over individual interests. This was different from individuals from individualistic cultures as they preferred dominating styles which focused on personal achievement (Gunkel, Schlaegel & Taras, 2016).

On the other hand, internal factors include individual characteristics such as personality traits, emotional expression, communication style, and self-efficacy. The component of multicultural self-efficacy encompassed the ability to effectively navigate and engage in culturally diverse environments, build relationships across various contexts, demonstrate cultural awareness, possess knowledge of multicultural issues, excelled in cross-cultural interactions, and exhibited confidence in one's multicultural competence (Briones et al., 2009; Camp et al., 2018). Multicultural self-efficacy played a crucial role when navigating conflicts in multicultural settings, as it enhanced individuals' confidence in effectively managing cultural differences and finding mutually beneficial solutions. Additionally, self-efficacy played a role in moderating the effect of authority on conflict-handling styles. High levels of self-efficacy were associated with more proactive conflict resolution styles such as integrating and compromising (Ergini et al., 2010). To gain a deeper understanding of the impact of multicultural self-efficacy on conflict resolution styles, it was essential to examine each of multicultural self-efficacy components in detail.

One key component of multicultural self-efficacy was the ability to navigate and engage effectively in culturally diverse environments. This component required adaptability which referred to people actively seeking to change themselves to fit the environment. Hua et al. (2018) found that adaptability was linked to host culture identification, improved interaction adjustment outcomes, and highlighted adaptability as key for overcoming cross-cultural challenges. This adaptability was also vital in resolving conflicts, as individuals from different cultures might

have resisted conflict resolution styles that clashed with their cultural norms. As an example, someone from a harmony-oriented culture struggled with confrontational approaches, resulting in frustration and ineffective outcomes (Gunkel, Schlaegel & Taras, 2016). Therefore, by developing this adaptability, individuals were better equipped to resolve conflicts, as they could address cultural differences with sensitivity and understanding. Alimba (2018) emphasized that the effectiveness of conflict management styles lay in their adaptability, as individuals adjusted their approaches based on personalities, situational demands, and conflict dynamics to achieve effective resolutions.

Cultural awareness, one of the crucial components of multicultural self-efficacy, referred to an individual's ability to recognize, understand, and respect cultural differences and cultural norms (Hart et al., 2019). Findings by Ma et al. (2024) found that cross-cultural awareness was crucial for the growth of self-efficacy in fostering global cultural understanding, bridging language-culture gaps, and promoting positive attitudes toward learning languages. According to Malherbe (2023), 75% of participants reported improvements in their perceptions and conflict management strategies due to increased self-awareness of their personality traits. The study further highlighted that culture and social backgrounds significantly influenced personality traits and self-awareness, which in turn impacted conflict resolution styles. Cultural awareness influenced conflict resolution styles, with Mexicans preferring social influence and negotiation, and US participants preferring negotiation (Gomez & Taylor, 2018). This showed the importance of cultural awareness in fostering multicultural self-efficacy but also provided individuals with the ability to address conflicts in multicultural contexts effectively.

Lastly, excelling in cultural interactions was also one of the components in multicultural self-efficacy. Ma et al. (2024) found that students' proficiency in a foreign language significantly improved through program participation, leading to enhanced cultural awareness. He underscored the importance of language acquisition and cultural understanding in fostering meaningful interactions. This highlighted the importance of language acquisition and cultural understanding in fostering meaningful interactions. Moreover, incorporating training that focused on communication skills and conflict resolution strategies could further enhance multicultural competence. For instance, a course focused on communication skills that fostered conflict resolution styles and their application in specific scenarios, such as a high-stakes medical situation, could have prepared individuals to choose appropriate styles like competing or

collaborating effectively (Gunasingha et al., 2023). This approach not only promoted adaptability but also equipped individuals to build stronger professional and interpersonal relationships across cultural boundaries. Adding this practical skill set highlighted the necessity of cross-cultural interaction in both academic and professional development.

In conclusion, multicultural self-efficacy was a pivotal skill for navigating conflicts in multicultural settings, as it equipped individuals with the confidence, adaptability, and cultural awareness needed to effectively manage cultural differences. Components of multicultural self-efficacy, such as adaptability, cultural awareness, and the ability to excel in cross-cultural interactions, were integral to fostering meaningful engagement and resolving conflicts effectively.

2.5 Theoretical Background: Social Cognitive Theory

This research examined the relationship between multicultural self-efficacy (MSE) and conflict resolution styles (CRS) among undergraduate students at FCSHD, UNIMAS, using Albert Bandura's Social Cognitive Theory as a framework. The theory's concept of triadic reciprocal determinism highlighted the interaction between personal, behavioral, and environmental factors. In this study, MSE represented personal factors (beliefs and abilities), CRS reflected behavioral factors (conflict resolution strategies like integrating, obliging, dominating, avoiding, and compromising), and the multicultural university setting constituted environmental factors influencing behavior. According to Yosef et al. (2022), MSE was the confidence to engage with and support individuals from diverse cultural backgrounds effectively, while Alimba (2018) described CRS as flexible behavioral and communication strategies shaped by personal tendencies and situational dynamics. This framework posited that higher MSE might have influenced the selection of positive CRS, emphasizing the interplay between self-efficacy and conflict resolution in multicultural contexts.

Bandura's Social Cognitive Theory (SCT) emphasized that self-efficacy was a critical factor influencing behavior and decision-making, particularly in challenging situations (Pajares, 1994). Applying SCT to this research, multicultural self-efficacy (MSE) was proposed to shape how students approached conflict resolution in multicultural settings. Students with higher MSE were likely to feel confident in managing cultural differences, making them more inclined to choose constructive conflict resolution styles, such as compromise, as they were better able to

find mutually beneficial solutions while respecting cultural sensitivities. Conversely, students with lower MSE might have lacked the confidence to address culturally nuanced conflicts, leading them to prefer avoidance as a coping strategy.

This relationship was supported by prior studies. For instance, Ergeneli et al. (2010) found that individuals with higher self-efficacy were more likely to adopt positive conflict management styles, such as collaboration and compromise. Similarly, Yosef et al. (2022) emphasized the role of MSE in shaping interpersonal interactions in multicultural settings, highlighting its importance in conflict resolution. These findings provided a foundation for investigating how MSE influenced CRS among students in diverse cultural environments, specifically FCSHD, UNIMAS students.

In Malaysia's culturally diverse society, understanding the relationship between MSE and CRS was essential. UNIMAS, as a multicultural university, offered an ideal setting to explore how students' confidence in engaging with diverse cultures related to their conflict management strategies. This study, grounded in Bandura's SCT, sought to examine how varying levels of MSE influenced preferences for CRS, such as integrating, obliging, dominating, avoiding, and compromising. By investigating this relationship, the research aimed to provide insights that could inform targeted interventions to enhance students' intercultural competence and contribute to broader discussions on promoting multicultural efficacy and effective conflict resolution in diverse educational environments.

2.6 Summary

The chapter offered an in-depth review of the relationship between MSE and CRS in a multicultural educational context. By focusing on FCSHD students, the study attempted to clarify how MSE related with CRS and made recommendations for strengthening cultural competency via focused interventions. The findings had implications for developing more inclusive and successful conflict resolution styles in various academic settings.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlined the methodology employed to investigate the relationship between multicultural self-efficacy (MSE) and conflict resolution styles (CRS) among undergraduate students at the Faculty of Cognitive Science and Human Development (FCSHD), University of Malaysia Sarawak (UNIMAS). The methodology ensured a structured approach for examining multicultural self-efficacy (MSE) related to conflict resolution style (CRS). It covered the research design, approach, population, sampling strategy, data collection methods, instrumentation, data analysis plan, ethical considerations, validity and reliability of instruments, and limitations of the methodology.

3.1 Research Design

This study adopted a quantitative research design with a correlational approach to examine the relationship between multicultural self-efficacy (MSE) and conflict resolution styles (CRS). Correlational research was a quantitative method that investigated the statistical relationship between two or more variables without manipulating the environment. This design was appropriate for exploring how variations in one variable (MSE) were associated with variations in the other (CRS). The cross-sectional nature of the study enabled data collection at a single point in time, allowing for an efficient analysis of the relationship between the variables.

The descriptive correlational quantitative research design was well-suited to address the research objectives of this study for several reasons. To identify the level of multicultural self-efficacy (MSE) among undergraduate students at FCSHD, UNIMAS (Objective I), the design allowed for the systematic measurement of MSE using validated instruments like the Cultural Intelligence Scale (CQS). This approach enabled the accurate collection of descriptive data on the level of MSE among students. Similarly, identifying significant differences in MSE in terms of academic programs (Objective II) and ethnic groups (Objective III) among students was examined by comparing these groups using statistical techniques such as ANOVA, based on the data collected. This helped to determine if these demographic factors influenced MSE levels.

