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THE IMPACT OF EMOTIONAL INTELLIGENCE AND CONFLICT RESOLUTION ON FACULTY EFFECTIVENESS: A DEMOGRAPHIC PERSPECTIVE

JACKSON GUNARAJ R[1] and Dr. A. REMILA JANN[2]

[1]Doctoral Research Scholar, Department of Business Administration and Research Centre, Scott Christian College (Autonomous), Nagercoil, Affiliated to Manonmaniam Sundaranar University, Tirunelveli
*ORCiD - 0000-0002-7546-1341

[2]Associate Professor, Department of Business Administration, Scott Christian College (Autonomous), Nagercoil, Affiliated to Manonmaniam Sundaranar University, Tirunelveli.

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ABSTRACT

The efficacy of faculty members in educational institutions is significantly influenced by their emotional intelligence (EI) and conflict resolution skills. With an emphasis on the demographic characteristics of faculty members, this study investigates the connection between emotional intelligence and dispute resolution. Emotional intelligence, which involves maintaining a balanced emotional state, is particularly important for teachers, who interact with students daily and must manage both their own emotions and those of others. Conflict, which can arise between teachers, students, and management, if unresolved, can negatively impact organizational productivity and atmosphere. This study's main goal is to investigate faculty members' EI and conflict resolution techniques, with an emphasis on how various demographic characteristics—such as gender, age, marital status, and academic background—affect these variables. A questionnaire was developed to collect primary data from 200 faculty members using judgment sampling, supplemented by secondary data from various sources. The study tests five hypotheses, addressing the differences in emotional intelligence and conflict resolution across gender, age, marital status, and academic experience. In order to create a more peaceful and effective learning environment, the research's conclusions are intended to guide for enhancement teacher development and conflict resolution techniques in classrooms.

KEYWORDS: Emotional Intelligence, Conflict Resolution, Demographic Profiles, Educational Institutions

INTRODUCTION

In order to succeed in a variety of occupations, especially in educational settings, emotional intelligence (EI) is essential. Fundamentally, emotional intelligence is the ability to remain composed

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and composed when faced with difficulties. This implies that one shouldn't be too discouraged by failures or overly thrilled by successes. Navigating the complexity of professional life requires the capacity to maintain composure under pressure. This emotional stability is particularly crucial in the teaching profession since teachers need to be able to control their emotions when engaging with children, who are frequently still growing emotionally and socially.

Emotional intelligence is essential for teaching faculty, as they serve as role models for students. Teachers must demonstrate patience, empathy, and resilience to guide students through academic and personal challenges. Students, especially young ones, are still learning how to manage their emotions and cope with difficult situations. Teachers with emotional intelligence can offer the necessary support, helping students develop these skills. A teacher's emotional stability also ensures that they can handle the stresses of the job, such as managing classroom behavior or addressing individual student needs, without letting personal emotions interfere with their professionalism.

The relationship between emotional intelligence and organizational conflict resolution is another important facet of emotional intelligence. Conflicts are unavoidable in any workplace, and their existence can harm employee morale, output, and eventually the institution's success. Conflicts can occur in educational institutions between faculty members, between students, between teachers and management, or even between students and teachers. Such disputes have the potential to worsen and produce a poisonous atmosphere if they are not resolved. Therefore, in order to settle problems before they become more serious, educators and administrators must approach them with a clear and composed mindset and employ good communication and problem-solving techniques. An educational institution can preserve a positive and productive work environment by immediately and fairly resolving issues.

REVIEW OF LITERATURE

The study [1] explores the emotional intelligence (EI) and conflict management styles in college students and organizational employees. The integrating conflict style, which is seen to be the best at settling conflicts, is positively correlated with higher EI. Socially desirable reactions were linked to emotional intelligence, and age affected conflict resolution, with older people more likely to choose the integrating method. The study suggests that EI training could enhance conflict resolution in the workplace and contribute to a more satisfying and profitable work environment.

In this research paper [2], empirical research supports the value of emotional intelligence (EI), which is highlighted as improving leadership, conflict resolution, and client relationships. High EI outperforms IQ in leadership roles and team dynamics, according to studies, and is a predictor of commercial success. Training in emotional intelligence (EI), especially through experiential learning

methods like improvisation, improves empathy, relationship management, self-awareness, and self-regulation. Emotional intelligence (EI) promotes teamwork, creativity, and resilience, which benefits both individual development and corporate performance. Furthermore, mindfulness exercises associated with emotional intelligence (EI) improve the parts of the brain that control empathy, stress management, and memory, highlighting the transformative power of EI in both personal and professional settings.

