Journal of Child & Adolescent Behavior

Research Article **Open Access**

Emotional Intelligence, Social Support and Conflict Management in Post Graduate Students of Pure Sciences and Social Sciences Major

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Abstract

The present study aimed to examine the differences in emotional intelligence and conflict management in students of pure sciences and social sciences within our cultural context as they study different course content during their degree tenure along with the impact of social support on conflict management. Quantitative data was collected from the targeted population in form procedure of online {data collection} due to covid -19 pandemic Self-Report Emotional Intelligence Test constructed by Salovey and Maye's (1990) Conflict Resolution Style Scale developed by Mike Pedler and Tom Boydell in 1976 and The Multi-Dimensional Scale| of Perceived Social Support developed by| Gregory D. Zimet, Nancy W. Dahlem, Sara G. Zimet and Gordon K. Farley in 1988 were used and data was collected from postgraduate students (age range 23-30y) of pure sciences (physics, chemistry, biology) and social sciences (psychology, sociology and political science). Results showed that students from psychology department scored high on emotional intelligence test and are more collaborative than the students from sociology and political science. Students from social sciences were more accommodative and collaborative than pure sciences students. Moreover, perceived social support is significant predictor of avoiding, accommodating and collaborating styles of conflict management.

Keywords: Emotional Intelligence; Conflict Management; Social Support; Postgraduate Students; Pure Sciences; Social Sciences

Introduction

Relatively, emotional intelligence is new term which has been in the process of exploration in various aspects. The present section includes the overall study of the researches on emotional intelligence, perceived social support and conflict management.

In Delhi a study on postgraduate medical students found that there is direct relation between age and emotional intelligence and experience, as age and experience increase, emotional intelligence also increase. It was also found that a rise in overall workload of resident doctors (duty during night hours and unforeseen circumstances) negatively affected emotional intelligence. However, factors such as gender, ethnicity, residence area, area of specialization, did not affect it [1-4].

Research on the comparison of students 'emotional intelligence was conducted and finding showed that the emotional intelligence level was determined as moderator in students of health and social sciences and lower in students of natural sciences [5].

A research by university students of all five faculties (Arts, Business, Life Sciences, Physical Sciences and Social Sciences) on Gender analysis of Emotional Intelligence and found that female students were in the emotional intelligence ahead of male. Meanwhile, the level of emotional intelligence is high in students of business and economics then the students of Arts and Humanities [6-9]. Sportsman, S., & Hamilton, P., (2007) found that there is no significant difference in usage of conflict management style between graduate and undergraduate nursing students, that they choose more frequently to resolve their conflicts Nicola, S., (2014) conducted a study to compare four types of conflict management (Compromise, Avoidance, Accommodation, and Domination) among undergraduate nurses, engineering students, and students of education. The results revealed that dominating style was used by engineering students more significantly than nursing students and education students. It also found compromising style was used by

nursing students to resolve the conflicting situation more frequently than engineers. For gender, men use dominating style to solve a conflict while on the other hand women use more compromising style more frequently. While in the case of years in school, juniors use avoiding style more significantly than seniors.

While Waite & McKinney (2012) didn't take gender at age, they inspected the adjustment in conflict management style over some undefined time frame. Their outcomes indicated that the members were more averse to utilize compromising strategy and bound to utilize accommodating strategy after the fulfillment of their program [10].

Fatima carried out a research on Social support and emotional intelligence as shielding factors for well-being in Moroccan adolescents. Over and over again it found that there was direct relation between social support and well-being and it played important role in adjusting the levels of satisfaction with life. Correspondingly, the accumulation of emotional intelligence as an additional protective aspect can affect well-being more adequately in adolescents. Furthermore, this interaction was proved to verify levels of life satisfaction in adolescents. Particularly, it found that social support proliferates the effects of the correlation between life satisfaction and emotional intelligence in Moroccan adolescents.

