

## **RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL CONFLICTS AMONG SAMAN BANK STAFF WITH AN EMPHASIS ON INTERPERSONAL CONFLICTS**

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### **ABSTRACT**

Undoubtedly, pay attention to emotions in organization is considered as a requirement in today's competitive markets, and this requires identifying the emotional state of its staff and its effective management to control conflicts in the organization. One of the major factors that led to the loss of talented manpower and waste of manager's time in the organization is interpersonal conflicts that are followed by organizational and group conflicts. In this study, we investigated the relationship between the components of emotional intelligence and interpersonal conflicts in the branches of Saman Bank. The population of this research 760 staff that 255 of them were selected as sample of study based on Cochran formula. The methods used in this study included: Kolmogorov-Smirnov test, Pearson correlation coefficient, t-test, regression. Descriptive statistics showed that the mean of emotional intelligence in staff is 87/01 and 51% of staff have moderate emotional, while 26/6 % of them have high emotional intelligence and 20/4% of them have low emotional intelligence. The analytical results showed that management component and emotional intelligence control component have the greatest importance in ranking of components of emotional intelligence. Among the interpersonal conflicts, peer conflict had the greatest importance. It was also found that there is significant reverse relationship between components of emotional intelligence and interpersonal conflicts in which one increases as other decreases and vice versa. It was also found that the effect of influence of emotional intelligence on reduction of conflict with boss is 0/144, on reduction of conflict with subordinate is 0/340, and on reduction of conflict with peers is 0/166.

**Keywords:** *Emotional Intelligence, Interpersonal Conflicts, Saman Bank Staff, Organizational Conflicts*

### **INTRODUCTION**

Casey & Casey (1997) showed that increase of self-esteem and emotional self-awareness can strengthen conflict management skills. Baron (1997) showed that the emotion has potentially large impact on the outcomes of conflicts and emotions play great and vital role in conflict situations and real world. Contact (2000) studied the correlation between emotional intelligence and conflict management strategies and concluded that emotional intelligence has significant positive correlation with solution-oriented strategy. Investigating the relationship between emotional intelligence and conflict management strategies in seven different countries, Afzular (2002) concluded that there is a significant positive relationship between emotional intelligence and solution-oriented strategy, while it has negative significant relationship with control and avoidance strategy. Jordan & Troth (2003) showed that there is relationship between emotional intelligence and style-oriented solutions and cooperation. Steve (2005) concluded that there is a significant positive relationship between the components of emotional intelligence and profitability, customer and staff satisfaction. Susan and Hamilton (2007) showed that here is significant relationship between the graduation level of students and strategies used by them. Constructive strategies of conflict management are important to maintain and enhance positive climate in schools, but there is little knowledge about conflict management strategies used by teachers and administrators. In a study entitled as "Identification of emotional intelligence in nursing professional performance" conducted by Barbara *et al.*, (200), they used a mental framework of emotional intelligence. To this aim, all the main areas and competencies of emotional intelligence were identified. Generally, social awareness was the most obvious area in these events. In a study entitled as "using emotional intelligence in the organizational

## Research Article

environment”, Martin *et al.*, (2010) showed that those who have high emotional intelligence have these advantages: They use several strategies in organizations such as focus on the emotions of others, express themselves emotionally to obtain personality and control the flow of communications full of emotions in addressing their interests.

## MATERIALS AND METHODS

### Methodology

This study aimed to investigate the relationship between emotional intelligence and interpersonal conflict dimension in the branches of Saman Bank staff Tehran province. Methodology of study is descriptive-survey and it is applied in terms of its objective. The objective of the applied research is to test theoretical concepts in real situations and solving tangible problems. This research is also correlational in terms of the relationship between the variables. This study was conducted in the branches of Saman Bank of Tehran. Targeted sampling method was used as sampling of study. Saman Bank has 78 branches in and 760 staff in Tehran. To obtain sample of study, Cochran method was used and 255 staff were finally selected as sample of study.

### Hypotheses of Study

#### The Main Hypothesis

There is relationship between emotional intelligence (EQ) and interpersonal conflicts among staff.