The study [3] highlights the differences in how Western and Chinese managers handle conflicts, with Chinese managers preferring indirect methods to maintain harmony and preserve face. Emotional Intelligence (EQ) influences conflict resolution, with high EQ individuals using cooperative styles like integrating, while low EQ individuals may dominate or avoid conflict. Although the role of EQ in conflict management is well-documented, few studies focus on Chinese organizational settings, particularly SMEs. This study explores how supervisor EQ affects subordinate conflict resolution styles in China.

According to the research study [4], conflict management styles (CMSs) and innovation performance are significantly influenced by emotional intelligence (EI). While uncooperative CMSs like dominating or avoiding impede invention, higher EI encourages cooperative CMSs like integrating and compromising, which foster creativity and innovation. Collaboration and style integration are particularly advantageous for innovation. Recent research indicates that the integrating style significantly mediates the association between EI and innovation, with important implications for enhancing organizational innovation results. However, the mediating role of CMSs in this relationship has not received enough attention.

Research paper [5] iterates that Effective conflict management is crucial in the customer service industry, where conflicts impact service quality. Theories like Attribution and Contingency help understand conflict dynamics. The ability to recognize and control emotions, or emotional intelligence (EI), is crucial for resolving conflicts. Research shows that service staff with high EI handle conflicts better, improving communication and empathy. EI, combined with concern for others, helps resolve conflicts effectively, minimizing disputes and enhancing customer service performance.

OBJECTIVES OF THE STUDY

(i) To study the emotional intelligence factors among different demographic profiles of faculty.
(ii) To know the conflict resolution factors among different demographic profiles of faculty.

FRAMEWORK DIAGRAM

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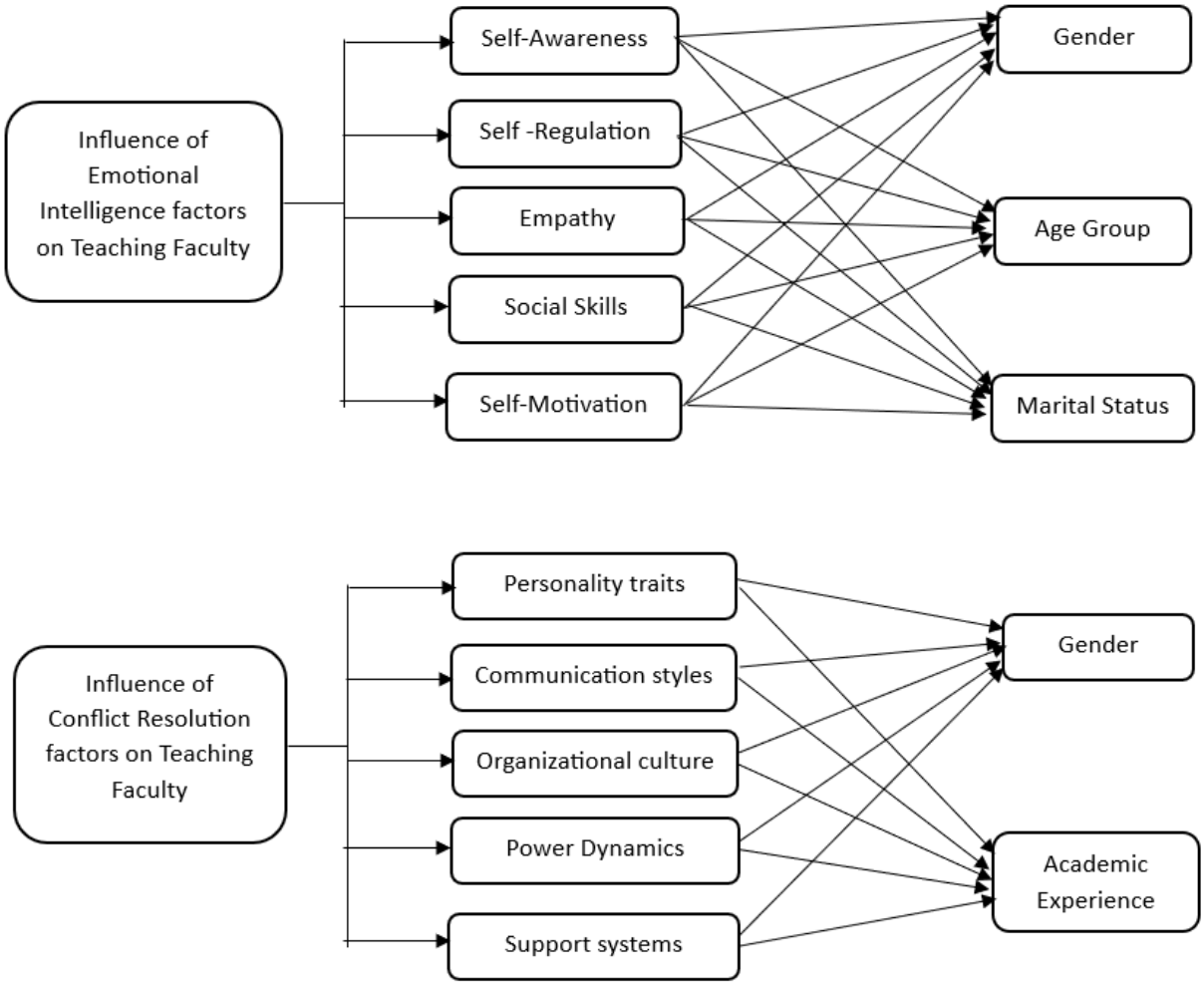

