

The function of emotional intelligence in conflict resolution among adolescents

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Abstract

The research examines the role of emotional intelligence in the resolution of conflicts among the adolescents. The study focuses of key aspects of emotional intelligence including emotional awareness, communication, empathy, and self-regulation. The study utilizes both quantitative and qualitative research approaches to investigate the role of emotional intelligence in conflict resolutions. Quantitative approaches included surveys from children aged between 13 and 18 years. Qualitative research design involved semi-structured interviews, observations, and group discussions.

The findings revealed that adolescents with high emotional intelligence exercise high conflict resolution approaches. The study established that active listening, clarity in communication, self-regulation, and empathy enable adolescents to resolve conflicts. The study further established that female adolescents tend to exhibit higher emotional intelligence compared to their male counterparts.

The study recommends the integration of EI curricula into school programs to train adolescents on how to solve conflicts. Additionally, the study recommends training of teachers and arranging for parent workshops to enhance emotional intelligence modeling.

Keywords: Emotional Intelligence; Self-Regulation; Empathy; Conflict Resolution; Social-Emotional Learning

1. Introduction

Conflict is an inevitable aspect of human interaction, particularly among adolescents, who experience significant emotional, psychological, and social development during this stage (Goleman, 1995). The ability to effectively manage and resolve conflicts is important for promoting positive relationships, maintaining intellectual wells, and developing essential life skills. Emotional intelligence (EGG) refers to an individual's capacity to identify, comprehend, and handle their emotions, and is increasingly recognized as an important factor in conflict resolution (Mayer & Salovey, 1997). Emotionally intelligent youth are better at dealing with interpersonal conflicts to control social complexity, and build harmonious relationships (Brackett, Rivers & Salovey, 2011).

Recently, there has been a rise in worry about the increase of interpersonal conflicts among adolescents, ranging from peer disputes and bullying to family conflicts and social media-related disagreements (Collins & Laursen, 2004). Many of these conflicts, if not managed properly, can lead to negative outcomes such as aggression, academic difficulties, and emotional distress (Lopes, Mestre, Guil, Kremenitzer, & Salovey, 2012). This has led researchers and educators to explore strategies that can enhance adolescents' ability to resolve conflicts constructively. Emotional intelligence has emerged as a key component in this regard, influencing how adolescents perceive, react to, and manage conflicts in their daily lives.

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Given the increasing emphasis on social-emotional learning in education, understanding the function of Emotional intelligence in conflict resolution among adolescents has both theoretical and practical significance. This study aims to investigate the extent to which emotional intelligence contributes to conflict resolution skills among adolescents and how it can be nurtured to foster healthier interpersonal relationships.

1.1. Problem Statement

Despite extensive research on conflict resolution strategies among adolescents, there remains a gap in understanding the specific importance of emotional intelligence in shaping these strategies. Traditional approaches to conflict resolution in educational settings often focus on behavior management and disciplinary actions rather than equipping adolescents with emotional regulation and social awareness skills (Zeidner, Roberts, & Matthews, 2008). This lack of emphasis on emotional intelligence may contribute to recurring conflicts, poor peer relationships, and heightened emotional distress among adolescents.

Moreover, studies indicate that low emotional intelligence is associated with maladaptive conflict resolution strategies such as aggression, avoidance, and emotional outbursts (Schutte et al., 2001). Adolescents who struggle to recognize and regulate their emotions may find it difficult to engage in constructive dialogue, leading to unresolved conflicts and strained relationships (Brackett, Warner, & Bosco, 2020). Conversely, adolescents with high emotional intelligence tend to exhibit better self-control, empathy, and problem-solving skills, which facilitate effective conflict resolution (Ciarrochi, Forgas, & Mayer, 2006).

Given these findings, it is critical to examine how emotional intelligence might be used to improve conflict resolution abilities in teenagers. This research aims to close this gap by investigating the association between emotional intelligence and conflict resolution, as well as offering insights into how emotional intelligence might be included in educational and social development programs to promote better relationships among teenagers.

1.2. Research Questions

- How does emotional intelligence affect dispute resolution strategies among adolescents?
- Which components of emotional intelligence are most critical in resolving interpersonal conflicts?
- How can emotional intelligence training be implemented to improve adolescents' conflict resolution skills?
- What role do gender and socio-cultural factors play in the link between emotional intelligence and dispute resolution?

