

The impact of constructive conflict on organizational loyalty through organizational commitment: An applied study at Al-Mamoun College

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تاريخ التعديل : 2026/06/29

تاريخ تقديم البحث : 2026/06/22

تاريخ النشر : 2026/10/25

تاريخ قبول النشر : 2026/07/14

Abstract

The study was launched by trying to uncover how constructive conflict affects the level of organizational loyalty within Al-Mamoun University College by testing the role of organizational commitment as an intermediary mechanism that links these two variables and explains the interaction between them. It sought to determine the level of these variables according to their respective dimensions, with the goal of developing a clear understanding of the relationships and mutual influences between them, and arriving at results that contribute to addressing the research problem. To achieve this, a questionnaire was designed comprising (59) items, covering the main dimensions of the variables under study. It was distributed to a sample of (59) faculty members from the college, representing various disciplines and academic levels. Statistical analysis tools, namely correlation and multiple linear regression, were applied to the questionnaire. The results of the study showed a high level indicating the existence of a work environment that values constructive conflict at the college, as well as a high level of organizational commitment among the sample members, and a high level of organizational loyalty in general at the college. The results also revealed a statistically significant partial positive correlation between constructive conflict and organizational commitment, between organizational commitment and organizational loyalty, and between constructive conflict and organizational loyalty. Furthermore, the regression equation showed a positive effect of constructive conflict on organizational commitment, constructive conflict on organizational loyalty, organizational commitment on organizational loyalty, and constructive conflict on organizational loyalty through organizational commitment. In light of these findings, it was concluded that the relevant authorities – represented by the Board of Directors of Al-Mamoun Private University College – have a pivotal role in enhancing organizational loyalty. Therefore, it is recommended that this administration consider that developing and utilizing the constructive conflict variable through organizational commitment will have a direct and positive impact on improving the overall quality of organizational loyalty within the college.

Keywords: Organizational loyalty, organizational commitment, constructive conflict, multiple linear regression, correlation.

Introduction

Organizations of all types strive to achieve high levels of success and excellence in their performance to ensure their continuity and superiority, especially in increasingly competitive environments. Private colleges in Iraq are among these organizations, facing numerous challenges, particularly given their widespread presence and intense competition. Faculty members are the cornerstone of a college's excellence and success, which is why the researcher chose the topic of this study. This study aims to explore the nature of the relationship between constructive conflict and organizational loyalty among faculty members, while also examining the impact of organizational commitment as a mediating variable in this relationship. The study's significance stems from the pivotal role these variables play in supporting the effectiveness of academic institutions and enhancing their ability to achieve their goals efficiently. The selection of the

constructive conflict variable is consistent with the view that learning about conflicts encourages people to innovate new ways of working and to build up the character of the individual and the organization (Hell Rigeletal, 2011, p. 259). Thus, it is required to identify the existing conflicts among faculty and transform them into functional conflicts serving the college's goals and not dysfunctional conflicts. In the field of management studies, organizational commitment was introduced in the 1920s influenced by human relations studies and it means the degree to which an individual identifies with the values and goals of the organization and their desire to stay and defend it (Akhamari, 2013, p. 212). Also, organizational loyalty is a dynamic process in which employees express their desire to remain in the organization, work for the benefit of the organization, and stay within the organization (Madi et al., 2012). These variables have been the subject of extensive study over the years. This study reviews some of these studies as an extension and addition to the field of knowledge and not as a replacement to it. Here is a presentation of some of these studies:

- 1 -**The study by Ekhasau, M., 2019**, entitled "The influence of job satisfaction and organizational commitment on employee turnover intention," examined the relationship between these variables through linear regression. The results showed that organizational commitment is an important factor in employee attrition and confirmed that job satisfaction influences the reduction of attrition rates. The study showed that organizational commitment is inversely related to employee turnover trends, as enhancing employee commitment levels reduces the likelihood of them leaving, thus contributing to increased human resource stability within the organization. This is where employees bind themselves to their institutions and their goals. And express a desire to retain their membership.
- 2- **Similarly, Farrukh, M. et al. (2017)** investigated the impact of organizational commitment on entrepreneurial behavior in the higher education institutions of Pakistan. The study followed the survey method and involved 20 educational institutions. A questionnaire was sent to deans, presidents and professors and returned by 3,060 persons. One of the most important results of the study was that both affective commitment (AC) and normative commitment (NC) had a positive effect on the promotion of entrepreneurial behavior, while continuous commitment (CC) had a negative effect on the entrepreneurial behavior .

Research Problem:

The problem of personal conflicts and rivalries among employees is a prominent issue in management thought, receiving widespread attention from researchers and thinkers. Many have pointed to the controversy surrounding the study of this phenomenon and its dual effects on both organizations and individuals.

Interest in conflict management has increased since the 1960s, alongside the growing interest in studying organizational commitment and its impact on organizational performance and employee satisfaction. Given the dual nature of conflict, with its positive and negative effects, the need has arisen to study this phenomenon when it is constructive, or when management is able to transform it into a driving force for development. This is achieved by strengthening organizational commitment, which in turn contributes to fostering loyalty to the organization.

In light of the preceding data, the need arose to conduct this study to contribute to understanding and analyzing the issue under investigation. Therefore, the core of the research problem is:

Study Problem:

- A- To what extent are employees aware of the existence of personal conflicts among them in the work environment?
- B. What is the predominant pattern of organizational conflicts within the work environment? Do these conflicts tend to be constructive and goal-oriented, or destructive and hindering performance? Q- Does adopting and effectively managing constructive conflict lead to increased organizational commitment among employees, thus positively impacting their organizational loyalty?

The importance of this research is embodied in the following theoretical and applied aspects:

1 -Theoretical Importance:

- a- This research contributes to enriching the theoretical aspect of the topic by reviewing and analyzing previous literature and studies related to the concept of constructive conflict.
- b- The current research contributes to addressing a knowledge gap in previous studies, as the topic of organizational conflict patterns, particularly the distinction between constructive and destructive conflict, has not received sufficient attention in the Iraqi context in general, and in private colleges in particular, which enhances the scientific value of the current study.

2 -Applied Importance:

- a- The research focuses on analyzing constructive conflict in promoting organizational commitment, and revealing the implications of this relationship on the degree of organizational loyalty shown by faculty members in the educational institution under study.
- b- The research offers practical recommendations that can benefit the college's administrative leadership in harnessing and strategically managing constructive conflict to foster a positive work environment and raise the level of organizational loyalty.

Research Hypotheses:

The current study stemmed from a set of main hypotheses that were tested, as follows:

1. There is a statistically significant correlation between constructive conflict (in all its dimensions) and organizational commitment.
2. There is a statistically significant correlation between constructive conflict (in all its dimensions) and organizational loyalty.
3. There is a statistically significant correlation between organizational commitment and organizational loyalty.
4. Constructive conflict has a statistically significant effect on organizational commitment.
5. Constructive conflict has a statistically significant effect on organizational loyalty.
6. Organizational commitment acts as a mediating variable that enhances the effect of constructive conflict on organizational loyalty.

