CHAPTER - II

REVIEW OF RELATED LITERATURE
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“Practically all human knowledge can be found in books and libraries. Unlike others animals that must start with each generation, Man builds upon the accumulated recorded knowledge of past.”

Best, John W (1986)

The review of related literature is one of the important steps in the research design. To develop a better understanding about the topic and also to know what type of work has already been done in the field, the knowledge of related literature is necessary. Review not only helps to make us aware of pitfalls that have been experienced by the reviewer, but it widens the investigator outlook, knowledge and experiences with regard to the subject.

Every research begins from where the previous researcher have left it, and goes forward, may be one inch or even less towards the solution of a problem or answer of a question. Therefore, for every researcher it is essential to acquaint himself with what has already been thought, expressed and done about the problem under investigation, this is possible only if he reviews and survey of books, journals, newspapers, records, documents, thesis, indexes, abstracts, dissertations and other sources of information directly or indirectly connected with the problem of investigation. The study of related literature implies locating, reading and evaluating reports of research as well as report of casual observation and opinions that are related to the individual planned research project.

According to Good and Scates (1992) “Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problem.”

In the present chapter, a review of studies having adequate relevance to the problem have been made to arrive as trends depicted in these studies. Following logical sequencing, the investigator has divided the work under subheadings as follows:

2.1 Studies related to conflict resolution strategies.

2.2 Studies related to Emotional intelligence and organizational climate.
2.3 Studies related to conflict resolution strategies and Organizational climate.

2.4 Studies related to Conflict resolution strategies and emotional intelligence.

2.1 Studies related to conflict resolution strategies

Mathur and Sayeed (1980) in their study “applications of conflict management strategies as perceived by the manager for himself and for his superior: A comparison”. They found dominance of toning down or smoothing strategies over others. In their findings confrontation strategy occupied second place, followed by compromise, observing rules, accommodating, forcing and avoiding.

Nolan (1985) investigated the inter relationship of the impact of personality type on the perception of inequity, the amount and type of conflict experienced and the behavioral strategy used for the management of conflict of college students of a communication course. No significant relationship was found between the personality type and the conflict management style.

Kim (1989) conducted a study to describe conflict management by academic department chairpersons and explored relationship between conflict and organizational variables. The findings of the study indicated that conflict management was positively related to chairpersons work satisfaction, perceived effectiveness of conflict management strategies employed, democratic mode of departmental operations and perceived conflict utilities such as innovation, promotion or problem solving.

Konovsky, Jaster and McDonald (1989) examined the parametric statistics to explore the construct validity of the Thomas-Kilmann conflict mode survey. This study investigated some psychometric properties associated with one of the most popular instruments used to assess conflict, the Thomas-Kilmann Conflict MODE Survey. A total of 603 individuals completed an adapted version of the MODE that used a 5-point Likert scale rather than a forced-choice response format. Factor analyses revealed that items assessing three of the conflict modes proposed by Kilmann and Thomas (competition, compromise, and collaboration) loaded as predicted; however, items measuring avoidance and accommodation did not. No evidence was found for the two-dimensional underlying structure proposed by Thomas (1976). In addition, discriminate analysis revealed significant differences in conflict management styles based on gender, education and student status. There were
no significant differences for age, years of supervisory or work experience, or organizational tenure.

Trankersley (1990) conducted a study entitled “How principals deal with conflict in their community”. Results showed that principals primarily used integrative tactics to handle conflict situations. Interactions involving females as one of the participants were lengthier and included more instances of distributive tactics and topic switching behaviors. Male participants were more direct in their interactions; male to male interactions were the shortest in duration and used the highest concentrations of integrative tactics in bringing resolution to their conflicts.

Mangla (1990) conducted a study to find out the correlations between approaches for conflict management, personality attributes and organisational factors. She found that personality attributes and organisational factors were essential determiers of administrative abilities and signify the competency in adopting an approach towards, conflict management successfully. Comparatively the female principals adopted compromise approach strongly. They also found avoiding the conflicting issues.