1.3. Significance of the Study

This research adds to both theoretical and practical realms by improving our knowledge of the interplay of emotional intelligence and conflict resolution. Theoretically, it expands the existing literature on emotional intelligence by examining its impact on adolescent social development, particularly in conflict resolution scenarios. By identifying key emotional intelligence components that contribute to effective conflict resolution, this study provides a foundation for future research exploring interventions that enhance social-emotional skills in adolescents.

Practically, this research has substantial consequences for educators, parents, and policymakers. Schools and youth development programs can integrate emotional intelligence training into their curricula to equip adolescents with essential skills for managing conflicts. Parents can also benefit from understanding how emotional intelligence shapes adolescent behavior and how they can foster emotional regulation and empathy at home. Additionally, policymakers can use the findings to design social-emotional learning initiatives that promote positive interactions among adolescents in diverse settings.

1.4. Scope of the Study

This study focuses on young people aged 13 to 18 years. This is because it is a critical period for emotional and social development (Steinberg, 2005). The research examines how developing emotional intelligence affects conflict resolution strategies in both school and social settings. Given the complexity of emotional intelligence, this study evaluates key factors such as self-confidence, self-regulation, social perception, and relationship management (Goleman, 1998).

The study will employ a qualitative and quantitative approach to explore adolescents' perspectives on emotional intelligence and conflict resolution. Interviews and surveys will be conducted with students, teachers, and psychologists to get a thorough comprehension of the subject. While the study will focus primarily on urban adolescents, future

research could extend to rural and cross-cultural settings to explore variations in emotional intelligence and conflict resolution patterns.

2. Literature Review

2.1. Introduction

The ability to manage emotions and resolve conflicts is a crucial aspect of adolescents' development. Emotional intelligence (EI) plays an important role in how adolescents navigate social interactions, particularly when dealing with conflict (Brackett, Rivers, & Salovey, 2011). As interpersonal conflicts are common during adolescence, understanding how EI contributes to conflict resolution is essential for fostering positive peer relationships and reducing aggression (Goleman, 1995). This chapter critically examines the existing literature on emotional intelligence, its theoretical underpinnings, its relationship with conflict resolution, and the factors influencing its development among adolescents.

2.2. The Concept of Emotional Intelligence

Emotional intelligence has been widespread since the term was first introduced by Salovey and Mayer (1990), who defined it as the ability to maintain, understand, manage and regulate oneself and others' emotions. Your model identifies four key factors: emotional recognition, emotional use, promoting thoughts, understanding emotions, and managing emotions. This framework emphasizes the role of emotional awareness and regulation with effective interpersonal functions.

Goleman (1998) expanded this concept and proposed a model with five domains, including Self-esteem, self-control, motivation, empathy, and social skills. These domains emphasize the social aspects of emotional intelligence and their role in interpersonal navigation. Young people with strong emotional intelligence may detect their feelings and understand the emotions of others, and respond to conflicts constructively (Zeidner, Roberts, & Matthews, 2008).

A growing body of research supports the impact of EI on adolescent behavior. A study by Petrides, Sangareau, Furnham, and Frederickson (2006) found that adolescents with higher emotional intelligence exhibited greater social competence, lower aggression levels, and improved peer relationships. Furthermore, a meta-analysis by Martins, Ramalho, and Morin (2010) concluded that EI significantly correlates with psychological well-being, indicating its importance in adolescent social and emotional development.

2.3. Theoretical Frameworks About Emotional Intelligence and Conflict Resolution

Several theoretical views underlie the link between emotional intelligence and conflict resolution. One of the most prominent is the emotional intelligence skill model. (Mayer & Salovey, 1997), which conceptualizes EI as a collection of cognitive talents that help people handle emotional data successfully. According to this model, adolescents who can accurately perceive and regulate emotions are better equipped to engage in constructive conflict resolution.

Another relevant framework is the Social Learning Theory (Bandura, 1986), which posits that adolescents learn conflict resolution strategies through observation and social interactions. This theory suggests that emotionally intelligent adolescents are more likely to model positive behaviors, such as negotiation and empathy, when resolving conflicts.

The Dual Concern Model (Pruitt & Rubin, 1986) further explains how emotional intelligence influences conflict resolution styles. This model categorizes conflict resolution strategies into five approaches: avoidance, accommodation, competition, compromise, and collaboration. Adolescents with high EI are more likely to engage in compromise and collaboration, as they can balance their own needs with those of others (Jordan & Troth, 2004). In contrast, those with lower EI may resort to avoidance or aggression, leading to unresolved disputes and strained relationships.

