

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, CONFLICT MANAGEMENT AND QUALITY OF LIFE AMONG UNIVERSITY TEACHERS



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Certificate of Approval

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Quality of Life among University Teachers**

By

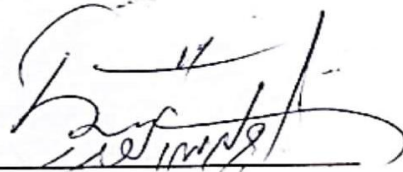
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January 2024

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ABSTRACT

The research investigated the relationships between emotional intelligence, conflict management, and quality of life within the context of university teachers. A sample of 200 participants from diverse universities in Rawalpindi and Islamabad was utilized for this quantitative cross-sectional study. The Schutte Self Report Emotional Intelligence Scale (Schutte et al., 2008), The Rahim Organizational Conflict Inventory-II (Rahim, 2002), and Quality of Life Scale (WHO, 1998) were employed to assess the findings. These results revealed a positive correlation between emotional intelligence and conflict management, indicating that heightened emotional intelligence corresponds to enhanced conflict management skills. Furthermore, the study unveiled positive associations between conflict management and quality of life, as well as between emotional intelligence and quality of life. This suggests that effective conflict resolution and emotional intelligence contribute to a higher quality of life. The results also indicated that demographic variables did not have a significant effect, possibly due to the cultural context of Pakistan. Present study served as baseline information for the development of training programs for teachers to enhance their emotional intelligence and conflict management skills.

Keywords: emotional intelligence, conflict management, quality of life, university teachers.

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Chapter 1

Introduction

Universities play a pivotal role in fostering global knowledge and driving economic growth (Batoool & Qureshi, 2007). Beyond disseminating subject knowledge, these institutions bear substantial responsibility in shaping progressive civil societies, with the teaching faculty serving as key contributors. Their task is not only to impart knowledge but also to nurture students as competent professionals (Ahsan et al., 2009). University teachers face a complex and demanding profession that requires a diverse skill set for success. Apart from delivering high-quality education, they are involved in research, administrative tasks, effective interpersonal relationship management, and adapting to changing teaching environments (Dousti & Ebrahimzadeh, 2020). While the teaching staff employs coping strategies to deal with stress, the potential for long-term vulnerability to emotional problems increases (Philippe et al., 2019).

"Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher, that will be the biggest honor for me." - A.P.J. Abdul Kalam

In the complex landscape of higher education, university teachers serve as mentors, imparting not only knowledge but also the skills necessary for success in the professional world" (Johnson, 2019). At the same time university teachers encounter numerous stressors, including heavy workloads, time pressure, student-related stress, and interpersonal conflicts with supervisors, colleagues, subordinates, and management policies (Adeoye, 2011). If not managed effectively, these stressors can lead to reduced productivity, job dissatisfaction, and adverse effects on physical and emotional well-

being (Idris et al., 2021). As universities strive to set new goals and compete with other institutions, academic staff face greater challenges in their roles (Ahsan et al., 2009). This situation is particularly pronounced in countries like Portugal, where teachers are known to experience high levels of stress, often resulting in burnout (Correia & Veiga-Branco, 2012).

The emotional wear and tear experienced by teachers not only impacts their well-being but also has consequences for the university and, ultimately, the students themselves (Fernández-Berrocal et al., 2017). Addressing these challenges is crucial for sustaining a positive and productive academic environment, emphasizing the need for comprehensive support systems and strategies to enhance the overall well-being of university teachers. The prevalence of emotional intelligence (EI) among university teachers is an increasingly important focus within the fields of education and psychology.

Numerous research studies indicate a substantial range of emotional intelligence levels among university educators. For instance, a study of surveyed university teachers demonstrated a moderate to high level of emotional intelligence, as assessed by the Emotional Intelligence Appraisal (Johnson B., 2016). Research on the prevalence of conflict management among university teachers reveals valuable insights into the challenges they encounter and the strategies they employ to address conflicts. A study found that approximately 75% of university teachers reported experiencing conflicts in their academic careers. These conflicts varied in nature, including disagreements with colleagues, students, or administrators (Smith & Fredricks-Lowman, 2019). Another study conducted by Smith et al. (2020) found that 65% of university teachers reported moderate to high levels of job-related stress, which negatively impacted their overall

quality of life. This stress was attributed to factors such as heavy workloads, administrative demands, and the pressure to publish research.

Emotional Intelligence

Emotional Intelligence (EI) is a multifaceted concept encompassing various dimensions, defined as the ability to control one's own emotions, as well as those of others, and to distinguish between positive and negative consequences, thereby fostering creativity and problem-solving (Sobhaninejad & Yoozbashi, 2008). The definition emphasizes the interplay between emotional and cognitive elements. Emotional Intelligence is also integrated into a developmental process, with its foundation in perception as the most basic psychological process and culminating in effective emotional regulation as the most advanced and complex process (Mayer et al., 2016).

Recognized as a crucial personal factor by teachers for optimal work performance and a healthy environment (Cejudo & López-Delgado, 2016), EI is considered a consistent factor in personal development, and purely rational capabilities alone cannot predict success in life. It guides how to use IQ for success (Sargent, 2022). This integration underscores the vital role of emotions and feelings in rationalizing behavior, positioning emotional intelligence as a widely accepted theoretical model (Tarasuik et al., 2009). Within the framework of emotional intelligence, two primary dimensions are identified: the "Ability to Deal with Own Emotions" and the "Ability to Deal with Others' Emotions" (Jordan & Troth, 2002).

Emotional intelligence's perspective is also offered by Mayer, Salovey, and Caruso in 2004, they define it as the capacity to reason about emotions and utilize them

to enhance cognitive processes. The significance of emotional intelligence extends beyond individual well-being, as university instructors with higher emotional intelligence are better equipped to manage stress, maintain healthy relationships with colleagues and students, and effectively communicate in various situations (Shen et al., 2022). In contrast, teachers with lower emotional intelligence may struggle to control their emotions when faced with challenges and may resort to confrontational or avoidant behaviors (Mayer et al., 2004). These research findings collectively underscore the profound impact of emotional intelligence on individuals' personal and professional lives, illustrating its multifaceted and transformative nature.

The study further established a positive correlation between emotional intelligence, job satisfaction, and overall well-being among teachers. Conversely, a smaller segment of university teachers may display lower levels of emotional intelligence (Jones, 2020). Another study found that university teachers scored below the mean on emotional intelligence assessments, It's worth noting that these statistics may vary across different regions, cultures, and academic disciplines. While The prevalence of emotional intelligence varies among teachers, but it is a skill that can be nurtured and developed over time through training and awareness (Mavroveli et al., 2008).

Risk factors, as identified, may encompass high workloads, increased job stress, and challenging interpersonal relationships within the academic environment, which can contribute to the diminishment of emotional intelligence. The pressure to meet academic and research expectations, along with administrative demands, further poses a significant threat to the capacity for emotional regulation (Lopes et al., 2004). Additionally, factors such as organizational culture, lack of autonomy, and insufficient recognition for

academic achievements create an environment where emotional intelligence may be compromised.

Furthermore, the absence of professional development opportunities or support systems that promote emotional well-being can exacerbate these risks (Ciarrochi et al., 2001). Recognizing and addressing these multifaceted risk factors is crucial for enhancing emotional intelligence in university teachers, promising benefits not only for their individual well-being but also for positively influencing their professional performance and the overall quality of education they provide. The potential impact of these diverse risk factors underscores the necessity of comprehensive identification and intervention strategies.

Emotional Intelligence plays a pivotal role in shaping the intricate dynamics of teacher relations among university educators, significantly influencing the quality of interactions within the academic community. This is evident in its capacity to enhance educators' understanding and management of their own emotions, as well as those of their colleagues, fostering positive and productive relationships (Goleman, 2006). Additionally, Moreover, the positive impact of emotional intelligence extends beyond interpersonal relations to include an individual's ability to cope with stress and adapt to challenging situations (Cherniss Cary, 2010).

Teachers with higher emotional intelligence are adept at navigating conflicts, resolving disputes, and collaborating effectively with their peers, thereby contributing to a harmonious work environment (Mayer & Salovey, 2004). Moreover, emotionally intelligent educators often demonstrate empathy, a fundamental component of emotional intelligence, allowing them to appreciate the perspectives and emotions of their fellow

teachers. This heightened empathic ability strengthens the bonds of mutual support and cooperation within the academic setting (Rosete & Ciarrochi, 2005). The profound impact of emotional intelligence on teacher relations underscores its significance for fostering a positive and collaborative academic community, ultimately contributing to a more enriching educational experience.

Culture influences the way individuals perceive and express emotions, impacting their ability to empathize, communicate, and resolve conflicts effectively. For university teachers, understanding the cultural norms and values of the educational institution and the students they engage with is essential in applying emotional intelligence competently. Research underscores the significance of cultural considerations in emotional intelligence, highlighting the need for teachers to adapt their EI skills to the specific cultural context in which they operate. This adaptability is essential for fostering productive teaching and learning environments in diverse cultural settings (Matsumoto & Hwang, 2020)

In Pakistani context, university teachers who demonstrate high emotional intelligence are often better equipped to navigate the intricacies of their roles, foster effective student-teacher relationships, and contribute to a more supportive and conducive learning atmosphere. This positively impacts the quality of education and the overall academic experience for students, emphasizing the need for emotional intelligence development in the Pakistani higher education context (Batool et al., 2017).

Conflict Management

Conflict is a natural outcome of human interactions, arising when individuals or organizations seek the same limited resources, hold divergent behavioral preferences, or possess entirely distinct attitudes, values, beliefs, and skills (Rahim et al., 2018). Some scholars argue that managing conflict is a more constructive approach than avoiding it (Azizian & Samadi, 2012), as emphasized by another researcher, effectively managed conflict can lead to personal and organizational growth and development. People typically exhibit a dominant conflict resolution style, although different types of conflicts may necessitate varying approaches (Din et al., 2014).

Within academic institutions, administrators must proactively address structural issues to prevent employee frustration, which could result in adverse outcomes (Galtung, 2014). The academic environment, including universities, often faces issues related to unclear lines of authority, roles, and communication. Structural challenges and limited resources are identified as prominent sources of conflict within universities (Holton, 2016). Conflict management involves the ability to recognize and understand the sources of conflict, choose appropriate conflict resolution strategies, and communicate effectively to resolve disagreements. Methods of conflict management have negative or positive consequences. Many of these methods are also non-functional, while some are also effective (Rahim M.A, 2023).

The research indicated that conflict management strategies were commonly employed, with 60% of the surveyed teachers actively seeking resolution through communication, negotiation, or mediation (Smith & Fredricks-Lowman, 2019). Additionally, a longitudinal analysis conducted which discovered that the prevalence of

conflict management among university teachers has been on the rise over the past decade (Nkusi et al., 2020) The study reported a 15% increase in the utilization of formal conflict resolution mechanisms, such as institutional mediation services, between 2010 and 2020. This increase suggests that teachers are becoming more proactive in addressing conflicts within the university setting. In a light of these findings, it becomes evident that understanding and promoting effective conflict management skills among university teachers is essential for fostering a positive working environment (Batool & Qureshi, 2007). Rahim and his colleagues identify five primary styles: Collaborating, Accommodating, Competing, Avoiding, and Compromising.

Competing:

This style involves a high level of assertiveness and a low level of cooperativeness. Individuals who adopt this approach prioritize their own needs, desires, and goals over those of others. They tend to pursue their objectives forcefully, often at the expense of relationships or harmony. Competing involves pursuing one's own goals assertively, often at the expense of others' interests, and is characterized by a win-lose approach. Avoiding refers to sidestepping or evading conflict altogether, which may preserve relationships but can lead to unresolved issues

Collaborating:

Collaborating entails both high assertiveness and high cooperativeness. Individuals utilizing this style seek to address the concerns and interests of all parties involved in a conflict. They engage in open communication, active listening, and joint problem-solving to find mutually beneficial solutions. Collaborating involves problem-

solving and reaching mutually beneficial solutions, emphasizing cooperation and communication.

Compromising:

Compromising involves a moderate level of assertiveness and cooperativeness. Individuals who compromise are willing to make concessions to reach a solution that partially satisfies the interests of all parties. They engage in negotiation and trade-offs to find a middle ground. Compromising entails finding middle ground through concessions, balancing assertiveness and cooperation. Understanding these styles can facilitate effective conflict resolution strategies in various interpersonal contexts.