Section One: Theoretical Framework of the Research

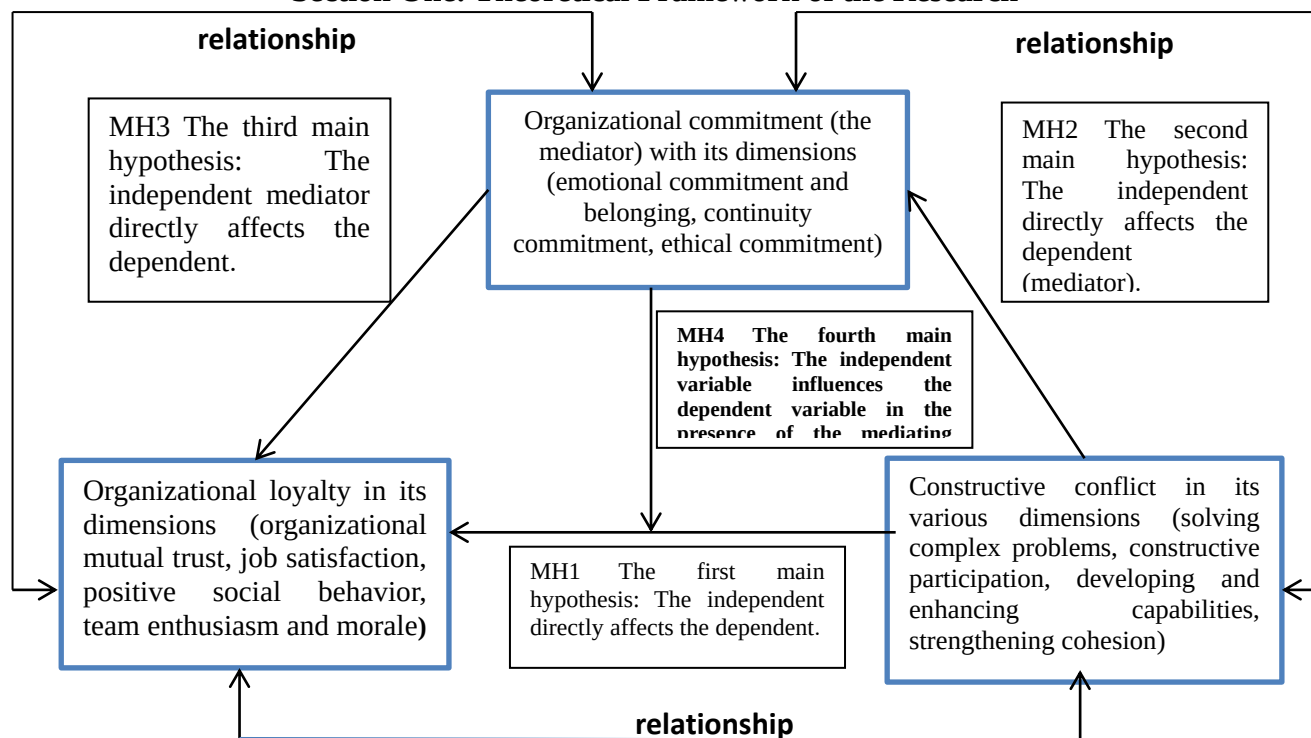


Figure (1) Flowchart illustrating the impact and relationship of constructive conflict on organizational loyalty through organizational commitment.

Source: The researcher, based on information collected from the questionnaire.

1 -The Constructive Conflict Variable:

Conflict is a recurring social phenomenon that arises naturally from the interaction between individuals and groups within organizations and societies of all kinds. Many researchers have pointed out the numerous causes of conflict, which may be rational or irrational, stemming from differing goals among the parties, or resulting from behaviors and methods of processing and storing information (Al-Shamma, Mahmoud, 1989, p. 331). Among the main causes of conflict is "interdependence in the workplace," as noted by Halimati (2019, p. 2). When team members rely on each other to perform tasks, negative mutual evaluation can generate conflict. Others add that the causes of interpersonal conflict include interdependence, disagreement, encroachment on others' space, and negative feelings (Jan, Wynen, & Jorn, 2019). Other factors that exacerbate conflict include individual differences in perception, personal differences such as age, gender, or educational level, as well as competition between individuals. This study does not aim to address all aspects of conflict, but will focus specifically on "constructive conflict." Conflict is generally defined as a state of clashing goals or feelings between individuals or groups, leading to a confrontation between these parties (Hallrigal et al., 2014, p. 446).

Although the literature often describes conflict as a negative phenomenon arising from divergence and disagreement, sometimes escalating to hostility, conflict also has positive aspects that should not be overlooked. Conflict can be a catalyst for positive change and lead to optimal outcomes. This perspective is not new; researchers have long pointed out that conflict can be a means of uncovering truths and hidden aspects that may be concealed within each party (Jan, Wynen, & Jorn, 2019).

In the professional sphere, conflict can increase awareness of underlying problems that require clear identification and in-depth investigation. This conflict can be positive or negative, as Gibson et al. (2015, p. 225) indicated, acting as a catalyst that can be channeled to serve organizational interests.

Conflict becomes positive and beneficial when used as a tool for positive change, known as constructive conflict.

1-1 Dimensions of the Constructive Conflict Variable:

Analyzing the dimensions of constructive and destructive conflict is one of the fundamental pillars upon which this research is based. However, most of the administrative literature has not provided a precise and detailed definition of the dimensions of each, and has limited itself to presenting the general features and characteristics associated with these two types of conflict. In this context, (Gibson et al, 2014) defined constructive conflict as that positive conflict which stimulates creativity and change, facilitates problem-solving, and enhances the organization's ability to adapt to environmental changes. As Thomas and Humhary (2017) pointed out, constructive conflict is characterized by increased awareness of organizational problems, a drive to find solutions, and a focus on adaptation and development. Capozzoli (1995) identified a set of characteristics that researchers would use as dimensions to measure constructive conflict, **as follows:**

1) Solving Complex Problems:

Constructive conflict plays a pivotal role in problem-solving by determining the nature of relationships between individuals and whether they are healthy or not (Adams, 2004). Managers who can manage conflict positively can resolve it and propose solutions that satisfy all parties by actively listening to different viewpoints, thus contributing to finding fair and acceptable solutions. This reputation is one of the most prominent characteristics of constructive conflict (Jungst et al., 2003).

2) Constructive Participation:

Researchers in the field of management emphasize that participation contributes to improving the quality of decisions and increasing adherence to them. It helps generate innovative and effective solutions to problems, makes sound decisions, and enhances cooperation among team members. Levels of participation vary according to their nature: at its lowest level, it may be limited to requesting information; at the intermediate level, it involves providing

recommendations on specific problems; and at the highest level, individuals have full decision-making authority (Ahmed, 2019).

3) Developing and Enhancing Capabilities:

Constructive conflict contributes to the development of an individual's personality by supporting creative initiatives aimed at improving the organization. Each individual within the organization adopts a particular approach, striving to gain the approval of the largest possible number of group members. Conflict generates new ideas resulting from differing opinions and proposals, helping individuals replace undesirable behaviors with socially acceptable ones. This dimension also leads to a deeper understanding of the problems and the employees involved in the conflict, through the discovery of appropriate opinions and the accurate exchange of relevant information (Thomas and Humhary, 2017)

4) Enhancing Cohesion:

This dimension involves strengthening the bonds between team members, enabling them to work as a cohesive and cooperative entity characterized by respect and continuous communication. This cohesion is achieved through the interaction of members in a collective spirit that serves the organization's goals (Thomas and Humhary, 2010). It is also a product of the influence of a range of factors, as indicated by several researchers such as (George & Jones, 2012).

