A Research on the Effect of Emotional Intelligence Level on Conflict Management Skill

(Duygusal Zekânın Çatışma Yönetimi Becerisine Etkisi Üzerine Bir Araştırma)

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Abstract

Emotional intelligence, defined as understanding, inspiring and managing others's feelings and leading competence, capacity or skill, is a subject on which studies have been increased in recent years in terms of its effects on social and work life. Emotional intelligence, a deterministic skill in individuals' social lives and their relations with others, consists of five skills as managing yourself, social competence, motivation, empathy and communication skill. Most of them are the ones which help someone manage conflict and use effectively for disagreements with others. From this point of view, in this study, the focus is to figure out whether the level of emotional intelligence is effective on managing conflicts which both create troubles owing to its results and is often experienced among people, groups and organizations. Conflict, occuring as a result of disharmony among people and groups in organizations requires individuals to have certain social skills so as to overcome because of its psychological body. Within this framework; in this study, the level of emotional intelligence is determined on people under research, and it is analysed to find out whether its sub-dimensions have any effects on conflict management. In this research, for evaluating emotional intelligence, emotional intelligence scale, prepared by Schutte et al. and for measuring the level of conflict management, Rahim Organizational Conflict Inventory-II scale have been used. The relation between emotional intelligence and conflict management has been found statistically significant. Results show that emotional intelligence level that people have is effectiive on conflict management skill.

Keywords: Emotional intelligence, conflict management.

Özet

Bir insanın kendisine veya başkalarına ait duyguları anlayabilme, sezinleyebilme, yönetebilme ve yönlendirebilme kapasite ve becerisi olarak tanımlanan duygusal zekâ, sosyal ve çalışma yaşamına olan etkileri açısından son yıllarda üzerinde çok durulmaktadır. Sosyal yaşamda diğer bireylerle olan ilişkilerde belirleyici bir olgu olan duygusal zekâ kendini yönetmek, sosyal yetkinlik, motivasyon, empati ve iletişim becerisi olmak üzere beş beceriden oluşmaktadır. Bu becerilerin önemli bir bölümü bireyin diğer bireylerle yaşadığı çatışmalarda etkin olarak kullanabileceği ve çatışmayı yönetmesine yardımcı olabilecek becerilerdir. Bu noktadan hareketle bu araştırmada örgütlerde grup ve bireyler arasında sıkça yaşanan ve sonuçları itibariyle birçok problemi doğuran çatışmaların yönetilmesinde çalışanların duygusal zekâ düzeyinin bir etkisinin olup olmadığına incelenmektedir. Örgütlerde grup ve bireyler arası ilişkilerde uyumsuzluklar neticesinde ortaya çıkan çatışma, sahip olduğu psikolojik yapı nedeniyle yönetilmesi bireylerin belirli bazı sosyal becerilere sahip olmasını gerektirmektedir. Bu kapsamda araştırmada duygusal zekânın araştırma kapsamındaki bireylerde hangi düzeyde olduğu belirlenmekte ve

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alt boyutlarının çatışma yönetimi becerisi üzerinde bir etkisinin olup olmadığı analiz edilmektedir. Araştırmada duygusal zekânın ölçülmesinde Schutte ve arkadaşlarının hazırladığı duygusal zekâ ölçeği, çatışma yönetimi düzeyinin ölçülmesi içinse Rahim Örgütsel Çatışma Envanteri-II ölçeği kullanılmıştır. Duygusal zekâ ile çatışma yönetimi becerisi arasındaki ilişki istatistikî açıdan düzeyinde anlamlı bulunmuştur. Sonuçlar, bireylerin sahip olduğu duygusal zekâ düzeyinin çatışma yönetimi becerisi üzerinde etkili olduğunu göstermektedir.

Anahtar Kelimeler: Duygusal zekâ, çatışma yönetimi.

Introduction

Researches show that success and happiness in life is not connected to the IQ level but emotional intelligence level. The more the level of emotional intelligence, the awareness of one's feelings and the ability to cope with emotions, the more one is able to achieve success and happiness. Emotional intelligence of the individuals ensuresmanaging their social processes in an efficient manner, and thus using their individual competencies, it contributes to producing effective results in many areas of life.

