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## **The Relationship between Emotional Intelligence and Conflict Management with Reference to Higher Education Sector in Nepal**

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### **ABSTRACT**

Emotional Intelligence has turned out to be a very provocative subject for the previous few years. Numerous prerogatives have been made regarding the influence of this concept to make someone successful or unsuccessful, especially at workplace. It is often measured to be a cure-all elucidation by Business Firms. This study explores all the five styles of emotional intelligence in higher education section in Kathmandu Valley. Moreover, the study found that the entities high in emotional intelligence are persuaded to conflict management. Further, it recognized the importance of emotional intelligence and productive and disparaging conflict management styles. Emotional intelligence has its connection to the recognition of conflict formation and its influence on the selection of conflict management approaches.

**Keywords:** Emotional Intelligence, conflict management style, Kathmandu valley

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### **INTRODUCTION**

Emotional Intelligence has developed as a contentious theme for the previous years. Uncountable prerogatives have been made concerning the influence of this construct to mark somebody successful or unsuccessful, particularly at workstation. It is often well-thought-out to be a solution by organisation. These puzzling prospects and entitlements weaken the scientific value of this concept and researchers have often raised their speeches in contradiction of the life of such a construct. A somewhat astute track to found the usefulness of EI would be to transmit it to some of the basic, related and much pertinent variables, which are recognized to contribute to a great degree to make someone fruitful or unproductive at work and relationships. Few of these factors are conflict, Work-Family Role, Quality of Work Life, Happiness. Few research has been done on this topic, as to scrutinize the influence of emotional intelligence on conflict management. Preceding studies have accessible a vital base for the study concerning the moments of emotions on conflict management; however, they have not spoken the specific lines that people are more prospective to use when provoked with conflict. Other readings have discovered limited, only two - three emotional intelligence. Present study reconnoiters all the five styles of EI. Furthermore, the study purposes to find out the inclination of individual in emotional intelligence and conflict management styles i.e. relationship between EI and conflict management styles. Additional, it goals to identify the vital of emotional intelligence and positive and negative conflict management styles. Exploring these relationships will prove to be a great contribution to the existing body of knowledge by revealing important findings in the study.

The study particularly concentrations on the individual emotional intelligence abilities to manage a conflict as emotions play a key role in effecting behavior in general (Weiner, 1992) and negotiation behavior in particular (Barry & Oliver, 1996). Emotional intelligence shall be analyzed for its assembly to the gratitude of conflict creation and its effect on the assortment of conflict management approaches under dissimilar circumstances.

### **Objectives of the Study**

The following objectives have been proposed to attain the basic objectives.

1. To study the emotional intelligence in Nepalese higher education sectors in Kathmandu valley.
2. To analyze the conflict management styles and strategies of educational managers.
3. To see the relationship between emotional intelligence and conflict management in Nepalese higher education sector.

## **LITERATURE REVIEW- In Brief**

The conception of EI can be sketched back to Thorndike's (1920) concept of social intelligence, Wechsler's (1940) and Gardner's (1983) conceptualize personal intelligence proposition of non-intellective abilities. Though, EI was originally defined by Salovey and Mayer (1990). Subsequently, Goleman (1995) put effort to globally disseminate the concept of EI and as a consequence, recognizing its standing. In recent years the concept of EI has been progressive as providing superior understanding into organizational behavior (Mayer, Salovey & Caruso, 2000). Referring to Riggio and Reichard (2008), EI is a multidimensional concept, collection of different and rather dissimilar abilities from intelligence quotient. Emotional intelligence is just the other component that most leaders essential to have in order to realize higher performance in organizations. Employees who have high of emotional intelligence have smoother interactions with members of their work teams (Mayer et al, 2000a) and are able to accurately perceive, understand and appraise others' emotions and build supportive networks (Salovey, 1999). According to Goleman (2006) the components of EI are Social skills, Self-awareness, Self-regulation, Motivation and Empathy.