For identifying the conflict resolution styles (CRS) among students (Objective IV), the Rahim Organizational Conflict Inventory-II (ROCI-II) was used. This instrument helped assess which conflict resolution styles such as integrating, obliging, dominating, avoiding, and compromising were most prevalent among undergraduate students at FCSHD. Finally, the descriptive correlational design enabled the examination of the relationship between MSE and CRS (Objective V). By using correlation analysis, the study determined whether there were significant associations between the level of MSE and the different CRS.

3.2 Population, Sample Size & Sampling Procedure

This study aimed to investigate the relationship between varying levels of multicultural self-efficacy (MSE) and conflict resolution styles (CRS) among undergraduate students from the Faculty of Cognitive Science and Human Development (FCSHD). The target population comprised undergraduate students enrolled in the Faculty of Cognitive Science and Human Development at UNIMAS, including those from Counselling, Cognitive Science, Human Resources, and Psychology programs. The sampling method for this research is simple random sampling. This method provided each student within the Faculty of Cognitive Sciences and Human Development (FCSHD) an equal chance of being selected, ensuring that the sample was not biased toward any specific academic program. The target population included students from various academic backgrounds such as Counselling, Cognitive Science, Human Resource Development, and Psychology. The sample size was determined using the G-power analysis. The sample size of this study is 128 based on G*power analysis formula with alpha level of 0.05, power analysis of 0.80 to detect medium effect size (0.25).

3.3 Data Collection Techniques

Data collection was carried out using a self-administered questionnaire distributed to participants through an online platform which were WhatsApp and Email. The questionnaire consisted of informed consent, demographic of respondent, and two validated instruments: the Cultural Intelligence Scale (CQS) and the Rahim Organizational Conflict Inventory – II (ROCI-II). Participants received clear instructions and a consent form detailing the study's purpose, assurances of confidentiality, and their rights to withdraw at any time. Data collection took place over a predefined period to ensure consistency and reliability. There was no time limit in answering the questionnaire. However, the estimated time in answering the questionnaire completely was 10 to 15 minutes as it only involved 3 main sections (53 questions in total) which were, Section A – Demographic of respondent (Academic programme, ethnic, year of study, age and gender), Section B – the Cultural Intelligence Scale (20 items) and Section C – Rahim Organizational Conflict Inventory – II (ROCI – II) (28 items).

3.4 Instruments

3.4.1 Cultural Intelligence Scale

The Cultural Intelligence Scale (CQS), a self-reported questionnaire developed by Ang et al. (2007), was used to measure multicultural self-efficacy (MSE). It consisted of 20 items with four subdimensions, which were cognitive, metacognitive, behavioural, and motivational. The participants rated each item on a 7-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Somewhat Disagree), 4 (Neither Agree nor Disagree), 5 (Somewhat Agree), 6 (Agree), and 7 (Strongly Agree). The reliabilities for the four CQ factors (metacognitive, cognitive, behavioural, and motivational) ranged from 0.81 to 0.87, indicating good internal consistency (Ang et al., 2007). To facilitate the interpretation of the multicultural self-efficacy (MSE) scores, the data were categorized into three levels based on the original 7-point Likert scale used in the instrument. These levels included: Low MSE (1.00–2.99), Moderate MSE (3.00–4.99), and High MSE (5.00–7.00).

This instrument was chosen because its subdimensions aligned well with the concept of multicultural self-efficacy (MSE). Metacognitive CQ was an individual's capacity to be conscious of their own and others' cultural preconceptions, prepare and alter their approach during cultural interactions, and adapt effectively. Cognitive CQ involved acknowledging

cultural norms, behaviours, and systems, both broad and specialized to diverse situations. Behavioural CQ was concerned with the capacity to adjust verbal and nonverbal behaviours to communicate effectively and avoid misunderstandings in a variety of cultural settings. Finally, motivational CQ referred to the ability to stay focused and motivated to learn and perform well in culturally different environments, which was driven by inner interest, extrinsic interest, and adaptability (Van Dyne et al., 2012; Ang et al., 2007). A study by Wawrosz & Jurásek (2021) found that self-efficacy was positively linked to all components of cultural intelligence (CQ), including metacognitive, cognitive, behavioural, and motivational aspects.

3.4.2 Rahim Organizational Conflict Inventory – II (ROCI – II)

The Rahim Organizational Conflict Inventory – II (ROCI – II), developed by Afzalur Rahim, was a widely recognized instrument used to measure participants' preferred conflict resolution styles. The participants rated each item on a 5-point Likert scale: 1 (Strongly Disagree), 2 (Somewhat Disagree), 3 (Neither Agree nor Disagree), 4 (Somewhat Agree), and 5 (Strongly Agree). These styles included integrating, obliging, dominating, avoiding, and compromising. The ROCI – II employed a Likert scale, enabling researchers to identify the dominant conflict resolution style among participants. The ROCI – II, known for its extensive validation across various cultural and professional contexts, demonstrated high internal consistency, with Cronbach's alpha values frequently exceeding 0.75. Its applications spanned research, human resources, and counselling, making it a valuable tool for understanding organizational conflict management.

3.5 Procedures for Analyzing Data

Hypothesis		Statistical Test	Purpose
H01	There is no significant difference in multicultural self-efficacy in terms of academic programs among undergraduate students at FCSHD, UNIMAS.	ANOVA	To compare the mean MSE scores across the different academic programs (Counselling, Cognitive Science, Human Resources, and Psychology).
H02	There is no significant difference in multicultural self-efficacy in terms of ethnic group among undergraduate students at FCSHD, UNIMAS.	ANOVA	To examine the mean differences in MSE scores among ethnic groups.
H03	There is no significant relationship between multicultural self-efficacy (IV) and the Integrating conflict resolution styles among undergraduate students at FCSHD, UNIMAS.	CORRELATION	To assess the strength and direction of the relationship between MSE and the Integrating CRS.
H04	There is no significant relationship between multicultural self-efficacy (IV) and the Obliging conflict resolution styles among undergraduate students at FCSHD, UNIMAS.	CORRELATION	To determine the strength and direction of the relationship between MSE and the Obliging CRS.
H05	There is no significant relationship between multicultural self-efficacy (IV) and the Dominating conflict	CORRELATION	To examine the strength and direction of the relationship between MSE and the Dominating CRS.

	resolution styles among undergraduate students at FCSHD, UNIMAS.		
H06	There is no significant relationship between multicultural self-efficacy (IV) and the Avoiding conflict resolution styles among undergraduate students at FCSHD, UNIMAS.	CORRELATION	To examine the strength and direction of the relationship between MSE and the Avoiding CRS.
H07	There is no significant relationship between multicultural self-efficacy (IV) and the Compromising conflict resolution styles among undergraduate students at FCSHD, UNIMAS.	CORRELATION	To examine the strength and direction of the relationship between MSE and the Compromising CRS.

Table 3.1: *Summarize table for Procedure of Analyzing Data*

3.6 Pilot Study

Pilot testing was an essential step in this study to ensure the validity and reliability of the research instruments. A total of 31 participants from the Faculty of Cognitive Science and Development (FCSHD) were involved in the pilot test. The pilot test allowed researchers to assess the clarity, relevance, and appropriateness of the questionnaire items, ensuring that respondents fully understood the questions. It also helped to identify any potential issues, such as ambiguous wording, technical errors in the survey, or logistical challenges in data collection. Furthermore, pilot testing provided an opportunity to estimate the time required for participants to complete the questionnaire.

The significance of pilot testing lay in its ability to enhance the overall quality and effectiveness of the research instruments. By analysing the pilot data, researchers were able to calculate reliability coefficients, such as Cronbach's alpha, to determine the internal consistency of the scales. This step ensured that the instruments were robust and capable of accurately measuring multicultural self-efficacy and conflict resolution styles in the main study. Ultimately, pilot testing minimized errors, increased the validity of the findings, and strengthened the credibility of the research.

<i>Reliability Statistics</i>	
Cronbach's	
Alpha	N of Items
.872	20

Table 3.2: *Reliability statistics of Cultural Intelligence Scale*

As shown in Table 3.2, the reliability analysis for the Multicultural Self-Efficacy (MSE), which consisted of 20 items, produced a Cronbach's alpha value of .872. This indicated an excellent level of internal consistency, suggesting that the items used in the MSE scale reliably measured the same underlying construct.

<i>Reliability Statistics</i>	
Cronbach's	
Alpha	N of Items
.870	7

Table 3.3: *Reliability statistics of Integrating CRS*

As shown in Table 3.3, for the Integrating conflict resolution style, which comprised 7 items, the Cronbach's alpha value was .870. This result reflected an excellent internal consistency, confirming that the items were highly reliable in assessing the integrating style of conflict resolution.

<i>Reliability Statistics</i>	
Cronbach's	
Alpha	N of Items
.729	5

Table 3.4: *Reliability statistics of Obliging CRS*

As shown in Table 3.4, the reliability coefficient for the Obliging conflict resolution style, based on 5 items, was found to be .729. This fell within the acceptable range of reliability, indicating that the items had a reasonable level of internal consistency and could be considered reliable for further analysis.

