



Navigating Workplace Diversity: The Roles Of Core Self-Evaluation And Emotional Intelligence In Conflict Management

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Abstract

The study aims to assess the direct impacts of core self-evaluation and emotional intelligence on workplace conflict and determine Diversity's mediating role in this relationship. Additionally, it seeks to understand the broader implications of these interactions for conflict management and diversity initiatives within the workplace. The research utilized a quantitative approach to distribute questionnaires to 94 lecturers to capture data on the specified variables. These results support developing targeted training programs that enhance emotional intelligence and effectively manage Diversity to mitigate workplace conflicts. Furthermore, the study advocates for organizational policies that foster inclusion, encourage open dialogue, and respect for Diversity, thereby promoting a healthy and inclusive work environment. This study contributes valuable insights into the factors influencing workplace conflict in academic settings. It highlights the crucial roles of self-evaluation, emotional intelligence, and Diversity in managing conflict and fostering a productive, inclusive workplace.

Keywords-- Core self-evaluation; Emotional Intelligence; Diversity; Workplace Conflicts

Abstrak

Penelitian ini bertujuan untuk menilai dampak langsung dari evaluasi diri inti dan kecerdasan emosional pada konflik di tempat kerja dan menentukan peran mediasi keberagaman dalam hubungan ini. Selain itu, penelitian ini berupaya untuk memahami implikasi yang lebih luas dari interaksi ini untuk manajemen konflik dan inisiatif keberagaman di tempat kerja. Penelitian ini menggunakan pendekatan kuantitatif untuk mendistribusikan kuesioner kepada 94 dosen guna memperoleh data tentang variabel yang ditentukan. Hasil ini mendukung pengembangan program pelatihan yang ditargetkan yang meningkatkan kecerdasan emosional dan mengelola Keberagaman secara efektif untuk mengurangi konflik di tempat kerja. Lebih jauh, penelitian ini menyarankan kebijakan organisasi yang mendorong inklusi, mendorong dialog terbuka, dan menghormati Keberagaman, sehingga mendorong lingkungan kerja yang sehat dan inklusif. Penelitian ini memberikan wawasan berharga tentang faktor-faktor yang memengaruhi konflik di tempat kerja dalam lingkungan akademis. Penelitian ini menyoroti peran penting evaluasi diri, kecerdasan emosional, dan Keberagaman dalam mengelola konflik dan mendorong tempat kerja yang produktif dan inklusif.

Kata kunci— Evaluasi diri inti; Kecerdasan Emosional; Keberagaman; Konflik di Tempat Kerja

I. INTRODUCTION

As scholars and intellectuals tasked with resolving complex problems, lecturers are expected to possess high levels of core self-evaluation and emotional intelligence, especially when navigating the diverse conflicts inherent in higher education settings. This research focuses specifically on the faculty at Universitas Jambi, spanning all functional positions from Expert Assistant to Professor. Workplace conflict is dynamic in popular and scholarly discourse (Fiksenbaum, 2014). Long and Long (2022) describe the workplace as a demanding and interdependent environment that naturally fosters conflict. Workplace conflict often manifests as inter-role conflict, where job-related pressures conflict with various issues. According to Mansour and Tremblay (2016), conflicts arise from

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three primary sources: time-based, tension-based, and behavior-based. Bashori (2018) remarks that conflict is inevitable in daily life, perpetuated by varying desires and the pursuit of their fulfillment in a social context. Hasanah (2020) notes that conflict stems naturally from differences in views, goals, backgrounds, and personalities, among other factors, and can sometimes be strategically engineered with specific objectives in mind.

Conflict occurs when goals, expectations, and interests clash, complicating interactions, as commonly seen in higher education environments. Fiksenbaum (2014) points out that individuals engaged in conflict expend more energy, becoming less dedicated and more emotionally distressed. Oh (2022) suggests that individuals with high core self-evaluation are less concerned about rejection, likely because their high self-esteem and emotional stability make them feel accepted and valued. Anand & Mishra (2019) define self-evaluation as a reflection of one's fundamental capabilities, where individuals with high self-evaluation view themselves positively, displaying elevated self-confidence, motivation, and control over life events. Xie, Yu, & Wang (2023) describe it as a profound personality trait, while Hu, Wang, Kwan, & Yi (2019) consider it a key personality trait that influences one's perception of oneself and one's functioning. Cheung, Herndon, & Dougherty (2015) highlight that these individuals generally possess higher self-esteem and the ability to mobilize motivation, cognitive resources, and action needed to control their life events.

In addition to core self-evaluation, emotional intelligence is crucial in managing interpersonal conflicts. Emotionally intelligent individuals strategically employ appropriate emotions in service interactions. Schlaegel, Engle, & Lang (2020) assert that emotional intelligence is vital for performance beyond formal job requirements, often involving social interactions and the adept assessment, regulation, and application of emotions. Hopkins and Yonker (2015) emphasize the significance of emotions in workplace conflict, noting that emotions profoundly influence how conflict is conceptualized. Yeh (2018) observes that low emotional intelligence can disengage individuals from their work, with negative emotions exacerbating the lack of work engagement, thus stunting emotional intelligence development. Veluchamy, Choudhury, Dixit, and Jha (2021) note that emotional stability is essential for effective functioning. Gong, Chen, & Wang (2019) recognize the innovative value of emotional intelligence in fostering organizational behavior and building healthy organizations.

Understanding and valuing others' emotions is pivotal for achieving rational outcomes in diversity management. Ghauri, Mansi, and Pandey (2019) discuss the organizational commitment to Diversity, aiming for equality and eliminating discrimination. Jada, Jena, & Pattnaik (2014) describe diversity management as a complex process that involves navigating differences in culture, race, gender, age, skills, cognitive styles, and educational backgrounds, thus posing significant challenges for organizations and HR managers.

