

The Role of Emotional Intelligence in Conflict Resolution in Personal Relationships of Young Adults

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ABSTRACT

This study examines the relationship between emotional intelligence (EI) and conflict resolution styles among young adults in the Delhi-NCR region. Utilizing the Wong and Law Emotional Intelligence Scale (WLEIS) and the Thomas-Kilmann Conflict Mode Instrument (TKI), Pearson's correlation was applied to assess associations between EI and five conflict management styles. Unlike previous research suggesting a positive link between EI and collaborative or compromising styles, this study found no significant correlation between overall EI and any specific conflict resolution approach. However, a notable negative correlation was observed between the competing style and the other four styles, indicating that individuals favoring a dominant approach are less likely to use cooperative methods. These findings imply that EI alone may not reliably predict conflict resolution behavior and that its impact may vary based on cultural, interpersonal, and developmental contexts. The study highlights the need to explore individual EI components, consider mediating factors, and employ longitudinal or mixed-method designs in future research.

Keywords: *Emotional Intelligence, Conflict Resolution Styles, Young Adults, Personal Relationships, Wong and Law Emotional Intelligence Scale (WLEIS), Thomas-Kilmann Conflict Mode Instrument (TKI), Interpersonal Dynamics, Communication, Cultural Norms*

Human experience is based on personal connections, which provide vital closeness, support, and a feeling of community (Baumeister & Leary, 1995). These interactions, including romantic relationships, friendships, and familial ties, usually face unique challenges and disputes for young people, a developmental stage marked by significant changes in schooling, profession, and identity construction (Arnett, 2000). Positive conflict management skills are essential for relationship happiness, personal health, and general social adjustment at this crucial time of life (Berscheid & Reis, 1998). The significance of emotional awareness (EI) as a key component in the successful settlement of disputes in young adults' interpersonal interactions is examined in this research.

Differing wants, ideals, or goals give rise to conflict, an inevitable aspect of interpersonal dynamics (Deutsch, 1973). Ineffective conflict resolution techniques can lead to marital unhappiness, discontent, and even disintegration, even if conflict can be a driving force for

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development and greater understanding (Gottman, 1999). Therefore, it is crucial to understand the elements that promote positive conflict resolution, particularly in the setting of young adulthood, when relationship patterns are usually developing.

The complicated concept of emotional intelligence offers a useful lens through which to examine this process. "The ability to monitor one's own and others' emotions and sensations, to discriminate among them, and to use this data to guide one's thinking and actions" (p. 189) was the initial definition of emotional intelligence given by Salovey and Mayer (1990). This definition emphasizes the basic elements of emotional intelligence, which include the ability to perceive, understand, control, and use emotions. The importance of awareness of oneself, self-regulation, drive, compassion, and social abilities in effectively coping with social and emotional settings was further highlighted by subsequent models, such as Goleman's 1995 widely accepted framework.

Psychological Theories Supporting Emotional Intelligence's Function in Conflict Resolution: Many psychological theories provide a solid foundation for understanding the relationship between Emotional Intelligence and conflict resolution.

According to the social exchange theory, individuals engage in relationships by weighing the costs and benefits of doing so in order to maximize benefits and reduce expenses (Thibaut and Kelley, 1959). In conflict situations, people with high EI may be particularly good at expressing their needs clearly (social skills), controlling their own unpleasant feelings (self-regulation), and comprehending the perspective of others (empathy), which increases perceived advantages and reduces the costs associated with the conflict. Both partners may benefit more from this, and relationship satisfaction may rise as a result.

Attachment Theory: According to Bowlby (1969), attachment theory emphasizes how important early experiences are in shaping people's internal working models for relationships. According to Mikulincer and Shaver (2007), people with stable attachments, who are often characterized by improved emotional control and empathy, typically approach conflict with more trust and a willingness to compromise. On the other hand, those with insecure styles of attachment could be more emotionally reactive and use less successful techniques for resolving conflicts. By enabling people to manage their concerns and engage in more adapt conflict behaviors, emotional intelligence may be able to mitigate the impacts of insecure attachment.

Cognitive Appraisal idea of Emotion: According to this idea, our cognitive assessments or appraisals of events have an impact on our emotional responses to them (Lazarus, 1991). The ability to effectively evaluate one's own feelings as well as those of others is demonstrated by those with higher emotional intelligence. A more comprehensive understanding of the conflict situation is made possible by this accurate assessment, which also encourages more thoughtful and productive answers rather than impulsive or emotionally charged ones. For example, acknowledging that a partner's annoyance stems from work-related stress rather than personal animosity might lead to a more sympathetic and solution-focused approach to the dispute.