2 -The Organizational Commitment Variable:

The concept of organizational commitment has long held a prominent place in management thought, receiving significant attention in numerous management studies since the 1920s. This surge in interest followed the emergence of the human relations school, which emphasized the importance of the human element (Rashid, 2004). While researchers have different views on the origins of this concept, most agree that the roots of the concept can be found in the work of American economist Howard Becker. His study is considered a pioneering work in this field (Nicholson, 2009).

“Organizational commitment,” researchers noted, “began to develop in the mid-20th century. It was defined, at first, as the set of tangible and intangible investments that a person considers valuable and that could be lost if that person leaves the organization. Then the concept evolved into a deeper understanding of commitment based solely on these investments including the psychological link between the individual and the organization. This link indicates the level of the individual's attachment to the organization and the level of his/her involvement in the organization (Behery et al., 2012). Therefore, there are many definitions of the given concept, which reflect the views of various authors and researchers. For example, Basel and Issum (2018) defined organizational commitment as a means of increasing an individual's investment in remaining with the organization. The individual's continued employment is attributed to their accumulated investments, which they fear losing if they decide to leave. Similarly, others have indicated that commitment refers to an individual who is keen to demonstrate certain behaviors, such as defending the organization, feeling pride and a sense of belonging, and desiring to remain with it for an extended period.

Obalala et al. (2012) defined organizational commitment as a set of standards that motivate an individual to act in accordance with the organization's goals and interests. Greenenberg and Baro, on the other hand, view it as the degree of an individual's integration into the organization and their ongoing interest in it. In summary, it can be emphasized that organizational commitment revolves around an individual's desire to exert maximum effort towards the organization he works for, This reflects the individual's genuine desire to remain within the organization and maintain their affiliation, along with their commitment to supporting its progress and contributing to its continued growth and advancement.

2-1 The Basic Dimensions of the Organizational Commitment Variable

Through studying the dimensions of organizational commitment, researchers aim to demonstrate the extent to which these dimensions, whether positive or negative, impact the phenomenon of

organizational commitment. The literature has addressed numerous dimensions, and this study will focus on three variables that have received considerable attention and been frequently discussed in many studies (Al-Tamimi, 2016), in addition to their adoption by researchers in the Iraqi context. These dimensions are:

a- Emotional Commitment and Affiliation:

This dimension captures an individual's emotional commitment to the organization based on the individual's belief in the organization's goals and values, the closeness of the individual to the work he or she does, and the pride and sense of belonging the individual feels. This commitment is affected by several factors including:

- Personal Characteristics: such as age, level of education.
- Organizational Characteristics: e.g. leadership style, span of control, centralization.
- Work-related characteristics: relationships between superiors and subordinates, intensity of conflict, workload (Basel and Issum, 2018).

b- Continuity Commitment:

This dimension is the employee's feeling of belonging to the organization they are working for and how this reflects on their evaluation of the costs they would incur if they were to leave, or benefits they would gain from staying. Such costs and benefits include things like the size of accumulated investment, loans, in-kind assistance, and intangibles (Jan and Kleizen, 2019).

c- Ethical Commitment:

This dimension measures the degree to which an individual feels committed to stay in the organization according to his personal standards and values that influence his attitudes and behavior toward the organization. This commitment arises from the values and principles a person had before joining the organization, such as culture, family and social upbringing. He is also subsequently influenced by the organization's efforts and the benefits it offers him after his appointment (Kell & Motowidlo, 2012).

3 -The Organizational Loyalty Variable:

Organizational loyalty is a behavioral topic that has received considerable attention from researchers and thinkers in the field of management since the 1980s, due to its influential role in the success and stability of organizations. Many sociologists and behavioral scientists have addressed it with various explanatory attempts, as it is considered an extension of the concept of social loyalty, which expresses an individual's belonging to the society in which they live (Assemaid, 2017).

Organizational loyalty is not imposed on individuals, but rather arises through a process of integration and synergy between the goals of employees and the goals of the organization. Researchers have differed in providing a unified definition of it, depending on the perspective they adopted. For example, Etzioni, through his influential writings on the subject, identifies two main types of loyalty:

- Utilitarian Loyalty: This is based on the mutual benefits between the individual and the organization. It is considered an insincere integration because it does not stem from the individual's conviction in the organization's goals, but rather from its ability to meet their needs.
- Forced loyalty: arises from restrictions imposed by the organization, such as the use of authority or force, leading to a negative relationship between the two parties.

Assemaid (2017) defines it as a belief linked to an individual's cultural values regarding the organization, which contributes to strengthening bonds between them and prepares the individual for active participation in its activities.

Antonsik (2011) indicates that organizational commitment is embodied in the conviction of individuals of the organization's goals and their adoption of them as part of their personal orientations, coupled with making efforts to support the achievement of its goals and maintain their continued connection with it.

In short, organizational loyalty can be described as a behavioral phenomenon arising from employees' satisfaction with their organization, generating a positive attitude towards it and making them unwilling to leave, even with incentives or enticements from other organizations.

3-1 Dimensions of the Organizational Loyalty Variable:

1) Organizational Mutual Trust:

Many researchers during the last two decades of the 20th century emphasized that organizational trust is a fundamental element of social capital and can contribute to creating value for the organization comparable to the value of its material assets. Organizational trust is defined as the set of positive perceptions and expectations that employees have of the organization they belong to, arising from their understanding of the prevailing administrative practices and organizational behaviors, and reflecting the organization's commitment to ethical principles and values, and its keenness to avoid actions that may negatively affect its interests and goals. In other words, it can be described as the positive feelings and expectations that employees have toward their organizations (Al-Daraji, 2013). It has also been defined as positive expectations based on conviction regarding the actions of others, while distrust represents negative expectations based on conviction regarding those actions (Fegen and Ame, 2020).

2) Job Satisfaction:

Job satisfaction is viewed as the sum of the attitudes and impressions that employees form toward a range of aspects related to their work, such as wages and rewards, the work environment, management styles, career advancement opportunities, relationships with colleagues, recognition of their achievements, and other factors affecting their professional lives (Tang, 2010). It also expresses a state of comfort and psychological acceptance that an employee feels toward their job as a result of their interaction with the prevailing material and moral conditions in the work environment and the resources it provides to meet their needs and expectations. (Al Fares, 2011)

3) Positive Social Behavior:

The distinction and success of organizations are not solely dependent on employees performing their assigned official duties as defined by regulations and instructions. They are also influenced by the voluntary behaviors employees exhibit outside the scope of their prescribed job responsibilities. This type of behavior embodies what is known as organizational citizenship, which refers to individuals' willingness to exert extra effort and take voluntary initiatives that contribute to supporting, developing, and achieving the organization's goals, without being the result of direct assignment or formal obligation. Nizakati et al. (2010) described this behavior as a state of dedication and commitment that motivates employees to make constructive contributions and initiatives that enhance the organization's progress and effectiveness.

4) Team Enthusiasm and Morale:

Morale refers to a psychological state and general attitude that prevails among individuals who work collectively, as this state is reflected in their attitudes, behaviors, and reactions towards work and the organizational environment surrounding them. It is defined as the positive feelings and support a group has for the organization to which they belong. These feelings include feelings of belonging to others, such as trust, pride, and self-esteem. It is worth noting that group morale depends heavily on the morale of each of its individual members (Ngambi, 2011).