This array of empirical evidence illustrates the profound influence of core self-evaluation and emotional intelligence on workplace conflict. Diversity as a mediating variable adds a compelling dimension to this relationship, underscoring the potential of this research to contribute significantly to the field of human resource management. This study aims to explore how core self-evaluation and emotional intelligence can help circumvent workplace conflicts, with a particular focus on the mediating role of Diversity.

Introduction covers the background of the issue or problem and the urgency and rationalization of activities (research or service). The objectives of the activities and problem-solving plan are presented in this section. Relevant literature reviews also included in this section.

II. LITERATURE REVIEW

Core Evaluation Of Self, Emotional Intelligence, And Conflict

Cheung, Herndon, and Dougherty (2015) describe core self-evaluation as a broad personality trait encapsulating individuals' fundamental subconscious assumptions about themselves, others, and the world. Individuals with high core self-evaluation generally possess a more positive self-concept and sense of potential. Oh (2022) characterizes core self-evaluation as individuals' essential judgments regarding their self-worth, value, competence, and abilities. This concept encompasses four constructs: self-esteem, generalized self-efficacy, locus of control, and emotional stability. Self-esteem reflects a person's basic assessment of themselves, while generalized self-efficacy pertains to an individual's belief in their ability to succeed in diverse settings. The locus of control relates to beliefs concerning the causality of events in one's life.

Raja, S., Prasetya, & Santoso (2023) link core self-evaluation to organizational interpersonal behaviors that significantly impact results. Anand and Mishra (2019) find that individuals with high core self-evaluations tend to view their workplace positively, manage conflicts more effectively, and exhibit better emotions and attitudes.

Beyond core self-evaluation, emotional intelligence is crucial for mitigating workplace conflicts. Jada, Jena, & Pattnaik (2014) define emotional intelligence as the capability to understand, control, or influence the emotions of oneself and others. Schlaegel et al. (2020) demonstrate that emotional intelligence has predictive validity for forecasting employee attitudes and behaviors beyond traditional predictors like personality traits and cognitive abilities. According to Yeh (2018), emotional intelligence comprises three constructs: light, social, and physical activities, each significantly enhancing employee engagement through emotional intelligence.

Dulewicz, H., Dulewicz, & Higgs (2007) detail seven elements of emotional intelligence: self-awareness, emotional resilience, motivation, personal sensitivity, influence, intuition, and conscientiousness. Self-awareness involves being cognizant of one's feelings and managing them effectively, while emotional resilience pertains to maintaining performance under pressure. Motivation relates to the drive to achieve long-term challenging goals, and personal sensitivity involves empathy towards others. Influence is the ability to sway others' opinions or actions, intuition consists of making decisions with a blend of reason and gut feeling, and conscientiousness is about consistency in actions and adherence to ethical standards.

Schlaegel et al. (2020) explore emotional intelligence across four dimensions: self-emotional appraisal, others' emotional appraisal, regulation of emotion, and use of emotion. These dimensions represent an individual's ability to understand and express their emotions, recognize the emotions of others, regulate their emotions to recover from psychological distress quickly, and direct emotions towards constructive activities and personal performance.

Hopkins & Yonker (2015) define conflict as a situation where two interdependent parties perceive incompatible goals, rewards, and obstructions from each other in achieving those goals. Conflicts are categorized into relational, task, and process conflicts.

Given the insights from previous studies demonstrating links between core self-evaluation, emotional intelligence, and workplace conflict, this study proposes the following hypotheses:

H1: Core self-evaluation influences conflict in the workplace.

H2: Emotional intelligence influences conflict in the workplace.

Evaluation Of Core Self, Emotional Intelligence, And Diversity

Positive core self-evaluations evaluate themselves in a consistently positive way by perceiving themselves as capable, valuable, and in control of their lives. Xie et al. (2023) characterized core self-evaluation by measuring self-esteem, general self-efficacy, neuroticism, and locus of control as the most basic judgments of an individual. Raja, Setiawan, Prasetya, & Santoso (2023). The concept represents a fundamental self-evaluation of how individuals function within their environment. The core self-evaluation is the value of cultural values unique to each organization using different research models.

According to Veluchamy, Choudhury, Dixit, & Jha, (2021), emotional intelligence is the ability to analyse one's emotions by managing them to communicate effectively, overcome challenges, and relieve conflicts in oneself. Gong, Chen, & Wang (2019) Emotional intelligence includes the ability to understand, assess and express emotions accurately. The ability to encourage thinking using emotions, the ability to understand emotions and emotional knowledge, and the ability to regulate and manage emotions. Yeh (2018) states that negative emotions inhibit emotional intelligence and affect work engagement.

Roberson (2019) states that Diversity is developed by studying the processes and outcomes of Diversity in environments such as utilities, education, and resources. Diversity is a key performance indicator of an organization, testing the diversity-performance relationship. Shena, Tang, & D'Netto (2014) Human resource diversity management practices help develop a pleasant work environment that will likely result in more willingness and behavior of various employee knowledge. Jada et al. (2014) Diversity in the workplace brings high value to the organization, competitive advantage, and increased productivity. However, all of this is related to employee dissatisfaction, complaints, conflicts, and complex working conditions.

Based on the explanation described above that previous research revealed a relationship between core self-evaluation, emotional intelligence, and Diversity in the workplace, this study proposes the third and fourth hypotheses, namely:

H3: Core self-evaluation influences workplace diversity

H4: Emotional intelligence influences workplace diversity

Core Evaluation Of Self, Emotional Intelligence, Diversity, And Conflict In The Workplace

A lack of core self-evaluation and emotional intelligence can lead to conflict within organizations, which are inherently composed of diverse workforces. Jada, Jena, and Pattnaik (2014) define workplace diversity as differences concerning age, class, ethnicity, gender, physical and mental abilities, race, and more. Diversity is categorized into two dimensions: primary and secondary. Ghauri, Mansi, and Pandey (2019) integrate resource dependency theory and legitimacy theory, enhancing our understanding that resource diversity at the governance level of an organization leads to similar Diversity at subordinate levels. This Diversity, encompassing variations in age, ethnicity, sexuality, religious beliefs, and physicality, is found to have a synergistic relationship. However, more profound elements of Diversity at all organizational levels often remain underexplored. Such an emphasis on the totality of Diversity underscores the need for improved governance and practices within organizations.