Young adulthood, which roughly spans from your teens through the early twenties (Arnett, 2000), is a developmental stage that offers a unique set of possibilities and difficulties that have a significant impact on the dynamics of connections between individuals and the conflict that arises within them. Significant changes in a number of areas of life, such as

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schooling, job exploration, growth of identity, and the establishment of more enduring close connections, characterize this period. These changes sometimes bring with them new tensions and opportunities for conflict in interpersonal interactions.

Managing autonomy as well as interdependence in relationships is one of the main traits of young adulthood. Young adults want closeness and deep ties with friends and love partners as they seek more independence from their relatives of origin. This cautious balance may be a significant source of as people balance their own needs for independence with their desire for intimacy and shared experiences, conflict results. In this negotiation, emotional intelligence is essential. While self-awareness enables young people to understand their own needs for autonomy and connection, empathy enables them to understand their partner's perspective on these issues. Effective communication skills, an essential aspect of EI, encourage open and sincere discussions about these often-competing needs, creating opportunities for mutually agreeable compromises and decreasing the chances of conflict escalation.

Furthermore, young adulthood is a time of intense identity development (Erikson, 1968). People struggle with questions about their identity, beliefs, and goals for the future. These personal identity discoveries may overlap as they develop closer ties, perhaps leading to disputes because of divergent values, views, and life pathways. By fostering tolerance for different viewpoints (social awareness), the capacity to control emotional reactions to what they perceive as threats to their one's identity (self-regulation), as well as the capacity to express their changing sense of self in a way that fosters understanding rather than defensiveness (self-expression), emotional intelligence can help young adults manage these identity-related conflicts.

The formation of committed love partnerships is yet another characteristic that distinguishes young adulthood. These intimate alliances often include a greater level of dependency and dedication than in previous ones, which can also lead to more complex and sometimes intense disagreements. Issues pertaining to closeness, dedication, common goals, money, and task distribution may be contentious. In order to overcome these relational barriers, emotional intelligence is very important. Key components of emotional intelligence (EI) that support the success and longevity of marriages among young adults include the ability to understand a partner's desires (empathy), control one's emotions during relational stress (self-regulation), effectively communicate emotions and needs (social skills), and settle conflicts in a way that improves the relationship (relationship management).

Young adulthood also brings about changes in friendships. Although friendships are usually a major source of community support, they can sometimes become strained as a result of changing priorities, changing living circumstances, or miscommunications between people. By helping young adults to effectively handle these disputes, emotional intelligence contributes to the maintenance of positive connections. Self-regulation helps control emotional reactions, empathy helps one comprehend a friend's point of view during arguments, and social skills promote candid dialogue and the finding of compromises that maintain the connection.

During young adulthood, connections to family members also change. Conflicts over parental expectations, divergent ideals, or the redefining of family roles may arise when people strive for greater independence. Emotional intelligence can aid in negotiating these intergenerational disputes by fostering knowledge of diverse views, moderating emotional

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response during interactions with relatives, and conveying one's demands and limits in an authoritative yet polite manner.

Furthermore, young adults nowadays manage their relationships in a complex sociocultural environment that is often impacted by digital communication and social media. These platforms have the potential to foster connections while also opening up new avenues for disputes, such as miscommunications resulting from written correspondence or relationship uneasiness brought on by social comparison.

Additionally, the process of developing emotional intelligence throughout adolescence and early adulthood is dynamic. The development of emotional intelligence (EI) abilities can be significantly impacted by experiences in interpersonal interactions, especially the resolution of disputes. While unpleasant or unresolved disputes can hinder emotional development and lead to less effective dispute resolution habits in the future, beneficial and helpful conflict resolution encounters can foster increased empathy, self-awareness, and social skills. This emphasises how conflict resolution and emotional intelligence are mutually reinforcing in the context of relationships among young adults.