Goodwin (2002) conducted a study on “Auditors’ Conflict Management Styles: An Exploratory Study”. This study explores the conflict management styles used by auditors when resolving disputes with clients concerning financial statement issues. It was found that auditors indicate that they primarily use the integrating style to resolve disputes. The compromising and dominating styles are used to a lesser extent while the obliging and avoiding styles are rarely used. Partners are more likely than managers to use more assertive styles of conflict management. The size of the client and the strength of corporate governance mechanisms in place have a significant but relatively minor impact on the choice of styles. The study also identifies the parties whom the auditor would expect to help resolve the dispute. It was found that, when resolving a dispute with the client's chief financial officer, the audit committee is perceived to give the most assistance, followed by the chief executive officer.

Whitworth (2005) sought to determine the relationship between personality factors and preferred conflict handling styles of female registered nurses. Results
indicated no relationship exists between the personality factors of female registered nurses and their preferred mode of dealing with conflict.

Tova, Fish and Vered (2005) studied the Leadership styles and choice of strategy in conflict management among Israeli nurse managers in general hospitals. Head nurses perceive themselves significantly more as transformational leaders than as transactional leaders. Compromise was found to be the most commonly used conflict management strategy. Approximately half of the nurses surveyed used only one mode in conflict management. Transformational leadership significantly affected the conflict strategy chosen.

Stephen (2006) conducted a study entitled “The conflict management styles of staff nurses and nurse managers”. This study presents a review of some aspects of conflict and its management and specifically investigates the conflict management styles of staff nurses and nurse managers in the hospital setting. The results suggest that avoidance is the most commonly used conflict management strategy, with competition being the least favored.

Balay (2006) conducted a study to understand the conflict management strategies of administrators and teachers. Data was collected from a sample of randomly selected 250 school administrators and teachers working in seventeen primary schools, public and private, in the Van province of East Anatolia, Turkey. Three conflict management strategies (competing, avoiding and compromising) were examined in terms of task and school type. Results indicated that administrators are more likely to use avoiding and compromising strategies than teachers. Moreover, both administrators and teachers at private primary schools tend to use compromising, avoiding and competing behaviors than their colleagues at public schools.

Blackburn, Martin and Hutchinson (2006) conducted a study on the role of gender and how it relates to conflict management style and school culture. They found that principals with a conflict management style that is high in dominating show lower school culture scores in professional development and conversely, principals with a conflict management style that is high in initiating indicate higher school culture scores in teacher collaboration. When split by gender, the findings were: male principals whose conflict management style is dominating receive lower school culture scores in teacher collaboration, while female principals whose conflict
management style was viewed as integrating receive higher school culture scores in professional development and teacher collaboration.

Balay (2007) conducted a study on Predicting Conflict Management Based on Organizational Commitment and Selected Demographic Variables. This study indicated that male teachers are more likely to experience commitment based on compliance, and are more likely to avoid conflicts than female teachers. As teachers get older they are more likely to experience commitment based on internalization and on identification, and they are more likely to use problem solving conflict management strategies than those who are younger. The results also revealed that both identification and internalization are significant determinants of the use of compromising and problem-solving conflict management strategies. Commitment based on compliance is the only significant predictor of forcing behavior. Commitment based both on identification and compliance was found to be the important determinants of avoiding behavior. Of these two, identification was found to be the most significant predictor of avoiding conflict behavior. Conflict resolution through yielding was not predicted by any level of organizational commitment.

Anderson (2007) while researching for his work “Principals and conflict management: Do preparation programs do enough?”. Revealed the following perceptions about the frequency of conflict encountered by respondents in their roles as school leaders: (1) School leaders face student conflict issues on a routine basis; (2) School leaders face parent conflict issues to a lesser degree than student conflict issues; however, they encounter parent conflict issues on a regular to routine basis; (3) School leaders encounter teacher conflict issues on a regular to limited basis; (4) School leaders encounter conflict with their supervisors on a limited to rare basis; (5) Principals and assistant principals perceive conflict management skills to be very important in their roles as campus leaders; and (6) School leaders receive some conflict management training from school districts and university principal preparation/certification programs; however they do not consider this training to be very extensive.

Mirzeoglu (2007) investigated organizational conflict and management: A study at schools of physical education and sport in Turkey. It was determined that administrators applied problem solving, compromising, compensation, avoiding and dominating in conflict management. However, differences were found between the
opinions of administrators and subordinate faculty. As a result, seniority, title and education were the important variables when applying styles of conflict management.

