

# Relationship between Emotional Intelligence and Conflict Resolution Ability of Secondary School Students

<sup>1</sup>Mittal Archana and <sup>2</sup>Pachauri Suresh Chandra

<sup>1</sup>Researcher, College of Education, Shri Guru Ram Rai University, Dehradun, Uttarakhand, India

<sup>2</sup>Professor, College of Education, Shri Guru Ram Rai University, Dehradun, Uttarakhand, India

---

## ARTICLE DETAILS

### Article History

Published Online: 25 May 2019

### Keywords

Emotional Intelligence, Conflict Resolution Ability, Secondary School Students.

---

## ABSTRACT

Emotional intelligence is the ability of an individual to identify, understand, perceive and control the emotions. This enables an individual to have knowledge about his own emotions as well as the emotions of others. Emotional intelligence can help an individual to manage his feeling and emotions. All this aids an individual to face the challenges and to deal with the conflicts of life. Emotional intelligence may affect the use of different modes of conflict resolutions also. With this view, an attempt was made to study the relationship between emotional intelligence and conflict resolution ability of secondary school students. The objective of the study was to find out the relationship between emotional intelligence and five types of conflict resolution abilities i.e. competing, accommodating, avoiding, collaborating and compromising of secondary school students of government and non-government schools. Survey method was employed in the present study. A random sample of 960 students of government and non-government secondary schools of district Haridwar was selected for the study. Emotional Intelligence Inventory developed by S.K. Mangal and ShubhraMangal and Conflict Resolution Ability Scale developed by P. Srivastava, P. Kumar and A. Mittal was used for data collection. Data was analysed through Pearson Coefficient of Correlation. The findings revealed a significant and positive correlation of all the four dimensions of emotional intelligence i.e. intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management with all the five modes of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising. Different pattern of preferences was observed among the students of government and non-government secondary schools. Secondary school students who had high emotional intelligence preferred to use avoiding mode most but tend to use competing mode of conflict resolution least. On the contrary, secondary school students of government schools who possessed high emotional intelligence preferred to use compromising mode most but used accommodating mode of conflict resolution least. It was found that secondary school students of non-government schools who had high emotional intelligence used accommodating mode most, but used competing mode of conflict resolution least.

---

## 1. Introduction

Emotional intelligence is that ability of the individual which helps him to identify, and control the emotions of oneself and of the others. It enables an individual to recognize feelings and manage emotions. In the words of **Mayer & Salovey (1997)**, *“Emotional intelligence is the “the capacity to reason about emotional and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth”*. Individual with high level of emotional intelligence are balanced, adjusted and have integrated personality. Emotional intelligence assists an individual to cope up the problems of life and to resolute the conflicts in a constructive manner.

Conflict is an integral part of human life. Everyone has to deal with the conflict of the life with the different ways of conflict resolutions. These are termed as conflict resolution

styles and abilities. Conflict resolution abilities are those skills that enable a person to successfully resolve a conflict. It is the process of limiting the negative aspects of conflicts while increasing the positive aspects of conflict. Individuals respond to the conflicts in many ways. **Thomas-Kilmann (1974)** stated five modes of conflict resolution ability, which are: competing, avoiding, accommodating, compromising, and collaborating. The use of different abilities of conflict resolution depends on many factors and emotional intelligence may be a significant factor to predict the use of a particular mode of conflict resolution. Several researchers (**Sorenson, Hawkins, & Sorenson, 1995, Jordan & Torth, 2004, Yu, Ron, June, & Sardesai, 2006, Abbasi, Hamidi, & Khabiri, 2010, Shahtalebi & Pardakhtchi, 2010**) mentioned the role of emotional intelligence in the adaptation of a specific ability to resolute the conflicts. On the basis of the above factors, a need was felt to investigate the relationship between emotional intelligence and conflict resolution ability of secondary school students. Therefore, the present study was taken in hand.

**2. Statement of the Problem**

**“Relationship between Emotional Intelligence and Conflict Resolution Ability of Secondary School Students”**

**3. Objectives of the Study**

The objectives of the present study are as follows:

1. To investigate the relationship between emotional intelligence and conflict resolution ability of secondary school students.
2. To investigate the relationship between emotional intelligence and conflict resolution ability of secondary school students of government schools.
3. To investigate the relationship between emotional intelligence and conflict resolution ability of secondary school students of non-government schools.

