The Study of Relationship Between Principal’s Emotional Intelligence Components and Mental Health with Conflict Management Strategies in High Schools of Rasht

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Abstract— Background: The most critical factor for making good situation to get a result in educational purposes, are the manager’s of educational organization, it means the principals. Because of psychological differences in every body, conflict is normal and inevitable. So, in order to importance of conflict and effective role of emotional intelligence in conflict management and mental effects of incorrect management, this study has been done. The purpose of this study is to investigate the relationship of emotional intelligence with conflict management strategies.

Methods: For this purpose, among 81 principal’s of all Rasht high schools 74 were selected to make sample group(with probably 10% not Eturing the inventories). The sampling method was stratified random sampling. In this study, descriptive statistical method, frequency and percent frequency and also progressive statistical analysis of canonical correlation and pearson correlation have been used. Subjects completed the bar-on emotional intelligence, Toomas conflict management strategies and scl-90-r inventories, cronbach’s alpha are 0.90, 0.72, 0.95.

Results:

A) The result of canonical correlation analysis in every 5 strategies are meaningful, and predictive variables (emotional intelligence and mental health components) had the most correlation with problem-solving strategy(r=0.99) and the fewest correlation with avoidance strategy(r=0.58).

B) The result of canonical correlation analysis of emotional intelligence components with problem-solving strategies, flexibility, commanding, domination, compromise are 0.95, 0.83, 0.76, 0.71, that are statistically meaningful (p<0.01). Emotional intelligence components could explained the 90% of commanding and 51% compromise strategy and the amount of canonical correlation of avoidance strategy(0.47) was not statistically meaningful(p>0.28).

C) The results of canonical correlation of mental health components are statistically meaning full only with two strategy (p<0.01). These are 0.61 for problem-solving strategy and 0.51 for flexibility, that are statistically meaningful (p<0.05). Therefore, the mental health components could explained the 37% problem-solving strategy variance and 26% flexibility strategy variance and amounts canonical correlation for criterion variable were not statistically meaningful(p>0.05).

Conclusion: There are meaningful relationship between emotional intelligence and mental health components, with conflict management strategies. And emotional intelligence has
important role in conflict management capability and the correct conflict management can be effective on mental health.

Keywords- Emotional intelligence; mental health; conflict management strategies

I. INTRODUCTION

The education system has a heavy task in the world today. The most basic element for creating favorable conditions to realize the goals of education are the administrators of the system, including managers and their way of management, mutual understanding, appropriate application of emotions in human relations restraint and positive use of emotions in thinking and recognitions. One of the effecting schools necessities is a still atmosphere along with the organizational health, and schools are always regarded as a center emphasized on cooperation for progress and giving quality to its training [1].

Conflict is a natural and normal part of our everyday life [2], and the new progress in behavioral sciences shows that conflict is a reasonable and evident phenomenon in every organization, because different people activating in organizations have their own personal, social and cultural traits, which makes occurring conflicts in organizations inevitable [3], and learning conflict management is considered as an essential enterprise for the person, family and organization for improving conformity and taking efficiency of the changes. The essential question is not “how to evade from conflict”, but “how to deal with it”. If conflict is not eliminated, we will not deal with it efficiently [4]. Conflicts can be dealt with through active and accurate planning, and there are various way to this purpose [5].

Conflict management strategies as a process developed in recent years, has been the main focus of human resource management [6], and it is as a philosophy and set of skills that uniquely helps in better understanding the behavior in a conflict [7]. Successful systems managers integrate the conflict strategies and recognize this practices and have the basic skills for supporting and caring the system [8].

Stephen Robbins, an expert in the field of management, expressed in a comprehensive definition, that “conflict is a process in which “person A” deliberately attempts as a deterrent to cause frustration to “person B” in reaching interests and purposes. Mullins also defines conflict as: a conscious and deliberate behavior conducted to avoid other people’s goals. According to the definition proposed by “Daft”, conflict is a kind of behavior amongst organizational groups, when some people devote themselves to a special group, and think that they are deterred in reaching their goals and targets by other groups. In all definitions expressed, conflict is identified as a potential and disharmony factor among the organization, by which challenges the effectiveness of a group and undermine the integrity of an organization [3]. Toomas (1976) proposed a model on how to create conflict in organizations that involves four essential steps: failure, identifying the concepts, behavior and outcome [9].