Addressing more as intelligence to "IQ" has also brought some problems. It has been seen that people known to have high-IQ can not be successful sometimes, even in later years, it is seen that there is an inverse correlation between their IQ levels and the point where they have come to life. Intelligence quotient (IQ), although defined as a level of compliance, inability to be successful in life of individuals with high IQ attracted the attention of scientists such as Mayer, Goleman, Gardner and Salovey, and research was started towards redefining the intelligence (Abaci, 2003). Thus, unlike the classic definition of intelligence, the number of studies on alternative intelligence definitions, such as social intelligence, multiple intelligences and emotional intelligence has increased rapidly.

On being the concept of emotional intelligence the focus of attention of researchers in recent years, the increase of not only intelligence-related research but also emotion-related research to explain human behavior has been effective. The concept of emotional intelligence according to some researchers, is a concept that has been developed as an alternative to the concept of IQ; and to some, it has been seen or perceived as the last link of the evolution that the concept of intelligence has undergone (Abacı, 2003). In this context, emotional intelligence, which is an intensely focused conceptattracting the attention of researchers in explaining human behavior; is defined as "Emotional Intelligence-EI" or "Emotional Quotient—EQ" in English.

Emotional intelligence describes the abilities of the individual self-recognition, controlling and motivating, to delay requests, to control emotional changes, to resist against blocking, to approach other people with empathy, to sense their deepest feelings, to establish and maintain effective relationships. These capabilities are learned psychological and social skills, and thanks to these skills, the individuals are able to increase their success and satisfaction in life to the highest level. Scientists state that

emotional intelligence is not fate like IQ, and that it can be developed at any age. This increases the importance of emotional intelligence further.

By the book "Emotional Intelligence" he wrote in 1995, Daniel Goleman (1995), who contributed in achieving the broad mass of emotional intelligence, describes emotional intelligence as "to bring the self-motion, to continue its path despite setbacks, to postpone satisfaction by controlling impulses, to regulate the mood, to preventproblems from thinking, to put himself in others' shoes". Goleman, when describing emotional intelligence, argues that competencies such as self-discipline, determination and empathy are a combination of emotional intelligence, and they determine the success in life more than IQ. The presence of such competencies in individuals are extremely important in the conflict management, which is the dependent variable of our research.

Heavily psycho-social conflicts, whether commercial organizations or educational organizations, are commonly seen concepts that lead to other problems such as yield loss, individual demotivation and stress. Organizations are structures where scarce resources are shared, but good and difficult tasks can not be shared. Lack of organizational resources leads to the failure to share available resources. Good tasks that are wanted by everyone, and unwanted difficult and problematic tasks are another cause of conflict.

According to Goleman (2001: 27) what forms emotional intelligence is; self-awareness, self-directed ability, the development of skills such as social awareness and relationship management will directly become a success in the individual business. In this case, emotional intelligence emerges as a skill that can lead to individual or group success in conflict management.

If the presence of conflict in organizations can be noticed by both individuals and managers, by managing the situation it can be prevented or can be relieved in a satisfactory way. Personal characteristics of the people in the conflict and their overview affected by those characteristics, and the behavior they exhibit during the conflict in this direction are important. Conflict process is a psychological one and, in fact, a psychological war. Thus, in conflict management, the use of feelings and emotions management stand out. Even though it is thought that conflict perspective and conflict skills are affected by many variables, in this process where emotions are effective, emotional intelligence level and the ability to use emotions of individuals are the most important factors.

2. The Concept of Emotıonal Intelligence

According to Mayer & Salovey (1990), Mayer, Salovey & Caruso (2004), emotional intelligence does not represent one unique characteristic or skill, on the contrary it is a combination of competences supporting to assess and to express one's own or others' emotions; helping to control one's own or others' feelings and enabling one to practice feelings those delivering success and contentment in life. Emotional

intelligence has four main constituents. These are ranked in hierarchically and each step is in a strong relation with the former one (Mayer &Salovey, 1997).

