Research Article

Emotional Intelligence and Conflict Management Strategies among Junior and Senior Uniformed Personnel in Philippine National Police

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ABSTRACT

This study aimed to determine the emotional intelligence and conflict management strategies among junior and senior uniformed personnel of Philippine National Police. This study employed the use of descriptive comparative research design utilizing survey methodology. Research locale was limited Cavite. The respondents were the 50 junior uniformed personnel and 50 senior uniformed personnel in the locale of the study and were selected using random sampling technique. The research instrument in this study was a survey questionnaire adopted from Galman (2021). Data were analyzed using percentage, mean, rank order and One Way Analysis of Variance.

The study reveals that senior uniformed personnel have higher emotional intelligence and conflict resolution skills compared to younger personnel. Senior personnel have a better understanding of their own emotions and others', and can better manage stress. They also employ more effective conflict resolution tactics. The study suggests that age and experience may influence emotional intelligence and conflict resolution. The study suggests that company culture can impact conflict management and emotional intelligence. It's crucial to tailor conflict management tactics to each age group and provide training to enhance emotional intelligence. Emphasizing these differences can help foster a more efficient professional environment among uniformed staff.

Keywords: *Conflict management strategies, Descriptive comparative, Emotional intelligence, Junior and senior uniformed personnel*

Introduction

The most significant aspect of a leader's behavior is ethics because it is a guideline for interacting, acting, and involving in government in an ethical manner without abusing power.

This article aims to find out how the ethics of regional heads are applied in the administration of regional government. The research method used was qualitative with a literature study approach. Data collection was done by

literature study by collecting various materials from books, journals, research results, and mass media (news). The results of research conducted on three districts/ cities in Indonesia involving three leaders of the Mayor of Surabaya, the Mayor of Bandung, and the Regent of Purwakarta in 2015 show some real examples of regional heads who apply ethical values in their leadership, which can be seen from their performance and competence as well as ideas (innovation) and relationships with the community. (Taufik et. al., 2021)

It has gone well by applying ethical principles in its performance such as accountability, transparency, legal assurance, and justice. Competence in leadership includes the application of ethical values including emotional intelligence, self-management, social awareness, and relationship management. This study concludes that government ethics greatly influence the implementation and desired results, as well as on leadership, which will affect the performance carried out

The purpose of the study of Nghiêm-Phú et. al, (2022), is to examine the adoption of the active learning and teaching methods by university lecturers, taking into account the contribution of certain important factors, including trust, empowerment, thinking styles and emotional intelligence. In addition, the research further reveals the diverse nature of university lecturers with regards to their tendencies to adopt active teaching methods using the segmentation technique of marketing. The findings show that the lecturers, on average, had a tendency to apply active teaching methods. However, the extent of the application of these methods differed among four clusters: "conservatives," "liberals," "junior conservatives" and "junior liberals." In addition, it was found that the degree to which active methods were applied may have been affected by the lecturers' trust in and their empowerment of the students. The application of active methods may also have been influenced by various covert characteristics of the lecturers, including thinking styles (cognition-based) and emotional intelligence (affect-based). The lecturers' overt characteristics, such as age, education and experience, may also have affected their application of active methods, while biological sex seems not to have been a significant factor. The results of this study expand the literature by explaining the diversity of university lecturers from the perspective of the active teaching and learning methods. They also provide implications for the management of education reform based on the varied implementation of the said methods that has already taken place.

In the law enforcement sector, police administrators must manage disputes, whether internal or external, because law enforcement is a complex and frequently emotionally charged field. Executives in the police department must be able to diffuse tensions, negotiate solutions, and offer direction in challenging situations. In addition, they must be well-versed in the law and capable of making judgements promptly and properly. In order to communicate successfully with a wide variety of stakeholders, police executives must exhibit good interpersonal skills (Staller et al., 2022).

According to Civilotti et al. (2021), specialized training in police conflict management and other necessary core skill sets for law enforcement leadership are not often prioritized. Furthermore, if you are in a position of power, having a stronger understanding of the principles of conflict management and resolution will be very helpful, even though natural instincts and practical experience are also quite important. Officers should be able to discern when a situation is escalating and possess the abilities necessary to de-escalate it before it becomes hazardous. In addition, they should be taught in nonviolent conflict resolution strategies.

