"EMOTIONAL INTELLIGENCES INFLUENCE ON CONFRONTATION RESOLVING SKILLS OF PRINCIPALS AT SCHOOL ADMINISTRATION"

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Abstract

The purpose of this study was to observe the relationship between school principal's emotional intelligence and confrontational resolving skills. Partial correlation was conducted to survey the degree of relationships between principal's emotional intelligence and confrontational resolving skills for the effect of school as an administration, Data analysis was utilized to examine the combined effect of principal's emotional intelligence quotient and confrontational resolving skills on principal's achievement. The study population consisted of 72 school principals and 732 teachers within Batticaloa District schools in Sri Lanka. Quantitative data were collected and openly available consistent test pass percentage data: The data examination using SPSS and MS Excel showed that the principals have a very high or a high emotional intelligence and they generally use collaborating style of conflict resolution. Emotional Intelligence (EI) and conflict resolution styles (CRS) are 75% related with each other.

Keywords: Emotional intelligence, confrontation resolving skills, school administration

INTRODUCTION

Today's workplace is active in nature and is considered by time deadlines, cross social teams, work pressures, and work –family conflicts, which in turn result in a highly strained workforce. Earlier, academic qualifications, job related know-how and knowledgeable aptitudes were the measures used to assess the staff. Emotions had no place in the administrative context and were considered as counter – industrious [1](Krisnaveni & Deepa, 2008). However many researchers that have concentrated on emotion in the workplaces have stressed that school administrations are "emotional places", it always motivates doubt and commotion. Thus school seeks to have principal that is more emotionally intelligent [2](Kalili, 2012). According to statistics provided by the Centre for Creative Leadership, 27% of the individual working in schools administration displays poor emotional intelligence, strong-minded many organizations to launch so –called awareness-training programs meant to draw attention that no matter how professionally skilled the principal might be, their ineffective school administration behaviour has a negative impact on organizational performance [3](Dumbrava, 2011).

OBJECTIVES

1. To study the level of emotional intelligence in school principals at Batticaloa District Sri Lanka.
2. To study and examine the conflict resolution style of school principals.
3. To evaluate the impact of emotional intelligence on confrontation resolving skills.

LITERATURE REVIEW (DOCUMENTARY DATA)

Emotional Intelligence

School consists of complex network of social relations, built and maintained by bridging the gap between significant behavioral modifications. The quality of these relations defines the organizational culture. Thus administrative atmosphere depends upon social skills as communication, attitude and response of their co-worker. Ability of an individual to deal with other makes modification between productive and uncreative workplace [3] (Dumbrava, 2011). The skills revealed above are referred to with the common term Emotional Intelligence, which is defined as " The ability to monitor one's own and other's feelings, to classify among them, and to use this information to guide one's thinking and action" [4] (Saloaey & Mayer, 1990). Emotional Intelligence brings together the fields of emotions and intelligence by observing emotions as suitable bases of information that help one to make sense of and navigate the public school environment [4](Salovey & Grewal, 2005).

Conflict Resolution Style

Thomas Killman model outlines conflict resolution styles on two measurements. it means concern of people for their individual goals, needs and agendas and cooperativeness: it means concern of people towards other's needs and common relations. The conflict resolution styles are-

- Competing style :   When assertiveness is high and cooperativeness is low, people practice competing style : These sources an outcome of win-lose.
- Avoiding style: When assertiveness is low and cooperativeness is also low, people practice avoiding style.
- Accommodating style: When assertiveness is low and cooperativeness is high, people exercise accommodating style.
- Collaborating style: When both assertiveness and cooperativeness is high, people practice collaborating style.
- Compromising style: When assertiveness and cooperativeness is neither high nor low, it is average, people practice accommodating style.

METHODOLOGY

This research included all principals of schools located in the district of Batticaloa. The Batticaloa district is located in Eastern province of Sri Lanka. Since the entire size of our research area was 358 schools, we decided to include the entire district area in our study. The researcher discovered features of principal's conflict management style that were evident in high performing schools and required to discover the characteristics of principal's peaceful management ways. Therefore 72 schools from the total number of 358 for five by one scales (5:1) all type of schools were being selected from the research area by Random Sampling Method where Principals have selected as the respondents of primary data collection to fill up the Questionnaire and face to face interview and also, secondary data (Documentary) would be utilized to ensure the primary data.

