RELATIONSHIP BETWEEN CONFLICT MANAGEMENT STRATEGIES OF TEACHING STAFF AND EMOTIONAL INTELLIGENCE OF STUDENTS AT HIGHER EDUCATION LEVEL

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ABSTRACT

There is strong belief that emotional intelligence of students is highly dependent upon the conflict management strategies adopted by their teachers at higher education level. By keeping in view the research purpose researcher identified the demographics of teachers and students. Secondly the researcher investigated the conflict management strategies adopted by teaching staff. Thirdly the researcher analysed, emotional intelligence of the students. For the investigation of conflict management strategies researcher used Farooqi Organizational Conflict Management Inventory (FOCI). Emotional Quoteint Inventory (EI) inventory was used to find out emotional intelligence. Researcher analyzed data through SPSS.

Keywords: Conflict Management, Teaching Staff, Relationship, Emotional Intelligence, Students, Universities.

INTRODUCTION

Conflict is an inevitable event that every human being will face on a daily basis. These challenges will make an individual grow to its full potential. However, in order to survive these challenges and triumphing through it, individuals will need to have a certain way of managing the conflict. The skill of having to understand which style or method to use in managing conflict can be related to the ability to understand other people's need, the ability to put oneself in other persons' shoes, the ability to actually foresee or perceive other people's preferences.

Some conflict, called functional conflict, is considered positive, because it enhances performance and identifies weaknesses. Dysfunctional conflict, however, is confrontation or interaction between groups that harms the organization or hinders attainment of goals or objectives. More (Chukwura, 2014).

These conflicts would have been avoided if management style of handling conflict is taken into cognizance especially when it involves emotion. This is because emotions most times, control human actions. Some universities' managements sometimes employ lecturers most times based on different types of tests like academic qualifications and work experiences without taking into consideration their emotional intelligence not knowing that some lecturers can perform better academically and at the same time, perform poorly in emotional intelligence. It might be that either the university managements do not know much about emotional intelligence, how to use it or they decided to ignore it during recruitment of lecturers. And as a result, the different people from different culture and background, with different views most times results to conflict of interest or opinion with either themselves or with university managements. Sometimes, university management seems to ignore lecturers' demands like improving their wages and service conditions in government owned universities across the country for the reasons that the government is not making enough money because of the bad economy (Uchendu, Anijaobi and Odigwe, 2013).

Boland and Ross (2010) did a factorial design experiment on emotional intelligence level and conflict hostility. From the findings, it can be said that a high emotional intelligence person will have a better chance in a mutually satisfactory agreement in a conflict situation (Boland and Ross, 2010).

Avoiding conflict management is also known as withdrawing style (Baron, 2012). In this style, assertiveness and cooperativeness are low. Baron further explained that people who fear conflict use the avoiding style to escape from conflict situations. When this style of conflict management is used, everyone loses. Competing conflict management style or forcing style is a style that is also known as the "win-lose" approach. It can be determined as a conflict management style with high assertiveness and low cooperativeness. A person seeks to reach his/her own preferred outcomes at the expense of a partner. This approach may be appropriate when quick actions are needed, for example during emergencies. Accommodating conflict management style or obliging is also called Smoothing style. This style has a high degree of cooperativeness. A manager using this style tries to get his/her own goals, objectives, and desired outcomes so as to allow partners to achieve their goals and outcomes as well. Victor, (2012) asserted that compromising conflict management style is a style that can be determined as a "give-and-take" approach with moderate levels of both assertiveness and cooperativeness. Compromise can be identified as bargaining or trading. This approach can be applied when the goals and the power of both sides are of equal importance and when it is necessary to find a temporary, timely solution. Collaborating conflict management style is a style that can be characterized by high levels of assertiveness and cooperativeness; it is often described as the "win-win" scenario. Both sides creatively work together to achieve their goals and desired outcomes benefitting all involved parties (Nnabuife, 2009).

