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| RESEARCH ARTICLE

Effect of Individuals Task Conflict on Employees Creativity in Private Medical Hospitals of Nangarhar Province, Afghanistan

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| ABSTRACT

As the concept of individuals' task conflict was a buzzing topic in field of management sciences and has been considered as an integral part of the organization while recent studies have shown that its crucial for creativity of employees'. Therefore, the aim of this research study is to determine the effect of individual task conflict on employees' creativity in private hospitals of Nangarhar, Afghanistan. The data has collected from a sample who selected from rest of population with a stratified random sampling technique with adopted questionnaires. For determining the effect of individuals' task conflict on employees' creativity the statistical analysis descriptive statistics, correlation matrix and regression analysis have been used and pointed out that; there is strong and positive association between individual task conflict and employees' creativity. Besides, regression analysis has shown that employees' creativity is dependent on having a task relevant conflict. On the other hand, can said that; individual task conflict has effect on employees' creativity. The details based on data has shown that; there is 0.731 or 73.1% association between individual task conflict and employees' creativity with having 0.01 significant value. Furthermore, the beta value of regression analysis declared that 1% consideration on individual task conflict could positively increase the employees' creativity 0.738 times with 0.01 significant level. Conclusively, the task conflict is one of key indicators for better employees' creativity, and The findings of current study were same with past studies conducted by various authors in different times and areas (Lu, Zhou & Leung, 2009; Khan et al., 2020; Pelled, Eisenhardt, & Xin, 1999; Mumford & Gustafson, 1988; De Dreu, 2006; Farh et al., 2010; Xie et al., 2014).

| KEYWORDS

Conflict, Task Conflict, Employees' Creativity, Private Hospitals, Nangarhar Province

| ARTICLE INFORMATION

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I. Introductin

1.1 Background of the Study

Conflict is an integral part of organizational life and can be found in most occupations and jobs. Organizations that want to excel and flourish do not simply seek for ways to eliminate conflict. Instead, they try to make the best of conflict and use its potential for learning and improvement (Luthans, Rubach, & Marsnik, 1995). Both practitioners (Carnevale, 2014) and scholars (Zhang, Gong, & Zhou, 2017) suggest that when conflict is not personal but concerns the job or the task at hand, it can be a creative force for change. Task conflict is defined as disagreements among group members about the content of their job tasks, while relationship conflict concerns interpersonal incompatibilities (e.g., tension or annoyance) among the group members (Jehn, 1995). While relationship conflict has no potential to boost creative processes, task conflict has been found to be a situation that enhances creative behaviours of employees (De Dreu, 2006). By illustrating to people that there are different means to the same goal, task conflict emphasizes alternative cognitive perspectives and it enhances divergent thinking and creativity.

However, the literature on task conflict and creativity is characterized by several ambiguities that need to be addressed in order to increase our understanding of the relationship between the two. First, the largest part of existing evidence around the link between conflict and creativity concerns team-level rather than individual-level creativity. This does not increase our understanding of the phenomenon of conflict and creativity in its totality. Although individual creativity is a requirement for team creativity (Taggar, 2002), team members do not necessarily contribute to team performance equally (Mathieu, Tannenbaum, Donsbach, & Alliger, 2014). It is, thus, important for organizations to know how they can boost creativity of specific team members if necessary or to know how to enhance individual creativity (e.g., if organizational outputs are more dependent on individual rather than on team projects). Second, there seems to be a consensus that in order to boost creativity, task conflict should neither be too high nor too low. This implies that the link between task conflict and creativity is best seen as nonlinear (e.g., De Dreu, 2006; Farh, Lee, & Farh, 2010).

However, some research suggests that task conflict has a positive linear relationship with creativity (e.g., Yong, Sauer, & Mannix, 2014). Third, the literature has started to acknowledge that several moderating factors may be applicable both to the linear link (Zhang et al., 2017) and to the nonlinear link (Farh et al., 2010; Li, Yang, & Ma, 2018) between task conflict and creativity. However, these moderating factors are not consistent and not fully understood yet, and they rarely tell us what employees exactly do in order to exploit the creative potential of task conflict. Last but not least, although the literature recognizes that translating conflict to creative solutions is a dynamic rather than a static phenomenon (Farh et al., 2010), the majority of studies only addresses the link cross-sectionally (e.g., De Dreu, 2006; Farh et al., 2010; Xie, Wang, & Luan, 2014).

Responding to these open questions in the literature, the present paper aims at making distinct research contributions. We translate the previously found link between moderate task conflict and team creativity to the individual level of analysis, so as to better understand what the implications of conflict are for individual employees rather than for teams. We further address and refine the link between task conflict and creativity by zooming in on the proactive behaviours (i.e., job crafting) employees undertake so as to increase the chances that task conflict is linked to creativity. We draw on job demands–resources theory (Bakker & Demerouti, 2014; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) and the literature on employee job crafting (Petrou, Demerouti, & Schaufeli, 2016) to argue that job resources are valuable tools employees need to seek in the face of conflict. Job resources are those facilitating job aspects that help employees deal with demanding situations at work (Bakker, Demerouti, & Sanz-Vergel, 2014). Therefore, according to Tims, Bakker and Derks (2012) by proactively crafting those resources, employees should be able to better cope with conflict and see its potential for change and improvement. Resources are essential in fostering creativity (Amabile, Conti, Coon, Lazenby, & Herron, 1996), and they can often be employed to solve or make sense of a conflict (Taggar, 2002). Therefore, we argue that increasing (structural and social) job resources is a meaningful yet neglected moderator of the relationship between task conflict and employee creativity.