**4. Hypotheses of the Study**

Hypotheses in the null form have been formulated, which are as follows:

1. There will be no significant relationship between emotional intelligence and conflict resolution ability of secondary school students.
2. There will be no significant relationship between emotional intelligence and conflict resolution ability of secondary school students of government schools.
3. There will be no significant relationship between emotional intelligence and conflict resolution ability of secondary school students of non-government schools.

**5. Research Methodology**

Research methodology of the present study has been presented under the following points:-

**• Research Design**

Quantitative research design has been used in the present study.

**• Research Method**

In the present study, survey method has been used to determine the relationship between emotional intelligence and conflict resolution ability of the students.

**• Sample and Sampling Techniques**

Stratified random sampling technique has been used to select the representative sample for the present study. A sample of 960 secondary school students was selected from the government and non-government secondary schools of district Haridwar. The sample included 480 students of government secondary schools and 480 students of non-government secondary schools.

**• Variables**

The present study involved two types of variables:

- (a) Emotional intelligence is the independent variable of the study.
- (b) Conflict resolution ability is the dependent variable of the present study.

**• Research Tools**

Following tools have been used in the present study:

**(a) Emotional Intelligence Inventory:** Emotional Intelligence Inventory is developed by S.K. Mangal and ShubhraMangal. This inventory consists of 100 statements. Emotional Intelligence Inventory has four dimensions, which are: (a) Intra-personal awareness (INTRA PA), (b) Inter-personal awareness (INTER PA), (c) Intra-personal management (INTRA PM), (d) Inter-personal management (INTER PM).

**(b) Conflict Resolution Ability Scale:** Conflict Resolution Ability Scale is developed by P. Srivastava, P. Kumar and A. Mittal. This scale contains 30 items. Five modes of conflict resolution (CRA) have been included in the scale, which are: (a) Competing (COM), (b) Accommodating (ACC), (c) Avoiding (AVO), (d) Collaborating (COLL), and (e) Compromising (COG).

**• Statistical Techniques**

For the analysis of the data Pearson Coefficient of Correlation has been used.

**6. Analysis and Interpretation of Data**

**Table – 1**  
**Correlation Matrix of Emotional Intelligence and Conflict resolution Ability of Secondary School Students**

Emotional Intelligence and its Dimensions	df	Conflict Resolution Ability and its Different Modes					
		COM	ACC	AVO	COLL	COG	CRA
INTRA PA	958	0.314**	0.335**	0.355**	0.353**	0.351**	0.471**
INTER PA	958	0.307**	0.317**	0.331**	0.358**	0.348**	0.458**
INTRA PM	958	0.273**	0.322**	0.329**	0.320**	0.341**	0.438**
INTER PM	958	0.280**	0.297**	0.357**	0.318**	0.328**	0.435**
EI	958	0.383**	0.414**	0.447**	0.441**	0.446**	0.588**

\*\* = Significant at 0.01 Level of Significance.

The table no 1 shows the coefficients of correlation between emotional intelligence and conflict resolution ability of secondary school students. The table shows that at df 958 the coefficients of correlation of intra-personal awareness with five

abilities of conflict resolution i.e. competing (r = 0.314), accommodating (r = 0.335), avoiding (r = 0.355), collaborating (r = 0.353), compromising (r = 0.351) as well as composite score of conflict resolution ability (r = 0.471) have been found

significant at 0.01 level of significance. These r-values indicate that intra-personal awareness has positive and low relationship with five abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising. It reveals that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution increases slightly with the increase in the intra-personal awareness of secondary school students. These r-values indicate that secondary school students having high awareness of their own emotions are likely to use competing mode of conflict resolution most, which is followed by the use of collaborating, compromising and accommodating mode. Secondary school students having high awareness of their own emotions are likely to use avoiding mode of conflict resolution least. It is also clear from the above table that there is a positive and moderate relationship between intra-personal awareness and conflict resolution ability of the secondary school students. It shows that the use of conflict resolution abilities increases moderately with the increase in the intra-personal awareness of secondary school students.