Across a range of age groups and relationship types, several research have demonstrated a positive correlation between higher emotional intelligence and improved relationship satisfaction (Bradbury and Fincham, 2005; Gottman and Silver, 1994; Schutte et al., 1998). According to these findings, those who possess greater emotional intelligence are more likely to have satisfying and happy relationships. This association might be explained by a number of ways. People who have higher levels of empathy, for example, could be more perceptive of their partner's wants and feelings, which fosters a stronger sense of connection and understanding. Strong self-regulation skills can also prevent unpleasant and impulsive behaviors that could harm relationships. Strong social skills promote constructive dialogue and improve one's capacity to manage conflict with others, which both increase relationship happiness in general.

The connection between conflict resolution techniques and emotional intelligence has also been studied. According to studies, people with more emotional intelligence are less likely to use destructive conflict resolution techniques like avoidance, violence, or manipulation and are more likely to use positive ones like cooperation and compromise (Brackett et al., 2005; Mayer et al., 2003; Rahim, 2001). One study, for example, found that those who scored higher on an emotional intelligence test said they used more integrating and compromise conflict approaches in their relationships (Brackett et al., 2005). These findings suggest that emotional intelligence gives people the tools they need to resolve conflicts in a way that is more relationship-focused and adaptable.

This dissertation will focus on the following important factors in order to fully examine how emotional intelligence plays a part in resolving conflicts in young adults' interpersonal relationships:

Emotional Intellect (Independent Variable): According to Salovey and Mayer (1990), emotional intelligence is the primary separate variable in this study and is defined as the capacity to recognize, comprehend, control, and make use of emotions. According to accepted theories of emotional intelligence, this research will probably assess a number of emotional intelligence components, such as self-awareness, self-regulation, social awareness (empathy), and relationship management (social skills).

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The methodology chapter will provide further details on the technique and assessment instruments that will be used to establish the exact measurement of emotional intelligence. It is important to recognize that there are several theories and assessments of emotional intelligence (e.g., ability-based vs. trait-based), and that the precise features of EI being examined will change depending on the technique used.

Conflict Management (Dependent Variable): The processes and outcomes related to addressing and resolving conflicts in young adults' interpersonal interactions will be the subject of conflict resolution as the dependent variable. The effectiveness of conflict settlement, which may be interpreted in a number of ways, is probably going to be the focus of this study.

Effectiveness of Resolution

Positive Approaches to Resolving Conflicts Negative Reported Conflict Resolution Style and Conflict Resolution Behaviors. The methodology chapter will also cover the evaluation of conflict resolution, which, based on the research design, may entail partner reports, self-report surveys, or observation techniques. The target demographic for this study is young adults, who are often defined as those between the ages of 18 and 29 (Arnett, 2000). This developmental stage is crucial for examining the relationship between mental agility and conflict resolution since it is characterized by the particular transitions and relational difficulties previously mentioned. In the technique chapter, the precise age range for research participation will be outlined.

Building a thorough and significant investigation into the function of emotional competency in resolving conflicts in young adults' interpersonal relationships requires an understanding of these crucial factors as well as how they will be operationalized and assessed.

By examining the relationship among emotional intelligence and successful negotiation in this particular population, examining the relative roles of different EI components, and accounting for the potential impact of contextual factors, this dissertation seeks to close these gaps. In the end, a deeper comprehension of this relationship has important ramifications for developing educational initiatives and interventions targeted at enhancing young adults' emotional intelligence and developing stronger, more resilient interpersonal bonds, which will support their general wellbeing and socialization during this critical life stage. The study findings and the technique utilised to investigate these correlations experimentally are presented in the next chapters.

LITERATURE REVIEW

Together, the reviewed research demonstrate the critical role that emotional intelligence (EI) plays in managing relationships with people, particularly when it comes to conflict resolution, across a range of demographics and situations. (Pandey et al. 2015) found that higher EI among working professionals was associated with an avoidance-focused conflict resolution approach, while other characteristics including gender, age, and level of expertise also affected results. Specifically, they observed that whilst males tended to choose avoidance, women had higher EI and used a variety of conflict techniques. Certain emotional intelligence (EI) abilities, such impulse control, social responsibility, and problem-solving, have been linked to successful conflict resolution in the workplace (Hopkins and Yonker 2015). By extending this research to adult dating settings, (Monteiro and Balogun 2015) revealed gender differences in conflict patterns in reaction to violent and nonviolent events

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and highlighted the mediation role of emotional intelligence (EI) in promoting cooperation and compromise.