Similarly, conflict is a collective dilemma in which two or more individuals, families, societies or regions disagree with each other (Dzurgba, 2006). Interpersonal conflict comprises of two or more persons in divergence. Organizational conflict refers to a divergence amid or inside groups in an organization. Numerous researchers have engrossed on several factors such as conflict management techniques (Fillbeck & Smith, 1997), conflict and justice (Ohbuchi, Suzuki & Hayashi, 2001), conflict of interest and objectives (Vilaseca, 2002), styles of handling conflict Jehn, 1997; Jehn, Northcraft & Neale, 1999), theories of managing conflict (Rahim, 2002), and resolution strategies (Van de Vliert & Euwema, 1994). Conflict resolution is an alternate approach to handling conflicts. Five separate behavioral conflict management approaches are there viz., integrating, obliging, dominating, avoiding, and compromising.

### **Emotional Intelligence and Conflict Management**

In the study of Rahim's et al. (2002) self-awareness, self-regulation, motivation, empathy and social skills significantly correlated with each other conflict management styles. In the same study it was found that self-awareness is concomitant with self-regulation, empathy, and social skills positively. Self-regulation, empathy, social skills, empathy and social skills are positively related with motivation. In like manner, conflict management strategy, motivation is concomitant positively with problem solving strategy and bargaining strategy are negatively associated with each other. In the study of Lu and Zhao's (2006) found a positive relationship in between emotional intelligence and conflict management style. The study also showed that intelligence positively associated with the use of integrating, compromising, and dominating styles of conflict handling. Greater use of the integrating style of handling conflict, involves advanced stages of anxiety for self and others was forecasted to be connected with higher EI scores. Social skills was associated with upper scores on the EI measure. Those who are more socially adept interact with others in ways that are mutually beneficial (Schutte, et al., 2001). Likewise, low EI scores are related with a dearth of cooperation.

## **RESEARCH METHODOLOGY**

### **Research Design**

This study used descriptive and analytical research design. Similarly, an analytical type of the research design is followed to test the relationship between Emotional intelligence and Conflict Management in Nepalese higher education sectors in Kathmandu valley.

### **Sample and Sampling Procedure**

Two hundred teachers working in the higher educational institutions under Tribhuvan, Purbanchal universities and higher secondary education board in Nepal has been taken as sample for this study. For the purpose of the study questionnaires have been distributed following judgmental sampling.

### **Data Collection**

Among the large number of population of organizations and individuals thirteen institutions and 200 individuals comprising of the lecturers and head of the organizations were distributed with the questionnaire. Out of the 200 questionnaires distributed, 156 were usable for the research purpose. Hence the rate of usable response was 78 %. The respondents share their opinion in the scales like highly disagree (1), disagree (2), neutral (3), agree (4) and highly agree (5) based questionnaire.

**Reliability**

To ascertain statistical reliability of the responses, the value of Cronbach’s Alpha was found to be 0.948 with 26 numbers of items.

**DATA PRESENTATION AND ANALYSIS**

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According to the results presented in table 1, the mean value obtained for statement, “He/she knows how feeling impact own performance” was 4.01. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 20.32%. The mean value obtained for statement, “He/she recognizes the situations that arouse own emotions” was 3.69. It means that the respondents were agreed the statement. The variability in the responses of the respondents was 26.80%. The mean value obtained for the statement, “He/she expresses own feelings” was 3.53. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 30.43%. The mean value was computed in regard to the statement; “He/she has sense of humor about oneself” was 3.63. It means that the respondents agreed the statement. The variability in the responses of the respondents was 29.90%. The statement, “He/she asks questions to understand another person” was agreed by the respondents. The computed mean value for the responses received was 3.77. The variability in the responses of the respondents was 29.95%. Summing above, all the respondents were agreeing for the last statement related with Self-Awareness, respondents were neutral.

**Table1.** Mean, Standard Deviation and Coefficient of Variation of Respondents in Regard to Self-Awareness

S.N.	Particulars	Mean	S.D.	C.V.
1.	He/she knows how feeling impact own performance.	4.01	0.815	20.32
2.	He/she recognize the situations that arouse own emotions.	3.69	0.989	26.80
3.	He/she expresses own feelings.	3.53	1.074	30.43
4.	He/she has sense of humor about oneself.	3.63	1.085	29.90
5.	He/she asks questions to understand another person.	3.77	1.129	29.95

As shown in the table 2, the mean value obtained for statement, “He/she accurately reads people’s moods, feeling on nonverbal cause” was 3.33. It means that the respondents were agreed in the statement. The variability in the responses of the respondents was 38.05%. The mean value obtained for statement, “He/she understands the underlying cause for someone’s feelings, behavior or concerns” was 3.65. It means that the respondents agreed the statement. The variability in the responses of the respondents was 31.53%. The statement, “He/she demonstrates on ability to see things from someone else’s perspective” was agreed by the respondents. The mean value computed for the responses received was 3.57. The variability in the responses of the respondents was 33.84%. In conclusion, the respondents in the higher educational institutions agreed all the statements included in the Social-Awareness behaviors.