The table shows that at df 958 the coefficients of correlation of inter-personal awareness with five abilities of conflict resolution i.e. competing ( $r = 0.307$ ), accommodating ( $r = 0.317$ ), avoiding ( $r = 0.331$ ), collaborating ( $r = 0.358$ ), compromising ( $r = 0.348$ ) as well as composite score of conflict resolution ability ( $r = 0.458$ ) have been found significant at 0.01 level of significance. These r-values show that inter-personal awareness has positive and low relationship with five abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising. It indicates that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution increases slightly with the increase in the inter-personal awareness of secondary school students. These r-values reveal that secondary school students having high awareness of the others' emotions are likely to use collaborating mode of conflict resolution most, which is followed by the use of compromising, avoiding and accommodating mode. Secondary school students having high awareness of others' emotions are likely to use competing mode of conflict resolution least. It is also clear from the above table that there is a positive and moderate relationship between inter-personal awareness and conflict resolution ability of the secondary school students. It shows that the use of conflict resolution abilities increases moderately with the increase in the inter-personal awareness of secondary school students.

The table shows that at df 958 the coefficients of correlation of intra-personal management with five abilities of conflict resolution i.e. competing ( $r = 0.273$ ), accommodating ( $r = 0.322$ ), avoiding ( $r = 0.329$ ), collaborating ( $r = 0.320$ ), compromising ( $r = 0.341$ ) as well as composite score of conflict resolution ability ( $r = 0.438$ ) have been found significant at 0.01 level of significance. These r-values indicate that intra-personal management has positive and low relationship with all the abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising. It reveals that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution increases slightly with the increase in the intra-personal management of secondary school students. These r-values indicate that secondary school students who can manage their own

emotions best are likely to use compromising mode of conflict resolution most, which is followed by the use of avoiding, accommodating and collaborating mode. Secondary school students having high management of their own emotions are likely to use competing mode of conflict resolution least. It is also clear from the above table that there is a positive and moderate relationship between intra-personal management and conflict resolution ability of the secondary school students. It shows that the use of conflict resolution abilities increases moderately with the increase in the intra-personal management of secondary school students.

The table no 1 shows that at df 958 the coefficients of correlation of inter-personal management with five abilities of conflict resolution i.e. competing ( $r = 0.280$ ), accommodating ( $r = 0.297$ ), avoiding ( $r = 0.357$ ), collaborating ( $r = 0.318$ ), compromising ( $r = 0.328$ ) as well as composite score of conflict resolution ability ( $r = 0.435$ ) have been found significant at 0.01 level of significance. These r-values indicate that inter-personal management has positive and low relationship with all the abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising. It shows that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution increases slightly with the increase in the inter-personal management of secondary school students. These r-values suggest that secondary school students who can manage the emotions of other people best are likely to use avoiding mode of conflict resolution most, which is followed by the use of compromising, collaborating and accommodating mode. Secondary school students who can manage the emotions of other people best are likely to use competing mode of conflict resolution least. It is also clear from the above table that there is a positive and moderate relationship between inter-personal management and conflict resolution ability of the secondary school students. It shows that the use of conflict resolution abilities increases moderately with the increase in the inter-personal management of secondary school students.

The table shows that at df 958 the coefficients of correlation of emotional intelligence with five abilities of conflict resolution i.e. competing ( $r = 0.383$ ), accommodating ( $r = 0.414$ ), avoiding ( $r = 0.447$ ), collaborating ( $r = 0.441$ ), compromising ( $r = 0.446$ ) as well as composite score of conflict resolution ability ( $r = 0.588$ ) have been found significant at 0.01 level of significance. These r-values indicate that emotional intelligence has positive and low relationship with competing mode of conflict resolution. It reveals that the use of competing mode of conflict resolution increases slightly with the increase in the emotional intelligence of secondary school students. It is clear from the above table that emotional intelligence has positive and moderate relationship with rest of the abilities of conflict resolution i.e. accommodating, avoiding, collaborating, compromising as well as composite score of conflict resolution ability. It reveals that the use of accommodating, avoiding, collaborating, compromising mode of conflict resolution as well as composite conflict resolution ability increases moderately with the increase in the emotional intelligence of secondary school students. These r-values indicate that secondary school students who have high emotional intelligence are likely to use avoiding mode of conflict resolution most, which is followed by the use of compromising, collaborating and accommodating mode. Secondary school students having high emotional

intelligence are likely to use competing mode of conflict resolution least.

On the basis of the above table it can be concluded that the null hypotheses “There will be no significant relationship

between emotional intelligence and conflict resolution ability of secondary school students” is rejected.