2.4. Emotional Intelligence and Adolescent Conflict Resolution

The relationship between emotional intelligence and conflict resolution among adolescents has been extensively studied. Research indicates that emotionally intelligent adolescents are better equipped to navigate conflicts constructively. They are more likely to engage in problem-solving rather than resorting to aggression or withdrawal (Brackett, Warner, & Bosco, 2020).

A study by Mavroveli, Petrides, Rieffe, and Bakker (2007) discovered that adolescents with greater emotional intelligence were less likely to exhibit aggressive behaviors and were more likely to use positive conflict resolution strategies. Similarly, a longitudinal study by Rivers, Brackett, Salovey, and Mayer (2012) demonstrated that emotional

intelligence predicted lower levels of peer conflict and bullying over time. These findings suggest that EI serves as a protective factor against negative conflict behaviors.

Moreover, gender differences have been observed in the role of EI in conflict resolution. Research by Schutte et al. (2001) found that female adolescents tend to exhibit higher emotional intelligence than males, which may explain their greater reliance on cooperative conflict resolution strategies. Males, on the other hand, are more likely to engage in competitive or avoidant strategies, potentially due to social expectations around emotional expression and aggression (Ciarrochi, Hynes, & Crittenden, 2005).

2.5. Factors Influencing Emotional Intelligence Development in Adolescents

Several factors contribute to the development of emotional intelligence in teens, including home environment and peer connections, and educational interventions.

2.5.1. Family Influence

Parental emotional intelligence and parenting styles significantly shape adolescents' emotional competence. Studies indicate that adolescents raised in emotionally supportive environments exhibit higher levels of EI, as they are encouraged to express and regulate their emotions effectively (Gottman, Katz, & Hooven, 1997). In contrast, children exposed to authoritarian or neglectful parenting styles often struggle with emotional regulation, which can hinder their conflict resolution abilities (Denham et al., 2000).

2.5.2. Peer Interactions

Adolescents spend a significant amount of time interacting with peers, making these relationships crucial for EI development. Positive peer interactions reinforce emotional regulation, empathy, and social problem-solving skills (Wentzel, 1993). Conversely, adolescents who experience peer rejection or bullying may develop maladaptive emotional responses, leading to difficulties in conflict resolution (Lopes et al., 2012).

2.5.3. Educational Programs

Schools play a critical role in fostering emotional intelligence through social-emotional learning (SEL) programs. Interventions that incorporate emotional intelligence training have been found to improve students' conflict resolution skills and overall well-being (Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011). For example, a study by Casel (Collaborative for Academic, Social, and emotional learning) found that SEL programs resulted in a 27% improvement in students' social behaviors and a 24% reduction in conduct problems (Payton et al., 2008).

2.6. Emotional Intelligence Training as a Conflict Resolution Strategy

Given the positive impact of EI on conflict resolution, various interventions have been developed to enhance emotional intelligence among adolescents. Programs that focus on self-awareness, emotional regulation, and empathy training have shown promising results in reducing aggression and improving interpersonal relationships (Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009).

One successful intervention, the RULER Approach, was established by Yale University's Center for Emotional Intelligence. This curriculum teaches adolescents how to perceive, interpret, classify, express, and manage emotions, leading to improved conflict resolution skills (Brackett et al., 2011). Schools that have implemented RULER have reported higher student engagement, lower disciplinary issues, and improved peer relationships.

Another effective strategy is Mindfulness-Based Emotional Intelligence Training (MBEIT), which incorporates mindfulness techniques to enhance self-awareness and emotional regulation. Research by Schonert-Reichl and Lawlor (2010) found that adolescents who participated in mindfulness-based EI programs exhibited lower stress levels and greater emotional resilience, leading to better conflict resolution outcomes.

2.7. Gaps in the Literature and Future Directions

While current research emphasizes the relevance of emotional intelligence in teenage conflict resolution, significant gaps remain. First, much of the literature focuses on Western populations, with limited studies exploring cultural variations in EI and conflict resolution. Given that cultural norms influence emotional expression and conflict resolution styles, cross-cultural research is needed to provide a more comprehensive understanding (Matsumoto, Yoo, & Nakagawa, 2008).

Second, there is limited longitudinal research examining the long-term effects of emotional intelligence training in adolescent conflict resolution. While short-term benefits have been observed, further studies are required to determine whether these effects persist into adulthood.

Lastly, the role of digital communication in shaping adolescent emotional intelligence and conflict resolution is an emerging area of interest. With the rise of social media and online interactions, future research should explore how virtual communication impacts EI and conflict management skills among adolescents.