Each method is appropriate in some circumstances and has some its own strengths and weaknesses [10]. Based on the concept of Follett (1940), Blake and Mouton (1960), Toomas (1976), Rahim and Bonama (1976) patterns of using interpersonal conflict have been identified as two basic dimensions named concern for self and others. The first dimension demonstrates the rate at which the person tries to obviate his/her concern, and the second one demonstrate et which the person tries to obviate the concerns of others [11].

Blake and Mouton was the first ones who devised and presented a conceptual design of how the managers react against conflict. They believed that conflict management is the indispensable and supplementary part of the general style of management. Therefore, not only had they an experiment concerning general styles of management based on the two dimensional model of management framework, but considered the ways of how to deal with conflict by paying attention to the people or production, and they are eventually succeeded in identifying five significant and essential guidelines of the managers in how to deal with conflict, which are later considered as developed though other researchers. These five guidelines which the conflict management skills are in are: domination (competition), accommodation (inflexion), avoidance, compromise (agreement) and confrontation (problem solving) [12].

One the variables which can have a relationship with conflict management is emotional intelligence [13]. The issue of emotional intelligence has an efficient impact in the field of management and in how to deal with the servitors, and the training manager’s high capabilities can have an influential effect in a society’s scientific future and cultural progress [14]. Some of the current research has experimentally shown that emotions have an essential and extensive role in conflicting situations and in real world. A manager can get a more understanding to conflict by having high emotional intelligence, and hence recognizes the regarded conflict more appropriately and rapidly and beneficially direct it with cooperation and confidence and accordingly provides a situation by which staffs have more psychological health. Because people feel like value, acceptance, understanding the patronage, trust and magnitude by having a healthy relation and this process provides psychological health and increases efficiency and profitability [15]. According to what Bar-On (2006) and Golman (1998) mentioned, if people have the ability to understand their emotions and of others, they can essentially dominate over their life [16]. There are various and many definitions concerning emotional intelligence, which they have in turn tried to explicate it [17].

The formal theory of emotional intelligence was proposed by Salvoey & Mayer (1990). They believed that emotional intelligence is a kind of social intelligence and consists of the ability to control and manage one’s own emotions and of other’s and making distinction within them and using information for the practice and thinking guidelines. Daniel Goldman (1995) claimed that emotional intelligence is a concept that is equivalent to 75 percent of human performance, which is not characterized by mental ability. Although there is no experimental basis for this claim, but it quickly drew a lot of
cared and developed the consulting programs [18]. He also described emotional intelligence as: “it is another type of emotional intelligence, including understanding one’s own sensations and using it for taking appropriate decisions in life. It is the ability to manage the desired moods and psychological status and controlling our activities, and it is the factor which creates hope and motivation in a person in the time of failure resulted from not achieving the goal. Empathy means being aware of other’s feelings round us. Social skills means having a good relationship with others and controlling one’s own feelings regarding others and the ability to encourage and direct them” [17]. Golman’s definition of emotional intelligence derived from the performance theory. Unlike Salvovey & Mayer which focused on abilities, Golman focused on the qualifications concerned with success in leadership and workplace. Weisinger (1998) defines emotional intelligence as the intelligence of using emotion and feeling in order to guide behavior, thinking, effective communication with colleagues, supervisors, customers and the use of time and how to do actions for improving the results [20].

According to Howard Gardner (1983), emotional intelligence is composed of two components named “intrapersonal intelligence” and “interpersonal intelligence”. Interpersonal intelligence indicates the individual’s awareness of their emotions and feelings, the tools for one’s own beliefs and feelings, respect for self, recognizing the inherent talents, independence in performing specific tasks, and totally the amount of one’s control on his/her own emotions and feelings. An interpersonal feeling refers the ability to understand others and wants to know what motivates people [17]. Bar-on (1997) believed that emotional intelligence is “a set of non-cognitive abilities, motivations and skills effective in the ability to deal successively with the demands, requirements, and environmental pressures”. The five components of Bar-On’s emotional intelligence are generally includes: intrapersonal emotional intelligence, interpersonal intelligence, the power of adaptability, stress management and general mood [21].