An overview to past literature the author found that the studies regarding task conflict and employees' creativity is one of the conflicting issue and has rich literature but some of the studies has shown positive while some of them were in negative relationship that still need a clear explanation academically. Besides, the mentioned issue is neither studied in Afghanistan nor medical sector that is being known as points that attract researcher to investigate the effect of individuals' task conflict on employees' creativity in private hospital relevant to Nangarhar province, Afghanistan. Means, three major points that have found in literature and considering as gap of the study that are; conflicting results of previous studies, lack of scientific knowledge in Nangarhar province and especially in the private hospitals.

1.2 Problem Statement

Organizations are need to be innovative for providing products (goods and services) in accordance with modern trend and need of the customers that can be enable with having creative employees who will generate new and useful ideas for getting to the stated goal, while creativity of employees is itself one of most harming activity that can be affected due to various factors. A glance to past knowledge has shown that creativity is possible where the existing way of functions is being challenged and the obstacles have been removed from the path of employees. Besides, based on literature most of the authors have shown the role of individuals' task conflict in increasing the employees' creativity. But, it's still unclear, because some of the literatures have shown the positive while some of them declared the negative relationship and effect among mentioned variables of the study. Therefore, to solve the stated problem, the current study has been conducted to investigate the effect of individuals' task conflict on employees' creativity in private hospitals of Nangarhar province, Afghanistan.

1.3 Objective of the Study

- To investigate the effect of individuals' task conflict on employees' creativity in private hospitals of Nangarhar province – Afghanistan.

1.4 Research Question

- What is the effect of individuals' task conflict on employees' creativity in private hospitals of Nangarhar province, Afghanistan?

1.5 Limitations of the Study

As this research conducted in situation, where the revolution has taken place in Afghanistan while many of employees were in unknown future. Some of the respondents were not mentally prepared to provide data regarding questionnaire while some of them were not in the place at the right time. Furthermore, some of the respondents were careful and their jobs and secret of the data as well

1.6 Significance of the Study

The result of this research work is used to increase the scientific information regarding individuals' task conflict and employees' creativity. It will also increase the existing body of knowledge regarding individuals' task conflict and employees' creativity in private hospitals of Nangarhar, Afghanistan.
Besides, the finding of this research study will provide guidelines and directions for policy implication in private hospitals of Nangarhar province. It can also provide ground-breaking plate form for further researches in area of individuals' task conflict and employees' creativity.

2. Review of Related Literature

2.1. Conflict

Conflict is a disagreement between individuals or groups in the organization stemming from the need to share scarce resources or engage in interdependent work activities or from differences in status or culture (Bakker & Demerouti, 2014) It may be between individual members of the same organization arising out of differences in goals and values within a group, team or department, between groups or across the organization.

Robbins and Coulter (1999) defines conflict as the discord that arises when the goals, interests or values of different individuals or groups are incompatible and those individuals or groups block each other's attempt to achieve their objectives. They view conflict as an inevitable part of organizational life because the goals of different stakeholders are often incompatible.

Conflict is very important for any manager. It is rooted primarily in the fields of business, sociology and psychology, but not in communication or education. It is complicated to define conflict as it is difficult to come to a consensus concerning the definition of this term (Borisoff and Victor, 1998). The easiest way to understand the term "conflict" is to divide theories of conflict into functional, situational and interactive. The followers of the functional approach think that a conflict serves a social function and those who view a conflict as situational, suggest that conflict is an expression under certain situations. The third theory views conflict as interactive. Functionalists usually ask the questions: "Why is there conflict? What purpose does it serve?" while situationalists ask: When do we have conflict? Under what circumstances does it occur?" Interactionalists are: "how is there conflict? what methods and mechanisms are used to express it?"

One of the representatives of the functionalist school was George Simmel, the German Sociologists. In 1955, he defined conflict as designed to resolve divergent dualisms; it is a way of achieving some kind of unity, even if it will be through the annihilation of one of the conflicting parties". According to Leung (2010), conflict served as a social purpose and reconciliation came even with the total destruction of one party. Conflict socializes members into a group and reduces the tension between group members. Furthermore, Simmel determines three possible ways to end a conflict. Firstly, conflict may end with a victory of one party over another; secondly, the conflict can be resolved through compromise; and thirdly, through conciliation. However, not all conflicts may be ended as discussed.

A representative of the situationalist school, Brett (2007), defines conflict as a "situation which generates incorruptible goals or values among different parties". For Brett, conflict depends on the situation. Conflict arises because of different conditions, such as the influence of a person and external factors.

Concerning the interactive view, Darling and Foliasso (1999) defines conflict as "the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving these goals". This approach introduces two important concepts: Interdependence and perception. Interdependence is connected to such situations where one party's future actions depend on another party's actions. "Conflict does not only come about when values or needs are actually, objectively incompatibles, or when conflict is manifested in action; it exists when one of the parties perceives it to exist". Folger also sees conflict as coming from interdependent people.

From the above definitions, it is obvious that there is no just one practical definition of conflict. Each person has an individual way of thinking and behaves differently from others in similar situations. It can be concluded that conflict can affect everyone to varying extent (Leung, 2010).

2.1.1 Interpersonal Conflict

This type of conflict is between members of an organization and occurs because of differences, in their goal and values. It may be between two managers who are competing for limited capital and manpower resources and may be worse still when the scarce resource cannot be shared and must be obtained therefore the two managers will begin to conflict over who will take the scarce resource (Zhou & George, 2003).