**Table2.** Mean Standard Deviation and Coefficient of Variation in Regard to the Social-Awareness

S.N.	Particulars	Mean	S.D.	C.V.
1	He/she accurately reads people’s moods, feeling on nonverbal cause.	3.33	1.267	38.05
2	He/she understands the underlying cause for someone’s feelings, behavior or concerns.	3.65	1.151	31.53
3	He/she demonstrates on ability to see things from someone else’s perspective.	3.57	1.208	33.84

As shown in the table 3, the mean value obtained for statement, “He/she resists the impulse (strong desired) to act immediately” was 3.83. It means that the respondents agreed the statement. The variability in the responses of the respondents was 29.37%.The statement; “He/she behaves calmly in stressful situation” was agreed by the respondents. The corresponding mean value computed for the responses was 3.53. The variability in the responses of the respondents was 28.13%. The mean value calculated for the statement, “He/she stays composed and positive even in trying (difficult) moments” was 3.56. It means that the respondents agreed the statement. The variability in the responses of the respondents was 29.70%.The mean value was found for statement, “He/she is not defensive in receiving new information or perspectives about oneself” was 3.67. According to mean value the respondents agreeing the statement. The variability in the responses of the respondents was 28.09%. Summing above, the minimum mean value was 3.53 and maximum mean value was 3.83. It means that the maximum respondents show their agreement with the statements related to Self-Management.

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**Table3.** Mean Standard Deviation and Coefficient of Variation of the Self-Management

S.N.	Particulars	Mean	S.D.	C.V.
1.	He/she resists the impulse (strong desired) to act immediately.	3.83	1.125	29.37
2.	He/she behaves calmly in stressful situation..	3.53	0.993	28.13
3.	He/she stays composed and positive even in trying (difficult) moments.	3.56	1.042	29.70
4.	He/she is not defensive in receiving new information or perspectives about oneself.	3.67	1.031	28.09

As shown in the table 4, the mean value obtained for the statement, “He/she convinces by appealing to peoples self-interest” was 3.63. It means that the respondents agreed the statement. The variability in the responses of the respondents was 26.78%. The statement, “He/she builds team spirit by creating symbols of identity and pride” was agreed by the respondents. The representing mean value in this regard was 4.02. The variability in the responses of the respondents was 26.57%. The mean value obtained for statement, “He/she inspires others to action by articulating a compelling mission or vision” was 3.78. It means that the respondents agreed the statement. The variability in the responses of the respondents was 25.61%.The calculated mean value for the statement; “He/she actively promotes a friendly climate environment” was 3.56. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 29.80%. Summing above, the minimum mean value was 3.56 and maximum mean value was 4.02. It means that the maximum respondents agreed the statements related to Relationship Management.

**Table4.** Mean Standard Deviation and Coefficient of Variation of the Relationship Management

S.N.	Particulars	Mean	S.D.	C.V.
1.	He/she Convinces by appealing to peoples self-interest.	3.63	0.972	26.78
2.	He/she builds team spirit by creating symbols of identity and pride.	4.02	1.068	26.57
3.	He/she inspires others to action by articulating a compelling mission or vision.	3.78	0.968	25.61
4.	He/she actively promotes a friendly climate / environment.	3.56	1.061	29.80