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Theoretical Framework

Recent research is founded on emotional intelligence, academic training, gender, teaching experience and conflict management model proposed by Zhang, S. J., Chen, Y. Q., & Sun, H. However, I am using specific chunk of emotional intelligence and conflict management styles in my research [11-15].

|Emotional intelligence comprises of four processes. The first is identifying the personal and public emotions are called perception of emotions. Capability by which we make, apply or experience emotions is called facilitating thoughts. Realizing as well as comprehending emotional information is called Understanding of emotions. Capability of a person to handle his personal as well as others emotions are called Managing emotions. All these emotional processes may impact on problem solving and conflict management by giving direction towards choosing of appropriate conflict resolution style. In addition, perceive social support could impact on styles of conflict management. So, the aim of recent study was to check whether perceived social support is predictor of conflict management styles or not (Figure 1).

The rationale of the study

We are living in collectivist and family focused culture in which norms regarding the wellbeing of others are inculcated by parents from the early age and more importance is given on an individual understanding of others emotions and his behavior with others during the ups and down of life. A person having good understanding and handling ability of others and situations are considered successful. So, the purpose of my study is, does our courses of study substantially making the students understandable to other emotions as well as making them capable to manage their conflicts appropriately. Moreover, finding differences in emotional intelligence and conflict management in students of pure sciences and social sciences within our cultural context as they study different course content during their study course. Previous literature showed mixed results that social support is predictor of conflict management or not. As university going students are interacting with a lot of people which can be their family, friends and other significant persons and highly supported by them when they are facing a conflicting situation. So, the aim of my study is to check whether the social support is significant contributor and predictor of the conflict management [16].

Objectives of the study

• To find out the difference in Emotional Intelligence and Conflict Management in students of Pure Sciences and Social Sciences.

• To find out the difference in Emotional Intelligence and Conflict Management in Post Graduate students of Psychology, Sociology and Political Science.

• To find out whether Social Support is the predictor of Conflict Management or not in Post Graduate students of Pure Sciences and Social Sciences.

Hypotheses

H1: There is likely to be difference in Emotional Intelligence and Conflict Management of Pure Sciences and Social Sciences majors' students.

H2: There is likely to be difference in Emotional Intelligence and Conflict Management of Post Graduate students of Psychology, Sociology and Political Science.

H3: Social Support is likely to be a predictor of Conflict Management in Pure Sciences and Social Sciences Post Graduate students

Method

Research design

Comparative Research Design was used in recent study to check the differences in emotional intelligence and conflict management in post graduate students of social sciences and pure sciences.

Sampling strategy

Purposive sampling strategy was used for the sample of the study. The sample was taken from postgraduate students of different private and government universities of Lahore.

Participants

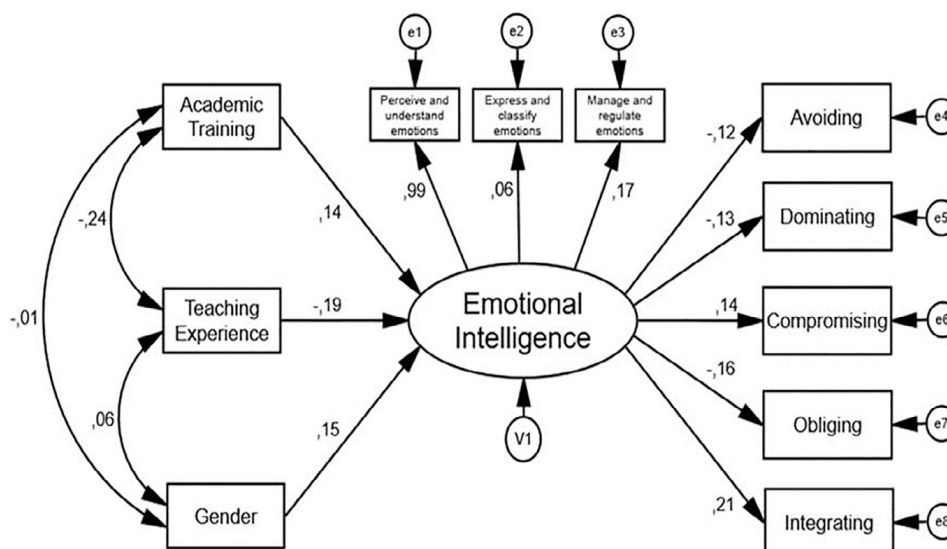The sample comprised of 172 students with age range of 22-30 years.