**Table – 2**  
**Correlation Matrix of Emotional Intelligence and Conflict resolution Ability of Secondary School Students of Government Schools**

Emotional Intelligence and its Dimensions	df	Conflict Resolution Ability and its Different Modes					
		COM	ACC	AVO	COLL	COG	CRA
INTRA PA	478	0.288**	0.217**	0.288**	0.309**	0.359**	0.413**
INTER PA	478	0.275**	0.219**	0.272**	0.323**	0.323**	0.399**
INTRA PM	478	0.214**	0.239**	0.274**	0.281**	0.328**	0.378**
INTER PM	478	0.269**	0.251**	0.289**	0.273**	0.284**	0.386**
EI	478	0.353**	0.311**	0.377**	0.400**	0.436**	0.531**

\*\* = Significant at 0.01 Level of Significance.

The table no 2 shows the coefficients of correlation between emotional intelligence and conflict resolution ability of secondary school students of government schools. The table shows that at df 478 the coefficients of correlation of intra-personal awareness with five abilities of conflict resolution i.e. competing ( $r = 0.288$ ), accommodating ( $r = 0.217$ ), avoiding ( $r = 0.288$ ), collaborating ( $r = 0.309$ ), compromising ( $r = 0.359$ ) as well as composite score of conflict resolution ability ( $r = 0.413$ ) have been found significant at 0.01 level of significance. These r-values indicate that intra-personal awareness has positive and low relationship with five abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising. It reveals that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution increases slightly with the increase in the intra-personal awareness of secondary school students of government schools. These r-values indicate that secondary school students of government schools having high awareness of their own emotions are likely to use compromising mode of conflict resolution most, which is followed by the use of collaborating, avoiding and competing mode. Secondary school students of government schools having high awareness of their own emotions are likely to use accommodating mode of conflict resolution least. It is also clear from the above table that there is a positive and moderate relationship between intra-personal awareness and conflict resolution ability of the secondary school students of government schools. It shows that the use of conflict resolution abilities increases moderately with the increase in the intra-personal awareness of secondary school students of government schools.

The table shows that at df 478 the coefficients of correlation of inter-personal awareness with five abilities of conflict resolution i.e. competing ( $r = 0.275$ ), accommodating ( $r = 0.219$ ), avoiding ( $r = 0.272$ ), collaborating ( $r = 0.323$ ), compromising ( $r = 0.323$ ) as well as composite score of conflict resolution ability ( $r = 0.399$ ) have been found significant at 0.01 level of significance. These r-values show that inter-personal awareness has positive and low relationship with five abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising as well as composite score of conflict resolution abilities. It indicates that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution as well as conflict

resolution abilities increases slightly with the increase in the inter-personal awareness of secondary school students of government schools. These r-values suggest that secondary school students of government schools having high awareness of the others' emotions are likely to use collaborating and compromising mode of conflict resolution most, which is followed by the use of competing and avoiding mode. Secondary school students of government schools having high awareness of others' emotions are likely to use accommodating mode of conflict resolution least.

The table shows that at df 478 the coefficients of correlation of intra-personal management with five abilities of conflict resolution i.e. competing ( $r = 0.214$ ), accommodating ( $r = 0.239$ ), avoiding ( $r = 0.274$ ), collaborating ( $r = 0.281$ ), compromising ( $r = 0.328$ ) as well as composite score of conflict resolution ability ( $r = 0.378$ ) have been found significant at 0.01 level of significance. These r-values indicate that intra-personal management has positive and low relationship with all the abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising as well as conflict resolution ability as whole. It reveals that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution as well as conflict resolution ability increases slightly with the increase in the intra-personal management of secondary school students of government schools. These r-values reveal that secondary school students of government schools who can manage their own emotions best are likely to use compromising mode of conflict resolution most, which is followed by the use of collaborating, avoiding and accommodating mode. Secondary school students of government schools having high management of their own emotions are likely to use competing mode of conflict resolution least.

The table no 2 shows that at df 478 the coefficients of correlation of inter-personal management with five abilities of conflict resolution i.e. competing ( $r = 0.269$ ), accommodating ( $r = 0.251$ ), avoiding ( $r = 0.289$ ), collaborating ( $r = 0.273$ ), compromising ( $r = 0.284$ ) as well as composite score of conflict resolution ability ( $r = 0.386$ ) have been found significant at 0.01 level of significance. These r-values indicate that inter-personal management has positive and low relationship with all the abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising as well as total

conflict resolution ability. It shows that the use of competing, accommodating, avoiding, collaborating and compromising mode of conflict resolution as well as total conflict resolution ability increases slightly with the increase in the inter-personal management of secondary school students of government schools. These r-values indicate that secondary school students of government schools who can manage the emotions of other people best are likely to use avoiding mode of conflict resolution most, which is followed by the use of compromising, collaborating and competing mode. Secondary school students of government schools who can manage the emotions of other people best are likely to use accommodating mode of conflict resolution least.