Çayak & Eskici (2021) explore the role of emotional intelligence in managing behavior and Diversity, finding a positive and significant relationship between leadership, diversity management, and emotional intelligence. Hopkins & Yonker (2015) measure emotional intelligence using five composite scale scores, focusing on intrapersonal qualities such as self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. Jehn (2014) notes that Diversity can be detrimental to workgroups due to negative social attitudes and beliefs; it can also facilitate positive group outcomes and help avoid conflict. Bleaney and Dimico (2017) highlight that the relationship between Diversity and conflict remains contentious, noting that this relationship is often more pronounced at relatively low levels of Diversity.

Building on the insights provided by previous research, which demonstrates a link between core self-evaluation, emotional intelligence, and Diversity in mitigating workplace conflict, this study proposes the following hypotheses:

H5: Diversity influences workplace conflict.

H6: Core self-evaluation influences workplace conflict, with Diversity as a mediating variable.

H7: Emotional intelligence influences workplace conflict, with Diversity as a mediating variable.

III. RESEARCH METHODOLOGY

The research design employs a survey methodology to achieve three core objectives: description, explanation, and exploration, within a quantitative framework. Data for this study were gathered using a structured questionnaire. The target population consists of lecturers at Universitas Jambi, Jambi, Indonesia. According to the university's data management system (<https://dss.unja.ac.id/sdm>), there are 1,653 lecturers. A probability random sampling technique was utilized to select a representative sample of 94 lecturers, accounting for a 10% margin of error. Sample criteria for data testing included:

1. Functional Positions: Ranging from Expert Assistant to Professor. This diverse grouping comprehensively analyzes how core self-evaluation and emotional intelligence impact workplace conflict across academic ranks.
2. Pre-Testing: Initially focused on Junior Lecturers with 1-5 years of service. This phase aimed to assess the influence of self-evaluation and emotional intelligence on workplace conflict at the early stages of academic careers.
3. Emotional Levels Assessment: This element provides deeper insights into how emotional intelligence affects responses to workplace conflict, enhancing our understanding of how emotions are managed and resolved in conflict situations.

The data analysis was conducted using a variance-based Structural Equation Modeling (SEM) approach, specifically the Partial Least Square (PLS) method, facilitated by Smart-PLS software.

Research variables are operationalized based on the constructs outlined in the study's hypotheses, detailed in Table 1 below:

Table 1: Operational Variables

Variables	Dimensions	Indicators
Self-evaluation of core	1. Self-esteem	Fundamental judgment about oneself
	2. Generalised self efficacy	Evaluate an individual's ability to cope successfully in diverse settings

(Hu, Wang, Kwan, & Yi, 2019)	3. Locus of control	Reflects a person's belief that they can control the events in their life
	4. Emotional stability	A tendency to feel secure and respond to daily events.
Emotional intelligence (Dulewicz, Higgs, Dulewicz, & Higgs, 2007)	1. Self-awareness	Being aware of one's feelings and being able to manage them.
	2. Emotional resilience	Able to maintain one's performance when under pressure
	3. Motivation	Have the drive and energy to achieve challenging long-term goals or targets
	4. Personal sensitivity	Demonstrate sensitivity and empathy towards others
	5. Influence	The ability to influence and persuade others to accept your views or proposals
	6. Intuitive	Ability to make decisions using reason and intuition when necessary
	7. Conscientiousness	Tending to be more careful, responsible, diligent and considerate in making decisions and actions, trustworthy, and self-disciplined.
Diversity (Jada, Jena, & Pattnaik, 2014)	1. Primary	Gender, age, physical and mental abilities
	2. Secondary	Educational background, geographical location, income, marital status, parental status, religious beliefs, work experience
Workplace conflict (Hopkins & Yonker, 2015)	1. Relational conflict	Affective components such as friction related to interpersonal incompatibility has the potential to produce negative interpersonal emotions,
	2. Task conflict	Conflict with awareness of differences of opinion related to group tasks,
	3. Process conflict	Conflicts that relate to differences of opinion on how work will be completed and tasks achieved.

Source: Source: processed for research proposal (2024)

The results obtained from the distribution of questionnaires through various question items have been categorized into assessment levels ranging from very low, low, moderately high, high, to very high. The classification of these assessment categories is detailed in Table 2 below:

Table 2: Classification of assessment categories

Category	Very Low	Low	Moderately high	High	Very High
Range of Values	20 - 35.9	36 - 51.9	52 - 67.9	68 - 83.9	84 - 100

Source: Processed for research, 2024

This study employs semantic differential scales to measure self-evaluation, emotional intelligence, and workplace conflict. Respondents were prompted to rate various objects or concepts on a scale between opposites, with potential scores ranging from very low to very high. This method facilitates structured data collection, enabling detailed statistical analysis to elucidate the relationships among the variables.

The assessment categories are classified on a scale divided into fifths based on a range from a minimum value of 1 to a maximum value of 5. The categories are defined as follows: very low (20 to 35.9), low (36 to 51.9), moderately high (52 to 67.9), high (68 to 83.9), and very high (84 to 100). This classification aids in quantifying the intensity of the responses for further analysis.