Meanwhile Goleman (2004) describes emotional intelligence as a competence to activate; to be able to proceed despite all the adversities; ability of delaying satisfaction by controlling stimulants; to rectify mental state; to defeat nuisances to be able to continue thinking; to empathy and to hope. Reuven Bar-On interprets emotional intelligence as a combination of personal skills, emotional and social competences which help one to struggle successfully with pressures and demands coming from environment (Bar-On, 2005).

Cooper and Sawaf (1997) contributes to the explanation of emotional intelligence by stating that "Emotional intelligence is an ability to recognize and to use the power of feelings and fast perceptive as a source of one's energy, wisdom, relations and influence. The definition of emotional intelligence by Cooper and Sawaf comprises examining the intelligence with regard to effects in the organization. This definition particularly examines the relation between emotional intelligence and leadership. The definitions of emotional intelligence should in a way associate feelings with intelligence so consequently both expressions may keep the authentic meanings. Feelings belong to the "section of affect" named as emotion zone in cognitive function and in this zone besides feelings, also other form of feelings such as mental state, consideration, awareness, fatigue or energy appear here, too. Emotional awareness includes being successful in our business life, having long standing relationships surrounded with love, protecting our family, healing our life and ourselves on the path to realize ourselves (Mayer ve Salovey, 1997).

According to Mayer and Saloyev who created the definition of the model of emotional intelligence; "Emotional intelligence is a lower form of social intelligence which is affiliated with the one's competence to observe own or others' feelings, to differentiate them and to use the knowledge obtained from this process in one's opinions and behaviors" (Mayer ve Salovey, 1993). In the emotional intelligence model of Mayer and Saloyev, emotional intelligence is being explained by the competences of perceiving and expressing the emotion, integrating emotion with notion, understanding and analyzing the emotion and controlling the emotion (Mayer ve Salovey, 1997).

Salovey and Mayer (1990) described emotional intelligence in the context of progressional model of intelligence. Emotional intelligence models are being formed by four hierarchical sequences those defining one's competence of recognizing and classifying of feelings. In the first step individuals learn to designate their own and others' feelings and also at the same time they learn to distinguish the ways of expressing the feelings. In the second step, the individuals use emotions to be effective in decision process. The third step defines the competence of using the knowledge obtained by feelings. The ability to describe the relation between sensations and transition to another emotion by feeling are elements of this phase. Lastly, the fourth

stage is being described as the competence of managing the feelings by the behaviors affiliated by the knowledge created by these feelings (Mumcuoğlu, 2002).

In the literature, a variety of emotional intelligence models are emphasized. From the common point of these models, basically in emotional intelligence one's highlighted competences can be observed such as; to be aware of own feelings, to motivate oneself by managing the feelings, to communicate with others and understand them, to improve social competences (Acar, 2007). It is an obvious fact that these competences are essential ones in terms of conflict management strategies.

3. The Concept of Conflict Management

The case of conflict can occur between two individuals and also it can be observed between two individuals, two formal or informal groups in communities where people live as a group. The conflict represents the stage where the negative interactions between people shift and turn into conflict. At this point, actually there is a past of conflict. While the conditions occur which push people to conflict and people start to realize this process, the conflict becomes visible.

Conflict can be described the tension level that blocks satisfying the needs of both physical and psychosocial needs in individual level. In organizational level, it is described as the events resulted of common life of individuals and groups which can stop or tangle normal activities (Eren, 2008:553).

Robbins and Judge (2012) describes conflict as a process that starts by one side's perception where something valuable for that side is about to be affected or being affected negatively by the other side. They define conflict actually as a perception in real in most descriptions. If individuals do not feel or are not aware of the conflict, it means that the conflict does not exist. So the point where the individuals feel the conflict is the point where the conflict starts. This point can be defined as the point where the individual or the group at the other side start to have the fear of losing something valuable for them.

