



Role of Emotional Intelligence in Conflict and Stress in Education

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Abstract

Emotional Intelligence (EI) is broadly seen as the ability to perceive, understand and manage emotions effectively – related to oneself or other people. The definition and contextualization of Emotional Intelligence has been much debated with academia owing to its multidimensionality, cultural and societal context, challenges with EI measurement and ever-developing nature of EI and its concept. Although, EI's importance and inclusion has been long established and considered of great importance in measuring of a person's overall acumen, and particularly in managing the inevitable conflicts of many aspects of one's life. This paper explores the significance of EI in alleviating stress and managing conflict situations – specifically in the educational environment. The paper aims to talk about the multifaceted nature of EI, encompassing factors such as empathy, social awareness, self-regulation, and perception. The study talks about various models that are conventionally used to measure EI, including the Emotional Competence Inventory, Bar-on Emotional Quotient Inventory, and the Myer and Salovey development model. Through existing literature and comprehensive analysis of each, this study explores a negative correlation between EI and occupational stress, while highlighting a positive one between EI and conflict management. Significantly, EI-related training has emerged as a potential avenue in this study to further explore conflict resolution abilities and stress management skills among educators, learners and trainers. The study further elucidates the positive relationship between higher levels of EI (based on existing metrics) and factors like improved coping mechanisms and adaptive assessment of stressful events. Furthermore, the paper also highlights the role of EI in a more holistic sense as well – such as implications of EI in big organisations such as healthcare. Finally, the paper concludes the importance of including EI into educational curriculum and also, organizational dynamics – to eventually foster empathy, well-rounded analyses and effective conflict resolution skills. The field of EI has been evolving since the 1930s and continues to evolve – this paper determines the importance of its continued exploration to promote overall individual and societal well-being.

Keywords: Emotional Intelligence, Empathy, Social awareness, Self-regulation, Perception, Assimilation