

Relationship Of Emotional Intelligence Of Secondary School Heads Of Khyber Pakhtunkhwa With Conflict Management

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Abstract:

The presented study aimed to examine the relationship of emotional intelligence with conflict management and decision making powers of secondary school heads. In this field Survey research design was used. A sample of 215 school heads was taken out of 815 school heads (population) through stratified sampling method. The study conducted only in government secondary schools of six (6) districts of Khyber Pakhtunkhwa including D.I.Khan, Bannu, LakkiMarwat, South Waziristan, Karak and Tank. Researcher used questionnaires to assess the emotional intelligence and conflict management. Instruments was validated through experts' judgment whereas Cronbach' alpha was used to assess the reliability of the instrument. The reliability of Emotional Intelligence Scale and conflict management scale was estimated .856 and .809 respectively. Pearson product correlation and independent sample t-test was used. The result of the current study reveals that emotional intelligence has positive and significant association with conflict management. Therefore, the result concluded that conflict management strategies depend upon emotional intelligence of school heads. Higher emotional intelligence positively influences the conflict regulations. School leadership is under a lot of pressure in today's competitive environment to ensure to fulfill the institutions' expanses and rising needs for growing the wealth of stakeholders.

Keywords: emotional Intelligence, Conflict Management, Secondary School Heads

INTRODUCTION

The main purpose of the secondary education is to register the pupils of the primary institutes those who are interested in getting more and higher education. It is the duty of secondary school heads to accomplish various events in their institutes by using the provided facilities for improving the presentation and overall capabilities of teaching faculty as well as of learners too. Thus, the heads of the institutes perform dynamic character in the development of the learner abilities and achievements. The responsibility of educational and managerial

problem is upon the heads of the institutes. These responsibilities are arranging, developing, leading and regulating the facilities of institutes. The persistence of an institute is to convey awareness and share different talents to the learners. Thus the educational decisions are very essential to the heads of the institutes, as decision can affect different events (Alya, 2014).

A person's ability to complete tasks with strength and willpower is known as intellect. Thorndike introduced social intelligence in 1920. It focuses on the justification, significance, and evaluation of socially adept behaviour. Social

intelligence is the capacity to recognise individuals, respond intelligently to talent in public settings. EI's ability to recognise and manage one's own and other people's thoughts towards beneficial, naturally approachable, and productive varieties is considered a desirable trait (Seal & Andrews-Brown, 2010). Social intelligence (SI) and emotional intelligence are two separate but related theories that make up the same notion.. (Goleman, 2020).

When employees interact with people in their networks, participants from other organisations, or non-partners who use offers or are not affiliated with the organisation, there is an organisational conflict (Paresashvil et al., 2020). This struggle or war is among individuals in various departments and hierarchical levels, in Ahmad's words (Ahmad, 2010). Violence between parties, aggressive tactics, and obstacles to cooperation are just a few of the pictures that the word "conflict" conjures up (McKibben, 2107). In an organisational framework, however, not all wars take on these characteristics. These exist in such a way that they must be bitterly satisfied, that they have disagreements that must be settled, or that they share a mindset that, by the project's conclusion, can alter attitudes, emotions, and views. The amount of conflicts present, their effect on overall efficacy, and the efficiency of the various problem-solving procedures are all hotly contested topics. While some academics claimed that conflict is a symptom and a sign of a dynamic business, others claimed that it is damaging and could have an impact on an organization's stability and profitability. (Currie et al, 2017). Numerous scholars have estimated and calculated that magnitude of conflict and conflict management strategies are doing their work in various portions of the world but no one has found the study of conflict and conflict management strategies in higher institutes of Khyber PakhtunKhwa (KP), Pakistan. The role emotional intelligence is more importance when

conflicts are handled and effective decisions are taken by the head of the schools. In fact, school head has a unique position at secondary school level. He or she is responsible for all academic, financial and discipline matters. Therefore, a higher level of emotional intelligence is required to handle all matter effectively and influentially. The existing literature reveals that association of emotional intelligence with conflict management and decision making powers are unexplored by the researchers. Therefore, the current research was aimed to examine the relationship of emotional intelligence of school heads with conflict management and decision making powers at secondary school level. Following objectives of the study were made to achieve.