Section Two: The Practical (Field) Aspect of the Research

1 -Data Collection Tool:

The current study adopted Al-Mamoun University College as a field for practical application and data collection. The college was established in 1990 after obtaining the approval of the Ministry of Higher Education and Scientific Research. It was known at its establishment as the Teachers Syndicate University College before its name was changed to Al-Mamoun University College starting from the academic year 1993-1994. The college currently comprises 11 academic

departments in diverse disciplines, including business administration, engineering, law, and computer science. It provides the required infrastructure, laboratory equipment and workshops to support the educational and research processes. The research population was 150 instructors who were faculty members of the college. In order to achieve adequate representation, 59 individuals from different disciplines and academic levels were selected randomly. The data was gathered using a specifically designed questionnaire. It was finally composed of 59 items that covered all dimensions and indicators of the study variables (constructive conflict, organizational commitment and organizational loyalty) as shown in Table 1.

Table 1 shows the general variables and their corresponding dimensions.

General variables	Dimensions of general variables	Number of dimension statements
Constructive conflict	1. Complex problem-solving	5 - 1
	2. Constructive participation	10 - 6
	3. Capacity building and development	15 - 11
	4. Fostering cohesion	20 - 16
Organizational commitment	1. Emotional commitment and belonging	25 - 21
	2. Continuity commitment	31 - 26
	3. Ethical commitment	38 - 32
Organizational loyalty	1. Organizational mutual trust	43 - 39
	2. Job satisfaction and fulfillment	48 - 44
	3. Positive social behavior	53 - 49
	4. Team enthusiasm and morale	59 - 54

Source: Prepared by the researcher based on the questionnaire form

1-1 Likert Scale for Measuring the Research Questionnaire:

The Likert scale is a measurement tool used in questionnaires and psychological tests to measure preferences, attitudes and behaviour. It was developed by psychologist Rensis Likert (Likert, 1932, p. 140). The scale is based on a set of statements that measure the opinions and attitudes of the respondents towards the research topic. The respondents show the degree to which they agree or disagree with each statement, which is indicative of their opinion on the themes of the questionnaire. Table (2): Five-point Likert scale used in the study research questionnaire. Participants are asked to select the response that best reflects their opinion, and these responses are then coded numerically to allow statistical analysis and extraction of results.

Table (2) Weights of the Likert Scale Categories for Measuring the Research Questionnaire

Categories	Categories of the five-point Likert scale	Duration period	Evaluation for each category
1	1.80 – 1	0.80	Very low
2	2.60 – 1.81	0.79	Low
3	3.40 – 2.61	0.79	Moderate
4	4.20 – 3.41	0.79	High
5	5 - 4.21	0.79	Very high

Source: Prepared by the researcher based on the questionnaire form

2 -Application of Descriptive Statistics:

This section presents a descriptive overview of the main variables in the study, namely conflict, organizational commitment, and organizational loyalty, based on data extracted from the responses of the sample members. To achieve this, a set of descriptive statistical indicators was employed, including the arithmetic mean, standard deviation, and coefficient of variation, with the aim of diagnosing the level of each dimension of the questionnaire and determining the degree of variation in the opinions of the respondents regarding it, This is as follows:

1 - Constructive Conflict (Independent Variable):

Constructive conflict represents the independent variable in the study, and it was measured through four main dimensions: the ability to deal with complex problems, positive participation in the exchange of opinions and ideas, development of abilities and skills, as well as its role in supporting cohesion and harmony among individuals. Table (3) shows the statistical results for these dimensions. The overall arithmetic mean for the complex problem-solving dimension was 4.53 with a standard deviation of 0.629 and a coefficient of variation of 14.8%. The results show a high level for this dimension, as its arithmetic mean is higher than the hypothetical mean of 3. Likewise, the other dimensions showed a high level, indicating the existence of a work environment that values constructive conflict in the college under study.

2 -Organizational Commitment (Mediating Variable):

This variable was measured through three dimensions, namely emotional commitment and belonging, continuity commitment and ethical commitment. The statistical results are shown in Table (4). The continuity commitment dimension scored a high mean of 4.56 and a standard deviation of 0.545 with a coefficient of variation of 12.08%. The means were higher than the hypothetical mean values for comparison. This indicator shows a high level of organizational commitment among the sample members as well as the high level of the other two dimensions.

3 -Organizational Loyalty (Dependent Variable):

This variable was measured through three dimensions, namely emotional commitment and belonging, continuity commitment and ethical commitment. The statistical results are shown in Table (4). The continuity commitment dimension scored a high mean of 4.56 and a standard deviation of 0.545 with a coefficient of variation of 12.08%. The means were higher than the hypothetical mean values for comparison. This indicator shows a high level of organizational commitment among the sample members as well as the high level of the other two dimensions.

Table (3) Application of descriptive statistics to the constructive conflict variable (independent variable)

Dimensions	No.	Dimension Statements	Arithmetic Mean	Standard Deviation	Coefficient of Variance	Evaluation	Importance of Dimension Statements
Solving complex problems	1	Constructive conflict within the college contributes to finding effective solutions to many outstanding issues among members.	4.53	0.504	%11.1	Very high	1
	2	Conflict enables administrators to develop new alternatives and solutions following each conflict, thus strengthening decision-making processes.	4.75	0.544	%11.5	Very high	2
	3	Making ill-considered decisions to address conflict exacerbates problems rather than solving them.	4.27	0.582	%13.6	Very high	3
	4	Problem-solving methodologies implemented after each conflict help prevent its recurrence.	4.05	0.899	%22.2	High	4
	5	Managing conflict between individuals constructively leads to solutions that satisfy all parties involved.	3.32	0.918	%27.6	Moderate	5

Constructive participation	The overall arithmetic mean of the dimension		4.18	0.689	%17.2	High	3
	1	Conflict between management and employees contributes to a greater inclination towards adopting participatory decision-making as an effective means of dialogue.	3.98	0.731	%18.3	High	4
	2	Destructive conflicts negatively impact the work environment, leading to a significant decrease in employee morale.	4.58	0.498	%10.9	Very high	2
	3	Constructive conflicts can energize and motivate a team, driving them to work harder after each resolved disagreement.	4.42	0.675	%15.3	Very high	3
	4	Positive conflict motivates employees to innovate and seek unconventional solutions to problems.	2.93	1.172	%40	Moderate	5
	5	Conflicts play a pivotal role in enhancing faculty motivation to accept and fully commit to implementing conflict resolution decisions.	4.69	0.464	%9.9	Very high	1
	The overall arithmetic mean of the dimension		4.12	0.708	18.88%	High	4
Capacity building and development	1	Internal conflicts often arise where the common good takes precedence over personal interests.	4.25	0.902	%21.2	Very high	
	2	Our ability to deal constructively with these conflicts is strengthened by mutual understanding among team members.	4.25	0.843	%19.8	Very high	5
	3	The frequency of these conflicts and the problems they cause can lead to some frustration among employees.	4.76	0.536	%11.3	Very high	4
	4	I observe that resolving each conflict fosters a spirit of healthy competition among colleagues.	4.85	0.363	%7.5	Very high	3
	5	I feel that conflicts have the power to reveal leadership qualities and talents in individuals.	4.54	0.502	%11.1	Very high	1
	The overall arithmetic mean of the dimension		4.53	0.629	%14.18	Very high	1
Strengthening cohesion	1	When managed effectively, conflicts can increase trust and reduce mistrust among team members, leading to clear and shared solutions.	4.49	0.504	%11.2	Very high	1
	2	These conflicts act as a catalyst for unifying departmental efforts, transforming them into a cohesive team that tackles challenges together to find practical solutions.	4.36	0.609	%14	Very high	2
	3	Resolving conflicts often results in stronger bonds and increased camaraderie among colleagues after successfully overcoming their differences.	4.10	0.759	%18.5	High	4
	4	Conflicts compel teams to establish new and sustainable communication channels, permanently enhancing the smooth flow of information and collaboration.	4.19	0.776	%18.5	High	4
	5	Conversely, if neglected or mismanaged, conflicts can lead to fragmentation and division within units.	4.31	0.650	%15.1	Very high	3
	The overall arithmetic mean of the dimension		4.29	0.660	%15.46	Very high	2