The next variable is mental health. Health does not mean without mental health. Mental health is closely correlated with other health conditions [22]. World Health Organization defined mental health as a perfect state of social, mental and physical welfare and not merely the absence of being diseased or disability [23]. In general, psychologists believe that mental health is created when people have proper and appropriate behavior with their society; and it can be said that: not only dose mental health mean being away from problems and mental diseases, but being well-adapted to one’s environment and interacting with round people and community, and therefore, having interest and passion for life [24].

Psychosomatic stress causes reducing the manager’s performance quality and disorder in regulating manpower relations. In other words, the manager’s disordered motivations disrupt the school health, and its effect will be evident in reduced quality of manpower relations [25]. Manager’s behavior and employee’s state of mind is part of the organizational climate and can be regarded as a method, policy and informal approaches that direct employee’s behavior. The three components named power, distributing mental health and organizational atmosphere can be estimated through the significant effects it has on the way of management on staff’s mental health [26].

Chun-sheng et al [27] considered the emotional intelligence dimensions of supervisors and subordinate’s conflict management styles in a study aimed for studying the relationship between emotional intelligence and conflict management skills. This survey was conducted on 227 graduate students employed in business management in China, and regression analysis showed that there is a significant relationship between emotional intelligence and conflict management skills of cooperation and compromise. Vatankhah and colleagues [15] did a research entitled as determining the correlation of emotional intelligence with conflict management strategies of training hospitals managers in Qazvin.

The experiment sample includes 78 people and all the senior, middle and executive managers were studied. After analyzing data, the results obtained showed: there is a reversible correlation with manager’s emotional intelligence and no-dealing strategy in conflict management, and no significant correlation statistically shown between the amount of manager’s emotional intelligence and with the two strategy named solution-orientation and control. Keramati and colleagues [28] selected 113 people of public high schools managers in Tabriz by available sampling with the aim of considering the relationship between emotional intelligence and manager’s conflict management strategies, and showed, after analyzing data, that emotional intelligence has a positive and significant correlation with solution orientation strategies. Esmael Khani and colleague’s research findings [13] showed, with the aim of considering simple and multiple relationships of emotional intelligence, self-efficacy and the psychological tenacity with management style of compromise conflict in 500 students of Behbahran pre-province with cluster random sampling using Pearson correlation coefficient and multiple regression, that there is no significant relationship between emotional intelligence and compromise management style.

Zand and colleagues [30], in a research aimed for considering the relationship between emotional intelligence with various style of conflict management, selected 152 people of industrial managers in Tehran with random sampling, and showed after analyzing data that emotional intelligence has a positive relationship with cooperation style and a negative relationship with compromise and avoidance style. Fahim Dowin and colleagues [31] considered 122 samples of executive and educational managers of physical training campus of other countries with the aim of regarding the relationship between emotional intelligence with conflict management strategies, and the research results showed that there is a significant correlation between emotional intelligence and selecting control strategy, and no correlation were observed between emotional intelligence and no-dealing strategy. Azizi [1] did a research entitled as considering the relationship between emotional insight features and conflict management styles. The survey was carried out among 110 men and women school principals in Rasht city, and inferential statistic techniques such as Pearson correlation coefficient, Z fisher and multivariate regression were used for analyzing data.
This research methodology was correlation, and the research results showed that there is a significant relationship between emotional intelligence and problem solving style of manager’s conflict management.

Babapour and Kheir-Aldin [32] selected 420 subjects aimed for considering the relationship problem solving methods and student’s psychological health, and the results of regression analysis showed that there is a significant relationship between problem solving methods and mental health.

Jafar Yazdi and Golzari [34] selected 109 people by cluster random sampling from Tehran Education centers for evaluating the relationship between emotional intelligence and marital compatibility in employed married women in Tehran Education and then evaluated it in a cross-sectional study. The Pearson’s correlation coefficient and step-by-step regression analysis were used for evaluating data. The results obtained from findings analysis showed that there is a positive relationship between emotional intelligence and marital compatibility. There is also positive relationship between emotional intelligence components and marital compatibility. The women who have the ability to identify and represent their emotions and of others and have the characteristics as optimism, welfare, problem-solving ability, controlling impulse, self-progress, independence and empathy have more compatibility in their marital life.