Avoiding:

Avoiding is characterized by low assertiveness and low cooperativeness. Individuals employing this style prefer to sidestep or postpone conflicts rather than confronting them directly. They may do so to maintain harmony, prevent escalation, or buy time for more opportune moments to address the issues.

Accommodating:

Accommodating features low assertiveness and high cooperativeness. Individuals who accommodate prioritize maintaining relationships and preserving harmony over asserting their own interests. They are willing to sacrifice their needs or desires to accommodate the needs of others. Accommodating entails prioritizing the concerns of others over one's own, fostering harmony but potentially neglecting personal needs.

Risk factors associated with conflict management among university teachers can include high work-related stress, limited resources, unclear lines of authority and communication, and a lack of effective conflict resolution training. High stress levels, often stemming from the demanding nature of teaching and the pressure to meet academic goals, can exacerbate conflicts (Etadon, 2013). Limited resources, such as budget constraints, may lead to competition among faculty members for scarce resources, triggering conflicts (Holton, 2016). Additionally, a lack of training in conflict resolution strategies may hinder teachers' ability to effectively manage and resolve conflicts (Din et al., 2011). Addressing these risk factors is crucial to promoting a harmonious and productive teaching environment in universities.

Effective conflict resolution skills play a pivotal role in fostering a harmonious and productive working environment within academic institutions. These skills empower teachers to adeptly navigate disagreements, differing opinions, and interpersonal conflicts that may arise among faculty members. The spectrum of conflicts can encompass issues related to curriculum, teaching methodologies, research collaborations, or administrative matters. Research conducted in the field of education consistently emphasizes the significance of addressing conflicts constructively to maintain a positive working atmosphere (Smith, 2007).

Moreover, recent studies have underscored the critical role of conflict resolution skills in enhancing organizational effectiveness and performance (Rahim et al., 2017). The ability to manage conflicts positively not only contributes to the job satisfaction of university teachers but also plays a crucial role in shaping the overall quality of education and academic research within the institution. By fostering an environment conducive to

effective conflict resolution, academic institutions can cultivate a culture of collaboration, innovation, and continuous improvement, ultimately benefiting both the professional growth of teachers and the educational experience of students (Weingart et al., 2015)

Cultural factors play a significant role in shaping how conflicts are perceived, addressed, and resolved within educational institutions. Different cultures may have distinct communication styles, power dynamics, and expectations regarding interpersonal relationships, all of which influence the way conflicts are managed (Yi., 2018). The diversity of faculty members and students within modern universities introduces a range of cultural backgrounds, adding complexity to conflict resolution.

Understanding and navigating this cultural context is essential for effective conflict management in higher education, as it promotes inclusivity, fosters a sense of belonging, and enhances the overall quality of academic interactions (Naidoo, 2022). Additionally, Pakistan's hierarchical structure and respect for authority figures can influence how conflicts are managed, with junior faculty members sometimes hesitating to openly challenge the decisions of their superiors (Deniz & Demirkasimoğlu, 2022). However, the contemporary academic landscape in Pakistan, influenced by globalization and modernization, is also witnessing a shift toward more assertive and collaborative approaches to conflict management (Abbasi, 2020).

Quality of Life

Quality of Life is a multidimensional construct that encompasses various aspects of wellbeing, including physical, psychological, social, and environmental dimensions (Vahedi, 2010). The entire well-being and happiness a person feel in all areas of life, such

as their physical health, psychological health, societal relationships, and environmental satisfaction, is referred to as their quality of life. It is influenced by multiple factors, including work related factors, personal relationships, and individual characteristics. Studies have found that higher quality of life is associated with increased job satisfaction, improved mental health, and greater work engagement (Abdirahman et al., 2018).

University teachers may face various challenges that impact their Quality of Life, such as job stress, burnout, and interpersonal conflicts (Qinglu & Zhou., 2023). High quality of life among university professors is linked to favorable results, such as job satisfaction and wellbeing (Mohabi Nuruddin Vand & Bladi, 2023). Therefore, Understanding the elements that affect university instructors' quality of life, such as emotional intelligence and conflict resolution, is essential to fostering their wellbeing and productivity.

A survey revealed that 42% of university teachers experienced a decline in their quality of life due to work-related stress and conflicts with colleagues (Kee et al., 2019). Furthermore, a longitudinal study reported that 55% of university teachers reported a decrease in their quality of life over a five-year period. This decline was linked to job-related stressors, insufficient work-life balance, and conflicts in the workplace (Chen et al., 2019). These statistics highlight the prevalence of quality-of-life challenges among university teachers, with a significant portion experiencing stress and conflicts that impact their well-being.

University teachers face several risk factors that can impact their emotional quality of life. High work-related stress, as a result of heavy workloads, demanding teaching schedules, and the pressure to meet academic expectations, can be detrimental to

their emotional well-being (Valente, S., & Lourenço, A. A. 2020). Interpersonal conflicts with colleagues and students can also contribute to emotional distress, as highlighted by the work of researcher. Moreover, the academic profession in universities often involves dealing with organizational changes, which can further strain emotional health (Hassanzadeh, 2010). These risk factors, if unaddressed, can lead to reduced job satisfaction, lower overall quality of life, and potentially contribute to burnout among university teachers (Idris et al., 2011).

The quality of life among university teachers is significantly influenced by various factors, with the quality of their interpersonal relationships with colleagues playing a crucial role. Teacher- teacher relations play a vital role in shaping their overall well-being and job satisfaction. Positive and supportive interactions with fellow educators can contribute to a healthier work environment, reduced stress, and increased job satisfaction (Wong & O'Driscoll, 2018). Wong emphasizes the positive impact of collegial relationships on teachers' well-being. Conversely, conflicts or strained relationships with peers can lead to higher levels of stress and dissatisfaction, ultimately impacting the overall quality of life for university teachers (Hassanzadeh et al., 2016).

The study highlights the negative consequences of interpersonal conflicts among teachers on their well-being. Building and nurturing positive teacher-teacher relationships is essential not only for the individual well-being of educators but also for fostering a collaborative and productive academic community. More recent studies continue to underscore the enduring importance of positive interpersonal relationships among university teachers for their overall quality of life and job satisfaction.

Cultural values, societal norms, and institutional practices play a pivotal role in shaping the professional experiences of educators. Cultural contexts can influence the degree of respect and recognition afforded to teachers, the level of job satisfaction, and the work-life balance they are able to maintain. Research highlights the influence of culture on teacher job satisfaction and well-being in Asian contexts, while a study explores the cultural factors affecting teacher burnout and job satisfaction in Scandinavian countries (Vagiri et al., 2018)

When considering Pakistan, it becomes evident that it is a collectivist society that prioritizes strong connections within family and community. These relationships can significantly influence the overall well-being of a teacher. The economic challenges faced by many Pakistanis can affect the quality of life, as university teachers might encounter financial stress. Additionally, the educational system's specific demands and the pressure to meet academic goals can lead to high job stress among teachers. The importance of understanding cultural context in relation to the quality of life for university teachers in Pakistan has been highlighted in several studies (Aman et al., 2022)

Literature Review

University teachers play a pivotal role in higher education, guiding and shaping the academic and intellectual development of students within tertiary institutions. Their responsibilities extend beyond imparting knowledge; they often engage in research, curriculum development, and academic advisement, contributing significantly to the scholarly environment (Zhang, 2016). University teachers are expected to possess not only subject matter expertise but also strong pedagogical skills to effectively

communicate complex concepts to diverse student populations. They are constantly navigating various challenges, including adapting to evolving teaching methodologies, addressing student diversity, managing heavy workloads, and balancing research with teaching commitments (Yang et al., 2023).

Furthermore, within the academic landscape, teachers in Pakistan frequently encounter interpersonal challenges, which may manifest as conflicts with colleagues or students. If left unaddressed, these conflicts can exert a notable influence on the overall quality of life and job satisfaction of teachers (Gebremariam et al., 2020). Recognizing the intricate interplay between emotional intelligence, adept conflict management, and the overall well-being of university teachers is essential. This understanding is crucial for providing support to enhance their welfare and to optimize their effectiveness in fulfilling the diverse responsibilities integral to the academic milieu (Gebremariam et al., 2020).

Emotional Intelligence and Conflict Management

Emotional intelligence (EI) is closely linked to effective conflict management within various organizational settings, including academic institutions like universities. Research found a positive correlation between emotional intelligence and constructive conflict resolution styles. Individuals with higher EI tend to use collaborative or integrative approaches, seeking win-win solutions during conflicts rather than resorting to avoidance or aggressive tactics (Jordan & Troth, 2021) A Study with 150 sample size explained that emotional intelligence can help to reduce negative emotions during conflicts, such as anger and frustration, which can lead to more constructive conflict resolution outcomes (Choi et al., 2020).

A study highlights the connection between emotional intelligence (EI) and conflict resolution strategies adopted by professionals in Pakistani workplaces. The study emphasizes that individuals with higher emotional intelligence tend to employ more constructive conflict resolution approaches, fostering better communication and collaboration among colleagues (Malik et al., 2023). Emotional intelligence presented the most significant positive relationship with the integrating strategy, generally considered the best approach in dealing with conflicts. Research results confirmed a positive relationship between EI and integrating and compromising strategies and a negative relationship with dominating and avoidance strategies, finding no relationship with the obliging strategy (Heris & Heris, 2011).

Similarly, a study of 300 civil servants, found that EI predicts integrating and compromising strategies. (Shih & Susanto, 2010), a study with nurses, confirmed a positive relationship between EI and the integration strategy and found a negative relationship with obliging, avoiding, and dominating strategies, coincident with other studies (Jordan & Troth, 2004). Additionally, a study showed a negative correlation between EI and obliging and dominating strategies (Villamediana et al., 2015) One more study, focusing specifically on educational environments, indicated that emotional intelligence significantly influences how teachers manage conflicts in classroom settings. Teachers with higher EI are better equipped to handle student-teacher conflicts by empathizing with students' perspectives and using effective communication strategies (Nagalingam et al., 2019).

In a related investigation, delved into the specific components of emotional intelligence that contribute to stress reduction in teachers. Their findings indicated that

teachers who excel in recognizing and managing their emotions were more adept at implementing adaptive coping mechanisms, ultimately fostering a positive work environment and mitigating the detrimental effects of stress (Austin et al., 2014). Moreover, a longitudinal study by supported the idea that emotional intelligence is not only a static trait but can be developed over time through targeted interventions. The researchers demonstrated that training programs aimed at enhancing emotional intelligence led to a significant reduction in stress levels among teachers, highlighting the potential for interventions to positively impact the well-being of educators (Schutte et al., 2007).

In alignment with these findings, Goleman proposed the concept of emotional intelligence as a critical factor in professional success and well-being, emphasizing its role in effective leadership and interpersonal relationships. Goleman's work further substantiates the idea that emotional intelligence is a valuable asset for teachers, enabling them to navigate the complexities of their profession with resilience and adaptability. Goleman's research also sheds light on the significance of emotional intelligence in fostering effective communication, collaboration, and conflict resolution skills, which are integral components of successful conflict management. Extending beyond individual interactions, the work of emphasizes the role of emotional intelligence in creating positive social climates and fostering a culture of empathy and understanding (Brackett & Salovey, 2006)

The research suggests that organizations and communities benefit from individuals with high emotional intelligence, as they contribute to the development of healthier group dynamics and more constructive conflict resolution processes. In

addition, a meta-analysis by reinforces the positive correlation between emotional intelligence and various interpersonal outcomes, including conflict resolution. The study provides empirical evidence supporting the idea that emotional intelligence contributes significantly to the effectiveness of conflict management strategies employed by individuals in diverse settings (Côté & Miners, 2006).

Another researcher emphasizes that emotional intelligence, encompassing skills in perceiving, understanding, and managing emotions, significantly influences one's conflict management style. It's been observed that women tend to score higher in certain aspects of emotional intelligence, particularly in empathy and social awareness, compared to men (Brackett & Mayer, 2004). These gender-related differences in emotional intelligence may influence conflict resolution approaches. Women often display a more cooperative or collaborative conflict management style, emphasizing understanding, empathy, and compromise. On the other hand, men might lean towards a more assertive or competitive style, focusing on problem-solving and asserting their positions during conflicts (Caruso & Salovey, 2004).

Moreover, emotional intelligence has been found to influence conflict outcomes and relationship satisfaction. According to research, people with elevated level of emotional intelligence are more likely to have successful conflict management techniques that result in favorable outcomes including better understanding, cooperation, and relationship quality (Mayer et al., 2016). Another study with sample size of 200 university faculty members using convenient sampling, looked at how emotional intelligence might help them get along better. The results showed that emotional intelligence plays a key role in conflict management in the university setting, with higher

emotional intelligence levels being associated with lower levels of interpersonal disputes (Alibakhshi et al., 2018).

