Comparative Study of Effect of Emotional Intelligence on the Conflict Level of Students, Managers and Employees of Organizations

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Abstract. The authors consider the concept of "emotional intelligence" and its application in modern research. An empirical study was performed to establish the relationship between emotional intelligence and conflict. Managers, employees and students of Plekhanov Russian University of Economics were selected as respondents. The analysis of the results showed the influence of emotional intelligence on their conflict, revealed direct and inverse relationships between these phenomena.

Relevance of the Research Topic
1. In Russian organizational psychology, the construct of emotional intelligence is insufficiently developed (due to the lack of empirical research)
2. Business companies are interested in conflict management.

Literature Review

The Purpose of the Study is to Examine the Impact of Emotional Intelligence on Conflict of Students, Managers and Employees

Emotional intelligence includes the ability to understand emotions in oneself and others, as well as to emotionally adapt to changing environments and changing demands [15]. The authors consider emotional intelligence to be a set of certain personal abilities that a person can develop [1, 3, 6-9, 12-14].

The study of the relationship between emotional intelligence and the level of conflict of personality, the relationship of emotional intelligence and strategies of behavior in conflict is devoted to the work [11, 16, 17]. For proper interaction it is necessary to have developed social skills.
The head-performs functions of management of collective, has strictly certain opportunities—punishments and encouragement, subordinates for increase of their activity [2]. Efficiency of professional activity of the head depends on many factors, the first place belongs to ability to resolve conflicts [5, 8]. The ability of the head to effectively organize the management of the enterprise is especially important in the period of increased uncertainty and turbulence of the market, its globalization [4, 17-19].

To date, there is no generally accepted and complete understanding of whether emotional intelligence determines the effectiveness of management activities in general, there is no single understanding of the construct "emotional intelligence".

The emotional component is involved in the emergence, course and resolution of conflicts. Based on this, it can be assumed about its constructive impact on pre-conflict and conflict situations.

Tasks of empirical research: to determine the influence of emotional intelligence on the level of conflict of different groups of employees in organizations and students.

The study involved 153 students, staff and head of Plekhanov Russian University of Economics, divided into three groups:

1) future managers (students of the faculty "Management"), they do not have managerial experience, but at the end of training they are going to work as managers. This group included 70 students: 1st year-29 people, 2nd year-25 people, 3rd year-16 people.

2) beginners, several years working as a Manager. In this group, 50 people—with experience in the position of "head" for at least a year and no more than 5 years.

3) professionals, managers with long experience in the position of head. This group included 33 people—with experience in the position of "head" for more than 10 years.

Research methods.

To diagnose emotional intelligence, we used the test "Emin" (author D. Lucin), which defines emotional intelligence as the ability to understand one's and others' emotions and manage them.

The model of emotional intelligence proposed by the author is fundamentally different from the mixed models in that the construct does not introduce personal characteristics that are correlates of the ability to understand and control emotions. This technique cannot be attributed to the models of abilities, it is a questionnaire based on self-report. To diagnose the level of conflict, the method of assessing the level of conflict of personality (V. I. Andreev) was chosen. Correlation analysis was also used to identify the relationship between emotional intelligence and conflict.

Research result. The results of the diagnosis of emotional intelligence are presented in table 1.

Table 1. Summary of diagnostic data of emotional intelligence in respondents.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Subjects</th>
<th>Share of subjects in the total number, %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Very low value</td>
</tr>
<tr>
<td>Interpersonal emotional</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>intelligence</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Intrapersonal emotional</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>intelligence</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Understanding emotions</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Emotion management</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>The overall level of</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>emotional intelligence</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. Composition of respondents: 1 – students; 2 – professionals, 3 – heads.
Scale "Interpersonal emotional intelligence". In the group "Students", as can be seen, a very low value was found in 17% of the subjects, a very high value in 6%. Conclusion: students’ ability to understand other people's emotions and manage them is underdeveloped, which in the future may reduce the quality of professional activity. In the "Specialists" group, a very low value was found in 4% of the subjects, a very high value in 18%. Conclusion: specialists are able to understand the emotions of other people and the function of managing them is sufficiently developed, which positively affects the quality of professional activity. In the "Leaders" group, a very low value was found in 0% of the subjects, a very high value in 6% of the subjects. Conclusion: managers ability to understand and manage other people's emotions is highly developed and it is a significant skill in their professional activities.

The scale of "Intrapersonal intelligence". All groups are able to understand and manage their own emotions.

The scale of "Understanding emotions". Students, the ability to understand their own and others' emotions is developed sufficiently; a significant part of the specialists the ability to understand their own and others' emotions is well developed; managers have a well-developed ability to understand their own and others' emotions.

The scale of "Emotion Management". In the "Students" group, a very low value in 9% of the subjects, a low value in 21%, an average value in 30% of the subjects. Conclusion: a significant part of students is able to manage their own and others' emotions. In the "Specialists" group, a very low value in 4% of the subjects, a low value in 4%, an average value in 46% of the subjects. Conclusion: most specialists have a well-developed ability to manage their own and other people's emotions. In the "Leaders" group, a very low value was found in 0% of the subjects, a low value in 0% of the subjects, an average value in 58% of the subjects, a high value in 36%. Conclusion: the ability of managers to manage their own and others' emotions is highly developed.