As it can be understood from the definitions so far, the basis of conflict disagreement, polemic, incoherency and discrepancy (Koçel, 1998:25). In this context, conflict has psychological and socio-psychological dimensions. Resolving the conflict by psychological dimension of perceiving it makes essential to use some psycho-social competences. In this context, in solving conflict, the ones who have high level emotional intelligence and capable of using it will be more successful. In this research, the relation between conflict management and emotional intelligence will be tried to clarify.

A number of practices and strategies exist in organizational conflict management. The main aim in these practices and strategies is to achieve managing the reasons and sources of conflict in favor of organizational interests. These can be applied by encouraging the conflict to make the organization more dynamic or completely

stopping it to prevent a devastating results. It is another way to end the conflict to realize the aims of the organization (Demir, 2010:201-202).

The most accepted and used conflict resolution strategy in the conflict management literature is "Conflict Resolution Strategy" proposed by Rahim (2001:29). This strategy is being formed by five main pillars and these pillars are compliance, dictum, integration/cooperation, avoiding and compromising. Rahim asserts that individuals choose one of this five strategies in conflict management.

In compliance strategy comprises less interest to own, but more concern and attention to the opponent. There is an effort to neglect the differences by boosting the similarities and to act devotion and altruism to satisfy opponent. In dictum strategy the individual prioritizes and has high concern and sympathy for own and at the same time has concern and sympathy at a minimum level for the opponent. Winning is a premier goal, to be able to win both sides do anything, but the superior achieves. An individual who adopted the strategy of integrating which is also described as cooperation has an utmost level of concern and sympathy for the opponent. His acceptance of cooperation means that this strategy is a problem solving strategy. Avoiding strategy which can also be named assuppression individual does not have concern for own and the opponent, the sympathy is critically low. The individual who acts avoiding is not successful in satisfying any side. Individual averts realizing the conflict and accepting it. In reconciliation strategy individual has a moderate level of concern and sympathy. Both sides sacrifice and renounce some demands to create a reasonable solution. The one who acts compromising strategy reaches reconciliation by making less concession than the compliance strategy but much more than the one who has a strategy of dictum (Rahim, 2011: 28-30).

To be able to practice these five strategies proposed by Rahim, the individual should have emotional awareness and competence of emotional management. The conscious and educated ones apply these strategies due to the formation of the conflict and the parts. The ones who do not have these skills act impulsively. As a result, these strategies are conscious preferences for some and for the others. The studies in conflict management emphasize on the issue to provide these silks to individuals and use them consciously.

4. Research Problem and Method

4.1. Research Problem: Research problem was defined as;

Do the conflict management strategies of individuals differ in respect to emotional intelligence level?

4.2. Research Hypotheses: Research hypotheses are;

H_1: General emotional intelligence level affects the conflict management positively.

H_2: Emotion utilization factor of emotional intelligence affects the conflict management positively.

H_3: Emotion expression factor of emotional intelligence affects the conflict management positively.

H_4: Optimism factor of emotional intelligence affects the conflict management positively.

H_5: In terms of emotional intelligence level, there is a meaningful difference between first grades and second grades.

H_6: In terms of conflict management, there is a meaningful difference between first grades and second grades.

4.3. Research Population and Sample: The research population consists of students in a vocational high school which provides associate degree for aviation branch in the academic year of 2015-2016. As research sample, there are 944 learners as being first and second grades, in total. Sample of the research was determined as 274, by anticipating % 95 of reliability limits with % 5 margin of error from the main population. Data were collected by means of randomly sampled 290 learners from still-continuing ones. From all, error eliminated and suitable for use, 280 questionnaires were used in calculation and evaluations.

