

## Emotional Intelligence and Conflict Management Styles of Filipino Middle Managers in Select Higher Education Institutions

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(Received 19<sup>th</sup> October 2018; Accepted: 26<sup>th</sup> November 2018)

DOI: <https://doi.org/10.34256/ajir1815>

**Abstract:** Despite the rich empirical evidence linking emotional intelligence (EI) and conflict management skills (CMS) in the international setting, there is a dearth of parallel literature and studies in the Philippines. This descriptive correlational study analyzed the relationship between EI and CMS of middle managers in select higher education institutions (HEIs) in Central Luzon Philippines. A questionnaire was used to gather data from the respondents (N=154). Computation of the frequency distribution, percentage, weighted mean, standard deviation, variance, correlation, multiple regression, analysis of variance (ANOVA) and t-test were utilized to give statistical interpretation of the data. The study revealed that there is no significant difference in the EI of the middle managers in select HEIs when grouped according to classification of institution, sex, civil status, highest educational attainment, number of years in the present position/designation, and religious affiliation. Age is an important factor in developing EI ( $R=0.1619$ ). EI improves with age, increasing from young adolescence and early adulthood. On the other hand, there is a slight significant correlation between EI and the practice of CMS among the middle managers of select HEIs. At 0.05 level of significance,  $t_{\text{computed}}$  (1.743) is greater than the  $t_{\text{critical}}$  (1.658), thus EI is related to CMS. Further study was recommended to explore other indicators and parameters for both areas of EI and CMS in higher education and other sectors to come up with appropriate recommendations and theory-based actions to optimize their effect towards the efficiency and effectiveness of organizations.

### Key words:

Educational Management, Emotional Intelligence, Conflict Management, Middle Managers, Descriptive, Philippines

## 1 Introduction

Emotional Intelligence (EI) has recently been treated as one of the most researched areas of concern in management. It is defined as the ability to monitor one's own and others'

feelings, to discriminate among them, and to use this information to guide one's thinking and action [1]. This emphasis on EI is borne by the assumption that there is a relationship between EI and successful management which

began to emerge in management literature in the early 1980s.

However, it was not until the late 1990s that scholars have started to investigate the relationship between EI and conflict management. In the early part of the second millennium, a number of scholars have devised tools to measure EI which were used by certain business firms to screen job applicants. Recently, some studies have focused on the link between EI and leadership styles in educational institutions and came up with propositions suggesting the integration of EI and conflict management into the curriculum.

In the light of this recent academic hype on EI, it is imperative to investigate its role in the management of schools especially higher education institutions (HEIs) which are mandated to prepare the youth for gainful employment and good citizenship. It is undisputed that the current focus of organizations in the age of globalization is to hire managers who have the ability to manage workplace conflicts which are inherent in culturally diverse organizations.

Institutions of higher learning, like other organizations, are now more than ever faced with the challenge of institutionalizing effective management approaches and leadership styles taking into account the phenomenon of conflict in its many forms and dimensions. Conflict and violence are a part of our world, both on the microscopic and macroscopic levels [2]. In the context of a rapidly changing society, higher educational systems are inevitably beset with various types of conflict. HEIs have to recognize not only the challenge of educating future professionals with appropriate knowledge and skills in dealing with conflict, but also to manage actual conflicts which are endemic in their organizations. Schools are not free from the stressful pressures of conflicting issues which involve not only economic, cultural, and

political factors but also those that are borne by technology-related concerns. Managers of HEIs must be equipped with skills to judiciously deal with various types of conflict in order to fulfill their mandate towards academic excellence. Studies have revealed that conflict management requires skills and competencies that are emotionally-based.

Being able to derive conclusions and recommendations based on the relationship between EI and conflict management in HEIs in the Philippines is deemed an opportunity for coming up with management innovation. It is imperative to validate whether the proposition that more emotionally intelligent managers are better able to manage conflict is applicable to the prevailing conditions of HEIs in the Philippines.

This study is based on two leading theories on EI and conflict management: theory on the functions and components of EI [3] and the conflict handling mode model [4].

