CHAPTER IX
SUMMARY AND CONCLUSIONS

Homo sapiens, through millions of years of civilization have experienced drastic changes, not only at physical, but also at emotional level. All other species in the history of evolution have been forced to adjust or to leave, but not humans. Over an extended gradual series of changes, the species of human beings began to grow and mature with intelligence and emerged as the zenith in the hierarchal pyramid of civilization and intellect. Conflict has always been an inseparable part of human society. Conflict is a condition of contradiction or incompatibility among any two or more individuals or situations. Homo sapiens with their stoked aptitude, flare for learning, experimenting, innovation and forcing situations to become their slave have mastered the art of solving conflicts through generations. Juxtapositions are a constant companion of humans, both at outer and inner realms but along with all the technical and mechanical advancements, the emotional advancement of humans has made them rule over all other species in this ecosystem. This advancement is the contribution of millions of years of experience of our forefathers and is passed through generations unconsciously. Conflict can have many faces, but our ability to tackle it has become better and better, thanks to our forefathers.

Ability to manage conflict is in fact one of the most important social skills that an individual can possess. In psychological terms, conflict management is the skillful art of dealing with conflict which is unique to every individual. An individual may use different strategies to deal with conflict which we call the conflict management styles. While dealing in a conflicting situation, an individual might try to satisfy his own viewpoint without listening to anybody else; might mellow down and give up; or further might tread a middle path to satisfy himself and the other. The conflict management style that he chooses depends upon him as an individual. It is affected by many traits of his individuality including his intelligence and personality.

Conflict management has always been a subject of research in management but much work has not been done on it in education. Some recent studies have identified several psychological skills such as emotional intelligence, communication skill, leadership skill, assertiveness skill, self-efficacy, critical thinking skill and a
host of others that can stimulate positive general behaviour in individuals including conflict management behaviour, not much has been done relating to the specific effects of the skills on conflict management styles of humanities undergraduates.

It is on this basis that this study investigated the psychological skills specifically emotional intelligence, spiritual intelligence and personality types as predictors of conflict management styles of humanities undergraduates.

Although many conflict management styles have been proposed by psychologists from time to time, still the two major categories for classification of conflict management styles are cooperativeness and assertiveness. For the purpose of present study, five conflict management styles given by Thomas and Kilmann (2007), i.e. competing, collaborating, compromising, avoiding and accommodating have been taken into consideration.

In this study, the investigator studied the conflict management styles of humanities undergraduates. The study was also aimed to find whether there are differences in male and female undergraduates as regards their conflict management styles, emotional intelligence, spiritual intelligence and personality types. This line of research is important since the results of study showed that male and female undergraduates differ on the basis of conflict management styles. They differ on all dimensions of emotional intelligence, certain components of spiritual intelligence and most of the dimensions of personality.

The present study considered the conflict management styles of undergraduates in relation to their emotional intelligence, spiritual intelligence and personality types. The result of the study show that undergraduates with low and high levels of emotional intelligence differ in their use of conflict management styles. The undergraduates with low and high levels of spiritual intelligence differ only on the use of certain conflict management styles and also with low and high scores of introversion-extraversion differ only in the use of some conflict management styles. The same differences were worked out for the male and female undergraduates.

This research study was further designed to find a relationship, if any, among the variables of conflict management styles, emotional intelligence, spiritual intelligence and personality types. Finally, the study aimed to find out and compare
the predictive efficiency of independent variables of emotional intelligence, spiritual intelligence and personality types towards the variable of conflict management styles of undergraduates.

Prior studies have been mainly limited to the study of these variables individually relating to conflict management styles and to management students and other populations. This study has attempted to go beyond that level, by studying all these variables together and find their impact on conflict management styles. There are several reasons to consider emotional intelligence, spiritual intelligence and personality types together. Intelligence is a part of human personality and personality provides the base on which intelligence works. Of the various types of intelligence, emotional intelligence and spiritual intelligence are of latest invent. So the present research involved emotional intelligence, spiritual intelligence and personality types together and find whether these variables affect the choice of conflict management styles of undergraduates.

9.1 Statement of the Problem

“Conflict management styles of undergraduates in relation to their emotional intelligence, spiritual intelligence and personality types.”

9.2 Objectives of the Study

The major objectives of the study were as follows:

1.

   a. To compare the conflict management styles of male and female undergraduates.
   
   b. To compare the emotional intelligence of male and female undergraduates.
   
   c. To compare the spiritual intelligence of male and female undergraduates.
   
   d. To compare the personality types of male and female undergraduates.

2.

   a. To study the conflict management styles of undergraduates in relation to their emotional intelligence.
   
   b. To study the conflict management styles of undergraduates in relation to their spiritual intelligence.
c. To study the conflict management styles of undergraduates in relation to their personality types.

3.

a. To study the conflict management styles of male undergraduates in relation to their emotional intelligence.

b. To study the conflict management styles of male undergraduates in relation to their spiritual intelligence.

c. To study the conflict management styles of male undergraduates in relation to their personality types.

4.

a. To study the conflict management styles of female undergraduates in relation to their emotional intelligence.

b. To study the conflict management styles of female undergraduates in relation to their spiritual intelligence.

c. To study the conflict management styles of female undergraduates in relation to their personality types.

5.

a. To study the relationship between conflict management styles and emotional intelligence of undergraduates.

b. To study the relationship between conflict management styles and spiritual intelligence of undergraduates.

c. To study the relationship between conflict management styles and personality types of undergraduates.

6.

a. To study the variance contributed by emotional intelligence, spiritual intelligence and personality types towards competing conflict management style of undergraduates.

b. To study the variance contributed by emotional intelligence, spiritual intelligence and personality types towards collaborating conflict management style of undergraduates.
c. To study the variance contributed by emotional intelligence, spiritual intelligence and personality types towards compromising conflict management style of undergraduates.

d. To study the variance contributed by emotional intelligence, spiritual intelligence and personality types towards avoiding conflict management style of undergraduates.

e. To study the variance contributed by emotional intelligence, spiritual intelligence and personality types towards accommodating conflict management style of undergraduates.

9.3 Hypotheses

The following hypotheses were formulated to test the objectives:

1.

a. There exist significant differences in the conflict management styles of male and female undergraduates.

b. There exist significant differences in the emotional intelligence of male and female undergraduates.

c. There exist significant differences in the spiritual intelligence of male and female undergraduates.

d. There exist significant differences in the personality types of male and female undergraduates.