#### Sub-hypotheses

1. There is significant relationship between interpersonal conflict (boss, subordinate, peers) among staff.
2. There is significant relationship between factors of emotional intelligence (cognitive and emotional states, cognition-focused emotion, understanding external emotions, emotional management and emotional control) among staff.
3. There is significant relationship between the interpersonal conflict factors (boss, subordinate and peers) and factors of emotional intelligence (cognitive and emotional states, cognition-focused emotion, understanding external emotions, emotional management and emotional control) among staff.
4. There is significant relationship between ranking of interpersonal conflicts factors in staff.

#### Results

#### Examination of the Hypothesis of Normal Distribution of Data

In order to assess the normal distribution of each of variables, Kolmogorov-Smirnov test was used. In this test, the first hypothesis test ( $H_0$ ) and the opposite hypothesis ( $H_1$ ) is formulated as follows:

$H_0$ : distribution is normal

$H_1$ : distribution is not normal

If significance level is greater than error level, the initial hypothesis is concluded and the significance level is smaller than the error level, we conclude the opposite hypothesis.

As can be seen in Table 4.18, significance level of all variables is higher than 0.05, thus the initial hypothesis for any of the variables is not rejected at the 0.05 level. Accordingly, the distribution of all variables of study is normal. Therefore, to test the hypotheses, parametric statistical tests will be used.

**Table 18-4: Investigation of normality of variables**

	n	Mean	Standard deviation	of Kolmogorov statistic	Significance level
Self-cognition and emotional self-expressing	255	17.35	1.63	2.363	0.178
Cognition-focused emotion	255	16.97	2.27	1.976	0.401
Understanding external emotions	255	18.87	2.42	2.416	0.128
Emotional control and management	255	33.81	3.27	3.272	0.181
Conflict with boss	255	7.99	1.16	3.916	0.128
Conflict with subordinate	255	6.92	1.06	3.423	0.126
Conflict with peers	255	8.25	1.14	3.842	0.121

## Research Article

### Pearson Correlation Test

To examine the relationship between two variables, a Pearson correlation test is used. The initial hypothesis ( $H_0$ ) and the opposite hypothesis ( $H_1$ ) are stated as follows:

$$\begin{cases} H_0: \rho = 0 \\ H_1: \rho \neq 0 \end{cases}$$

Where,  $\rho$  represents the degree of correlation between two variables. In this test, if the initial hypothesis is rejected, we can conclude that two variables are significantly correlated.

Correlation analysis is statistical tool for determining the type and degree of relationship between quantitative variables with other quantitative variable. Here we use this test to examine the relationship between variables. Correlation coefficient shows the intensity of the relationship as well as the type of relationship (direct or reverse). This correlation is between -1 to 1 and if there is no relationship between the two variables, correlation will be zero.

The concept of significance in correlation means that if correlation between two variables can be obtained by chance and randomly or it is really shows that there is correlation between the variables. That issue that the obtained number obtained is significant is more important than number.

The main hypothesis: it seems that there is significant correlation between emotional intelligence and interpersonal conflicts.

$H_0$ : It seems that there is no significant relationship between emotional intelligence and interpersonal conflicts.

$H_1$ : It seems significant that there is significant relationship between emotional intelligence and interpersonal conflicts.

As can be seen in Table 19-4, significant level ( $p=0/000$ ) of is smaller than ( $p< 0/05$ ), so the null hypothesis  $H_0$  is rejected and  $H_1$  is accepted, hence the main hypothesis is confirmed. The correlation is reverse ( $r= - 0/420$ ), so as emotional intelligence increases, interpersonal conflicts reduces.

**Table 19-4: Correlation between emotional intelligence and interpersonal conflicts**

	Emotional intelligence and interpersonal conflicts
Pearson correlation	-0.420
Significance level	0.000
n	255

Hypothesis 1: It seems that there is no relationship between interpersonal conflict factors among staff.

$H_0$ : It seems that there is no relationship between interpersonal conflict factors among staff.

$H_1$ : It seems that there is relationship between interpersonal conflict factors among staff.

As can be seen in Table 20-4, significant level among all factors ( $p=0/000$ ) is smaller than ( $p< 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected and  $H_1$  is accepted, hence the main hypothesis is confirmed, and there is significant relationship between all factors.

**Table 20-4: Correlation between the factors of interpersonal conflicts**

	Conflict with boss and subordinate	Conflict with boss and conflict with peers	Conflict with subordinate and conflict with peers
Pearson	0.586	0.397	0.377
Significant degree	0.000	0.000	0.000
Number	255	255	255

Hypothesis 2: It seems that there is a relationship between the emotional intelligence factors among staff.