The Goleman's theory avers that for individuals' career success at all levels, EI is said to be twice as important as technical skills and intelligence quotient (IQ). In measuring success in senior leadership positions, EI is a better predictor than IQ and that the importance of EI increases proportionately with ranks in the career ladder [3]. EI consists of four (4) fundamental capabilities: *self-awareness*, *self-management*, *social awareness* and *social skills*. Each of the four capabilities has specific set of attributes or behaviors associated with it. Twenty-two EI-related capabilities and attributes are listed as basic components of EI. These factors are claimed to interfere with an individual's family life and career progression [5].

Upon identifying existing conflicts, there are different conflict management approaches which are appropriate for different types of conflict situations. The Thomas-Kilmann Conflict Handling Mode Model was

used as the study's basic framework based on a dissertation [6] which explored the validity of the model.

CMS are classified according to the two basic dimensions of personal intentions: *assertiveness* and *cooperativeness*. Assertiveness refers to the person's concern for himself and his own personal goals. Cooperativeness, on the other hand, refers to the person's concern for relationships (*interpersonal and intergroup*) and the goals of others [4].

Leadership is a dynamic interpersonal process incorporating a wide array of cognitive as well as emotional competencies and operating in a gendered social context [7]. This empirical study extends research on the EI competencies and styles underlying successful leadership by investigating the repertoire of competencies and leadership styles demonstrated by female and male leaders resulting in their success. A traditional definition of success is used, involving assessments of performance and potential leading to advancement in the organization. The consequences of the construction of gender on both females and males in leadership roles are examined. In a sample of 105 managers in one financial services institution, using self and other ratings of EI competencies, leadership styles and success, the results demonstrate a strong pattern of significant differences between male and female leaders. Gender has a powerful influence on the images and profiles of successful leadership and there are distinctly divergent paths to success for male and female leaders. Thus, it was hypothesized that:

**H<sup>1</sup>.** There is no significant difference in the EI of middle managers in select HEIs in Central Luzon Philippines when grouped in terms of the profile variables as to classification of institution, sex, age, civil status, highest educational attainment, number of

years in the present position/designation, and religious affiliation.

On a dissertation entitled "Exploring the Relationship of EI and CMS," which utilized a sample of MBA students at a small, private university, found out that there are significant relationships between EI and CMS. It was stressed that a growing emphasis exists in higher education and corporate America on the importance of interpersonal skills, EI, and ability to resolve conflict in the workplace. She recommends that as MBA schools across the country seek to prepare students for prominent business careers, the general graduate level curriculum should include the interpersonal education and conflict management awareness needed for graduates to succeed [8].

Sese identified the CMS of 30 school administrators in select private tertiary institutions in Region IV Philippines and analyzed their choices of these styles in the light of certain personal and situational variables. In terms of their leadership styles, the school administrators' self-rating was "high" both in structure and consideration dimensions. They were rated "*average*" in the structure dimension and "*high*" in the consideration dimension by their immediate subordinates and faculty [6].

The school administrators when grouped according to sixteen demographic and situational variables showed a bias or a propensity to use the "*avoiding*" style in resolving conflicts. They were cautious and tried to stay out of conflict by withdrawing from an issue, assigning someone else to confront the issue directly, or by remaining neutral. The administrators' least preferred mode was the "*competing*" style which is power-oriented and resolves conflicts in terms of a win-lose strategy. They neither preferred the "*accommodating*" style. They were not willing to give up or yield to the other's view.

In general, the administrators used the “*compromising*” and “*competing*” styles appropriately. The use of “*accommodating*” style was either fairly appropriate or not appropriate at all across the different groups of respondents. The “*avoiding*” style despite its high use, was inappropriately used by all groups with majority of them using it very inappropriately. The correlates of the CMS are community involvement and professional experience for competing style; professional experience for compromising style; competing style for collaborating style; community involvement and travels abroad for avoiding style; competing style, sex and management position for accommodating style.

In the immediate future, as society aspires for growth and modernization, there would be a need for greater knowledge and expertise in leadership... and an earnest commitment to pursue a systematic and long-range program for improving each institution [6]. This expertise in leadership includes effective management of conflict to ensure higher productivity and efficiency level of both the academic and administrative personnel of an educational institution.