Research explored the role of emotional intelligence in managing interpersonal conflicts among university academics. The study found that emotional intelligence positively influenced conflict resolution effectiveness, as teachers with higher emotional intelligence demonstrated greater problem-solving skills, empathy, and self-awareness, leading to more successful resolution of conflicts (Karakitapoğlu-Aygün & Güngör, 2019). In addition, longitudinal research with sample of 600 university professors looked at how well emotional intelligence training improved their conflict management abilities. The findings demonstrated that emotional intelligence training greatly enhanced conflict management skills, resulting in more beneficial conflict resolution strategies (Rahim et al., 2015).

Emotional Intelligence and Quality of Life

Emotional intelligence plays a crucial role in influencing the quality of life for university teachers. Educators with higher levels of emotional intelligence are better equipped to manage stress, overcome setbacks, and maintain positive connections with both students and coworkers. These attributes collectively contribute to an enhanced quality of life (Tarasuik et al., 2009). One research emphasizes the significance of emotions by stating that they are "directly linked to an interpretation or 'label' of your experience but still differ from it." The author highlights that emotions can vary among individuals, with different interpretations and physical sensations associated with similar experiences. As researcher suggests, emotions are both an interpretation and a physical

sensation, and individuals may perceive and react to them differently. While certain indicators or symptoms may be similar in specific situations, the actualization of emotions can manifest through gestures, the frequency of emotional experiences, and learned methods of control or conditioned reactions based on personal experiences (Merlevede, 2013).

Research consistently shows that higher emotional intelligence is associated with better life outcomes for university instructors. It appears that emotional intelligence, job stress, and people's quality of life are related. Based on these observations, the primary question that the current research aims to address is whether emotional intelligence, job stress, and teacher quality are related (Hassanzadeh, 2010). For example, an Iranian study found that among Iranian university professors, emotional intelligence was positively correlated with better job satisfaction and reduced levels of stress related to work (Ishfaq & Abbasi, 2022). The concept of quality of life is viewed as a subjective metric that enables the evaluation of each person's requirements and interests (financial, familial, professional, etc.). As a result, prior research findings indicate a positive link between EI and QL, with higher EI associated with higher quality of life perceptions (Fernández et al., 2016).

In the Pakistani context, emotional intelligence (EI) has been recognized as a significant factor contributing to an individual's quality of life. Research explored the relationship between emotional intelligence and quality of life among adults in Pakistan. The study revealed a positive correlation between emotional intelligence and various dimensions of quality of life, including physical health, psychological well-being, social relationships, and overall life satisfaction (Malik et al., 2023). Moreover, in a cultural

context like Pakistan, where interpersonal relationships and social connections hold significant importance, emotional intelligence becomes particularly relevant. Studies by highlighted that individual with higher emotional intelligence in Pakistan demonstrated improved social interactions, better conflict resolution skills, and a greater ability to navigate culturally specific social dynamics, ultimately contributing to enhanced quality of life (Peeraullee, 2020).

A study of Indian university instructors discovered that having higher levels of emotional intelligence was linked to lower levels of anxiety and sadness (Poudel, 2019). This relationship has been the subject of numerous research, which have helped to illuminate how emotional intelligence positively affects university instructors' quality of life. For instance, a study by Extremera and Fernández-Berrocal with sample size of 150 teachers discovered a correlation between higher emotional intelligence levels and improved subjective wellbeing and life satisfaction. Another study among university professors found a link between emotional competence and psychological well-being, emphasizing the significance of emotional abilities in improving overall quality of life (Kafetsios & Loumakou, 2012).

Moreover, emotional intelligence has been shown to facilitate effective coping strategies and stress management among university teachers, which ultimately contributes to their quality of life. In their research, researchers demonstrated that teachers with higher emotional intelligence exhibited lower levels of stress and burnout. (Brackett et al., 2016) Similar to this, a study with sample size of 82 university instructor in Japan found that, emotional intelligence was crucial in reducing the negative effects of job expectations on university instructors' quality of life (O'Connor & Athota, 2019).

Furthermore, emotional intelligence has been linked to positive interpersonal relationships, which can significantly impact the quality of life among university teachers. In one study, emotional intelligence was found to be positively associated with social support, indicating that teachers with higher emotional intelligence may experience better social interactions and support networks. These positive relationships can contribute to their overall satisfaction and well-being (Othman & Ghani, 2017). Another study among academics discovered a strong connection between emotional intelligence and quality of life (Ghasemzadeh et al., 2022).

Conflict Management and Quality of Life

Teachers who are adept in handling conflict are better able to deal with the pressures of their workplace, control their stress levels, and uphold healthy relationships with their coworkers and students. This can result in higher levels of quality of life. Effective conflict management is regularly linked to greater quality of life outcomes for university professors, according to research. For instance, research of 300 Chinese university instructors discovered that better conflict management was linked to higher levels of job satisfaction and lower levels of work-related stress (Zhang et al., 2020). The effect of conflict management techniques on university instructors' quality of life was also studied by the researchers.

According to their findings, teachers who used positive conflict management techniques, such as teamwork and problem-solving, had higher levels of life satisfaction. Teachers who employed avoidance or forceful conflict resolution techniques, on the other hand, reported poorer levels of quality of life (Pedaprolu et al., 2020). Moreover, a

longitudinal study investigated the long-term effects of different conflict resolution approaches on teachers' quality of life. The findings indicated that teachers who consistently applied positive conflict management strategies experienced not only immediate benefits but also sustained improvements in their overall life satisfaction over time. This reinforces the importance of incorporating effective conflict resolution techniques as part of professional development programs for educators (Garcia & Martinez, 2017).

Research by scholars explored the impact of conflict resolution strategies on the quality of work life among Pakistani university teachers. Their findings highlighted that adopting collaborative conflict resolution approaches positively correlated with an improved quality of work life, including job satisfaction and reduced stress levels among educators (Sulaiman et al, 2020). Moreover, it was indicated that effective conflict management positively influenced the overall well-being of employees in Pakistani organizations. While not specific to university teachers, these findings suggest the broader significance of conflict management skills in enhancing the quality of life in professional settings within Pakistan (Raziq et al., 2019).

Gender differences in conflict management styles can significantly impact the quality of life in various ways. Research has shown that men and women often display distinct approaches to handling conflicts, which can subsequently affect their overall well-being and quality of life. For instance, a study found that women tend to employ more collaborative and accommodating conflict resolution strategies compared to men, who may lean towards competitive or dominating approaches. These differences in conflict management styles can influence the stress levels, job satisfaction, and overall

quality of life experienced by individuals (Karambayya et al., 2017). Additionally, research highlights that women may face unique challenges in conflict resolution due to societal expectations and gender norms, potentially impacting their quality of life. The study suggests that these gender-specific pressures can affect how women navigate conflicts in professional settings, which in turn can have implications for their well-being and overall job satisfaction (Akinsulure-Smith et al., 2018).

Research by Afsar and colleagues (2019) with 200 university professors in Pakistan, discovered that among Pakistani university instructors, effective conflict management was linked to higher levels of quality of life and lower levels of burnout. Another study looked at the connections between professional stress, burnout, handling conflicts, and quality of life among Chinese university professors. The results showed that effective conflict resolution was positively correlated with greater levels of quality of life, suggesting that teachers who were more adept at managing conflicts had more favorable experiences in general (Wu et al., 2020). Additionally, among 300 university professors, a study by looked into the relationships between conflict management philosophies and a number of aspects of quality of life, such as physical health, psychological well-being, social relationships, and environmental contentment. According to the findings, instructors who used integrative conflict management techniques, which emphasize collaboration and compromise, reported higher levels of quality of life in all areas. The quality of life was lower for teachers who adopted dominant or avoiding conflict management strategies (Ahmad et al., 2019).

Theoretical Framework

The Job Demands-Resources (JD-R) model provides a comprehensive framework for understanding the interplay between job-related demands and resources and their impact on employee well-being and performance (Demerouti et al., 2001). In the context of the relationship between emotional intelligence, conflict management, and quality of life among university teachers, the JD-R model offers valuable insights.

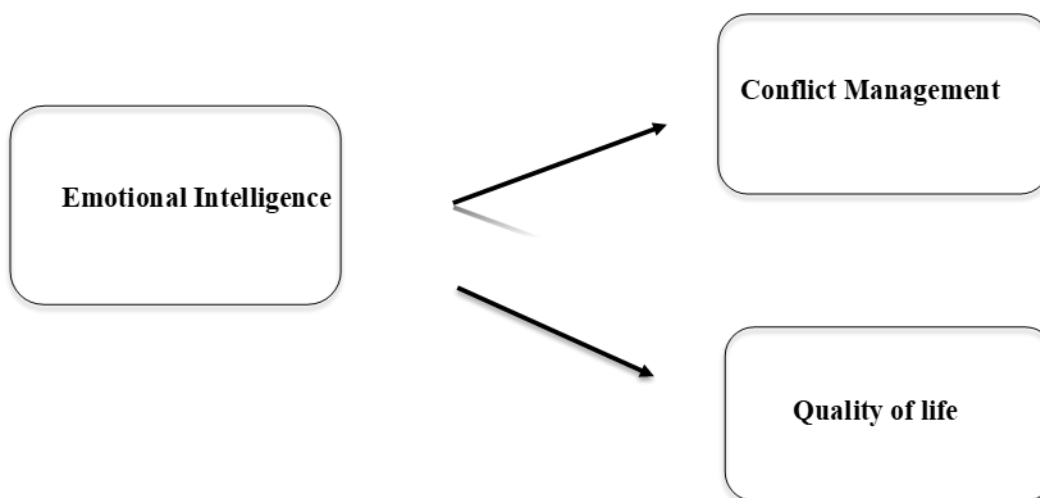
The JD-R model identifies job demands as aspects of the job that require sustained physical or psychological effort and are associated with physiological and psychological costs. For university teachers, job demands may include heavy workloads, conflicting demands from students and administrators, and managing interpersonal conflicts. High job demands can lead to stress, burnout, and reduced quality of life among university teachers. Teachers with low emotional intelligence may struggle to effectively manage these demands, leading to heightened stress levels and decreased well-being (Brackett et al., 2006).

On the other hand job resources are aspects of the job that help individuals achieve work goals, reduce job demands, and stimulate personal growth and development. Examples of job resources for university teachers include social support from colleagues, autonomy in teaching methods, and opportunities for professional development. Emotional intelligence can be considered a job resource as it enables teachers to effectively regulate their emotions, build positive relationships with colleagues and students, and navigate conflicts constructively. Teachers with high emotional intelligence are better equipped to cope with job demands, leading to enhanced well-being and quality of life.

Emotional intelligence plays a crucial role in the JD-R model by influencing how individuals perceive, understand, and manage emotions in the workplace. University teachers with high emotional intelligence are more adept at recognizing and regulating their own emotions, as well as understanding and empathizing with the emotions of others. High emotional intelligence enables teachers to effectively manage interpersonal conflicts, maintain positive relationships with colleagues and students, and cope with job demands more effectively (Brackett et al., 2006). As a result, they may experience lower levels of stress, greater job satisfaction, and overall higher quality of life.

Further more conflict management can be viewed as a very essential in the relationship between emotional intelligence and quality of life among university teachers. Effective conflict management skills allow teachers to address and resolve conflicts in a constructive manner, reducing the negative impact of conflicts on well-being. Emotional intelligence may facilitate the development of adaptive conflict management strategies, such as collaboration and compromise, leading to improved quality of life outcomes. Conversely, low emotional intelligence may hinder effective conflict resolution and exacerbate the negative effects of conflicts on well-being.

In summary, the JD-R model provides understanding of how emotional intelligence, conflict management, and quality of life are interconnected among university teachers. By identifying job demands and resources, and examining the role of emotional intelligence in managing these factors, the JD-R model can inform interventions aimed at promoting well-being and enhancing the quality of life of university teachers.

Conceptual framework

Rationale of study

The university environment in Pakistan is filled with challenges like heavy workloads, diverse student populations, and administrative pressures. To thrive in this setting, teachers need effective conflict management skills and high emotional intelligence (EI). These qualities are crucial for maintaining a good quality of life amidst these challenges.