Figure 1: Emotional intelligence and Conflict Management Model.

Inclusion criteria

• Participants' were postgraduate students of pure sciences (physics, chemistry, biology) and social sciences (psychology, sociology, political science).

• Participants between the age ranges of 22-30 years were taken.

• Participants from government and private universities were taken.

Exclusion criteria

Participants with any physical and psychological disability.

Assessment tools

A demographic sheet with 3 standardized questionnaires (Demographic Assessment, Self-Report Emotional Intelligence Test ,Conflict Resolution Style Scale, the Multi-Dimensional Scale of Perceived Social Support| was used to collect data from the targeted participants .

The results of demographic variables are presented in the Table 1 of student's age was (M= 24.50) consist of emerging (72.1%) and early adulthood (27.9%) (An. 32% males and 68% female students participate in the study. 49.4% students were from pure sciences, in which 19.8 % students were from physics department, 15.7% from Chemistry and 14% from biology department [17]. While 50.6% students were from social sciences, 18% psychology students, 16.9% sociology students and 28% political science students had participated in current research. Current semester showed that 29.7% students were from 1st semester, 19.8% students were from 2nd semester, 10.5% from 3rd semester and 40.1% students were from 4th semester [18].

Result

Psychometric properties of the scale were evaluated by reliability analysis which is presented in his table. Descriptive statistic of the study variables Self-Report Emotional Intelligence Scale Multi-Dimensional Perceived Social Support Scale and Psychometric Properties of sub division of Conflict Resolution Scale was computed by means, standard deviation (Table 2).

Analysis of reliability was done to find out the reliability of the scales and subscales. The values of reliability coefficient presented that SREIS and MPSS are highly reliable (0.93 & 0.9), avoiding and accommodating styles (sub scales of conflict management) are substantially reliable (0.71 & 0.7) and compromising, competing and collaborating styles sub scales are moderately reliable [19].

The result of the Pearson Product Moments correlation shows an Emotional intelligence has significant positive relation (0.39) with perceived social support.). Perceived social support has significant negative relation with Avoiding style (-.42) and significant positive relation with Accommodating (.34) and Collaborating style (.20) of conflict management. Avoiding style of conflict management has significant negative relationship with accommodating style (-0.68) as well as moderately correlated with collaborating style (-.56). Accommodating style has significant negative relation with Compromising (-.26) and Competing style (-.32) while positively related to collaborative style (.23). Compromising style has significant negative correlation (-.46) with Competing style and Collaborating style (-.34) (Table 3).

Independent Sample t-Test was used to analyze the difference in social sciences faculty and pure sciences faculty. The results

Table I: Descriptive Statistics for Demographics of the Research Participants (N=172).

Variables	M (SD)	F (%)
Age of students	24.50(2.12)	
Emerging adulthood (18-25years)		124(72.1%)
Early adulthood (26-34years)		48(27.9%)
Gender of students		
Male		55(32%)
Female		117(68%)
Employment status of students		
Employed		44(25.6%)
Not employed		128(74.4%)
Family Monthly income	75404.65(61292.3)	
1-50,000		19(11.0%)
51,000-1,00,000		139(80.8%)
1,01,000-1,50,000		11(6.4%)
1,50,000 above		3(1.7%)
Birth order		
First born		40(23.3%)
Middle born		78(45.3%)
Last born		49(28.5%)
Only born		5(2.9%)
Father living status		
Alive		153(89%)
Not alive		19(11%)
Mother living status		
Alive		166(96.5%)
Not alive		6(3.5%)
Type of university (private, public)		
Private		70(40.7%)
Public		102(59.3%)
Enrolled faculty		
Pure sciences		85(49.4%)
Social sciences		87(50.6%)
Enrolled department		
Physics		34(19.8%)
Chemistry		27(15.7%)
Biology		24(14%)
Psychology		31(18%)
Sociology		29(16.9%)
Political science		28(16.3%)
Current semester		
1st		51(29.7%)
2nd		34(19.8%)
3rd		18(10.5%)
4th		69(40.1%)