The aforementioned review of related literature has clearly shown that the characteristic approaches to conflict management are diverse and varied. Moving the organization to fulfill its mission is a formidable task every manager must do. The task can be a lot easier if those below (*followers/subordinates*) are able to capture the mind of the manager. The manager seems to say: “*Let my mind be in you. Be perfect in executing my plans just as I would keep this organization moving on the right track.*” No organization can achieve its mission if the organization’s requirements are in conflict with the individual needs, wants and values.

However, organizations nowadays have become “*complex human arena*” with diverse

idiosyncrasies, beliefs, racial ideologies, personal interests, value systems, and educational background whose personal needs for self-worth and satisfaction must be significantly met. Man after all is a creative being and as such he has the power to explore the challenges, to discover and utilize new ideas and new ways of doing things and to develop himself to achieve his needs and his wants even sometimes at the expense of the organization.

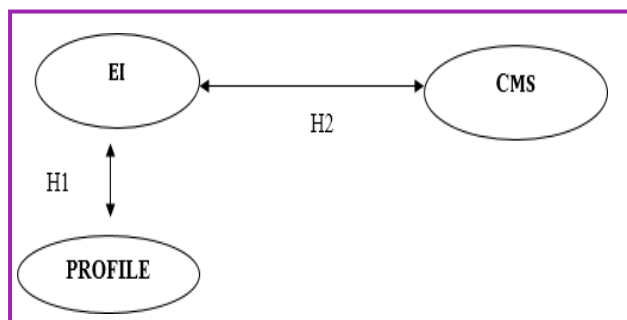
Though, humankind has been regulating conflict for centuries, managers today operates in a very conflicting and complex environment. At no time in history has there been a greater demand for strong, competent, educational managers. Changing values, philosophies, legislative mandate, and technological developments are among the many factors that reinforced the need for competent managers to guide and direct educational organizations.

Therefore, school administrators must be competent in every aspect of management especially in terms of instructional leadership and conflict management since the ability to manage conflict is undoubtedly one of the most important skills a manager needs to possess. It is clear that with the dynamic natural environment and changing human values, organizations likewise continually undergo changes. But change is almost always accompanied by conflicts. Today’s organizations are confronted by daily conflicts caused by multitude of factors ranging from struggles for power, the desire for economic again, the need for status, the realization of unfulfilled values, the assertion of right not yet fulfilled, and many other human and non-human components of an institution.

A basic difficulty underlying many of the serious problems of academic administration is the inability to deal effectively with conflict among administrators, between

administrators and faculty members, among the faculty, between faculty and students, and between representatives of the institution and the external stakeholders with whom they must deal. When those responsible for institutional policy are able to focus and resolve conflicts arising from different ideologies, values and vested interest, it is possible for decision-making and problem-solving to be governed by commitment to the pursuit of academic excellence. To effectively manage conflict situations, administrators must be competent in handling and resolving conflicts because once started, a conflict can continue even after the original issue has been resolved. Thus, another hypothesis was suggested:

**H<sup>2</sup>.** There is no significant relationship between EI and CMS of middle managers in select HEIs in Central Luzon Philippines.



*The Research Simulacrum*

## 2 Objectives of the Study

This study aimed to investigate whether there is a significant difference in the EI of middle managers in select HEIs in Central Luzon Philippines when grouped in terms of the profile variables as to classification of institution, sex, age, civil status, highest educational attainment, number of years in the present position/designation, and religious affiliation. Furthermore, this study would like to identify whether there is a significant relationship between EI and CMS of middle

managers in select HEIs in Central Luzon Philippines.

## 3 Methodology

This study used the descriptive research design with the questionnaire as the main instrument in gathering data. The descriptive survey approach is appropriate wherever the object varies among them and one wants to know to what extent in the different condition obtaining among these objects. It signifies the gathering of data regarding present conditions. A survey is useful in providing the value of facts, focusing attention of the most important thing to be reported [9].

Researchers use descriptive method of research when they depict current status and sometimes identify relationships that exist among phenomena or trends that appear to be developing occasionally, when they attempt to make predictors about the future events [10]. Hence, the descriptive method of research was deemed the best appropriate method in gathering information for this study.

The researchers employed various data gathering procedures such as series of interviews, observations, the use of questionnaires, and pure research in gathering the much needed information. Various statistical measurements were used such as the frequency distribution, percentage, weighted mean, standard deviation, variance, correlation, multiple regression, analysis of variance (ANOVA) and t-test. Correlation analysis was performed to measure the degree of relationship between EI and CMS of middle managers in select HEIs. The t-test was used to test the hypothesis if a relationship between EI and CMS does exist.