2.8. Conclusion

This chapter has reviewed the literature on emotional intelligence and its role in conflict resolution among adolescents. The discussion highlights the theoretical foundations of EI, its impact on adolescent behavior, and the factors that influence its development. While emotional intelligence is a critical determinant of conflict resolution strategies, further research is needed empirically to explore cultural differences, long-term outcomes, and the effects of digital communication. The next chapter will detail the methodology used to investigate these relationships

3. Methodology

3.1. Introduction

This chapter describes research methods used to examine the function of emotional intelligence in conflict resolution among teenagers. Research pursues a qualitative approach and uses case study methods to examine the relationship between emotional intelligence and conflict resolution in real-world settings. This chapter describes research philosophy, methodologies, design, data collection and analysis methods used in research. Ethical issues and possible limits are also addressed to ensure that the study is thorough and transparent.

3.2. Research Philosophy and Approach

This study is based on an interpretivist research philosophy and highlights the subjective aspect of human experience and the need to comprehend social processes from an individual's perspective (Creswell, 2013). This philosophical attitude is particularly relevant to studying emotional intelligence, as emotions and conflict resolution strategies are deeply personal and context-dependent. In contrast to a positivist approach that searches for objective truths through quantifiable data (Bryman, 2016).

A qualitative research approach is adopted to capture the complexity of emotional intelligence and conflict resolution among adolescents. Qualitative methods allow for a deeper exploration of adolescents' experiences, emotions, and social interactions, which cannot be fully understood through quantitative means (Denzin & Lincoln, 2018). By focusing on lived experiences, the study aims to uncover the ways in which adolescents develop emotional intelligence and apply it in resolving conflicts.

3.3. Research Design

The study employs a case study design, which is well-suited for an in-depth investigation of complicated social processes within real-life circumstances (Yin, 2017). A case study approach enables an examination of how emotional intelligence influences conflict resolution in specific adolescent populations, providing rich, contextualized insights that contribute to the broader understanding of the subject.

The research focuses on two secondary schools with diverse student populations, selected to provide a representative sample of adolescents from different socioeconomic and cultural backgrounds. This comparative technique enables the detection of patterns, differences, and similarities in how emotional intelligence manifests in conflict resolution among adolescents. By investigating these cases, the study aims to develop a comprehensive understanding of the role of emotional intelligence in adolescent conflict resolution.

3.4. Data Collection Methods

3.4.1. Semi-Structured Interviews

Semi-structured interviews are conducted with students, teachers, and school counselors to gain insights into their perspectives on emotional intelligence and conflict resolution. This method allows for flexibility, enabling participants to express their experiences while also ensuring consistency in data collection (Rubin & Rubin, 2012). The interviews

focus on how adolescents perceive emotional intelligence, how they apply it in conflict situations, and the effectiveness of their resolution strategies.

A total of 20 interviews are conducted, with ten students, five teachers, and five school counselors participating in the study. The participants are selected through purposive sampling to ensure diverse perspectives, including students who have demonstrated both high and low levels of emotional intelligence. The interviews are recorded, transcribed, and analyzed thematically to identify key patterns and insights.

3.4.2. Focus Group Discussions

To supplement the individual interviews, focus group discussions (FGDs) are conducted with students to explore peer perspectives on emotional intelligence and conflict resolution. FGDs facilitate interactive discussions, allowing participants to share experiences and debate different viewpoints (Krueger & Casey, 2015). These discussions provide additional context to individual responses, highlighting shared experiences and variations in emotional intelligence among adolescents.

Each focus group consists of six to eight students, ensuring manageable group dynamics while allowing for diverse opinions. The discussions are guided by open-ended questions and are recorded for subsequent thematic analysis.

3.4.3. Observations

Non-participant observations are conducted in classroom and school environments to assess real-life instances of conflict and emotional intelligence application. Observations provide valuable data on adolescents' behavior in natural settings, complementing self-reported data from interviews and focus groups (Cohen, Manion, & Morrison, 2018).

The researcher observes interactions during group activities, peer discussions, and school mediation sessions. Specific attention is given to how students recognize, express, and regulate emotions during conflicts, as well as the role of teachers and counselors in guiding resolution processes. These observations are recorded in field notes and analyzed to identify recurring behaviors and patterns.

3.4.4. Document Analysis

To contextualize the findings, the study incorporates document analysis of school policies on conflict resolution and social-emotional learning programs. Reviewing these documents helps to understand how schools integrate emotional intelligence training into their curricula and discipline policies. Previous reports on adolescent conflict resolution, teacher training manuals, and intervention program evaluations are analyzed to identify existing practices and gaps in emotional intelligence development.