4.4. Data Collection Instruments:

Göçet's Revised Shutte Emotional Intelligence Questionnaire to Turkish Culture: Theoretical model of 33-items emotional intelligence questionnaire, developed by Shutte, at all, and heavily used in emotional intelligence researches, is based on three-dimensional emotional intelligence model. For entering more negative items and substitution of some items from positive to negative, Emotional Intelligence Questionnaire, modified by Austin, at all, is composed of new additional items that aim "Emotion Utilization" factor, in principle, whose reliability has been found lower than the previous ones. The questionnaire contains 20 positive and 21 negative items, in all; and it is a five likert type of questionnaire, graded as "Strongly Disagree" 1 point, "Disagree" 2 points, "Undecided" 3 points, "Agree" 4 points and "Strongly Agree" 5 points. The questionnaire consists of three sub-factors, as optimism/configuration of mood, utilization of emotions and expression of emotions. It measures these three factors and general emotional intelligence in its entirety (Göçet, 2006:53-54).

In consequence of the adaptation of Revised Shutte Emotional Intelligence Questionnaire to Turkish culture by Göçet in 2006, Cronbach Alpha internal consistency coefficients were realised as .81 for entire scale, .77 for optimism factor, .73 expression of emotion, and .54 utilization of emotion factors, respectively. In split-half reliability, coefficients were found as optimism .71, expression of emotion .72 and utilization of emotion .52. As for whole questionnaire, it was calculated .78. Additionally, test-retest reliability coefficient of questionnaire was found .63. Non-supplementary items were not included in adapted questionnaire by Göçet. In the last

adaptation of 41 Items Shutte Emotional Intelligence Scale, 37 items questionnaire was updated by excluding the items 3, 13, 14 and 16 (Göçet, 2006:55-57).

In factor analysis of the Questionnaire, items ranged to three factors. These sub-factors are optimism factor, expression of emotion and utilization of emotion factors. In the research, Cronbach's Alpha coefficient of questionnaire was found .927, and so, it can be mentioned that responses of participants are considerably reliable for this research.

Rahim Organizational Conflict Inventory-II (ROCI-II): ROCI-II, developed by Rahim in 1983 and consisting of 28 items, ROCI-II is a 5 likert type scale, assessing superiors-subordinates' conflict management styles. The inventory has three forms. ROCI-II Form A is for individual-chief conflict, ROCI-II Form B is for individuals and their sub-workers' conflicts and ROCI-II Form C is for fellows' own inter conflicts. The inventory aims to determine which and to what extend conflict management approaches, defined as collaboration, rapport, domination, avoidance and reconciliation are used. For each item in the questionnaire, "none", "little", "sometimes", "mostly" and "always" are graded as 1, 2, 3, 4, and 5 points, in order. By calculating total points for each sub-scale, means of points were estimated.

Low scores for each sub-scale express the little use of that conflict strategy, on the other hand high scores mean frequently usage of mentioned strategy. Average higher points obtained from sub-scales means intense conflicts for that scale and frequently use of related conflict management strategy. In the research, the updated version of Rahim Organizational Conflict Inventory was used, whose factor analysis were made by Altıntaş in 2007. In consequences of factor analysis of research, which aimed to discover form of ROCI II and control whether it provided authentic factor structure or not by means of data, collected from Turkish participants, three items showed high load values. As the result of re-analysis of inventory, attained validity and reliability values, done with subtraction of 25 items, shows that inventory is applicable for researches, carried out on conflict resolution styles in Turkey (Altıntaş, 2007: 91).

In factor analysis of Conflict Management Inventory, items ranged to five factors. These sub-dimensions are collaboration, rapport, domination, avoidance and reconciliation; as they are in original inventory. In the questionnaire, items 1, 4, 5, 10, 19, 20, 25 assess "collaboration", 6, 12, 13, "rapport", 3, 14, 15, 23, and 24 "avoidance", 7, 8, 16, 18, 22, "dominance" and 2, 9, 11, 17, 21, "reconciliation" behaviours. Cronbach's Alpha coefficient of inventory was found as .877 in reliability test and it is highly reliable.

4.4. Research Method and Design:

Data were analysed by way of statistical analysis, as part of research aims. In analysis, Statistical Package Program for Social Science (SPSS) 15.0 was used. Initially, descriptive statistics results, regarding research sample were investigated. Thereafter, surveying the inter-correlations of variables, research hypotheses were tested. For sub-

scale correlations in the research, Pearson Correlation Coefficients were calculated. In hypothesis testing, regression analysis was used to determine whether independent variables affected dependent variable or not. Finally, the effect of participants' grades on dependent variables was investigated and on the purpose of finding the correlations t-test was applied.