Note: SD = Standard Deviation, f = Frequency, % = Percentage, M = Mean

of Table 4 showed that differences are statistically significant in emotional intelligence (t=-4.8, df=158.04, p=.000, two tailed), conflict management style (avoiding (t= 4.42, df= 146.45, p=.000, two tailed), accommodating (t=-2.01, df= 160.45, p=0.05, two tailed) and collaborating (t= -4.05, df=170, p=.000, two tailed)) between social sciences and pure sciences groups [20].

A One-Way Multivariate Analysis of Variance (MANOVA) was used on different branches of social sciences. The results revealed that there are significant differences in level of emotional intelligence| (F (2,84) =5.24, p=.007, η²=.11) and conflict managements' avoiding (F (2,84) =8.08, p=.001, η²=.16) and collaborative style (F (2,84) =7.8, p=.001, η²=.16) in different branches of social sciences. Means of

Table 2: Psychometric Properties of Self-Report Emotional Intelligence Scale, Multi-Dimensional Perceived Social Support Scale and Conflict Resolution Scale, N=172.

Variables	K	M	SD	α	Range			
					Potential		Actual	
					min	max	min	max
SREIS	33	118.38	20.64	0.93	33	165	40	165
MPSS	12	61.86	13.73	0.9	12	84	13	84
CRSS								
Avoiding style	12	5.76	2.85	0.71	0	12	0	12
Accommodating style	12	6.91	2.76	0.7	0	12	2	12
Compromising style	12	6.13	2.27	0.52	0	12	0	11
Competing style	12	5.23	2.36	0.53	0	12	0	12
Collaborating style	12	6.31	2.2	0.51	0	12	1	11

Note: M = Mean, α = Reliability Coefficient, k = No. of Items, SD = Standard Deviation, SREIS= Self-Report Emotional Intelligence Scale, MPSS= Multi-Dimensional Perceived Social Support Scale, CRSS= Conflict Resolution Style Scale.

Table 3: Pearson Product Moment Correlation Analysis between Research Variables (N=172).

Variables	M	SD	2	3	4	5	6	7
Emotional intelligence	118.4	20.64	.39***	-.28***	-.26**	0.04	-0.12	0.11
Perceived social support	61.86	13.73		-.42***	.34***	-0.1	0.001	.20*
CRSS								
Avoiding style	5.76	2.85			-.68***	0.12	-0.01	-.56***
Accommodating style	6.91	2.76				-.26**	-.32***	.23**
Compromising style	6.13	2.27					-.46***	-.34***
Competing style	5.23	2.36						-.20*
Collaborating style	6.31	2.2						-

*** P < .001, ** p < .01, * p < .05

Note: SD = Standard Deviation, M = Mean, CRSS=Conflict Resolution Style Scale

Table 4: Independent Sample T-Test to Find Out the Difference in Emotional Intelligence and Conflict Management between the Students of Social Sciences and Pure Sciences (N=172).