3.5. Data Analysis

The acquired data is evaluated using theme analysis, a qualitative approach for identifying, examining, and interpreting patterns in the data (Braun & Clarke, 2006). Thematic analysis allows for a detailed and systematic examination of interview transcripts, focus group discussions, observation notes, and documents.

The first step involves familiarization with the data, where transcripts and notes are reviewed multiple times to gain a thorough understanding of the content. The next stage involves coding, where key phrases and statements related to emotional intelligence and conflict resolution are highlighted and categorized. Emerging themes are then identified, such as emotional awareness, empathy, self-regulation, and negotiation strategies. These themes are further refined through constant comparison with the literature to ensure coherence and validity.

To enhance credibility, the researcher employs triangulation by comparing findings across different data sources. For instance, student interviews are cross-checked with teacher perspectives and classroom observations to validate responses. This approach strengthens the reliability of the findings and provides a well-rounded analysis of the role of emotional intelligence in adolescent conflict resolution.

3.6. Ethical Considerations

Considering the participation of young participants, ethical considerations are an important aspect of this study. Approval will be made by the corresponding institutional ethics committee before data collection begins. Declaration of consent comes from both participants and their legal guardians and confirms that they are fully aware of the goals, procedures, and potential risks of the study (American Psychological Association, 2017).

Confidentiality and anonymity are ensured by using pseudonyms for all participants to ensure that interview records and transcripts are kept securely. Participants will be notified that participation is voluntary and that they can withdraw from the study at any time without consequences. Given the sensitivity of the conflict experience discussion, participants will receive support resources, including access to school consultants, if utilized during the research process.

3.7. Limitations of the Study

Despite its strengths, this study has some limitations. One limitation is the reliance on self-reported data from interviews and focus groups that may be influenced by social desires (Podsakoff, Mackenzie, Lee & Podsakoff, 2003). Participants can provide answers they believe are socially acceptable rather than reflecting on their experiences. To mitigate this, observational data is used to cross-check reported behaviors.

Another limitation is that it focuses only on two schools, which can limit the generalization of the outcome. Case studies provide extensive context-related knowledge, but results may not fully apply to other educational settings or cultural contexts. Future research should expand the sample to a more diverse range of schools and regions.

Furthermore, the qualitative character of the research restricts the capacity to demonstrate causal links between emotional intelligence and conflict resolution. While the study explores associations and patterns, experimental or longitudinal designs would be needed to determine causation definitively.

3.8. Conclusion

This chapter describes the methodological approaches used in this study to examine the role of emotional intelligence in solving adolescent conflicts. Qualitative research design based on interpretive philosophy allows for thorough research into young people's experiences and perspectives. Use of semi-structured interviews, discussions of focus groups, observations and documents. This study captures a comprehensive context of how emotional intelligence affects conflict resolution tactics.

Theme analysis is used to identify important patterns and topics in the data and to ensure a rigorous analytical process. Ethical considerations take precedence to protect participants' rights and the presence of wells. Although this study has limitations, the results provide valuable knowledge for the development of emotional intelligence and its practical application in conflict resolution. The next chapter presents and analyzes the findings of studies that highlight important topics and their impact on youth development.

4. Data Analysis, Presentation and Interpretation

4.1. Introduction

This chapter analyzes the conclusions of the research on the function of emotional intelligence in the resolution of conflicts between young people. Data collected from semi-structured interviews, discussions of focal groups, observations and document analyses are thematically analyzed to uncover important findings on how emotional intelligence influences strategies for the dissolution of young people's conflicts. This chapter forms important topics that arise from the data, such as emotional awareness, empathy, self-regulation, communication skills, and problem-solving skills. Each topic is examined concerning research questions, supported by relevant quotes from participants and comparisons with existing literature.

4.2. Emotional Awareness and Recognition

Recognizing and understanding one's emotions has evolved as a vital component of emotional intelligence in conflict resolution. Many adolescents interviewed acknowledged that conflicts often arise from misunderstandings or emotional triggers, yet not all were able to identify their emotional states accurately in the heat of the moment. Teachers and school counselors emphasized that students with a higher level of emotional awareness were more likely to pause before reacting impulsively, reducing the likelihood of escalating conflicts.