5. Results and Discussion

5.1. Descriptive Statistics for Participants:

In total, 280 participants took part in the research, as composing % 48,6 first grade and second grade % 51,4. Anatolian High School has the highest participant rate from the aspect of graduated school variety with %52,5 and secondly, Anatolian Vocational and Technical High School with %29,3. Multi-Program High School follows these two school types with % 3,6.

Table 1: Participants' School Varieties

School Varieties	Frequency	Valid Percent	Cumulative Percent
Anatolian High School	147	52,5	52,5
Science High School	1	,4	52,9
Anatolian Vocational and Technical High School	82	29,3	82,1
High School of Social Sciences	1	,4	82,5
Multi-Program High School	10	3,6	86,1
Others	39	13,9	100,0
Total	280	100,0	

In the table below, participants' associate degree programs are seen. % 22,1 of the participants are in social programs, % 33 in Aircraft Technology, % 15,7 in Electronic Communication and % 9,6 in Air Traffic. Rest of the participants, at varying rates between % 2,1 and % 6,4, are in the other programs. By reason of compatibility with the student size, research sample is evaluated as representative of the research population.

Table 2: Participants' Programs

Programs	Frequency	Valid Percent	Cumulative Percent
Social Programs	62	22,1	22,1
Air Traffic	27	9,6	31,8
Automotive Technology	18	6,4	38,2
Electronic Communication	44	15,7	53,9
Electricity	12	4,3	58,2
Aircraft Technology	93	33,2	91,4
Computer	18	6,4	97,9
Construction Technology	6	2,1	100,0
Total	280	100,0	

Table 3: Participants, based on Academic Standings in Field of Art

Achievement in Art		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	102	36,4	36,4
	No	178	63,6	100,0
	Total	280	100,0	

While % 55, 7 of the participants consider themselves successful in social courses, % 44, 7 deem in computational courses.

Table 4: Participants, based on Overachieved Courses

Accomplished Courses		Frequency	Valid Percent	Cumulative Percent
Valid	Computational Courses	124	44,3	44,3
	Social Courses	156	55,7	100,0
	Total	280	100,0	

5.2. Test of Research Hypotheses:

Before the testing of research hypotheses, it would be beneficial to investigate variable means. In the table below, as being variables of the research, means of conflict management and sub-factors are seen. General mean of conflict management is 3.64. Among the sub-factors, the highest mean average belongs to collaboration strategy factor with 3.995. Rapport factor follows the collaboration with 3.92. These two strategies are the most wanted conflict management strategies. The reason why their values are so high lies on the trainings that students have. Means of other strategies realised for avoidance 3.68, reconciliation 3.43, and dominance 3.12 respectively.

Table 5: Means for Conflict Management

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Variance Statistic
Conflict Management	280	3,76	1,24	5,00	3,6360	,03265	,54639	,299
Avoidance	280	4,00	1,00	5,00	3,6823	,04568	,76431	,584
Rapport	280	3,80	1,20	5,00	3,4257	,03725	,62331	,389
Collaboration	280	4,00	1,00	5,00	3,9949	,04694	,78543	,617
Reconciliation	280	4,00	1,00	5,00	3,9190	,04740	,79311	,629
Dominance	280	4,00	1,00	5,00	3,1214	,04090	,68437	,468
Valid N (Listwise)	280							

Subjected to the research as variables, means of emotional intelligence and its sub-factors are seen in the table below. General mean of emotional intelligence is 3.72. Optimism has the highest mean with 3.86 among the sub-factors. Expression of emotion accompanies to optimism with 3.68 together with 3.41 emotion utilization factor.