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As shown in the table 5, the mean value obtained for statement I am usually firm in pursuing my goals” was 3.86. It means that the respondents agreed the statement. The variability in the responses of the respondents was 23.63%. The statement, “In approaching negotiations, I try to be considerate of the other person’s wishes” was agreed by the respondents. The presenting mean value was 3.94. The variability in the responses of the respondents was 22.99%. The mean value calculated for statement, “I give up some points in exchange for others" was 3.84. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 23.57%. The mean value found for statement, “I feel that differences are not always worth worrying about” was 3.56. It means that the respondents agreed the statement. The variability in the responses of the respondents was 28.76%. The statement, “I try to find a position that is intermediate between his/her and mine” was agreed by the respondents. The corresponding mean value was 3.75. The variability in the responses of the respondents was 28.03%. The mean value for statement, “I try to win my position” was 3.94. It means that the respondents agreed the statement. The variability in the responses of the respondents was 25.51%. The mean value found for the statement, “I try to show the logic and benefits of my positions” was 3.85. It means that the respondents were agreeing the statement. The variability in the responses of the respondents was 24.88%. The mean value was found for the statement, “I always lean toward a direct discussion of the problem” was 4.09. It means that the respondents were agreed in this statement. The variability in the responses of the respondents was 23.47%. The statement, “I try to find a fair combination of gains and losses for both of us.” was agreed by the respondents. The representing mean value was 3.88. The variability in the responses of the respondents was 23.97%. The mean value for the statement, “I attempt to immediately work through our differences” was 3.75. It means that the respondents were agreed in this statement. The variability in the responses of the respondents was 26.51%. Summing above, the minimum mean value was 3.56 and maximum mean value was 4.09. It means that the maximum respondents agreed the statements related to Conflict Management.

**Table5.** Mean Standard Deviation and Coefficient of Variation in regard to the Conflict Management

S.N.	Particulars	Mean	S.D.	C.V.
1.	I am usually firm in pursuing my goals.	3.86	0.912	23.63
2.	In approaching negotiations, I try to be considerate of the other person’s wishes.	3.94	0.906	22.99
3.	I give up some points in exchange for others.	3.84	0.905	23.57

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4.	I feel that differences are not always worth worrying about.	3.56	1.024	28.76
5.	I try to find a position that is intermediate between his/her and mine.	3.75	1.051	28.03
6.	I try to win my position.	3.94	1.005	25.51
7.	I try to show the logic and benefits of my positions.	3.85	0.958	24.88
8	I always lean toward a direct discussion of the problem.	4.09	0.960	23.47
9.	I try to find a fair combination of gains and losses for both of us.	3.88	0.930	23.97
10.	I attempt to immediately work through our differences.	3.75	0.994	26.51

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According to the table above, the Karl Pearson's coefficient of correlation value between Self-Awareness and Social-Awareness was 0.285. It indicates that both types of leadership have low degree of positive correlation which means both Emotional intelligence styles have slight relationship. Correlation value 0.285 was significant at the 0.01 level (2-tailed). The Karl Pearson's coefficient of correlation value between Self-Awareness and Self-Management was 0.296. It indicates that Self-Awareness and Self-Management was having low degree of positive correlation which means both factors have slight relationship. Correlation value 0.296 was significant at the 0.01 level (2-tailed). It was found that the Karl Pearson's coefficient of correlation value between Self-Awareness and Relationship Management was 0.225. It indicates that Self-Awareness and Relationship Management have low degree of positive correlation which means both factors have slight relationship. Correlation value 0.225 was significant at the 0.01 level (2-tailed). The calculation shows that the Karl Pearson's coefficient of correlation value between Self-Awareness and Conflict Management was 0.119. It indicates that Self-Awareness and Conflict Management have low degree of positive correlation which means both factors have slight relationship. The calculated Karl Pearson's coefficient of correlation value Social-Awareness and Self-Management was 0.677. It indicates that Social-Awareness and Self-Management have moderate degree of positive correlation. Correlation value 0.677 was significant at the 0.01 level (2-tailed). The Table 6 shows that the Karl Pearson's coefficient of correlation value between Social-Awareness and Relationship Management was 0.511. It indicates that Social-Awareness and Relationship Management have moderate degree of positive correlation. Correlation value 0.511 was significant at the 0.01 level (2-tailed). Table 6 indicates that the Karl Pearson's coefficient of correlation value between Social-Awareness and Conflict Management was 0.362. It indicates that Social-Awareness and Conflict Management have low degree of positive correlation. Correlation value 0.362 was significant at the 0.01 level (2-tailed). The Karl Pearson's coefficient of correlation value relating to between Relationship Management and Self-Management was 0.796. It indicates between Relationship Management and Self-Management has high degree of positive correlation. Correlation value 0.796 was significant at the 0.01 level (2-tailed). The Karl Pearson's coefficient of correlation value between Self-Management and Conflict Management was 0.522. It indicates that Self-Management and Conflict Management have moderate degree of positive correlation which. Correlation value 0.522 was significant at the 0.01 level (2-tailed). The Karl Pearson's coefficient of correlation value between Relationship Management and Conflict Management was 0.679. It indicates that Relationship Management and Conflict Management have moderate degree of positive correlation. Correlation value 0.679 was significant at the 0.01 level (2-tailed).