METHODOLOGY OF THE STUDY

The questionnaire was formulated and started collecting data through a questionnaire to get the primary data. The researcher couldn't meet all the faculty to collect data, but they interviewed and had interaction with some faculty over the phone. The researcher also asked some of the enumerators (Friends) to help fill out the questionnaires. To collect the secondary data, the researcher has used the library, internet sources, daily newspapers, etc. The study's primary and secondary data were gathered using these techniques. The researcher has selected 200 sample respondents for the study by applying the judgment sampling method.

HYPOTHESES

The following hypotheses were framed for the study.

H_{01}**:** There is no significant difference between gender groups of faculties concerning emotional

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intelligence factors.

H_{02}**:** There is no significant difference among the different Age Groups of faculty concerning the emotional intelligence factors

H_{03}**:** There is no significant difference among different marital statuses of faculty members concerning the emotional intelligence factors

H_{04}**:** There is no significant difference between the gender groups of faculty concerning conflict resolution factors.

H_{05}**:** There is no significant difference among different academic experiences of faculties concerning the conflict resolution factors

ANALYSIS AND INTERPRETATION

Gender Group of Faculties and Emotional Intelligence Factors

An effort has been made to determine whether the emotional intelligence components of male and female faculties differ significantly. In order to determine if male and female faculties differ significantly in terms of emotional intelligence elements, the following null hypothesis was formulated.

HYPOTHESIS I

H_{01}**:** There is no significant difference between the gender groups of faculties concerning emotional intelligence factors.

The results of the "t" test indicating significant differences between male and female faculties about the emotional intelligence elements are displayed in the following table.

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Table 1 t-test for significant differences in the emotional intelligence components between the gender groups of faculties

Emotional Intelligence Factors	Gender				t Value	p Value
	Male		Female			
	Mean	SD	Mean	SD		
Self-Awareness	17.45	1.81	16.85	1.84	1.235	0.222
Self-Regulation	16.70	2.52	16.22	2.29	0.758	0.452
Empathy	17.33	2.09	16.71	1.87	1.188	0.240
Social Skills	17.08	2.04	16.62	2.13	0.819	0.416
Self-Motivation	16.79	2.53	16.66	2.01	0.227	0.821

Source: Computed Data

The null hypothesis on self-awareness, self-regulation, empathy, social skills, and self-motivation is accepted at a 5% level of significance since the "p" value is greater than 0.05. Therefore, when it comes to self-awareness, self-regulation, empathy, social skills, and self-motivation, there is no discernible difference between the male and female faculties. It is concluded that self-awareness, self-regulation, empathy, social skills, and self-motivation are not significantly influenced by gender group.

Age Group of Faculties and Emotional Intelligence Factors

The following null hypothesis was framed to find out the significant difference among different age groups of faculties concerning the emotional intelligence factors.

HYPOTHESIS II

H_{02}**:** There is no significant difference among the different Age Groups of faculty concerning the emotional intelligence factors

The results of the "ANOVA" test for significant differences between various age groups of faculties about the emotional intelligence elements are displayed in the following table.