Stanley and Algert (2007) In their exploratory study of the conflict management styles of department heads in a research university setting. Found conflict in the university setting is an inherent component of academic life. Leaders spend more than 40% of their time in managing conflict. Department heads are in a unique position—they encounter conflict from individuals they manage and from others to whom they report such as a senior administrator in the position of dean. There are very few studies that seek to ascertain the conflict management styles of department heads and how these impact leadership and professional development. This qualitative research study explored the conflict management styles of 20 department heads across a variety of disciplines and with varying levels of experience at a public research extensive university in the South. Based on an analysis of conflict management styles, the article offers implications for the professional development of department heads.

Zhenzhong (2007) examined the Chinese conflict management styles and negotiation behaviours. China has been one of the most important markets for western firms, but negotiating with the Chinese is quite a challenging task. Researchers have been investigating the distinctness in Chinese negotiation and conflict management styles, but have yet to provide solid evidence for it. An attempt is made in this study to illustrate how Chinese people approach conflicts and thus how this affects their negotiation behaviours during business negotiation, which provides an empirical test of Chinese conflict management styles and their impact on negotiation outcomes. Results show that compromising and avoiding are the most preferred methods of conflict management in China, while accommodating and competing lead to more satisfaction during business negotiation.

Singh (2008) studied leadership styles and conflict resolution of school principals in Delhi. Principals feel that they are 'always' applying 'Accommodation' and 'Compromising' techniques while Competitive and Collaboration are 'oftenly' applied. 'Avoidance' may be applied when there is scope for it.
Fink and Brunner (2009) explored the effects of sex of source and target on interpersonal conflict management styles. This study investigated the effects of subject sex and target sex on reported conflict management styles. Subjects (n = 147) were instructed to think of either a same- or opposite-sex person while completing the Thomas-Kilmann Conflict Mode instrument. Results indicated that males were more likely than females to report using a competing style, while females were more likely than males to report using a compromising style. Regardless of their own gender, all subjects were more likely to report using an accommodating style if the target was female.

Snodgrass and Blunt (2009) conducted a case study of a conflict management intervention in two secondary schools in post-apartheid South Africa. They examine the use of play as an educational strategy. The literature attests the play can facilitate change by allowing learners freedom to change their behavior, opportunities to explore their new identities. The context of the case revealed that conflict had become deeply entrenched over time. The literature on conflict management suggests that such situations can change if approached in the right way.

Ozkalp, Sungur and Ozdemir (2009) explored the conflict management styles of Turkish managers. First, integrating and second, compromising were found to be the most preferred conflict styles of Turkish managers. The other important finding is that preferring obliging styles of conflict management changes according to the status of managers. Obliging is mostly used when the conflict partner has an upper level status.

Nina and Sanja (2009) investigated the relationship between individual characteristics and conflict handling styles in Croatian enterprises. Compromising conflict handling style was found to be the most frequently used style among Croatian employees overall, as well as the dominant style in all 22 subgroups of respondents. Three out of seven individual characteristics surveyed were found to relate to the conflict handling style used by Croatian employees. Precisely, gender, marital status and parenthood were found to relate significantly with the respondents’ usage of accommodating, gender and parenthood were found to relate significantly with the respondents’ usage of compromising and parenthood was found to relate significantly with the respondents’ usage of avoiding conflict handling style. Age, education, field of work and hierarchical level were not found to relate with Croatian employees’ usage of diverse conflict handling styles.
Ramani and Zhimin (2010) conducted a survey on conflict resolution mechanisms in public secondary schools in Kenya. The findings showed that, the concept of "conflict management" refers to an act and also a process of resolving disputes between two or more parties with the view of coming to a resolution. The study showed that when the students are faced with a conflict of personal nature the majority of them deal with the conflict through constructive approaches.

Chaudhary, Sajjad and Khan (2011) investigated the difference in the selection of employees’ conflict management strategies at their workplace across different age groups and departments. For this purpose, a questionnaire was administered to 100 employees of Pakistan Telecommunication Company Limited working at managerial level by applying convenient sampling technique. Conflict management strategies were measured through a tool comprising of 20 items asked on five point likert type scale. Chi-square test revealed that there is a significant difference in conflict management strategies adopted by employees. No overall difference of conflict management strategies was found between upper versus lower age group and support versus technical staff. However, younger employees choose compromising approach significantly higher than older employees.