<i>Reliability Statistics</i>	
Cronbach's	
Alpha	N of Items
.508	6

Table 3.5: *Reliability statistics of Avoiding CRS before deleting item*

As shown in Table 3.5, the initial reliability analysis for the Avoiding conflict resolution style, which included 6 items, yielded a Cronbach's alpha value of .508. This value indicated poor internal consistency, suggesting that the items did not reliably measure the same construct. As a result, a further item analysis was conducted to improve the reliability of this subscale.

<i>Reliability Statistics</i>	
Cronbach's	
Alpha	N of Items
.664	2

Table 3.6: *Reliability statistics of Avoiding CRS after deleting item*

Based on Table 3.6, after removing Item 16, Item 17, and Item 27, the reliability score (Cronbach's alpha) for the Avoiding conflict resolution style increased to .664 with only 2 items left. Due to the low internal consistency of the Avoiding conflict resolution style subscale (Cronbach's alpha = .664 with only 2 items), it was excluded from further analysis to ensure the reliability of findings.

<i>Reliability Statistics</i>	
Cronbach's	
Alpha	N of Items
.807	4

Table 3.7: *Reliability statistics of Compromising CRS*

According to Table 3.7 The compromising conflict resolution style demonstrated good internal consistency, with a Cronbach's alpha value of .807 across 4 items. This suggested that the items measuring the compromising style were reliably consistent in assessing students' tendency to resolve conflicts through mutual concessions and balanced decision-making.

3.7 Ethical Consideration

Participants were informed of the study's objectives and their rights through an informed consent form. Anonymity and confidentiality were maintained by securely storing data and ensuring that no identifiable information was included in the analysis or reporting. Participation was voluntary, with no penalties for non-participation or withdrawal.

Informed consent was a critical ethical consideration in data collection, ensuring that participants fully understood the study and voluntarily agreed to participate. Participants were provided with clear information about the study's purpose, objectives, procedures, potential risks, and their rights, including the ability to withdraw at any time without consequences. Confidentiality and anonymity were guaranteed, with responses securely stored and used solely for research purposes. Consent was documented through a signed or digital consent form written in simple, clear language to ensure comprehension.

3.8 Limitations of Methodology

The reliance on self-reported data may have introduced biases such as social desirability or inaccuracies in participants' responses. While the study aimed to include a representative sample of FCSHD students, the findings might not have been generalizable to other faculties or institutions. Additionally, the cross-sectional design limited the ability to draw causal inferences, as data were collected at a single point in time.

Correlational research worked well for discovering correlations between variables, but it had several disadvantages. One significant disadvantage was that it could not establish cause and effect as it just demonstrated that two variables were connected, not whether one directly affected the other. There was also the possibility of confounding variables, which were unmeasured factors that might have influenced the results and led to incorrect interpretations. Another problem was generalizability because the findings were based on a specific group of individuals, they might not have applied to different groups or circumstances. Furthermore, because this sort of study frequently depended on self-reported data, respondents might have been biased, especially if participants wanted to portray themselves in a more positive manner (social desirability bias). Data were often acquired at a single moment in time (cross-sectional), providing simply a snapshot rather than displaying changes over time. Finally, although this

technique could have revealed interesting patterns, it did not explain the fundamental causes of the correlations. Despite these problems, descriptive correlational research was still a useful approach for analyzing relationships between variables and laying the groundwork for more in-depth inquiries.

3.9 Conclusion

This chapter detailed the methodology for examining the relationship between multicultural self-efficacy and conflict resolution styles among FCSHD students at UNIMAS. It outlined the research design, approach, population, sampling, data collection methods, instrumentation, data analysis plan, ethical considerations, and measures for ensuring validity and reliability. Recognizing the limitations of the methodology provided context for interpreting the findings in subsequent chapters.

CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

4.0 Introduction

This chapter discussed the data analysis and interpretation of the findings collected throughout the study. The analysis and interpretation of data was divided into two main parts: descriptive and inferential statistic. The descriptive statistic section summarized the demographic profile of the respondents including academic courses, year of study, ethnicity, gender and age. These statistics helped to provide an overview of the sample involved in study. Following that, the inferential statistic section addressed the hypothesis testing and statistical analysis used to examine the relationship between variables. This included analysis of variance (ANOVA) and correlation.

4.1 Participant's Demographic Background

A total of 132 undergraduate students from Faculty of Cognitive Science and Human Development participated in the study.

4.1.1 Academic Course

Frequencies of respondent by Academic Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Counselling	34	25.8	25.8	25.8
	Human Resource and Development	29	22.0	22.0	47.7
	Cognitive Science	40	30.3	30.3	78.0
	Psychology	29	22.0	22.0	100.0
	Total	132	100.0	100.0	

Table 4.1: *Frequencies of Respondent by Academic Courses*

Table 4.1 showed that Cognitive Science students marked the highest participant (30.3%) followed by Counselling (25.8%) Human Resource and Development (22%), and Psychology (22%).

4.1.2 Year of study

Frequencies of respondent by Year of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st Year	10	7.6	7.6	7.6
	2nd Year	41	31.1	31.1	38.6
	3rd Year	79	59.8	59.8	98.5
	4th Year	2	1.5	1.5	100.0
	Total	132	100.0	100.0	

Table 4.2: *Frequencies of Respondents by Year of Study*

Table 4.2 showed that most respondents were from third year (59.8%) followed by second year (31.1%), first year (7.6%) and fourth year (1.5%).

4.1.3 Ethnicity

Frequencies of respondent by Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	68	51.5	51.5	51.5
	Chinese	11	8.3	8.3	59.8
	Indian	1	.8	.8	60.6
	Bidayuh	8	6.1	6.1	66.7
	Iban	20	15.2	15.2	81.8
	Melanau	13	9.8	9.8	91.7
	Kadazan	3	2.3	2.3	93.9
	Bugis	1	.8	.8	94.7
	Dusun	3	2.3	2.3	97.0
	Kedayan	1	.8	.8	97.7
	Brunei	1	.8	.8	98.5
	Bajau	2	1.5	1.5	100.0
	Total	132	100.0	100.0	

Table 4.3: *Frequencies of Respondent by Ethnicity*

Table 4.3 showed that Malay marked the highest number of participants with 68 respondents (51.5%), followed by Iban (15.2%), Melanau (9.8%), and Chinese (8.3%). Other ethnic groups such as Bidayuh (6.1%), Dusun and Kadazan (2.3% each), as well as Indian, Bugis, Kedayan, and Brunei recorded lower participation rates, each contributing less than 1% to the total sample.

4.1.4 Gender

Frequencies of respondent by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	101	76.5	76.5	76.5
	Male	31	23.5	23.5	100.0
	Total	132	100.0	100.0	

Table 4.4: *Frequencies of respondent by Gender*

Table 4.4 showed that the majority of the respondent were female which are 101 respondent (76.5%) followed by 31 male (23.5%).

4.1.5 Age

Frequencies of respondent by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-20	2	1.5	1.5	1.5
	21-22	63	47.7	47.7	49.2
	23-24	63	47.7	47.7	97.0
	25-26	2	1.5	1.5	98.5
	27-28	2	1.5	1.5	100.0
	Total	132	100.0	100.0	

Table 4.5: *Frequencies of respondent by Age*

Table 4.5 showed that both the 21–22 and 23–24 groups contributing 47.7% each. The remaining respondents were from the 19–20, 25–26, and 27–28 age groups, each contributing only 1.5%.

4.2 Descriptive Statistic

4.2.1 Multicultural self-efficacy

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mean MSE	132	4.00	7.00	5.4159	.66054
Valid N (listwise)	132				

Table 4.6: *Mean and Standard Deviation of Multicultural self-efficacy*

According to table 4.6, the descriptive statistics table indicated the mean score for MSE was 5.4159, with a standard deviation of 0.66054, indicating that, on average, respondents reported a high level of multicultural self-efficacy. The minimum score recorded was 3.40, and the maximum was 7.00, suggesting there was some variation in respondents' perceptions of their multicultural self-efficacy.

Multicultural Self-efficacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate MSE	35	26.5	26.5	26.5
	High MSE	97	73.5	73.5	100.0
	Total	132	100.0	100.0	

Table 4.7: *Frequency table of Multicultural Self-efficacy*

As shown in Table 4.7, the majority of respondents (n = 97, 73.5%) reported a high level of multicultural self-efficacy, while the remaining 35 students (26.5%) reported a moderate level. No participants were categorized under low MSE (1.00–2.99), indicating that all respondents perceived themselves as at least moderately confident in their ability to engage effectively in multicultural contexts

4.2.2 Conflict resolution style

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Integrating	132	2.71	5.00	4.1461	.58901
Obliging	132	2.17	5.00	3.7083	.61172
Dominating	132	1.40	5.00	3.3182	.80227
Compromising	132	2.75	5.00	3.9886	.58354
Valid N (listwise)	132				

Table 4.8 *Mean and Standard Deviation of Conflict Resolution Style*

Table 4.8 showed the average score for five conflict resolution styles among 132 participants. The highest mean score was the integrating style ($M=4.15$, $SD=0.59$), followed closely by the compromising style ($M=3.99$, $SD=0.56$), obliging ($M=3.71$, $SD=0.62$), and the lowest average mean score is dominating style ($M=3.32$, $SD=0.82$).