In addition, John (1995) stated that interpersonal conflict can relate to disagreement between goal and objectives of the organization. For example, middle manage may want his or her subordinates to perform the duties according to his wish but they may also want to do it in a particular way o then conflict arises. Interpersonal conflicts are often as a result of personality clashes, People with widely different characteristics and attitudes are bound to have views and aims that are inconsistent with the views and aims of others.

2.1.2 Procedural Conflicts

It can include disagreements about factors such as meeting dates and times, individual task assignments, group organization and leadership, and, curiously, methods of resolving disagreements. While unresolved procedural conflicts can prevent work on collaborative projects from even getting started, discussion of different procedural approaches can lead to a compromise that is mutually acceptable to the collaborators and productive for their decision-making (Baron, 1991).

Janssen et al, (1999) Some procedural problems involve excluded parties. If parties to a conflict are excluded from the decision-making process, or their concerns are overlooked and not addressed, they may get upset with the process, regardless of what decision is made. On the other times, people are supposedly involved in the process, but they do not feel they are being represented adequately, or they may not be listened to respectfully, or their ideas considered.

Other procedural problems involve issues of power. Power, by definition, means the ability to get something done. So high power groups generally have more ability to design procedures to their liking, and to press for outcomes that favor themselves. Yet decision making structures that favor high power groups over low power groups are likely to be distrusted by low power groups, who may fight the decision making process as well as the outcome, further complicating the conflict and making any dispute resolution procedures more difficult, however, structures that redistribute power to traditionally low power groups are likely to be viewed negatively by dominant parties, unless it is done in clearly legitimate ways (Lovelace et al., 2001).

Other procedural problems involve processes which are too slow or too fast. Lengthy and elaborate grievance-review processes, which may be intended to be fair, can also be seen as delaying tactics designed to avoid dealing with injustice under the guise of careful and fair deliberation. Or decisions can be rushed through before anyone notices that something unfair has just been done. Both approaches are likely to anger people and make conflicts worse, not better, Other process problems involve a lack of clear goals which makes effective action almost impossible, and a level of complexity which is so high that no one can figure out how to proceed (Jehn, 1995).

2.1.3 Task Conflict

This entails difference of opinions, thoughts and viewpoints. It refers to conflict that is based on the diverge views, apprehended by different segments of the organization. It is candid fact that disagreements are fundamental to the formation and continuation of organizational life.

Task Conflict is consequence of disagreement about allocation of funds, implementation of policies, decisions about procedure, modalities of assignments and interpretation of facts (De Dreu et al., 2003). When teams' member disagrees about contents of assignment being entrusted to them is called task conflict. Task Conflict is associated with group decision.

Conflict maybe limited to verbal exchanges between two or more parties and may become violent and bloody. Conflict can spring from at least three different sources. Firstly, conflict may arise when two or more organizational staffs seek contradictory goals. Secondly, Conflict may arise when different groups purse the same goal by contradictory means. For example, staff may have the same goal of enhancing performance of the organization but the strategies to use to achieve the goal may be a point of disagreement Janssen et al, (1999).

Attributes towards Conflicts in organization has changed considerably and Robbins (1992) has traced and summed up this evolution into three stages namely the traditional view, human relations view and the integrationist view. The traditional view assumed that conflict is bad. It was viewed negatively and synonymously with terms like violence, destruction and irrationality in

order to reinforce its negative connotations there for very detrimental to employee performance hence a need to avoid it at all costs. Both the scientific and administrative schools of management relied heavily on developing such organizational structures that would specify tasks, rules, regulations, procedures and authorities so if any conflict develops the set rules would be used to deal away with the conflict.

The internationalist view holds that some of conflict is not only inevitable but necessary for organization health. It encourages conflict on grounds that a harmonious, peaceful tranquil and cooperative group is prone to becoming static, apathetic and non-responsive to the needs of change and innovation. March and Simon and Peterson (2000) referred to the term conflict as a breakdown in the standard mechanism of decision-making so that an individual or group experiences difficulty in selecting an alternative. It is inevitable where alternatives are present and there are decisions to be made. Role conflict is commonly thought to be a source of less than satisfactory performance in organizations. It arises from several causes but generally there are three classes of conflict namely:

A. Individual conflict
B. Organizational conflict
C. Inter organizational conflict

2.2 Creativity

Theories and ideas about creativity stem from far back in history, unsurprising as Ryhammer & Brolin (1999) point out, given that the development of new ideas and original products is a particularly human characteristic. The notion of 'inspiration' or 'getting an idea' (ibid, page 260), is found in the Greek, Judaic, Christian and Muslim traditions and is founded on the belief that a higher power produces it. During the Romantic era in Europe, the source of inspiration and its artistic expression was seen as being the human being. During this era, originality, insight, the creative genius and the subjectivity of feeling were highly valued. From the end of the nineteenth century, people began to investigate the question of what fostered creativity.

The first systematic study of creativity was undertaken by Galton (1869). His focus was 'genius' and there followed a hundred or so studies on this theme, defined as achievement acknowledged in the wider public arena. This line of investigation remained prevalent into the 1920s, when the focus in psychology shifted to the investigation of intelligence. Although Binet's work included some investigation of the creative side of intelligence, the major study of creativity in psychology occurred in the 1950s.

'The achievement of something remarkable and new, something which transforms and changes a field of endeavour in a significant way. The kinds of things that people do that change the world' (Feldman, Cziksentmihalyi & Gardner, 1994).

According to Rhyammer and Brolin (1999) the word creativity is being explained as the process of creating something new and useful that has been quoted as "exceptional human capacity for thought and creation."