2.2- Studies related to Emotional intelligence and organizational climate

Zeidner (2004) examined the emotional intelligence in the workplace. This paper critically reviewed conceptualizations and empirical evidence in support of emotional intelligence (EI) and its claimed role in the occupational environment. Consideration is given to the purported status of EI in occupational and career assessment (with particular emphasis on personnel selection and placement), job performance and satisfaction. Overall, this review demonstrated that recent research has made important strides towards understanding the usefulness of EI in the workplace. However, the ratio of hyperbole to hard evidence is high, with over-reliance in the literature on expert opinion, anecdote, case studies and unpublished proprietary surveys. The review concluded by providing a number of practical guidelines for the development and implementation of EI measures within occupational settings.
Bansibihari and Pathan (2004) in their study Emotional intelligence of secondary teachers. Found that there is significant difference in the emotional intelligence of male and female secondary teachers.

Yoder (2005) conducted an appreciative inquiry into a leaderful community college. In this study the participants engaged in appreciative interviews using proactive positive questions on the topic of emotional intelligence and organizational climate. Both emotional intelligence and appreciative enquiry are evolving constructs. By integrating the technique, the question of how emotional intelligent leadership affects organizational climate was explored. This study addresses potentially useful questions about the characteristics of emotional intelligence and its possible implications for affecting organizational climate.

Babaeizaliki and Moumeni (2006) studied managers’ emotional intelligence and organizational climate. The main aim of the study was to examine the relation between managers’ emotional intelligence and organizational climate they create. A sample of thirty managers from a private car manufacturing firm were randomly selected and a survey through questionnaire was conducted. The findings of this study shows that there is a positive correlation between managers’ emotional intelligence and organizational climate. Among emotional intelligence’ factors social awareness and self awareness have more influence on organizational climate and among organizational climate’s factors credibility is more influenced by managers’ emotional intelligence.

Jum-hun (2008) conducted a study of emotional intelligence and organizational climate of elementary school teachers. According to analysis results, this study obtained the facts as follows.

1). EI of the elementary school teachers is in middle level and “understanding the mood of others” is the highest.

2). The understanding of elementary school teachers to the organizational climate is above middle level and the “understanding the interactive process inside the organization” is the highest.

3). Elementary teachers who act as directors, graduated from graduate schools, have serving over 16 years or serve in a school with more than 49 classes have higher EI than the others.
4) Female teachers, directors, teachers in a school with less than 12 classes have higher understanding to the organizational climate in schools than the others.

5) There is positive correlation between comprehensive EI and organizational climate in schools.

6) There is a typical canonical factor between EI and organizational climate in schools.

Chi Lee and Fang Lee (2003) explored the influence of emotional intelligence and organizational climate for nurse job satisfaction. The results provide that both nurse’s emotional intelligence and organizational climate have significantly positive influence on job satisfaction.

Singh and Manser (2008) studied the relationship between the perceived emotional intelligence of school principals and the job satisfaction of educators in a collegial environment. The study found that teachers have expectations of empowerment and collaboration that will enhance their levels of job satisfaction. Teachers strongly believe that they would feel satisfied at school if their principals created the opportunity to develop their skills in a collegial environment that nurtures effective communication, healthy relationships, empathy and trust. The findings of the empirical investigation further confirmed that teachers wish to be led by school principals who are confident in their collegial leadership role and who maintain self-control, are adaptable and flexible and who face the future with optimism. Evidently, in order for a school to reach its full potential, teachers must be exposed to working in a collegial environment, be satisfied in their jobs and be nurtured by principals with an appropriate EI level.

Momani (2009) examined the relationship between managers' emotional intelligence and the organizational climate they create. The aim of this research was to study the relation between the EI of managers and the organizational climate that they create. Results revealed that the higher a manager's EI, the better the climate in the workplace. Among the four EI dimensions, social awareness and self-awareness have the greatest influence on organizational climate.