4.3 ANOVA

4.3.1 HYPOTHESIS 1

H01: There is no significant difference in multicultural self-efficacy in terms of academic programs among undergraduate students at FCSHD, UNIMAS.

Tests of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Mean_MSE	Based on Mean	.622	3	128	.602
	Based on Median	.631	3	128	.596
	Based on Median and with adjusted df	.631	3	124.233	.596
	Based on trimmed mean	.628	3	128	.599

Table 4.9: *Test of Homogeneity of Variances between MSE and Academic Programs*

According to the Table 4.9, the test was not significant, $F(3, 128) = 0.622$, $p = 0.602$, indicating that the assumption of equal variances across academic programs was met. Therefore, variances are homogeneous.

ANOVA

Mean MSE

	Sum of	df	Mean		
	Squares		Square	F	Sig.
Between Groups	.573	3	.191	.432	.730
Within Groups	56.584	128	.442		
Total	57.157	131			

Table 4.10 *Test of Analysis of Variance of MSE in terms of Academic Programs*

According to Table 4.10, the One-Way ANOVA results indicate that the null hypothesis (H_0) failed to be rejected, as the significance value for the between-groups comparison was $p = .730$, which is greater than the alpha level of .05. This suggests that there was no statistically significant difference in multicultural self-efficacy among students from the four academic programs: Counselling, Human Resource Development, Cognitive Science, and Psychology.; $F(3, 128) = 0.432$, $p = 0.730$.

4.3.2 HYPOTHESIS 2

H02: There is no significant difference in multicultural self-efficacy in terms of ethnic group among undergraduate students at FCSHD, UNIMAS.o examine the mean differences in MSE scores among ethnic groups.

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Mean_MSE	Based on Mean	.863	7	120	.538
	Based on Median	.819	7	120	.573
	Based on Median and with adjusted df	.819	7	105.440	.573
	Based on trimmed mean	.872	7	120	.531

Table 4.11: *Test of homogeneity of Variance between MSE and Ethnicity*

According to the Table 4.11, the p -value from the test of homogeneity of variance for multicultural self-efficacy was $p = 0.538 > 0.05$. Therefore, variances were homogeneous.

ANOVA

Mean_MSE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.901	11	.809	2.012	.033
Within Groups	48.256	120	.402		
Total	57.157	131			

Table 4.12: *Test of Analysis of Variance of MSE in terms of Ethnicity*

According to Table 4.12, the One-Way ANOVA results indicate that null hypothesis (H0) was rejected because the significant value between groups is $p=0.033$, which means that p -value was less than alpha value (0.05). Therefore, there was significant difference in multicultural self-efficacy among Malay, Chinese, Indian, Bidayuh, Iban, Melanau, Kadazan, Bugis, Dusun, Kedayan, Brunei and Bajau; $F(11, 120) = 2.012, p=0.033$.

Although the ANOVA indicated a statistically significant difference in multicultural self-efficacy across ethnic groups, post-hoc comparisons using Tukey's HSD could not be performed. This was due to at least one ethnic group having fewer than two participants, which violates the assumptions required for post-hoc testing. As a result, further interpretation of which specific groups differ from each other could not be determined.

4.4 Correlation Analysis

Correlation was conducted to measure the relationship between multicultural self-efficacy and conflict resolution style. Before conducting the correlation analysis, a normality test was carried out to determine whether the data met the assumptions required for Pearson's correlation. Both the Kolmogorov-Smirnov and Shapiro-Wilk tests were used to assess the normality of variables, including multicultural self-efficacy and each conflict resolution styles.

4.4.1 Normality Test

<i>Tests of Normality</i>						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MSE	.070	132	.200 [*]	.984	132	.120

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.13: *Normality Test of Multicultural Self-efficacy*

As indicated in Table 4.13, the Kolmogorov-Smirnov and Shapiro-Wilk tests were used to determine whether the data distribution was normal. The results showed that the Kolmogorov-Smirnov test yielded a p-value of 0.200, and the Shapiro-Wilk test yielded a p-value of 0.120. The null hypothesis of normality test was failed to reject because both p-values exceed the standard alpha level of 0.05. This indicates that the distribution of multicultural self-efficacy is normally distributed.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Integrating	.084	132	.024	.958	132	<.001
Obliging	.078	132	.047	.983	132	.101
Dominating	.088	132	.014	.982	132	.076
Compromising	.129	132	<.001	.955	132	<.001

a. Lilliefors Significance Correction

Table 4.14: *Normality Test of Conflict Resolution Style*

According to Table 4.14, the Shapiro-Wilk test was used to assess the normality of each conflict management style. The results showed that the p-values for the Obliging style ($p = .101$) and the Dominating style ($p = .076$) were greater than the standard alpha level of .05. Therefore, the null hypothesis of normality was not rejected for these two styles, indicating that their distributions can be considered approximately normal. In contrast, the Integrating style ($p < .001$), and Compromising style ($p < .001$) all had p-values less than .05, indicating significant deviation from normality. Thus, these two variables were considered not normally distributed.

Based on these findings, Pearson's correlation was used to analyze relationships involving variables with normal distributions (Obliging and Dominating), while Spearman's rank-order correlation was applied to variables that were not normally distributed (Integrating and Compromising). This approach ensured the accuracy and validity of the correlation analysis.

4.4.2 HYPOTHESIS 3

H03: There is no significant relationship between multicultural self-efficacy (IV) and the Integrating conflict resolution styles among undergraduate students at FCSHD, UNIMAS.

<i>Correlations</i>				
Spearman's rho	Mean MSE	Correlation	Mean MSE	Mean Integrating
		Coefficient	1.000	.457**
		Sig. (2-tailed)	.	<.001
		N	132	132
	Mean Integrating	Correlation	.457**	1.000
		Coefficient		
		Sig. (2-tailed)	<.001	.
		N	132	132

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

Table 4.15: *Spearman Correlation test between MSE and Integrating CRS*

According to Table 4.15, Spearman's rank-order correlation was conducted to examine the relationship between multicultural self-efficacy and the integrating conflict resolution style. The results indicated a moderate, positive correlation between the two variables, which was statistically significant, ($r = 0.457$, $n = 132$, $p < 0.01$). Since the p-value is less than the alpha level of .05, the null hypothesis was rejected. This finding suggested that higher levels of multicultural self-efficacy were associated with a greater preference for using the integrating conflict resolution style.

4.4.3 HYPOTHESIS 4

H04: There is no significant relationship between multicultural self-efficacy (IV) and the Obliging conflict resolution styles among undergraduate students at FCSHD, UNIMAS.

<i>Correlations</i>			
		Mean MSE	Mean Obliging
Mean MSE	Pearson	1	.332**
	Correlation		
	Sig. (2-tailed)		<.001
	N	132	132
Mean Obliging	Pearson	.332**	1
	Correlation		
	Sig. (2-tailed)	<.001	
	N	132	132

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

Table 4.16: *Pearson Correlation between MSE and Obliging CRS*

Based on Table 4.16, Pearson's correlation was computed to assess the relationship between multicultural self-efficacy and obliging style. There was a moderate, positive correlation between multicultural self-efficacy and obliging style, which was statistically significant, ($r = .332$, $n = 132$, $p < .001$). Since $p\text{-value} < \alpha\text{ value } (0.05)$, we have enough evidence to reject the null hypothesis. Therefore, there was a significant relationship between multicultural self-efficacy and obliging style. To conclude, the increase in multicultural self-efficacy was correlated with the increase in using the obliging style.

4.4.4 HYPOTHESIS 5

H05: There is no significant relationship between multicultural self-efficacy (IV) and the Dominating conflict resolution styles among undergraduate students at FCSHD, UNIMAS.

Correlations

		Mean MSE	Mean Dominating
Mean MSE	Pearson	1	.241**
	Correlation		
	Sig. (2-tailed)		.005
	N	132	132
Mean Dominating	Pearson	.241**	1
	Correlation		
	Sig. (2-tailed)	.005	
	N	132	132

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

Table 4.17: *Pearson Correlation between MSE and Dominating CRS*

As shown in table 4.17, Pearson's correlation was computed to assess the relationship between multicultural self-efficacy and dominating style. There was a weak, positive correlation between multicultural self-efficacy and dominating style, which was statistically significant, ($r = .241$, $n = 132$, $p = .005$). Since $p\text{-value} < \alpha\text{ value } (0.05)$, we have enough evidence to reject the null hypothesis. Therefore, there is a significant relationship between multicultural self-efficacy and dominating style. To conclude, the increase in multicultural self-efficacy was correlated with the increase in using the dominating style.

