CORRELATION BETWEEN CONFLICT MANAGEMENT & EMOTIONAL INTELLIGENCE AMONG UNIVERSITY STUDENTS

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Abstract
Objectives of this study was to inquire the relationship between conflict management & emotional intelligence among the students at post graduate level. The quantitative correlation-descriptive research design was used for this investigation. The research sample for this study was consisted on postgraduate students from two campuses of the University of Education. One standard (self-made) questionnaire for emotional intelligence and conflict resolution techniques. The questionnaire has a total of 29 items. Inferential statistics (Pearson correlation and one-sample t-test) were employed to analyze the data. To provide answers to the study questions, the analysis of the data was centered on accepting or rejecting the hypotheses. The findings support some alternative hypotheses, and some null hypotheses.
Key words: *conflict management, emotional intelligence, post graduate level*

INTRODUCTION

In recent decades, researchers have found many factors that are contributed by intelligence to human success. Although, this point that a high IQ ensures success in human life has a lot of exceptions. In fact, in the best situation, intelligence and talent can contribute 20% to one's success, and the rest (80%) depends on other factors (Chen & Phillips, 2019). One of these factors or features that have attracted researcher concerns in recent decades is emotional intelligence, which is defined as follows: checking feelings, understanding the feelings of others, and using the feelings' knowledge to guide thoughts and known actions (Collado-Soler et al., 2023).

Conflicts may also supply an possibility to better belief, empower in-person social relation, and assure advanced execution Conflict is an evident attempt among at least two individualist when one of them feeling that deficiency of skillfulness, mental object mutual exclusiveness, and intervention with another hinder their destination accomplishment (Gómez-Lea et al., 2022).

The term "emotional intelligence" (EI) defines the capability to recognise, bring off, and evaluate feeling. According to some researchers, emotional intelligence can be developed and enhanced, while others claim that it is a natural trait (Tajpreet & Maheshwari, 2015).

An important element that determines success in life is emotional intelligence. It appears to be a significant factor in determining how people engage with their workplace. This idea clarifies the role that emotions and feelings have in human capacities. An individual's capacity to handle environmental obstacles is increased by their emotional competency, which in turn improves their mental health. Not only can emotional intelligence improve thinking, but it also makes it easier to be conscious of one's moods and emotions. Balancing loves and emotions, it also improves emotions in addition to intelligence. An effective relationship with others can be maintained when a person has high emotional intelligence.

The power to efficaciously pull off conflict is a ability that is frequently mentioned in studies on emotional intelligence. Constructive conflict management and emotional intelligence were positively correlated, however, the association was higher among followers than among leaders (Gómez-Lea et al., 2022). These discrepancies in the results suggested that more research was necessary to determine how particular leadership attributes relate to emotional intelligence (Schlaerth, Ensari, & Christian, 2013).

SIGNIFICANCE OF THE STUDY

Since 1990, the management literature has been introducing the idea of emotional intelligence. The role of feeling and emotion in human capacities is explained by this idea. An individual's capability to control his or her emotions enhances his or her ability to deal with environmental difficulties, which in turn enhances his or her mental health. Emotional intelligence and spirituality have a lot to do with one another. Conflict is characterized as an issue between one, two, or more persons who have divergent needs, opinions, viewpoints, beliefs, values, and objectives. As a result, conflict can produce both productive and ineffective outcomes. Anywhere a conflict may be located along this continuum, it will always have an impact on organizational life. This quantitative, explanatory correlational research study's goal is to identify university students who are emotionally intelligent and more successful in connection to their mission and values.

STATEMENT OF THE PROBLEM

The purpose of this study was to gain insight into how post-graduate students' emotional intelligence and conflict management skills relate to one another. Conflict is a visible dispute between at least two people, and emotional intelligence is the capacity to recognize, regulate, and assess emotions.

OBJECTIVES OF THE STUDY

The objectives of the study was to inquire the relationship between conflict management & emotional intelligence among the students at post graduate level.

Hypothesis

The null hypothesis of the study were:

- HO1: There is no significant difference between views of arts and science learners regarding emotional intelligence.
- HO2: There is no significant difference between views of arts and science learners regarding conflict management.
- HO3: There is no correlation between conflict management and emotional intelligence among university learners.

LITERATURE REVIEW

Emotion is a kind of internal reaction toward other people or outside phenomena. Paul Ekman has advocated for the idea that emotions are separate, measurable, and biologically different for more than 40 years. Ekman's most significant research focused on the observation that some emotions appeared to be universally understood, even in preliterate societies where it was unable to acquire correlations between facial expressions and media (Collado-Soler et al., 2023). When participants twisted their facial muscles into different facial expressions, a famous study discovered that. They described irrational and physiological reactions that corresponded to the various facial expressions. According to his studies, there are six essential emotions: anger, disgust, fear, happiness, sadness, and surprise (Stein & Deonarine, 2015).