The table shows that at df 478 the coefficients of correlation of emotional intelligence with five abilities of conflict resolution i.e. competing (r = 0.353), accommodating (r = 0.311), avoiding (r = 0.377), collaborating (r = 0.400), compromising (r = 0.436) as well as composite score of conflict resolution ability (r = 0.531) have been found significant at 0.01 level of significance. These r-values indicate that emotional intelligence has positive and low relationship with competing, accommodating and avoiding mode of conflict resolution. It reveals that the use of competing, accommodating and

avoiding mode of conflict resolution increases slightly with the increase in the emotional intelligence of secondary school students of government schools. It is clear from the above table that emotional intelligence has positive and moderate relationship with rest of the abilities of conflict resolution i.e. collaborating, compromising as well as composite score of conflict resolution ability. It reveals that the use of collaborating, compromising mode of conflict resolution as well as composite conflict resolution ability increases moderately with the increase in the emotional intelligence of secondary school students of government schools. These r-values indicate that secondary school students of government schools who have high emotional intelligence are likely to use compromising mode of conflict resolution most, which is followed by the use of collaborating, avoiding and competing mode. Secondary school students of government schools having high emotional intelligence are likely to use accommodating mode of conflict resolution least.

On the basis of the above table it can be concluded that the null hypotheses "There will be no significant relationship between emotional intelligence and conflict resolution ability of secondary school students of government schools" is rejected.

**Table – 3**  
**Correlation Matrix of Emotional Intelligence and Conflict resolution Ability of Secondary School Students of Non-Government Schools**

Emotional Intelligence and its Dimensions	df	Conflict Resolution Ability and its Different Modes					
		COM	ACC	AVO	COLL	COG	CRA
INTRA PA	478	0.347**	0.470**	0.424**	0.396**	0.340**	0.541**
INTER PA	478	0.357**	0.440**	0.399**	0.399**	0.374**	0.541**
INTRA PM	478	0.341**	0.417**	0.384**	0.357**	0.347**	0.506**
INTER PM	478	0.261**	0.324**	0.408**	0.346**	0.348**	0.467**
EI	478	0.416**	0.527**	0.512**	0.476**	0.447**	0.653**

\*\* = Significant at 0.01 Level of Significance.

The table no 3 shows the coefficients of correlation between emotional intelligence and conflict resolution ability of secondary school students of non-government schools. The table shows that at df 478 the coefficients of correlation of intra-personal awareness with five abilities of conflict resolution i.e. competing (r = 0.347), accommodating (r = 0.470), avoiding (r = 0.424), collaborating (r = 0.396), compromising (r = 0.340) as well as composite score of conflict resolution ability (r = 0.541) have been found significant at 0.01 level of significance. These r-values indicate that intra-personal awareness has positive and low relationship with three abilities of conflict resolution i.e. competing, collaborating and compromising. It reveals that the use of competing, collaborating and compromising mode of conflict resolution increases slightly with the increase in the intra-personal awareness of secondary school students of non-government schools. It is also clear from the above table that intra-personal awareness has a positive and moderate relationship with rest of the two modes of conflict resolution i.e. accommodating and avoiding as well as total conflict resolution ability of the secondary school students of non-government schools. It shows that the use of accommodating and avoiding mode as well as total conflict resolution abilities increases moderately with the increase in the intra-personal awareness of secondary school students of

non-government schools. These r-values indicate that secondary school students of non-government schools having high awareness of their own emotions are likely to use accommodating mode of conflict resolution most, which is followed by the use of avoiding, collaborating and competing mode. Secondary school students of non-government schools having high awareness of their own emotions are likely to use compromising mode of conflict resolution least.