Law enforcement organizations, like several other workplaces, are lousy at conflict management. Certain people operate in conflict-averse civilizations that encourage tolerance and conflict avoidance, while others suffer from environments where attempts at conflict resolution are seen as pointless or "touchy-feely." Some allow hypercompetitive behavior, bullying, reprisal for speaking the truth, violent, passive-aggressive, or self-serving behavior, among other things. Due to trivial disagreements, time is squandered and productivity is hindered. With a strategic approach to conflict management, however, law enforcement officials may translate negative energy into opportunities for learning, growth, and ultimately

more successful operations (Duxbury et al., 2021).

We interact with people both within and outside of the workplace as employees. This especially applies to law enforcement personnel. Duties of police officers don't end when the office closes. (Gong et al., 2021). Their profession requires them to be responsible for the protection of civilians, therefore even when they are not working, they are always aware of this obligation. With such a large amount of responsibility, it is advantageous for police officers to have emotional intelligence in order to interact with the people around them and to meet their own emotional needs. It helps individuals to determine what is essential and where to devote their attention (Romosiou et al., 2019).

In the study of Sembiring et al. (2020), police officers with high emotional intelligence are anticipated to have a more adaptive performance. Emotional intelligence enables the officer to adapt and handle conflict more intelligently, maybe allowing for a less forceful response. This might result in fewer instances of police violence, hence increasing public confidence in the police force. Furthermore, police personnel with higher emotional quotients would be better able to read and understand the demands of their communities, perhaps leading to better quality of service.

The study of Callo et. al., (2024) focused on the school head's professional identity, emotional intelligence, and perfectionism as three tier factors to advance pedagogical leadership. The results reveal that professional identity has a positive relationship with pedagogical leadership. Contradicting result is the emotional intelligence which has a negative relationship with pedagogical leadership. Lastly, perfectionism has a positive relationship with pedagogical leadership. It is concluded that a school head's professional identity, emotional intelligence and perfectionism significantly predict pedagogical leadership. Hence, the department (DepEd) may conduct series of training and workshops for teachers as a capacity building to equip them with knowledge and competencies to handle the numerous challenges in the delivery of quality, relevant, inclusive, and liberating education to the Filipino learners. Further, during Gender and Development programs one activity to consider is the training in emotional development among teachers and school heads.

According to Rajan et al. (2021), emotional intelligence leads to a number of significant outcomes in the home, the career, and other facets of life. Emotional intelligence is understanding the emotions of people and being able to respond and capitalize on them, hence enabling improved and more productive job performance. Research by Michinov and Michinov (2022) revealed a correlation between emotional intelligence and task performance and organizational citizenship behaviors. Emotional intelligence also includes understanding one's own emotional requirements and the ability to attain life fulfillment.

Thus, the purpose of this study is to assess the emotional intelligence and conflict resolution techniques of junior and senior Philippine National Police uniformed members. The efficacy of the police personnel dispute-resolution tactics will also be evaluated by the study. The impact of these strategies on the overall performance of the officers will also be evaluated. Finally, the study will provide recommendations for improving emotional intelligence and conflict management strategies.

Specifically, the study sought to answer the following questions:
1. How do junior and senior uniformed personnel assess their emotional intelligence in terms of:
   1.1. Self-awareness;
   1.2. Social Awareness;
   1.3. Self-management; and
   1.4. Relationship management?
2. How do junior and senior uniformed personnel assess their conflict management strategies in terms of:
   2.1. Competing;
   2.2. Collaborating;
   2.3. Avoiding;
   2.4. Accommodating; and
   2.5. Compromising?
3. Is there significant difference on the assessment of emotional intelligence and conflict management strategies among the junior and senior uniformed personnel?

Theoretical Framework

The theory of conflict management and emotional intelligence (EI) served as the foundation for this investigation.