Salami (2010) studied a relationship between conflict management strategies and organisational citizenship behaviour and emotional intelligence on three hundred and twenty public servants from the state of South Western Nigeria. With multiple regressions, the result indicated that forcing and withdrawing conflict management strategies were negatively significant in moderating emotional intelligence traits. (Salami, 2010)

Goleman 1995 in his bestselling book "EI: Why it can matter more than IQ? made a claim about the importance of Emotional Intelligence (EI) by comparing it with Intelligence Quotient (IQ). According to Goleman, if IQ contributed up to 20% of life's success, the remaining was contributed by other factors. He emphasized about the significant contribution of EI to success at home, at school and at work. (Thingujam, 2004)

In other studies it was found that people with highly developed EI are more successful because they can understand their own emotions, reasons behind their behavior and use their emotions as clues. Emotionally intelligent people understand others emotions and their point of views. Along with this, these people are healthier, happier and enjoy better relationships with others. (Anonymous, 2010)

Recent studies indicate that at the individual level, EI relates to academic achievement, work performance, ability to communicate effectively, solve everyday problems, and build meaningful interpersonal relationships. Emotional intelligence has the potential to increase the understanding of how individuals behave and adapt to their social environment. Research has led to the understanding that emotions often provide individuals with valuable information about their social environment. (Emmerling, 2008)

The concept of emotional intelligence (EI) has garnered interest both in the lay as well as in scientific fields. (Berrocal, 2006) In the western world, the term emotional intelligence was

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first used in 1960s in literary criticism and psychiatry. About two decades later Payne (Payne, 1986) in his study of emotion discussed developing emotional intelligence. Further, in 1990, Mayer and Salovey wrote articles in which they defined EI, developed a theory and demonstrated its measures. (Mayer, 2004)
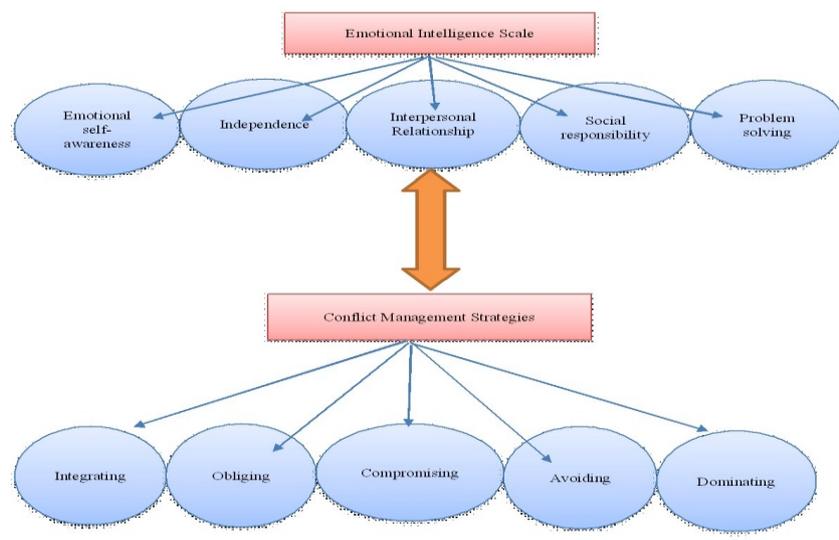

Figure1. Schematic Diagram of the Relationship

Later, the term EI got popularized by Daniel Goleman in the book "Emotional Intelligence" regarding the influences of these abilities upon many areas of life.1But in the Indian culture, the concept of EI was evident from ancient times in the form of religious texts, folklores, teachings and in families that directly or indirectly emphasized effective management of emotions. In India, social competence, hard work and emotional control are seen as components of intelligence. (Rajan, 2013)

According to Sibia, Srivastava and Misra, 2003 the concept of impulse control in the Indian context is related to jitendriya, nishkam karma and the tradition of yoga, all of which emphasize regulation of emotions. For instance, certain religious practices like Vratas help an individual to control and regulate one's emotions. Similarly other cultural traditions and moral values provide a framework for development of emotional competencies. Therefore, it doesn't seem feasible in the Indian context to speak about regulation of emotions in the absence of highly valued social concerns, virtues, religious traditions and customs. The existing literature and researches across the globe ensure the presence and utility of emotional intelligence in the life of each and every individual.

OBJECTIVES

1. To identify demographics of university teaching staff.
2. To identify demographics of university students.
3. To explore the conflict management strategies adopted by university teaching staff.
4. To find out emotional intelligence of students.
5. To investigate relationship between conflict management strategies of teaching staff and emotional intelligence of students.

METHODOLOGY

The focus of this research was to compare conflict management styles adopted by academic staff of public and private universities. This portion is based on research methodology used in this study. It includes research design, purpose of the study, population, sample and

instruments used in research and their validity and reliability. Additional, research methodology presented the practice of the study, data collection method and the last section based on well-constructed data analysis technique. Specifically, the methodology used in this research to draw conclusions exposed the strength of this work.

Sample/Sampling Technique

The sample for the current study consisted of 91 teachers and 100 students at higher education level. Random sampling technique was used to collect the data to measure the objectives of the current study.