Torrance (1966), one of the most prolific of writers on creativity, has defined creativity as: the process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on: identifying the difficulty; searching for solutions, making guesses, or formulating hypotheses about the deficiencies; testing and re-testing these hypotheses and possibly modifying and retesting them; and finally communicating the results.

Torrance further stated that this definition seems to describe the natural process that takes place during the creative act. He argued that any definition of creativity should be in harmony, at least to some extent, with historical usage, yet at the same time useable or applicable to scientific, literary, artistic and personal creativity. Ausubel (1963) has disagreed with Torrance's notions indicating that they fail to distinguish between creativity as a highly specialized and substantive capacity and creativity as a generalized grouping of personality variables, intellectual and problem solving abilities. Torrance concurred that his definition identified a constellation of intellectual and problem solving abilities and countered that, the higher the constellation of general abilities, the more probable are the chances for an individual to display creative ability of a substantive capacity when the opportunity arises.

Ribot (1906), in his classic work, The Creative Imagination, stated that man is creative, or able to create, because of (a) the motor activities produced by appetites, tendencies and desires, and (b) the possibilities of spontaneous revival of images that become grouped in the new combinations. Wertheimer (1945) similarly proposed that creative thinking is the successful trans position of a member from one configuration to another.

Some investigators place more stress on the purposefulness or goal-directedness of the process to distinguish it from idle phantasy or daydreaming. Warren's Dictionary of Psychology (1934) defined creativity as "the capacity of certain persons to produce compositions of any sort which are essentially novel or which were previously unknown to the producer." The latter phrase, "...which were previously unknown to the producer," has caused a good deal of consternation among researchers.

Bartlet (1959) employed another term, "adventurous thinking", which he characterized as getting away from the mainstream, being open to environment and experience, and letting one thing lead to another. Simpson (1922), defined creative ability as the intuition which one manifests by his power to break away from the usual thought routine and into an altogether different pattern of thought.

Additional useful definitions of creativity are those of the following writers. Stein, for example, (in Taylor, 1964), wrote that, "a process is creative when it results in a novel work that is accepted as tenable or useful or satisfying to a group at some point in time." Others have argued that consideration must be given not only to social but also to individual creativeness; the creativeness of the individual who makes for himself something that others, unknown to him, have made before, as well as the individual who produces something new. Spearman, (in Drevdahl, 1954), maintained that the primary method of creative thought is the deducing of correlates, the transplanting of an old relation, and in consequence, the generation of a new correlate.

Rossman (1931) has proposed that invention is merely the combination of old elements into new arrangements, and inventors differ from non-inventors in their originality only in terms of their psychological reactions to deficiencies in man's handiwork. He also has stated that background knowledge in a particular field has become increasingly more important in creative work.

In a series of articles and reports, Guilford (1959; and in Taylor, 1964), presented a theory of creativity that is based upon the concept of "primary traits": dimensions of personality along which "individuals differ systematically" and which, it is assumed, individuals possess "in common but to different degrees." The various traits were educed inductively through factor analysis of the theoretical "structure of intellect model". Guilford made no claim that either his model or his theory was an all-inclusive one; creativity is, after all, only one of the phenomena to which the structure of intellect is applied. He conceived of creativity as a complex component of talents and temperaments. For Guilford, the most important component of creativity seems to be the divergent aptitude.1 He does not deal with the theory of self-actualization and universal creativity for all, but has tried to isolate single specific tasks that would involve single specific traits of creativity.

In the area of occupational education, there are few concrete definitions for creativity. However, Moss and Bjorkquist (1965) have formulated a definition of creativity for industrial arts. In part, they stated: When a student has organized his past experiences in such a manner as to reach an unusual and useful solution to a perceived problem, he has formulated a creative idea. When the idea is expressed in an observable, overt form, he has developed a creative product. A student's creative ability is evidenced by (a) the relative degree of unusualness and usefulness of each of his products, and (b) the total number of his creative products. The two authors restrict creativity to products so that it can be measured in the school shop situation. They stipulate that, in order to measure creativity in the school situation, their definition cannot include those products unique only to the individual himself because of its first occurrence.

This they reason "... would make creativity indistinguishable from problem solving and even learning, since the definitions of problem solving and learning require non-habitual behaviour from the individual." Other concepts, such as curiosity, imagination, originality, discovery, innovation and invention are also prominent in the literature on creativity.

Creativity has even been defined by contrasting it with another concept like conformity. .Yet it is clear that no single definition has been derived that is agreeable to all researchers. .In fact, not even all researchers in the same field agree on one single definition. In order to move ahead with needed research on this problem area, Taylor (1964) has urged researchers to choose a tentative definition or to develop a definition of their own. Toward this end this writer proposes the following definition which may be general enough to be applicable in the typical classroom situation: "Creativity is the ability and initiative to create new ideas and/or things by the restructuring or redefining of past experiences into new forms."

2.3 Empirical Literature

According to Lu, Zhou and Leung (2009) although the negative consequences of conflict in work settings have long been recognized, it is only in recent years that researchers have examined its positive effects, and the majority of this research has been conducted at the group level. This paper aims to examine the positive effects of conflict on individual work behaviors by differentiating between task and relationship conflicts, as well as the moderating influence of two contextual variables. A survey was conducted with 166 pairs of supervisors and subordinates in China. Results supported the hypotheses that task conflict is positively related to both innovative behaviors and knowledge sharing behaviors while relationship conflict is negatively related to both individual-directed organizational citizenship and knowledge sharing behaviors. Support for innovation and reward system for relationship-building functioned as contextual factors to moderate the relationships between task and relationship conflicts and the workplace behaviors studied.