1. To find out the level of Emotional Intelligence (EI) of Secondary School Heads.
2. To examine the relationship between Emotional Intelligence of school heads and Conflict Management
3. To compare the Emotional Intelligence of school heads and conflict management strategies in perspective of Gender and Locality.

LITERATURE REVIEW

Emotional Intelligence

As a result of the numerous definitions, ideas, and models associated with it, the term "emotions and emotional intelligence" is confusing. Emotional intelligence can coexist with other characteristics of personal development, such as Transactional Analysis and NLP, etc. Defining words that are used in conjunction with emotional intelligence is thought crucial for clarity. Similar to how emotion and feeling are related but need to be distinguished are mood and attitude (Peña-Sarrionandia et al., 2019).

Brislin, Worthley, and Macnab (2016) recently provided the definition of SI (social intelligence)

as the dealing competency with the public, specific grasp of shared standards, lifetime examination of spoken and written language collective, and willingness of more or less complexities. Although it is difficult to describe this theoretical idea, intellectuals agree that SI refers to mental and attitudinal components and is a necessary condition to protect existence and operational adaptation to the world.

Emotional Intelligence (EI) is a kind of social intelligence in which a person has the ability to understand the behavior and mental aspect of others. EI refers the one emotion which observes and monitor the someone's or own behavior and feelings. In school context, a school heads have strong emotional intelligence in this complex and challenging environment. Poor Emotional Quotient (EQ) brings multiple issues in front of school heads which create problems to handle such issues which negatively impact on the school success (Suleman et al., 2020).

Conflict Management

Conflict is defined by Merriam-Webster as a difference in ideas and viewpoints that leads to conflict over dominance or position. Conflict management is a productive and constructive technique to handle conflicts or differences (Madalina, 2016). Conflict can arise in any circumstance, and association leaders and mentors can change their teams to manage conflict. According to (Ehbote and Monday, 2015), tasks are frequently related with conflict. Task conflict is linked to the style and technique of work, while interest links conflict problems to human desires. Other scholars have come to the conclusion that conflict arises through disagreement in order to achieve shared goals and objectives (Raeve et al., 2008). In addition, recent research has revealed that, in some situations, conflict results from differences in how individuals and groups function (Spaho, 2013). The powerful effective team has the capacity to

control the conflict. Conflict management is essential for dealing with the problem and avoiding messy human social relationships (Afful-Broni, 2012). According to Madalina (2016), some people handle conflict in order to achieve cognitive closure, while others do it in order to preserve a social connection.

There are many issues and problems which face by school principals and one of the key issues in the school is conflict. Conflict in school is inevitable. Conflicts among teachers or employees in school is natural because there are different people with different cultural background and behavior working together in one place. So, School heads have the potential to deal such conflict in a meaningful way. Otherwise, there is disruptive environment may be created which influence the overall performance of the school. Therefore, school heads may use different strategies to resolve conflicts among teachers in order to improve the job satisfaction and performance of the teachers (Owona, 2018)..

Association between Emotional intelligence and Conflict Management

Integrating, complying, dominating, and compromising are favourably connected with emotional intelligence scores, whereas avoiding was adversely correlated with emotional intelligence, according to this study's findings of Madalina (2016). The findings also revealed a substantial age difference in emotional intelligence among nurses as well as a significant age difference in conflict management approaches. The findings also showed a substantial difference in emotional intelligence and conflict resolution approaches between nurses working at public and private institutions.

In the Kathmandu Valley's higher education sector, the study examines all five emotional intelligence styles. The study of Khan et al. (2017) also discovered that people and

organisations with high emotional intelligence are more likely to practise conflict management. It also acknowledged the significance of emotional intelligence and both constructive and

destructive conflict resolution techniques. The ability to recognise conflict creation and to choose effective conflict management strategies are both influenced by emotional intelligence.