IV. RESULT/FINDING

Overview of Research Variables**Variable Overview of the Core Self-Evaluation**

The core self-evaluation variable comprises four dimensions: 1. self-esteem, 2. generalized self-efficacy, 3. locus of control, and 4. emotional stability. Self-esteem is assessed through fundamental judgments individuals make about themselves. Generalized self-efficacy is measured by evaluating an individual's ability to cope successfully across various settings. Locus of control is determined by an individual's belief in their ability to control events in their life. Emotional stability is gauged through how individuals feel secure and their reactions to everyday events. An overview of the core self-evaluation among lecturers at Universitas Jambi, derived from the results of the questionnaire distribution, is presented in Table 3 below:

Variables	Dimensions	No Item	Actual Score	Score Max	Score Level	Category
Core Self Evaluation	Self-esteem	X1.1	392	470	83.40425532	High
	Generalized self-Efficacy	X1.2	377	470	80.21276596	High
	Locus of control	X1.3	380	470	80.85106383	High
	Emotional Stability	X1.4	378	470	80.42553191	High

Source: processed for research, 2024

As indicated by the processed data, the core self-evaluation of lecturers at Universitas Jambi generally falls within the high category. This suggests that lecturers possess a profound understanding and favorable assessment of themselves. They can value their achievements and appraise their success across various contexts. Furthermore, they exhibit confidence in their ability to manage daily activities and maintain control over events. They are also confident in their efforts to attain desired outcomes. Additionally, these lecturers show high emotional maturity, integrating and managing their feelings effectively in their professional environments.

Variable Overview Emotional intelligence

Emotional intelligence variables consist of 7 (seven) dimensions, namely 1. Self-awareness, 2. Emotional resilience, 3. Motivation, 4. Personal sensitivity, 5. Influence, 6. Intuitive, 7. Conscientiousness. Self-awareness is being aware of one's feelings and managing them. Emotional resilience is maintaining one's performance when under pressure. Motivation with drive and energy to achieve challenging long-term goals or targets. Personal sensitivity is showing sensitivity and empathy towards others. Influence is influencing and persuading others to accept your views or proposals. Intuitive with the ability to make decisions, using reason and intuition when necessary, and Conscientiousness, which tends to be more careful, responsible, diligent, and considerate in making decisions and actions, they are also trustworthy and have high self-discipline.

The description of the emotional intelligence of lecturers at Universitas Jambi from the results of data processing can be obtained as shown in Table 4 below:

Variables	Dimensions	No Item	Actual Score	Score Max	Score Level	Category
Emotional intelligence	Self-awareness	X2.1	378	470	80.42553191	High
	Emotional resilience	X2.2	362	470	77.0212766	High
	Motivation	X2.3	371.5	470	79.04255319	High
	Personal sensitivity	X2.4	376.5	470	80.10638298	High
	Influence	X2.5	354.5	470	75.42553191	High
	Intuitive	X2.6	374.5	470	79.68085106	High
	Conscientiousness	X2.7	393.5	470	83.72340426	High

Source: processed for research, 2024

As indicated by the questionnaire results, the emotional intelligence of lecturers at Universitas Jambi is predominantly in the high category. This assessment covers various components of emotional intelligence:

- **Self-awareness:** Lecturers demonstrate a deep understanding of their strengths, weaknesses, motivations, and values, as well as those of others. They keenly perceive social dynamics, accurately gauging others' expectations and responses.
- **Emotional Resilience:** Lecturers possess the ability to manage negative emotions constructively. They cope effectively with pressure, failure, or trauma while maintaining emotional stability.
- **Motivation:** Lecturers show a solid capability to self-motivate, pursuing long-term goals with persistence and resilience, even in the face of setbacks and frustrations.
- **Interpersonal Sensitivity:** Lecturers actively strive to comprehend others' perspectives, enhancing their interpersonal relations through heightened empathy and sensitivity to others' feelings.
- **Influence:** Lecturers effectively persuade and influence others to embrace their viewpoints or proposals, utilizing well-developed strategies to sway opinions.
- **Intuition:** Lecturers display rapid cognitive processing, drawing on immediate data and past experiences to guide correct behavior. They are meticulous, responsible, and diligent in decision-making processes.

Overall, the lecturers at Universitas Jambi exhibit high levels of emotional intelligence across several dimensions, reflecting their ability to navigate complex interpersonal interactions and maintain professional ethics in all their actions.

Diversity Overview

The lecturer diversity variable consists of 2 (two) dimensions, namely 1. Primary, and 2. Secondary. The primary aspect is Diversity seen in terms of gender, age, and physical and mental abilities. Secondary from educational background, geographical location, income, marital status, parental status, religious beliefs, and work experience.

An overview of the Diversity of lecturers at Universitas Jambi from the results of data processing can be obtained as shown in Table 5 below:

Table 5: Overview of Lecturer Diversity

Variables	Dimensions	No Item	Actual Score	Score Max	Score Level	Category
Diversity	Primary	Z1	326.7	470	69.5035461	High
	Secondary	Z2	318.7	470	67.80141844	High Enough

Source: processed for research, 2024

As revealed by data analysis, the Diversity among lecturers at Universitas Jambi is notably high across various dimensions.

- **Primary Diversity** includes gender, age, and physical and mental abilities. There is a significant variation in performance between male and female lecturers, indicating a balanced gender representation. Age also plays a crucial role in influencing lecturer performance, representing a wide range of ages. Additionally, lecturers display diverse physical and mental capabilities, contributing to a richly varied academic environment.
- **Secondary Diversity:** This category encompasses educational background, geographical location, income, marital status, parental status, religious beliefs, and work experience. Lecturers at Universitas Jambi have a diverse academic background, which falls into a reasonably high category. Religious tolerance is evident, with sufficient Diversity observed among different religious communities. There is also a noticeable regional grouping among the lecturers, suggesting geographical Diversity. The requirement for a high level of experience to become a lecturer ensures a depth of professional knowledge and expertise. Furthermore, the Diversity is apparent in the recognition of different marital statuses and the varied parental statuses of the lecturers.

The diversity profile of Universitas Jambi's lecturing staff is robust, reflecting a comprehensive range of personal and professional attributes that enhance the educational environment.

Overview of workplace conflict

The conflict variable in the workplace among lecturers at Universitas Jambi encompasses three dimensions: 1. Relational conflict, 2. Task conflict, and 3. Process conflict.

- **Relational Conflict:** This type involves affective components and arises from interpersonal mismatches. It has the potential to generate negative emotions due to personal frictions among individuals.
- **Task Conflict:** This conflict emerges from differing opinions about the tasks within a group setting, where individuals may disagree on the best approach to achieving shared goals.
- **Process Conflict:** occurs due to disagreements on the methodologies or processes employed to complete work and achieve tasks, often leading to debates over the most efficient or appropriate methods.