2.

a. There exist significant differences in the conflict management styles of undergraduates in relation to their emotional intelligence.

b. There exist significant differences in the conflict management styles of undergraduates in relation to their spiritual intelligence.

c. There exist significant differences in the conflict management styles of undergraduates in relation to their personality types.

3.

a. There exist significant differences in the conflict management styles of male undergraduates in relation to their emotional intelligence.
b. There exist significant differences in the conflict management styles of male undergraduates in relation to their spiritual intelligence.

c. There exist significant differences in the conflict management styles of male undergraduates in relation to their personality types.

4.

a. There exist significant differences in the conflict management styles of female undergraduates in relation to their emotional intelligence.

b. There exist significant differences in the conflict management styles of female undergraduates in relation to their spiritual intelligence.

c. There exist significant differences in the conflict management styles of female undergraduates in relation to their personality types.

5.

a. There exists significant relationship between conflict management styles and emotional intelligence of undergraduates.

b. There exists significant relationship between conflict management styles and spiritual intelligence of undergraduates.

c. There exists significant relationship between conflict management styles and personality types of undergraduates.

6.

a. Significant variance towards competing conflict management style of the undergraduates is contributed by emotional intelligence, spiritual intelligence and personality types.

b. Significant variance towards collaborating conflict management style of the undergraduates is contributed by emotional intelligence, spiritual intelligence and personality types.

c. Significant variance towards compromising conflict management style of the undergraduates is contributed by emotional intelligence, spiritual intelligence and personality types

d. Significant variance towards avoiding conflict management style of the undergraduates is contributed by emotional intelligence, spiritual intelligence and personality types.
e. Significant variance towards accommodating conflict management style of the undergraduates is contributed by emotional intelligence, spiritual intelligence and personality types.

9.4 Delimitations of the Study

The present study was delimited to:

1. The undergraduate students of Govt. degree colleges only.

2. The undergraduate students studying in Govt. degree colleges of Chandigarh only.

3. A restricted sample of 954 from the 3rd year humanities undergraduate students only.

4. Only three independent variables, i.e. emotional intelligence, spiritual intelligence and personality types with the conflict management styles.

9.5 Design of the Study

The present study was a descriptive survey, which was conducted on the 3rd year humanities undergraduates from the Govt. colleges of Chandigarh. The present study was essentially a descriptive research because it involved the exploration of phenomena in their natural settings, to describe some type of comparison or contrast and attempted to discover relationships between existing non-manipulated variables. The researcher did not have direct control over the variables used in the study, i.e. conflict management styles, emotional intelligence, spiritual intelligence and personality types. The manifestation of the variables had already occurred. Inferences about relations among the variables of conflict management styles, emotional intelligence, spiritual intelligence and personality types were made without intervention of independent and dependent variables.

9.6 Sample

9.6.1 Initial sample

The initial sample comprised of 1000 students which included 500 male and 500 female undergraduates, i.e. 250 undergraduates from each college. Each college had 6 to 9 sections in the third year humanities stream. Five sections were selected
randomly from each college. Each section had approximately 60 to 85 students. After selecting the sections, 50 undergraduates were selected randomly from each section.

**9.6.2 Final sample**

After responses of the undergraduates on the four scales, i.e Thomas-Kilmann Conflict mode instrument, Emotional Quotient test, Spiritual Intelligence Self-Report inventory and Scale for introversion-extraversion dimension; the test booklets were collected by the investigator. The test booklets were assessed for incomplete, missing or invalid responses. After eliminating the respondents whose responses were incomplete or invalid, the final sample comprised of 954 undergraduates, out of which 471 were male and 483 female undergraduates.

**9.7 Tools Used**

In the present study, the following tools were used for data collection:

2. Know Your EQ (Emotional Quotient test) by Chadha and Singh (2006)
3. The Spiritual Intelligence Self-Report Inventory by King (2008)

**9.8 Statistical Analysis**

In the present study, the following statistical techniques were employed to test the research hypotheses:

1. Descriptive statistics i.e. mean, median, mode, SDs, range, skewness and kurtosis for all variables were obtained to ascertain the nature of distribution of scores of conflict management styles, emotional intelligence, spiritual intelligence and personality types.

2. t-test was applied to compare the male and female undergraduates on the variables of conflict management styles, emotional intelligence, spiritual intelligence and personality types.

3. Coefficients of correlation were worked out to examine the relationship of conflict management styles with emotional intelligence, spiritual intelligence and personality types of undergraduates.
4. In order to examine and compare the predictive efficiency of independent variables of emotional intelligence, spiritual intelligence and personality types towards the prediction of criterion variable of conflict management of undergraduates, regression analysis was done.

5. Graphical representation was done wherever necessary.

9.9 Results and Conclusions

9.9.1 Results

The findings of the present study are as follows:

Differential analysis

Comparison of male and female undergraduates on the variables of conflict management styles, emotional intelligence, spiritual intelligence and personality types

1. The mean differentials between the scores of male and female undergraduates in competing, collaborating, avoiding and accommodating conflict management styles are significant at 0.01 level. Further, the difference in the mean scores of male and female undergraduates in the compromising style of conflict management is not significant.

2. The mean differentials between male and female undergraduates with regard to different dimensions of emotional intelligence i.e. emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) are all statistically significant at 0.01 level of statistical significance.

3. The mean differentials in scores of male and female undergraduates with regard to transcendental awareness, conscious state expansion, and spiritual intelligence (Total) are statistically significant at 0.01 level, while the t-values between the means scores of male and female undergraduates in critical existential thinking and personal meaning production are statistically insignificant.

4. The t-values between the mean scores of male and female undergraduates in competition, enthusiasm and social warmth are significant at 0.01 level and that for introversion-extraversion (Total) score is significant at 0.05 level. Further, there are insignificant differences in mean scores of boldness and self-sufficiency dimensions of personality.
Conflict management styles (CMS) of undergraduates in relation to their emotional intelligence

1. The mean differentials in the competing style of conflict management of undergraduates with low and high scores in various dimensions of emotional intelligence i.e. emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) are all significant at 0.01 level of significance.

2. The mean differentials in the collaborating style of conflict management of undergraduates with low and high scores in all dimensions of emotional intelligence are statistically significant at 0.01 level.

3. The mean differentials in the compromising CMS of undergraduates with low and high scores in emotional sensitivity and emotional intelligence (Total) are significant at 0.05 and 0.01 levels, respectively. Further, the mean differentials in the compromising CMS of undergraduates with low and high scores in emotional maturity and emotional competency are not significant.