$H_0$ : It seems that there is no relationship between the emotional intelligence factors in among staff.

$H_1$ : It seems that there is relationship between the emotional intelligence factors in among staff.

## Research Article

Significant level among components of "self-cognition and emotional self-expressing" and "cognition-focused emotion" is significant, since ( $p=0.000$ ) is smaller than ( $p < 0/05$ ). As a result, null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  will be accepted. It means that there is relationship between the two factors and it is direct (correlation coefficient = 0.318).

Significant level among components of "self-cognition and emotional self-expressing" and "emotion control and management" is significant, since ( $p=0.000$ ) is smaller than ( $p < 0/05$ ). As a result, null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  will be accepted. It means that there is relationship between the two factors and it is direct (correlation coefficient = 0.475).

Significant level among components of "cognition-focused emotion" and "understanding external emotions" is significant, since ( $p=0.000$ ) is smaller than ( $p < 0/05$ ). As a result, null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  will be accepted. It means that there is relationship between the two factors and it is direct (correlation coefficient = 0.482).

Significant level among components of "cognition-focused emotion" and "emotion control and management" is significant, since ( $p=0.000$ ) is smaller than ( $p < 0/05$ ). As a result, null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  will be accepted. It means that there is relationship between the two factors and it is direct (correlation coefficient = 0.522).

Significant level among components of "understanding external emotions" and "emotion control and management" is significant, since ( $p=0.000$ ) is smaller than ( $p < 0/05$ ). As a result, null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  will be accepted. It means that there is relationship between the two factors and it is direct (correlation coefficient = 0.538).

As the significance level in the "self-cognition and emotional self-expressing" and "understanding external emotions" is  $p=0.016$  and it is higher than  $p>0/05$ , null hypothesis ( $H_0$ ) is accepted and ( $H_1$ ) is rejected.

**Table 21-4: Correlation of mutual matrix among emotional intelligence**

		Self-cognition and emotional self-expressing	Cognition-focused emotion	Understanding external emotions	Emotional control and management
Self-cognition and emotional self-expressing	Coefficient of correlation	1	0.318	0.016	0.475
	p-value		0.000	0.796	0.000
Cognition-focused emotion	Coefficient of correlation	0.318	1	0.482	0.522
	p-value	0.000		0.000	0.000
Understanding external emotions	Coefficient of correlation	0.016	0.482	1	0.538
	p-value	0.796	0.000		0.000
Emotional control and management	Coefficient of correlation	0.475	0.522	0.538	1
	p-value	0.000	0.000	0.000	

Hypothesis 3: It seems that there is a relationship between the interpersonal conflict factors and emotional intelligence factors among staff.

$H_0$ : It seems that there is no a relationship between the interpersonal conflict factors and emotional intelligence factors among staff.

$H_1$ : It seems that there is a relationship between the interpersonal conflict factors and emotional intelligence factors among staff.

As can be seen in Table 22-4, significant level among components of "conflict with boss" and "cognition-focused emotion" is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted, there is significant relationship between two factors and this relationship is reverse

### **Research Article**

(coefficient of correlation = -0/298). It means that as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with boss” and “understanding external emotions” is significant since smaller it is than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/332), as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with boss” and “emotion control and management” is significant since its level is  $p=0.007$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted, (coefficient of correlation = -0/169). It means that there is significant relationship between two factors and this relationship is reverse, as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with subordinates” and “self-cognition and emotional self-expressing” is significant since its level is  $p=0.000$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/238), as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with subordinates” and “cognition-focused emotion” is significant since its level is  $p=0.000$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/575), as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with subordinates” and “understanding external emotions” is significant since its level is  $p=0.000$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/241), as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with subordinates” and “emotion management and control” is significant since its level is  $p=0.000$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/357), as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with peers” and “cognition-focused emotion” is significant since its level is  $p=0.000$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/575), as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with subordinates” and “understanding external emotions” is significant since its level is  $p=0.000$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/394), as one of them increases, the other decreases and vice versa.

Significant level among components of “conflict with subordinates” and “emotion management and control” is significant since its level is  $p=0.015$  and this level is smaller than ( $p < 0/05$ ), so the null hypothesis ( $H_0$ ) is rejected for these factors and  $H_1$  is accepted. It means that there is significant relationship between two factors and this relationship is reverse (coefficient of correlation = -0/153), as one of them increases, the other decreases and vice versa.