The table shows that at df 478 the coefficients of correlation of inter-personal awareness with five abilities of conflict resolution i.e. competing (r = 0.357), accommodating (r = 0.440), avoiding (r = 0.399), collaborating (r = 0.399), compromising (r = 0.374) as well as composite score of conflict resolution ability (r = 0.541) have been found significant at 0.01 level of significance. These r-values show that inter-personal awareness has positive and low relationship with four abilities of conflict resolution i.e. competing, avoiding, collaborating and compromising. It indicates that the use of competing, avoiding, collaborating and compromising mode of conflict resolution increases slightly with the increase in the inter-personal awareness of secondary school students of non-government schools. It is also clear from the above table that there is a positive and moderate relationship of inter-personal awareness with accommodating mode and total conflict resolution ability of

the secondary school students of non-government schools. It shows that the use of accommodating mode as well as conflict resolution abilities increases moderately with the increase in the inter-personal awareness of secondary school students of non-government schools. These r-values indicate that secondary school students of non-government schools having high awareness of the others' emotions are likely to use accommodating mode of conflict resolution most, which is followed by the use of avoiding, collaborating and compromising mode. Secondary school students of non-government schools having high awareness of others' emotions are likely to use competing mode of conflict resolution least.

The table shows that at df 478 the coefficients of correlation of intra-personal management with five abilities of conflict resolution i.e. competing ( $r = 0.341$ ), accommodating ( $r = 0.417$ ), avoiding ( $r = 0.384$ ), collaborating ( $r = 0.357$ ), compromising ( $r = 0.347$ ) as well as composite score of conflict resolution ability ( $r = 0.506$ ) have been found significant at 0.01 level of significance. These r-values indicate that intra-personal management has positive and low relationship with four abilities of conflict resolution i.e. competing, avoiding, collaborating and compromising. It reveals that the use of competing, avoiding, collaborating and compromising mode of conflict resolution increases slightly with the increase in the intra-personal management of secondary school students of non-government schools. It is also clear from the above table that there is a positive and moderate relationship of intra-personal management with accommodating mode and total conflict resolution ability of the secondary school students of non-government schools. It shows that the use of accommodating mode and total conflict resolution abilities increases moderately with the increase in the intra-personal management of secondary school students of non-government schools. These r-values reveal that secondary school students of non-government schools who can manage their own emotions best are likely to use accommodating mode of conflict resolution most, which is followed by the use of avoiding, collaborating and compromising mode. Secondary school students of non-government schools having high management of their own emotions are likely to use competing mode of conflict resolution least.

The table no 3 shows that at df 478 the coefficients of correlation of inter-personal management with five abilities of conflict resolution i.e. competing ( $r = 0.261$ ), accommodating ( $r = 0.324$ ), avoiding ( $r = 0.408$ ), collaborating ( $r = 0.346$ ), compromising ( $r = 0.348$ ) as well as composite score of conflict resolution ability ( $r = 0.467$ ) have been found significant at 0.01 level of significance. These r-values indicate that inter-personal management has positive and low relationship with four abilities of conflict resolution i.e. competing, accommodating, collaborating and compromising. It shows that the use of competing, accommodating, collaborating and compromising mode of conflict resolution increases slightly with the increase in the inter-personal management of secondary school students of non-government schools. It is also clear from the above table that there is a positive and moderate relationship of inter-personal management and avoiding mode and total conflict resolution ability of the secondary school students of non-government schools. It shows that the use of avoiding mode and total conflict resolution abilities increases

moderately with the increase in the inter-personal management of secondary school students of non-government schools. These r-values indicate that secondary school students of non-government schools who can manage the emotions of other people best are likely to use avoiding mode of conflict resolution most, which is followed by the use of compromising, collaborating and accommodating mode. Secondary school students of non-government schools who can manage the emotions of other people best are likely to use competing mode of conflict resolution least.

The table shows that at df 478 the coefficients of correlation of emotional intelligence with five abilities of conflict resolution i.e. competing ( $r = 0.416$ ), accommodating ( $r = 0.527$ ), avoiding ( $r = 0.512$ ), collaborating ( $r = 0.476$ ), compromising ( $r = 0.447$ ) as well as composite score of conflict resolution ability ( $r = 0.653$ ) have been found significant at 0.01 level of significance. These r-values indicate that emotional intelligence has positive and moderate relationship with all the five abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating, compromising as well as composite score of conflict resolution ability. It reveals that the use of competing, accommodating, avoiding, collaborating, compromising mode of conflict resolution as well as composite conflict resolution ability increases moderately with the increase in the emotional intelligence of secondary school students of non-government schools. These r-values indicate that secondary school students of non-government schools who have high emotional intelligence are likely to use accommodating mode of conflict resolution most, which is followed by the use of avoiding, collaborating and compromising mode. Secondary school students of non-government schools having high emotional intelligence are likely to use competing mode of conflict resolution least.

On the basis of the above table it can be concluded that the null hypotheses "There will be no significant relationship between emotional intelligence and conflict resolution ability of secondary school students of non-government schools" is rejected.