The relationship between emotional intelligence (EI), conflict management, and quality of life among university teachers is a critical area of study. Various western studies have examined the relationship between emotional intelligence and conflict management styles, (Leung, 2010). However, there is a notable lack of research specifically focusing on this relationship within the Pakistani context. (Khan & Mahmood, 2016). Understanding this nexus is important as it sheds light on the potential avenues for enhancing the well-being of university teachers. By investigating these constructs, this study aims to explain cultivating emotional intelligence and effective conflict management strategies among educators can significantly impact their ability to navigate professional challenges, manage workloads, foster positive interpersonal relationships, and consequently, elevate their overall quality of life.

However, despite the global need for emotional intelligence (only 36% of people have it), there aren't many efforts to increase it. Even though there's research in Western countries, there are still few programs to develop emotional intelligence. This means there's a gap in understanding and addressing emotional intelligence, especially in places like Pakistan, where it's not talked about much.

Therefore, exploring emotional intelligence and conflict management among Pakistani university teachers is important for several reasons. Firstly, it can help teachers deal with their demanding workloads and diverse student populations more effectively. Secondly, it could lead to better interpersonal relationships among teachers and teachers as well as teachers and students, creating a more positive learning environment. Thirdly, understanding and improving emotional intelligence could ultimately enhance teachers' overall quality of life by reducing stress and increasing job satisfaction.

Despite the significance of this relationship, it is noteworthy that few studies investigating the association between emotional intelligence, conflict management and quality of life among university teachers have been conducted in Pakistan. This research gap presents a valuable opportunity to contribute to the existing literature by exploring the specific dynamics of emotional intelligence within the cultural and social context of Pakistan. Conducting this research in Pakistan is particularly important due to the unique collectivistic cultural and societal factors that shape the experiences and perceptions of university teachers.

Objectives

- To examine the relationship between emotional intelligence, conflict management and quality of life among university teachers.
- To explore the effect of demographics (age, gender, work experience) on study variables

Hypothesis

- There will be positive relationship of emotional intelligence and conflict management among university teachers.
- There will be positive relationship of conflict management and quality of life among university teachers.
- There will be positive relationship of emotional intelligence and quality of life among university teachers.
- There will be significant effect of demographics (age, gender and work experience) on study variable among university teachers.

Methodology

Research design

The research design for this study employed a correlational and cross-sectional approach. It was made to investigate the associations and relationships between Emotional Intelligence, Conflict Management, and quality of life, particularly within the context of university teachers. The correlational aspect facilitated the examination of the relationships between these variables, while the cross-sectional design enabled data collection at a single point in time, offering a snapshot of the observed relationships among the targeted variables.

Ethical considerations

Ethical considerations were given high priority throughout the research process. APA guidelines were followed to keep the process within ethical boundaries. All participants gave their informed consent after being fully informed about the study's objectives, methods, potential risks, and advantages. Participants were given the assurance that their participation was completely voluntary, and their identities and confidentiality were scrupulously upheld. To protect privacy, any personally identifiable information is maintained apart from the research data. Participants were made aware of their right to leave the study at any time without suffering any repercussions. The research was conducted in accordance with ethical guidelines and principles, ensuring respect for participants' autonomy, dignity, and rights. Furthermore, the study undergoes

ethical review and approval from the relevant institutional ethics committee to ensure compliance with ethical standards and safeguard the welfare of the participants.

Population and Sample

A sample of 200 university teachers was selected from various universities in Islamabad and Rawalpindi, including COMSATS University, Iqra University, Hamdard University, Abasyn University, NMUL University, International Islamic University, Bahria University, Air University, and Ibadat University. The inclusion of both male and female university teachers aimed to ensure diversity and enhance the representativeness of the sample.

Sampling technique

Purposive sampling technique was employed in the current quantitative study, involving a deliberate and non-random selection of participants based on specific criteria relevant to my thesis. This method enabled the targeting of individuals possessing essential information to address my research questions, ensuring relevance in the study. Its intentional approach aligns with the quantitative nature of my research.

Inclusion Criteria

- Both male and female university teachers were included in the current research.
- Participants with at least one year of experience were included.

Exclusion criteria

- Participants with any physical disability were excluded.

- Visiting faculty members were excluded because they had less heavy workload than regular faculty.

Demographic Sheet

A demographic sheet was used to collect basic demographic information about university teachers participating in a research study. It typically consists of a series of questions related to personal characteristics such as age, gender, education level, marital status, teaching experience and academic rank. The purpose of a demographic sheet is to gather data that helps researchers understand the characteristics and diversity of the sample population. This information is valuable for analyzing and interpreting the research findings in relation to different demographic groups, identifying any potential biases, and drawing conclusions relevant to specific subgroups within the larger population

Instruments

Schutte Self Report Emotional Intelligence Scale (*SSEIT*; Schutte et.al., 2008)

The Schutte Self Report Emotional Intelligence Scale (SSEIT) is a widely used measure of emotional intelligence having 33 items. It was developed by Dr. Nicola Schutte and her colleagues in 2008. The Likert scale ranging from 1 to 5 was used. The SSEIT assesses an individual's perception and understanding of their own emotions and their ability to manage and regulate those emotions. Regarding reliability, the SSEIT exhibits strong internal consistency, with high Cronbach's alpha coefficients indicating that the items in the scale consistently measure the same underlying construct. Test-retest reliability has also been established, demonstrating the stability of the measure over time. The items included i.e. (When I am in a positive mood, solving problems is easy for me,

by looking at their facial expressions, I recognize the emotions people are experiencing), It reports strong reliability of 0.92.

The Rahim Organizational Conflict Inventory-II (*ROCI-II*; Rahim, 2002)

The Rahim Organizational Conflict Inventory (ROCI) is a commonly used scale for assessing conflict management approaches in organizational contexts. The Rahim Organizational Conflict Inventory-II (ROCI-II) is an upgraded version of the RCI. The Likert scale ranging from 1 to 5 was used. Five conflict management styles are assessed using the ROCI-II, which was created by Rahim (2002). These styles include integrating, obliging, dominating, avoiding, and compromise. Participants in the ROCI-II reply to 28 items by rating how much they agree or disagree with each statement using a Likert scale. Researchers can learn more about a person's preferred method of addressing conflicts by using the conflict management style inventory. The items for measuring conflict management include (I use my expertise to make a decision in my favor. I often go along with the suggestions of my peers.). The Reliability for the scale is 0.81. This scale is measuring different conflict management styles which are collaborating style, accommodating style, competing style, avoiding and compromising style.

World Health Organization Quality of Life Scale (*WHOQOL*; WHOQOL, 1998)

The World Health Organization (WHO) developed the World Health Organization Quality of Life - BREF (WHOQOL-BREF), It was developed collaboratively in some 15 cultural settings over several years and has now been field tested in 37 field centers. It is a widely used and well-respected questionnaire to evaluate people's quality of life. The likert scale ranging from 1 to 5 was used. Its 26 items cover four aspects of quality of

life: physical health, psychological health, social relationships, and environment. It is a condensed version of the WHOQOL-100 questionnaire. The items of this scale include i.e., how would you rate your quality of sleep? To what extent do you have opportunities for leisure activities? The reliability of this scale is 0.91.

Procedure

Participants of the study were approached at their respective universities and informed about the aims and objectives of the current research. Participants who showed willingness to take part were included in the study. They were handed over the item booklet which was comprised of informed consent, demographic information sheet and series of questionnaires. University teachers were briefed before distributing the booklet. The confidentiality of the information received from participants was guaranteed and maintained. They were asked to answer the statements honestly. In the end, the researcher acknowledged the participants for their cooperation and participation. On average, participants took 15-20 minutes to complete the questionnaire booklet. The results were generated after statistical analysis. In order to address the ethical issues, the ethics committee of Capital University of Science and Technology was consulted, and the ethical protocol was approved by the committee.

Results

The study involved 200 participants from different universities of twin cities. The results section presents a table depicting frequency and percentage for demographic variables, followed by an explanation of the psychometric properties of the study variables. Additionally, Spearman correlation coefficients were computed to explore relationships between emotional intelligence, conflict management, and quality of life. Moreover, Mann-Whitney tests examined gender and education-related variations, and a Kruskal-Wallis test determined statistically significant age differences among participants. All data analyses were performed using IBM SPSS Statistics version 21.

Table 1

Demographics Characteristics of Participants (N=200)

Variables	Categories	<i>f</i>	%
Gender	Male	107	53.5
	Female	93	46.5
Age	20-30	62	31
	31-40	106	53
	41-50	32	16
Marital status	Single	59	29.5
	Married	136	68
	Engaged	4	2
	Divorced	1	0.5

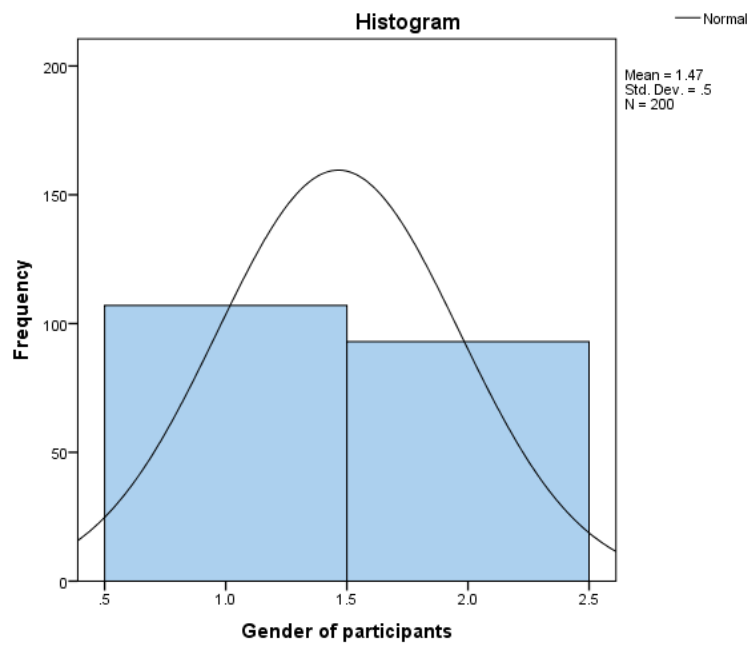
Experience	1-5	110	55
	6-10	65	32.5
	11-15	17	8.5
	16-20	6	3
	21-25	2	1
Names of Universities	COMSATS	30	15
	Iqra Uni	16	8
	NMUL	17	8.5
	IIUI	12	6
	Bahria University	21	10.5
	Air University	15	7.5
	ABASYN	24	12
	Ibadat University	19	9.5
	Hamdard University	27	13.5
Fatima Jinnah University	19	9.5	
Academic Ranks	Junior Lecturer	4	2
	Associate Lecturer	18	9
	Lecturer	49	24.5
	Senior Lecturer	42	21
	Principal	8	4
	Assistant Professor	45	22
	Associate Professor	32	16.5
Professor	2	1	

Note. *f*=Frequency; %=Percentage.

Table 1 indicate the frequency and percentages of the demographic's variables. The table illustrate that 107 (53.5%) study participants were males and 93(46.5%) were females. In terms of age groups, the majority of participants fell within the 31-40 age range, constituting 106 individuals (53%). Marital status indicated that a significant proportion of the participants were married and substantial number of respondents had 1-5 years of experience, comprising 110 individuals (55%). These demographics provide an overview of the diverse background of participants in this study.

Figure 1

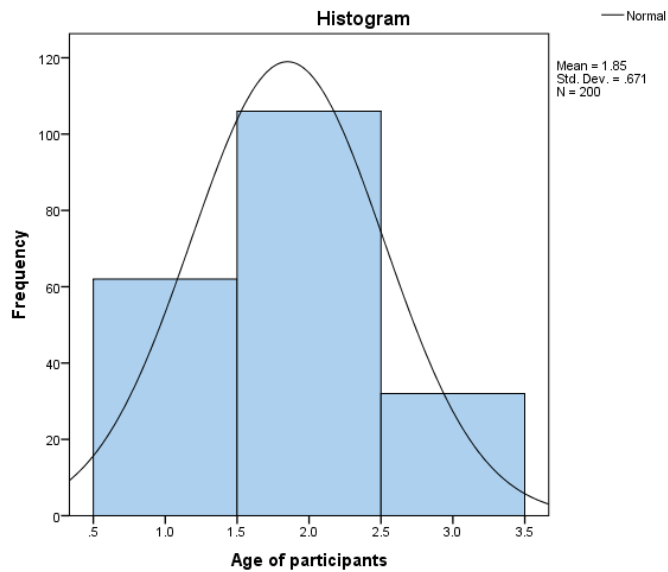
Distribution of gender among participants (N=200)



This figure demonstrates the distribution of gender among participants and the values of skewness and kurtosis shows the distribution of the genders is normal. The slight positive skewness suggests a slightly right-skewed pattern, while the negative kurtosis indicates a moderately flat distribution.