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

Table (4) Application of descriptive statistics to the organizational commitment variable (the mediating variable)

Dimensions	No.	Dimension Statements	Arithmetic Mean	Standard Deviation	Coefficient of Variance	Evaluation	Importance of Dimension Statements
Emotional commitment and belonging	1	I look forward to spending my entire career at this college with pride and satisfaction.	4.27	0.611	%14.3	Very high	3
	2	I am always filled with enthusiasm when I speak about our college and its achievements with others.	4.34	0.685	%15.8	Very high	5
	3	I consider the challenges facing the college as personal challenges for which I take full responsibility.	4.19	0.629	%15	Very high	4
	4	I feel like a member of one close-knit family within this college.	4.66	0.633	%13.6	Very high	2
	5	I am deeply attached to everything this college stands for.	4.61	0.492	%10.7	Very high	1
Continuous commitment	The overall arithmetic mean of the dimension		4.41	0.610	%13.88	Very high	2
	1	I deeply value the career opportunities available to me at the college, and I consider staying here a well-considered strategic choice.	4.56	0.565	%12.4	Very high	5
	2	I see my continued presence at the college at this stage as a career priority that aligns with my long-term plans.	4.29	0.789	%18.4	Very high	6
	3	Stability at the college is highly valued by me, as leaving would present professional challenges.	4.41	0.495	%11.2	Very high	4
	4	I appreciate the stability and job security the college provides, and I strive to further my career within its secure framework.	4.81	0.393	%8.2	Very high	1
	5	I am eager to contribute my utmost to the college's development and success, driven by my belief in its mission.	4.53	0.504	%11.1	Very high	2
	6	The college offers a unique work environment in terms of benefits and opportunities, making my continued presence an ideal choice that harmonizes my personal goals with those of the institution.	4.75	0.544	%11.5	Very high	3
	The overall arithmetic mean of the dimension		4.56	0.545	%12.08	Very high	1
Ethical commitment	1	I feel a deep connection and genuine commitment to our college, and I consider remaining here a moral and professional responsibility.	4.27	0.582	%13.6	Very high	2
	2	Leaving the college will be a moral obligation, given the role it has given me and the trust it has placed in me.	4.05	0.899	%22.2	High	5
	3	I dedicate all my efforts to contributing to the realization of the college's vision and achieving its goals with utmost sincerity and dedication.	3.32	0.918	%27.6	Moderate	6
	4	The college has provided me with exceptional benefits and experiences that are difficult to replace or find in any other work environment.	3.98	0.731	%18.3	High	4
	5	I am committed to being a distinguished ambassador for the college in the community and will always strive to maintain its outstanding reputation and my own professional standing.	4.58	0.498	%10.9	Very high	1
	6	I offer my loyalty and gratitude to the college through unwavering commitment and hard work worthy of its legacy.	4.42	0.675	%15.3	Very high	3
	7	I consider my decision to join this college to be one of the best professional decisions I have made in my career.	2.93	1.172	%40	Moderate	7
	The overall arithmetic mean of the dimension		3.85	0.799	%22.42	High	3

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

Table (5) Application of descriptive statistics to the organizational loyalty variable (dependent variable)

Dimensions	No.	Dimension Statements	Arithmetic Mean	Standard Deviation	Coefficient of Variance	Evaluation	Importance of Dimension Statements
Organizational mutual trust	1	The senior management demonstrates remarkable wisdom in understanding and meeting my professional needs and requirements.	4.69	0.464	%9.9	Very high	2
	2	The culture of open dialogue and the exchange of ideas among faculty and staff is a cornerstone of the college's competitive advantage.	4.25	0.902	%21.2	Very high	5
	3	The department head and the college dean possess a deep understanding and high competence in supervisory and guidance roles.	4.25	0.843	%19.8	Very high	4
	4	A constructive dialogue and mutual respect for viewpoints prevail in the work environment across all administrative and academic levels.	4.76	0.536	%11.3	Very high	3
	5	The faculty members work as a cohesive team, integrating their efforts to achieve the college's shared goals.	4.85	0.363	%7.5	Very high	1
Job satisfaction and contentment	The overall arithmetic mean of the dimension		4.56	0.621	%13.94	Very high	2
	1	I feel a deep sense of belonging and genuine loyalty to our college.	4.54	0.502	%11.1	Very high	1
	2	The college dean and department heads are keen to receive our opinions and suggestions with openness and appreciation.	4.49	0.504	%11.2	Very high	2
	3	Faculty members at the college receive fair salaries and benefits that are competitive with those offered at similar institutions.	4.36	0.609	%14	Very high	3
	4	I find that the tasks and responsibilities assigned to me are perfectly aligned with my academic qualifications and specific area of specialization.	4.10	0.759	%18.5	High	4
	5	I observe that the additional tasks and positions assigned to my faculty colleagues are highly commensurate with their experience and qualifications.	4.19	0.776	%18.5	High	4
	The overall arithmetic mean of the dimension		4.34	0.630	%14.66	Very high	3
positive social behavior	1	The department's staff excels in proposing innovative solutions and ideas that propel development forward.	4.31	0.650	%15.1	Very high	4
	2	The administration's support extends beyond professional matters to include addressing the various challenges we face.	4.27	0.611	%14.3	Very high	2
	3	Professors collaborate with the department head in an integrated manner to achieve shared goals with high efficiency.	4.34	0.685	%15.8	Very high	5
	4	The teaching staff dedicates their academic and service efforts sincerely to ensure students gain maximum benefit.	4.19	0.629	%15	High	3
	5	Each of us strives to achieve the highest standards of quality in performing our duties, driven by our commitment to the best interests of the college.	4.66	0.633	%13.6	Very high	1
	The overall arithmetic mean of the dimension		4.35	0.64	%14.76	Very high	4
Team enthusiasm and morale	1	I prefer stability and continuity at my current college and have no intention of transferring to another institution.	4.61	0.492	%10.7	Very high	2
	2	A spirit of constructive collaboration prevails among the faculty members, fostering teamwork.	4.56	0.565	%12.4	Very high	5
	3	Experienced professors contribute to the training and mentoring of new colleagues, driven by their commitment to knowledge transfer.	4.29	0.789	%18.4	Very high	6
	4	The department head possesses a balanced leadership style, treating the team with respect and as if we were all colleagues on the same team.	4.41	0.495	%11.2	Very high	4
	5	I feel a genuine and strong sense of belonging to my department, which I consider my second academic environment.	4.81	0.393	%8.2	Very high	1
	6	The faculty members perform their duties with high efficiency and a positive attitude, free from feelings of frustration or boredom.	4.53	0.504	%11.1	Very high	3
	The overall arithmetic mean of the dimension		4.52	0.549	%12.26	Very high	1