Table 6: Means for Emotional Intelligence

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
General Emotional Intelligence	280	3,81	1,19	5,00	3,7196	,03546	,59331	,352
Optimism	280	4,00	1,00	5,00	3,8580	,04119	,68929	,475
Emotion Utilization	280	4,00	1,00	5,00	3,4101	,04319	,72267	,522
Emotion Expression	280	4,00	1,00	5,00	3,6770	,04193	,70163	,492
Valid N (listwise)	280							

Based on the grades, variable means are shown in the table below. In terms of means, anticipation in the research; second grades' means are high in two scales. And for both, it is seen that second grades' means are higher. It was evaluated that intensively applied affective domain trainings are the justification of these values.

Table 7: Variable Means for Grades

Grades		Emotional Intelligence	Conflict Management
1th.Grades	Mean	3,6647	3,5427
	Std. Deviation	,60531	,56633
	Variance	,366	,321
	Std. Error of Mean	,05191	,04856
2nd.Grades	Mean	3,7714	3,7241
	Std. Deviation	,57908	,51340
	Variance	,335	,264
	Std. Error of Mean	,04826	,04278
Total	Mean	3,7196	3,6360
	N	280	280
	Std. Deviation	,59331	,54639
	Variance	,352	,299
	Std. Error of Mean	,03546	,03265

In this part of the research, hypotheses were tested. Before hypotheses testing, correlations of inter-variables were evaluated. When the correlation table examined, it can be understood that there is a medium level correlation between conflict management and emotional intelligence (r=0.476). Likewise, medium level correlations can be seen in the table between optimism which is a sub-dimension of emotional intelligence and conflict management (r=0,632), together with expression of emotion and conflict management (r=0,293). However, a meaningful correlation between emotion utilization and conflict management was not detected (r=0,045).

Table 8: Correlations among Variables

		Duyzekgen	Optımısm	Duygfay	Duygıfadesı	Catyongen
Emotıonal Intelligence	PearsonCorrelation	1	,888(**)	,570(**)	,907(**)	,476(**)
	Sig. (2-tailed)		,000	,000	,000	,000
	N	280	280	280	280	280
Optimism	PearsonCorrelation	,888(**)	1	,273(**)	,661(**)	,632(**)
	Sig. (2-tailed)	,000		,000	,000	,000
	N	280	280	280	280	280
Emotion Utilization	PearsonCorrelation	,570(**)	,273(**)	1	,518(**)	,045
	Sig. (2-tailed)	,000	,000		,000	,449
	N	280	280	280	280	280
Emotion Expression	PearsonCorrelation	,907(**)	,661(**)	,518(**)	1	,293(**)
	Sig. (2-tailed)	,000	,000	,000		,000
	N	280	280	280	280	280
Conflict Management	PearsonCorrelation	,476(**)	,632(**)	,045	,293(**)	1
	Sig. (2-tailed)	,000	,000	,449	,000	
	N	280	280	280	280	280

** Correlation is significant at the 0.01 level (2-tailed).

In consequence of correlations among variables, regression analysis was applied. For hypothesis testing multiple regression analysis was carried out. Accounting for the % 43 of optimism and conflict management variables (R^2=0,431), it is understood that expression of emotion predicts the conflict management positively. However, as the value of emotion utilization variable is 0.177, it lacks of predictive power on conflict management.

Table 9: Sum of Model

Model	R	R Square	Adjusted R Square	Std. Error of theEstimate
1	,657(a)	,431	,425	,41421

a Predictors: (Constant), Duygifadesi, Duygfay, Iyımserlık

Table 10: Regression Table

Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	Zero-order	Partial
1	(Constant)	1,978	,164		12,076	,000
	Optimism	,611	,048	,770	12,661	,000
	Emotion Utilization	-,055	,040	-,072	-1,355	,177
	Emotion Expression	-,139	,053	-,179	-2,613	,009

a Dependent Variable: Conflict Management

As it can be remembered, research hypotheses were H_1: General emotional intelligence level affects the conflict management positively, H_2: Emotion utilization factor of emotional intelligence affects the conflict management positively, H_3: Emotion expression factor of emotional intelligence affects the conflict management positively, H_4: Optimism factor of emotional intelligence affects the conflict management positively. Following the regression analysis;

H_1 hypothesis was accepted; As general emotional intelligence level affected the conflict management positively,

H_2 hypothesis was denied; As emotion utilization factor of emotional intelligence did not affect the conflict management,

H_3 hypothesis was accepted; As emotion expression factor of emotional intelligence affected the conflict management positively,

H_4 hypothesis was accepted; As optimism factor of emotional intelligence affected the conflict management positively.