According to an analysis of teachers by Valente and Lourenço (2020), higher EI predicted the use of integrate and compromising conflict resolution techniques in classroom settings. Strangely, (Moeller and Kwantes 2015) found a complex relationship in which EI may sometimes strengthen the link between aggressive conflict impulses and behaviors, casting doubt on the idea that EI is only prosocial in conflict. According to research by Rafique et al. (2020) and Klinkosz et al. (2021), there is a positive correlation between emotional intelligence (EI) and interpersonal competence, which includes the ability to resolve conflicts, among college students. This suggests that EI plays a role in promoting constructive social interactions. Further supporting the importance of social skills in the link between EI and well-being, (Ganguli et al. 2024) found that interpersonal interactions acted as a channel for the positive effect of EI on mental health in young people. Although no studies specifically looked at this, (Beitler et al. 2018) done a systematic review on older workers and handling conflicts, pointing out an uptrend regarding age and EI along with specific types of conflict (avoiding, compromising, and problem-solving). They also suggested that EI could be a mediator in the link with age and conflict behavior.

Together, the reviewed research demonstrates the multifaceted effects of emotional awareness (EI) and associated concepts on several aspects of interpersonal interactions and psychological health, particularly during and beyond early adulthood. The favorable impacts of EI are more noticeable in those with secure attachment styles, according to (Zysberg et al. 2019), who highlighted the moderating role of attachment styles on the association between EI and relationship fulfilment. In their subsequent investigation of these linkages, (Tyagi and Khanam 2024) found a robust positive correlation between EI and interpersonal fulfilment in young adults, as well as complex associations with family dynamics and self-esteem. The Hanafi and Noor systematic review (2016) found a significant positive correlation between emerging adults' academic achievement and their emotional intelligence (EI), albeit the degree and kind of this relationship differed depending on the EI test used and certain EI components. According to a study focused on emerging adults with greater levels of anxiety and depression, emotional intelligence (EI) was negatively associated with psychological distress and favorably associated with self-esteem, empathy, and happiness, with happiness acting as a key mediator. Moving on to marriage, a study (Samad and Mahmud 2022) found that EI was positively correlated with marital & relationship satisfaction in married couples, highlighting the significance of EI in conflict resolution and effective communication. However, pleasure and hope had a greater impact on marital satisfaction than EI alone, with all three components working together to influence marital satisfaction (Anhange et al. 2017). Using a qualitative approach, (Sathyamurthy et al. 2024) examined communication, emotional intelligence, conflict resolution, and fulfilment in close relationships. They addressed the complex impacts of gadgets and work-life balance while highlighting the value of open communication, active listening, and empathy. (Valente and Lourenço 2020) examined how cultural values affect conflict resolution approaches using emotional intelligence (EI), finding that preferences for particular conflict strategies are influenced by certain cultural dimensions. The benefits of nonviolent negotiation (NVC) training, which is strongly related to emotional intelligence (EI), on Latino youth and adults were investigated by (Nosek and Durán 2017). They found qualitative evidence of improved emotional understanding and conflict management. In order to understand how young people, make sense of interpersonal conflict, (Botha 2014) adopted a self-regulatory perspective, identifying key elements and developing a conceptual model. (Rastogi and Tripathi 2024)

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found that self-compassion (related to emotional regulation) was negatively correlated with impulsivity, but that it was positively correlated with affecting and engaging conflict styles, and negatively correlated with avoidance. According to a long-term view provided by Jones et al. (2015), prosocial skills assessments by kindergarten teachers—a preliminary measure of socio-emotional skills—predicted a range of outcomes for adolescents and adults.

When taken as a whole, these assessments highlight the pervasive influence of emotional intelligence (EI) and related social and emotional skills on relationship satisfaction, academic achievement, psychological well-being, and conflict resolution in a variety of contexts and life stages. Even if the approaches and target audiences vary, a recurring theme emerges: the ability to understand, control, and successfully utilize emotions is essential for fostering healthy interpersonal connections and improving general well-being. In order to illustrate the long-lasting impacts of EI, longitudinal studies—like those conducted by Parker et al.—are especially important. In order to understand these complex relationships, the study also emphasizes the need to take into consideration moderating factors like attachment types (Zysberg et al.) and social norms (Valente along with Lourenço, 2020), as well as related concepts like self-love (Rastogi along Tripathi) and early social ability (Jones et al.). Future research should continue to employ a variety of approaches, such as qualitative techniques and longitudinal frameworks, to further elucidate the intricate processes by which emotional intelligence (EI) and associated factors impact our emotional and social experiences.