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

3 -Testing the Study Hypotheses:

3-1 Correlation Coefficient Instrument:

The simple correlation coefficient (Person's Correlation) was used to measure the level of relationship between the study variables. Table (6) shows the nature and level of the overall relationship between the two variables, organizational commitment and constructive conflict. The results showed a strong, partial, positive, and positive correlation between the two variables, with a coefficient of 0.923. This is at a very high statistical significance level ($\alpha \leq 0.01$). The table also shows that the relationships between all sub-dimensions of each variable were also strong, positive, and statistically significant at the significance levels of (0.01, 0.05). Based on these results, The results indicate a statistically significant positive correlation between constructive conflict and organizational commitment. This correlation is strong at the micro-level, reflecting an increase in organizational commitment levels coinciding with a rise in constructive conflict.

Table (6) shows the results of the correlation coefficients between organizational commitment and its dimensions, on the one hand, and constructive conflict and its dimensions, on the other.

Correlation		Constructive conflict resolution	solving complex problems	constructive participation	capacity building and development	strengthening cohesion
Organizational commitment	Pearson Correlation	.923**	.871**	.872**	.494**	.666**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	59	59	59	59	59
Emotional commitment and belonging	Pearson Correlation	.825**	.533**	.598**	.766**	.717**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	59	59	59	59	59
Continuity commitment	Pearson Correlation	.698**	.683**	.675**	.664**	.676**
	Sig. (2-tailed)	.000	.000	.000	.005	.000
	N	59	59	59	59	59
Ethical commitment	Pearson Correlation	.819**	.899**	.869**	.657*	.537**
	Sig. (2-tailed)	.000	.000	.000	.049	.000
	N	59	59	59	59	59
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

The relationship between organizational commitment and organizational loyalty is illustrated in Table (7), which provides an analysis of the relationship between the two variables, both overall and at the sub-dimension level. The results show a strong, partial, positive correlation between the two variables at the overall level, with a correlation coefficient of 0.822. This relationship is statistically significant at a very high significance level ($\alpha \leq 0.01$). The table also shows that all relationships between the sub-dimensions of the two variables were similarly strong, positive, and statistically significant at the same significance level (0.01).

The results of the statistical analysis confirm a statistically significant positive correlation between constructive conflict and organizational loyalty. The results also revealed a strong positive correlation between organizational commitment and organizational loyalty, supporting the hypothesis that a higher level of organizational commitment positively impacts the degree of loyalty employees demonstrate toward their organization.

Table (7) shows the correlation coefficients between the dimensions of organizational commitment and the dimensions of organizational loyalty, and the two variables.

Correlation		Organizational loyalty	Organizational mutual trust	Job satisfaction and contentment	positive social behavior	Team enthusiasm and morale
Organizational commitment	Pearson Correlation	.822**	.409**	.669**	.760**	.865**
	Sig. (2-tailed)	.000	.001	.000	.000	.000
	N	59	59	59	59	59
Emotional commitment and belonging	Pearson Correlation	.934**	.718**	.687**	.951**	.712**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	59	59	59	59	59
Continuity commitment	Pearson Correlation	.722**	.640**	.467**	.612**	.975**
	Sig. (2-tailed)	.000	.008	.000	.000	.000
	N	59	59	59	59	59
Ethical commitment	Pearson Correlation	.552**	.639**	.566**	.495**	.606**
	Sig. (2-tailed)	.000	.033	.000	.000	.000
	N	59	59	59	59	59
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

Table (8) shows the analysis of the relationship between the variables of constructive conflict and organizational loyalty. The results revealed a strong, partial, positive, and direct correlation between the two variables at the overall level, with a correlation coefficient of 0.910. This relationship is statistically significant at a very high significance level ($\alpha \leq 0.01$). The analysis at the sub-dimension level also shows that all relationships between the dimensions of the two variables were strong, positive, and statistically significant at the same significance level (0.01, 0.05). The results indicate a statistically significant positive correlation between constructive conflict and organizational loyalty, reflecting that increased constructive conflict practices within the organization are linked to higher levels of organizational loyalty among employees.

Table (8) shows the correlation coefficients between the dimensions of constructive conflict and the dimensions of organizational loyalty.

Correlation		Organizational loyalty	Organizational mutual trust	Job satisfaction and contentment	positive social behavior	Team enthusiasm and morale
Conflict	Pearson Correlation	.910**	.598**	.834**	.820**	.721**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	59	59	59	59	59
Solving complex problems	Pearson Correlation	.537**	.529*	.627**	.648**	.667**
	Sig. (2-tailed)	.000	.041	.001	.000	.000
	N	59	59	59	59	59
Constructive participation	Pearson Correlation	.708**	.531*	.666**	.643**	.679**
	Sig. (2-tailed)	.000	.010	.000	.000	.000
	N	59	59	59	59	59
Capacity building and development	Pearson Correlation	.805**	.970**	.547**	.688**	.723**
	Sig. (2-tailed)	.000	.000	.000	.000	.001
	N	59	59	59	59	59
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

3-2 Analyzing the Effect of Variables and Testing Hypotheses:

Equations describing a regression relationship are called regression equations. An equation with one independent variable is called a simple regression equation, and it is as follows:

$$Y = a + B_1X_1$$

where:

Y: Dependent variable (Organizational Loyalty)

X₁: Independent variable (Constructive Conflict)

A: The point where the regression line intersects the Y-axis

B₁: The degree of influence of constructive conflict on organizational loyalty. An equation with more than two independent variables is called a multiple linear regression equation, and the mathematical formula for this relationship is:

$$Y = a + B_1X_1 + B_2X_2 + \dots + B_nX_n$$

where:

Y = Dependent variable (Organizational Loyalty)

X₁ to X_n: represents the number of independent variables, which are constructive conflict and organizational commitment

A: The point where the regression line intersects the Y-axis

B₁ to B_n: represents the degree of influence of constructive conflict on organizational loyalty, taking into account the influence of the mediating variable Organizational Commitment

The hypotheses to be proven to achieve the research objectives were then formulated. The study hypotheses were divided into several main hypotheses as follows:

Main Hypothesis 1:

MH1: There is a significant positive effect of the total dimensions of the independent variable, constructive conflict, on the total dimensions of the dependent variable, organizational loyalty.

Main Hypothesis 2:

MH2: There is a significant positive effect of the total dimensions of the independent variable, constructive conflict, on the total dimensions of the dependent variable (mediary), organizational commitment.

Main Hypothesis 3:

MH3: There is a significant positive effect of the total dimensions of the independent variable (mediary), organizational commitment, on the total dimensions of the dependent variable, organizational loyalty.