The detailed analysis of workplace conflict among lecturers at Universitas Jambi, derived from the results of data processing, is presented in Table 6 below:

Table 6: Overview of workplace conflict

Variables	Dimensions	No Item	Actual Score	Score Max	Score Level	Category
workplace conflict	Relational conflict	Y1	282.5	470	60.10638298	High Enough
	Task conflict	Y2	285.5	470	60.74468085	High Enough
	Process conflict	Y3	294.5	470	62.65957447	High Enough

Source: processed for research, 2024

Based on data processing, the analysis of workplace conflict among lecturers at Universitas Jambi indicates a relatively high level of conflict across various dimensions. **Relational Conflict:** This type of conflict is particularly pronounced, with significant friction arising from interpersonal mismatches. These tensions have the potential to generate negative interpersonal emotions among lecturers, contributing to a heightened level of conflict when performing tasks. **Task Conflict:** There is a notable level of conflict regarding the tasks assigned to lecturers, characterized by a heightened awareness of differing opinions. This conflict is marked by considerable tension and disagreement within teams or groups, particularly concerning responsibilities associated with the tasks. **Process Conflict:** This conflict is also quite prevalent; it stems from differences of opinion on how tasks should be completed. There is substantial tension and disagreement within lecturer teams or groups regarding work's procedural and administrative aspects, affecting the overall workflow and task achievement.

These findings suggest that conflict in the workplace, encompassing relational, task, and process dimensions, is a significant issue at Universitas Jambi, impacting the dynamics and efficiency of the academic environment.

Testing the Path Coefficient

The effect of core self-evaluation and emotional intelligence on workplace conflict with Diversity as a mediator variable through path coefficient testing can be seen in the data processing results shown in Figure 1 below:

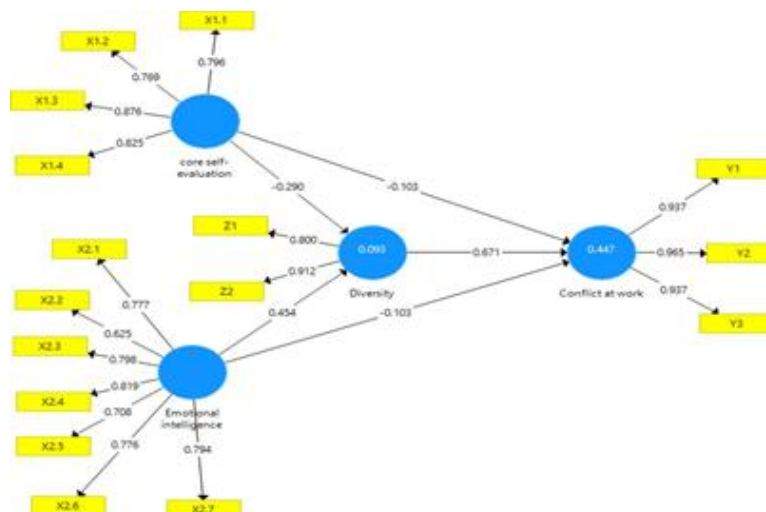


Figure 1: PLS Model Algorithm
Source: processed for research, 2024

Figure Path coefficient of core self-evaluation and emotional intelligence on workplace conflict with Diversity as a mediator variable.

The core self-evaluation variable consists of 4 (four) dimensions, namely 1. self-esteem, 2. generalized self-efficacy, 3. locus of control, and 4. emotional stability. Validity data processing shows that the most dominant dimension affecting core self-evaluation is (X1.3) Locus of control, which reflects a person's belief that the Lecturer can control events in his life. (X1.4) Emotional stability affects core self-evaluation through the tendency to feel safe and responses to daily events. (X1.1) Self-esteem moderately influences fundamental judgments about oneself, and the lowest influences core self-evaluation is (X1.2) self-efficacy, which is generalized through evaluating an individual's ability to cope successfully in diverse settings.

The emotional intelligence variable consists of 7 (seven) dimensions, namely: 1. Self-awareness, 2. Emotional resilience, 3. Motivation, 4. Personal sensitivity, 5. Influence, 6. Intuitive, 7. Conscientiousness. Data processing shows that the most dominant dimension affecting emotional intelligence is (X2.4) personal sensitivity, namely, lecturers showing sensitivity and empathy towards others. (X2.3) motivation, namely lecturers with drive and energy to achieve challenging long-term goals or targets. (X2.7) conscientiousness, i.e., lecturers tend to be more careful, responsible, diligent, and considerate in making decisions; they are also trustworthy and have high self-discipline. (X2.1) Self-awareness, namely lecturers, is achieved by realizing one's feelings and being able to manage these feelings. X2.6 intuitive is lecturers with the ability to make decisions, using reason and intuition when necessary; (X2.5) influence is lecturers with the ability to influence and persuade others to accept your views or proposals, and the last that affects emotional intelligence is (X2.2) emotional resilience that is lecturers able to maintain one's performance when under pressure.

Lecturer diversity variable consists of 2 (two) dimensions, namely 1. Primary, and 2. Secondary. Data processing shows that the most dominant dimensions affecting Diversity are (Z2) Secondary, namely the Diversity of lecturers from educational background, geographical location, income, marital status, parental status, religious beliefs, and work experience. And (Z1) Primary, namely the Diversity of lecturers based on gender, age, and physical and mental abilities. Conflict variables in the workplace of lecturers consist of 3 (three) dimensions, namely 1. Relational conflict, 2. Task conflict, and 3. Process conflict. Data processing by validity shows that the most dominant dimension affecting conflict in the workplace is (Y2) task conflict, namely with awareness of differences in lecturers' opinions related to group tasks can involve conflict, and (Y1) relational conflict, namely lecturers have affective components such as friction related to interpersonal mismatches that have the potential to produce negative interpersonal emotions, and (Y3) process conflict, namely lecturers have conflicts related to differences in opinion about how work will be completed and tasks achieved.