4. The mean differentials in the avoiding CMS of undergraduates with low and high scores in emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) are all significant at 0.01 level of significance.

5. The mean differentials in the accommodating CMS of undergraduates with low and high scores in emotional intelligence (Total) and all its components, i.e. emotional sensitivity, emotional maturity, emotional competency are significant at 0.01 level.

Conflict management styles (CMS) of undergraduates in relation to their spiritual intelligence

1. The mean differentials in the competing CMS of undergraduates with low and high scores in transcendental awareness and conscious state expansion are significant at 0.01 level and in critical existential thinking, personal meaning production and spiritual intelligence (Total) are statistically insignificant.

2. The mean differentials between the collaborating CMS of undergraduates with low and high scores in transcendental awareness and conscious state expansion are significant at 0.01 level. On the other hand, the differences in mean scores of collaborating CMS with low and high scores in critical existential thinking,
personal meaning production and spiritual intelligence (Total) are statistically insignificant.

3. The mean differentials in the compromising CMS of undergraduates with low and high scores in personal meaning production and spiritual intelligence (Total) are significant at 0.01 level; that for transcendental awareness is significant at 0.05 level; while the differences between means of compromising CMS of undergraduates having low and high scores in critical existential thinking and conscious state expansion are statistically insignificant.

4. The mean differentials in the avoiding CMS of undergraduates with low and high scores in spiritual intelligence and its components i.e. critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) are significant at 0.01 level; but of that in conscious state expansion is statistically insignificant.

5. There are significant mean differentials between the mean scores of accommodating CMS of undergraduates with low and high scores in spiritual intelligence and all its components, all significant at 0.01 level of statistical significance.

Conflict management styles (CMS) of undergraduates in relation to their personality types

1. The t-values between the scores of competing CMS of undergraduates with low and high scores in competition and introversion-extraversion (Total) are significant at 0.01 level; the t-value for enthusiasm dimension is significant at 0.05 level; while the mean differentials in the competing CMS scores of undergraduates with low and high scores in boldness, self-sufficiency and social warmth are statistically insignificant.

2. The mean differentials in the collaborating CMS of undergraduates with low and high scores in boldness and competition dimensions of personality are significant at 0.01 level, and with low and high scores in social warmth is significant at 0.05 level. Further, the differences in the mean scores of collaborating CMS of undergraduates with low and high scores in enthusiasm, self-sufficiency, and introversion-extraversion (Total) are not significant.
3. The t-values with regard to compromising CMS of undergraduates with low and high scores in boldness, enthusiasm, self-sufficiency and social warmth dimensions of personality are all insignificant. The t-values with regard to competition and introversion-extraversion (Total) are statistically significant at 0.01 and 0.05 levels of significance respectively.

4. The t-values with regard to avoiding CMS of undergraduates with low and high scores in boldness and competition dimensions of personality are significant at 0.01 level, while t-values for avoiding CMS of undergraduates with low and high scores in enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) are statistically insignificant.

5. The mean differentials with regard to accommodating CMS of undergraduates with low and high scores in different dimensions of personality i.e. competition, enthusiasm, and introversion-extraversion (Total) are all significant at 0.01 level of significance; however, the t-value with regard to accommodating CMS with low and high scores in boldness, self-sufficiency and social warmth dimensions of personality are all statistically insignificant.

Conflict management styles (CMS) of male undergraduates in relation to their emotional intelligence

1. The mean differentials in the competing CMS of male undergraduates with low and high scores in emotional intelligence and its dimensions i.e. emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) are all significant at 0.01 level of significance.

2. The mean differential between the collaborating CMS of male undergraduates with low and high scores in emotional competency is significant at 0.05 level, between scores of emotional sensitivity and emotional intelligence (Total) is significant at 0.01 level, and between scores of emotional maturity is statistically significant.

3. The mean differential in the compromising CMS of male undergraduates with low and high scores in emotional sensitivity is significant at 0.01 level, for those of emotional maturity and emotional intelligence (Total) are significant at 0.05 level,
while the mean differential between the compromising CMS of male undergraduates with low and high scores in emotional competency is not significant.

4. The mean differentials in the avoiding CMS of male undergraduates with low and high scores in emotional intelligence and its dimensions i.e. the mean differentials in the avoiding CMS of male undergraduates with low and high scores in emotional intelligence and its dimensions i.e. emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) are all significant at 0.01 level of significance.

5. There are statistically significant mean differentials at 0.01 level in the accommodating CMS of male undergraduates with low and high scores in emotional intelligence and all its dimensions i.e. emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total).

Conflict management styles (CMS) of male undergraduates in relation to their spiritual intelligence

1. The mean differentials in the competing CMS of male undergraduates with low and high scores in transcendental awareness and spiritual intelligence (Total) are statistically significant at 0.01 level, whereas the differences in the mean scores of competing CMS score of male undergraduates with low and high scores in critical existential thinking, personal meaning production and conscious state expansion are statistically insignificant.

2. The mean differentials in the collaborating CMS of male undergraduates with low and high scores in transcendental awareness and spiritual intelligence (Total) are significant at 0.01 and 0.05 levels, respectively; while the differences in mean scores of collaborating CMS of male undergraduates with low and high scores in critical existential thinking, personal meaning production and conscious state expansion are statistically insignificant.

3. The mean differentials between the compromising CMS of male undergraduates with low and high scores in spiritual intelligence (Total) and its components, i.e. critical existential thinking, personal meaning production, transcendental awareness, conscious state expansion and spiritual intelligence (Total) are all statistically insignificant.
4. The mean differentials in the avoiding CMS of male undergraduates with low and high scores in critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) are all significant at 0.01 level; but the difference in mean scores of male undergraduates in avoiding CMS with low and high scores in conscious state expansion is statistically insignificant.

5. The mean differentials in the accommodating CMS of male undergraduates with low and high scores in critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) are significant at 0.01 level; but the difference in mean scores of male undergraduates in accommodating CMS with low and high scores in conscious state expansion is statistically insignificant.

Conflict management styles (CMS) of male undergraduates in relation to their personality types

1. There are statistically significant mean differentials in the competing CMS of male undergraduates with low and high scores in competition at 0.01 level and social warmth at 0.05 level. The differences in the mean competing CMS scores of undergraduates with low and high scores in boldness, enthusiasm, self-sufficiency and introversion-extraversion (Total) score are not significant.

2. The mean differentials in the collaborating CMS of male undergraduates with low and high scores in boldness and competition dimensions of personality are statistically significant at 0.01 and 0.05 levels of significance respectively. Further, the differences in the mean collaborating scores of male undergraduates with low and high scores in enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) are not significant.