Main Hypothesis 4:

MH4: There is a significant indirect positive effect of the total dimensions of the independent variable, constructive conflict, on the total dimensions of the dependent variable, organizational loyalty, through the variable (mediary), organizational commitment.

3-2-1 A simple linear regression model was adopted to analyze the effect of the variables and test The study hypotheses are as follows:

First: The impact of constructive conflict on organizational commitment.

Table (9) illustrates the significant impact of the overall dimensions of the constructive conflict variable on the overall dimensions of the organizational commitment variable.

independent variable	A	β	calculated T	T tabular	Sig.
constructive conflict	0.302	0.928	18.114	2.021	0.000
R=0.923 R ² = 0.852 R ² =0.849					
independent variable	calculated F	F tabular	Sig. for each model	Decision to accept the hypothesis	Dependent variable
constructive conflict	328.131	2.835	0.000	Alternative hypothesis	Organizational compliance
A: Constant / β : Effect score / Sig: Significant level / T-test / F-test					

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

- Regression Analysis and Interpretation of Results:

Table (9) shows the results of the linear regression equation test designed to examine the effect of the independent variable, constructive conflict, on the dependent variable, organizational commitment. The regression equation was formulated as follows:

(Organizational Commitment) $y = 0.302 + 0.928 x$ (Independent Variable Constructive Conflict)

- Model Strength and Statistical Significance:

The R² (coefficient of determination) is 0.852, which means that the variable of constructive conflict explains 85% of the variance of organizational commitment, and the other 15% is explained by other factors not included in the model. Analysis of variance (F-test) confirmed the statistical significance of the model. The calculated F-value was 328.131, which was greater than the critical value of 2.835 at the significance level of 0.000. This confirms the overall validity of the model in explaining the relationship.

- Strength and Direction of the Relationship:

The correlation analysis indicated a strong partial positive correlation with a correlation coefficient (R) of 0.923. This reveals a positive relationship between constructive conflict and organizational commitment which is statistically significant at 0.000 level. Simply put, every increase in constructive conflict results in a higher quality of organizational commitment.

-Effect of Independent Variables:

The regression equation shows the positive effect of constructive conflict on organizational commitment with the effect coefficient (B) of 0.928. This shows that for one unit enhancement in constructive conflict, there will be 92.8% enhancement in organizational commitment. The statistical significance of this effect was confirmed by means of t-test. The calculated t-value was 18.114, which is higher than the critical value of 2.021 at significance level 0.000.

-Recommendations: In light of these results, it is clear that the relevant authorities – represented by the Board of Directors of Al-Mamoun Private University College – have a pivotal role in enhancing organizational loyalty. Therefore, it is recommended that this administration consider that developing and utilizing the constructive conflict variable will have a direct and positive impact on improving the overall quality of organizational commitment within the college.

Second: The impact of constructive conflict on organizational loyalty:

Table (10) illustrates the significant impact of the total dimensions of the constructive conflict variable on the total dimensions of the organizational loyalty variable.

independent variable	A	β	calculated T	T tabular	Sig.
constructive conflict	0.667	0.884	16.622	2.021	0.000
R=0.910 R ² =0.829 R ² =0.826					
independent variable	F calculated	F tabular	Sig. for each model	Decision to accept the hypothesis	Dependent variable
constructive conflict	276.302	2.835	0.000	Alternative hypothesis	

A: Constant / β : Effect score / Sig: Significant level / T-test / F-test

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

- Regression Analysis and Interpretation of Results:

Table (10) shows the results of the linear regression equation test designed to examine the effect of the independent variable, constructive conflict, on the dependent variable, organizational loyalty. The regression equation was formulated as follows:

(Organizational Loyalty) $y = 0.667 + 0.884 x$ (Independent Variable Constructive Conflict)

- Model Strength and Statistical Significance:

The regression results reveal that the coefficient of determination (R²) reached a value of 0.829, reflecting the ability of constructive conflict to explain approximately four-fifths of the variance in organizational loyalty. The remaining portion of this variance is attributed to variables outside the model. Furthermore, the results of the analysis of variance (ANOVA) supported the model's efficiency and statistical validity, as the calculated F-value reached 276.302, exceeding the critical value of 2.835 at a significance level of 0.000. This confirms the model's significance and its validity in explaining the nature of the relationship between the two variables.

- Strength and Direction of the Relationship:

The correlation test results revealed a strong positive correlation between constructive conflict and organizational loyalty, with the correlation coefficient registering a value of 0.910, a highly statistically significant value at the 0.000 level. This reflects the fact that promoting constructive conflict practices within the organization is associated with improved levels of organizational loyalty.

- Impact of Independent Variables:

The regression equation demonstrated the positive impact of constructive conflict on organizational loyalty. The effect coefficient B was 0.884, indicating that improving constructive conflict by one unit would lead to an 88.4% improvement in organizational loyalty. The statistical significance of this effect was confirmed using the t-test, yielding a calculated t-value of 16.622, which is higher than the critical value of 2.021 at a significance level of 0.000.

- Recommendations:

In light of these results, it is clear that the relevant authorities – represented by the Board of Directors of Al-Mamoun Private University College – have a pivotal role in enhancing organizational loyalty. Therefore, it is recommended that this administration consider that developing and utilizing the constructive conflict variable will have a direct and positive impact on improving the overall quality of organizational loyalty within the college.

Third: The impact of organizational commitment on organizational loyalty:

Table (11) illustrates the significant impact of the total dimensions of the organizational commitment variable on the total dimensions of the organizational loyalty variable.

independent variable	A	β	calculated T	T tabular	Sig.
Organizational compliance	1.057	0.794	10.886	2.021	0.000
R=0.822 R ² =0.675 R ² =0.670					
independent variable	calculated F	F tabular	Sig. for each model	Decision to accept the hypothesis	Dependent variable
Organizational compliance	118.494	2.835	0.000	Alternative hypothesis	Organizational loyalty

A: Constant / β : Effect score / Sig: Significant level / T-test / F-test

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

- Regression Analysis and Interpretation of Results:

Table (11) shows the results of the linear regression equation test designed to examine the effect of the independent variable, organizational commitment, on the dependent variable, organizational loyalty. The regression equation was formulated as follows:

(Organizational Loyalty) $y = 1.057 + 0.794 x$ (Independent Variable: Organizational Commitment)

- Model Strength and Statistical Significance:

Coefficient of determination (R^2) was 0.675. This means that 68% of the variance of organizational loyalty can be explained by the variable of organizational commitment, while the remaining 18% can be explained by other variables outside the model. Analysis of variance (F -test) was used to verify the statistical significance of the model . The calculated F-value was 118.494 , which is higher than the critical value of 2.835 at a significance level of 0.000 , confirming the

overall validity of the model explaining the relationship . - The Magnitude and Path of the Relationship:

The correlation analysis revealed a strong positive correlation with an R-value of 0.82.. This reflects a statistically significant positive relationship at the 0.000 level between organizational commitment and organizational loyalty; that is, any improvement in organizational commitment is accompanied by an improvement in the quality of organizational loyalty.

- Effect of Independent Variables:

The regression equation showed a positive effect of organizational commitment on organizational loyalty, with an effect coefficient (B) of 0.794. This indicates that improving organizational commitment by one unit will lead to a 79.4% improvement in organizational loyalty. The statistical significance of this effect was confirmed using a t-test, where the calculated t-value was 10.886, which is higher than the critical value of 2.021 at a significance level of 0.000.