Based on study of Khan et al, (2020) task conflict is usually seen to be beneficial to team creativity, the relationship is still unclear because of the mixed results. This research investigated why task conflicts resulted in some positive outcomes in terms of team creativity. Drawing on minority dissent theory, this study examined the conflict-creativity relationship by focusing on the mediating role of team reflexivity. We collected the sample data from 338 employees and 67 supervisors (67 teams) across

three different sectors (banking, pharmaceuticals, and insurance) in Pakistan to support our hypotheses. We used bootstrapping analysis and the Sobel test to check for the mediation analysis. The results indicated that task conflict increases team reflexivity, team reflexivity facilitated team creativity, and thus, task conflict positively influenced team creativity via team reflexivity. The theoretical and practical implications of this study plus future directions are further discussed.

Do negative experiences always undermine the creative work process? Research has suggested that a 'healthy dose' of negativity may actually boost creativity when managed appropriately (Zhou & George, 2003). Employee creativity has been defined as the generation of novel and useful ideas by employees (Amabile et al., 1996; Tierney, Farmer, & Graen, 1999), which is also the conceptualization we follow in the present paper. Because creativity involves novel solutions to existing problems (Shalley, 1991), it is legitimate to expect that a 'moderate' level of constraints or challenging situations have the potential to boost creative processes (Roskes, 2015, p. 200).

Task conflict, specifically, is considered a challenging factor that arguably has the power to enhance creativity and innovation. It is a legitimate predictor of creativity, perhaps more so than other challenges, because of its obvious cognitive element. By experiencing task conflict, employees discover that different viewpoints exist as to how a job should be performed (Jehn, 1995). Task conflict, thus, makes people more aware of different perspectives and opinions about their job or issues that they face at work, which is what essentially helps them to become creative (Pelled, Eisenhardt, & Xin, 1999). Because creativity is based on new insights and the integration of old and new information (Mumford & Gustafson, 1988), being aware of alternative perspectives naturally increases one's creative potential. Similarly, task conflict leads employees to scrutinize their tasks, rather than to take them for granted, to re-evaluate the status quo, and eventually to come up with innovative solutions (H€ ulsheger, Anderson, & Salgado, 2009). This is in line with experimental research revealing that paradoxical frames (i.e., contradictory statements) enhance creativity because they help people think in 'both/and' rather than 'either/or' styles (Miron-Spektor, Gino, & Argote, 2011). Such thinking styles activate several and diverse cognitive elements, which is a crucial requirement for creativity (Amabile, Barsade, Mueller, & Staw, 2005).

Although there is some evidence that task conflict may have a positive and linear link with creativity (Pelled et al., 1999), there is considerable and more consistent evidence (De Dreu, 2006; Farh et al., 2010; Xie et al., 2014) that this link can best be understood nonlinearly. The reason for this is that when task conflict becomes excessive, it may lead to arguments between people (VanDyne, Jehn, & Cummings, 2002), hinder collaboration and communication processes within teams, and lead to information overload (De Dreu, 2006) and even frustrations (Farh et al., 2010). Therefore, too much conflict should naturally eliminate employees' ability to reach creative solutions. Reversely, task conflict should not be too low either in order to boost creativity. Too many like-minded people may lead to groupthink, an inability to challenge established assumptions. This state can limit creativity (Nijstad & De Dreu, 2002), since challenging established ways of doing things is the landmark of creativity. The same holds for individual creativity. When employees are not exposed to different ways of thinking, they find it hard to attain a divergent way of thinking and, thus, creativity (Perry-Smith, 2006). This line of reasoning has led a considerable number of researchers to test and find a nonlinear (i.e., inverted U-shaped) link between task conflict and creativity, with the highest levels of creativity at average levels of task conflict (De Dreu, 2006; Farh et al., 2010; Xie et al., 2014).

There are two differences between the present study and previous studies that tested this nonlinear link. First, all the previous studies examined team rather than individual creativity. However, as we have argued above, excessive task conflict may demoralize individual employees (Van Dyne et al., 2002), and too low exposure to different views hinders individual divergent thinking (Perry-Smith, 2006). Therefore, we expect the nonlinear link to manifest also at the individual level. A second difference is that while all previous studies used a cross-sectional survey, we use diary survey methodology with repeated measurements. We expect that the nonlinear link between task conflict and employee creativity is equally, if not more, applicable to daily measurements. This is because excessive conflict cannot be addressed immediately (Farh et al., 2010). Therefore, if excessive task conflict that employees generally perceive hinders their creativity generally (De Dreu, 2006), we also expect that too much conflict within one day only will hinder employees on that day. In that sense, we argue that the nonlinear link found between task conflict and team creativity should be validated for day-level employee creativity. Our reasoning is in line with diary research addressing moderate daily job challenge as a trigger of daily employee creativity (Binnewies &W€ ornlein, 2011).