This study involved a total of one hundred fifty-four (154, 93%) of the disseminated one hundred sixty-six (166)



questionnaires retrieved from twelve (12) SUCs and eleven (11) private HEIs from the seven (7) provinces in Central Luzon Philippines. The study was conducted in twelve (12) SUCs and eleven (11) private HEIs from the seven (7) provinces of Central Luzon Philippines. This region includes the contiguous provinces of Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales. Chosen as one of the more progressive regions, Central Luzon contributed 8.3% to the national economy in 2007. Its proximity to Metro Manila has made it a catch basin to the overflow of economic activities in the metropolis. In fact, this region is a part of the so-called urban beltway that starts from Dagupan City in Pangasinan in the north and extends all the way to Lucena City in Quezon Province in the south.

The statistical tools used in the interpretation of data and testing the null hypotheses of the study includes the frequency counts, weighted arithmetic mean, ANOVA, Pearson- Product moment coefficient of correlation and t-test.

In determining the profile of the respondents, frequency, percentage and ranking were used. Weighted mean is used to measure the respondent's EI and CMS. ANOVA is used to examine the significant difference in the EI of middle managers in select HEIs in Central Luzon when grouped in terms of the profile variables as to classification of institution, sex, age, civil status, highest educational attainment, number of years in the present position/designation, and religious affiliation. Pearson- Product moment coefficient of correlation is used to determine the significant relationship between EI and CMS of middle managers in select HEIs. To identify the decision to intervene in the null hypotheses, t-test was implied in the study. Relative hereto, the researchers used the 0.05 level of significance one-tailed.

The reliability and validity of the instrument's components on EI and CMS have been established and are comparable with other similar instruments.

The research instrument was validated further by administering it first to a group of professionals in order to find out if all the items are clear. Revisions and corrections were made based on the comments of the pre-trial group of respondents and by the adviser before it was finally revised, printed and reproduced for data gathering.

After ensuring the validity and reliability of the questionnaire, the researchers distributed the copies of questionnaire to the target respondents and also did a quick face to face interview to the respondents to ensure the correctness and fitness of the data to be gathered. After securing a list of HEIs in the seven provinces of Central Luzon Philippines, a permit and endorsement to conduct this study was secured from the heads of the target universities and colleges. Raw data were electronically stored using the Microsoft Excel program for statistical treatment.

An ethical clearance was secured from the institutional review board to ensure that this study did not involve any form of invasion of the respondent's integrity. Prior to data gathering, the respondents received written information about informed consent, purpose of the study, including its voluntary nature, study procedures, benefits of the participation, voluntary participation, including the right to withdraw anytime, and a guarantee of the maintenance of anonymity, and confidentiality of the data.

## 4 Results and Discussion

### 4.1 Profile of the Respondents

As shown in Table 1, 102 (66.23%) of the middle managers are employed in SUCs in the region while 52 (33.77%) are working in

private HEIs. This is due to the fact that the relatively fixed security of tenure in the public sector holds a stronger influence in career advancement as compared to that in the private sector.

Table 1 shows that majority of the middle managers are females. Out of 154 respondents, 90 (58.44%) are females and 64 (41.46%) are males. This manifests that the education sector is dominated by females. The official website of the Philippine Commission on Women declares that education is a female dominated profession but its leadership is dominated by men. The profile herein reveals that is changing. Women are given now the opportunities of performing supervisory tasks, and exercising of equality. The table also shows that the youngest middle manager aged 28 while the oldest middle manager aged 75. The range is 47 and applying statistical frequency distribution in age grouping, the prevailing age range among the middle managers is 52-57 with 41 respondents (26.62%), followed by 46-51 with 36 respondents (23.38%), 40-45 with 23 respondents (14.94%), 34-39 and 58-63 with 17 respondents (11.04%) each, 28-33 with 9 respondents (5.84%), 64-69 with 6 respondents (3.90%), and 70-75 with 5 respondents (3.25%). The weighted mean age is 50 years old. It is the time when people can take on greater responsibilities and control. For this stage, working to establish stability

and Erikson's idea of *generatively* – attempting to produce something that makes a difference to society. Erikson believed that much of life is spent in preparing for the middle adulthood stage and the last stage involves much reflection. As older adults, some can look back with a feeling of *integrity* — that is, contentment and fulfillment, having led a meaningful life and valuable contribution to society. The status of EI at this stage may be influenced by individuals' tendency to feel a sense of despair based on reflection of unpleasant experiences, past failures and unfulfilled expectations.