Variables	P.S (n=85)		S.S (n=87)	Mean Difference	T	df	p	d	95% CI	
	M	SD	M						LL	UL
EI	111	21.8	125.3	-14.28	-5	158	0	0.73	-20.15	-8.4
CRS										
AS	6.4	3.27	4.49	1.88	4.4	146.5	0	0.68	1.04	2.72
ACS	6.5	3.02	7.32	-0.84	-2	160.5	0.05	0.3	-1.66	-0.017
CS	6.4	2.24	5.9	0.49	1.5	170	0.15	0.22	-0.18	1.16
COMS	5.1	2.26	5.3	-0.16	-0	170	0.66	0.07	-0.86	0.54
COLS	5.7	2.13	6.97	-1.31	-4	170	0	0.62	-1.94	-0.67

*** p < .001, ** p < .01, * p < .05

Note: df = Degree of Freedom, t = Statistical Difference, d = Cohn's d value, p = Significance Value, M = Mean,
LL = Lower Limit, SD = Standard Deviation, UL = Upper Limit, EI = Emotional Intelligence, PS = Pure Sciences, SS= Social Sciences, AS=Avoiding Style,
ACS=Accommodating Style, CS=Competing Style, COMS=Compromising Style, COLS=Collaborating Style.

the scores showed that psychology students are more emotionally intelligent than sociology and political science students. Psychology students use collaborative style most often to resolve a conflict than sociology and political science students (Table 5).

Results indicate that perceived social support is significant predictor of avoiding style of conflict management in postgraduate students of pure sciences and social sciences. Overall model explains 18% of variation on outcome variable (Table 6).

Results also indicate that perceived social support is significant predictor of accommodating style of conflict management in postgraduate students of pure and social sciences. Overall model explains 12% of variance on outcome variable.

Results also explain 4% of variance on collaborating style which shows that perceived social support is also predictor of collaborating style of conflict management.

Discussion

Acquiring knowledge is basic right of an individual. It provides a lot of benefits to individuals. It assists the individual to think rationally and act adequately. Personality development is an important part of education. It introduces the individuals to new ways of life. It also assists in searching and availing wide range of opportunities that leads them to an efficacious life. As we proceed on different levels of education it sharpens our decision-making skill gradually. Education provides us all essential information about different areas of life in generally and specifically [21,22].

Although education polishes the student's personality but their field of specialization may affect it differently according to content they study during specialization. If we talk about pure sciences and social sciences, pure sciences only concentrate on the study of matter as defined by Ledoux [23]. It studies nature and its processes with the

Table 5: One-Way Multivariate Analysis of Variance (MANOVA) between the Branches of Social Sciences and Study Variables Emotional Intelligence and Conflict Management Styles (n=87).

Measure	Psychology		Sociology		Political Science		F	Ƞ²
	M	SD	M	SD	M	SD		
Emotional intelligence	132.74	13	121.57	17.42	120.39	18.27	5.24**	0.11
Conflict Resolution Scale								
Avoiding style	3.52	1.31	4.43	2.55	5.64	2.11	8.08**	0.16
Accommodating style	8.13	1.5	6.93	2.99	6.82	2.44	2.82	0.06
Compromising style	5.48	2.14	6.54	2.02	5.71	2.37	1.85	0.04
Competing style	4.68	2.32	5.64	1.81	5.64	2.9	1.64	0.04
Collaborating style	8.06	2.07	6.5	2.25	6.21	1.42	7.80**	0.16
*** p < .001 , ** p < .01, * p < .05								
Note: SD = Standard Deviation, M = Mean, F=Ratio of Variance, Ƞ²=Partial Eta Square								

Table 6: Simple Linear Regression Analysis Predicting| Conflict Management Styles on Perceived Social Support (N=172).

Predictor	Conflict Management Styles								
	Avoiding Style			Accommodating Style			Collaborating Style		
	B	SE B	β	B	SE B	β	B	SE B	β
Perceived social support	-0.1	0.02	-.42***	0.08	0.02	.34***	0.04	0.01	.19**
R²		0.18			0.12			0.04	
∆R²		0.18			0.12			0.04	
F		36.53***			22.85***			6.23**	
*p < .05, **p < .01, ***p < .001									
Note: SE = Standard Error, B = Unstandardized Coefficient, β = Standardized Coefficient, R² = Proportion of variance, ∆R² = R² Change, F = Ratio of Variance									

help of logical approaches. While on the other hand social sciences concentrate on the social order, clusters, peoples' interaction with others, organizations as well as study human emotions and behaviors [24-25].