- Recommendations:

In light of these results, it is clear that the relevant authorities – represented by the Board of Directors of Al-Mamoun Private University College – have a pivotal role in enhancing organizational loyalty. Therefore, it is recommended that this administration consider that developing and utilizing the organizational commitment variable will have a direct and positive impact on improving the overall quality of organizational loyalty within the college.

3-2-1 The multiple linear regression model was adopted to analyze the effect of the variables and test the study hypotheses, as follows:

First: The effect of constructive conflict on organizational loyalty in the presence of the mediating (adjusted) effect of organizational commitment:

Table (12) shows the significant effect of the total dimensions of the constructive conflict variable on the total dimensions of the organizational loyalty variable in the presence of the mediating (adjusted) effect of the organizational commitment variable.

(adjusted) effect of the organizational commitment variable.

independent variable	A	β	calculated ^T	T tabular	Sig.
constructive conflict	0.673	0.915	6.528	2.021	0.000
(Interaction) Modifying variable		0.041	2.071		0.043
R=0.918 R ² =0.844 R ² =0.835					
independent variable	F ^{calculated}	F tabular	Sig. for each model	Decision to accept the hypothesis	Dependent variable
constructive conflict	98.847	2.226	0.000	Alternative hypothesis	Organizational loyalty
(Interaction) Modifying variable					

A: Constant / β : Effect score / Sig: Significant level / T-test / F-test

A: Constant / β : Effect score / Sig: Significant level / T-test / F-test

Source: Prepared by the researcher using IBM SPSS Statistics Version 26 statistical analysis software

- Regression Analysis and Interpretation of Results:

Table (12) shows the results of the linear regression equation test designed to examine the effect of the independent variable, constructive conflict, on the dependent variable, organizational loyalty. The regression equation was formulated as follows:

$$(\text{Organizational Loyalty}) y = 0.673 + 0.673 x (\text{Independent Variable: Constructive Conflict}) + 0.041 x ((\text{interaction}) \text{ moderating variable})$$

- Model Strength and Statistical Significance:

The analysis results showed that the coefficient of determination (R^2) was 0.844, reflecting the ability of the constructive conflict variable to explain 84% of the changes in organizational loyalty. The remaining 16% is attributed to other variables not included in the research model. Furthermore, the ANOVA results demonstrated the statistical significance of the model, with a calculated F-value of 89.847, exceeding the critical value of 2.226 at a significance level of 0.000. This confirms the model's suitability and its ability to explain the relationship between the two studied variables.

- Strength and Direction of the Relationship:

Correlation analysis revealed a strong partial positive correlation, with an R-value of 0.918. This reflects a statistically significant positive relationship at the 0.000 level between constructive conflict and organizational loyalty; that is, any improvement in constructive conflict is accompanied by an improvement in the quality of organizational loyalty.

- Strength and Direction of the Relationship Effect of Independent Variables:

The regression equation showed the positive effect of constructive conflict on organizational loyalty through organizational commitment. The effect coefficient B was 0.915, indicating that improving constructive conflict by one unit would lead to a 91.5% improvement in organizational loyalty. The statistical significance of this effect was confirmed using a t-test, yielding a calculated t-value of 6.528, which is higher than the critical value of 2.021 at a significance level of 0.000. Regarding the interaction variable, which is constructed from the independent variable (constructive conflict) and the mediating (modifying) variable (organizational commitment), we relied on this variable to test the degree of influence of the moderating variable (organizational commitment). The statistical significance of this variable, as shown in the table, is 0.043, which is less than the accepted significance level for this study (0.05). This indicates that the mediating (modifying) variable has an effect. The study examined the relationship between the impact of the independent variable, constructive conflict, and the dependent variable, organizational loyalty. The impact was found to be 4.1%, indicating a positive effect of the mediating variable. This means that an increase in constructive conflict leads to an increase in organizational loyalty, thus the mediating variable positively modifies this relationship.

- Recommendations:

In light of these results, it is clear that the relevant authorities—represented by the Board of Directors of Al-Mamoun Private University College—have a pivotal role in enhancing organizational loyalty. Therefore, it is recommended that this administration consider that developing and utilizing the constructive conflict variable will have a direct and positive impact on improving the overall quality of organizational loyalty within the college.

General Conclusions

1. Constructive conflict is not essentially a negative phenomenon; instead, it is an effective tool to stimulate creativity and innovation and solve complex problems when managed positively, leading to better organizational outcomes.
2. Organizational commitment goes beyond simply remaining in the organization out of fear of loss; it encompasses an emotional and value-based attachment that motivates individuals to exert their utmost efforts to maintain and develop the organization.
3. Organizational loyalty represents an advanced stage of psychological and behavioral attachment to the organization, stemming from mutual trust and job satisfaction. It manifests as voluntary positive behaviors that exceed formal job requirements.
4. There is a strong, complementary relationship between the dimensions of constructive conflict, organizational commitment, and organizational loyalty, as each reinforces the others.
5. An organization's success and stability depend not only on the technical skills of its members but also on its ability to create a work environment that transforms conflict into a constructive force and instills commitment and loyalty by fostering trust, satisfaction, and participation.

General Recommendations

1. Train managers and employees in skills for transforming conflict into opportunities for creativity and problem-solving.
2. Foster emotional and ethical commitment by aligning individual goals with organizational goals and recognizing achievements.
3. Build an organizational culture based on trust and transparency to promote loyalty and positive, voluntary behavior.
4. Encourage teamwork and a team spirit, and reward positive employee initiatives that benefit the organization.
5. Adopt open communication systems and encourage participation in decision-making to foster constructive conflict and loyalty.

Specific Conclusions

1. Statistical analyses confirmed strong and statistically significant positive correlations between all study variables (constructive conflict, organizational commitment, and organizational loyalty) at both the macro and sub-dimension levels.
2. Constructive conflict is a key driver of both organizational commitment and organizational loyalty, explaining 85% of the change in organizational commitment and 33% of the change in organizational loyalty, thus confirming its strategic role in the work environment.
3. Constructive conflict and organizational loyalty are linked by a mediating variable, organizational commitment, which significantly strengthens the relationship between the two, producing a positive cumulative effect.
4. The findings showed that the work environment of the college under study has very high levels of constructive conflict, organizational commitment and organizational loyalty, which indicates a healthy organizational culture.
5. The regression rates indicate that enhancing constructive conflict brings about a substantial improvement in organizational commitment (92.8%) and organizational loyalty (88.4%), which underscores the overall significance of this variable in the college under investigation.

Specific Recommendations:

1. Developing a culture of productive conflict, designing training programs on conflict management skills, and turning conflicts into opportunities for creativity and solving complex problems.
2. To intensify the dimensions of organizational commitment (emotional, continuity, and ethical) to make the positive effect of constructive conflict on organizational loyalty more effective through the mediating role of organizational commitment.
3. Employ effective communication strategies to encourage constructive participation, mutual trust and teamwork to support the dimensions of constructive conflict and organizational loyalty.
4. Use incentive and recognition systems to promote positive social behavior and organizational citizenship that values positive initiatives that serve the goals of the college.
5. Periodically monitor and measure these variables through Likert scale questionnaires to maintain a positive organizational environment and areas of continuous improvement.

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