Song (2009) investigated how the conflict management strategies (non-confrontation, control, and solution) were influenced by culture (Korean and American), by work relationship (superior, colleague, and subordinate), and by tenure
(1-7 years and 7+years). The answers of 501 participants (Korean N = 240; American N = 261) on the Organizational Communication Conflict Instrument (OCCI) of Putnam and Wilson (1982) were analyzed. Both Koreans and Americans use the solution strategy most frequently in their conflict situations, followed by the control strategy. They least use the non-confrontation strategy. Americans use the solution strategy more frequently than Koreans, while Koreans use the control strategy more frequently than Americans. Americans more frequently use the solution strategy with a colleague and a subordinate than with a superior, and less frequently use a control strategy with a superior than with a subordinate and a colleague. Koreans more frequently use the solution strategy with a colleague and a subordinate than with a superior, and more frequently use a control strategy with a subordinate than with a superior and a colleague. As the tenure of Korean participants’ increases, the use of the control strategy also increases. As the tenure of American participants increases, on the contrary, the use of the control strategy decreases.

Cosmas (2009) explored the correlation of emotional intelligence of school leaders to perceptions of school climate as perceived by teachers. Findings indicated that EI of school leaders was not correlated to school climate as perceived by teachers; however, there were significant correlations between the two when compared to some factors of the SLEQ. Quantitative analysis indicated that school climate and EI of school leaders are linked.

2.3- Studies related to conflict resolution strategies and Organizational climate

Cash (1990) conducted a study to investigate the conflict management climate and procedures in selected public elementary schools. The findings of the study revealed that there was an absence of conflict management procedures in many of the public elementary schools in South Carolina and most principals and teachers shared similar perceptions of organisational climate and procedures when they dealing with new conflict.

Johnson (1990) conducted a study entitled “conflict in school organization and its relationship to school climate”. The findings were (a) there exists a significant negative relation between amount of teachers conflict and school climate (b) the shortage of relationship was found with amount of conflict management styles (c) the
combined effects of conflict management styles of teachers with their peers and with their principals on their ratings of school climate were positive and significant at .05 level. However, only one sub-scale, a dominating conflict management style with the principal possessed a negative and significant correlation with school climate.

Hajzus (1990) conducted a study to examine the relationship between initial conflict resolution styles attributed to principals and secondary school teachers, perceptions of commitment to the organization in the context of different situation. The results revealed that there were positive relationship between secondary school teachers perception of organizational commitment and the attributed back-up conflict resolution styles of principals with regard to internal direct and internal indirect problem situations. Finally it was confirmed in this study that different problem situation appear to be associated with certain perceived initial conflict resolution styles of principals.

Mc Danial (1993) conducted a study to find out the differences in elementary and secondary school teacher’s perceptions of the degree of conflict, principal’s use of conflict management behavior, commitment to the organization and school climate. The results revealed that there were significant differences between elementary and secondary teacher’s perception of level of conflict. Secondary teacher’s perception of total conflict were higher than that of elementary teacher’s perception. Positive correlation existed between the perceived use of the conflict management behaviors of problem solving, accommodation, compromising and openness to school climate. Negative correlation were found between the perceived use of forcing and avoiding behavior and openness to school climate. Finally results also revealed a positive relationship between commitment and openness to school climate and a negative relationship between conflict level and openness to school climate.

Strulton, Lou and James (1993) conducted a study on the Influence of Psychological Climate on Conflict Resolution Strategies in Franchise Relationships. The relationship between franchisees' perceptions of their channel's psychological climate and the franchisees' tendency to engage in specific conflict resolution strategies were investigated. Significant overall differences were observed in the psychological climate perceptions held by franchisees who engaged in problem-solving, persuasion, bargaining and politicking conflict-resolution strategies.
Ahmad (1997) studied the organizational climate and teachers' job satisfaction in residential and non-residential schools. The usefulness of teacher perceptual data in school organizational climate and job satisfaction research was illustrated by a study of two selected residential and two non-residential schools in Kuala Lumpur. Seven school climate dimensions of mission and goal consensus, empowerment, student support, affiliation, professional interest, resource adequacy and work pressure were assessed by seventy teachers from residential schools and sixty-four teachers from non-residential schools. Comparisons of school climate in the selected residential and non-residential schools revealed statistically significant differences on six dimensions, namely mission and goal consensus, empowerment, student support, affiliation, professional interest and resource adequacy. Teachers in the selected residential schools perceived more positive school environments compared with teachers in the selected non-residential schools. The selected schools teachers' job satisfactions were determined by two separate measures of facet specific and facet free job satisfaction. Comparisons of teachers' facet specific job satisfaction in residential and non-residential schools revealed no statistically significant difference on teachers' intrinsic, extrinsic and social satisfaction. Nevertheless, comparisons of teachers' facet free job satisfaction in residential and non-residential schools revealed statistically significant differences on all the five global measures of occupation satisfaction, occupation expectation satisfaction, present job satisfaction, re-entry and optional retirement decision.