The studies are scarce in Pakistan to find this difference on students doing specialization in pure sciences and social sciences. Therefore, the objective of the current| study was to explore the differences in emotional intelligence and conflict management between postgraduate scholars of pure sciences and social sciences as well as among the branches of social sciences (psychology, sociology and political science). Also, to explore whether perceived social support predicts conflict with the management or not. The previous literature supported the hypothesis of current research but the current study was conducted to explore the differences in the Pakistani culture as it is a collectivistic one.

First hypothesis of present study was there is likely to be a difference in emotional intelligence and conflict management style of pure sciences and social sciences major 'students. Results of current research showed| that there is significant difference in emotional intelligence| and conflict management styles adopted by the students of pure sciences and social sciences (Table 4). The students from Social sciences group are more emotionally intelligent than the students from pure sciences group.

Results also revealed that social sciences students prefer accommodating and collaborating style to handle conflicting situation while pure sciences students tries to avoid the conflicting situation. It shows that the students of social sciences are better at handling conflict. The reason is that they consider the rights of both parties while handling a conflict because their high level of emotional intelligence allows them to understand and control their own as well as others emotions and needs in an appropriate way [26-28].

While on the other hand they are found more accommodative because the culture in which they are living teaches them to prioritize the needs and emotions of others, then their own needs and emotions. So, we can conclude that social sciences students use collaborative or accommodative style according to the type of conflict and the situation in which conflict has arisen. This also proves that increased level of emotional intelligence contributes significantly on handling style of conflict management. Findings of the recent study support the findings of study done by Karaman [29] which found that the level of emotional intelligence was determined to be moderate in social sciences students but lower in students of natural sciences.

In addition, another study conducted by Riaz et al. (2012) on Pakistani undergraduate students found that emotional intelligence has a tremendous beneficial outcome on compromising, dominating (competing), and integrating (collaborating) conflict management style although emotional intelligence has a non-huge impact on the style of conflicts management obligation (accommodating style) and avoidance [30]. While recent research results showed that group (social science) having high level of emotional intelligence are more collaborative and accommodative. On the other side group (pure science) with less polished emotional intelligence capability tries to avoid the conflicting situation markedly. A significant change has observed in the findings of both researches.

The changes in results of both researches could be due to changed population as present study is conducted on postgraduate students from two specific faculties and previous one was on undergraduate student generally. There is a huge difference in undergraduate and postgraduate students as to undergraduate students only basic knowledge is delivered while the course work of postgraduate students is more detailed and intense which demand a tremendous amount of hard work. It makes postgraduate students more proficient towards their subject. So, we can say that vast knowledge of related subject allows the postgraduate students to observe and understand the things differently and respond according [31].

Second hypothesis of present study was that there is likely to be difference in Emotional Intelligence and Conflict Management of Post Graduate students of Psychology, Sociology and Political Science. The results (Table 4) revealed that there is significant difference in level of emotional intelligence in psychology, sociology and political science. While going through the mean of the obtained scores on emotional intelligence scale we found that psychology students are more emotionally intelligent than sociology and political science students.

In addition to this, there is small difference in sociology and political science in means of obtained scores. A study done by Kuk, A., Guszkowska, M., and Kwiatkowska A, revealed that psychology related content and trainings plays an important role in enhancement of emotional intelligence in university students. As psychology students are given a vast knowledge about different psychological aspects and they have to go through very rigorous trainings during their degree program. It increases their understanding toward feelings, emotion, critical thinking and ultimately enhance the level of emotional intelligence. So, we can say that the high level of emotional intelligence in psychology students is because of the content they study during their degree program [32-35].

Moreover, there is significant difference in use of collaborative and avoiding styles to resolve a conflict. It is found that psychology students are more collaborative and least conflict avoiding, as compared to other two branches of social sciences. Hui and Triandis (1986) claims that the culture, in which we are living, has great influence on the strategies we used to resolve a conflict. As we are living in collectivistic culture and above-mentioned researchers find out that people living in collectivistic culture tries to resolve a conflict with selflessness (accommodating) and show high worry for others (collaborating) without hurting them [36].