Figure 2

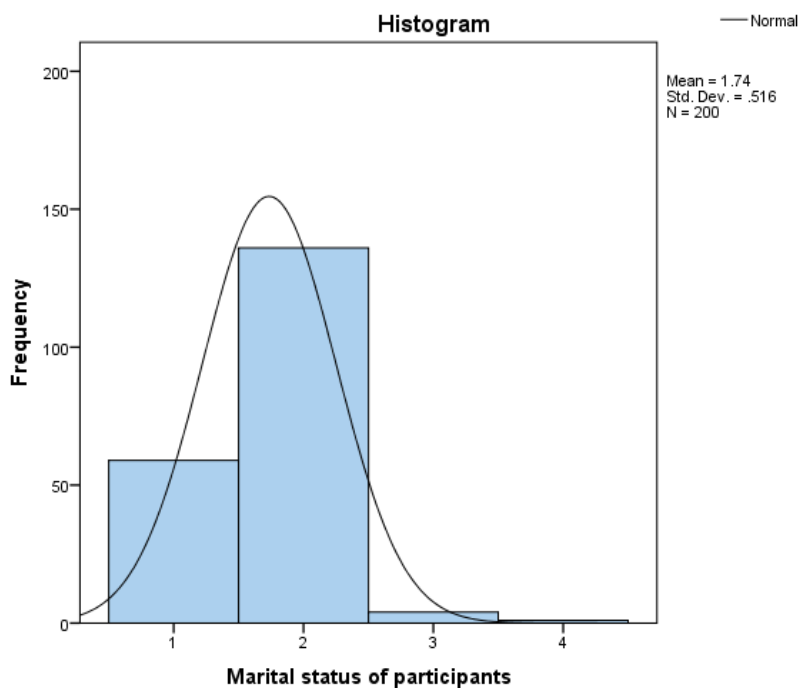
Distribution of age among participants (N=200)



This figure illustrates the distribution of age among 200 participants. The skewness value indicates a slightly positively skewed distribution, while the negative kurtosis value suggests a distribution with slightly lighter tails than a normal distribution. There is a slight deviation from normality.

Figure 3

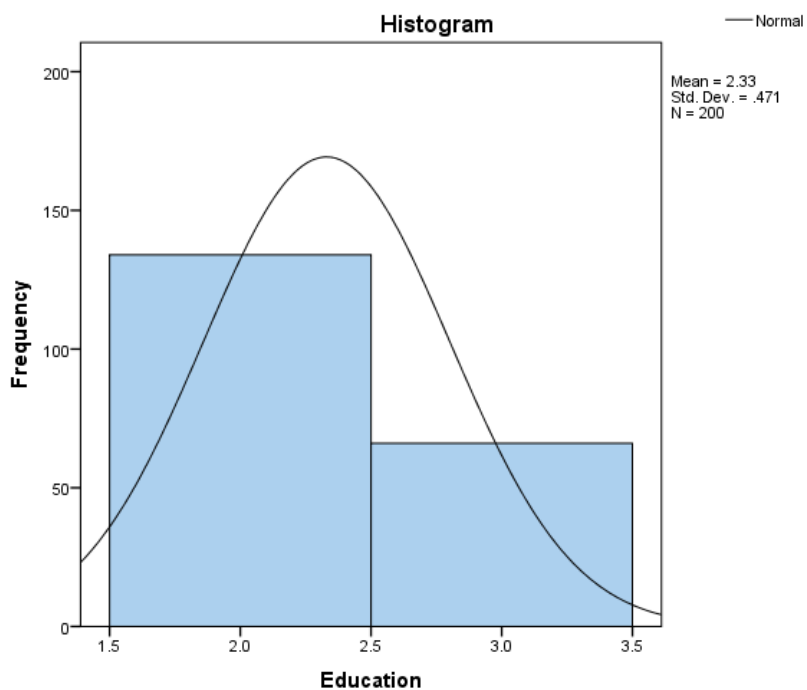
Distribution of marital status among participants (N=200)



This figure demonstrates the distribution of marital status among 200 participants. The skewness value suggests a nearly symmetrical distribution, and the kurtosis value indicates a distribution with slightly heavier tails than a normal distribution. Overall, the histogram suggests a relatively normal distribution of marital status among the study participants.

Figure 4

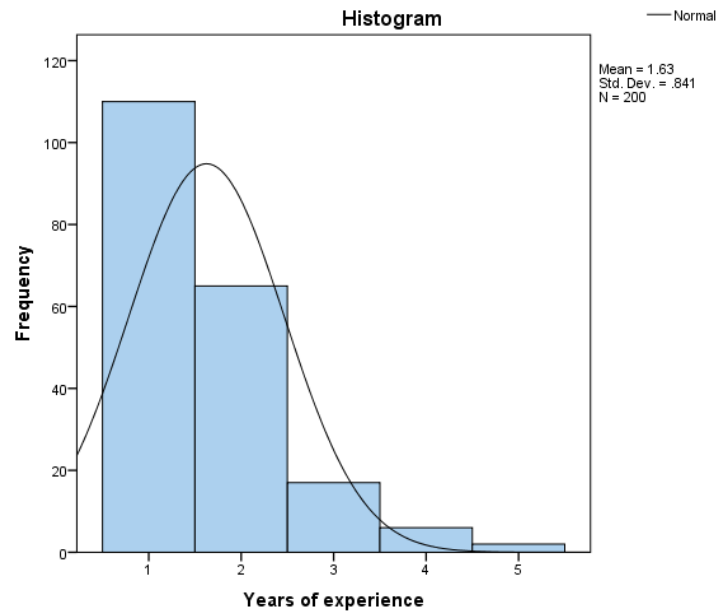
Distribution of education among participants (N=200)



This figure demonstrates the distribution of education among 200 participants. The positive skewness value suggests a moderately right-skewed distribution, while the negative kurtosis value indicates a distribution with lighter tails. The skewness and kurtosis values collectively imply a departure from a perfectly normal distribution in the educational variable.

Figure 5

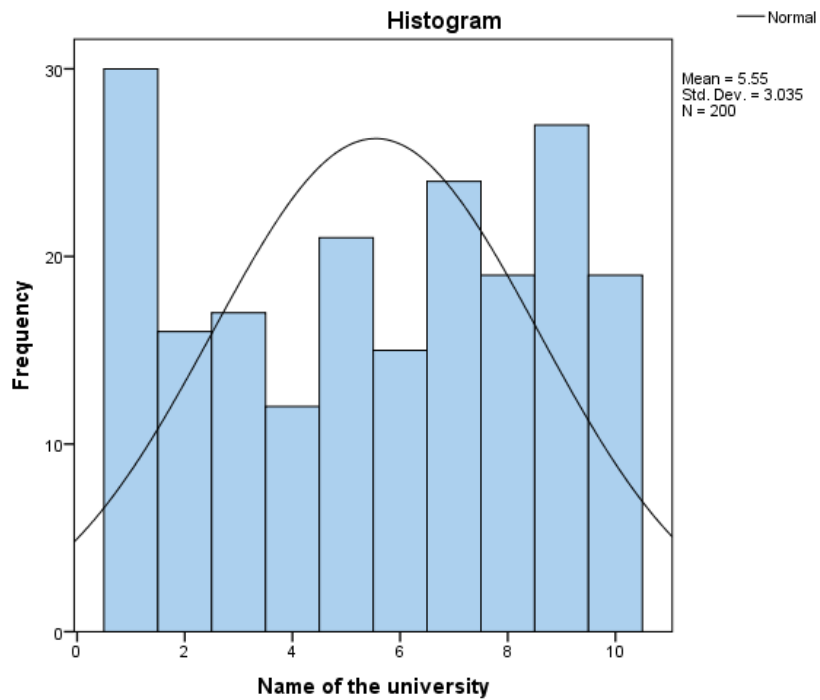
Distribution of years of experience among participants (N=200)



This figure demonstrates the distribution of years of experience among participants. The skewness value indicates that the distribution is moderately skewed to the right. Furthermore, the kurtosis value suggests that the distribution is more peaked than a normal distribution. These findings collectively suggest that the distribution of years of experience is not normal.

Figure 6

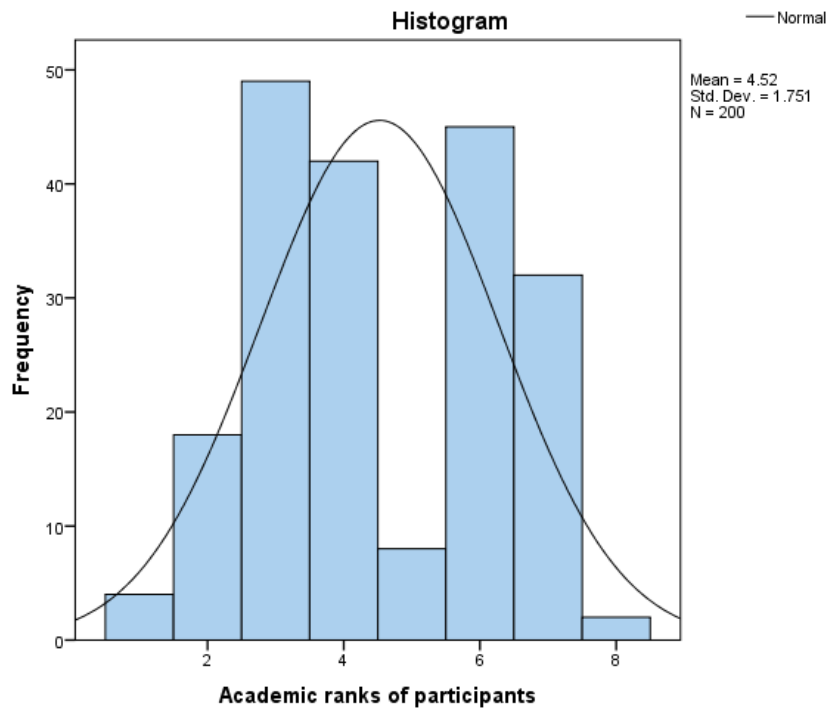
Distribution of universities names among participants (N=200)



This figure demonstrates the distribution of university names, and the skewness and kurtosis value indicate that the distribution of university names is non-normal. The negative skewness suggests a slight leftward tail, while the negative kurtosis indicates lighter tails and a flatter peak than a normal distribution.

Figure 7

Distribution of academic ranks among participants (N=200)



This figure demonstrates the distribution of academic ranks among participants.

The skewness and kurtosis values indicate the distribution of academic ranks among participants appears to deviate slightly from a normal distribution.

Table 2*Cronbach's Alpha Reliabilities of Scales (N=200)*

	<i>k</i>	<i>M</i>	<i>SD</i>	<i>a</i>	Range		Skewness
					Actual	Potential	
SSEIT	33	116.8	17.4	.91	33-165	41-150	-.76
ROCI-II	28	97.1	13.1	.84	28-140	50-124	-.50
WHOQO	26	95.1	14.4	.90	26-130	52-126	-.39
L- BREF							

Note. *k*=Number of items; *M*=Mean; *SD*= Standard Deviation; *a*=Cronbach's Alpha reliability; *SSEIT*=Schutte Self Report Emotional Intelligence Scale; *ROCI-II*= Rahim Organizational Conflict Inventory-II; *WHOQOL-BREF*= World Health Organization Quality of Life Brief.

Table 2 exhibits the item numbers, alpha reliabilities, mean, standard deviation, skewness and kurtosis of all the scales used in the study. The results indicate strong internal reliability for the scales, with Cronbach's alpha coefficients of .91 for SSEIT, .84 for ROCI- II, and .90 for WHOQOL-BREF, demonstrating satisfactory reliability.