4.4.5 HYPOTHESIS 6

H06: There is no significant relationship between multicultural self-efficacy (IV) and the Avoiding conflict resolution styles among undergraduate students at FCSHD, UNIMAS.

Due to the low internal consistency of the Avoiding conflict resolution style scale (Cronbach's Alpha = .664 with only 2 items), this variable was excluded from further analysis. Therefore, no statistical test was conducted for Hypothesis 6.

4.4.6 HYPOTHESIS 7

H07: There is no significant relationship between multicultural self-efficacy (IV) and the Compromising conflict resolution styles among undergraduate students at FCSHD, UNIMAS.

Correlations

			Mean MSE	Mean Compromising
Spearman's rho	Mean MSE	Correlation Coefficient	1.000	.260**
		Sig. (2-tailed)	.	.003
		N	132	132
	Mean Compromising	Correlation Coefficient	.260**	1.000
		Sig. (2-tailed)	.003	.
		N	132	132

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

Table 4.18: *Spearman's Correlation between MSE and Compromising CRS*

As shown in table 4.18, a Spearman's Rank correlation was computed to assess the relationship between multicultural self-efficacy and compromising CRS style. There was a moderate, positive correlation between multicultural self-efficacy and compromising conflict resolution style, which was statistically significant, ($r = .260$, $n = 132$, $p = .003$). Since p -value $<$ alpha value (0.05), we have enough evidence to reject the null hypothesis. Hence, there was a significant relationship between multicultural self-efficacy and compromising conflict resolution style. Therefore, the increase in multicultural self-efficacy was correlated with the increase in preference of using compromising CRS.

4.5. Conclusion

In conclusion, Chapter 4 presented a detailed analysis of the data collected to examine the levels of multicultural self-efficacy (MSE) and conflict resolution styles (CRS) among undergraduate students at FCSHD, UNIMAS. The findings revealed that students generally reported a high level of MSE and preferred constructive conflict resolution styles such as integrating and compromising. ANOVA results showed no significant differences in MSE across academic programs or ethnic groups. Correlation analyses demonstrated significant positive relationships between MSE and Integrating, Obliging, Dominating and Compromising conflict resolution styles.

CHAPTER 5

FINDINGS AND DISCUSSION

5.0 Introduction

Chapter 5 discussed the results presented in Chapter 4 as well as the study's summary based on the research objective itself, as shown in Chapter 1. Furthermore, the limitations of the study are included in this chapter because the researcher encountered some difficulties while completing this study. Thus, in this chapter, the researcher provided some recommendations to address the problem. Lastly, the overall summary of the study was also concluded in this last chapter.

5.1 Summary of findings

This study aimed to examine the level of multicultural self-efficacy (MSE) and conflict resolution styles (CRS) among undergraduate students at the Faculty of Cognitive Sciences and Human Development (FCSHD), University of Malaysia Sarawak (UNIMAS). The study was guided by five research objectives: (i) to identify the level of MSE among students, (ii) to determine if differences in MSE existed based on academic programs, (iii) to examine MSE differences by ethnic group, (iv) to identify the conflict resolution styles preferred by students, and (v) to investigate the relationship between MSE and CRS.

Descriptive analysis revealed that undergraduate students at FCSHD generally reported a high level of multicultural self-efficacy, with a mean score of 5.4159. This indicated that students perceived themselves as capable and confident in engaging effectively with individuals from diverse cultural backgrounds. The frequency analysis further showed that 73.5% of students fell into the high MSE category, while 26.5% were categorized as having moderate MSE, and none were categorized as low. However, inferential analysis showed no significant differences in MSE based on academic programs ($p = .730$), though a significant difference was found based on ethnicity ($p = .033$). In terms of conflict resolution styles, the integrating style was the most preferred ($M = 4.15$), followed by compromising ($M = 3.99$), and obliging ($M = 3.72$), while dominating was the least preferred ($M = 3.33$). A moderate and statistically significant positive correlation was found between MSE and the integrating style ($r = .457, p < .001$), suggesting that students with higher MSE are more likely to employ cooperative strategies in conflict situations.

5.2 Discussion

The first research objective in this study was to identify the level of multicultural self-efficacy among undergraduate students of FCSHD. The descriptive analysis revealed that the students reported a high level of multicultural self-efficacy ($M = 5.4159$), indicating strong confidence in their ability to interact and engage in diverse cultural contexts. This finding aligned with Sue et al.'s (1992) Multicultural Counselling Competency Theory, which underscored the importance of awareness, knowledge, and skills in functioning effectively across cultures. Similarly, Barden and Greene (2015) and Yosef et al. (2022) found that students with high MSE were confident in engaging across cultures, supporting the current finding. Although this study did not directly examine the influence of academic content or coursework, it was plausible that the overall academic environment at FCSHD may have indirectly contributed to the development of students' multicultural self-efficacy. According to the UNIMAS Gazette, the Faculty of Cognitive Sciences and Human Development highlighted cultural aspects through its programs and events focused on cultural exchange, heritage, and community engagement. Additionally, a study by Petrusheva and Ziberi (2024) suggested that students enrolled in multicultural education courses tended to exhibit moderate to high levels of intercultural knowledge and emotional understanding. This also supported by Bandura's Social Cognitive Theory (1986), which emphasized that environmental influences such as academic setting could play a significant role in shaping self-efficacy. In this context, the university setting may have fostered cross-cultural confidence by providing exposure to diverse cultural experiences and opportunities for intercultural interaction.

Next, the findings indicated that while there were no significant differences in multicultural self-efficacy across academic programs, there was a statistically significant difference across ethnic groups, $F(11, 120) = 2.012, p = .033$. The non-significant result related to academic program was consistent with research by Harun et al. (2024), which involved university counsellor trainees and found that while multicultural experiences gained through coursework or training were positively associated with higher levels of multicultural self-efficacy, the specific academic program enrolled in did not significantly influence these levels.

The findings of this study revealed a statistically significant difference in multicultural self-efficacy (MSE) across ethnic groups among undergraduate students at FCSHD, UNIMAS, $F(11, 120) = 2.012, p = .033$. This suggested that students from different ethnic backgrounds reported different levels of MSE. However, post-hoc analysis using Tukey's HSD could not be conducted due to small sample sizes in several ethnic subgroups, limiting further interpretation of which specific groups differed. This finding stood in partial contrast to the work of Matthews et al. (2018), who reported no significant relationship between ethnicity and multicultural competence among practicing counselors. Similarly, Barden and Greene (2014) found that ethnicity did not significantly influence multicultural counselling self-efficacy among trainees. Despite this, the current result aligned with earlier findings by Holcomb-McCoy et al. (2008) and Yosef et al. (2022), which emphasized that ethnic background could shape one's cultural knowledge and comfort in multicultural settings. These differences may have stemmed from the unique sociocultural context of Malaysia, where ethnic identity was more visibly embedded in social structures and experiences, potentially influencing students' confidence in engaging with diversity. Nevertheless, the generally high mean score of MSE across all participants ($M = 5.4130$) may have also reflected a shared institutional environment at FCSHD that promoted multicultural awareness and intercultural learning, regardless of ethnic identity.

This outcome was interpreted through the lens of Bandura's (1986) Social Cognitive Theory, which posited that self-efficacy was shaped not only by individual experiences but also by environmental factors, social modelling, and observational learning. At the Faculty of Cognitive Sciences and Human Development (FCSHD), students from all programs were likely exposed to similar multicultural environments, including diverse classrooms, interdisciplinary group work, and co-curricular activities that promoted intercultural engagement. These shared social learning experiences might have contributed to the development of comparable levels of MSE across different academic tracks. Additionally, the ethnically diverse composition of the student population might have facilitated vicarious learning and positive interethnic interactions, further supporting the development of multicultural self-efficacy among students from all ethnic groups.

Furthermore, the fourth objective of this study was to identify the conflict resolution styles (CRS) most commonly used among undergraduate students at FCSHD. According to the descriptive statistics, the integrating style was the most preferred ($M = 4.15$, $SD = 0.59$), followed closely by the compromising style ($M = 3.99$, $SD = 0.59$). This preference suggested that most students tended to resolve conflicts through open dialogue, collaboration, and mutual problem-solving. Integrating style, as described by Rahim (2002), reflected a high concern for both self and others, and was typically employed by individuals with strong interpersonal and emotional regulation skills. This preference aligned with prior research. For instance, Özkan Tuncay et al. (2018) found that individuals in leadership and helping professions often favoured the integrating style due to its effectiveness in fostering positive outcomes. The relatively high use of the compromising style also supported literature highlighting its role in achieving practical, balanced outcomes when mutual agreement was needed (Klusek-Wojciszke & Grodzicki, 2018). Students' tendency toward these two styles indicated a maturity in conflict handling. On the other hand, the dominating style ($M = 3.33$, $SD = 0.82$) was the least preferred, indicating that students were generally less inclined to use confrontational or competitive strategies when dealing with conflicts, possibly prioritizing the preservation of relationships over asserting personal control. As suggested by To et al. (2021), the dominating style reflected a high concern for self and low concern for others, which might not have aligned with Malaysian society.