With a primary focus on romantic and married relationships, the examined research collectively explores the intricate interconnections among emotion intelligence (EI), attachment types, and relationship fulfilment in a variety of circumstances. A review by Sidhu et al. (2019) highlights the positive effects of emotional intelligence (EI) on romantic relationship quality, emphasizing that high EI fosters closeness, commitment, and emotional awareness. University students' attachment styles, emotional intelligence, and social intelligence were examined by (Anwar et al. 2017). They found that whereas insecure attachment habits show negative relationships with social intelligence and EI, secure attachment styles show favorable associations with both. However, among young people, (Shokeen 2023) found no significant correlation between EI and attachment, suggesting that although EI enhances relationships, it might not have a direct impact on attachment types.

(Vaida 2016) provided a conceptual analysis of young people's social-emotional development, making a distinction between social-emotional competence and emotional intelligence. Focusing on teenagers, (Güler & Turan 2022) found a somewhat strong but positive association with EI and the caliber of peer interactions, with gender and other interests serving as moderators. Particularly addressing marital satisfaction, (Eslami et al. 2014) & (Anghel 2016) found a strong positive correlation among EI and marital contentment. By showing a clear positive relationship between mental capacity and life satisfaction, which is further driven by empathy and regulated by conflict resolution, (Khan et al. 2025) provide a fundamental framework. According to this tripartite paradigm, emotionally intelligent people are skilled at resolving disputes in ways that improve general well-being in addition to being more sensitive to their own feelings and those of others (empathy).

Similarly, (Fakorede 2019) uses TEIQue-SF to investigate the connection among psychological intelligence (TEI) and happiness in relationships. A weak but favorable association is found, suggesting that EI may serve as a protective factor against dissatisfaction, though its effects may be caused or moderated by other factors like communication styles or emotional regulation techniques. Crucially, Fakorede also looks at

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the impact of age but finds no discernible variations, indicating that emotional intelligence's contribution to relationship satisfaction is mostly constant over the young-to-middle adult age range.

The intersection of conflict management techniques and attachment styles is also examined by Janghu and Bhau (2023), who find that accommodating conflict styles and anxious attachment have a positive correlation. This suggests that attachment-shaped internal working models may influence how EI shows up in conflict situations. For example, people with anxious attachment styles may respond differently to conflict, even if they may have high EI, since they fear rejection or abandonment. This finding emphasizes how attachment theory and emotional intelligence must be combined to provide a more thorough understanding of interpersonal interactions.

By linking family communication styles, conflict resolution techniques, and cognitive flexibility, (Sayed and Sinha 2024) provide another layer of complexity and emphasize how the family environment has a big impact on conflict management. According to this theory, early communication frameworks have a significant impact on the development of emotional intelligence. Early family relationships and cognitive flexibility are two factors that contribute to emotionally intelligent conflict reactions. This supports the widely held belief that emotional intelligence (EI) is a trait that merges with relational, developmental, and contextual factors rather than existing as a stand-alone trait.

In summary, Chen and Liao (2021) present a convincing situational viewpoint, showing how emotional intelligence (EI) influences the choice of ways to regulate emotions during disagreements, depending on the person involved (parent vs partner) and the extent of perceived control over the circumstance. Their study reveals that EI acts differently across distinct circumstances; instead, sex roles and relationship objectives (such valuing harmony vs expressing independence) greatly determine how EI is manifested. For instance, when the emphasis is on preserving the connection, especially in romantic settings, cognitive reappraisal—a feature of mindful actions—tends to be used more frequently.

METHODOLOGY

The purpose of the study is to investigate how young people's personal connections and dispute resolution techniques relate to emotional intelligence (EI).

Objectives

- To evaluate how various conflict resolution techniques relate to emotional intelligence.
- To determine the most common dispute resolution technique used by people with a high or low empathy.

Hypotheses

- H1 The use of the avoiding a dispute approach and emotional intelligence are significantly correlated negatively.
- H2: The use of the competitive conflict strategy and emotional intelligence are significantly positively correlated.
- H3: The compromise conflict resolution technique and emotional intelligence are significantly positively correlated.

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Sample And Selection

- There are 123 young adults in the sample.
- Gender: All genders are welcome.
- Age spectrum: 18–30 years

Inclusion Criteria:

- Individuals between the ages of 18 and 30 who are currently or have previously been involved in a minimum one romantic or intimate relationship and who are willing to give informed permission are the inclusion criteria.