DATA COLLECTION AND ANALYSIS

Educational zone Batticaloa District	Total school	No of selected schools 5:1	No. of selected principals	Total school teachers	No. of selected teacher 10:1
Batticaloa zone	64	13	13	1861	186
Batticaloa central zone	72	15	15	1856	185
Batticaloa west zone	66	13	13	867	86
Paddiruppu zone	71	14	14	1419	141
Kalkudah zone	85	17	17	1340	134
Total	358	72	72	7343	732

(Zonal Education Office, Batticaloa - 2022)

Note : Primary source: Questionnaires were used to collect information from school staff and principals about their conflict resolution style and emotional intelligence. Some principals were also talk to find out the major details of conflict.

Data Analysis and Interpretation

Fg: 1   Fg : 2   Fg :3   Fg : 4   Fg: 5
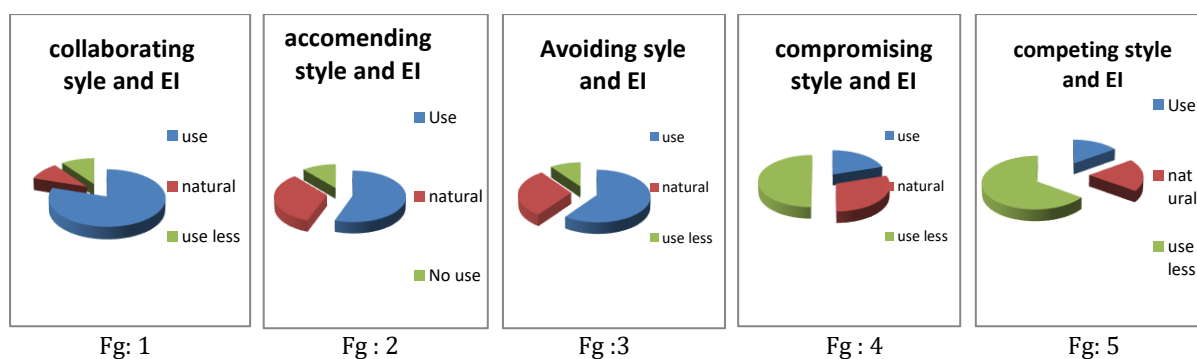
DISCUSSION & CONCLUSION

Discussion

The school principals have a very high or a high emotional intelligence and hence they generally use according to the fg : 1and 2 collaborating method of conflict resolving. Other than this they use accommodating and avoiding method according to the fg : 3 and 4 and infrequently use compromising and competing style of conflict management [5,6.7] The negative correlation between emotional intelligence and competing style of conflict management displays that when the level of Emotional intelligent of principal is high, they use less of competing style while manage confrontation. This means there is high alertness among principals about their emotions and of emotions of teachers and non-academic staff in school administration; they show less of shark method behaviour. The positive correlation between emotional intelligence and collaborating style of conflict management displays that when the level of EI of principal is high, they use more of collaborating style while handling conflicts. [8]

Conclusions

The research results recommend that school principals are emotionally intelligence. They display collaborating style of conflict management in day to day managing of conflicts. They are aware of the moods of teachers and non-academic staff everywhere them and of their own approaches too, they are authorities in observing, managing and controlling emotions. There are less possibilities of critical conflict due to high emotional intelligence of its teachers and non-academic staff. [9,10] The reason could be that since these staff belongs to school administration sector, school staff has security of occupation. They are not unconfident about their performance in relation to other staff and competition between colleagues is less so the principals see each other as friends. Additional reason of this positive behaviour of principals could be that the strategies of school administration do not change regularly so staff does not have to adjust themselves to the modifications again and again. The stress is therefore less and principals understand different standpoints of teachers and non-academic staff.

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