Zarean and colleagues [35] did a research over 69 freshmen students studying in psychology and educational sciences courses in Tabriz University selected by class cluster in the group performed two times with the aim of considering the relationship between emotional intelligence and problem solving styles with general health. The data were step-by-step analyzed by Pearson’s correlations statistics methods and multiple regression. The results showed that there is a significantly positive correlation between emotional intelligence and general health and two problem solving styles named confidence and trends. Ultimately, the results showed that there is a significant relationship between emotional intelligence and problem solving styles with general health.

Yu, Sardessai and colleagues [36] reported a positive relationship between emotional intelligence and conflict management styles of cooperation and compromise and showed that cooperation style is predictable through emotional intelligence.

Suzanto [37] did a research concerning emotional intelligence, conflict management styles and occupational performance. The aim of this study was examining the current differences in government’s civilian staff in Indonesia in terms of emotional intelligence, conflict management styles and occupational performance. 228 samples were analyzed and the results showed that the respondents are inclined to compromise in using consistency style while they are encountered with conflict with their superiors and are interested in emotions to facilitate performance. Emotional intelligence associated significantly and positively with compromise style.

Yun Hang [38] did a research entitled as the relationship between emotional intelligence, teacher-student conflict and copings styles of primary school teachers. The mean statistical method, standard deviation, ANOVA statistical test, T test and Pearson correlation are used for analyzing data. The results showed that teachers who have higher emotional intelligence management have higher teacher-pupil conflicts because of their own disciplines and rules. The teachers who have high management capacity and emotional intelligence use communication, coordination, agreement and helpful measures more frequently. The teacher-pupil conflicts had less talk along with less use of coordinated measures and applying authoritarian methods and more domineering, and delay in agreement and support for conflict resolution.

Ying Wu [39] did a research entitled as the relationship between manager’s emotional intelligence and applying conflict management strategies in a primary school and selected 40 schools and 580 teachers using class random sampling, and the results showed, after analyzing data through mean test, standard deviation, T test, one-way ANOVA, Pearson correlation and multiple regression analysis, that they used exclusively less coordinative methods and competitive tactics and the teachers who are part-time managers have full emotional intelligence, emotional understanding and emotional management and strongly use competitive and compromising process. The primary school teachers who teach in 12-classrooms schools have been acquired with full emotional intelligence, emotional understanding and emotional management application. They use avoidance techniques in comparison with 25-class teachers.

Hui Su [40] did a research entitled as the relationship between emotional intelligence and styles of applying interpersonal conflicts among some nurses. 260 nurses were randomly selected from a hospital in East Taiwan, and the independent T test, one-way ANOVA, Pearson correlation and multiple regression for analyzing data were applied after performing and conducting descriptive statistics, and the results obtained showed that their most commonly used strategy was coordination and the least used style was domineering, and emotional intelligence has had a positive relationship with coordination, commitment and avoidance.

The research conducted by Malek (2000), quoted from Keramati and colleagues [28] showed that emotional intelligence has a positive and significant relationship with solution orientation strategies.

**Research Hypothesis**

**Main hypothesis:**

There is a relationship between emotional intelligence components and mental health with conflict management strategies.

**Subsidiary hypothesis:**

1. There is a relationship between emotional intelligence components and conflict management strategies.
2. There is a relationship between mental health components and conflict management strategies.
II. METHOD

The current research is correlation.

Statistical community, samples and sampling:

The statistical community of the current research includes 81 subjects (46 women and 35 men) of high schools principals in Rasht city in the year 1389-90. The number of samples was raised to 74 ones using stratified sampling method, including a ten percent chance of not returning the questionnaires.