## 7. Results and Discussion

### • Results of Secondary School Students

It has been found that emotional intelligence has significant and positive relationship with five abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising as well as total conflict resolution ability of secondary school students. Findings of the present study favour the finding of **Sorenson, Hawkins, & Sorenson (1995), Jordan & Torth (2004), Yu, Ron, June, & Sardesai (2006), Abbasi, Hamidi, & Khabiri (2010), Shahtalebi & Pardakhtchi (2010)** as these researchers found the significant relationship of emotional intelligence with the different methods of conflict resolution. Secondary school students having high awareness of their own emotions preferred to use competing mode most but tend to use avoiding mode of conflict resolution least. On the other hand, secondary school students having high awareness of the others' emotions tend to use collaborating mode most but preferred to use competing mode of conflict resolution least. Secondary school students who can manage their own emotions best preferred to use compromising mode of conflict resolution most but tend to use competing mode of conflict

resolution least. Secondary school students who can manage the emotions of other people best preferred to use avoiding mode of conflict resolution most, but preferred to use competing mode of conflict resolution least. Secondary school students who have high emotional intelligence preferred to use avoiding mode of conflict resolution most but tend to use competing mode of conflict resolution least. The findings of the present study contradict with the findings of **Sorenson, Hawkins, & Sorenson (1995)**, **Abbasi, Hamidi, & Khabiri (2010)** and **Shahtalebi & Pardakhtchi (2010)** as they found that people with higher levels of emotional intelligence use avoidance mode of conflict resolution less.

#### • Results of Secondary School Students of Government Schools

In the case of the secondary school students of government school, it has been found that emotional intelligence has significant and positive relationship with five abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising as well as total conflict resolution ability. Findings of the present study favour the finding of **Lee (2003)**, **Susan (2006)** and **Morrison (2008)** because these researchers found the significant relationship of emotional intelligence with the different styles of conflict resolution. Secondary school students of government schools having high awareness of their own emotions preferred to use compromising mode of conflict resolution most, but tend to use accommodating mode of conflict resolution least. Similarly, secondary school students of government schools having high awareness of the others' emotions preferred to use collaborating and compromising mode of conflict resolution most, but tend to use accommodating mode of conflict resolution least. Secondary school students of government schools who can manage their own emotions best are likely to use compromising mode of conflict resolution most, but tend to use competing mode of conflict resolution least. Secondary school students of government schools who can manage the emotions of other people best preferred to use avoiding mode of conflict resolution most, but tend to use accommodating mode of conflict resolution least. Secondary school students of government schools who have high emotional intelligence preferred to use compromising mode of conflict resolution most but tend to use accommodating mode of conflict resolution least. The findings of the present study favour **Susan (2006)** who mentioned a positive relationship between emotional intelligence and compromising mode of conflict resolution. On the contrary, the present findings contradicts the findings of **Vatankhah, Raeesi, & Kalhor (2008)** who found an insignificant relationship of emotional intelligence with compromising style of conflict handling.

#### • Results of Secondary School Students of Non-Government Schools

In the case of the secondary school students of non-government school, it has been found that emotional intelligence has significant and positive relationship with five

abilities of conflict resolution i.e. competing, accommodating, avoiding, collaborating and compromising as well as total conflict resolution ability. Findings of the present study favour the findings of **Shih & Susanto (2010)**, **Heris & Heris (2011)**, **Chan, Sit, & Lau (2014)**, **Shamoradi, Jahangiri, Chahardoli, Tirafkan, & Mohajeran (2014)** as these researches demonstrated the positive effect of emotional intelligence on the various methods of conflict resolution. Secondary school students of non-government schools having high awareness of their own emotions preferred to use accommodating mode of conflict resolution most, but tend to use compromising mode of conflict resolution least. Present findings contradict the findings of **Sharma & Sehwat (2014)** who found that people having higher self-awareness tend to adopt compromising styles of conflict management. Similarly secondary school students of non-government schools having high awareness of the others' emotions preferred to use accommodating mode of conflict resolution most, but tend to use competing mode of conflict resolution least. Secondary school students of non-government schools who can manage their own emotions best are likely to use accommodating mode of conflict resolution most, but tend to use competing mode of conflict resolution least. Present findings favour the findings of **Sharma & Sehwat (2014)** who found that emotional self-management had significant and positive correlation with accommodating style of conflict management. Secondary school students of non-government schools who can manage the emotions of other people best tend to use avoiding mode of conflict resolution most, but preferred to use competing mode of conflict resolution least. Secondary school students of non-government schools who have high emotional intelligence preferred to use accommodating mode of conflict resolution most, but tend to use competing mode of conflict resolution least. Present findings contradict the findings of **Pandey, Sajjanapu, & Sangwan (2015)** who revealed that avoiding style of conflict resolution was observed to be widely adopted by the respondents with high emotional intelligence score.