Table 1 also shows that majority of the middle managers are married with 116 (75.32%) out of 154. The table shows that 26 (16.88%) are still single, 10 (6.49%) are widow/widower, and 2 (1.30%) are separated. This is corollary to the fact that for the groups and on the whole, majority of the middle managers are in their middle age, a life stage where family life is at its peak.

Almost half of the middle managers are holders of a Doctoral degree with 74 (48.05%) of the 154. It also shows that 65 (42.21%) of the middle managers are holders of a master's degree and 15 (9.74%) are bachelor degree holders. This is in compliance to the minimum educational qualifications for College Deans set by the Commission on Higher Education or CHED.

**Table 1 Profile of the Respondents**

	Frequency	Percentage	Rank
<b>Classification of Institution</b>			
Public	102	66.23	1
Private	52	33.77	2
<b>Sex</b>			
Male	64	41.56	2
Female	90	58.44	1

<b>Age Range</b>			
70-75	5	3.25	8
64-69	6	3.90	7
58-63	17	11.04	4.5
52-57	41	26.62	1
46-51	36	23.38	2
40-45	23	14.94	3
34-39	17	11.04	4.5
28-33	9	5.84	6
<b>Civil Status</b>			
Single	26	16.88	2
Widow/Widower	10	6.49	3
Married	116	75.32	1
Separated	2	1.30	4
<b>Highest Educational Attainment</b>			
Doctoral Degree	74	48.05	1
Master's Degree	65	42.21	2
College Degree	15	9.74	3
<b>Numbers of Years as Dean</b>			
10 years and above	44	28.57	2
7-9 years	12	7.79	4
3-6 years	56	36.36	1
2 years and below	42	27.27	3
<b>Religion</b>			
Roman Catholic	119	77.27	1
Protestant Denominations	21	13.64	2
Iglesiani Cristo	7	4.55	3
Islam	1	0.65	5
Others	6	3.90	4



**Table 2** Level of EI

EI Components	Mean	SD	Interpretation	Rank
Self-Awareness	3.41	0.77	Average	4
Self-Management	3.73	0.79	High	1
Social Awareness	3.47	0.77	Average	3
Social Skills	3.68	0.77	High	2
Weighted Mean	3.62	0.78	High	

Fifty-six (36.36%) of the 154 have been serving as middle manager or college dean for 3-6 years, 44 (28.57%) for 10 years and above, 42 (27.27%) for 2 years and below, and 12 (7.79%) for 7-9 years. This means that they have enough related experiences in handling supervisory tasks.

Moreover, Table 1 shows that majority of the middle managers are Christians and only one (0.65%) is a Muslim. Roman Catholic is the prominent religion with 119 (77.27%), followed by Protestant Dominations with 21 (13.64%), Iglesia ni Cristo with 7 (4.55%), and other religion with 6 (3.90%). This is due to the fact that Roman Catholic is the dominant national religion and most private HEIs in Central Luzon are Catholic schools.

#### 4.2 Emotional Intelligence

Table 2 shows the level of EI among the middle managers of select HEIs in Central Luzon. Among the four dimensions of EI, self-management was ranked 1 with mean 3.73 and standard deviation 0.79 interpreted as High. It is followed by social skills with mean 3.68 and standard deviation 0.77 interpreted as High; social awareness with mean 3.47 and standard deviation 0.77 interpreted as Average; and self-awareness with mean 3.41 and standard deviation 0.77 interpreted as Average.

In its overall rating, the level of EI of middle managers of select HEIs in Central

Luzon is high with a weighted mean 3.62 and standard deviation 0.78.