Research Tool

The following questionnaires are used for gathering the required data in this study to measure the concerned variables:

1. Bar-On’s emotional intelligence factors questionnaire

The Bar-On’s 90-item scale is used for measuring emotional intelligence in this study. This test was adapted from Bar-On’s 117-question test which was standardized by Rahele Samoui and colleagues (2002) in Iran. This scale includes 15 subsidiary scales as emotional self-awareness, self-instrument, self-esteem, self-actualization, independence, empathy, social responsibility, interpersonal relations, realism, flexibility, problem solving, mental stress tolerance, impulsivity control, optimism and happiness. The test responses are also set on a 5-degree scale on a Likert range (totally agreed, agreed, somewhat agreed, disagreed and totally disagreed), and grading system is performed from 5 to 1 (5: totally agreed and 1: totally disagreed), and some questions are conducted with negative or reverse content in 5 grading system (5: totally agreed and 1: totally disagreed). The total scale score is equal to the total scale score of 15. The results obtained from Bar-On’s scale standardization showed that the test has good validity and reliability. In the above-mentioned scale standardization in Iran, the scale reliability coefficient on 90 questions based on Cronbach’s alpha is 93.0 and according to mean method is 88.0 and has an acceptable validity (29). The 90-item scale reliability of Bar-On’s emotional intelligence was calculated by Cronbach’s alpha 90.0 in this research.

2. Toomas’s conflict management strategies questionnaire

The Toomas’s 30-item scale is used for measuring conflict management strategies, which are designed based on Toomas’s 5 scales model to measure 5 conflict resolution strategies named compromise, cooperation, cooperation, agreement and avoidance. The managers responded in six sections (A,B,C,D,E,F), and 5 questions with the range of “ never, rarely, sometimes, often” which respectively rated as “1,2,3 and 4” in this questionnaire. Points of having each style is variable to a minimum of 6 points to a maximum of 24 points. This questionnaire has already been used in many projects and has acceptable validity and reliability. The reliability of this questionnaire has been estimated by Hossein Pour (2004) through calculating Cronbach’s alpha 0.82 (1). The reliability is obtained through Cronbach’s alpha 0.72 in this study.

3. SCL-90-R mental health questionnaire

This test includes 90 questions to assess psychological symptoms. This test was initially introduced by Drogatis and colleagues (1973) and its final form was prepared in 1967. This questionnaire is ranged of 5 degrees of discomfort included from the score of zero (nothing) to four (strong) and indicates 9 dimensions of symptoms and 3 overall indexes. The test dimensions include physical complaints, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, aggression, phobia, paranoid ideation, mental dissociation, general health index, positive signs of discomfort and the set of positive sings. Dragouis and colleagues (1967) reported the test alpha coefficient maximally for depression as 0.95 and minimally for psychological dissociation as 0.77. The highest validity coefficient was achieved in depression with retest method as 0.93 and Cronbach’s alpha as 0.85. Retest reliability of subscales was achieved from 0.78 to 0.90 [23]. This test’s reliability was also obtained through Cronbach’s alpha as 0.95.

III. FINDINGS

A: descriptive findings

The data obtained was evaluated included 70 managers. Amongst these, 38 ones were females and 32 ones were males. 10 people were undergraduate, 46 ones were graduated in MA and 14 ones in MA. 25.7% of the research sample have management education, 65.7% had no management education and 8.6% were not disclosed.

B: Inferential Findings

The multivariate variance analysis results have been shown on the set of Malek variables (conflict management strategies). The significant results in three statistics (p < 0.001) show that there is significantly a focal correlation between the two set of variables. The Lambda-Wilk’s test, which is significant in the table below (sig=0.0001) shows that the focal correlation is confirmed between the two set of variables with 99 percent probability.

1) TABLE I. THE SUMMARY OF MULTIVARIATE VARIANCE ANALYSIS ON THE SET OF MALEK VARIABLES

<table>
<thead>
<tr>
<th>Multivariate tests</th>
<th>the amount of statistic</th>
<th>F</th>
<th>df hypothesi</th>
<th>df error</th>
<th>Significan</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pillai effect</td>
<td>3.96</td>
<td>5.53</td>
<td>120</td>
<td>175</td>
<td>0.0001</td>
<td></td>
</tr>
<tr>
<td>The Hoteling effect</td>
<td>131.37</td>
<td>32.18</td>
<td>120</td>
<td>147</td>
<td>0.0001</td>
<td></td>
</tr>
</tbody>
</table>
Main Hypothesis

The focal correlation analysis shows, according to table 2 data, that the amount of focal correlation is significant in each conflict management strategies. In other words, the predictive variable (emotional intelligence and mental health components) was able to indicate 99 percent of problem solving strategy variance, 95 percent of flexibility strategy variance, 82 percent domination or power application strategy, 61 percent compromise strategy and 58 percent avoidance strategy variance. It can also be said that predictive variables has the most correlation with problem solving strategy (r=0.99) and the least correlation with avoidance strategy (r=0.58).