Hypotheses:

Different hypotheses related to the objective of relationship are constructed as below:

Ho: Integrating conflict management strategy of teachers is insignificant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
H1: Integrating conflict management strategy of teachers is significant correlated with emotional

    self-awareness, independence, interpersonal relationship, social responsibility and problem

    solving intelligence of the students.
Ho: Obliging conflict management strategy of teachers is insignificant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
H1: Obliging conflict management strategy of teachers is significant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
Ho: Compromising conflict management strategy of teachers is insignificant correlated with
emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
H1: Compromising conflict management strategy of teachers is significant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
Ho: Avoiding conflict management strategy of teachers is insignificant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
H1: Avoiding conflict management strategy of teachers is significant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
Ho: Dominating conflict management strategy of teachers is insignificant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.
H1: Dominating conflict management strategy of teachers is significant correlated with emotional self-awareness, independence, interpersonal relationship, social responsibility and problem solving intelligence of the students.

Instrumentation

1. Farooqi Organizational Conflict Management Inventory (FOCI).

Farooqi Organizational Conflict Management Inventory (FOCI) as a tool of research was used to identify the conflict management styles of the academic staff of sampled universities. This inventory is based on 34 items under five conflict management strategies. Extensive work had been reviewed prior to the development of items of each factor. Initially 39 items were finalized with the help of experts. During the factor analysis it was found that five items have low correlation against the set standards, thus those were deleted from the final draft. The Chronbach Alpha (co-relation value) analyzed was 0.83. Alpha Reliability Coefficient of each factor was also calculated ranging from 0.51 (for avoiding style factor) to 0.64 (obliging style factor). Thus, it was highly recommended by the researchers for applying this inventory to investigate the conflict management styles.

2. Emotional Quotient Inventory (EQ-I) (1990) Quaid-e-Azam University, National Institute of Psychological Studies (NIPS) Islamabad, Pakistan.

Emotional Quotient Inventory (EQ-I) is based on 117 items under 15 domains such as (emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness, optimism) on five point Likert scale.

Data Collection

Data for the present study was collected in a structured manner after getting permission.

Data Analysis

Table 1. Demographics of Students

	n	%		n	%
1- Educational Degree			**3- Marital Status**		
MA/M.Sc	Single	124	Single	124	91.2
M.Phil	Married	11	Married	11	8.1
Another	36	26.5	**4- Age**		
Gender			20-25	94	69.1
Male	55	40.4	26-30	11	8.1
Female	80	58.8	36-40	2	1.5
Status			Any other	28	20.6
Full time	113	83.1	**5- Location**		
Part time	12	8.8	Rural	57	41.9
2- Currently Living			Urban	78	57.4
Hostel	38	27.9			
Day scholar	88	64.7			

Table 2. Conflict Management Strategies

	Conflict Management Strategies	%
1	Integrating	
2	Obliging	
3	Compromising	
4	Avoiding	
5	Dominating	

Table 3. Demographics of Teaching Staff

Demographic Variables		Universities			
		PUBLIC		PRIVATE	
		n	%	n	%
1	Designation				
	Professor	4	6.25	4	15.38
	Associate Professor	4	6.25	3	11.53
	Assistant Professor	17	26.56	3	11.53
	Lecturer	39	60.93	16	61.53
2	Nature of Employment				
	Permanent	26	40.62	2	7.69
	Contract	23	35.93	15	57.69
	Tenure	15	23.43	9	34.61
3	Qualification				
	MA/M.Sc	3	4.68	4	15.38
	M.Phil	40	62.5	18	69.23
	Ph.D	21	32.81	4	15.38
4	HEC Approved Supervisor				
	Yes	24	37.5	12	46.15
	No	40	62.5	14	53.84
5	Post Doc				
	Yes	9	14.06	15	57.69
	No	55	85.93	11	42.30
6	Age				
	20-35 Years	41	64.06	20	76.92
	36-50 Years	17	26.56	6	23.07
	51-65 Years	6	9.37	0	
7	Gender				
	Male	35	54.68	19	73.07
	Female	29	45.31	7	26.92
8	Marital Status				
	Single	20	31.25	8	30.76
	Married	44	68.75	18	69.23
9	Current Location				
	Rural	20	31.25	9	34.61
	Urban	44	68.75	17	65.38

Table 4. Relationship Between Conflict Management of Teaching Staff and Emotional Intelligence Of Students At Higher Education Level