Phillips and Gully said that if an individual focus on his privileges as well as on opponent's privileges with high worry, he is doing collaboration. It centers on critical thinking as well as finding an ideal result that benefit opponents equally [37]. As we know that Education of psychology polishes the critical thinking and emotional intelligence of students so the psychology students can use collaborative style effectively to resolve a conflict. While the students of other branches of social sciences work with accommodation because their critical thinking and level of emotional intelligence is not as much polished as of psychology students. Hence it is proved that high level of emotional intelligence allows the students to not only protect the other's rights but also their own rights without harming others in an effective way.

As mentioned above because of the cultural differences recent study results contradict the claim of Imanzadeh et al. (2011) that there's been a weak relationship between emotional intelligence and integrating styles of conflict management which includes compromising, accommodating, competing and avoiding styles of conflict resolution. On the other hand, recent study results prove the claim of Luo et al. (2016), that general emotional intelligence was vigorously associated to each style of conflict management [38-40].

Third hypothesis of present study was perceived Social Support is likely to be a predictor of Conflict Management in Pure Sciences and Social Sciences Post Graduate students. The results revealed that perceived social support is a predictor of three styles of conflict management (avoiding style, accommodating style and collaborating style).

As perceived social support increases, the chances of using avoiding style in response to a conflict decreases. It showed that there is negative relationship between increased value of perceived social support and avoiding style of conflict management. The reason behind it is that, when a person has perceived that he would be helped by others it increases the self-esteem of that person [41]. This increase in self-esteem allows him to face a conflict confidently by using accommodative and collaborative style instead of avoiding it.

The results of present research contradict the viewpoint of Hassan, S. et al. (2015) which proved that there is no significant correlation between social support and conflict management styles among university students. while the hypothesis of recent research was accepted and results proved that three styles of conflict management (avoiding, corroborating and accommodating) correlate and are predicted by perceived social support but did not correlated with other two styles of conflict management (compromising and competing). This tells that change in results could be due to change in population. As recent research was conducted on postgraduate students of specific faculties (social sciences and pure sciences), while previous research did not specify the facilities and level of education of their population (42-45).

So, it could be concluded that education level and content that student's study during their degree programs could affect their behaviors and responses within the same cultural context.

Conclusion

The major objective of current study was to check the difference in emotional intelligence and conflict management of pure sciences and social sciences postgraduate students studying in different universities of Pakistan. Moreover, to identify whether perceived social support is predictor of conflict management styles in postgraduate students. Results of the study disclosed that there is substantial change in |emotional intelligence and conflict management| styles adopted by the students of pure sciences and social sciences majors. The students from social sciences group are more emotionally intelligent than the students from pure sciences group. In social sciences group psychology students are more emotionally intelligent than sociology and political science students. In addition to these three styles of conflict management (avoiding, corroborating and accommodating) correlated and predicted by perceived social support but did not correlated with other two styles of conflict management (compromising and competing) [46-50].

Suggestions for Future

For future researches it is suggested that same study should be conducted on other culture such as individualistic culture. As recent study has been done on collectivist culture in which empathizing and valuing others emotions are taught from upbringing by parents and family. So, a research could be done on individualistic culture to investigate the impact of cultural differences on emotional intelligence and conflict management skills.

Implication

The results showed that the content that we study during our degree programs plays a significant role in improving emotional intelligence and the choice of style to resolve a conflict. Therefore, for the students with low emotional intelligence, universities should pay attention toward additional courses and content to polish their emotional intelligence capability and conflict management skill. Moreover, department wise workshops should be conducted to enlighten the students about basic knowledge and guidance should be given regarding improvements of |emotional intelligence and |conflict

management. It would set a norm in educational institutes to make scholars competent enough to handle their emotions, relationships and conflicting situations adequately before going to professional settings.

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