Subsidiary Hypothesis 1: there is a relationship between emotional intelligence components and conflict management strategies.

The multivariate variance analysis results on the set of Malek variables have been presented in table 3. The significant results in each three statistics (p<0.0001) shows that there is significantly a focal correlation between the two sets of variables. Wilk’s Lambday test (Wilk’s=0.005, P<0.01) is significant, therefore the focal correlation between the two sets of variables (predictive and Malek) is confirmed with 99 percent confidence.

### Table II. The Summary of Focal Correlation Dimensions

<table>
<thead>
<tr>
<th>DEPENDENT VARIABLE</th>
<th>THE AMOUNT OF FOCAL CORRELATION</th>
<th>COM MON V ARIANCE</th>
<th>LAMDA Y WILK’S</th>
<th>F</th>
<th>dfs</th>
<th>dfs</th>
<th>SIGNIFICANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving Strategy</td>
<td>0.99518</td>
<td>0.99</td>
<td>0.00001</td>
<td>11.64</td>
<td>120</td>
<td>157.25</td>
<td>0.001</td>
</tr>
<tr>
<td>Flexibility Strategy</td>
<td>0.97696</td>
<td>0.95</td>
<td>0.00134</td>
<td>6.07</td>
<td>92</td>
<td>129.16</td>
<td>0.001</td>
</tr>
<tr>
<td>Domination Strategy</td>
<td>0.90527</td>
<td>0.82</td>
<td>0.02938</td>
<td>3.41</td>
<td>66</td>
<td>99.4</td>
<td>0.001</td>
</tr>
<tr>
<td>Compromise Strategy</td>
<td>0.7878</td>
<td>0.61</td>
<td>0.16277</td>
<td>2.39</td>
<td>42</td>
<td>68</td>
<td>0.001</td>
</tr>
<tr>
<td>Avoidance Level</td>
<td>0.76358</td>
<td>0.58</td>
<td>0.41695</td>
<td>2.45</td>
<td>20</td>
<td>35</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Subsidiary Hypothesis 2: there is a relationship between mental health components and conflict management strategies.

According to the results of table 4, of five focal correlation strategies, four strategies are statistically significant in the level of (P<0.01), the focal correlation between predictive variables (emotional intelligence components) with problem-solving strategies, flexibility, domination and compromise are 0.95, 0.83, 0.67 and 0.71 respectively, which are statistically significant (P<0.01). Therefore, emotional intelligence was able to indicate 90 percent of problem-solving strategy, 69 percent of flexibility, 58 percent of domination strategy and 51 percent of compromise strategy, and the amount of focal correlation of avoidance strategy (0.47) is not statistically significant (P>28).

### Table III. The Summary of Multivariate Variance Analysis on the Set of Malek Variables

<table>
<thead>
<tr>
<th>MULTIVARIATE TESTS</th>
<th>THE AMOUNT OF STATISTIC</th>
<th>F</th>
<th>dfs</th>
<th>dfs</th>
<th>SIGNIFICANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilalis Effect</td>
<td>2.91</td>
<td>4.26</td>
<td>75</td>
<td>240</td>
<td>0.0001</td>
</tr>
<tr>
<td>Hetting Effect</td>
<td>13.88</td>
<td>7.85</td>
<td>75</td>
<td>212</td>
<td>0.0001</td>
</tr>
<tr>
<td>Wilk’s Lambday</td>
<td>0.005</td>
<td>5.81</td>
<td>75</td>
<td>214.97</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