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Table 2 ANOVA for Significant Differences in the Emotional Intelligence Factors Across Age Groups of Faculty

Emotional Intelligence Factors	Age Group				F Value	p Value
	Below 25 years	26-35 years	36-45 years	46-55 years		
Self-Awareness	16.00 (3.26)	17.13 (1.75)	17.21 (1.77)	17.20 (1.64)	0.504	0.681
Self-Regulation	16.50 (1.33)	16.42 (2.94)	16.21 (2.23)	17.22 (1.30)	0.249	0.862
Empathy	16.96 (3.26)	17.04 (2.43)	17.04 (1.41)	16.80 (1.79)	0.360	0.782
Social Skills	16.81 (1.81)	16.59 (2.51)	16.93 (1.95)	17.60 (1.34)	2.858	0.035*
Self-Motivation	16.50 (2.88)	16.95 (2.29)	16.68 (2.27)	16.17 (1.22)	0.263	0.852

Source: Computed Data

Note: 1. The value within the bracket refers to the SD

At a 5% level of significance, the null hypothesis on social skills is rejected because the "p" value is less than 0.05. As a result, there are notable differences in social skills between the various age groups of faculties. It is concluded that one important factor affecting social skills is age group.

The null hypothesis on self-awareness, self-regulation, empathy, social skills, and self-motivation is accepted at a 5% level of significance since the "p" value is greater than 0.05. Therefore, there are no appreciable differences in the capacities of self-awareness, self-regulation, empathy, and self-motivation amongst age groups. It is concluded that one important factor affecting social skills is age group.

Marital Status of Faculties and Emotional Intelligence Factors

In order to determine whether there are any notable differences between the various marital situations

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of faculty with regard to the emotional intelligence elements, the following null hypothesis was formulated.

HYPOTHESIS III

H_{03}**:** There is no significant difference among the different marital statuses of faculty concerning the emotional intelligence factors

The results of the "ANOVA" test for significant differences between the various marital situations of faculty about the emotional intelligence elements are displayed in the following table.

Table 3 ANOVA for Significant differences among different marital statuses of faculty concerning the emotional intelligence factors

Emotional Intelligence Factors	Marital Status				F Value	p Value
	Single	Married	Widowed	Divorced		
Self-Awareness	16.20 (2.86)	17.12 (1.75)	17.22 (1.39)	17.50 (2.35)	0.494	0.688
Self-Regulation	15.60 (2.70)	16.35 (2.61)	16.44 (1.33)	17.50 (1.76)	0.606	0.614
Empathy	15.80 (3.03)	16.92 (1.96)	17.33 (1.32)	17.67 (1.86)	2.941	0.027*
Social Skills	16.80 (1.79)	16.89 (2.22)	16.76 (2.06)	16.50 (1.87)	0.077	0.972
Self-Motivation	16.00 (2.54)	16.74 (2.28)	17.11 (1.96)	16.52 (2.34)	0.278	0.841

Source: Computed Data

Note: 1. The value within the bracket refers to the SD

2. * denotes significant at the 5% level.

At a 5% level of significance, the null hypothesis regarding empathy is rejected because the "p" value is less than 0.05. As a result, there are notable differences in empathy between the various marital

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statuses of faculty. It is concluded that one important factor affecting empathy is marital status.

The null hypothesis on self-awareness, self-regulation, social skills, and self-motivation is accepted at a 5% level of significance since the "p" value is greater than 0.05. Therefore, there is no discernible difference in the faculties of self-awareness, self-regulation, social skills, and self-motivation amongst the various marital statuses. It is concluded that self-awareness, self-regulation, social skills, and self-motivation are not significantly impacted by married status.

Gender Group of Faculties and Conflict Resolution Factors

The question of whether male and female faculties differ significantly in terms of conflict resolution elements has been attempted to answer.

In order to determine if male and female faculties differ significantly in terms of conflict resolution characteristics, the following null hypothesis was formulated.

HYPOTHESIS IV

H_{04}: There is no significant difference between the gender groups of faculties concerning conflict resolution factors.

The results of the "t" test indicating significant differences between male and female faculties about the emotional intelligence elements are displayed in the following table.