Exclusion Criteria:

- Those receiving counselling or psychiatric treatment for mood disorders or interpersonal violence are excluded.
- Individuals who are younger than 18 or older than 30.

Sampling Technique:

Purposive sampling

Rationale: This approach was chosen to target young individuals with personal relationship experience in particular, guaranteeing relevant data for the study topic.

Locale of the Study

In order to ensure diverse involvement from pupils as well as professionals within the specified age range, the study was conducted through data collecting on online platforms across educational institutions and young communities in Delhi, NCR.

Variables

Type Variables

- Independent: Emotional Intelligence
- Dependent: Conflict Resolution Strategies

Table A Measure of Tools

Tool Name	No. of Items	Reliability	Validity
Wong and Law Emotional Intelligence Scale (WLEIS)	16	Cronbach's Alpha = 0.87 (Overall), Subscales range: 0.83–0.90	Construct Validity confirmed across diverse cultures
Thomas-Kilmann Conflict Mode Instrument (TKI)	30	Cronbach's Alpha = 0.78–0.85 (across styles)	Content and Construct Validity supported in conflict resolution research

Description of the Tools

1. Emotional Intelligence Scale by Wong and Law (WLEIS):

Based on the four aspects of emotional intelligence proposed by Wong and Law, the WLEIS is a 16-object self-reported test:

A seven-point Likert scale—1 being strongly disagree and 7 being strongly agree—is used to rate each item. Both subscale and total EI scores are produced by the scale. It has demonstrated strong validity and reliability in a variety of cultural contexts and is especially well-suited for studies involving young people in social settings.

2. The TKI, or Thomas-Kilmann Conflict Mode Instruments:

The TKI assesses people's favored methods of resolving disputes in five areas:

- Competition
- Cooperation
- Compromise
- Avoidance
- accommodation

It consists of thirty forced-choice pairings that simulate how people behave in conflict situations. Every conflict style has a score, which makes comparison analysis easier. The TKI has demonstrated high psychometric qualities and is widely used in organization and interpersonal studies.

Procedure

Consent: Using an electronic form, participants provided their informed consent.

Data collection:

- The surveys were disseminated offline using paper forms as well as online using Google Forms.
- After completing the WLEIS, participants completed the TKI.
- Demographic information was also collected, including age, gender, and marital status.

Scoring and analysis:

- Responses were assessed using the scoring criteria specified by the corresponding instruments.
- The five conflict resolution techniques' scores as well as the overall EI score were calculated.
- The relationship between EI and each conflict resolution approach was assessed using Pearson's product-moment correlation coefficient.

Data Confidentiality: Participants' names were made anonymous. The information was safely kept and utilized only for scholarly research.

ANALYSIS OF RESULT

The purpose of the current study was to investigate the relationship between young adults' conflict resolution styles and emotional intelligence. It seeks to examine the ways in which these components interact and impact emotional health. The undergraduate participants range in age from 18 to 30. A total of 123 people were asked to participate in this study, and each of them was assessed.

Table 1 Correlations Between EQS and Avoiding Conflict Resolution Style
Correlations

		EQS	AVO
EQS	Pearson Correlation	1	-.114
	Sig. (2-tailed)		.211
	N	123	123
AVO	Pearson Correlation	-.114	1
	Sig. (2-tailed)	.211	
	N	123	123

Notes:

- The coefficient of Pearson correlation is denoted by the letter r.
- The two-tailed value is denoted by p.
- The number of examples for each association is denoted by N.

Explanation:

- There is a -.114 connection between EQS and AVO.
- Because the significance level (.211) is higher than .05, this association is not significant at the .05.
- Naturally, EQS and itself have a correlation of 1.
- There are 123 individuals in the correlation study between EQS and AVO.

Table 2 Correlations Between EQS and COMP
Correlations

		EQS	COMP
EQS	Pearson Correlation	1	-.077
	Sig. (2-tailed)		.398
	N	123	123
COMP	Pearson Correlation	-.077	1
	Sig. (2-tailed)	.398	
	N	123	123

Note: N is the number of instances, p is the two-tailed significance threshold, and r is the Pearson correlation coefficient.