Knowing one's feelings and employing them appropriately, inspiring oneself and others, and managing relationships by displaying empathy and connecting with one another effortlessly are all examples of emotional intelligence (Sharon & Grinberg, 2018). The five pillars of emotional intelligence, according to Goleman (2013), are self-awareness, self-regulation, social skills, motivation, and empathy.

According to Thomas (2008), a conflict is an opinion difference between individuals or groups that results from disparities in attitudes, beliefs, values, or needs. As a result, there is no universally applicable or non-exhaustive definition of conflict. When there are divergent ways of thinking, conflict arises. Conflict is a visible fight between at least two people when one of them believes that the other person's interference, lack of resources, or incompatibility of goals prevents them from achieving their own (Labrague & McEnroe-Petitte, 2017).

Collado-Soler and his co-author used the definition of conflict management styles in their study from 2023 on the connection between emotional intelligence and conflict management techniques. The approaches are obliging, integrating, avoiding, dominating, and compromising. This term is comparable to Chen & Phillips' definition from 2019, which states that the dimension of the problem-solving style they cited in their paper was integration variety minus avoiding, whereas the attribute of negotiating is dominant variety minus obliging. Numerous research findings revealed that students' intelligence was strongly correlated with their classmates' usage of integrating, flexible, and dominant strategies for addressing conflict, with emotional intelligence being the best predictor of these styles.

RESEARCH METHODOLOGY

This study's methodology was a quantitative correlation-descriptive study. The optimal method for testing the null and alternative (research) hypotheses was a descriptive correlational design (Bloomfield & Fisher, 2019).

The research sample for this study was made up of postgraduate students from two campuses of the University of Education. There were over 500 pupils in the sample. The sample is further divided into two groups in the education department: science students and art students. Data were collected from a proportionately representative sample of BS-Education students majoring in the arts and sciences for this investigation. Hence, every individualist in the given population have an equalized and independent chance of being chosen for the sample in a basic random sample (Gay; Mills & Airasian 2012).

Data collection

One standard (self-made) questionnaire for emotional intelligence and conflict resolution techniques. The questionnaire has a total of 29 items. Items 1 through 15 deal with emotional intelligence, and items 16 through 29 with conflict management. Through pilot testing, the questionnaire's reliability and validity were evaluated. In this study, university professors validated the questionnaire's content validity, and reliable results with a suitable Cronbach's alpha coefficient of 0.947 were obtained. The scale employed in the study is reliable if the reliability coefficient is more than 0.70 (Bloomfield & Fisher, 2019).

Reliability Statistics

Cronbach's Alpha	N of Items
.947	29

Data Analysis & Findings

Inferential statistics (Pearson correlation and one-sample t-test) were employed to analyze the data. According to Gay; Mills & Airasian (2012), correlation coefficients, which can be either positive or negative, fall within the range of 1.00 to +1.00. The significance alpha level for all statistical tests is 0.05. SPSS statistical software was used to compute and analyze the data.

Table 1: Comparison of Perception of the student's satisfaction' on the Basis of science and arts students regarding emotional intelligence.

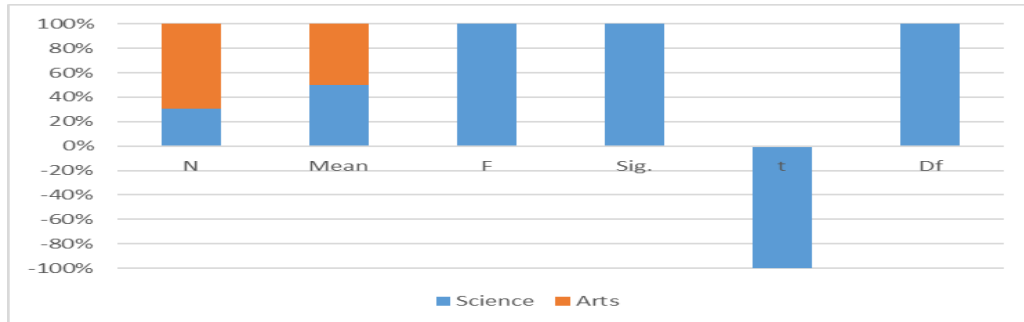| Categories	N	Mean	F	Sig.	t	Df
Science	152	4.0754	1.912	.251	-1.150	498
Arts	348	4.1316				

Table 1 shows that the t-value (-1.150) is significant at the 0.05 level of significance (p=.251). Accordingly, it is determined that there is a significant difference in how science and arts students perceived the relationship between emotional intelligence and conflict management.

Table 2: Comparison of Perception of the student's satisfaction' on the Basis of science and arts students regarding conflict management.