The path coefficient value on the core self-evaluation variable on workplace conflict has a negative relationship of - 0.103, the path coefficient on the emotional intelligence variable on workplace conflict has a negative relationship of -0.103, the path coefficient on the core self-evaluation variable on Diversity has a negative relationship of -0.290 and emotional intelligence on Diversity has a high relationship of 0.454 and the diversity variable on workplace conflict has a high relationship of 0.671.

Hypothesis Testing

Hypothesis testing is proposed to determine whether self-core evaluation influences workplace conflict, whether emotional intelligence influences workplace conflict, whether self-core evaluation influences Diversity, whether emotional intelligence influences Diversity, whether Diversity influences workplace conflict, whether self-core evaluation has an influence on workplace conflict with Diversity as a mediator variable, and whether emotional intelligence influences workplace conflict with Diversity as a mediator variable. The results of hypothesis testing can be seen in the results of data processing, as shown in Table 7 below:

Table 7: Hypothesis testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
core self-evaluation -> Conflict at work	-0.103	-0.078	0.127	0.806	0.421
Emotional intelligence -> Conflict at Work	-0.103	-0.118	0.139	0.743	0.458
core self-evaluation -> Diversity	-0.290	-0.236	0.172	1.693	0.091
Emotional intelligence -> Diversity	0.454	0.417	0.215	2.117	0.035

Diversity -> Conflict at work	0.671	0.676	0.063	10.699	0.000
core self-evaluation -> Diversity	-0.195	-0.157	0.114	1.702	0.089
Conflict at work					
Emotional intelligence -> Diversity	-0.305	0.284	0.148	2.052	0.041
Conflict at work					

Source: processed for research (2024)

IV. DISCUSSION

Core self-evaluation does not influence workplace conflicts

Self-evaluation correlates with workplace conflict inversely; a higher core self-evaluation is associated with lower workplace conflict, while a lower core self-evaluation tends to increase conflict. This relationship underscores the critical role of self-perception in conflict dynamics.

The core self-evaluation of lecturers at Universitas Jambi is characterized by a strong locus of control, which reflects the belief that they can manage events in their lives. Emotional stability contributes to this by fostering a sense of security and effective responses to daily events. Self-esteem moderately influences self-assessment, and generalized self-efficacy is seen through the ability of lecturers to succeed in diverse settings. Despite the heightened self-evaluation, it does not directly lead to a reduction in workplace conflict, including relational, task, or process conflicts.

A robust core self-evaluation in lecturers correlates with reduced workplace conflicts. High self-evaluation equips lecturers to effectively manage task conflicts arising from differing opinions, relational conflicts stemming from interpersonal mismatches that could generate negative emotions, and process conflicts due to disagreements on procedural matters.

This study aligns with the findings of Anand and Mishra (2019), who observed that individuals with high core self-evaluation tend to view their workplace more positively, manage conflicts more adeptly, and maintain healthier emotional and attitudinal dispositions. Conversely, those with low core self-evaluation are more susceptible to harmful stimuli and find managing adverse emotions and attitudes challenging. According to Oh (2022), core self-evaluation underpins an individual's intrinsic judgments about self-esteem, value, competence, and abilities. Thus, individuals with high core self-evaluation are less likely to perceive interpersonal conflicts as threatening. This research underscores the profound influence of core self-evaluation on workplace dynamics, particularly in conflict management and emotional regulation.

Emotional intelligence does not influence conflict in the workplace

Contrary to expectations, emotional intelligence does not appear to influence workplace conflict directly. This suggests that high emotional intelligence among lecturers does not inherently escalate the conflict in the workplace, nor does low emotional intelligence necessarily increase it. However, the components of emotional intelligence—such as sensitivity, empathy, decision-making capabilities, and self-discipline—can indirectly mitigate conflict by enhancing interpersonal interactions and understanding.

Lecturers with high emotional intelligence demonstrate several key competencies: Sensitivity and Empathy. They show a profound understanding and consideration for the feelings and perspectives of others, which can defuse potential tensions. Drive and Motivation: They possess the energy and determination to achieve long-term goals, which can contribute to a focused and collaborative work environment. Careful Decision-Making: Their thoughtful, responsible, and diligent decision-making processes ensure that decisions are well-considered and inclusive. Self-Discipline: High self-discipline in lecturers fosters consistency and reliability in their professional conduct. Self-Awareness: They are adept at recognizing and managing their emotions, which prevents personal biases from escalating into conflicts. Influence: The ability to persuasively communicate and align team members towards common objectives can reduce misunderstandings and disagreements. Stress Management: Their capability to maintain composure under pressure helps keep the workplace environment calm and constructive.

The presence of these qualities in lecturers with high emotional intelligence is likely to reduce the occurrence of workplace conflicts, particularly those arising from interpersonal incompatibilities, task-related disagreements, and procedural disputes. Thus, enhancing emotional intelligence among faculty could significantly lower the potential for negative interpersonal emotions and conflicts.

This research aligns with the findings of Fiksenbaum (2014), Hopkins & Yonker (2015), and Schlaegel, Engle, and Lang (2020), which emphasize the critical role of emotions in workplace conflict. Understanding and managing emotions are crucial in conceptualizing and mitigating conflict. Yeh (2018) supports this view, noting that emotionally intelligent employees excel at their jobs and naturally prevent conflict. Although Schlaegel et al. (2020) note that emotional intelligence may not always directly affect specific outcomes, its theoretical and practical relevance remains significant, as it contributes to a better understanding of the dynamics in structural equation modeling influenced by suppression effects.

In summary, while emotional intelligence may not directly reduce workplace conflict, how individuals manage interpersonal dynamics, stress, and decisions is pivotal in creating a harmonious workplace environment.