3. The mean differentials in the compromising CMS of male undergraduates with low and high scores in competition and social warmth dimensions of personality are significant at 0.05 level, whereas the differences in the mean scores of compromising CMS of male undergraduates with low and high scores in boldness, enthusiasm, self-sufficiency, and introversion-extraversion (Total) score are not significant.
4. The mean differentials in the avoiding CMS of male undergraduates with low and high scores in competition and social warmth are significant at 0.01 level while the differences in the mean scores of avoiding CMS of male undergraduates with low and high scores in boldness, enthusiasm, self-sufficiency, and introversion-extraversion (Total) score are not significant.

5. The mean differentials in the accommodating CMS of male undergraduates with low and high scores in competition and social warmth dimensions of personality are significant at 0.05 and 0.01 level respectively; while the differences in the mean accommodating CMS scores of male undergraduates with low and high scores in boldness, enthusiasm, self-sufficiency, and introversion-extraversion (Total) score are not significant.

Conflict management styles (CMS) of female undergraduates in relation to their emotional intelligence

1. The mean differentials in the competing CMS of female undergraduates with low and high scores in sensitivity dimension and emotional intelligence (Total) are significant at 0.01 level. Further, the differences in the mean competing scores of female undergraduates with low and high scores in emotional maturity and emotional competency are not significant.

2. The mean differentials between the collaborating CMS of female undergraduates with low and high scores in emotional sensitivity, emotional competency and emotional intelligence (Total) are statistically significant at 0.01 level, and the t-value between the collaborating conflict management style scores of undergraduates with low and high scores in emotional maturity is significant at 0.05 level.

3. There are insignificant differences between the means scores of compromising CMS of female undergraduates with low and high scores in emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total).

4. The mean differentials in the avoiding CMS of female undergraduates with low and high scores in emotional intelligence and its dimensions i.e. emotional sensitivity, emotional competency and emotional intelligence (Total) are significant at 0.01 level of significance, while the difference between the avoiding CMS score of female undergraduates with low and high scores in emotional maturity is statistically insignificant.
5. The mean differentials between the accommodating CMS of female undergraduates with low and high scores in emotional intelligence (Total) and its dimensions, i.e. emotional maturity and emotional competency are statistically insignificant, but that for emotional sensitivity is significant at 0.05 level.

Conflict management styles (CMS) of female undergraduates in relation to their spiritual intelligence

1. The mean differentials in the competing CMS of female undergraduates with low and high scores in transcendental awareness and conscious state expansion are significant at 0.01 level while the differences in the mean scores of competing CMS of female undergraduates with low and high scores in critical existential thinking, personal meaning production and spiritual intelligence (Total) are statistically insignificant.

2. The mean differentials in the collaborating CMS of female undergraduates with low and high scores in critical existential thinking, personal meaning production, transcendental awareness, conscious state expansion and spiritual intelligence (Total) are all statistically insignificant.

3. The mean differential in the compromising CMS of female undergraduates with low and high scores in personal meaning production is significant at 0.05 level, but insignificant in critical existential thinking, transcendental awareness, conscious state expansion and spiritual intelligence (Total).

4. The mean differentials in the avoiding CMS of female undergraduates with low and high scores in critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) are significant at 0.01 level; whereas in conscious state expansion, the t-value is insignificant.

5. The mean differentials in the accommodating CMS of female undergraduates with low and high scores in critical existential thinking and spiritual intelligence (Total) are statistically significant at 0.05 level, and that for transcendental awareness is significant at 0.01 level; but insignificant for personal meaning production and conscious state expansion.
Conflict management styles (CMS) of female undergraduates in relation to their personality types

1. The mean differentials in the competing CMS of female undergraduates with low and high scores in boldness, competition and introversion-extraversion (Total) score are statistically significant at 0.01 level, but the t-values in competing CMS of female undergraduates with low and high scores in enthusiasm, self-sufficiency and social warmth are not significant.

2. The mean differentials in the collaborating CMS of female undergraduates with low and high scores in boldness and enthusiasm are significant at 0.05 level, the t-value for social warmth is significant at 0.01 level. Further, the differences in the mean score of collaborating CMS of female undergraduates with low and high scores in competition, self-sufficiency and introversion-extraversion (Total) are insignificant.

3. The mean differentials in the compromising CMS of female undergraduates with low and high scores in boldness, competition, enthusiasm, self-sufficiency, social warmth, and introversion-extraversion (Total) are not statistically significant.

4. The mean differentials in the avoiding CMS of female undergraduates with low and high scores in boldness and competition are significant at 0.05 level, that for social warmth is significant at 0.01 level, whereas the differences in the mean avoiding CMS scores of female undergraduates with low and high scores in enthusiasm, self-sufficiency, and introversion-extraversion (Total) are not significant.

5. The mean differentials in the accommodating CMS of female undergraduates with low and high scores in competition, enthusiasm and introversion-extraversion (Total) are significant at 0.01 level; whereas the differences in the mean accommodating CMS scores of female undergraduates with low and high scores in boldness, self-sufficiency and social warmth are not significant.

Correlation analysis

Relationship of conflict management styles (CMS) with emotional intelligence

1. The coefficients of correlation for different dimensions of emotional intelligence, namely, emotional sensitivity, emotional maturity, emotional competency and
emotional intelligence with competing CMS are all negative and significant at 0.01 level of statistical significance.

2. The coefficients of correlation of emotional sensitivity, emotional competency and emotional intelligence (Total) with collaborating CMS are significant at 0.01 level, while the correlation coefficient of emotional maturity with collaborating CMS is significant at 0.05 level.

3. The correlation of emotional sensitivity and emotional intelligence (Total) with compromising CMS is significant at 0.01 level; the correlation of emotional competency with compromising CMS is significant at 0.05 level; while the coefficient of correlation of maturity dimension of emotional intelligence with compromising CMS is not significant.

4. The correlational values worked out between avoiding CMS and sensitivity, maturity, competency and emotional intelligence (Total) are all negative and statistically significant at 0.01 level of significance.

5. The coefficients of correlation for different dimensions of emotional intelligence, namely, emotional sensitivity, emotional maturity, emotional competency and emotional intelligence with accommodating CMS are all significant at 0.01 level of statistical significance.

   Relationship of conflict management styles (CMS) with spiritual intelligence

1. The correlation coefficients of competing CMS with critical existential thinking and transcendental awareness components of spiritual intelligence are negative and significant at 0.01 level; while that of competing CMS and conscious state expansion is positive and significant at 0.01 level related. There are insignificant coefficients of correlation between competing CMS and personal meaning production dimension of spiritual intelligence and total spiritual intelligence.