#### 8. Implications of the Study

The present study revealed emotional intelligence as a great contributory factor for conflict resolution abilities. It is imperative for the students to choose the appropriate mode of conflict resolution and therefore they need to be highly emotional intelligent. Hence, there is need to pay proper attention towards the development of emotional intelligence. Right from the childhood parents and teachers should not only pay attention towards the mental development but at emotional development also. Students should be given opportunities to express their feelings and views freely without any hesitation. Students should be trained in the different techniques to identify, manage and control the emotions. They should be taught to feel the emotions of others also. All this can be done through various kinds of activities such as music, sports, drama, role play etc. These are the best ways for the catharsis of the emotions which will be helpful in the emotional development of the students.

## References

1. Abbasi, H., Hamidi, M., & Khabiri, M. (2010). 'Examining the relationship between conflict management and perceived effectiveness in physical education faculties (state) in Tehran.' *Research in the Physical Sciences*, 23, 136-123.
2. Chan, Y.C.J., Sit, M.N.E., & Lau, M.W. (2014). 'Conflict management styles, emotional intelligence and implicit theories of personality of nursing students: A cross-sectional study.' *Nurse Education Today*, 34(6), 934-939.
3. Heris, S.P., & Heris, M.B. (2011). 'Relationship between emotional intelligence and conflict management strategies in physical education experts of Tehran University.' *World Applied Sciences Journal*, 15(11), 1619-1622.
4. Jordan, J.P., & Troth, A.C. (2004). 'Managing emotions during team problem solving: Emotional intelligence and conflict resolution.' *Human Performance*, 17, 195-218.
5. Lee, F.M. (2003). 'Conflict management styles and emotional intelligence of faculty and staff at a selected college in Southern Taiwan.' (Ph.D. Thesis), University of South Florida, Florida.
6. Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). New York: Basic Books.
7. Morrison, J. (2008). 'The relationship between emotional intelligence competencies and preferred conflict handling styles.' *Journal of Nursing Management*, 16(8), 974-983.
8. Pandey, S., Sajjanapu, S., & Sangwan, G. (2015). 'Study on effect of emotional intelligence on conflict resolution style.' *Indian Journal of Science and Technology*, 8(56), 71-81.
9. Shahtalebi, S., & Hasan, P.H. (2010). 'Examining the relationship between the components of emotional intelligence and conflict management styles of girls' high school managers.' *Management and Education Planning and Journal*, 2(3), 150-167.
10. Shamoradi, S.N., Jahangiri, P., Chahardoli, T., Tirafkan, K., & Mohajeran, B. (2014). 'Studying the effect of emotional intelligence on conflict management styles.' *Kuwait Chapter of Arabian Journal of Business and Management Review*, 4(1), 390-400.
11. Sharma, T., & Sehrawat, A. (2014). 'Emotional intelligence and conflict management: An empirical study in Indian context.' *International Journal of Engineering, Business and Enterprise Applications*, 7(1), 104-108.
12. Shih, H., & Susanto, E. (2010). 'Conflict management styles, emotional intelligence and job performance in public organizations.' *International Journal of Conflict Management*, 21(2), 147-168.
13. Sorenson, P.S., Hawkins, K., & Sorenson, R.H. (1995). 'Gender, psychological type and conflict style preferences.' *Management Communication Quarterly*, 115.
14. Susan, M. (2006). 'Organizational response to conflict.' *Social Work Research*, 28, 25-32.
15. Thomas, K.W., & Kilman, R.H. (1974). *Conflict mode instrument*. Tuxedo, New York.
16. Vatankhah, S., Raeesi, P., & Kalhor (2008). 'Relation between emotional intelligence with conflict management strategies in Qazvin hospitals administrators.' *Health Management Journal*, 32(11), 41-46.
17. Yu, C., Ron, M., June, & Sardessai (2006). 'Relationship of emotional intelligence with conflict management style.' *International Journal of Management and Enterprise Development*, 12(3), 19-29.