Core self-evaluation does not influence workplace diversity

Contrary to expectations, our findings suggest that self-evaluation has no positive influence on Diversity in the workplace. Higher levels of self-evaluation among lecturers correlate with lower levels of Diversity. This could be because strong core self-evaluation—characterized by a profound self-assessment, confidence in one's abilities, and a robust ability to manage emotions—may not necessarily foster an appreciation for or integration of Diversity.

Lecturers with high self-evaluation are confident in their capacity to control life events, achieve desired outcomes, and handle emotional regulation effectively. However, this strong sense of self may not translate into greater Diversity within the workplace. Diversity here is considered in terms of gender, age, physical and mental abilities, educational background, religious tolerance, regional origins, experience, parental status, and marital recognition. Thus, a high core self-evaluation might paradoxically lead to less engagement with colleagues' diverse dimensions.

This study aligns with Jada, Jena, and Pattnaik's (2014) research, which defines workplace diversity as recognizing, understanding, accepting, appreciating, and celebrating differences among people across various attributes, including age, class, ethnicity, and physical and mental abilities. Meanwhile, Ghauri, Mansi, and Pandey (2019) suggest that Diversity within an organization leads to achievements at lower organizational levels, indicating the benefits of Diversity. However, they also note that deeper elements of Diversity often remain underexplored in organizational settings.

Overall, while high self-evaluation contributes to individual self-confidence and emotional stability, it appears to have a limited or negative impact on fostering workplace diversity, underscoring the complex dynamics between individual self-perceptions and organizational diversity efforts.

Emotional Intelligence Influences Workplace Diversity

Emotional intelligence positively influences workplace diversity; higher levels of emotional intelligence correlate with greater Diversity. This indicates that the emotional intelligence of a lecturer plays a crucial role in enhancing Diversity within the workplace.

A lecturer's emotional intelligence encompasses several key competencies: self-awareness, recognition of one's emotions, and effective management. Stress Management: Maintaining performance under pressure. Motivation: Demonstrating drive and energy to achieve long-term, challenging goals. Empathy: Exhibiting sensitivity and understanding towards others. Influence: Persuading others to embrace various viewpoints. Decision-Making: Utilizing reason and intuition to make careful, responsible, and considerate decisions.

Through these skills, emotional intelligence can increase the Diversity among lecturers, characterized by differences in gender, age, physical and mental abilities, educational background, geographical location, income, marital status, parental status, religious beliefs, and work experience. Consequently, Diversity at Universitas Jambi is manifested in various forms, such as in the differing performances of male and female lecturers, the impact of age on lecturer performance, and the broad range of physical and mental capabilities, educational backgrounds, and religious tolerances that highlight Diversity within religious communities. Additionally, there is a noticeable regional grouping among lecturers, varied experiences, and an acknowledgment of different marital statuses.

This study supports the findings of Çayak and Eskici (2021), which highlight the critical role of emotional intelligence in managing Diversity effectively. The higher an individual's emotional intelligence, the better they manage their emotions and workplace diversity. According to Jada et al. (2014), emotional intelligence is essential for significantly addressing Diversity in the workplace.

Diversity influences workplace conflict.

Diversity significantly impacts workplace conflict, suggesting increased Diversity can lead to heightened conflict. The Diversity among lecturers at Universitas Jambi is evident in various dimensions, including gender differences, age, physical and mental abilities, educational backgrounds, and religious tolerance. These differences contribute to a richly varied academic environment but also pose challenges. For example, there is notable Diversity in regional origins among lecturers, and a high level of experience is required for the role, adding to the complexity of interactions. The visibility of Diversity is further observed through differences in parental status and marital recognition among faculty members.

This high level of Diversity is associated with increased workplace conflicts, manifesting as relational conflicts characterized by significant friction due to interpersonal incompatibility. Such conflicts can elicit negative interpersonal emotions among lecturers and create tension, impacting task performance. Task conflicts arise from differences in opinion regarding assigned responsibilities and how tasks should be executed within teams or groups. Additionally, process conflicts are prevalent, stemming from divergent views on how work should be completed and tasks achieved. These tensions and disagreements about procedural and administrative aspects of work are pronounced within groups or teams of lecturers.

Research by Ghauri et al. (2019) supports this observation. It indicates that organizations that lack transparency in disclosing Diversity tend to have lower representation and potentially more conflict. Bleaney and Dimico (2017) argue that higher levels of Diversity can exacerbate conflict. Jehn (2014) suggests that Diversity, when not properly managed, is negatively related to performance and positively related to conflict. However, it's also noted that it can reduce conflict and enhance performance in environments where Diversity is well-managed.

This study underscores the complex relationship between diversity and workplace conflict, highlighting the need for effective diversity management strategies to harness the benefits of a diverse workforce while minimizing potential conflicts.

Core self-evaluation does not influence workplace conflict with Diversity as a mediator variable

Self-evaluation does not influence workplace conflict when Diversity is considered a mediator variable; thus, Diversity does not mediate the relationship between self-evaluation and workplace conflict.

Lecturer diversity at Universitas Jambi encompasses both primary Diversity, such as gender differences, age, and physical and mental abilities, and secondary Diversity, which includes a broad educational background, religious tolerance, regional origins, and recognition of marital and parental status. However, these factors do not mediate the impact of core self-evaluation on workplace conflict. Despite the high levels of self-esteem, generalized self-efficacy, locus of control, and emotional stability inherent in core self-evaluation—where lecturers possess a profound self-awareness, confidence in their abilities, and the capacity to control life events—these do not influence the level of conflict experienced in relational, task, or process conflicts.

Reduced conflict due to high core self-evaluation can be observed in several ways: relational conflict decreases with less interpersonal friction and negative emotions, improving cooperation and performance. Task conflict lessens as lecturers become more aware of differing opinions regarding assigned tasks, reducing tensions and disagreements within teams or groups. Process conflict diminishes as differences in opinions on procedural matters are more effectively managed, leading to smoother team interactions and administrative processes.