As the significance level in the “self-cognition and emotional self-expressing” and conflict with boss” is  $p= 0.575$  and in the self-cognition and emotional self-expressing and conflict with peers” is  $0.972$  and they are higher than  $p > 0/05$ , so null hypothesis ( $H_0$ ) is accepted and ( $H_1$ ) is rejected. It means that there is no relationship among the mentioned factors.



### Research Article

**Table 22-4: Correlation between factors of emotional intelligence and factors of interpersonal conflicts**

	Self-cognition and emotional expressing	Cognition-self-focused emotion	Understanding external emotions	Emotional control and management
Coefficient of correlation	0.035	-0.298	-0.332	-0.169
p-value	0.576	0.000	0.000	0.007
Conflict with boss				
Coefficient of correlation	-0.238	-0.575	-0.241	-0.357
p-value	0.000	0.000	0.000	0.000
Conflict with peers				
Coefficient of correlation	-0.002	-0.228	-0.394	-0.153
p-value	0.972	0.000	0.000	0.015

Hypothesis 4: It seems that there is a relationship between ranking of emotional intelligence factors among staff.

$H_0$ : It seems that there is no relationship between ranking of emotional intelligence factors among staff.

$H_1$ : It seems that there is a relationship between ranking of emotional intelligence factors among staff.

Since distribution of variables was normal, we can rank them by comparing mean of variables. In order to find their mean, the score of the number of questions of each variable was added. Then, it was divided by the number of the questions that assess considered variables. Components have been shown respectively in Table 23-4. In this ranking, “self-cognition and emotional self-expressing”, “cognition-focused emotion”, emotional control and management” and “understanding external emotions” are listed respectively.

**Table 23-4: Ranking of emotional intelligence factors**

Component	Mean	Standard of deviation
self-cognition and emotional self-expressing	2.89	0.27
cognition-focused emotion	2.83	0.38
emotional control and management	2.82	0.27
understanding external emotions	2.69	0.35

Hypothesis 5: It seems that there is a relationship between ranking of interpersonal conflict factors among staff.

$H_0$  It seems that there is no relationship between ranking of interpersonal conflict factors among staff.

$H_1$ : It seems that there is a relationship between ranking of interpersonal conflict factors among staff.

Since distribution of variables was normal, we can rank them by comparing mean of variables. In order to find their mean, the score of the number of questions of each variable was added. Then, it was divided by the number of the questions that assess considered variables. Components have been shown respectively in Table 24-4. In this ranking, “conflict with peers”, “conflict with boss”, and “conflict with subordinates” are listed respectively.

**Table 24-4: Ranking of interpersonal conflict factors**

Component	Mean	Standard of deviation
Conflict with peers	2.75	0.38
Conflict with boss	2.66	0.39
Conflict with subordinate	2.31	0.35

## Research Article

### Conclusion

Analysis of the results showed that there is significant reverse relationship between emotional intelligence and interpersonal conflicts among the staff of Saman Bank of Tehran. There is reverse correlation between them in which as one of them increases the other one decreases. Analysis of the results of first sub-hypothesis indicated that there is significant positive correlation between interpersonal conflict factors among staff in which as one of them increases the other one also increases. Analysis of the results of second sub-hypothesis indicated that there is significant positive correlation between emotional intelligence factors among staff in which as one of them increases the other one also increases. Analysis of the results of the third sub-hypothesis indicated that there is significant reverse correlation between emotional intelligence factors and interpersonal conflict factors. Analysis of the results of fourth sub-hypothesis indicated that there is significant difference in ranking of emotional intelligence factors among staff.

self-cognition and emotional self-expressing (with rank mean of 2/89) is on the top of the list and components of cognition-focused emotion (with rank mean of 2/83), emotional management and control (with rank mean of 2/82), and understanding external emotions (with rank mean of 2/69) are listed as second, third, and fourth priorities, respectively.

Analysis of the results of fifth sub-hypothesis indicated that there is significant difference in ranking of emotional intelligence factors among staff.

Conflict with peers (with rank mean of 2/75) is on the top of the list and components of conflict with boss (with rank mean of 2/66), and conflict with subordinates (with rank of 2/31) are listed as second and third, respectively.

The order of the ranking indicates that self-cognition and emotional self-expressing is the most important factor among the emotional intelligent factors, and the highest conflict relates to conflicts with peers among the bank staff.

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