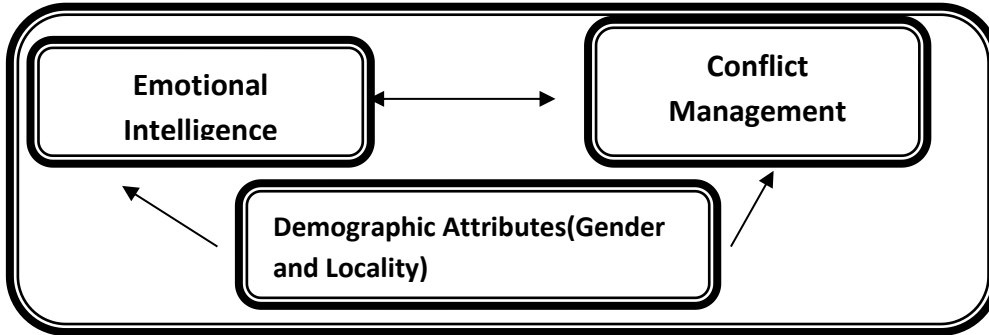


Figure 1: Conceptual Model

Hypothesis of the study

H₀₁: Emotional Intelligence (EI) has no relationship with Conflict Management

H₀₂₋₀₃: There is no significant difference in emotional intelligence of school heads in perspective of gender and locality

H₀₄₋₀₅: There is no significant difference in conflict management strategies of school heads in perspective of gender and locality

RESEARCH METHODOLOGY

The most efficient and often used designs for quantitative research to gather primary data are survey research designs. In order to gather the primary data for a survey research design, a questionnaire is typically developed. The present study was aimed to examine the relationship of emotional intelligence with conflict management at secondary school level. Therefore,

questionnaire was administered to collect information about the research variables from school heads. A sample of 215 school heads was taken out of 815 school heads (population) through stratified sampling method. Researcher administered Trait Emotional Intelligence Scale (TEIS) which was developed by Furnham and Petrides (2003). Researcher also used the Conflict Management Scale for data collection which was developed Thomas-Kilmann Management of Differences Exercise (MODE) (Thomas, 1974) assessed the conflict management. Instruments were validated through experts’ judgment whereas Cronbach’ alpha was used to assess the reliability of the instrument. The reliability of Emotional Intelligence Scale and conflict management scale was estimated .856 and .809 respectively. Pearson product correlation and independent sample t-test was used.

DATA ANALYSIS

Table 1 Presenting relationship of Emotional Intelligence (EI) with Conflict Management (CM)

	EI	CM
Emotional Intelligence (EI)	Pearson Correlation 1	.718**
	Sig. (2-tailed)	.000
	Sample (n)	215

$p < .05$

Table 1 indicates correlation between Emotional Intelligence (EI) and Conflict Management (CM). The evidence from the table depicts that there is a positive relationship between the EI and CM ($r = -.718^{**}$). The result also indicates that the significant relationship between Emotional

Intelligence and Conflict Management ($p = .000 < .05$). Thus, the hypothesis stating that Emotional Intelligence (EI) has no significant relationship with Conflict Management is rejected.

Table 2 Presenting Mean difference in the Emotional Intelligence (EI) of school heads in perspective of gender

Research Variable	Sex	n	Mean	S.D	Levene's test	t-value	p-value
EI	Male	138	3.4458	.21138	.000	.265	.009
	Female	77	3.2763	.69651			

$p < .05$

Table 2 indicates the mean difference in the emotional intelligence of school heads in perspective of gender. The table shows the assumption of equality of various by using

Levene's test. The table indicates that significant difference in school heads' EI across gender ($p = .009 < .05$).

Table 3 Showing Mean difference in the Emotional Intelligence (EI) of school heads in perspective of locality

Research Variable	Locality	n	Mean	S.D	Levene's test	t-value	Sig.
EI	Urban	88	3.3390	.55428	.000	2.830	.005
	Rural	127	3.0148	.97020			

$p < .05$

Table 3; indicates the mean difference in the emotional intelligence of school heads in perspective of locality. The table shows the assumption of equality of various by using

Levene's test. The table indicates that significant difference existed in urban and rural school heads' emotional intelligence ($p = .005 < .05$).