		Integrating	Obliging	Compromising	Avoiding	Dominating
Emotional Self Awareness	Pearson Correlation	-0.059	-0.086	-0.054	-0.052	0.040
	Significance Level	0.058	0.420	0.613	0.629	0.710
Independence	Pearson Correlation	0.108	0.014	0.075	0.074	0.116
	Significance Level	0.311	0.893	0.485	0.486	0.276
Interpersonal Relationship	Pearson Correlation	-0.109	-0.087	-0.142	-0.041	-0.047
	Significance Level	0.307	0.413	0.181	0.704	0.661
Social Responsibility	Pearson Correlation	0.086	0.021	-0.021	0.131	0.134
	Significance Level	0.422	0.845	0.842	0.218	0.209
Problem Solving	Pearson Correlation	-0.157	-0.075	-0.145	-0.061	-0.071
	Significance Level	0.14	0.488	0.173	0.565	0.506

FINDINGS

1. Table 4 shows that significance value of Pearson correlation 0.058 is greater than critical value 0.05 so, we do not reject null hypothesis and conclude that integrating conflict management strategy of teachers is insignificant and negatively correlated with emotional self-awareness of students. Moreover, significance values of independence 0.311, interpersonal relationship 0.307, social responsibility 0.422 and problem solving 0.14 respectively are greater than 0.05. Therefore, we do not reject H0 and conclude that integrating conflict management strategy of teachers is insignificant and positively correlated with independence, negative correlated with interpersonal relationships and positive correlated with social responsibility while negative correlated with problem solving intelligence of students.

2. Table 4 shows that significance value of Pearson correlation 0.420 is greater than critical value 0.05 so, we do not reject null hypothesis and conclude that obliging conflict management strategy of teachers is insignificant and negatively correlated with emotional self-awareness of students. Moreover, significance values of independence 0.893, interpersonal relationship 0.413, social responsibility 0.845 and problem solving 0.488 respectively are greater than 0.05. Therefore, we do not reject H0 and conclude that obliging conflict management strategy of teachers is insignificant and positively correlated with independence, negative correlated with interpersonal relationships and positive correlated with social responsibility while negative correlated with problem solving intelligence of students.

3. Table 4 shows that significance value of Pearson correlation 0.613 is greater than critical value 0.05 so, we do not reject null hypothesis and conclude that compromising conflict management strategy of teachers is insignificant and negatively correlated with emotional self-awareness of students. Moreover, significance values of independence 0.485, interpersonal relationship 0.181, social responsibility 0.842 and problem solving 0.173 respectively are greater than 0.05. Therefore, we do not reject H0 and conclude that compromising conflict management strategy of teachers is insignificant and positively correlated with independence, negative correlated with interpersonal relationships and negatively correlated with social responsibility while negative correlated with problem solving intelligence of students.

4. Table 4 shows that significance value of Pearson correlation 0.629 is greater than critical value 0.05 so, we do not reject null hypothesis and conclude that avoiding conflict management strategy of teachers is insignificant and negatively correlated with emotional self-awareness of students. Moreover, significance values of independence 0.486, interpersonal relationship 0.704, social responsibility 0.218 and problem solving 0.565 respectively are greater than 0.05. Therefore, we do not reject H0 and conclude that avoiding conflict management strategy of teachers is insignificant and positively correlated with independence, negative correlated with interpersonal relationships and positively correlated with social responsibility while negative correlated with problem solving intelligence of students.

5. Table 4 shows that significance value of Pearson correlation 0.710 is greater than critical value 0.05 so, we do not reject null hypothesis and conclude that dominating conflict management strategy of teachers is insignificant and negatively correlated with emotional self-awareness of students. Moreover, significance values of independence 0.276, interpersonal relationship 0.661, social responsibility 0.209 and problem solving 0.506 respectively are greater than 0.05. Therefore, we do not reject H0 and conclude that dominating conflict management strategy of teachers is insignificant and positively correlated with independence, negative correlated with interpersonal relationships and positively correlated with social responsibility while negative correlated with problem solving intelligence of students.

CONCLUSION

On the basis of findings it is concluded that conflict management strategies and emotional intelligence are insignificantly related to each other.

RECOMMENDATIONS

Following recommendations are made under the light of the findings of the collected data of the study:

1. Emotional intelligence is a social construct and responsibility of teachers as well by dealing their students in a good manner to present their personality as a social model. So the teachers shoul relize that the way in which they deal of behave with their students can have a deep impact on their personality. So teachers need to be emotionally intelligent with the students have individual differences.

2. Emotional intelligence and social intelligence go side by side. It should be the focus of teachers to par special attention on emotional as well as social intelligence of their students in order to make them a productive member of the society.

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