Table 4 t-test for significant differences in the conflict resolution components between faculty gender groups

Conflict Resolution Factors	Gender				t Value	p Value
	Male		Female			
	Mean	SD	Mean	SD		
Personality traits	22.66	8.13	24.74	6.34	1.100	0.276
Communication styles	34.17	4.97	32.02	3.98	2.828	0.033*
Organizational culture	32.37	5.54	30.60	4.65	1.243	0.219
Power Dynamics	32.01	5.34	30.57	4.65	1.090	0.280
Support systems	26.95	5.98	25.60	5.90	0.864	0.391

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Source: Computed Data

At a 5% level of significance, the null hypothesis on communication styles is rejected because the "p" value is less than 0.05. As a result, there are notable differences in communication methods between male and female faculty. It is concluded that one important factor affecting communication styles is gender group.

The null hypothesis on personality traits, organizational culture, power dynamics, and support systems is accepted at a 5% level of significance because the "p" value is greater than 0.05. Therefore, when it comes to personality qualities, corporate culture, power dynamics, and support networks, there are no appreciable differences between the male and female faculties. It is concluded that personality attributes, corporate culture, power dynamics, and support networks are not significantly influenced by gender group.

Academic Experience of Faculties and Conflict Resolution Factors

To determine whether there are any notable differences between the various academic experiences of faculties with regard to the conflict resolution elements, the following null hypothesis was formulated.

HYPOTHESIS V

H_{05}**:** There is no significant difference among different academic experiences of faculties concerning the conflict resolution factors

The results of the "ANOVA" test for significant differences between the various academic experiences of faculties about the conflict resolution components are displayed in the following table.

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Table V ANOVA for Significant Disparities in Faculty Members' Varying Academic Experiences with Regard to Conflict Resolution Factors

Conflict Resolution Factors	Academic Experience					F Value	p Value
	Less than 5 years	6-10 years	11-15 years	16-20 years	Above 20 years		
Personality traits	24.66 (7.50)	23.15 (7.66)	23.10 (7.21)	25.33 (6.87)	24.50 (6.36)	0.223	0.924
Communication styles	32.47 (5.42)	32.84 (3.87)	33.15 (5.36)	33.22 (1.98)	32.50 (0.70)	0.062	0.993
Organizational culture	30.06 (6.73)	30.36 (5.85)	32.75 (4.60)	31.44 (4.53)	32.50 (2.12)	0.673	0.613
Power Dynamics	31.66 (4.41)	31.23 (5.03)	32.10 (3.97)	29.44 (6.06)	25.00 (11.31)	2.788	0.036*
Support systems	26.33 (5.46)	27.07 (6.82)	25.25 (6.58)	26.67 (4.53)	25.50 (6.36)	0.210	0.932

Source: Computed Data

Note: 1. The value within the bracket refers to the SD

At the 5% level of significance regarding power dynamics, the null hypothesis is rejected because the "p" value is less than 0.05. Therefore, the various academic experiences of faculty regarding power dynamics do not significantly differ from one another. It is concluded that power dynamics are not significantly influenced by academic experience.

The null hypothesis on personality traits, communication styles, organizational culture, and support systems is accepted at a 5% level of significance because the "p" value is greater than 0.05. Therefore, when it comes to personality qualities, communication styles, organizational culture, and support systems, there are no appreciable differences between the various academic experiences of faculty. It is concluded that personality traits, communication styles, corporate culture, and support networks are not significantly influenced by academic background.

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FINDINGS & SUGGESTIONS

According to this study, faculty members' emotional intelligence is not much impacted by their gender. Age was found to have a significant impact on 'social skills', indicating that older individuals may exhibit better social skills compared to their younger counterparts. The analysis suggests that marital status may influence empathy levels, with married and widowed faculty members showing higher empathy than their single or divorced counterparts. Female faculty showed distinct differences in their communication styles compared to male faculty, emphasizing the need for gender-sensitive approaches in conflict resolution training. A significant difference was observed in 'power dynamics', where faculties with more than 20 years of academic experience exhibited different perceptions compared to those with fewer years of experience. This finding suggests that experience may play a crucial role in how faculties navigate power dynamics in conflict situations.

CONCLUSION

The study's conclusions emphasize how crucial it is to comprehend demographic variables when discussing emotional intelligence and conflict resolution in educational contexts. Personalized development programs may help faculty members of all ages, genders, and marital statuses improve their emotional intelligence and conflict resolution abilities. Specifically, emphasizing the development of social skills in older adults and empathy in faculty with different marital statuses could prove valuable. Moreover, training programs should consider gender differences in communication styles to foster a more inclusive and effective approach to conflict resolution. Additionally, the role of academic experience in shaping perceptions of power dynamics underscores the need for experience-based training modules, particularly for newer faculty members who may have different challenges in managing power relations.

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