Previous research suggests that relationship conflict is harmful to performance as it inhibits information transmission (Baron, 1991; Roseman et al., 1994), reduces task concentration (Kelly, 1979), and suppresses team spirit (Jehn, 1995). On the other hand, research on "constructive conflict" (e.g. Tjosvold, 1991) indicates that task conflict may contribute to better team decisions and performance because of broadened sources of information, multiple verifications of arguments, and in-depth investigation (Baron, 1991; Janssen et al., 1999; Jehn, 1995; Schweiger et al., 1989; Simons and Peterson, 2000). Nonetheless, this line of research has ambiguous empirical support (e.g. Jehn, 1995; Jehn, 1997; Tjosvold et al., 2003), as the association between task conflict and team outcomes is positive in some studies (Jehn, 1994; Liang et al., 2007; Schweiger et al., 1989; Tjosvold et al., 2006), negative in others (Amason, 1996; Janssen et al., 1999; Lovelace et al., 2001), and even curvilinear in yet another case (Jehn, 1995). One meta-analysis

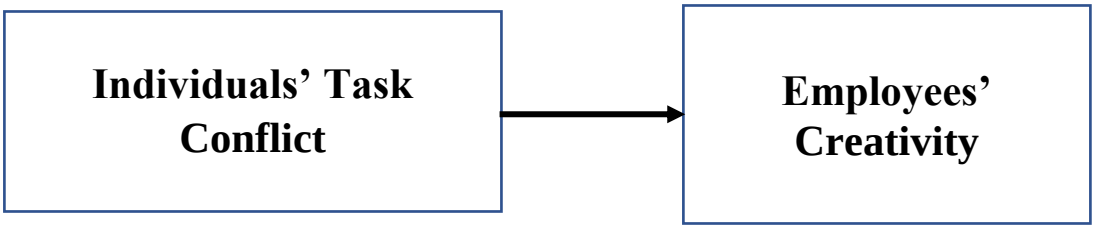
indicates that both task and relationship conflicts show primarily disruptive influences on team-level task performance (De Dreu and Weingart, 2003).

As we have already pointed out, however, most previous research is at the team level and we cannot automatically assume that the same findings will apply at the individual level. Individual members may vary in their perception of task and relationship conflicts (Pelled, 1996), and averaging their perceptions does not take into account such variations within a team. Thus, before the differentiated effects of task and relationship conflicts are discounted, research at the individual level is needed. In addition, as is theorized at the team level, we posit that a distinction between varying task types at the individual level may also help clarify the exact relationship between conflict type and performance.

When selecting outcome variables to tap different conflict effects, we relied on theorizing in the area of team effectiveness (Janssen et al., 1999). Janssen and colleagues used "decision quality" and "affective acceptance" to represent task-related and relationship-related team level outcomes respectively.

Tjosvold et al, (2003) stated that; "We add to human resource literature by investigating how the contribution of task conflict to employee creativity depends on employees' learning orientation and their goal congruence with organizational peers. We postulate a positive relationship between task conflict and employee creativity and predict that this relationship is augmented by learning orientation but attenuated by goal congruence. We also argue that the mitigating effect of goal congruence is more salient among employees who exhibit a low learning orientation. Our results, captured from employees and their supervisors in a large, Mexican-based organization, confirm these hypotheses. The findings have important implications for human resource managers who seek to foster creativity among employees."

2.4 Conceptual Framework



2.5 Research Hypothesis

H_0: Individuals' task conflict has insignificant effect on employees' creativity.

H_1: Individuals' task conflict has significant effect on employees' creativity.

3. Research Methodology

3.1 Research Design

Since the objective of the research used to determine the effect of individuals' task conflict on employees' creativity in private hospitals of Nangarhar Province, the study is descriptive in nature for deductive analysis. Means, for achieving the research objectives, the quantitative descriptive research design has followed.

3.2 Research Strategy

As descriptive research design has various strategies that can enable a researcher to achieve the stated research objective, here as per nature of study, the survey research strategy has preferred where the data would have collected by questionnaire in relevant field of study.

3.3 Population of the Study

The research has conducted to mention the effect of individuals' task conflict on employees' creativity in private hospitals of Nangarhar province, Afghanistan. The data for the analysis in this research collected from the employees of private hospitals in Nangarhar. Therefore, the population of this study is known the administrative employees' working in private hospitals of Nangarhar province. The population of this study was 362 employees' working in private hospitals of Nangarhar province.

3.4 Sample and Sampling of the study

As per population of the study, 50% of the total population considered are sample of the study that become 181 sampling units of the study. The mentioned number of population for conducted research has selected by probability – stratified random sampling technique. The questionnaires distributed to 181 employees' where the 176 questionnaires filled and returned for analysis.

3.5 Data Collection

The conducted study is based on the primary data that is collected through one of the methods that is adopted questionnaire that has distributed among all the ones selected as the sample.

Every research can utilize both kinds of the data for the research whether it is primary and secondary data. Primary data is the data that is called for first hand and can be achieved in different ways as questionnaire, observations, and interviews. The secondary data is the data which is second hand and the data is achieved in different possible ways because the data is available in various forms as magazines, journals and other published sources.

3.6 Instrument of the Study

The survey strategy of the study is used to have adapted questionnaire for collecting the data from selected sample of the study. The questionnaire has developed with the scales and it has three sections in which the first section contains the demographic information, second part involves questions for individuals' task conflict and the third part of the instrument focuses on employees' creativity.

3.6 Data Analysis

3.6.1 Descriptive Analysis

Descriptive analysis is an important took for description of data of the survey. This study will also use mean, standard deviation, minimum and maximum values for description of the data. Mean presents the average scope for the variable of the study, standard deviation presents the deviation of individual score form mean score. Minimum and maximum values present the highest and lowest score for each of these variables.

3.6.2 Correlation Matrix

The correlation matrix shows the relationship between the variables under the study has used correlation coefficient. The coefficients of person correlation determine the nature and direction of the relationship between the variables of the study. The value of the correlation coefficient ranges from -1 to +1, where -1 stands for strong negative and +1 for strong positive correlation between the variables. The study has used person correlation for examining the relationship between the individuals' task conflict and employees' creativity.