People with emotional intelligence (EI) are able to recognize, understand, regulate, and make effective use of their own feelings. It also calls for the ability to recognize, understand, and influence other people's feelings. Building strong connections, communicating clearly, and achieving both professional and personal success all depend on emotional intelligence (EI). The four areas of self-awareness, social awareness, self-management, and relationship management need to be assessed in order to measure emotional intelligence. Developing one's emotional intelligence can lead to better mental and emotional health, more successful and happy lives overall, and improved social and professional interactions.

According to the theory of conflict management, individuals have preferred methods for resolving disputes based on their personality and the circumstances. These include competing or attempting to win at all costs, cooperating or pursuing a win-win solution through collaboration, compromising or finding a medium ground, accommodating or conceding to the other party's interests, and avoiding, dismissing, or escaping the dispute. Depending on the nature of the conflict, the parties involved, and the intended outcomes, the best approach must be chosen in order to handle it effectively. Combining different approaches and ideas is frequently required to solve disputes' complex and varied nature.

Methods

Utilizing survey methodology, this investigation implemented descriptive comparative research design. The research area was limited to Cavite.

The participants in the study consisted of 50 junior uniformed personnel and 50 senior uniformed personnel in the study area. They were picked using a random selection technique.

The research instrument in this study was a survey questionnaire adopted from Galman (2021). The respondents evaluated the various aspects of emotional intelligence and conflict management tactics among junior and senior uniformed members using a 5-point scale. In order to ensure the accuracy and reliability of the survey questionnaire, it was subjected to a rigorous evaluation process by specialists, including top officers from the Philippine National Police, who reviewed, analyzed, and validated the instrument.

The data were analyzed using percentage, mean, rank order, and One Way Analysis of Variance.

Results

This section includes presentation of results based from the data collected from the 100 respondents of the study.

Table 1. Emotional intelligence of junior and senior uniformed personnel

Emotional Intelligence	Junior Uniformed Personnel		Senior Uniformed Personnel	
	Mean	**Int**	**Mean**	**Int**
Self-Awareness	*3.38*	*AA*	*3.82*	*AA*
1. I realize immediately when I lose my temper	3.40	AA	3.73	AA
2. I can 'reframe' bad situations quickly	3.73	AA	3.74	AA
3. I am able to always motive myself to do difficult tasks	3.45	AA	3.84	AA
4. I am always able to see things from the other person's viewpoint	3.55	AA	3.98	AA
5. I am an excellent listener	3.27	AA	3.79	AA

Social Awareness	**3.55**	**AA**	**3.73**	**AA**
6. I am usually able to prioritize important activities at work and get on with them	3.41	AA	3.48	AA
7. I am excellent at empathizing with someone else's problem	3.16	A	3.61	AA
8. I never interrupt other people's conversations	3.86	AA	3.96	AA
9. I know when I am happy	3.66	AA	3.73	AA
10. I do not wear my 'heart on my sleeve'	3.64	AA	3.86	AA
Self-management	**3.63**	**AA**	**3.89**	**AA**
11. I usually recognize when I am stressed	3.33	AA	3.86	AA
12. Others can rarely tell what kind of mood I am in	3.27	AA	3.87	AA
13. I always meet deadlines	3.86	AA	3.93	AA
14. I can tell if someone is not happy with me	3.87	AA	3.97	AA
15. I am good at adapting and mixing with a variety of people	3.83	AA	3.84	AA
Relationship Management	**3.32**	**AA**	**3.88**	**AA**
16. I generally build solid relationships with those I work with	3.38	AA	3.81	AA
17. Reasons for disagreements are always clear to me	3.27	AA	3.86	AA
18. Others often do not know how I am feeling about things	3.36	AA	3.91	AA
19. I am good at reconciling differences with other people	3.32	AA	3.93	AA
20. I can sometimes see things from others' point of view	3.27	AA	3.87	AA
Overall	***3.47***	***AA***	***3.83***	***AA***

3.26-4.00	Above Average
2.51-3.25	Average
1.76-2.50	Low
1.0 – 1.75	Very Low

During the evaluation of junior uniformed personnel's emotional intelligence, self-management achieved the highest mean score of 3.63, indicating an above-average level of performance. On the other hand, relationship management obtained the lowest mean score of 3.32, also interpreted as above average. These findings suggest that junior uniformed people exhibit greater proficiency in regulating their own emotions and behaviors, while displaying relative deficiencies in effectively managing their interpersonal relationships. This may be attributed to a deficiency in relationship-building skills or a lack of empathy.