**Table 6.** Karl Pearson's Correlation Coefficient

		Self-Awareness	Social-Awareness	Self-Management	Relationship Management	Conflict Management
Self-Awareness	Pearson Correlation	1				
	Sig. (2-tailed)					
Social-Awareness	Pearson Correlation	0.285(**)	1			
	Sig. (2-tailed)	0.000				
Self-Management	Pearson Correlation	0.296(**)	0.677(**)	1		
	Sig. (2-tailed)	0.000	0.000			
Relationship Management	Pearson Correlation	0.225(**)	0.511(**)	0.796(**)	1	
	Sig. (2-tailed)	0.005	0.000	0.000		
Conflict Management	Pearson Correlation	0.119(**)	0.362(**)	0.522(**)	0.679(**)	1
	Sig. (2-tailed)	0.140	0.000	0.000	0.000	

N=156

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

## Impact of Emotional Intelligence towards Conflict Management Nepalese Higher Education Sectors

Regression coefficient of Emotional Intelligence and Conflict Management value was 0.626 to 0.773 which shows the rate of change in Emotional Intelligence with the change in one unit of Conflict Management. Correlation and multiple regression results indicate that high EI had a positive impact on Conflict Management. The approach towards five distinguishing conflict styles seems to be different among various people. The findings of this study revealed that Self-awareness has an impact of 65.9%, Self-regulation has an impact of 62.6%, Motivation has an impact of 77.3%, Empathy has an impact of 63.5% and Social skills has an impact of 71.4% over Conflict management. The detail regression coefficient and significance level can be seen at table 7.

**Table7.** Multiple Regressions Emotional Intelligence and Conflict Management

Description	P-value	R square
Self-awareness and Conflict Management	0.017	0.659
Self-regulation and Conflict Management	0.013	0.626
Motivation and Conflict Management	0.015	0.773
Empathy and Conflict Management	0.012	0.635
Social skills and Conflict Management	0.011	0.714

## DISCUSSION AND CONCLUSION

The results from these survey showed that there is a relationship between the emotional intelligence and conflict management style higher education sector in Nepal. Higher education is the professional education that teaches the students to enable them to perform the duty in a professional way. Higher education enables them to enhance the leadership capacity to lead the organization. Self-awareness, self-regulation, motivation, empathy and social skills as the component of emotional intelligence are significantly correlated with each other. This finding supports Rahim's et al. (2002) and Goleman (1999). Similarly, the higher education institutions have Conflict Management which can be persuaded from the result. The correlation analysis shows that there is significant positive relationship between the Emotional Intelligence and Conflict Management. This finding is also supporting to the study of Lu and Zhao's (2006) Schutte, et al., (2001) and Rahim's et al. (2002). The result shows that EI was significant predictor of overall Conflict Management. The result revealed that Conflict Management is pointedly correlated with all five variables of emotional intelligence. Results from multiple regression analysis showed that there were significant impact of emotional intelligence over conflict management styles that is integrating and compromising for the teachers in the college. Likewise, the highest impact of motivation followed by social skills and self-awareness can be seen as top three emotional intelligence component over conflict management, whereas in Lu and Zhao's (2006) highest ratings on empathy but the lowest on self-regulation can be seen.

Finally in conclusion, Nepalese higher education sector there is an existence of emotional existence with a relationship with the style of conflict management. Emotional intelligence is the element that leaders essential to have in command to attain upper enactment in organizations.

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