Table 4 Showing Mean difference in the Conflict Management (CM) of school heads in perspective of gender

Research Variable	Gender	n	Mean	S.D	Levene's test	t-value	Sig.
CM	Male	138	4.2264	.26332	.000	2.924	.004
	Female	77	3.9916	.87615			

$p < .05$

Table 4 indicates the mean difference in the conflict management of school heads in perspective of gender. The table shows the assumption of equality of various by using

Levene's test. The table indicates that significant difference in school heads' conflict management across gender ($p=.009<.05$ with $t=2.924$).

Table 5 Showing Mean difference in the conflict Management of school heads in perspective of locality

Research Variable	Locality	n	Mean	S.D	Levene's test	t-value	Sig.
CM	Urban	88	4.0433	.72566	.000	2.578	.011
	Rural	127	3.6907	1.27165			

$p<.05$

Table 5 indicates the mean difference in the conflict management of school heads in perspective of locality. The table shows the assumption of equality of various by using Levene's test. The table indicates that significant difference existed in urban and rural school heads' conflict management ($p=.011<.05$ and $t=2.578$).

DISCUSSION

The result of the study indicates that there is positive correlation between emotional intelligence and conflict management strategies employed by the school heads. Similar result was found by Poya et al. (2013). They explored that emotional intelligence has positive correlation with conflict management. High emotional intelligence of principals deals better way in resolving the conflicts among the teachers. Haris and Haris (2011) arrived at the identical conclusion. They discovered a strong positive association between emotional intelligence and dominance in conflict management. Emotional intelligence and conflict management restraint style have a strong beneficial relationship. The study's findings indicate that the emotional intelligence of male and female school leaders differs significantly. The study's findings are consistent with Debes (2021). He discovered that the self-efficacy beliefs of school principals are

strongly influenced by their EI competency. The study found that school principals had high perceptions of their own self-efficacy and EI competence. The findings indicate that men school leaders had stronger emotional intelligence than female school principals.

Significant difference was found in conflict management employed by school heads across sex (male and female). Same findings demonstrated by Rafiq (2016). They found that male conflict management strategies are higher than female school principals. Moreover, one of the key elements in resolving conflicts is also the personal traits and qualifications of the principals. Rural and urban male/female principals employ conflict management techniques slightly differently. When we identified differences, it was usually because of the setting in which they were working.

Conclusion and Recommendations

The result of the current study reveals that emotional intelligence has positive and significant association with conflict management. Therefore, the result concluded is that conflict management strategies depends upon the school heads' emotional intelligence. Higher emotional intelligence positively influence on the conflict regulation. School leadership is under a positive environment to provide the facilities to the

stakeholders. This puts a tremendous pressure on decision-making. Most people think decision-making as a rational process. Studies in various branches of cognitive science have revealed that intuition and emotional responses have a significant influence on human behavior than was previously believed. A good understanding of a person's state of mind focus on knowing the individuals mental ability and also target how individuals manage there selves in overcoming obstacles of life. It will help on conflict resolutions and conflict management among secondary school heads.

The study concluded that some of the school heads employed compromising obligatory conflict management strategies whereas most of the school heads using well-being dimension of emotional intelligence. The study also concluded that school heads use rational decision making at high level whereas spontaneous decision making style at lowest level. On the basis of conclusion, EI has positive correlation on the conflict management strategies. Therefore, it is recommended that school heads may utilize their EI for enhancing teachers and students' emotional and social intelligence through direct counseling sessions and awareness seminars. On the basis of conclusion, Emotional Intelligence has positive relationship with conflict management strategies. Therefore, it is recommended that seminars and workshop may be conducted on the developing emotional intelligence and conflict management strategies. It is recommended that school heads may know different kind of conflict management strategies to resolve conflicts at secondary schools.

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