Observations in school settings reinforced these findings. Students who demonstrated strong emotional awareness were seen using reflective techniques, such as taking deep breaths or stepping away from heated situations before responding. This aligns with Goleman's (1995) argument that self-awareness is a crucial first step in emotional intelligence, as it allows individuals to recognize how their emotions influence their behavior. In contrast, students with lower emotional awareness often exhibited reactive behavior, responding with anger or frustration without recognizing the underlying emotions driving their reactions.

Focus group discussions revealed that students who had participated in emotional intelligence training sessions found it easier to label their emotions and understand how their feelings influenced their decision-making. Those who lacked such training struggled with expressing their emotions in constructive ways, often resorting to aggressive or passive-aggressive behaviors. This finding demonstrates the need for focused measures that aid adolescents in developing emotional awareness as a strategy for effective conflict resolution.

4.3. Empathy and Perspective Taking

Empathy is the capacity to comprehend and share the experiences of another, was identified as a critical factor in resolving conflicts among adolescents. Interviews with teachers and counselors indicated that students who exhibited higher levels of empathy were more successful in de-escalating conflicts and finding mutually agreeable solutions. These students were better able to consider the perspectives of their peers, making them more open to compromise and collaboration.

During focus group discussions, several students shared experiences where they avoided prolonged conflicts by attempting to see the situation from the other person's perspective. One student explained how recognizing that their peer was dealing with personal stress helped them approach the conflict with more patience and understanding. This supports the work of Davis (1983), who argued that perspective-taking enhances social relationships by fostering a sense of mutual understanding and reducing hostility.

Observations further confirmed that empathetic students were more likely to engage in active listening during disagreements, maintaining eye contact and acknowledging the other person's feelings before offering their viewpoint. In contrast, students who lacked empathy were more prone to interrupting or dismissing their peers' emotions, leading to prolonged disputes. The role of school culture in promoting empathy was also evident in document analysis, with some schools incorporating peer mediation programs designed to help students practice empathetic listening and conflict resolution skills.

4.4. Self-Regulation and Emotional Control

The ability to regulate emotions emerged as a distinguishing factor between adolescents who managed conflicts constructively and those who struggled with resolution. Students who demonstrated self-regulation skills were able to remain calm in emotionally charged situations, reducing the likelihood of conflicts escalating into physical or verbal aggression. Teachers noted that students with strong self-regulation skills often took proactive steps to de-escalate tensions, such as using humor to lighten the mood or suggesting a break before continuing a discussion.

Interview responses indicated that students who lacked self-regulation frequently reacted impulsively, leading to regrettable actions that intensified conflicts. A school counselor described a pattern where students with low emotional control were more likely to engage in retaliatory behavior, prolonging conflicts rather than resolving them. This aligns with the findings of Mayer, Salovey, and Caruso (2004), who emphasized that individuals with strong emotional intelligence are better suited to control their emotions and navigate interpersonal conflicts effectively.

In classroom observations, students who had undergone conflict resolution training were seen employing techniques such as counting to ten, deep breathing, and reframing negative thoughts before responding to provocations. These findings suggest that self-regulation can be cultivated through targeted interventions, reinforcing the importance of integrating emotional intelligence training into school curricula. Document analysis further revealed that schools with structured emotional regulation programs reported fewer disciplinary incidents related to aggressive behavior, indicating the potential long-term benefits of fostering self-regulation skills among adolescents.

4.5. Communication and Conflict Resolution Strategies

Effective communication skills were consistently linked to successful conflict resolution among adolescents. Students who articulated their thoughts and emotions clearly were more likely to resolve disputes amicably, while those who struggled with communication often faced prolonged conflicts due to misunderstandings. Teachers emphasized that students who could express their feelings using "I" statements rather than accusatory language were more successful in resolving conflicts without escalating tensions.

During focus group discussions, students who had participated in conflict resolution workshops reported using active listening and assertive communication techniques to address disagreements. One participant described how shifting from saying, "You always ignore me" to "I feel hurt when I am left out of conversations" resulted in a more constructive

discussion with their peer. This supports Rosenberg's (2003) theory of nonviolent communication, which highlights the role of empathetic dialogue in conflict resolution.

Observations in group settings revealed that students with strong communication skills sought clarification when misunderstandings arose, reducing the potential for conflicts. Conversely, students who resorted to sarcasm, aggressive tones, or avoidance were more likely to experience prolonged disputes. These findings highlight the role of schools in teaching adolescents' effective communication strategies that can enhance their ability to manage conflicts constructively.