2. The coefficient of correlation between collaborating CMS and critical existential thinking is significant at 0.05 level, that between transcendental awareness and collaborating CMS is significant at 0.01 level. There is significant negative correlation coefficient between conscious state expansion and collaborating CMS. Further, personal meaning production and spiritual intelligence (Total) are not correlated with collaborating CMS.
3. The correlation coefficients between personal meaning production and spiritual intelligence (Total) and compromising CMS are significant at 0.01 level, the correlation coefficient of transcendental awareness with compromising CMS is significant at 0.05 level. However, the correlation coefficients recorded between compromising CMS and critical existential thinking and conscious state expansion components of spiritual intelligence are statistically insignificant.

4. The correlation values between avoiding CMS and spiritual intelligence (Total) and its components i.e. critical existential thinking, transcendental awareness and personal meaning production are negative and significant at 0.01 level. Further, the coefficient of correlation between avoiding CMS and conscious state expansion is significant at 0.05 level.

5. The coefficients of correlation between accommodating CMS and components of spiritual intelligence, namely, critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) are all significant at 0.01 level, while the correlation coefficient between accommodating CMS and conscious state expansion is negative and significant at 0.01 level.

**Relationship of conflict management styles (CMS) with personality types**

1. The calculated correlations between competing CMS and two dimensions of personality i.e. competition as well as introversion-extraversion (Total) are significant at 0.01 level. The coefficients of correlation between competing CMS and boldness, enthusiasm, self-sufficiency and social warmth dimensions of personality are all statistically insignificant.

2. There coefficient of correlation between collaborating CMS and boldness is significant at 0.01 level, between collaborating CMS and social warmth dimensions of personality is significant at 0.05 level, and between collaborating CMS and competition dimension of personality is negative and significant at 0.01 level. The coefficients of correlation calculated between collaborating CMS and enthusiasm, self-sufficiency, and introversion-extraversion (Total) are all statistically insignificant.

3. The calculated value of coefficient of correlation between compromising CMS and competition is negative but significant at 0.01 level. The coefficients of correlation worked out between compromising CMS and boldness, enthusiasm,
self-sufficiency, social warmth and introversion-extraversion (Total) are all insignificant.

4. The coefficients of correlation calculated between avoiding CMS and boldness and competition dimensions of personality are positive and significant at 0.01 level. The coefficients of correlation between avoiding CMS and enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) are all statistically insignificant.

5. The coefficients of correlations between accommodating CMS and competition, enthusiasm and introversion-extraversion (Total) dimensions of personality are negative but significant at 0.01 level, whereas the correlation coefficients between accommodating CMS and boldness, self-sufficiency and social warmth dimensions of personality are all statistically insignificant.

**Regression analysis**

*Variance towards conflict management styles (CMS) of the undergraduates contributed by emotional intelligence, spiritual intelligence and personality types*

1. The analysis of variance for the multiple regression data yielded F-values significant at 0.01 level for all the three trials, i.e. adding up of one independent variable with competing CMS in each trial. The t-values worked out towards competing CMS of undergraduates contributed by emotional intelligence, spiritual intelligence and personality types have been found to be significant for emotional intelligence and spiritual intelligence, but not for personality types.

2. The analysis of variance for the multiple regression data yielded F-values significant at 0.01 level for all the three trials, i.e. adding up of one independent variable with collaborating CMS in each trial. The t-values worked out towards collaborating CMS of undergraduates contributed by emotional intelligence, spiritual intelligence and personality types has been found to be significant only for emotional intelligence, but not for spiritual intelligence and personality types.

3. The calculated F-values are significant at 0.01 level for all the three trials, i.e. adding up of one independent variable with compromising CMS in each trial. The t-values worked out towards compromising CMS of undergraduates contributed by emotional intelligence, spiritual intelligence and personality types has been
found to be significant only for emotional intelligence, but not for spiritual intelligence and personality types.

4. The analysis of variance for the multiple regression data yielded F-values which were significant at 0.01 level for all the three trials, i.e. adding up of one independent variable with avoiding CMS in each trial. The t-values worked out towards avoiding CMS of undergraduates contributed by emotional intelligence, spiritual intelligence and personality types has been found to be significant for emotional intelligence and spiritual intelligence, but not for personality types.

5. The analysis of variance for the multiple regression data yielded F-values which were significant at 0.01 level for all the three trials, i.e. adding up of one independent variable with accommodating CMS in each trial. The t-values worked out towards accommodating CMS of undergraduates contributed by emotional intelligence, spiritual intelligence and personality types has been found to be significant for all the three independent variables of emotional intelligence, spiritual intelligence and personality types.

9.9.2 Conclusions

In the light of the findings of the present study, the following major conclusions can be drawn:

**Differential analysis**

*Comparison of male and female undergraduates on the variables of conflict management styles, emotional intelligence, spiritual intelligence and personality types*

1. The male undergraduates tend to be more competing and avoiding than the female undergraduates. The female undergraduates are reportedly more collaborating and accommodating than their male counterparts. There are insignificant gender differences in the use of compromising conflict management style.

2. The female undergraduates have a significantly higher emotional sensitivity, emotional maturity, emotional competency and total emotional intelligence than their male counterparts.

3. The females undergraduates have a higher transcendental awareness than the male undergraduates. On the contrary, the male undergraduates have a higher conscious state expansion and spiritual intelligence (Total) than their female counterparts.
However, the male and female undergraduates do not differ with regard to their critical existential thinking and personal meaning production components of spiritual intelligence.

4. The male undergraduates are higher on competition, enthusiasm and extraversion dimensions of personality than the female undergraduates. On the other hand, the female undergraduates have higher social warmth than their male counterparts. Further, male and female undergraduates are similar in boldness and self-sufficiency dimensions of personality.

Conflict management styles of undergraduates in relation to their emotional intelligence

1. The undergraduates who are high in emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) tend to be less competing, and those who are low in these dimensions of emotional intelligence (Total) tend to be more competing.

2. The undergraduates who are high in emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) tend to be more collaborating than their counterparts who are low on these dimensions of emotional intelligence.

3. The undergraduates who are low in emotional sensitivity and emotional intelligence (Total) are less compromising in conflict management than those who are high in emotional sensitivity and emotional intelligence (Total). On the other hand, the undergraduates with low and high emotional maturity and emotional competency dimensions of emotional intelligence do not differ in the use of compromising conflict management style.