#### 4.3 Conflict Management Styles

Table 3 shows that the mean score of the respondents in applying the “avoiding” mode in dealing with conflicts is 5.77 with standard deviation 2.00 interpreted within the Middle percentile or Average based on interpretation of scores on the Thomas-Kilmann Conflict Mode Instrument. This means that a typical middle manager of select HEIs in Central Luzon uses the avoiding CMS in the average. He/she is unassertive and uncooperative. He/she does not immediately pursue his own concerns or those of the other person. He/she does not address directly and immediately the conflict, instead take the form of diplomatically sidestepping an issue, postponing it until a better time or simply withdrawing from a threatening situation.

Table 3 shows that the mean score of the respondents in applying the “accommodating” mode in dealing with conflicts is 5.27 with standard deviation 2.58 interpreted within the Middle percentile or Average. This means that a typical middle manager of select HEIs in Central Luzon uses the accommodating style in the average. He/she is unassertive and cooperative. The manager, in the average, neglects his own concerns to satisfy the concerns of the other

person. There is an element of self-sacrifice in yielding to another's point of view.

**Table 3** Level of Application of the Five CMS

Levels	Frequency	Percentage	Mean Score	Weighted Mean Score	Standard Deviation	Interpretation of Weighted Mean Score	Rank
AVOIDING							
High (8-12)	33	21.43	8.42	5.77	2.00	Middle	3
Middle (5-7)	81	52.60	5.98			(AVERAGE)	
Low (0-4)	40	25.97	3.15				
ACCOMMODATING							
High (7-12)	58	37.66	7.98	5.27	2.58	Middle	4
Middle (4-6)	54	35.06	4.87			(AVERAGE)	
Low (0-3)	42	27.27	2.05				
COMPROMISING							
High (9-12)	21	13.64	9.57	6.68	1.60	Middle	2
Middle (5-8)	124	80.52	6.39			(AVERAGE)	
Low (0-4)	9	5.84	4.00				
COMPETING							
High (8-12)	20	12.99	8.60	4.82	2.38	Middle	5
Middle (4-7)	85	55.19	5.51			(AVERAGE)	
Low (0-3)	49	31.82	2.08				
COLLABORATING							
High (10-12)	19	12.34	10.53			Middle	

Middle (6-9)	122	79.22	7.26	7.46	1.68	(AVERAGE)	1
Low (0-5)	13	8.44	4.85				

Furthermore, it also shows that the mean score of the respondents in applying the “compromising” mode in dealing with conflicts is 6.28 with standard deviation 1.60 interpreted within the Middle percentile or Average. This means that a typical middle manager of select HEIs in Central Luzon uses the compromising style in the average. He/she is intermediate of both being assertive and cooperative. He/she finds some expedient, mutually acceptable solution which will partially satisfy both parties. He/she gives up more than competing but less than accommodating, more avoiding but less than collaborating. He/she prefers splitting the difference, exchanging concessions, or seeking a quick middle-ground position or “win-win” solution. Table 3 shows that the mean score of the respondents in applying the “competing” mode in dealing with conflicts is 4.82 with standard deviation 2.38 interpreted within the Middle percentile or Average. This means that a typical middle manager of select HEIs in Central Luzon uses the competing style in the average. He/she is assertive and uncooperative. In the average, the manager pursues his/her own concerns at the other person’s expense. He/she is power-oriented and uses whatever power appropriate to win one’s own position.

The mean score of the respondents in applying the “collaborating” mode in dealing with conflicts is 7.46 with standard deviation of 1.68 interpreted within the Middle percentile or Average. This means that a typical middle manager of select HEIs in Central Luzon uses the collaborating style in the average. He/she is both assertive and cooperative. He/she attempts to work with other person to find some solution which will fully satisfy both of them. He/she digs into an issue to identify the underlying concerns and find an alternative which meets both sets of concerns. He/she explores a disagreement to learn from each other’s insights, concluding to resolve some conditions and find a creative solution to an interpersonal problem.

When ranked according to weighted score using the Thomas-Kilmann Conflict Mode Instrument, the middle managers of select HEIs in Central Luzon apply the five CMS as follows: (1.) Collaborating; (2.) Compromising; (3.) Avoiding; (4.) Accommodating; and (5.) Competing. The middle managers are assertive and cooperative in performing their duties and responsibilities.