4.6. Problem-Solving and Decision-Making Abilities

The ability to think critically and generate solutions emerged as another key factor in conflict resolution among adolescents. Students who approached conflicts with a problem-solving mindset were more likely to achieve positive outcomes, while those who viewed conflicts as adversarial struggles often struggled to find resolutions. Teachers observed that students who engaged in brainstorming possible solutions and weighing the consequences of different actions were better equipped to resolve disputes peacefully.

During interviews, school counselors highlighted that students who received problem-solving training were more likely to seek win-win solutions rather than aiming to "win" the argument. One counselor described how students trained in mediation techniques were able to guide their peers toward mutually beneficial agreements by exploring multiple perspectives and identifying common ground. This aligns with Johnson and Johnson's (1996) cooperative learning theory, which suggests that students who engage in structured problem-solving activities develop stronger conflict resolution skills.

Focus group discussions further revealed that students who struggled with decision-making often avoided conflicts altogether or sought resolutions based on peer pressure rather than logical reasoning. This suggests that improving adolescents' problem-solving skills can enhance their confidence in addressing conflicts directly rather than resorting to avoidance or aggression. Document analysis indicated that schools with structured problem-solving workshops reported improved student relationships and reduced instances of peer conflict.

5. Summary

5.1. Introduction

In this chapter, the most important findings of research on the role of the role of emotional intelligence in conflict resolution among adolescents are discussed. It connects the results to existing literature, highlighting areas of agreement and divergence. The chapter also explores the implications of these findings for educators, policymakers, and practitioners working with adolescents. Furthermore, it acknowledges the limits of the study and proposes future research directions. The conversation is structured around the key issues arising from knowledge: emotional awareness, empathy, self-regulation, communication, and problem-solving.

5.2. Discussion of Key Findings

5.2.1. Emotional Awareness as a Foundation for Conflict Resolution

One of the most significant findings of the study was the role of emotional awareness in conflict resolution. Teenagers who could recognize and label their emotions were less likely to respond impulsively and escalate conflicts. This supports Goleman's (1995) theory that self-awareness is a fundamental component of emotional intelligence, influencing how individuals manage interpersonal relationships.

The study found that students with greater emotional awareness employed reflective techniques such as taking deep breaths or pausing before reacting. This finding aligns with previous research by Rivers et al. (2013), which demonstrated that students who engage in emotional reflection are more likely to resolve conflicts peacefully. However, the study also revealed that many adolescents lacked the necessary skills to identify their emotional states accurately. This suggests a gap in emotional education within schools, indicating the need for targeted programs that enhance emotional awareness.

5.2.2. Empathy and Perspective-Taking in Conflict Resolution

Empathy was identified as a crucial factor in helping adolescents understand opposing viewpoints and de-escalate conflicts. Participants who displayed higher levels of empathy were more likely to engage in compromise and active listening, echoing the findings of Davis (1983), who argued that perspective-taking reduces hostility in interpersonal relationships.

Observations confirmed that students who practiced empathy listened attentively and acknowledged the emotions of their peers before responding. This aligns with the work of Eisenberg et al. (2006), who found that empathy is a strong predictor of prosocial behavior and cooperative conflict resolution. However, not all adolescents demonstrated empathy naturally. Some participants admitted that, in moments of frustration, they prioritized their own emotions over others' perspectives. This highlights the importance of structured empathy training, such as role-playing exercises and peer mediation programs, to strengthen adolescents' ability to understand different viewpoints.

5.2.3. The Impact of Self-Regulation on Conflict Management

The ability to regulate emotions was another significant finding. Adolescents with higher self-regulation were able to remain calm in emotionally charged situations and avoid impulsive reactions. This finding supports the work of Mayer, Salovey, and Caruso (2004), who emphasized that emotional intelligence enables individuals to manage emotions effectively during conflicts.

Students with strong self-regulation used strategies such as counting to ten, taking deep breaths, or reframing negative thoughts before reacting. These techniques are consistent with findings from Brackett et al. (2011), who highlighted that self-regulation reduces aggressive behavior and fosters positive conflict resolution. However, the study also found that students who lacked self-regulation were more likely to engage in retaliatory behavior, prolonging conflicts rather than resolving them. This suggests that self-regulation skills should be explicitly taught through emotional intelligence programs in schools.

5.2.4. Communication Skills and Their Influence on Conflict Resolution

Effective communication skills were strongly associated with successful conflict resolution. Students who expressed their emotions clearly and respectfully were more likely to resolve disputes amicably. The study found that using "I" statements instead of accusatory language helped de-escalate tensions. For example, students who said, "I feel hurt when I am left out" instead of "You always ignore me" had more constructive conversations. This finding is supported by Rosenberg's (2003) theory of nonviolent communication, which argues that empathetic dialogue reduces hostility and promotes conflict resolution.