The evaluation of senior uniformed personnel's emotional intelligence revealed that self-management achieved the highest average score of 3.89, indicating an above-average level. On the other hand, social awareness obtained the lowest average score of 3.73, also interpreted as above average. The findings indicate that these persons possess the ability to regulate their emotions and responses under challenging circumstances. However, they may lack an understanding of the needs of others.

Senior military officers generally exhibit higher levels of emotional intelligence compared to their junior counterparts. This suggests that the senior staff has a more comprehensive comprehension of their own emotions as well as the emotions of others. They possess the capacity to effectively regulate their own

emotions and responses in high-pressure circumstances, while also demonstrating an ability to identify and understand the needs of others. Conversely, the junior staff may need further instruction in emotional intelligence.

Table 2. Conflict Management Strategies of junior and senior uniformed personnel

Emotional Intelligence	Junior Uniformed Personnel		Senior Uniformed Personnel	
	Mean	**Int**	**Mean**	**Int**
Competing	***3.31***	***AA***	***3.87***	***AA***
1. I can be firm in pursuing what I think is right.	3.28	AA	3.87	AA
2. I like to win my points.	3.31	AA	3.88	AA
3. I go after what I want, even if that makes others uncomfortable.	3.34	AA	3.85	AA
4. I usually have the last say	3.30	AA	3.87	AA
5. I want others to know where I stand and will convince them of the rightness to my position.	3.32	AA	3.90	AA
Collaborating	**3.60**	**AA**	**3.89**	**AA**
6. I like everyone to be able to say what they think even if they don't agree with me.	3.30	AA	3.88	AA
7. Talking about feelings and issues is important in conflict.	3.82	AA	3.88	AA
8. When there is disagreement, I keep lines of communication open.	3.93	AA	3.96	AA
9. I prefer to have everyone who is affected involved in solving the conflict.	3.33	AA	3.83	AA
10. I think the last solution comes when everyone participates and has concerns for others.	3.61	AA	3.90	AA
Avoiding	**3.48**	**AA**	**3.67**	**AA**
11. When problem arise I prefer to let others take the responsibility for solving them.	3.43	AA	3.77	AA
12. Usually it is best to postpone trying to talk to someone when he/she is upset.	3.53	AA	3.65	AA
13. I don't like to be unpleasant or having tense situation.	3.46	AA	3.66	AA
14. Believing disagreements can destroy effectiveness, I encourage others to stay with agreeable agreements.	3.41	AA	3.66	AA
15. I prefer to compromise when resolving problems and just move on.	3.57	AA	3.60	AA
Accommodating	**3.43**	**AA**	**3.91**	**AA**
16. I try to reduce tension with others, to take the people's minds off their problems.	3.40	AA	3.90	AA
17. When people are upset, I am more concerned about their feelings than any particular problem.	3.57	AA	3.90	AA
18. I will not contradict others if I believe that it will make them unhappy.	3.39	AA	3.91	AA
19. In resolving conflicts I accommodate others opinion.	3.38	AA	3.95	AA

Emotional Intelligence	Junior Uniformed Personnel		Senior Uniformed Personnel	
	Mean	**Int**	**Mean**	**Int**
20. I don't like to make people feel bad by disagreeing	3.43	AA	3.88	AA
Compromising	***3.37***	***AA***	***3.73***	***AA***
21. I believe the middle ground can be reached in most conflict.	3.47	AA	3.80	AA
22. I see both sides when solving conflicts.	3.30	AA	3.85	AA
23. Most conflicts are subject to compromise	3.37	AA	3.90	AA
24. Everyone should share in the gains and bear some of the losses.	3.39	AA	3.95	AA
25. Confrontation can be managed if we seek middle ground.	3.32	AA	3.90	AA
Overall	***3.44***	***AA***	***3.81***	***AA***

3.26-4.00	Above Average
2.51-3.25	Average
1.76-2.50	Low
1.0 – 1.75	Very Low

When evaluating the conflict management methods of junior uniformed people, it was found that collaborating had the highest average score of 3.60, indicating an above-average performance. On the other hand, competing had the lowest average score of 3.32, also indicating an above-average performance. The findings indicate that subordinate staff are more inclined to engage in cooperation rather than rivalry when confronted with a conflict. This emphasizes the significance of instructing junior staff members in the use of efficient dispute resolution techniques. Furthermore, this implies that the instruction of junior workers should prioritize the promotion of teamwork and communication.