The scale of "Overall level of emotional intelligence". In the "Students" group, a very low value in 16% of the subjects, a low value in 20% of the subjects, an average value in 44% of the subjects. In the "Specialists" group, a very low value is observed in 2% of the subjects, a low value in 8% of the subjects, an average value in 56% of the subjects. In the "Leaders" group, a very low value was found in 0% of the subjects, a low value in 3% of the subjects, an average value in 82% of the subjects, a high value in 6% of the subjects. Conclusion: a significant part of the students who took part in the study, sufficiently developed emotional intelligence, while specialists and managers of its development can be defined as above average.

Analysis of the results "level of conflict personality" are presented in table 2.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Subjects</th>
<th>Share of subjects in the total number, %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very low value</td>
<td>Very low value</td>
</tr>
<tr>
<td>The level of conflict</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Note. The composition of respondents: 1-students; 2-specialists, 3-managers.

Data, allow to draw a conclusion that in group "Students" subjects are rather inclined to conflicts, only at a small part of subjects very low (4%), low (9%) and below average (7%) levels of conflict are diagnosed. In the "Specialists" group, the subjects are mostly not very prone to conflict, only a small part of the subjects were diagnosed with levels above average (6%), high (2%), very high (4%) and highest (2%). In the "Leaders" group, respondents show a General tendency to non-conflict, only a small part of the subjects were diagnosed with levels above average (3%), high (3%). Conclusion: the results of empirical research show that the level of development of emotional intelligence among students, specialists, and managers is sufficiently developed, and in specialists and managers it is highly developed. This allows to draw a conclusion that the level of development of emotional intelligence is highly developed and it is a significant skill in their professional activities.
intelligence and the level of conflict differ in three groups of subjects, the more experience and higher position of respondents, the level of emotional intelligence is higher, and the level of conflict, on the contrary, is lower.

Spearman correlation analysis was used to identify the relationship between emotional intelligence and conflict in all groups. As a result, in the group "Students" the critical value at a significance level of $p = 0.001$ is 0.385; for a group of "Experts" critical value at a significance level of $p = 0.001$ is 0.385; in the group "Managers" critical value at a significance level of $p = 0.001$ is 0.450.

Table 3. Summary table of correlation analysis results for different groups.

<table>
<thead>
<tr>
<th>Level of emotional efficiency</th>
<th>«Students»</th>
<th>«Specialists»</th>
<th>«Managers»</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>-0.946</td>
<td>0.746</td>
<td>0.946</td>
</tr>
<tr>
<td>low</td>
<td>-0.972</td>
<td>0.771</td>
<td>0.972</td>
</tr>
<tr>
<td>Below the average</td>
<td>0.279</td>
<td>0.279</td>
<td>0.829</td>
</tr>
<tr>
<td>Average</td>
<td>0.655</td>
<td>0.524</td>
<td>0.523</td>
</tr>
<tr>
<td>Just above average</td>
<td>0.724</td>
<td>0.524</td>
<td>0.724</td>
</tr>
<tr>
<td>Above the average</td>
<td>0.947</td>
<td>-0.747</td>
<td>-0.947</td>
</tr>
<tr>
<td>High</td>
<td>0.984</td>
<td>-0.914</td>
<td>-0.984</td>
</tr>
<tr>
<td>Very high</td>
<td>0.902</td>
<td>-0.892</td>
<td>-0.902</td>
</tr>
<tr>
<td>Ultimate</td>
<td>0.904</td>
<td>-0.764</td>
<td>-0.904</td>
</tr>
</tbody>
</table>

In the group "Students" identified:
Direct correlations:
1) the average level of conflict and emotion management;
2) just above average level and intrapersonal emotional intelligence, understanding emotions, managing emotions and overall emotional intelligence;
3) above-average understanding of emotions, General emotional intelligence;
4) high, very high and highest levels and overall emotional intelligence.

Inverse correlations:
1) very low level and emotion management, General emotional intelligence;
2) low level and overall emotional intelligence;
3) below average level and interpersonal emotional intelligence.

In the group "Specialists" identified:
Direct correlations:
1) very low level of conflict and overall level of emotional intelligence;
2) low level of conflict and understanding of emotions;
3) the average level of conflict and emotion management;
4) above-average understanding of emotions, General emotional intelligence.

Inverse correlations:
1) above average conflict level and overall emotional intelligence, emotion management;
2) high level and overall emotional intelligence;
3) very high level and overall emotional intelligence;
4) the highest level and interpersonal emotional intelligence, General emotional intelligence.

In the group "Leaders" identified:
Direct correlations:
1) very low level of conflict and overall emotional intelligence;
2) low level of conflict and intrapersonal emotional intelligence, understanding of emotions and General emotional intelligence;
3) below average level and all components of emotional intelligence including General emotional intelligence;
4) above-average understanding of emotions, General emotional intelligence;
Inverse correlations:
1) above average and overall emotional intelligence;
2) levels: high, very high and highest and overall emotional intelligence.

Thus, it can be argued that there is a relationship between the quality of emotional efficiency and the inclusion of the individual in the team. Therefore, the more a person is emotionally effective in communication, the higher its status position in the team.

**Recommendations.** Due to the fact that the studies were conducted on managers, employees and students of economic University, it is advisable to check the correlation of the results with economic, as well as social and information-psychological aspects of the psychology of their management decisions.

**Summary**

1. The study showed that there is a relationship between the level of conflict emotional intelligence in students and employees of organizations.
2. The use of Spearman's correlation coefficient revealed direct and inverse correlations in the subjects. Direct connections indicate that the growth of one of the components will contribute to the growth of the second, that is, the lower the level of conflict, the higher the emotional intelligence and its components. Feedback suggests that the growth of one of the components will contribute to the reduction of the second, that is, the higher the level of conflict, the lower the emotional intelligence and its components.

**References**