This study aligns with research by Raja et al., which highlights that individuals with solid core self-evaluations maintain a positive self-view across various situations, perceive themselves as capable and valuable, and believe they can control their lives. Oh (2022) suggests that individuals with high core self-evaluation feel accepted and valued, which makes them less likely to perceive interpersonal conflicts as threats. Conversely, those with low core self-evaluation may view conflicts as more threatening due to their lower self-esteem and emotional stability, potentially exacerbating conflict situations.

This research underscores the importance of core self-evaluation in how individuals perceive and manage workplace conflict and suggests that while Diversity does not serve as a mediator, enhancing core self-evaluation could be a key strategy in reducing workplace conflicts.

Emotional intelligence influences workplace conflict, with Diversity as a mediator variable

Emotional intelligence significantly influences workplace conflict, with Diversity as a mediating variable. This implies that Diversity acts as a bridge between emotional intelligence and workplace conflict. Higher emotional intelligence among lecturers can enhance Diversity, which, in turn, may lead to increased conflict in the workplace.

Emotional intelligence encompasses several key competencies: the ability to understand and manage one's emotions, maintain performance under pressure, and drive oneself toward achieving long-term goals. It also includes the capacity to show sensitivity and empathy towards others, influence and persuade others to accept various views or proposals and make decisions using reason and intuition. Additionally, emotional intelligence involves being careful, responsible, diligent, and considerate in decision-making, associated with trustworthiness and high self-discipline.

An increase in emotional intelligence will likely enhance primary and secondary Diversity. Primary Diversity includes gender, age, and physical and mental abilities, while secondary Diversity covers educational backgrounds, geographical locations, income levels, marital and parental statuses, religious beliefs, and work experience. As Diversity increases, so too does the potential for conflict, evidenced by increased interpersonal friction, disagreements related to work, and conflicts over differing opinions on task completion.

This research aligns with the findings of Jada et al. (2014), who suggest that emotional intelligence is crucial for effectively managing Diversity. Yeh (2018) notes that low emotional intelligence may result in lower involvement in work, whereas high emotional intelligence typically correlates with higher engagement and productivity. Schlaegel et al. (2020) highlight that while studies on emotional intelligence have not consistently demonstrated specific impacts, this remains a critical limitation as it can impede the development of predictive models for work-related attitudes or behaviors.

Overall, this study supports the idea that emotional intelligence enhances individual capabilities and influences the broader dynamics of workplace diversity and conflict.

VI. CONCLUSION AND RECOMMENDATION

This study highlights the nuanced roles of core self-evaluation and emotional intelligence in influencing workplace conflict and Diversity. Our findings reveal that while core self-evaluation does not directly significantly reduce workplace conflict, it contributes positively by enabling individuals to better manage relational and task conflicts through enhanced self-esteem and self-awareness. Individuals with high levels of self-evaluation are equipped to navigate interpersonal disagreements more effectively, although this trait alone does not directly impact Diversity within the workplace.

In contrast, emotional intelligence has a significant and positive effect on managing workplace diversity. It enables individuals to appreciate and understand their colleagues' varied backgrounds and perspectives, fostering an inclusive and harmonious work environment. Furthermore, emotional intelligence is instrumental in mitigating potential conflicts, particularly relational ones, by improving employee emotion management and stress-coping mechanisms.

Additionally, our research confirms that Diversity is crucial in reducing workplace conflicts. A diverse team composition tends to lower conflict by broadening perspectives and enhancing mutual respect among team members. Moreover, Diversity mediates emotional intelligence and workplace conflict, indicating that emotional intelligence can effectively reduce conflict in diverse settings.

These findings underscore the importance of fostering emotional intelligence and promoting organizational Diversity to create a more inclusive, conflict-free workplace. While core self-evaluation benefits individual conflict management, broader organizational strategies should emphasize emotional intelligence development and diversity enhancement to achieve optimal workplace harmony and efficiency.

IMPLICATION

Based on this comprehensive analysis, the following are some of the impacts found in this study, 1) Although core self-evaluation, which is characterized by self-esteem, generalized self-efficacy, locus of control, and emotional stability, does not directly influence workplace conflict, it does play an important role in conflict management. Equipped with a core self-evaluation that tends to view the workplace more positively, manage conflict better, and maintain a healthier emotional disposition. Therefore, promoting positive self-evaluation among lecturers can play an important role in mitigating workplace conflict and promoting a harmonious work environment. 2) Activating emotional intelligence does not directly affect workplace conflict, its components, such as sensitivity, empathy, decision-making ability, and self-discipline, indirectly reduce conflict by increasing interpersonal interaction and understanding. Therefore, increasing emotional intelligence among faculty members can significantly reduce the potential for negative interpersonal emotions and conflict, thereby contributing to a more collaborative and productive work environment. 3) Contrary to expectations, high self-evaluations do not

always promote diversity in the workplace. While this provides individuals with self-confidence and emotional stability, it may not translate into greater appreciation or integration of diversity in the workplace. This underscores the need for organizations to implement diversity management strategies independently of core self-evaluation initiatives to ensure a diverse and inclusive work environment. 4) individuals with higher levels of emotional intelligence are more adept at managing diversity effectively. Emotional intelligence improves sensitivity, empathy, decision making, and influence, contributing to greater acceptance and integration of diversity in the workplace. Therefore, encouraging emotional intelligence development programs can facilitate diversity initiatives and foster a more inclusive organizational culture. 5) greater diversity often accumulates with increasing conflict. While diversity enriches the academic environment by bringing a variety of perspectives and experiences, it also creates challenges related to interpersonal dynamics and differences of opinion. Therefore, organizations must implement effective diversity management strategies to exploit the benefits of diversity while minimizing the potential for conflict. 6) emotional intelligence influences the level of conflict indirectly through its impact on the acceptance and integration of diversity. Organizations must recognize the mediating role of diversity in managing conflict in the workplace and focus on increasing emotional intelligence along with diversity management initiatives to foster a harmonious and inclusive work environment.

By considering this, organizations can develop interventions and strategies that are expected to encourage positive dynamics in the workplace, improve conflict management capabilities, and encourage diversity and inclusion in the academic environment at Jambi University.

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