4. The undergraduates with low emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) use avoiding conflict management style more often than their counterparts with high emotional intelligence and all its dimensions.

5. The undergraduates with low emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) use accommodating conflict management style less often than the undergraduates who are high in emotional intelligence and all its dimensions.
Conflict management styles of undergraduates in relation to their spiritual intelligence

1. The undergraduates who have low transcendental awareness are more competing in conflict management than the undergraduates who are high in transcendental awareness. The undergraduates low in conscious state expansion use competing conflict management style less often. Further, the undergraduates with low and high critical existential thinking, personal meaning production and spiritual intelligence (Total) do not differ in the use of competing conflict management style.

2. The undergraduates who are low in transcendental awareness use collaborating conflict management style less often whereas the undergraduates with low conscious state expansion use the collaborating conflict management style more often. However, the undergraduates with low and high critical existential thinking, personal meaning production and spiritual intelligence (Total) do not differ in the use of collaborating conflict management style.

3. The undergraduates with low personal meaning production, transcendental awareness and spiritual intelligence (Total) prefer compromising conflict management style less often than their counterparts who are high in these components of spiritual intelligence. But, the undergraduates with low and high critical existential thinking and conscious state expansion do not differ in the use of compromising conflict management style.

4. The undergraduates who have low critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) use avoiding conflict management style more often than their counterparts who are high in these components of spiritual intelligence. However, the undergraduates with low and high conscious state expansion do not differ in the use of avoiding conflict management style.

5. The undergraduates who are low in critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) use accommodating conflict management style less often than their counterparts who are high in these components of spiritual intelligence whereas the undergraduates with low conscious state expansion use the accommodating conflict management style more often.
Conflict management styles of undergraduates in relation to their personality types

1. The undergraduates who are low in competition, enthusiasm and introversion-extraversion (Total) use competing CMS less often than their counterparts who are high on these dimensions of personality. Further, boldness, self-sufficiency and social warmth dimension of personality do not influence the use of competing CMS of undergraduates.

2. The undergraduates who are low in boldness and social warmth dimensions of personality use the collaborating conflict management style less often than their counterparts high on these dimensions; whereas the undergraduates who are low in competition use collaborating conflict management style more often. Further, the undergraduates with low and high enthusiasm, self-sufficiency and introversion-extraversion (Total) score do not differ in the use of collaborating conflict management style.

3. The undergraduates who are low on competition and introversion-extraversion (Total) use the compromising conflict management style more often than the undergraduates who are high on these dimensions of personality. But, the undergraduates with low and high boldness, enthusiasm, self-sufficiency and social warmth dimensions of personality do not differ in the use of compromising conflict management style.

4. The undergraduates who are low in boldness use avoiding conflict management style more often than their bolder counterparts, but the undergraduates who are low in competition use avoiding conflict management style less often than the undergraduates who are high in competition. However, the undergraduates with low and high enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) do not differ in the use of avoiding conflict management style.

5. The undergraduates who are less competitive, enthusiastic and introverts use accommodating conflict management style more often than their counterparts who are more competitive, enthusiastic and extroverts. On the other hand, the undergraduates with low and high boldness, self-sufficiency and social warmth dimensions of personality do not differ in the use of accommodating conflict management style.
Conflict management styles of male undergraduates in relation to their emotional intelligence

1. The male undergraduates who have low emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) tend to be more competing than their counterparts who are high in these dimensions of emotional intelligence.

2. The male undergraduates with high emotional sensitivity, emotional competency and emotional intelligence (Total) tend to be more collaborating than their counterparts who are low in these dimensions of emotional intelligence. On the other hand, the male undergraduates with low and high emotional maturity do not differ in their use of collaborating conflict management style.

3. The male undergraduates with low emotional sensitivity, emotional maturity and emotional intelligence (Total) use the compromising conflict management style less often than the male undergraduates high on these dimensions of emotional intelligence; but the male undergraduates with low and high emotional competency dimension of emotional intelligence do not differ in their use of compromising conflict management style.

4. The male undergraduates with low emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) use avoiding conflict management style more often than their counterparts with high emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total).

5. The male undergraduates scoring low in emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) use accommodating conflict management style less often as compared to those who are high on these dimensions of emotional intelligence.

Conflict management styles of male undergraduates in relation to their spiritual intelligence

1. The male undergraduates who have low transcendental awareness and spiritual intelligence (Total) use competing conflict management style more often than their counterparts with high transcendental awareness and spiritual intelligence
(Total). Further, the male undergraduates with low and high critical existential thinking, personal meaning production and conscious state expansion do not differ in the use of competing conflict management style.

2. The male undergraduates who have low transcendental awareness and spiritual intelligence (Total) use collaborating conflict management style less than their counterparts high on these components of spiritual intelligence. Further, the male undergraduates with low and high critical existential thinking, personal meaning production and conscious state expansion do not differ in the use of collaborating conflict management style.

3. The male undergraduates with low and high spiritual intelligence including all its components do not differ in the use of compromising conflict management style.

4. The male undergraduates with low critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) use avoiding conflict management style more often than their counterparts who are high in these components of spiritual intelligence. But, the male undergraduates with low and high conscious state expansion do not differ in the use of avoiding conflict management style.

5. The male undergraduates with low critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) use accommodating conflict management style less often than their counterparts high on these components of spiritual intelligence. But, the male undergraduates with low and high conscious state expansion do not differ in the use of accommodating conflict management style.

Conflicts management styles of male undergraduates in relation to their personality types

1. The male undergraduates low on competition and social warmth use competing conflict management style less often whereas the male undergraduates high on competition and social warmth use the competing conflict management style more often. Further, the male undergraduates low and high on boldness, enthusiasm, self-sufficiency and introversion-extraversion (Total) dimensions of personality do not differ in the use of competing conflict management style.
2. The male undergraduates who are low in boldness use collaborating conflict management style less often than their counterparts who are high on boldness; whereas the male undergraduates who are low in competition use the collaborating conflict management style more often than their counterparts. Further, the male undergraduates who are low and high on enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) dimensions of personality do not differ in the use of collaborating conflict management style.

3. The male undergraduates who are low on competition and social warmth use compromising conflict management style more often than the male undergraduates who are high on these dimensions of personality. But, the male undergraduates with low and high boldness, enthusiasm, self-sufficiency and introversion-extraversion (Total) do not differ in the use of compromising conflict management style.