Ahamed and Morsy (2008) the study was identifying the factual organizational climate as perceived by nurses, determining the causes and effects of conflict management strategies, positive and negative effects of conflict, and assessing the employees for the chosen strategy for conflict management. It was conducted in Assiut University Hospital using a cross-sectional design. Subjects included 195 staff nurses, 107 head nurses and 2 assistant nursing directors, and the director of nursing services administration. Data were collected using the organizational climate questionnaire and the organizational conflict questionnaire. The results revealed that 73.4% of nurses considered organizational climate as positive. Inter-group conflict was the highest (72.8%). Almost all nurses were for confrontational resolution strategy (97.0%), while avoiding was the lowest (80.7%). Most nurses considered
conflict resolution strategies effective (83.3%). Statistically significant relations were shown between inter-group conflict and nurses’ age.

Godfrey and Benon (2008) studied conflict management strategies of head teachers and their influence on teachers’ and students’ satisfaction with the school climate. Results of the study indicate that in schools where the head teacher used control-oriented conflict management strategies, teachers and students tended to be dissatisfied with the school climate. Students who reported high levels of dissatisfaction with the school climate were more likely to organize a strike against the school administration. On the other hand teachers and students reported higher levels of satisfaction with the school climate when the head teacher used collaborative approach, open communication and a problem solving stance when dealing with conflict situations. The students in such schools were less likely to organise strikes against school administration.

2.4- Studies related to Conflict resolution strategies and emotional intelligence

Maryam (2000) measured the relationship between emotional intelligence and collaborative conflict management style of 120 employed individuals in business and reported a statistically significant relationship between emotional intelligence and conflict management styles.

Schulte and Malouff (2000) studied the emotional intelligence and task performance, found out that participants recruited from community and university settings, higher in emotional intelligence solved more problems after encountering a very difficult and frustrating set of problems even when initial performance was held constant.

Ivshin (2001) explored the relationship between three construct - emotional intelligence, meaning of work and conflict management styles. The study showed a statistically non significant relationship between emotional intelligence and conflict management styles.

Jordan and Troth (2002) explored the connection between emotional intelligence and preferred styles of conflict resolution and examines the implications for human resource development and micro level organizational change specifically.
One hundred and thirty-nine respondents were administered. The Workgroup Emotional Intelligence Profile, a measure of group members’ emotional intelligence when working in teams, as well as the Thomas-Kilmann Conflict Model Instrument. The results consistently showed that individuals with high emotional intelligence preferred to seek collaborative solutions when confronted with conflict.

Rahim (2003) investigated the relationships of the five dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills of supervisors to subordinates' strategies of handling conflict. Problem solving and bargaining. Data (N = 1,395) for this study were collected with questionnaires from MBA students in seven countries (U.S., Greece, China, Bangladesh, Hong Kong, South Africa and Portugal). Results in the U.S. and in the combined sample provided support for the model which suggests that self-awareness is positively associated with self-regulation, empathy, and social skills; self regulation is positively associated with empathy and social skills; empathy and social skills are positively associated with motivation; which in turn, is positively associated with problem solving strategy and negatively associated with bargaining strategy.

Shipper, Rotondo and Hoffman (2003) in their cross cultural study of linkage between emotional intelligence and managerial effectiveness found that the higher levels of agreement between the self and other reports, the use of managerial skills is indicative of high managerial self – awareness. It was found that there was positive relationship between emotional intelligence and managerial effectiveness.

Lee (2003) studied conflict management styles and emotional intelligence of faculty and staff at a selected college in Southern Taiwan (China). Analyses of the data indicated that the majority of faculty and staff members used the integrating style most often and the obliging style least often. In regard to the five dimensions of emotional intelligence-self-awareness, managing emotions, self-motivation, empathy and handling relationships-the faculty and staff members' scores were highest in self-motivation and lowest in managing emotion. The results of the ANOVAs showed that EI level, gender and position affected faculty and staff members’ conflict-management styles. In addition, gender, academic rank and position influenced emotional intelligence. Significant interaction effects were found between emotional intelligence level and academic rank as well as between emotional intelligence level and age in faculty and staff members' conflict-management styles. The results of Pearson
Product Moment correlations revealed that both integrating and compromising styles have significant and positive relationships with emotional intelligence. The findings also showed that self-motivation, managing emotions and self-awareness of emotional intelligence are significant predictors in predicting both the integrating and compromising, conflict-management style.