Therefore, the findings demonstrated that FCSHD students favoured positive and cooperative conflict resolution styles. However, as Gunasingha, Lee and Clay (2023) argued, students must not only have preferred such styles but also needed to develop the adaptability to adjust their approach based on context, culture and emotional intelligence. While students appeared to lean toward constructive conflict resolution, further support in conflict management training might have helped them navigate more complex real-work multicultural interactions.

Next, the fifth objective of this study was to examine the relationship between multicultural self-efficacy (MSE) and the five conflict resolution styles (CRS) which were integrating, compromising, obliging, avoiding, and dominating. The findings revealed that four conflict resolution styles, which were integrating, compromising, obliging and dominating, had statistically significant positive relationships with multicultural self-efficacy, while the avoiding

style showed a positive but non-significant relationship. Students with higher MSE were more likely to engage in a broad range of conflict resolution strategies.

Among these, the integrating style showed the strongest and statistically significant positive correlation with multicultural self-efficacy. This indicated that undergraduate FCSHD students with confidence or belief in their ability to effectively interact with individuals from diverse cultural backgrounds might have possessed the interpersonal sensitivity, cultural empathy, and confidence needed to resolve conflicts collaboratively. This relationship aligned with Rahim's (2002) theory, which described integrating as a style marked by high concern for both self and others, reflecting a balanced approach to conflict. The preference for this style might also have reflected the emotional intelligence and adaptability traits associated with MSE, as highlighted by Gunkel et al. (2016). Similarly, To et al. (2021) and Alok, Kumar, and Singh (2020) emphasized that the integrating style fostered mutual understanding, maintaining harmony and was particularly effective in multicultural environments. Furthermore, this preference might have been influenced by the adaptability and cultural awareness components of MSE, as outlined by Hua et al. (2018) and Hart et al. (2019), which enabled individuals to navigate diverse cultural settings with sensitivity and flexibility.

Next, as for the second preferred style, compromising style also demonstrated a significant correlation with MSE. This suggested that undergraduate students of FCSHD who were confident in engaging with people from diverse backgrounds were more likely to find fair solutions that respected cultural differences and benefited everyone involved. The literature highlighted compromising as an effective style in multicultural settings where balancing cultural norms and interests was necessary (Klusek-Wojciszke & Grodzicki, 2018). The ability to compromise aligned with the adaptability and emotional intelligence dimensions of MSE, as individuals adjusted their approaches to maintain harmony across cultural lines. Moreover, the ability to compromise might have reflected a behavioural competency, where students could effectively engage in negotiation and active listening, essential skills in diverse settings (Gunkel, Schlaegel & Taras, 2016).

Aside from that, the obliging style showed a significant positive correlation with multicultural self-efficacy, indicating that undergraduate FCSHD students with high confidence in interacting with individuals from diverse backgrounds might have chosen to accommodate

others in culturally sensitive situations to preserve group harmony. This finding was consistent with collectivist values described in the literature, particularly in Malaysian society, where yielding in conflict might have reflected emotional intelligence and cultural sensitivity (Tehrani & Yamini, 2020). In line with the literature review, individuals with higher cultural awareness, a key dimension of MSE, might have viewed obliging as a respectful way to manage conflict without escalating tensions (Hart et al., 2019; Gomez & Taylor, 2018).

The dominating style, which was commonly associated with assertiveness and self-interest, also significantly correlated with multicultural self-efficacy, although the correlation was weaker. This suggested that students who were confident in engaging with people from different cultural backgrounds could assert themselves, when necessary, especially in situations involving cultural values, identity or principle. As noted by Alimba (2018) and To et al. (2021), effective conflict resolution in multicultural settings required flexibility, and at times, the use of the dominating strategies might have been justified to uphold ethical standards or counter injustice. This result might also have reflected the component of multicultural self-efficacy related to confidence and cultural competence, enabling students to assert their views when required.

Overall, the findings suggested that students with higher levels of multicultural self-efficacy tended to prefer collaborative and adaptable approaches to conflict. They were more likely to use styles that balanced self-interest with interpersonal harmony, particularly integrating and compromising. These outcomes were consistent with Bandura's (1986) Social Cognitive Theory, which emphasized that individuals with higher self-efficacy were more capable of selecting and adjusting behaviours in response to situational demands. Students with greater MSE might have demonstrated more flexibility and emotional regulation, enabling them to manage intercultural conflicts thoughtfully and effectively (Gunasingha, Lee, & Clay, 2023). These results reinforced the importance of developing multicultural self-efficacy in higher education, particularly in diverse academic environments like UNIMAS. Exposure to multicultural experiences, intercultural dialogue, and culturally inclusive training might have enhanced students' ability to manage conflict constructively and fostered positive interpersonal relations.

5.3 Research implications

The findings of this study carried important implications for counselling practice, particularly in multicultural and educational settings. The significant positive correlation between multicultural self-efficacy (MSE) and various conflict resolution styles (CRS) suggested that individuals who possessed strong multicultural competencies were also more versatile and adaptive in managing interpersonal conflict. For counsellors, this highlighted the importance of integrating multicultural self-efficacy training into both academic curricula and professional development programs.

Developing students' awareness, knowledge, and cross-cultural skills, as proposed in Sue et al.'s (1992) Multicultural Counselling Competency framework, fostered culturally competent behaviors and empowered future practitioners to respond effectively to diverse client needs. Additionally, the ability to apply appropriate conflict resolution styles based on cultural context may have enhanced counsellors' interpersonal effectiveness and reduced the risk of cultural misunderstandings during sessions. This suggested that counselling education programs should have emphasized experiential learning, intercultural exposure, and emotional intelligence as part of their training to strengthen multicultural self-efficacy among trainees.

From a broader societal perspective, the high level of MSE among students and their tendency to use constructive conflict resolution styles such as integrating and compromising reflected a positive cultural climate within the university community. These competencies were essential in a multicultural society like Malaysia, where navigating cultural diversity and maintaining social harmony were part of daily life. As future professionals, students who demonstrated multicultural competence were more likely to promote inclusion, reduce prejudice, and foster social cohesion in their respective communities and workplaces. Furthermore, these findings reinforced the importance of institutional efforts that encouraged intercultural dialogue, community engagement, and shared learning experiences. Promoting multicultural self-efficacy at a societal level contributed not only to better interpersonal relationships but also to building a more tolerant, resilient, and inclusive multicultural nation.

5.4 Limitations

Despite yielding insightful findings, this study had several limitations that should have been acknowledged. Firstly, the sample size was relatively small and limited to one faculty, which may have reduced the generalizability of the findings to the broader university population or national context. Secondly, the study's reliance on self-report questionnaires may have introduced social desirability bias, where participants might have overestimated their cultural competencies or underreported undesirable conflict behaviours.

On the other hand, Hypothesis 6, which aimed to examine the relationship between multicultural self-efficacy and the avoiding conflict resolution style, was not conducted due to low internal consistency of the avoiding subscale, which yielded a Cronbach's Alpha value of .664, falling below the acceptable threshold of .70 for research reliability. The low alpha value suggested that the Avoiding scale in this context may not have been a reliable indicator of students' actual use of the avoiding conflict style. Conducting further statistical analysis using an unreliable measure would have compromised the validity of the findings and could potentially have led to misleading conclusions.

Thirdly, although the study examined differences in MSE based on ethnicity and academic program, it did not control for other potentially influential variables such as prior intercultural experiences, socioeconomic background, or individual personality traits, which may have influenced students' self-efficacy or conflict resolution preferences. Lastly, the cross-sectional design limited the ability to draw causal conclusions about the relationship between MSE and CRS. Longitudinal or mixed-methods studies would have offered deeper insights into how these competencies evolved over time and interacted in real-life settings.

5.5 Recommendation

5.5.1 Counselling profession

Counselling educators and practitioners were recommended to incorporate targeted training on conflict resolution strategies in multicultural contexts. This would have better prepared future counsellors to manage intercultural interactions sensitively and effectively. Emphasizing the development of multicultural self-efficacy (MSE) in counselling practice could have enhanced practitioners' adaptability and responsiveness when working with clients from diverse backgrounds. Moreover, embedding cultural awareness, empathy, and conflict management modules in professional development programs would have supported the advancement of culturally competent counselling services across Malaysia's multiethnic society.