Table 3*Descriptive Analysis of Study Variables (N=200).*

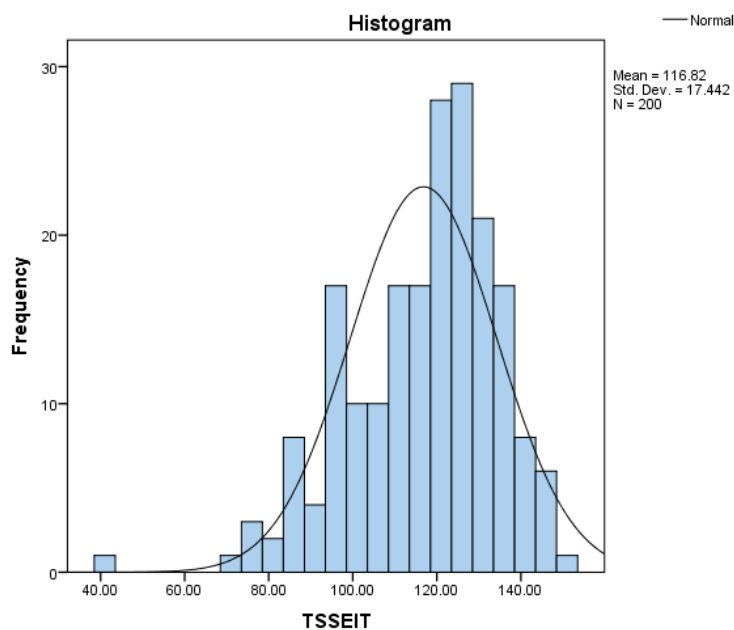
	<i>M</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>K-S</i>	<i>p</i>
<i>SSEIT</i>	116.8	119	125	17.4	-.76	.965	.11	.000
<i>ROCI-II</i>	97.1	99	100	13.1	-.50	.231	.08	.003
Collaborating	26.6	28	28	4.7	-.57	.31	1.7	.004
Accommodating	21.5	22	24	4	-.48	-.06	.89	.405
Competing	14.4	20	21	4	.14	-.48	.46	.981
Avoiding	19.9	14	13	3.6	-.23	-.10	.77	.587
Compromising	14.4	15	16	2.7	-.25	-.36	.76	.603
<i>WHOQOL-BREF</i>	95.1	97.0	95.0	14.4	-.39	-.22	.10	.000

Note. *M*=Mean; *SD*=Standard Deviation; *skew*=skewness; *Kurt*=kurtosis; *K-S*=Kolmogorov Smirnov; *p*=significant value; *SSEIT*=Schutte Self Report Emotional Intelligence Scale; *ROCI-II*=Rahim Organizational Conflict Inventory-II; *WHOQOL-BREF*= World Health Organization Quality of Life Brief

Table 3 shows the descriptive properties of administered scales. Kolmogorov-Smirnov tests were significant for all variables ($p < .01$), suggesting departure from normality. The shape of the histograms and values of skewness and kurtosis are also showing non normal distribution of data.

Figure 8

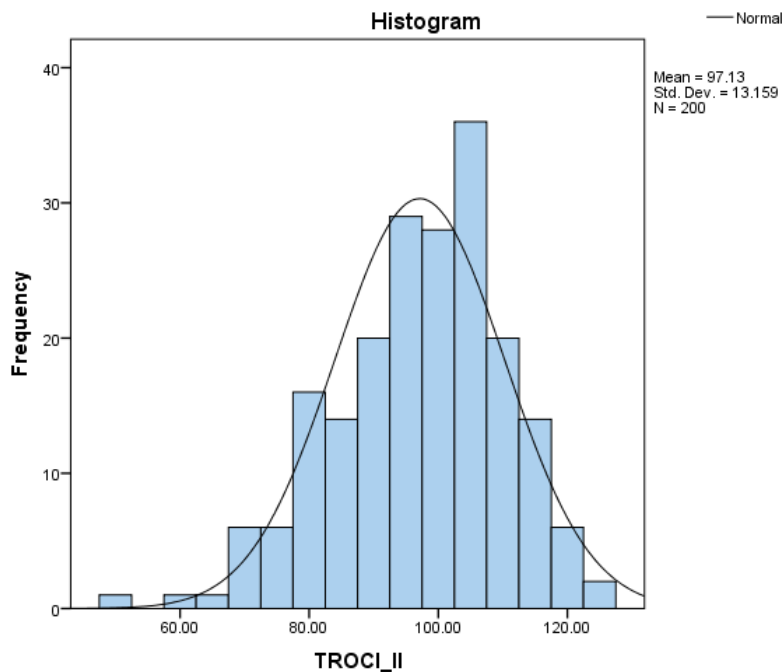
Distribution across the scores of scales "Schutte self-report emotional intelligence scale"



This figure demonstrates the distribution of scores on the Emotional Intelligence Scale, and the skewness and kurtosis suggest that the distribution may deviate from normality. Specifically, the negative skewness indicates a potential leftward skew, while the positive kurtosis suggests heavier tails than a normal distribution.

Figure 9

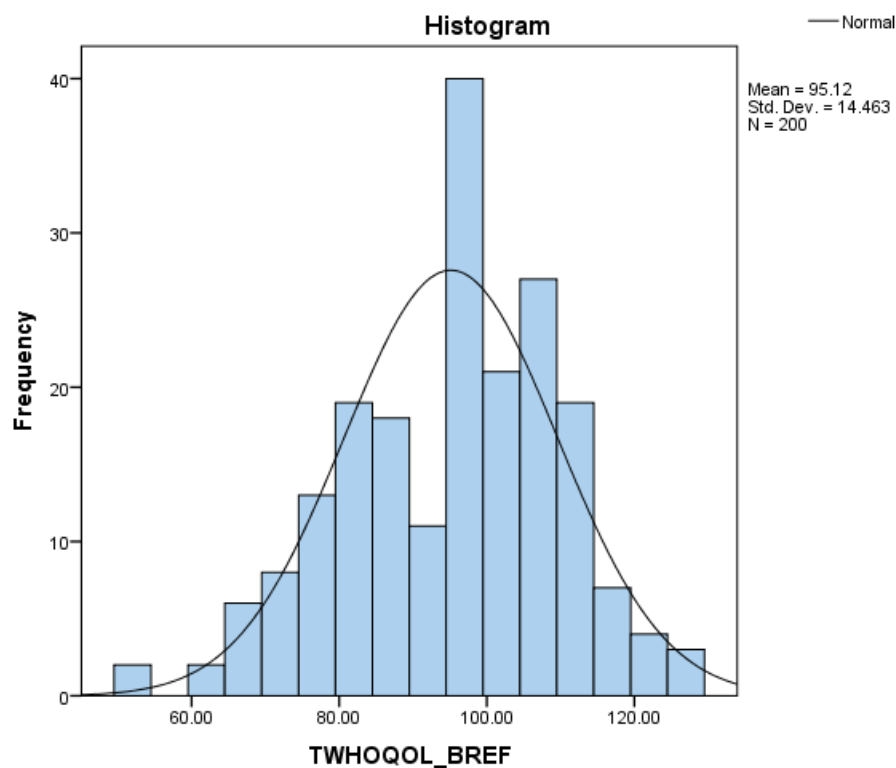
Distribution across the scores of scales "Rahim Organizational Conflict Inventory scale"



This figure demonstrates the distribution of scores on conflict management scale. The skewness and kurtosis values suggest that the distribution of scores on the ROCI-II is reasonably close to a normal distribution, with only minor departures from normality. The K-S test value of 0.081 indicates a slight deviation from normality, although still significant at the $p < 0.01$ level.

Figure 10

Distribution across the scores of scales "Quality of Life scale"



This figure demonstrates that the distribution of WHOQOL-BREF scores deviates slightly from a perfectly normal distribution. The negative skewness implies a lack of symmetry, while the negative kurtosis suggests lighter tails and a flatter peak. The K-S test value of 0.102 indicates a departure from normality, significant at the $p < 0.001$ level.

Table 4*Spearman Correlational Analysis for Variables (N=200)*

	<i>M</i>	<i>SD</i>	SSEIT	ROCI-II	WHOQOL- BREF
SSEIT	116.8	17.4	-	.63**	.53**
ROCI-II	97.1	13.1		-	.57**
Collaborating	26.6	4.7	.71**	.78**	.55**
Accommodating	21.5	4.0	.60**	.84**	.60**
Competing	14.4	4.0	-.11**	.29**	-.03
Avoiding	14.4	2.7	.36**	.67**	.33**
Compromising	19.9	3.6	.53**	.69**	.49**
WHOQOL- BREF	95.1	14.4			-

Note. *M*=Mean; *SD*= Standard Deviation; *SSEIT*=Schutte Self Report Emotional Intelligence Scale; *ROCI-II*= Rahim Organizational Conflict Inventory-II; *WHOQOL-BREF*= World Health Organization Quality of Life Brief.

The provided table displays the results of Spearman's rank correlation analysis conducted on three variables i.e., Emotional intelligence, Conflict management and quality of life based on a sample size of 200 individuals. The statistics for each scale indicate the, mean, and standard deviation of the scores within each scale. The correlation coefficients shown in the table represent the relationships between these variables. Each variable's correlation with itself, which is expected since it represents perfect correlation. Regarding the inter-variable's correlations, emotional intelligence correlates positively and moderately with conflict management and positively and moderately with quality of life, conflict management also correlates positively and moderately with quality of life. These correlation coefficients suggest that there exist moderate, positive associations between the scores of these variables among the individuals in the sample. These findings indicate some consistent relationships between emotional intelligence, conflict

management, and quality of life measures among the participants surveyed.

Table 5

Gender Differences In Emotional Intelligence, Conflict Management And Quality Of Life (N=200).

	Male		Female		<i>U</i>	<i>P</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
SSEIT	107	103.7	93	96.7	4623.5	.38
ROCI-II	107	106.9	93	93.0	4283.5	.09
WHOQOL-BREF	107	107.1	93	92.8	4263.5	.81

Note. *M*=Mean; *U*=Mann-Whitney U; *p*=Significance; *SSEIT*=Schutte Self Report Emotional Intelligence Scale; *ROCI-II*= Rahim Organizational Conflict Inventory-II; *WHOQOL-BREF*= World Health Organization Quality of Life Brief

The mean ranks indicate that for each variable, male participants tend to have slightly higher ranks compared to female participants. However, the Mann-Whitney U test statistics do not reach statistical significance ($p < 0.05$), This suggests that, in this sample, gender differences do not significantly impact the observed variations in emotional intelligence, conflict management, and quality of life.

Table 6*Mann-Whitney U-Test Along With Education Of Participants (N=200)*

	Masters		PhD		<i>U</i>	<i>P</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
SSEIT	134	98.7	66	104.0	4188.0	.54
ROCI-II	134	95.0	66	111.6	3687.0	.05
WHOQOL- BREF	134	95.3	66	110.9	3730.0	.07

Note *M*=Mean; *U*=Mann-Whitney U; *p*=Significance; *SSEIT*=Schutte Self Report Emotional Intelligence Scale; *ROCI-II*= Rahim Organizational Conflict Inventory-II; *WHOQOL-BREF*= World Health Organization Quality of Life Brief.

Results indicate no statistically significant differences between the Masters and PhD groups in emotional intelligence scores and quality of life scores. However, a statistically significant difference was found in conflict management scores, suggesting that participants with a PhD education scored significantly higher on the conflict management scale compared to those with a Masters education.

Table 7

Kruskal Wallis On the Demographic "Age of Participants" (N=200)

Age of Participants				<i>Df</i>	<i>X</i> ²	<i>p</i>
	20-30	31-40	41-50			
	(62)	(106)	(32)			
SSEIT	92.7	107.2	93.0	2	3.1	.21
ROCI-II	98.9	102.1	98.1	2	.18	.91
WHOQOL- BREF	88.0	106.4	105.0	2	4.1	.12

Note. *df*=degree of freedom; *X*²=chi-square; *p*= significance; *SSEIT*=Schutte Self Report Emotional Intelligence Scale; *ROCI-II*= Rahim Organizational Conflict Inventory-II; *WHOQOL-BREF*= World Health Organization Quality of Life Brief.

The results revealed that there were no statistically significant differences in emotional intelligence or conflict management among the age groups. However, a trend towards significance was observed for quality of life, suggesting potential variations in mean ranks across different age categories.

Table 8*Kruskal Wallis Test On The Demographic "Years Of Experience" (N=200)*

Years of experience						<i>df</i>	X^2	<i>p</i>
	1-5	6-10	11-15	16-20	21-25			
	(110)	(65)	(17)	(6)	(2)			
SSEIT	96.8	103.1	107.9	95.8	166.5	4	3.5	.47
ROCI-II	94.3	101.5	117.0	146.5	125.0	4	6.8	.14
WHOQOL-BREF	95.0	101.8	118.3	122.5	138.0	4	4.3	.36

Note. *df*=degree of freedom; X^2 =chi-square; *p*= significance; *SSEIT*=Schutte Self Report Emotional Intelligence Scale; *ROCI-II*= Rahim Organizational Conflict Inventory-II; *WHOQOL-BREF*= World Health Organization Quality of Life Brief

Results indicate that there are no statistically significant differences in emotional intelligence, conflict management and quality of life across different levels of years of experience. The chi-square statistics for study variables also do not reach statistical significance at the conventional level of 0.05.