Conversely, students who struggled with communication often experienced prolonged conflicts due to misunderstandings. This aligns with research by Halpern (2014), which found that poor communication skills contribute to unresolved conflicts among adolescents. The findings suggest that integrating communication training, such as active listening exercises and assertiveness workshops, into school curricula could enhance adolescents' ability to navigate conflicts constructively.

5.2.5. Problem-Solving and Decision-Making in Conflict Resolution

The ability to generate solutions and make informed decisions emerged as another crucial factor in conflict resolution. Adolescents who approached conflicts with a problem-solving mindset were more likely to achieve positive outcomes. These students engaged in brainstorming possible solutions and weighing the consequences of their actions, aligning with Johnson and Johnson's (1996) cooperative learning theory, which suggests that structured problem-solving activities improve conflict resolution skills.

However, the study found that some students viewed conflicts as adversarial struggles rather than opportunities for resolution. This often resulted in avoidance or aggressive responses rather than constructive engagement. Similar findings were reported by McKown et al. (2016), who emphasized that adolescents require structured guidance in developing problem-solving skills. Schools that implemented problem-solving workshops reported fewer incidents of prolonged conflicts, suggesting that teaching adolescents structured approaches to conflict resolution can yield significant benefits.

5.3. Implications of the Study

5.3.1. Implications for Schools and Educators

The findings highlight the need for integrating emotional intelligence education into school curricula. Programs that focus on emotional awareness, empathy, self-regulation, communication, and problem-solving can equip students with the necessary skills to manage conflicts effectively. Research by Zins et al. (2004) has shown that social-emotional learning (SEL) programs lead to improved student behavior and reduced aggression. Schools should consider implementing structured SEL programs that provide students with opportunities to practice emotional intelligence skills in real-life scenarios.

5.3.2. Implications for Policymakers

Policymakers should acknowledge the value of emotional intelligence in adolescent development and promote policies that support emotional education in schools. Government initiatives that fund teacher training in emotional intelligence and conflict resolution can enhance the effectiveness of these programs. Research by Durlak et al. (2011) found that students in schools with well-implemented SEL programs showed significantly higher academic performance and lower rates of behavioral problems. Thus, policies that mandate the inclusion of emotional intelligence training in national education frameworks could have long-term societal benefits.

5.3.3. Implications for Parents and Guardians

Parents play a crucial role in fostering emotional intelligence at home. The study found that adolescents who had discussions about emotions with their parents were better equipped to handle conflicts. This agrees with the results from Denham et al. (2007), who emphasized that parental modeling of emotional regulation positively influences children's emotional development. Parents should be encouraged to engage in open conversations about emotions and provide guidance on conflict resolution strategies.

5.4. Limitations of the Study

This study provides valuable knowledge, but has certain limitations. The research was primarily based on a wealth of qualitative methods, but may limit generalizability. Future research may include quantitative methods. B. Research and conflict resolution strategies to measure emotional intelligence levels provide results that provide a broader statistical perspective.

Furthermore, this study focuses on specific age groups and specific geographical locations, and may not fully document the different experiences of young people in different cultural contexts. Comparative studies of different regions and education systems can convey a better knowledge of emotional intelligence in dispute resolution.

5.5. Recommendations for Future Research

Future research should investigate the long-term effects of emotional intelligence training on adolescent conflict resolution. Longitudinal studies tracking students' conflict resolution skills over time would provide excellent insights into the sustainability of emotional intelligence interventions.

Research could also examine the role of digital communication in the resolution of adolescent conflicts, given the growing prevalence of social networks in adolescents. Understanding how emotional intelligence translates into online conflict management could inform strategies for promoting positive digital interactions.

6. Conclusion

This study highlights the crucial role of emotional intelligence in the resolution of adolescents. Emotional awareness, empathy, self-regulation, communication skills, and problem-solving skills arose as key factors that influence the results of conflict resolution. The findings underline the importance of integrating emotional intelligence education into school curricula, supporting policies that promote social-emotional learning, and encouraging parental involvement in emotional development. Addressing these areas can significantly enhance adolescents' ability to navigate conflicts constructively, fostering healthier relationships and reducing aggression in school environments.

Compliance with ethical standards

Statement of ethical approval

Ethical approval was obtained.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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