In this part of the research, t-test was carried out to determine whether variable means differ according to participants' grades or not. T-test is used to find out meaningful differences between two unrelated sample group means.

With regards to variables, first and second grade students' means are seen in table below.

Table 11: Group Statistics for Variables

	Grades	N	Mean	Std. Deviation	Std. ErrorMean
Conflict Management	1th Grades	136	3,5427	,56633	,04856
	2nd Grades	144	3,7241	,51340	,04278
Emotional Intelligence	1th Grades	136	3,6647	,60531	,05191
	2nd Grades	144	3,7714	,57908	,04826

According to t-test results, while means of emotional intelligence differ meaningfully according to grades of participants (t(278)= 2,811, p<0,05) means of conflict management do not show meaningful difference (t(278)= 1,507, p>0,05). Means of second grades are minutely higher in both variables. Based on t-test results, only second grade participants' emotional intelligence level means are meaningful; however, for conflict management aspect, mean differences are not meaningful.

In the present case, while H_5 hypothesis was accepted, H_6 hypothesis was denied. From these results, it can be inferred that participants' affective domain trainings, composed of communication skills, inter-personal relationships, empathy and leadership made difference in development of emotional intelligence; yet, negotiation and conflict management trainings, which are given in addition to affective domain trainings did not make a meaningful difference in students' conflict management skills in one year. It is

evaluated that comparison of beginners and graduated ones would be appropriate in terms of investigation of its contributions to two-year education development.

Table 12: t-Test Table

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Conflict Management	Equal variances assumed	261	,610	-2,811	278	,005	-,18143	,06454	-,30848	-,05438
	Equal variances Not assumed			-2,803	271,48	,005	-,18143	,06472	-,30885	-,05401
Emotional Intelligence	Equal variances Assumed	,118	,731	-1,507	278	,133	-,10665	,07078	-,24599	,03269
	Equal variances Not assumed			-1,505	275,161	,134	-,10665	,07087	-,24617	,03287

6. Conclusion and Recommendations

In this research, it is examined if emotional intelligence and its components have an effect on conflict management competence. The research findings imply that the level of emotional intelligence has a positive effect on conflict management, making use of emotions in emotional intelligence does not have an effect in conflict management, expressing feelings in emotional intelligence has a positive effect in conflict management and the optimism factor of emotional intelligence affects conflict management positively. Besides, the average differences of the levels of emotional intelligences has been detected as a remarkable difference in terms of educated groups. In terms of conflict management, educated groups do not generate a significant difference. If this study is to be implied in future, detecting the reflection of differences among the classes in the graduates would enhance the contribution of the research in detecting the effect of affective field education.

In sum, it is understood that to avoid from conflicts or to manage the conflicts in the schools, education institutions or in any organization it would be convenient to improve the emotional intelligence competences of individuals. To be able to manage organizational conflicts, it is essential to organize in-service trainings and activities in the organizations to improve individuals' emotional intelligence as a competence that can be learnt and improved in line with IQ. It might not be absolutely right to expect that these training and improvement activities would improve emotional intelligence in a short time.

In addition, recruiting staff with high level of emotional intelligence by Human Resources Department, organizing orientation activities, trainings and improvements would result significant outcomes in organizational behavior and personal performance. Many completed researches as this one, imply that emotional intelligence have a positive effect on organizational behaviors and practices such as professional satisfaction, performance, productivity and organizational citizenship. So, it is highly important for organizations to improve the emotional intelligence of their staff. Moreover, it would be a more convenient human resources policy to recruit new staff with high level of emotional intelligence and with reasonable levels of IQ.

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