<p>| TABLE IV. The Summary of Focal Correlation Dimensions |
|---------------------------------|----------------|----------------|---|-----|-----|-------------------|</p>
<table>
<thead>
<tr>
<th>DEPENDENT VARIABLE</th>
<th>THE AMOUNT OF FOCAL CORRELATION</th>
<th>COMMON VARIANCE</th>
<th>LAMDA Y WILK’S</th>
<th>F</th>
<th>dfs</th>
<th>dfs</th>
<th>SIGNIFICANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving Strategy</td>
<td>0.94842</td>
<td>0.90</td>
<td>0.00499</td>
<td>5.81</td>
<td>75</td>
<td>214.97</td>
<td>0.0001</td>
</tr>
<tr>
<td>Flexibility Strategy</td>
<td>0.83056</td>
<td>0.69</td>
<td>0.04961</td>
<td>3.68</td>
<td>56</td>
<td>177.21</td>
<td>0.0001</td>
</tr>
<tr>
<td>Domination Strategy</td>
<td>0.76260</td>
<td>0.58</td>
<td>0.15994</td>
<td>3</td>
<td>39</td>
<td>136.96</td>
<td>0.0001</td>
</tr>
<tr>
<td>Compromise Strategy</td>
<td>0.71292</td>
<td>0.51</td>
<td>0.38223</td>
<td>2.42</td>
<td>24</td>
<td>94</td>
<td>0.001</td>
</tr>
<tr>
<td>Avoidance Level</td>
<td>0.47192</td>
<td>0.22</td>
<td>0.77729</td>
<td>1.25</td>
<td>11</td>
<td>48</td>
<td>0.28</td>
</tr>
</tbody>
</table>
The table 5 results, which present multivariate variance analysis on Malek variable, show that the amount of obtained statistics is statistically significant in each three tests (P<0.01). Therefore, there is significantly focal correlation between the two sets of variables (mental health components and conflict management strategies). The amount of Wilk’s Lambda statistics is statistically significant (Wilk’s=0.28, P<0.004), and shows that there is focal correlation between mental health components and conflict management strategies.

5)

| THE SUMMARY OF MULTIVARIATE VARIANCE ANALYSIS ON THE SET OF MALEK VARIABLES |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| MULTIVARIATE TESTS            | AMOUNT OF STATISTICS | F    | DF HYPOTHESIS | DF ERROR | SIGNIFICANCE LEVEL |
| BILARE’S EFFECT               | 1.11             | 1.77 | 45             | 280       | 0.003             |
| HELTING’S EFFECT              | 1.52             | 1.71 | 45             | 252       | 0.006             |
| WILK’S LAMBDA                 | 0.28             | 1.75 | 45             | 235.71    | 0.004             |

The results of focal correlation analysis in table 6 show that of five focal correlation strategies, only two strategies are statistically significant in the level of P<0.01. The amount of focal correlation among predictive variables (mental health components) are 0.61 and 0.51 for problem-solving and flexibility strategies, respectively, which is statistically significant (P<0.05). Therefore, mental health components was able to indicate 37 percent of problem-solving strategies variance and 26 percent of flexibility strategy variance, respectively, and the amount of focal correlation is not statistically significant for other Malek variables (P>0.05).

6)

| THE SUMMARY OF FOCAL CORRELATION DIMENSIONS |
|------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| DEPENDENT VARIABLE | THE AMOUNT OF FOCAL CORRELATION | WILK’S LAMBDA | F    | DF1 | DF2 | SIGNIFICANCE LEVEL |
| PROBLEM-SOLVING STRATEGY | 0.60899 | 0.37 | 0.276 | 1.75 | 45 | 235.71 | 0.004 |
| FLEXIBILITY STRATEGY | 0.51293 | 0.26 | 0.438 | 1.54 | 32 | 197.05 | 0.04 |
| DOMINATION STRATEGY | 0.45796 | 0.21 | 0.594 | 1.47 | 21 | 155.61 | 0.09 |

IV. RESULTS AND DISCUSSION

The findings related to min hypothesis showed that the amount of focal correlation is significant in each five conflict management strategies, and there is a significant relationship between emotional intelligence components and mental health with conflict management strategies. The most amount correlation was seen with problem-solving strategy and the least amount with avoidance strategy. These findings are similar with the results of research performed by Zarean and colleagues (2007) in emotional intelligence correlation and problem-solving strategy. These findings are also compatible with Azizi (2007), Vatankhah and colleagues (2007), Keramati and colleagues (2009), Zand and colleagues (2008), Fahim Dowin and colleagues (2007) in emotional intelligence correlation and conflict management strategies, and shows that the managers who have high amount of emotional intelligence can efficiently manage their conflicts. The research findings also show that there is significant relationship between mental health and conflict management strategies, and these findings are compatible with those conducted by Babapour Kheiraldin (2006), Babapour Kheiraldin and colleagues (2003), Zarean and colleagues (2007) and indicates that conflict resolution practices have a positive relationship with cognitive mental health. The managers who have high amount of mental health can solve their conflicts well.
solving, dealing directly with conflict, openness and explicitness, and includes dealing with problems, proposing all the conflicting issues and dealing with them in an open environment and finally reaching to a resolution in which make the similar and different ideas unit. The common characteristic and point amongst them are facing directly with other sides and their collaboration, and it requires participation, cooperation and negotiation [1]. Thus, managers benefited from high emotional intelligence resolve their conflicts with staff’s cooperation and participation in an open, relaxed and friendly atmosphere.