3.6.3 Regression Analysis

The regression analysis is used to show the dependency of dependent variable on independent variable. Or, in other words; the change in dependent variable due to change in independent variable, in this research the simple regression analysis is used to show the variation in employees' creativity due to individuals' task conflict. The following is the developed regression model of this study.

EC = a + B (ITC) +... E

EC = Employees' Creativity

ITC = Individuals' Task Conflict

E= Error Terms

A = Constant

B = Coefficient of Determination

4. Data Analysis & Interpretations

4.1 Demographic Statistics

Table 4.1

Statistics

		Gender	Marital Status	Age	Education	Experience	Salary
N	Valid	176	176	176	176	176	176
	Missing	0	0	0	0	0	0

Source: SPSS Output

The statistics of analysis has shown that; the data has collected from 176 respondents, all of the mentioned respondents fully filled the demography part of the questionnaire and there is no missing value in any of demography questions. In demographic part of questionnaire, the gender, marital status, age, education, experience and salary of respondents have taken into consideration.

Table 4.2

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	170	96.6	96.6	96.6
	Female	6	3.4	3.4	100.0
	Total	176	100.0	100.0	

Source: SPSS Output

As the gender is an important question that has to be cleared regarding respondents of the study. With abve table, it has stated pointed out that 96.6% of the entire respondents were male and the remaining 3.4% of them were female in the rest of sample.

Table 4.3

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	66	37.5	37.5	37.5
	Married	110	62.5	62.5	100.0
	Total	176	100.0	100.0	

Source: SPSS Output

Based on marital status, there are two major classification in humans. The collected data regarding demography of respondents declared that 37.5% of the respondents were single, while the remaining 62.5% of the sampling units were married. The overall glance to marital stuatus has shown that majority of the respondents were married.

Table 4.4

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 Years	119	67.6	67.6	67.6
	31-40 Years	57	32.4	32.4	100.0
	Total	176	100.0	100.0	

Source: SPSS Output

According age of sampling units, 67.6% of the respondents age were in range of 20-30 years, and the ramining 32.4% of them were holder of age in range of 31-40 years. According to above table the respondents of the conducted study were only in two ranges where the younger respondents were 20+ and the older sampling units were not crossed the age of 40 years. It means that; there were neither teenagers, nor old age respondents in the coducted stuy and the data were collected from youngsters of the mentioned organizations.

Table 4.5

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Baccalaureate	70	39.8	39.8	39.8
	Bachelor	87	49.4	49.4	89.2
	Master	19	10.8	10.8	100.0
	Total	176	100.0	100.0	

Source: SPSS Output

The above given table concentrates on educational background of respondents. According to statistics, 39.8% of the sampling units were 12th graduated or baccalaureate, 49.4% of them were holders of bachelor degrees and the remaining 10.8% of the respondents were masters in the mentioned area of study.

Table 4.6

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3 Years	30	17.0	17.0	17.0
	4-5 Years	47	26.7	26.7	43.8
	6-7 Years	74	42.0	42.0	85.8
	7 + Years	25	14.2	14.2	100.0
	Total	176	100.0	100.0	

Source: SPSS Output

The experience of respondents has considered as an important point of discussion in the conducted research. According to collected data regarding experience of respondents, it has shown that; 17% of the sampling units have experience in range of 0-3 years, 26.7% of them were holder of 4-6 years' experiences, 42% of sampling units having experience in range of 6-7 years and the remaining 14.2% of the respondents were holder of more than 7 years' experiences.

Table 4.7

Salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5000-20000 Afn	70	39.8	39.8	39.8
	20001-35000 Afn	92	52.3	52.3	92.0
	35001-50000 AFn	14	8.0	8.0	100.0
	Total	176	100.0	100.0	

Source: SPSS Output

The salary range of respondents were as follow; the salary in range of 5000-20000 Afn have paid to 39.8% of the respondents, the salary in range of 20001-35000 Afn have paid to 52.3% of the respondents and the remaining 8% of the respondent were holders of 350001-50000 Afn salaries in the mention organizations.

A. 4.2 Descriptive Statistics

Table 4.8

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Task_Conflict	176	2.32	4.68	3.6284	.79138
Employees_Creativity	176	1.92	4.46	3.5860	.79969
Valid N (listwise)	176				

Source: SPSS Output

The table of descriptive statistics represents the number of observation, minimum value, maximum value, mean and standard deviation of the data from its mean. The given data in table has shown that; the respondents of conducted study were 176 employees of the mentioned organizations, the minimum value in the collected data regarding task conflict is 2.32 and employees' creativity is 1.92, while the maximum value of task conflict is 4.68 and employees' creativity is 4.46. Besides, the mean of task conflict is 3.63 and employees' creativity is 3.59. In spite of all the standard deviation of independent variable is 0.79 and dependent variable is 0.80 from mean of collected data.

4.3 Correlation Matrix

Table 4.9

Correlations

		Task_Conflict	Employees_ Creativity
Task_Conflict	Pearson Correlation	1	.731**
	Sig. (2-tailed)		.000
	N	176	176
Employees_Creativity	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.000	
	N	176	176

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

Source: SPSS Output

The correlation matrix shows the relationship between variables of the research model. The result of correlation matrix comes in range of (-1 & +1), if the result of correlation becomes zero, it means that there is no relationship between variable of the research model. If the result is greater than zero, it reflects positive relationship among variable, while the lower result than zero is considering as negative relationship among associated variables.