Jordan and Troth (2004) found that integrative and dominating styles of conflict handling are positively correlated with ability to deal with own and others' emotions and overall EI of the individuals members working in a team; however they also found that avoiding style of conflict resolution style is negatively correlated with ability to deal with own emotions and overall EI of individuals in the team. Further, they found that integrating style of conflict resolution was positively correlated with ability to deal with own and others' emotions, and overall EI of the teams; but avoiding style of conflict resolution was negatively correlated with ability to deal with own emotions of the teams.

Morrison (2005) sought to determine the relationship between emotional intelligence and preferred conflict handling styles of registered nurses. Results indicated a positive relationship between the collaborative conflict handling styles and emotional intelligence. The study also indicated a negative relationship between the accommodating conflict handling style and emotional intelligence.

Srinivasan and George (2005) in their research paper investigated the relationship between emotional intelligence and conflict management styles of management students. The subjects for the study were 516 students from business schools in Tamil Nadu, India, who responded to a structured questionnaire. The study found that different problems demand different styles of handling and emotionally intelligent students seem to be capable of applying the different style of conflict management styles as the situation demands.

Katherine and Leslie (2006) studied the impact of emotional intelligence on conflict management strategy. The increased use of work teams requires a better understanding of the function of individual differences in conflict management. From 180 participants engaged in a negotiation task, it is expected that the groups will reach less integrative solutions when they have lower average emotional intelligence scores and more variability in scores.
Chun-Sheng and Sardessai (2006) examined the relationship of emotional intelligence with conflict management styles. They explored the relationship between supervisors' emotional intelligence and subordinates' styles of handling interpersonal conflicts. Five dimensions of emotional intelligence and five styles of handling conflict with supervisors were examined. The results of regression analysis indicated significant influence of emotional intelligence on both integrating and compromising conflict management styles. Integrating style can be most predicted by emotional intelligence. A confusing but interesting finding was that supervisors' emotional intelligence had significant influence on subordinates' dominating style - positively, not negatively as predicted.

Majid (2006) studied the relationship between emotional intelligence and conflict management style among the non-academic staffs of UiTM Arau, Perlis. Other aspects explored included to study should there be any differences between the selected demographic variables (gender, age, academic qualification and working experience) in conflict management styles and emotional intelligence. The research was a quantitative survey carried out on 181 respondents. The two self report instruments used were the EQI (Tapia, 1998) and DUTCH (Van de Vliert, 1997). Findings from the study showed that the two instruments were found to be reliable and valid. There was a significant relationship between emotional intelligence and conflict management styles. There were no significant differences between genders, age, academic qualification and working experience in both conflict management styles and emotional intelligence.

Ely (2006) investigated the emotional intelligence, conflict management styles and job performance of a public organization in Indonesia. The purposes of this study was to investigate of what differences exist in the civil servants of the selected local government in Indonesia about their emotional intelligence and conflict management styles based on the demographic factors such as: gender, age, marital status, education and seniority; to investigate the relationship among emotional intelligence, conflict management styles and job performance at the selected local government in Indonesia; and to investigate whether perceived organizational climate is a moderating variable of the relationship between emotional intelligence and integrative style as well as compromising style or not. This empirical study found that the respondents tended to use the integrating style, followed by the compromising style
when they faced a conflict with their boss. The respondents also tended to use their emotion to facilitate performance. Regarding to respondents’ emotional intelligence based on the demographic variables, the respondents with college degree were better than the respondents with the senior degree at the use of emotion. The respondents with the college degree holder in this study tended to use the dominating style more frequent than the respondents with the senior high school degree holder. In addition, emotional intelligence was significant positively associated with the integrating style as well as the compromising styles. Finally, the perceived organizational climate would not moderate the relationship between emotional intelligence and compromising style as well as the relationship between emotional intelligence and the compromising style. The relationship between emotional intelligence and compromising and the relationship between emotional intelligence and the integrating style would not be stronger in the supportive (less restrictive) organizational climate than in the unsupportive (much restrictive) organizational climate.