5.5.2 Education

Academic institutions such as UNIMAS and other universities were encouraged to integrate more structured multicultural components into their curricula, particularly within faculties that prepared students for human services, education, and the social sciences. Programs involving cultural exchange, service-learning, and interdisciplinary collaboration were suggested to foster real-world applications of multicultural self-efficacy (MSE) and enhance students' adaptive conflict resolution abilities. Additionally, counselling education programs should have emphasized experiential learning, intercultural exposure, and emotional intelligence development as part of their training to strengthen students' confidence in diverse settings. This recommendation aligned with the study's findings, which indicated that students with higher MSE tended to use constructive conflict resolution styles such as integrating and compromising.

5.5.3 Research

From a research perspective, future studies were encouraged to develop culturally contextualized instruments to measure multicultural self-efficacy among Malaysian undergraduates, as existing scales might not have fully captured the unique sociocultural dynamics and lived experiences of Malaysia's multiethnic society. A locally validated tool would have allowed for more precise assessments and supported the design of culturally relevant interventions in counselling education and practice.

Moreover, since this study did not directly examine the influence of specific curriculum content or experiential learning, future research was encouraged to explore how culturally themed coursework and practicum experiences contributed to the development of multicultural

self-efficacy, particularly in counselling-related programs. This could have been examined through pre- and post-course assessments, qualitative interviews with students, or mixed-methods studies combining reflective narratives with MSE scales. Longitudinal research designs would have been especially valuable in tracing the development of multicultural self-efficacy over time and in response to academic or professional experiences.

Finally, expanding the sample to include students from diverse faculties, institutions, or regions across Malaysia would have enhanced the generalizability of the findings and provided a more comprehensive understanding of how multicultural competence was shaped within different educational and training contexts.

5.6 Conclusion

In conclusion, this study found that FCSHD undergraduates generally demonstrated high multicultural self-efficacy and preferred constructive conflict resolution styles, particularly integrating and compromising. These findings, grounded in Bandura's Social Cognitive Theory, highlighted the role of environmental exposure and social learning in shaping students' cross-cultural confidence and adaptability. The lack of significant differences based on academic programs or ethnicity suggested a shared institutional environment that supported multicultural growth. Despite limitations such as limited sample and cross-sectional design, the study offered meaningful implications for counselling education and pointed to the need for culturally responsive training, assessment tools, and future research on curriculum influence in developing multicultural self-efficacy.

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APPENDIXES

INFORMED CONSENT

MULTICULTURAL SELF-EFFICACY AND CONFLICT RESOLUTION STYLE AMONG UNDERGRADUATE STUDENTS AT FACULTY OF COGNITIVE SCIENCE AND HUMAN DEVELOPMENT, UNIMAS

Greetings and Welcome!

Hi, I'm Nur Aqilah binti Ahmad (82805), a third-year Counselling student from the Faculty of Cognitive Sciences and Human Development (FCSHD), UNIMAS. I am currently conducting a research study entitled "**Multicultural Self-Efficacy and Conflict Resolution Style among Undergraduate Students at FCSHD, UNIMAS.**"

This study aims to explore the relationship between **multicultural self-efficacy** and **conflict resolution styles** among undergraduate students. Your participation will contribute to a better understanding of how individuals with diverse cultural backgrounds navigate interpersonal and organizational conflict.

The questionnaire consists of **three main sections** with a total of **53 items**:

- **Section A: Demographic Information** (e.g., academic programme, ethnicity, year of study, age, and gender)
- **Section B: Multicultural Self-Efficacy** – *Cultural Intelligence Scale (20 items)*
- **Section C: Conflict Resolution Style** – *Rahim Organizational Conflict Inventory – II (ROCI-II) (28 items)*

There is **no time limit**, but it is estimated to take about **10–15 minutes** to complete the entire questionnaire.

By proceeding with this questionnaire, you are giving your **informed consent** to participate in this study.

Please be assured that:

- Your responses will be kept **strictly confidential**.
- All data collected will be used **solely for research purposes**.
- No personally identifiable information will be shared or published.
- Participation is **voluntary**, and you may withdraw at any point without any penalty.

Your participation in this study would be greatly appreciated and will contribute meaningfully to the research. Thank you for your time and support!

* Indicates required question

If you agree to participate, please proceed to the next section. Thank you for your valuable time and support!

*

Mark only one oval.

☐ Yes

☐ No

SECTION A: DEMOGRAPHIC RESPONDENTS

Section A: Demographic information

1. Academic Course *

Mark only one oval.

- ☐ Bachelor in Counselling with Honours
- ☐ Bachelor in Human Resource Development with Honours ☐
- Bachelor in Cognitive Science with Honours
- ☐ Bachelor in Psychology with Honours

2. Year of Study *

Mark only one oval.

- ☐ 1st Year
- ☐ 2nd Year
- ☐ 3rd Year
- ☐ 4th Year

3. Ethnicity *

Mark only one oval.

- ☐ Malay Chinese
- ☐ Indian Bidayuh
- ☐ Iban Melanau
- ☐ Other:
- ☐
- ☐
- ☐ _____

4. Gender *

Check all that apply.

☐ Female ☐

Male

5. Age *

Mark only one oval.

☐ 19-20

☐ 21-22

☐ 23-24

☐ 25-26

☐ 27-28

☐ Other:

SECTION B: CULTURAL INTELLIGENCE SCALE (CQS)

Section B: Multicultural Self-Efficacy – Cultural Intelligence Scale (20 items)

Instructions: Read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU REALLY ARE.

6. 1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. *

Saya sedar tentang pengetahuan budaya yang saya gunakan semasa berinteraksi dengan orang yang mempunyai latar belakang budaya yang berbeza.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

7. 2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. *

Saya menyesuaikan pengetahuan budaya saya semasa saya berinteraksi dengan orang dari budaya yang tidak saya kenali.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

8. 3. I am conscious of the cultural knowledge I apply to cross-cultural interactions. *

Saya sedar tentang pengetahuan budaya yang saya gunakan untuk interaksi silang budaya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

9. 4. I check the accuracy of my cultural knowledge as I interact with people from different cultures. *

Saya menyemak ketepatan pengetahuan budaya saya semasa saya berinteraksi dengan orang dari budaya yang berbeza.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

10. 5. I know the legal and economic systems of other cultures. *

Saya mengetahui sistem perundangan dan ekonomi budaya lain.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

11. 6. I know the rules (e.g., vocabulary, grammar) of other languages. *

Saya tahu peraturan (cth., perbendaharaan kata, tatabahasa) bahasa lain.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

12. 7. I know the cultural values and religious beliefs of other cultures. *

Saya mengetahui nilai budaya dan kepercayaan agama budaya lain.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

13. 8. I know the marriage systems of other cultures. *

Saya tahu sistem perkahwinan budaya lain.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

14. 9. I know the arts and crafts of other cultures. *

Saya mengetahui seni dan kraf budaya lain.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

15. 10. I know the rules for expressing nonverbal behaviors in other cultures. *

Saya tahu peraturan untuk menyatakan tingkah laku bukan lisan dalam budaya lain.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

16. 11. I enjoy interacting with people from different cultures. *

Saya seronok berinteraksi dengan orang yang berbeza budaya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

17. 12. I am confident that I can socialize with locals in a culture that is unfamiliar to me. *

Saya yakin bahawa saya boleh bergaul dengan penduduk tempatan dalam budaya yang tidak saya kenali.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

18. 13. I am sure I can deal with the stresses of adjusting to a culture that is new to me. *

Saya pasti saya boleh menangani tekanan menyesuaikan diri dengan budaya yang baru kepada saya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

19. 14. I enjoy living in cultures that are unfamiliar to me. *

Saya seronok tinggal dalam budaya yang tidak saya kenali.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

20. 15. I am confident that I can get accustomed to the shopping conditions in a different culture. *

Saya yakin bahawa saya boleh membiasakan diri dengan keadaan membeli-belah dalam budaya yang berbeza.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

21. 16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it. *

Saya menukar tingkah laku lisan saya (cth., loghat, nada) apabila interaksi silang budaya memerlukan.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

22. 17. I use pause and silence differently to suit different cross-cultural situations. *

Saya menggunakan jeda dan senyap secara berbeza untuk menyesuaikan situasi silang budaya yang berbeza.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

23. 18. I vary the rate of my speaking when a cross-cultural situation requires it. *

Saya mengubah kadar percakapan saya apabila situasi silang budaya memerlukan.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

24. 19. I change my nonverbal behavior when a cross-cultural situation requires it. *

Saya mengubah tingkah laku bukan lisan saya apabila situasi silang budaya memerlukan.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

25. 20. I alter my facial expressions when a cross-cultural interaction requires it. *

Saya mengubah ekspresi muka saya apabila interaksi silang budaya memerlukan.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Disagree
- ☐ 3 - Somewhat Disagree
- ☐ 4 - Neither Agree nor Disagree
- ☐ 5 - Somewhat Agree
- ☐ 6 - Agree
- ☐ 7 - Strongly Agree

SECTION C: RAHIM ORGANIZATIONAL CONFLICT INVENTORY – II (ROCI – II)

26. 1. I try to investigate an issue with my peers to find a solution acceptable to us. *

Saya cuba menyiasat isu dengan rakan sebaya saya untuk mencari penyelesaian yang boleh diterima oleh kami.