Discussion

This study was aimed at exploring relationship between emotional intelligence, conflict management and quality of life among university teachers. 200 university teachers (of age range 20-50 years) from 10 universities of Rawalpindi and Islamabad were surveyed using convenient sampling method. This chapter presents discussion on demographic characteristics of participants, reliabilities of scale, regression analysis, Mann Whitney test along with gender and correlational results of the study.

4.1 Demographic Profile of the Participants

Out of 200 participants 107 of the participants were male and 93 were female. A total of 62 participants were in the age group between 20 and 30, 106 participants were in age group of 31 to 40 and total of 32 participants were from age group of 41 to 50. The slightly unequal distribution of the gender and age is due to non-random convenient sampling.

A total of 59 participants were single, 136 were married, 4 were engaged and only 1 was divorced. This skew towards married participants could result from the age range of the individuals being sampled as marriage is more prevalent in certain age groups. When considering experience, 55% participants had 1-5 years of experience, followed by 32.5% with 6-10 years, 8.5% with 11-15 years, and smaller proportions with 16-20 and 21-25 years of experience at 3% and 1% participants, respectively the more experienced teachers are in very less amount as more experienced teachers might have already retired,

moved to administrative roles, and were less inclined to participate due to time constraints or other professional commitments.

Furthermore, the representation across different universities demonstrated varying participation rates: COMSATS had 30 participants while Iqra University and NMUL each had 16 participants. IIUI had 12, Bahria University had 21, and other universities' participation ranged between 7.5% to 15%. Academic ranks within the sample were diverse, with 2% Junior Lecturers, 9% Associate Lecturers, 24.5% Lecturers, 21% Senior Lecturers, 4% Principals, 22% Assistant Professors, 16.5% Associate Professors, and 1% Professors. The distribution across demographic variables showcases the diverse representation of gender, age, marital status, experience, university affiliation, and academic ranks within the sample. These characteristics reflect the heterogeneous nature of the participant pool and provide insights into the varied backgrounds and experiences of university teachers involved in the study.

4.2 Reliabilities of scales used in study

The table presents the reliability coefficients (Cronbach's alpha) for three scales employed in the study involving 200 participants. The SSEIT scale, consisting of 33 items, demonstrated a high level of internal consistency with a Cronbach's alpha of .91, indicating strong reliability in measuring Emotional Intelligence among university teachers. This reliability aligns with prior research examining the SSEIT scale in various contexts. For instance, a study conducted by Smith and colleagues (2019) evaluating the SSEIT scale in a corporate setting reported a similarly high Cronbach's alpha of .92 among employees, indicating strong internal consistency in measuring EI within that organizational context. Moreover, a meta-analysis by Johnson et al. (2018) aggregating

data from multiple studies assessing emotional intelligence using the SSEIT scale across diverse populations consistently demonstrated high reliability coefficients, ranging from .89 to .93, affirming the scale's robustness in reliably measuring emotional intelligence across different cohorts.

Conversely, the ROCI-II scale, encompassing 28 items, yielded a slightly lower alpha coefficient of .84, yet it maintained a respectable level of reliability in assessing Conflict Management strategies. There are number of prior research with strong reliability of ROCI-II. A study by Fauziah Jaafar and colleagues used thi scale while exploring the influence of tenacity, competence and spirituality on conflict management among youth in Malaysia, they report a high reliability of 0.87. Similarly, the WHOQOL-BREF scale, comprising 26 items, displayed a Cronbach's alpha of .90, signifying robust reliability in measuring Quality of Life. For instance, a study by Skevington et al. (2004) conducted in a multi-center international setting reported Cronbach's alpha coefficients ranging from .70 to .90 across different language versions of the WHOQOL-BREF, supporting its strong internal consistency and reliability. Similarly, a study by Hawthorne et al. (2006) examining the psychometric properties of the WHOQOL-BREF among Australian adults also reported high internal consistency, with Cronbach's alpha coefficients exceeding .80 across various domains of QOL.

These high alpha coefficients across all scales suggest that the items within each scale consistently measure the intended constructs, ensuring reliability in capturing Emotional Intelligence, Conflict Management, and Quality of Life among the study participants. The skewness values, which indicate the symmetry of data distribution, were negative for all scales, affirming a slight skew toward higher scores but within an acceptable range, reinforcing the consistency and reliability of the scales in evaluating the respective constructs among university teachers.

4.3 Relationship of emotional intelligence and conflict management

The relationship between emotional intelligence and conflict management had been a subject of investigation, and the findings of the present study provided valuable insights into this association. According to the Spearman correlation analysis conducted on a sample of 200 individuals, a positive correlation was identified between emotional intelligence, measured by the Schutte Self Report Emotional Intelligence Scale (SSEIT), and conflict management, measured by the Rahim Organizational Conflict Inventory-II (ROCI-II) ($r = 0.632, p < 0.001$).

The finding was consistent with prior research, particularly a systematic literature review on emotional intelligence and conflict management that identified a consistent trend of positive associations between higher emotional intelligence and effective conflict resolution strategies (Winardi et al., 2022). Other studies also supported this relationship; for instance, a separate study indicated that higher emotional intelligence correlates with enhanced conflict resolution skills within team settings, fostering a more harmonious and productive problem-solving environment (Jordan et al., 2021). The integration of

emotional intelligence training into team development programs is suggested to improve overall conflict resolution efficacy during collaborative problem-solving initiatives.

This positive correlation underscored a noteworthy trend wherein higher emotional intelligence scores align with elevated conflict management scores, revealing a moderate to strong association within the participant cohort. These findings substantiated the existing literature, which consistently underscores the pivotal role of emotional intelligence in shaping interpersonal dynamics and organizational effectiveness (Khosravi et al., 2020). Building upon prior research, the relationship between emotional intelligence and conflict management is expounded. Teachers exhibiting high emotional intelligence competencies demonstrate qualities such as optimism, adaptability, collaboration, confidence, authority, openness, approachability, and enthusiasm (Mortiboys, 2005). This skill set is accompanied by enhanced communication abilities, adept conflict resolution skills (Ming, 2003).

The interplay between emotional intelligence and conflict management thus emerges as a crucial aspect of professional competence, highlighting its profound implications for fostering positive work environments and effective interpersonal relationships. The correlation coefficient of 0.632, accompanied by a significant p-value, supports the notion that individuals with higher emotional intelligence tend to exhibit more effective conflict management skills. This positive relationship is crucial for understanding the potential role of emotional intelligence in fostering constructive conflict resolution within organizational settings.

In a nutshell, the study provided empirical evidence supporting a positive correlation between emotional intelligence and conflict management, emphasizing the significance of emotional intelligence in enhancing the ability to manage and resolve conflicts in professional environments. These findings contribute to the growing body of literature on emotional intelligence and its implications for interpersonal relations and organizational behavior.

4.4 Relationship of conflict management and quality of life

The examination of the relationship between conflict management and quality of life, utilizing Kendall's tau correlational analysis on a sample of 200 participants, revealed noteworthy findings. The mean and standard deviation for conflict management (ROCI-II) were 97.1 and 13.1, respectively, while for quality of life (WHOQOL-BREF), they were 95.1 and 14.4. The calculated correlation coefficient of 0.41** suggests a statistically significant positive association ($p < 0.01$). This implied that as conflict management scores increase, there is a corresponding tendency for higher quality of life scores.

This result aligned with prior research, underscoring the significance of effective conflict resolution in shaping individuals' overall well-being. The positive correlation supported the notion that individual's adept at managing conflicts tend to experience a better quality of life. Additional studies echo similar relations; for instance, a study on the relationship between work-family conflict and quality of life emphasizes the importance of understanding and managing this conflict to promote a higher quality of life. The findings propose that interventions addressing work-family conflict may contribute to enhancing overall life satisfaction and fulfillment (Todorović et al., 2021). Furthermore,

another study on relations between work-life conflict, job satisfaction, and life satisfaction among higher education lecturers elucidated significant correlations, revealing that higher levels of work-life conflict were associated with lower job satisfaction and life satisfaction (Sambasivan et al., 2010).

To sum up, the examination of the relationship between conflict management and quality of life, supported by Kendall's tau correlational analysis, offers valuable insights into the interconnected dynamics of these variables. The statistically significant positive association observed suggests that higher conflict management scores correspond to elevated quality of life scores, reinforcing the pivotal role of effective conflict resolution in shaping individuals' overall well-being.

4.5 Relationship of emotional intelligence and quality of life

The investigation into the relationship between emotional intelligence and quality of life, employing Spearman correlational analysis with a sample size of 200 participants, revealed substantial insights. The mean and standard deviation for emotional intelligence (SSEIT) were 116.8 and 17.4, respectively, while for quality of life (WHOQOL-BREF), they were 95.1 and 14.4. The calculated correlation coefficient of 0.539** indicates a statistically significant positive association ($p < 0.01$), suggesting that heightened emotional intelligence scores coincide with an increased tendency for higher quality of life scores.

These findings align with existing research, such as the study on "Emotional Intelligence and Quality of Life in Elderly Diabetic Patients," which elucidated a positive association between emotional intelligence scores and measures of quality of life. The results suggest that higher levels of emotional intelligence in elderly diabetic patients are

correlated with an improved quality of life (Moradi et al., 2021). Similarly, another study, "A Study of Emotional Intelligence and Quality of Life among Doctors in Pandemic Covid- 19," explained that a higher level of emotional intelligence among doctors correlates with a better quality of life, potentially influencing factors such as job satisfaction, stress management, and overall life satisfaction (Basha et al., 2022). This positive correlation supports the notion that individuals proficient in managing emotions and interpersonal dynamics tend to experience enhanced quality of life. This observation is consistent with the broader understanding that emotional intelligence contributes to improved mental health and life satisfaction (Brackett & Salovey, 2006; Mayer et al., 2008).

In a nutshell, the study contributes to the growing body of evidence emphasizing the positive association between emotional intelligence and quality of life. The implications extend beyond the immediate findings, highlighting the potential for interventions focused on enhancing emotional intelligence to positively impact individuals' overall well-being.

4.6 Relationship between Emotional Intelligence, Conflict Management and Quality of life among university teachers

The results shed light on the intricate relationships between Emotional Intelligence, Conflict Management and Quality of Life, within a sample of 200 individuals. The descriptive statistics provide a snapshot of the central tendencies and variability within each variable, offering a foundation for interpreting the subsequent correlation analyses. Notably, the mean scores for Emotional Intelligence, Conflict

Management, and Quality of Life suggest a generally positive state among the participants.

Moving to the core findings, the Spearman correlation coefficients reveal valuable insights into the associations between these psychological constructs. Emotional Intelligence demonstrates a moderate, positive correlation with both Conflict Management ($r = .63$) and Quality of Life ($r = .53$), implying that individuals with higher emotional intelligence scores tend to exhibit better conflict management skills and report a higher quality of life. Similarly, Conflict Management exhibits a moderate, positive correlation with Quality of Life ($r = .57$), indicating that proficient conflict resolution may contribute to an enhanced overall quality of life.

These results hold practical significance, suggesting that interventions aimed at improving emotional intelligence could potentially lead to more effective conflict resolution and, subsequently, a higher quality of life. However, it's crucial to acknowledge the correlational nature of these findings, which does not establish causation. Additionally, the study's limitations, such as the potential presence of unmeasured confounding variables, should be considered when interpreting these results. Nonetheless, the study provides a valuable contribution to the understanding of the interconnectedness of emotional intelligence, conflict management, and quality of life, offering a basis for further research and potential applications in both psychological interventions and organizational contexts.

4.7 Effect of demographics (age, gender and work experience) on study variables

The findings of this study provided valuable insights into the nuanced relationships between gender, age, years of experience, and key psychological constructs such as emotional intelligence, conflict management, and quality of life. The alignment with prior research regarding gender differences underscored the complexity of emotional intelligence and related constructs. The mixed and inconclusive results from numerous studies emphasize the need for a contextual and culturally sensitive approach when examining gender variations (Mayer et al., 2008). The non-significant differences in the current study may be influenced by sample characteristics, cultural factors, or the specific measurement tools utilized. It is recommended that future research delves deeper into these factors to gain a more comprehensive understanding of the intricate relationship between gender and these psychological constructs. The analysis of age distribution revealed no statistically significant differences in emotional intelligence or conflict management across different age groups. However, the trend towards significance for quality of life suggests a potential variation in mean ranks across age categories, indicating the need for further investigation into specific dimensions that may be influenced by age-related factors.