Explanation:

- The heading "Correlations Among EQS and COMP" is italicized and positioned immediately before the table number, which is Table 2.
- The two-tailed level of significance (p), the number of instances (N), and the coefficient of Pearson correlation (r) for the relationship among the two variables are displayed in the table.
- Definitions of the abbreviations used are given in a note beneath the table.
- The correlation among your variables, EQS and COMP, is displayed in this table. The link is not of statistical significance (p = .398) and is modest and negative (r = -.077). 123 examples form the basis of the connection.

Table 3 Correlations Between EQS and COMPRO
Correlations

		EQS	COMPRO
EQS	Pearson Correlation	1	.062
	Sig. (2-tailed)		.495
	N	123	123
COMPRO	Pearson Correlation	.062	1
	Sig. (2-tailed)	.495	
	N	123	123

Note: N is the number of instances, p is the two-tailed significance threshold, and r is the Pearson correlation coefficient.

Explanation:

- The table is numbered sequentially as **Table 3**.
- The italics title "The correlations Among EQS and COMPRO" is positioned just beneath the table number.
- The two-tailed level of significance (p), the number of instances (N), and the Pearson correlation value (r) for the association among the two variables are displayed in the table.
- Definitions of the abbreviations used are given in a note beneath the table.

The correlation among your variables, EQS and COMPRO, is displayed in this table. The association is not of statistical significance (p =.495), although it is modest and positive (r =.062). 123 examples form the basis of the connection.

Table 4 Correlations Between EQS and COLLAB
Correlations

		EQS	COLLAB
EQS	Pearson Correlation	1	.105
	Sig. (2-tailed)		.246
	N	123	123
COLLAB	Pearson Correlation	.105	1
	Sig. (2-tailed)	.246	
	N	123	123

Note: N is the number of instances, p is the two-tailed significance threshold, and r is the Pearson correlation coefficient.

Explanation:

- The title "Correlations Among EQS and COLLAB" is emphasized and positioned immediately beneath the table number, which is Table 4.
- The two-tailed level of significance (p), the number of instances (N), and the Pearson correlation value (r) for the relationship among the two variables are displayed in the table.
- Definitions of the abbreviations used are given in a note beneath the table.

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The correlation among your variables, EQS and COLLAB, is displayed in this table. The association is not of statistical significance ($p = .246$), despite being modest and positive ($r = .105$). 123 examples form the basis of the connection.

Table 5 Correlations Between EQS and ACO
Correlations

		EQS	ACO
EQS	Pearson Correlation	1	.035
	Sig. (2-tailed)		.698
	N	123	123
ACO	Pearson Correlation	.035	1
	Sig. (2-tailed)	.698	
	N	123	123

Note: N is the number of instances, p is the two-tailed significance threshold, and r is the Pearson correlation coefficient.

Explanation:

- Table 5 is the consecutively numbered table.
- The italics title "Correlations Among EQS and ACO" appears immediately beneath the table number.
- The two-tailed level of significance (p), the number of instances (N), and the Pearson correlation value (r) for the association between both variables are displayed in the table.
- Definitions of the abbreviations used are given in a note beneath the table.
- The relation between your variables, EQS and ACO, is displayed in this table. The association is not highly significant ($p = .698$) and is extremely modest and positive ($r = .035$). 123 examples form the basis of the connection.

Table 6 Descriptive Statistics for Study Variables
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EQS	123	46	112	81.97	12.862
AVO	123	1	11	6.86	2.121
COMP	123	0	11	5.46	2.316
COMPRO	123	1	12	6.29	1.836
COLLAB	123	1	9	5.46	1.666
ACO	123	0	11	5.94	2.078
Valid N (listwise)	123				

Note: N = number of participants, M = mean, SD = standard deviation.

Explanation:

- Table 6 is the sequential number assigned to the table.
- The italicized title "Descriptive Data for Study Variables" appears immediately beneath the table number.
- Each of your research variables—EQS, AVOIDING, COMPETING, COMPROMISING, COLLABORATIVE, and ACCOMODATING—is included in

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the table along with its mean (M), standard deviation (SD), minimum and maximum values, and number of participants (N).