Mark only one oval.

- ☐ 1 - Strongly Disagree
☐ 2 - Somewhat Disagree
☐ 3 - Neither Agree nor Disagree
☐ 4 - Somewhat Agree
☐ 5 - Strongly Agree

27. 2. I generally try to satisfy the needs of my peers. *

Saya secara amnya cuba memenuhi keperluan rakan sebaya saya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
☐ 2 - Somewhat Disagree
☐ 3 - Neither Agree nor Disagree
☐ 4 - Somewhat Agree
☐ 5 - Strongly Agree

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

Saya cuba mengelak daripada "diletakkan di tempat" dan cuba mengekalkan konflik saya dengan saya sebaya dengan diri saya sendiri.

Mark only one oval.

- ☐ 1 - Strongly Disagree
☐ 2 - Somewhat Disagree
☐ 3 - Neither Agree nor Disagree
☐ 4 - Somewhat Agree
☐ 5 - Strongly Agree

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

Saya cuba menyepadukan idea saya dengan rakan-rakan saya untuk membuat keputusan secara bersama

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

30. 5. I try to work with my peers to find solution to a problem that satisfies our expectations. *

Saya cuba bekerjasama dengan rakan sebaya saya untuk mencari penyelesaian kepada masalah yang memenuhi jangkaan kita.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

31. 6. I usually avoid open discussion of my differences with my peers. *

Saya biasanya mengelak perbincangan terbuka tentang perbezaan saya dengan rakan sebaya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

*

Saya cuba mencari jalan tengah untuk menyelesaikan kebuntuan.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

*

Saya menggunakan pengaruh saya untuk memastikan idea saya diterima.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

*

Saya menggunakan kuasa saya untuk membuat keputusan yang memihak kepada saya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

35. 10. I usually accommodate the wishes of my peers *

Saya selalunya akur dengan kehendak rakan sebaya

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

36. 11. I give in to the wishes of my peers. *

Saya mengalah dengan kehendak rakan sebaya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

37. 12. I exchange accurate information with my peers to solve a problem together. *

Saya bertukar maklumat yang tepat dengan rakan sebaya untuk menyelesaikan masalah bersama-sama.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

38. 13. I usually allow concessions to my peers.

*

Saya biasanya membenarkan konsesi kepada rakan sebaya saya.

note; A "concession" can refer to something granted, often in a negotiation or agreement, or a grant of rights, land, or property.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

*

Saya biasanya mencadangkan jalan tengah untuk memecahkan kebuntuan.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

40. 15. I negotiate with my peers so that a compromise can be reached.

*

Saya berunding dengan rakan sebaya saya supaya kompromi dapat dicapai.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

41. 16. I try to stay away from disagreement with my peers.

*

Saya cuba menjauhi perselisihan faham dengan rakan sebaya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

42. 17. I avoid an encounter with my peers

*

Saya mengelakkan perjumpaan dengan rakan sebaya

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

*

Saya menggunakan kepakaran saya untuk membuat keputusan yang memihak kepada saya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

44. 19. I often go along with the suggestions of my peers *

Saya sering mengikut cadangan rakan sebaya

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

*

Saya menggunakan "give and take" supaya kompromi boleh dibuat

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

Saya secara amnya tegas dalam meneruskan isu saya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

47. 22. I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way. *

Saya cuba mengemukakan semua kebimbangan kami secara terbuka supaya isu-isu itu dapat diselesaikan dalam cara sebaik mungkin.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

48. 23. I collaborate with my peers to come up with decisions acceptable to us. *

Saya bekerjasama dengan rakan sebaya saya untuk membuat keputusan yang boleh diterima oleh kita.

Mark only one oval.

- ☐ 1 - Strongly Disagree

- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

49. 24. I try to satisfy the expectations of my peers. *

Saya cuba memenuhi jangkaan rakan sebaya saya.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

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

Saya kadangkala menggunakan kuasa saya untuk memenangi situasi persaingan.

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

51. 26. I try to keep my disagreement with my peers to myself in order to avoid hard feelings *

Saya cuba menyembunyikan perselisihan pendapat saya dengan rakan sebaya saya untuk mengelakkan perasaan keras

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

52. 27. I try to avoid unpleasant exchanges with my peers

*

Saya cuba mengelakkan pertukaran yang tidak menyenangkan dengan rakan sebaya

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

53. 28. I try to work with my peers for a proper understanding of a problem

*

Saya cuba bekerjasama dengan rakan sebaya saya untuk pemahaman yang betul tentang sesuatu masalah

Mark only one oval.

- ☐ 1 - Strongly Disagree
- ☐ 2 - Somewhat Disagree
- ☐ 3 - Neither Agree nor Disagree
- ☐ 4 - Somewhat Agree
- ☐ 5 - Strongly Agree

THANK YOU!!!!!!

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1: Most_Prefered_CRS 1.00

Visible: 64 of 64 Variables

	I	Acad emic Coeur	YearofStudy	Ethnicity	Gender	Age	MSE1	MSE2	MSE3	MSE4	MSE5	MSE6	MSE7	MSE8	MSE9	MSE10	MSE11	MSE12	MSE13	MSE14	MSE15	MSE16	MSE17	MSE18
1	Yes	2	2	1	1	2	7	6	5	6	7	5	6	7	7	6	5	7	7	6	4	5	6	
2	Yes	1	3	1	2	3	5	5	5	5	4	3	5	4	4	4	6	4	4	4	5	6	4	
3	Yes	1	3	2	1	2	6	5	6	5	3	4	5	3	4	2	6	5	5	3	4	4	4	
4	Yes	2	2	1	2	2	6	6	6	6	6	4	4	4	4	4	6	6	5	4	4	4	4	
5	Yes	1	3	1	1	2	6	7	6	7	3	4	5	5	4	5	7	7	7	5	4	7	6	
6	Yes	1	3	1	1	3	6	6	6	6	4	4	5	4	4	4	6	5	5	5	6	6	6	
7	Yes	1	4	5	1	3	6	6	6	6	5	4	6	4	5	5	7	6	5	4	6	6	5	
8	Yes	2	1	1	1	3	6	6	6	5	5	5	6	6	6	6	7	6	6	5	6	5	5	
9	Yes	1	3	1	1	2	6	6	6	6	6	6	6	5	5	5	5	6	5	5	4	4	5	
10	Yes	1	3	1	1	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
11	Yes	1	3	1	1	2	6	6	5	5	4	6	6	6	6	5	7	6	6	5	6	6	5	
12	Yes	1	3	7	1	3	5	6	5	6	2	2	3	5	6	5	7	5	3	5	2	7	7	
13	Yes	1	3	7	1	4	7	7	7	5	4	3	7	5	5	5	7	7	6	6	4	5		
14	Yes	1	3	4	2	3	4	5	5	4	3	2	5	5	4	4	6	4	3	3	4	5	4	
15	Yes	1	3	6	1	2	5	6	5	6	2	3	5	2	5	6	6	6	5	6	3	6	5	
16	Yes	3	3	12	1	3	5	7	5	5	5	4	4	6	7	7	7	6	5	5	7	6		
17	Yes	3	3	1	1	3	6	6	6	6	6	4	4	6	6	6	7	7	7	6	6	6		
18	Yes	3	3	5	1	3	4	7	5	6	5	7	6	4	5	6	7	7	7	4	6	7		
19	Yes	3	3	1	1	3	5	5	5	5	5	5	6	5	4	5	5	5	4	4	5	4		
20	Yes	3	3	5	1	3	6	5	5	5	4	5	6	5	4	4	6	6	5	5	5	5		
21	Yes	3	3	12	1	3	7	7	3	3	2	2	5	2	5	3	7	7	6	6	7	7		
22	Yes	2	2	8	1	3	7	7	7	7	1	1	7	7	7	1	7	7	7	7	7	7		
23	Yes	3	3	2	2	3	6	6	6	6	5	6	5	5	5	5	6	5	6	6	6	6		
24	Yes	1	3	1	1	3	5	6	5	4	3	3	4	3	3	6	6	4	4	6	7	6		
25	Yes	1	3	1	1	2	5	6	6	6	5	5	6	6	6	5	7	6	6	6	6	5		
26	Yes	2	3	5	2	5	4	6	4	4	3	4	6	3	3	2	5	3	3	3	6	5		
27	Yes	1	2	1	1	2	6	7	6	5	6	5	5	6	7	2	7	6	5	7	3	6		
28	Yes	1	2	6	1	2	7	7	7	7	4	4	4	4	4	4	4	7	7	7	7	7		