Gambill (2008) investigated the relationship between emotional intelligence and conflict management styles among christen clergy. The study found no significant correlation between emotional intelligence and particular conflict management styles. It did find that overall, clergy scored in the low average range for emotional intelligence. Female clergy were found to have higher scores in emotional intelligence than male clergy. Clergy identify compromising as the most preferred conflict management styles.

Polychronious (2008) studied the styles of handling conflict in Greek organization the impact of transformational leadership and emotional intelligence. Results suggest that transformational leadership, social skills, motivation, empathy are positively associated with the utilization of integrating as a conflict management style. Implications for management are discussed including the need for managers to use emotional intelligence, competencies and transformational leadership, so that their subordinates are encouraged to enhance integrating style of handling conflict.

Samuel (2009) investigated the relationship between conflict resolution strategies and organizational citizenship behavior (OCB) and the moderating role of trait emotional intelligence (EI). Participants were 320 public servants (male = 180, female = 140) randomly selected from five states in Southwestern Nigeria. Measures of trait EI, OCB and conflict resolution strategies were administered to the
respondents. Multiple regression was used to analyze the data collected. The results indicate that forcing and withdrawing strategies negatively and significantly predicted OCB. Confronting, compromising and smoothing strategies significantly predicted OCB. Trait EI moderated the relationship between OCB and forcing and withdrawing strategies. It was recommended that counselors and psychologists should develop programs to foster emotional intelligence and conflict resolution for both subordinates and superiors in work organizations.

Di Fabio and Blustein (2010) assessed the relationship between emotional intelligence and decisional conflict styles among Italian high school students. Five hundred and twenty-eight Italian high school students (median age = 18; SD = 0.76) were given the Melbourne Decision Making Questionnaire (MDMQ) and the Bar-On Emotional Quotient Inventory: Short (Bar-On EQ-I: S). The "Intrapersonal" dimension of emotional intelligence emerged as the best inverse predictor of non-adaptive styles, whereas the "Adaptability" dimension was the best predictor of the adaptive style of vigilance; the "Interpersonal" dimension of emotional intelligence was associated with the non-adaptive styles. The results provide an in-depth look at the relationship between the emotional intelligence construct and the decisional conflict styles, yielding new areas of research, assessment and intervention.

Godse and Thingujam (2010) studied the relationship between emotional intelligence and conflict resolution styles over and above personality. The sample comprised 81 information technology professionals working as software professionals, software engineers, software consultants or professionals for support and maintenance between 21 and 33 years of age. Participants completed Palmer and Stough's (2000) workplace version of Swinburne University Emotional Intelligence Test, Rahim's Conflict Resolution Styles (1983) and Costa and McCrae's (1992) NEO-Five Factor Inventory. Results indicated that overall emotional intelligence, understanding emotions-external and emotional management were significantly correlated with integrating style of conflict resolution. Besides, overall emotional intelligence and emotional control were found to be negatively and significantly correlated with avoiding style of conflict resolution. Finally, the relationship between emotional intelligence and conflict resolution styles was found to be significant over and above personality.
The review of above studies lead to the following conclusions.


Bansibihari and Pathan (2004) observed that there is significant difference in emotional intelligence of male and female teachers. Babaeizaliki and Moumeni (2006), Jum-hun (2008) found a positive correlation between emotional intelligence and organizational climate whereas Cosmas (2009) found no relationship between emotional intelligence and organizational climate. Momeni (2009) revealed that the higher a managers EI, the better the climate in the workplace.

Cash (1990) revealed that no difference in perception of organizational climate and conflict resolution strategy. Johnson (1990) and Hajzus (1990) found significant relationship between organizational climate and conflict resolution strategy. Mc Danial (1993) observed that there is positive relationship between CRS of accommodation, compromising and favorable organizational climate and negative correlation with avoidance.

Maryam (2000) found significant relationship between emotional intelligence and conflict management styles. On the other hand, Ivshin (2001) found the reverse results. Jordon and Troth (2002) highlighted that the high level of EI prefer to seek collaborative style. Lee (2003) found that self-motivation, managing and self awareness, dimensions of EI are significant predictors of compromising strategy. Jordan and Troth (2004) found avoiding strategy is negatively correlated with EI. Morrison (2005) observed that there is positive relationship between collaborative style and EI, whereas negative correlation exists between accommodation with EI.