4. The male undergraduates who are low on competition and social warmth use avoiding conflict management style less often than the male undergraduates who are high on competition and social warmth. Further, the male undergraduates with low and high boldness, enthusiasm, self-sufficiency and introversion-extraversion (Total) do not differ in the use of avoiding conflict management style.

5. The male undergraduates who are low on competition and social warmth use accommodating conflict management style more often than their counterparts high on these dimensions of personality. On the other hand, the male undergraduates with low and high boldness, enthusiasm, self-sufficiency and introversion-extraversion (Total) do not differ in the use of accommodating conflict management style.

Conflict management styles of female undergraduates in relation to their emotional intelligence

1. The female undergraduates who have low emotional sensitivity and emotional intelligence (Total) tend use competing CMS more than their counterparts high on these dimensions. On the other hand, the female undergraduates with low and high emotional maturity and emotional competency do not differ in the use of competing conflict management style.
2. The female undergraduates with high emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) tend to be more collaborating than their counterparts low on these dimensions of emotional intelligence.

3. The female undergraduates with low and high emotional intelligence including emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) do not differ in the use of compromising conflict management style.

4. The female undergraduates with low emotional sensitivity, emotional competency and emotional intelligence (Total) use avoiding conflict management style more often than their counterparts high on these dimensions of emotional intelligence. But, the female undergraduates with low and high emotional maturity do not differ in the use of avoiding conflict management style.

5. The female undergraduates with low emotional sensitivity use the accommodating conflict management style less than their counterparts. On the contrary, the female undergraduates with low and high emotional maturity, emotional competency and emotional intelligence (Total) do not differ in the use of accommodating conflict management style.

Conflict management styles of female undergraduates in relation to their spiritual intelligence

1. The female undergraduates with low transcendental awareness use competing conflict management style more often than their counterparts with high transcendental awareness while the female undergraduates with low conscious state expansion use the competing conflict management style less often than their counterparts with high conscious state expansion. Further, the female undergraduates with low and high critical existential thinking, personal meaning production and spiritual intelligence (Total) do not differ in the use of competing conflict management style.

2. The female undergraduates with low and high spiritual intelligence, including all its components i.e. critical existential thinking, personal meaning production, transcendental awareness, conscious state expansion and spiritual intelligence (Total) do not differ in the use of collaborating conflict management style.
3. The female undergraduates with low personal meaning production use compromising conflict management style less often than their counterparts with high personal meaning production. On the other hand, the female undergraduates with low and high critical existential thinking, transcendental awareness, conscious state expansion and spiritual intelligence (Total) do not differ in the use of compromising conflict management style.

4. The female undergraduates who have low critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence (Total) use avoiding conflict management style more often than their counterparts high in these components of spiritual intelligence. But, the female undergraduates with low and high conscious state expansion do not differ in the use of avoiding conflict management style.

5. The female undergraduates with low critical existential thinking, transcendental awareness and spiritual intelligence (Total) use accommodating conflict management style less often than their counterparts who are high on these components of spiritual intelligence. However, the female undergraduates with low and high personal meaning production and conscious state expansion do not differ in the use of accommodating conflict management style.

Conflict management styles of female undergraduates in relation to their personality types

1. The female undergraduates who are low on boldness, competition and introversion-extraversion (Total) use competing conflict management style less often whereas the female undergraduates who are high on boldness, competition and introversion-extraversion (Total) use the competing conflict management style more often. Further, the female undergraduates with low and high enthusiasm, self-sufficiency and social warmth dimensions of personality do not differ in the use of competing conflict management style.

2. The female undergraduates who are low on boldness, enthusiasm and social warmth use collaborating conflict management style less often than their counterparts who are high on these dimensions of personality. Further, the female undergraduates with low and high competition, self-sufficiency, and introversion-extraversion (Total) dimensions of personality do not differ in the use of collaborating conflict management style.
3. The female undergraduates who are low and high on all the dimensions of personality, i.e. boldness, competition, enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) do not differ in the use of compromising conflict management style.

4. The female undergraduates who are low on boldness and social warmth use avoiding conflict management style more often than the female undergraduates high on boldness and social warmth; whereas the female undergraduates who are low on competition use the avoiding conflict management style less often than the female undergraduates high on competition. Further, the female undergraduates with low and high enthusiasm, self-sufficiency and introversion-extraversion (Total) do not differ in the use of avoiding conflict management style.

5. The female undergraduates who are less competitive, enthusiastic and introverts use accommodating conflict management style more often than their counterparts who are more competitive, enthusiastic and extroverts. On the other hand, the female undergraduates with low and high boldness, self-sufficiency and social warmth dimensions of personality do not differ in the use of accommodating conflict management style.

**Correlation analysis**

**Relationship of conflict management styles with emotional intelligence**

1. The undergraduates who are sensitive, mature, competent and hence emotionally intelligent are less competing while resolving conflicts.

2. The undergraduates who are high on emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) prefer collaborating conflict management style.

3. The undergraduates who have high emotional sensitivity, emotional competency and emotional intelligence (Total) are more compromising in resolving conflicts than the undergraduates who have are low on these dimensions of emotional intelligence; whereas there is no correlation between emotional maturity and compromising conflict management style.

4. The undergraduates who are low in emotional sensitivity, emotional maturity, emotional competency and emotional intelligence (Total) use avoiding style of
managing conflicts more frequently than those who are higher on these dimensions and vice versa.

5. The undergraduates with high emotional intelligence (Total) and its dimensions, namely, emotional sensitivity, emotional maturity and emotional competency prefer accommodating style of conflict management more than those with low emotional intelligence.

**Relationship of conflict management styles with spiritual intelligence**

1. The undergraduates who are lower on critical existential thinking and transcendental awareness give more preference to competing CMS in situations of conflict. On the other hand, the undergraduates who are high in conscious state expansion are more competing in managing conflicts. On the other hand, personal meaning production and total spiritual intelligence do not influence the undergraduates’ choice of competing CMS.

2. The undergraduates who have more developed critical existential thinking and personal meaning production are more collaborating in resolving conflicts and vice versa. But the undergraduates with high conscious state expansion are less collaborating in conflict management. Further personal meaning production and spiritual intelligence (Total) do not influence the choice of collaborating CMS of undergraduates.

3. The higher the personal meaning production, transcendental awareness and spiritual intelligence (Total) of undergraduates, the more compromising they are and vice versa. However, critical existential thinking and conscious state expansion do not affect the use of compromising CMS of the undergraduates.

4. The undergraduates who are low in critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence and high in conscious state expansion are more avoiding in situations of conflict than their counterparts.