The research findings are also showed that there is a significant relationship between emotional intelligence and compromise strategy, and it is compatible with the research results of Jafar-Yazdi and Golzar (2005). Those who have high emotional intelligence are efficiently able to express and control their emotions and also understand those of others. The research have shown that emotional instability and inflexibility has relationship with the low level of compromise [33]. The research results are also showed that managers used a high percentage of flexibility.

The other results of this research showed that there is a significant relationship between emotional intelligence and domination strategy. This result is compatible with the studies achieved by Yun Hang (2008), Hui Su (2004) and Ying Wu (2007) and those who have high emotional intelligence do not use this strategy. In this strategy, managers try to resolve issue for their own benefits through exerting power and domination. The roots of the differences would be remained amongst them and would not be resolved and they’d just be covered up and would be appeared in different ways as misinterpretation of instructions, slowness in doing works, neglect, etc [1].

In addition, the findings of this research showed that there is a significant relationship between emotional intelligence and compromise strategy, and are compatible with those conducted by Susanto (2005), Chun-Sheng and colleagues (2006), Ying Wu (2007) and Yu, Sardessai and colleagues (2006), and are not compatible with Zand and colleagues (2008) and Esmael Khani and colleagues (2009), and this issue indicates that managers use compromise strategy to resolve their conflicts. Here one side tries to desire some of his wishes, but not all of desires and benefits, and is ready to desist from his desires in order to the other side be able to obtain some of his desires. But because no attention is paid to the difference itself, the causes and roots and no serious measure is taken for removing it and it is just covered up and the problem is not apparently resolved. But what is caused conflict would not be resolved (1). This way is beneficial when the objectives are moderately significant but there is no need to resolutely compete with each other, and it is so efficient for interim resolutions or as an essential solution or a supporting program, when cooperation and competence would be failed (10). However, the individual is unable to express his desires and wishes, and the more someone has emotional intelligence, the less is one’s desires to use conformation management style (13).

The other findings of this research showed that there is no significant relationship between emotional intelligence components and avoidance strategy. This finding is compatible with those conducted by Keramati and colleagues (2009), Fahim Dowin and colleagues (2007), Zand and colleagues (2008), Ying Woo (2007) and Vatankhah and colleagues (2007). However, eluding from the conflicting situations causes difference and contention, and many of conflicts would be left unresolved and causes the situations to be more exacerbated. The more emotional intelligence one has, the less would he use the avoidance strategy, and the managers who have high emotional intelligence would not use avoidance strategy.

The findings related to the second subsidiary hypothesis showed that mental health components were able to indicate problem-solving and flexibility strategies, respectively. This results are compatible with the findings obtained by Babapour Kheir-Aldin (2006), Babapour Kheir Aldin and colleagues (2003) and Zarean and colleagues (2007). In fact, these results showed that managers benefited from mental health use more problem-solving strategy in their conflicts and also divulge more flexibility and compromise in conflicting situations.

Therefore, individuals react differently in conflicting situations concerning having the characteristics as individuality, personality, morality, beliefs and emotional management skills, and their skills in applying these strategies can be increased through training conflict management strategies and enhancing emotional intelligence, and appropriate application of the conflict management strategies lead to increased mental health. It is recommended that other qualified research methods as interview be used for accurately considering this issue. Because of the fact that managers educated in non-management courses are working in schools, it is recommended that managers be introduced with conflict management styles through holding training periods, and some characteristics such as mental health and emotional intelligence be considered in selecting them. It is also recommended to researchers that similar research be conducted in a longer period of time and in a more extensive geographical span.

REFERENCES