The given value of table shows that there is strong positive (73.1%) or (0.731/1) relationship between individuals' task conflict and employees' creativity while the conducted research model is significant at the 0.01 level or 99% confidence level

4.4 Regression Analysis

4.4.1 Model Summary

Table 4.10

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731a	.534	.531	.54760

a. Predictors: (Constant), Task_Conflict

Source: SPSS Output

The focus of model summary is on the explanatory power of the regression model by R-Square that how much the dependent variable is explained by independent variable or how much the employees' creativity is explained by individuals' task conflict and the remaining value shows the effect of other variables or other factors on employees' creativity.

Now; the given value of R-Square represents that; explanatory power of this regression model is 0.534/1 or 53.4% out of 100%. It means, the dependent variable (employees' creativity) of the regression model is 53.4% explained by individuals' task conflict, while the remaining 46.6% is considered as effect of other variables on employees' creativity.

Besides, the adjusted R-Square shows the explanatory power of the regression model with the specific and collected data. This value always comes lower than the R-Square of model summary. The Adjusted R-square is 0.531/1 or (53.1%) out of 100%. It means that according to the collected data and specific model of the research, the employees' creativity is 53.1% explained by individuals' task conflict and the remaining 46.9% is the effect of other factors on employees' creativity.

4.4.2 ANOVA

Table 4.11

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.738	1	59.738	199.213	.000[a]
	Residual	52.177	174	.300		
	Total	111.914	175			

a. Predictors: (Constant), Task_Conflict

b. Dependent Variable: Employees_Creativity

Source: SPSS Output

In ANOVA table, the "F" value shows that the developed model is good fit. Because, the "F" value is greater than "4" or F calculated, and the model is significant at the 0.01 levels or 99% confidence level. In this table, both values declare that the model is fit and significant

4.4.3 Coefficient

Table 4.12

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.907	.194		4.671	.000
	Task_Conflict	.738	.052	.731	14.114	.000

a. Dependent Variable: Employees_Creativity

Source: SPSS Output

The "B" value shows the change in dependent variable due to unit change in independent variable and "t" value is concerned with testing of hypothesis. The null is rejected while the "t" value comes beyond the range of (-2 & +2) or beyond the range of T tabulated values.

The constant value is 0.907 that shows the level of creativity without individuals' task conflict while the "B" value has shown that; if a unit (1%) change or focus taken place to individuals' task conflict, it will bring 0.738% variation in employees' creativity.

Furthermore, the null hypothesis of the research is rejected and the alternate hypothesis is accepted for the conducted research because, the "t" value of the regression model is beyond the range of (-2 & +2), and it shows that the null hypothesis of the conducted research is being rejected that is ultimately show the acceptance of alternate hypothesis.

In spite, this table shows the significance of regression model with sign value of the table. As in previous tables, it has shown that the model is significant with 0.01 level or 99% confidence level, while same is the result in the coefficient table of regression model.

5. Conclusion & Recommendations

5.1 Conclusion

As the review of literature has shown the needs for employees' creativity in today's organization where the key role in successful creativity played by factor where one them is known as individuals' task conflict. Therefore, the author of current study intended to investigate the effect of individuals' task conflict on employees' creativity in private hospitals of Nangarhar Province, Afghanistan. The current study was a descriptive study with survey research strategy, where the data has collected from 176 respondents by questionnaires for quantitative analysis (correlation matrix and regression analysis). The findings of collected data have revealed that; there is strong positive (0.731) association between individuals' task conflict and employees' creativity where the result of correlation is significant at 0.001 level. Furthermore, in regression analysis, the explanatory power of regression model by R-Square was 0.534 and the model was good fit with having F value equal to 199 while the model was significant at 0.001 level. Besides, the alpha value of regression model was 0.907 that represent the effectiveness of employees' creativity without individuals' task conflict, and beta value for regression model and equation is 0.738 that represent the proportion of variation in employees' creativity due to unit change in individuals' task conflict. Besides the null hypothesis is being rejected by having T value beyond the range of (-2 & +2) or beyond the range of T tabulated values.

As a result, it has concluded that for the successfulness creativity, the individuals' task conflict is crucial and known as integral contributor to employees' in private hospital of Nangarhar province, Afghanistan. The findings of current study were same with past studies conducted by various authors in different times and areas (Lu, Zhou & Leung, 2009; Khan et al., 2020; Pelled, Eisenhardt, & Xin, 1999; Mumford & Gustafson, 1988; De Dreu, 2006; Farh et al., 2010; Xie et al., 2014).

5.2 Recommendations

The current study conducted to investigate the effect of individuals' task conflict on employees' creativity in private hospitals of Nangarhar province. Based on findings of research, it has recommended for private hospitals that if the creativity is needed, create some individuals' task conflict to achieve the mission of creativity in the performance of employee. Besides, following are some of recommendations that others researchers have to take it into consideration that are as follow:

- For generalization of the study, others recommended to conduct same research in NGOs and governmental organizations. This way will make people enable to get generalized knowledge about individuals' task conflict and employees' creativity
- For the findings of this research, the survey research strategy adopted with using questionnaire for data collection. Others recommended investigating the same research problem with different research methodology and tools of data collection to make the current knowledge more replicable and generalized.
- The current study has conducted to investigate the effect of individuals' task conflict on employees' creativity. As employees' creativity is need of today's market, others are recommended to investigate the effect of other variables on employees' creativity.
- In private hospitals, others recommended to study the effect of individuals' task conflict on employees' creativity in other provinces and capital level.

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