5. The undergraduates who are high in critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence and low in conscious state expansion make more use of accommodating conflict management style than their counterparts.
Relationship of conflict management styles with personality types

1. The undergraduates who are high on competition and introversion-extraversion (Total) dimensions are more competing in resolving conflicts. There is no relationship between competing CMS and boldness, enthusiasm, self-sufficiency and social warmth dimensions of personality which suggests that these dimensions of personality are not associated with the use of competing CMS of the undergraduates.

2. The undergraduates who are high on boldness and social warmth dimensions of personality are more collaborating while the undergraduates high on competition dimension of personality are less collaborating in conflict management. Further, enthusiasm, self-sufficiency and introversion-extraversion (Total) are not correlated with the collaborating style of management of conflict.

3. The undergraduates with higher level of competition dimension of personality have less developed compromising CMS. Further, boldness, enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) dimensions of personality do not have any relationship with the choice of compromising CMS of the undergraduates.

4. The more developed boldness and competition dimensions of personality of undergraduates, the more avoiding they would be in a conflict. The other dimensions of personality, i.e. enthusiasm, self-sufficiency, social warmth and introversion-extraversion (Total) are not significantly correlated with avoiding CMS.

5. The undergraduates who are more competitive, enthusiastic and extroverts are less accommodating while in a conflicting situation. However, the accommodating CMS is not significantly correlated with boldness, self-sufficiency and social warmth dimensions of personality.

Regression analysis

Variance towards conflict management styles of the undergraduates contributed by emotional intelligence, spiritual intelligence and personality types

1. Emotional intelligence and personality types are the causal factors in the variance of competing conflict management style of undergraduates whereas spiritual intelligence does not contribute to its total variance.
2. Emotional intelligence alone is the causal factor in the variance of collaborating conflict management style of undergraduates whereas spiritual intelligence and personality types do not contribute to its total variance.

3. Emotional intelligence alone is the causal factor in the variance of compromising conflict management style of undergraduates whereas spiritual intelligence and personality types do not contribute to its total variance.

4. Further, emotional intelligence and spiritual intelligence are the causal factors in the variance of avoiding conflict management style of undergraduates whereas personality types do not contribute to its total variance.

5. Finally, all the three independent variables of emotional intelligence, spiritual intelligence and personality types are the causal factors in the variance of accommodating conflict management style of undergraduates.

9.10 Educational Implications

On the basis of results and conclusions of the present research, many educational implications can be drawn.

Managing conflict effectively is the ability to position an unpopular intention in a way that creates little or no hostility while preserving the opposition’s sense of dignity. Manifestation of conflict management styles is gender-specific and related to emotional intelligence, spiritual intelligence and personality of undergraduates. The results of the present piece of research indicate that all these variables have a considerable effect on the conflict management styles of male as well female undergraduates. Therefore, there is a dire need for teachers and educators to take care of emotional intelligence, spiritual intelligence and personality of the students to handle them effectively.

Emotional intelligence and all its dimensions including emotional sensitivity, emotional maturity and emotional competency significantly predict use of different conflict management styles. Hence, undergraduates can be trained to enhance their EQ which will help them to attain their goals. Enhanced emotional intelligence of the undergraduates would help them deal with conflicts in a better manner. This would further help them to strike a balance between rational thoughts and emotions; amalgamation of heart and mind for appropriate behavior at the right time. This would
be beneficial for the undergraduates specially as they are on the verge of starting their job, and understanding their conflict management style would help them to attain congenial organizational climate in their work settings.

The study gives an insight into the fact that of all the three variables under study, emotional intelligence has the most effective relation with the conflict management style of undergraduates. Keeping this in consideration, implementation of programmes for the undergraduates can be done to enhance their emotional intelligence. Certain topics can be added in the curriculum which will provide for enhancement of emotional intelligence. Varied training seminars, workshops and modules for the undergraduates can be developed by the educators to augment the emotional intelligence of undergraduates which will help them in effective decision making. In today’s lop-sided acquisitive world, this will finally help in the fabrication of better individuals, better citizens of the society.

Certain components of spiritual intelligence also influence the conflict management styles of undergraduates. Spiritual intelligence can be provided through a variety of diverse efforts by the educators to alter the conflict management styles of undergraduates, who in today’s materialistic world are becoming all the more bland and practical, leaving behind the ethics of life. Varied endeavors such as classroom instructions, extracurricular activities, supportive climate in the college and the involvement of students, teachers and parents in community activities can be carried out to bring desired requisite changes in the students. Like most other skills, spiritual intelligence may perhaps be improved through systematic training and instructions for helping the undergraduates to manage the conflicts in their lives in a better manner.

Further the present study suggests that personality types have a significant role to play in the choice of conflict management styles of undergraduates. This knowledge can prove to be beneficial for the undergraduates to understand their own self and utilize the same for personal growth. From the view point of the educators, different teaching strategies can be employed to deal efficiently with students who have varied personalities in different styles of conflict management.

Along with the students, the study may also provide help to academic staff to arrange lectures on different conflict management styles, emotional intelligence, spiritual intelligence and personality types to provide orientation to the educators.
present study would provide a research base for dealing with undergraduates who use different conflict management style, taking into consideration the interplay of emotional intelligence, spiritual intelligence and personality types of the undergraduates. In addition, it would facilitate the parents, teachers, councilors and other professional to understand the wards in a better manner. Numerous instructional techniques can be designed in the colleges to help the undergraduates to best realize their potential and derive the best output from their capabilities. This finally would culminate in the establishment of well adjusted, satisfied and contented individuals in the society.

9.11 Recommendations for Future Research Work

1. Study can be carried out to find predictors of conflict management styles other than emotional intelligence, spiritual intelligence and personality types.

2. Research can be carried out to find the effectiveness of intervention programmes on appropriate use for conflict management styles.

3. The present study was done on a limited sample of 954 undergraduate students. A similar study can be conducted on a larger sample to find the consistency of results.

4. The study included only the third year students. Similar study can be replicated for first year, second year, post graduate students and University students.

5. The study included only the humanities students. A more comprehensive study including the students from other streams will contribute to the understanding of relationship among emotional intelligence, spiritual intelligence and personality types. A comparative study can be worked out on the students of different streams.

6. The same study can be replicated using other scales for the measurement of conflict management styles, emotional intelligence, spiritual intelligence and personality types.

7. The present study can be carried out for the students from rural colleges and comparisons can be drawn between the urban and rural area students.

8. The present study can be carried out for students from professional colleges as well as working individuals.