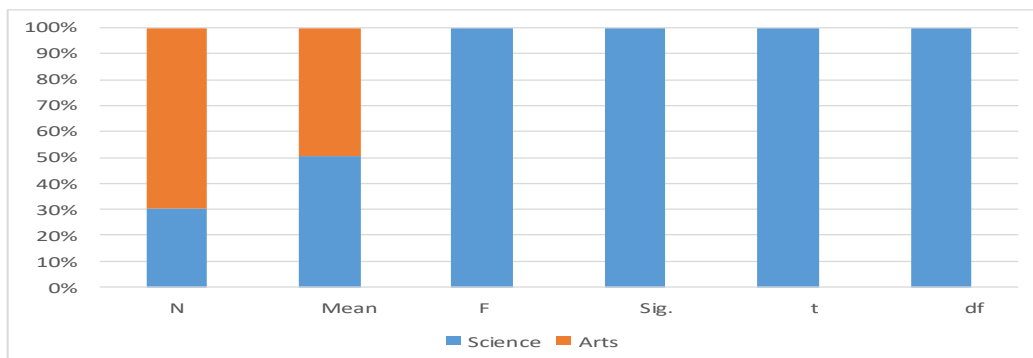| Categories	N	Mean	F	Sig.	t	df
Science	152	4.1184	3.831	.024	.033	498
Arts	348	4.0177				

Table 2 shows that at the 0.05 level of significance, the t-value (.033) is not significant (p =.024). Accordingly, it is determined that there is a significant difference in how science and arts students perceived the relationship between emotional intelligence and conflict management.

Table 3: Correlation *between emotional intelligence and conflict management among students.*

Correlations			EI	CM
Emotional Intelligence	Pearson Correlation		1	.635**
	Sig. (2-tailed)			.000
	N		500	500
Conflict Management	Pearson Correlation		.635**	1
	Sig. (2-tailed)		.000	
	N		500	500

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

The correlation was assessed among students at the post-graduate level to see if there was a statistically significant relationship between emotional intelligence and conflict management. Thus, r_s (500) =.635**, p = 0.000, was determined using the Spearman rho statistics. Their strong positive correlation has a significant value of 0.01.

DISCUSSION

According to the first null hypothesis, there is not a significant distinction between how students in the arts and sciences perceive their emotional intelligence. The null hypothesis was rejected since the results were as anticipated. The independent sample t-test compares the perception of student happiness with emotional intelligence among students majoring in the arts and sciences, as shown in Table 1.

Table 1 shows that the t-value (-1.150) is significant at the 0.05 level of significance (p =.251). The literature review included the most references to Goleman's theoretical EI model. The self-awareness, social awareness, self-management, and relationship management components of the EI framework were described by Goleman (2013). Many healthcare organizations have taken into account EI in hiring and staff development since researchers have linked high team EI scores with organizational success (Gómez-Lea et al., 2022).

The second null hypothesis claimed that there is not a significant distinction in how students in the arts and sciences view conflict resolution. The null hypothesis was accepted because the results were not what was anticipated. The independent sample t-test compares the perception of student satisfaction with conflict management among students in the sciences and the arts, as shown in Table 2. Table 4.38 shows that at the 0.05 level of significance, the t-value (.033) is not significant (p =.024).

The response to the other party in a conflict situation is referred to as the conflict management style. Employees need to learn how to use various conflict management approaches in a variety of contexts for effective conflict management in organisations. The five techniques for resolving problems in advance of negotiation, according to Labrague & McEnroe-Petitte (2017), are integrating, obliging, compromising, avoiding, and dominating.

According to the third null hypothesis, there is no connection between student conflict management and emotional intelligence. The null hypothesis was rejected since the results were as anticipated. The spearman rho statistic was calculated, and the results are shown in table 3: r_s (500) =.635**, p = 0.000. Their strong positive correlation has a significant value of 0.01.

CONCLUSION

The researchers emphasize a few conclusions based on the statistical analysis used throughout the research endeavor to summaries the findings: To provide answers to the study questions, the analysis of the data was centered on accepting or rejecting the hypotheses. The findings support some alternative hypotheses, and some null hypotheses. Contrary to these results, the literature analysis for this study offered strong evidence in favor of the benefits that qualities associated with emotional intelligence may have for college students. Conflict management and emotional intelligence are significantly and favorably related. This implies that the use of this form of conflict management method is less common with the greater one's emotional intelligence. Experts with high emotional intelligence cannot be oblivious to their employees' feelings, hence they should never utilize conflict management avoidance techniques. However, involved coming up with a workable solution for all parties.

RECOMMENDATIONS

Several recommendations must be made for ongoing improvement based on the statistical findings and the researcher's observations.

● Educating pupils about the value of emotional intelligence and steering them in a direction that will place this skill on the level with IQ.

● Emotional Intelligence is an area, which should be given much attention in Pakistan for the successful educational system.

● Students should know about the conflicts of study which are disturb them to manage their grades.

● Emotional intelligence is considered as a vital tool for success. So its components should be taught to the students.

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