**Table 4 Analysis of Variance in EI in terms of Profile Variables**

ANOVA at 0.05						
Variables	Level of Significance		p value	Interpretation	Decision	
	F <sub>computed</sub>	F <sub>critical</sub>				
Classification of Institution	2.0597	3.9034	0.1533	Not Significant	Accept Ho	

Sex	3.0632	3.9034	0.0821	Not Significant	Accept Ho
Age	2.1862	2.0728	0.0261	Significant	Reject Ho
Civil Status	0.6918	2.6649	0.5584	Not Significant	Accept Ho
Highest Educational Attainment	1.5970	3.0560	0.2059	Not Significant	Accept Ho
Number of Years in the Present Position/Designation	0.2734	2.6649	0.8445	Not Significant	Accept Ho
Religious Affiliation	1.4398	2.4324	0.2237	Not Significant	Accept Ho

**Table 5** *Test of Hypothesis of the Correlation between EI and CMS using t-test*

Particulars	Value
Pearson Correlation Coefficient (r) between EI ( <i>independent</i> ) and CMS ( <i>dependent</i> )	0.14
Descriptive Rating	Slight Correlation
$t_{\text{computed}}$	1.743
$t_{\text{critical}}$ at 0.05 level of significance(one-tailed)	1.658
degrees of freedom (df)	152
Decision	Reject Ho, Accept Ha ( $t_{\text{computed}} > t_{\text{critical}}$ )

#### 4.4 Emotional Intelligence

Table 4 shows that  $F_{\text{computed}}$  is 2.0597 while  $F_{\text{critical}}$  is 3.9034,  $F_{\text{computed}} < F_{\text{critical}}$ . The p-value is 0.1533, p-value  $> \alpha$  ( $0.1533 > 0.05$ ). Thus the decision is to accept the null hypothesis. There is no significant difference in the responses about EI when respondents are grouped according to classification of institution. This implies that working in either an SUC or a private HEI does not affect the EI of the middle managers.

Moreover,  $F_{\text{computed}}$  is 3.0632 while  $F_{\text{critical}}$  is 3.9034,  $F_{\text{computed}} < F_{\text{critical}}$ . The p-value is 0.0821, p-value  $> \alpha$  ( $0.0821 > 0.05$ ). Thus the decision is to accept the null hypothesis. There

is no significant difference in the responses about EI when respondents are grouped according to sex. Goleman avers that sex is not a predictor of EI.

On the other hand,  $F_{\text{computed}}$  is 2.1862 while  $F_{\text{critical}}$  is 2.0728,  $F_{\text{computed}} > F_{\text{critical}}$ . The p-value is 0.0261, p-value  $< \alpha$  ( $0.0261 < 0.05$ ). Thus the decision is to reject the null hypothesis. There is significant difference in the responses about EI when respondents are grouped according to age.

#### 4.5 Relationship of EI and CMS

Table 5 presents the test of hypothesis if there exists a relationship between EI and the

practice of CMS. The computed Pearson correlation coefficient ( $r$ ) is 0.14 interpreted as "Slight Correlation". Using the one-tailed  $t$ -test in testing the hypothesis at 0.05 level of significance, the  $t_{\text{computed}}$ (1.743) is greater than the  $t_{\text{critical}}$ (1.658). Thus, the decision is to reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ).

This study concludes that there exists a significant correlation between EI and the practice of CMS among the middle managers of select HEIs in Central Luzon.

It further validates the study of Troth and Jordan that individuals with high EI preferred to seek collaborative solutions when confronted with conflict [11].

## 5 Conclusion

Based on the aforementioned results, it was drawn that there is no significant difference in the EI of the middle managers in select HEIs in Central Luzon Philippines when grouped according classification of institution, sex, civil status, highest educational attainment, number of years in the present position/designation, and religious affiliation.

Age is an important factor in developing EI ( $R=0.1619$ ). EI improves with age, increasing from young adolescence and early adulthood.

There is a slight significant correlation ( $r = 0.14$ ) between EI and the practice of CMS among middle managers of select HEIs in Central Luzon. At 0.05 level of significance,  $t_{\text{computed}}$ (1.743) is greater than the  $t_{\text{critical}}$ (1.658), thus accept the alternative hypothesis

( $H_a$ ). The middle managers have average-to-high EI and preferred to seek collaborative solutions when confronted with conflicts.

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**Conflict of interest:** The authors have no conflicts of interest to declare that they are relevant to the content of this article.

**Funding:** No funding was received for conducting this study.

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