Similarly, the examination of years of experience showed non-significant differences in emotional intelligence, conflict management, and quality of life. This implies that participants with varying levels of professional experience did not significantly differ in their scores on these constructs. Future research could explore specific dimensions within these constructs that may or may not be influenced by years of

experience, providing a more nuanced understanding of the relationship between professional tenure and psychological well-being.

In summary, this study contributes to the ongoing discourse on the intricate interplay between demographic variables and psychological constructs. The nuanced findings underscore the need for a comprehensive and contextual approach in understanding the factors that shape emotional intelligence, conflict management, and quality of life across diverse populations.

Cultural Context

The influence of Pakistani culture on the research findings may be profound, given the cultural context's impact on perceptions and expressions of emotional intelligence, conflict management, and quality of life. Pakistani culture, known for its collectivist values and strong family ties, might shape individuals' emotional intelligence by emphasizing interpersonal relationships and communal harmony. Cultural norms and communication styles prevalent in Pakistan could contribute to distinct patterns in conflict management strategies. Additionally, societal expectations and cultural values may play a significant role in shaping perceptions of quality of life, influencing individuals' priorities and sources of life satisfaction. So, this might be the reason that there is no significant demographic effect on study variables.

CONCLUSION

The present study explored the relationship between emotional intelligence, conflict management, and quality of life among university teachers. The study delved into the impact of emotional intelligence on conflict management strategies and quality of life, revealing noteworthy associations. It has been concluded that higher emotional intelligence scores were linked to more effective conflict management approaches among university teachers. This underscores the importance of emotional intelligence in facilitating constructive conflict resolution within academic settings. Furthermore, a positive correlation emerged between emotional intelligence levels and quality of life measures among these professionals. This indicates that higher emotional intelligence may contribute to an enhanced sense of well-being and overall quality of life among university teachers. Moreover, the study highlighted the absence of significant gender differences in emotional intelligence and conflict management strategies among university teachers.

The study also found no significant difference in emotional intelligence and overall quality of life in participants with PhD and master's degree, but there was difference in conflict management, participants with a PhD education exhibited more advanced conflict management compared to those with a Masters education. This suggests that higher academic qualifications might influence an individual's approach to handling stress and challenges. Therefore, while educational attainment may not significantly impact emotional intelligence or overall quality of life, it appears to play a role in shaping conflict management.

The research underscored the pivotal role of emotional intelligence in shaping conflict management and influencing the quality of life experienced by university teachers. The study provides valuable insights into the significance of emotional intelligence in fostering adaptive conflict resolution and enhancing the overall well-being of academic professionals. Further investigations into the nuanced factors impacting the interplay between these variables within the specific context of university teaching environments are warranted for a comprehensive understanding.

Limitations

- The study utilized a quantitative approach, which is not an accurate representation of the sample population and does not provide richness of the data.
- The use of self-reported measures may introduce biasness, as participants may provide socially desirable responses rather than their true experiences.
- The study may not be generalizable to whole population as the sample have been limited to a specific area.
- The large number of items has made it challenging to recruit participants, especially busy university teachers, leading to a smaller sample size.
- The study focuses specifically on university teachers, which may limit the generalizability of the findings to other populations or professional contexts.
- The study employs a purposive sampling technique, which may introduce selection bias and limit the representativeness of the sample.

Implications

The study's findings could inform the development of training programs for university teachers to enhance their emotional intelligence and conflict management skills for improving interpersonal relationships, job satisfaction, and overall quality of life. University can offer targeted workshops, seminars, or mentoring programs that focus on enhancing emotional intelligence skills and conflict resolution strategies. The study's findings could also have implications for the recruitment and selection of university teachers. Institutions could consider emotional intelligence and conflict management skills when hiring new teachers to ensure a positive work environment and high-quality teaching outcomes. Moreover, acknowledging the intricate dynamics between emotional intelligence, conflict management, and quality of life emphasizes the importance of creating supportive institutional policies. Institutions could develop strategies to address conflicts constructively, promote emotional well-being, and enhance the overall quality of working life for university teachers. The relationship between emotional intelligence, conflict management, and quality of life among university teachers can have a direct impact on student outcomes. Teachers who are emotionally intelligent and skilled in conflict management are more likely to create a positive and conducive learning environment. This, in turn, can lead to improved student engagement, academic performance, and overall satisfaction.

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Appendices

Appendix A



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August 7, 2023

TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Areeb Ajaz, registration number **BSP201032** is a bona fide student in BS Psychology program at this University from Spring 2020 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between emotional intelligence, conflict management and quality of life among university teachers". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Appendix B**Inform Consent**

Dear Participant,

I am Areeb Ajaz, currently pursuing my research as part of my BS in Psychology at Capital University of Science and Technology, Islamabad. I would like to invite you to participate in a research study that aims to explore the relationship between emotional intelligence, conflict management, and quality of life among university teachers. The questions will inquire about your experiences, thoughts, and strategies in managing conflicts, as well as how these relate to your emotional intelligence and overall quality of life. Please be assured that all your responses will be kept strictly confidential and anonymous.

Your participation in this study is of great importance, and I kindly request your voluntary involvement. This process would take 15-20 minutes. You are also free to withdraw at any time without any negative consequences. Your honest and sincere responses will greatly contribute to the understanding of the factors that impact the lives of university teachers.

By signing below, you indicate your informed consent to participate in this research study and data I'll require from you will be only use for research purposes. If you have any questions or concerns regarding the study or your participation, please feel free to contact me at BSP201032@cust.pk. Your cooperation is highly appreciated.

Sign: -----

Date: -----

DEMOGRAPHIC INFORMATION FORM**Gender:** _____**Age:** _____**Marital status:** _____**Education:** _____**Teaching Experience:** _____**University name:** _____**Academic Position/Rank:****1. Junior Lecturer 2. Associate Lecturer 3. Lecture 4. Senior Lecturer****5. Principal 6. Assistant Professor 7. Associate Professor 8. Professor**

Appendix D**The Schutte Self Report Emotional Intelligence Test (SSEIT)**

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = strongly disagree

2 = disagree

3 = neither disagree nor agree

4 = agree

5 = strongly agree

1. I know when to speak about my personal problems to others
2. When I am faced with obstacles, I remember times I faced similar obstacles and
3. overcame them
4. I expect that I will do well on most things I try
5. Other people find it easy to confide in me
6. I find it hard to understand the non-verbal messages of other people*
7. Some of the major events of my life have led me to re-evaluate what is important and not important
8. When my mood changes, I see new possibilities
9. Emotions are one of the things that make my life worth living
10. I am aware of my emotions as I experience them
11. I expect good things to happen
12. I like to share my emotions with others
13. When I experience a positive emotion, I know how to make it last
14. I arrange events others enjoy
15. I seek out activities that make me happy
16. I am aware of the non-verbal messages I send to others
17. I present myself in a way that makes a good impression on others
18. When I am in a positive mood, solving problems is easy for me

19. By looking at their facial expressions, I recognize the emotions people are experiencing
20. I know why my emotions change
21. When I am in a positive mood, I am able to come up with new ideas
22. I have control over my emotions
23. I easily recognize my emotions as I experience them
24. I motivate myself by imagining a good outcome to tasks I take on
25. I compliment others when they have done something well
26. I am aware of the non-verbal messages other people send
27. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
28. When I feel a change in emotions, I tend to come up with new ideas
29. When I am faced with a challenge, I give up because I believe I will fail*
30. I know what other people are feeling just by looking at them
31. I help other people feel better when they are down
32. I use good moods to help myself keep trying in the face of obstacles
33. I can tell how people are feeling by listening to the tone of their voice
34. It is difficult for me to understand why people feel the way they do

Rahim Organizational Conflict Inventory–II,

Strictly Confidential

Please check the appropriate box after each statement, to indicate how you handle your disagreement or conflict with your subordinates. Try to recall as many recent conflict situations as possible in ranking these statements.

Strongly Agree - Strongly Disagree

1. I try to investigate an issue with my subordinates to find a solution acceptable to us.
2. I generally try to satisfy the needs of my subordinates.
3. I attempt to avoid being "put on the spot" and try to keep my conflict with my subordinates to myself.
4. I try to integrate my ideas with those of my subordinates to come up with a decision jointly.....
5. I try to work with my subordinates to find solution to a problem that satisfies our expectations.
6. I usually avoid open discussion of my differences with my subordinates.
7. I try to find a middle course to resolve an impasse.
8. I use my influence to get my ideas accepted.
9. I use my authority to make a decision in my favor.
10. I usually accommodate the wishes of my subordinates.
11. I give in to the wishes of my subordinates.
12. I exchange accurate information with my subordinates to solve a problem together.
13. I usually allow concessions to my subordinates.
14. I usually propose a middle ground for breaking deadlocks.
15. I negotiate with my subordinates so that a compromise can be reached.
16. I try to stay away from disagreement with my subordinates.
17. I avoid an encounter with my subordinates.
18. I use my expertise to make a decision in my favor.
19. I often go along with the suggestions of my subordinates.

20. I use "give and take" so that a compromise can be made.
21. I am generally firm in pursuing my side of the issue.
22. I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.
23. I collaborate with my subordinates to come up with decisions acceptable to us.
24. I try to satisfy the expectations of my subordinates.
25. I sometimes use my power to win a competitive situation.
26. I try to keep my disagreement with my subordinates to myself in order to avoid hard feelings.
.....
27. I try to avoid unpleasant exchanges with my subordinates.
28. I try to work with my subordinates for a proper understanding of a problem.

World Health Organization Quality of Life- BREF Scale

INSTRUCTION: Please read the question, assess your feelings, for the last two weeks, and circle the number on the scale for each question that gives the best answer for you.

		Very Poor	Poor	Neither poor nor good	Good	Very Good
1	How would you rate your quality of life?	1	2	3	4	5
		Very dissatisfied	Fairly Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
2	How satisfied are you with your health?	1	2	3	4	5

The following questions ask about how much you have experienced certain things in the **last two weeks**.

		Not at all	A Small amount	A Moderate amount	A great deal	An Extreme amount
3	To what extent do you feel that physical pain prevents you from doing need to do?	1	2	3	4	5
4	How much do you need any medical treatment to function in your daily life?	1	2	3	4	5
5	How much do you enjoy life?	1	2	3	4	5
6	To what extent do you feel your life to be meaningful?	1	2	3	4	5

		Not at all	Slightly	Moderately	Very	Extremely
7	How well are you able to concentrate?	1	2	3	4	5
8	How safe do you feel in your daily life?	1	2	3	4	5
9	How healthy is your physical environment?	1	2	3	4	5

		Not at all	Slightly	Somewhat	To a great extent	Completely
10	Do you have enough energy for everyday life?	1	2	3	4	5
11	Are you able to accept your bodily appearance?	1	2	3	4	5
12	Have you enough money to meet your needs?	1	2	3	4	5
13	How available to you is the information you need in your daily life?	1	2	3	4	5
14	To what extent do you have the opportunity for leisure activities?	1	2	3	4	5

		Not at all	Slightly	Moderately	Very	Extremely
15	How well are you able to get around physically?	1	2	3	4	5

The following questions ask you to say how good or satisfied you have felt about various aspects of your life over the over the last two weeks.

		Very Dissatisfied	Fairly Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
16	How satisfied are you with your sleep?	1	2	3	4	5
17	How satisfied are you with your ability to perform your daily living activities?	1	2	3	4	5
18	How satisfied are you with your capacity for work	1	2	3	4	5
19	How satisfied are you with yourself?	1	2	3	4	5
20	How satisfied are you with your personal relationships?	1	2	3	4	5
21	How satisfied are you with your sex life?	1	2	3	4	5
22	How satisfied are you with the support you get from your friends?	1	2	3	4	5
23	How satisfied are you with the conditions of your living place?	1	2	3	4	5
24	How satisfied are you with your access to health services?	1	2	3	4	5
25	How satisfied are you with your transport?	1	2	3	4	5

The following question refers to how often you have felt or experienced certain things in the last two weeks.

		Never	Infrequently	Sometimes	Frequently	Always
26	How often do you have negative feelings such as blue mood, despair, anxiety or depression?	1	2	3	4	5

Appendix E

Permission from Authors