On the assessment of senior uniformed personnel on their conflict management strategies, accommodating yielded the highest mean of 3.91 and interpretation of above average while avoiding yielded with the lowest mean of 3.32 and interpretation of above average. This indicates that senior uniformed personnel are more successful in managing conflicts by accommodating, than by avoiding. This suggests that senior uniformed personnel are more likely to use negotiation and compromise as strategies to manage conflicts, rather than avoiding confrontation.

Senior uniformed personnel generally possess more effective conflict management skills compared to their junior counterparts. Senior uniformed officers typically possess greater expertise, receive more extensive conflict management training, and wield greater decision-making authority. Consequently, they possess superior skills to manage disagreements with greater efficiency compared to less experienced staff.

Table 3. Significant difference on the assessment of emotional intelligence and conflict management strategies among the junior and senior uniformed personnel

Variables	P-Value	Int
Emotional Intelligence	.000	With Significance
Conflict Management Strategies	.000	With Significance
Overall	.000	With Significance

The evaluation of conflict resolution techniques and emotional intelligence among junior and senior uniformed troops produced results with a substantial value of.000, according to the data. The evaluation of emotional intelligence and conflict resolution techniques showed a substantial difference between junior and senior uniformed people, according to the results.

The significant difference suggests that age and experience, which often correspond with the distinction between junior and senior personnel, play a role in emotional intelligence and conflict management. It could imply that as individuals gain more experience in their roles, they may develop different approaches to emotional intelligence and conflict resolution.

The findings may reflect the influence of the organizational culture on emotional intelligence and conflict management. Senior personnel may have adapted to or adopted a certain organizational approach over time, leading to a significant difference in their assessments compared to junior personnel.

This indicates that the junior and senior uniformed personnel have different emotional intelligence and conflict management strategies. Therefore, it is important to tailor the strategies to the specific needs of each age group. Additionally, it is essential to provide training to the personnel to help them develop better emotional intelligence and conflict management strategies.

Discussions

The emotional intelligence of the senior uniformed personnel is superior to that of the younger uniformed personnel. This suggests that the senior personnel possess a heightened awareness of their own and others' emotions. They possess the capacity to regulate their emotions and responses more effectively during times of stress, in addition to identifying the requirements of others. Conversely, the junior staff members could benefit from further instruction in the domain of emotional intelligence. Furthermore, senior uniformed personnel employ more effective conflict resolution tactics than their younger counterparts. Senior uniformed officers frequently possess greater expertise, greater conflict management training, and greater decision-making power. Consequently, they possess superior capabilities to efficiently manage disagreements in comparison to junior staff.

Age and experience, which frequently coincide with the differentiation between junior and senior workers, may influence emotional intelligence and conflict resolution, as suggested by the substantial disparity. This statement suggests that when individuals accumulate more professional experience, they could cultivate distinct methodologies for addressing conflicts and enhancing their emotional intelligence. The results of the study might potentially indicate how company culture impacts conflict management and emotional intelligence. As a result of senior individuals potentially assimilating or adopting a certain organizational strategy gradually, their evaluations may differ substantially from those of junior personnel.

This suggests that there are variations in the conflict management tactics and emotional intelligence of junior and senior uniformed members. As a result, it is critical that the tactics employed cater to the particular requirements of each age group. Furthermore, it is critical to furnish the staff with training in order to assist them in the development of enhanced conflict management skills and emotional intelligence.

The notable disparity in the evaluation of conflict management tactics and emotional intelligence between junior and senior uniformed personnel offers useful insights that can inform activities related to organizational growth and training. Placing an emphasis on these distinctions may foster a more cohesive and efficient professional milieu among the uniformed staff.

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