- The abbreviations used are defined in a note beneath the table.
- The number of individuals with valid data for every variable in the list is shown by the "Valid N (listwise)".
- With a standard EQS score of 81.97 out of 112, the results demonstrate that individuals had a comparatively high degree of emotional intelligence. This suggests that the young people involved in this study are generally well-equipped to comprehend, control, and manage their own and other people's emotions.
- With a mean score of 6.86, the Avoiding technique is the most often employed conflict resolution style among participants. This implies that rather than face conflict head-on, many young adults prefer to avoid it or retreat from it. Competing (mean = 6.29), which is the second most popular approach, is closely followed by accommodating (mean = 5.94). Both cooperating and making concessions, which are sometimes regarded as more positive or balanced strategies, had lower average ratings of 5.46.
- It's interesting to note that while exhibiting comparatively superior emotional intelligence, the individuals' preferred conflict resolution method remained avoidance. This might point to a discrepancy between practical conflict resolution practice and emotional intelligence. In other words, young adults may feel uneasy or unprepared to confront interpersonal disagreement head-on, even if they may be emotionally aware.

The main tendency and variance for each of your factors are succinctly summarized in this table. When discussing these descriptive data in the body of your work, don't forget to refer to that table by the number it contains (Table 6).

Hypothesis Testing and Interpretation:

H1: The employment of the avoiding resolution of conflicts approach (AV) and emotional intelligence (EI) are significantly correlated negatively.

- Findings: The p-value is 0.211 and the Pearson's r relationship EI and AV is -0.114.
- Interpretation: A weak inverse association is shown by the negative r, which shows that higher EI is associated with somewhat lower avoidance. However, the p-value (0.211) indicates statistical non-significance because it is higher than the standard alpha threshold of 0.05.
- Conclusion: H1 is not supported by the evidence. In this group, there is no statistically significant inverse relationship between total EI and the avoidance conflict resolution approach.

H2: The usage of the competitive conflict style (CP) and emotional intelligence (EI) are significantly correlated negatively.

- Findings: The p-value is 0.398 and the Pearson's r relationship EI and CP is -0.077.
- Interpretation: A weak inverse link is shown by the negative r. Nonetheless, the p-value (0.398) is statistically non-significant because it is higher than the standard alpha threshold of 0.05.
- In conclusion, H3 is not supported by the findings. In this group, there is not a statistically notable inverse relationship between the usage of the competitive conflict resolution method and total EI.

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H3: The compromise conflict resolution style (CM) and emotional intelligence (EI) are significantly positively correlated.

- Findings: The p-value is 0.495 and the Pearson's r among EI and CM is 0.062.
- Interpretation: A weak direct link is suggested by the positive r. The p-value (0.495), however, is statistically non-significant because it is higher than the standard alpha threshold of 0.05.
- In conclusion, H4 is not supported by the findings. Within this group, there is no significant positive association between the compromise conflict resolution method and overall EI.

Additional Observations from the Matrix:

- Inter-Correlations Between Conflict Styles: All types of conflict (AV, CM, CL, and AC) have significant negative correlations with the competing conflict style (CP). This suggests that people who often employ competitive conflict resolution techniques are probably less inclined to avoid, compromise, cooperate, and make accommodations. Different methods to conflict resolution are highlighted by the negative correlations between the accommodating (AC) and collaborative (CL) styles and the competitive style.
- The only associations that exhibit statistical significance are those between the conflict styles (AV, CP, CM, CL, and AC). Overall, EI correlations are not of statistical significance.
- Limitations and Considerations: The analysis's dependence on total EI scores places limitations on it. Further analysis of a subscale data is required in order to evaluate hypotheses regarding certain EI subscales.
- Effect Size: The coefficients of association (Pearson's r), even when considered statistically significant, are usually modest to moderate in value, indicating that while the links may exist, they may not be functionally robust.
- Cross-Sectional Design: The data's cross-sectional nature makes it impossible to determine causality.
- Generalizability: The sample's characteristics may limit how far the results may be applied.
- Suggestions: In order to examine more complex interactions, future research should incorporate assessments of EI subscales. To identify causal relationships and investigate how EI and dispute resolution strategies change over time, longitudinal research is required. The predictive ability of EI and other factors might be evaluated with the use of multivariate techniques, such as multiple regression. Further studies that focus on the ways that Emotional Intelligence influences conflict resolution are needed.

DISCUSSION AND CONCLUSION

The goal of the current study was to find out how young people's conflict resolution approaches and emotional intelligence (EI) relate to one another in interpersonal interactions. The study used Pearson's correlation to examine if preferred conflict resolution techniques were associated with higher emotional intelligence using the Wong and Law Emotional IQ Scale (WLEIS) and the Thomas-Kilmann Dispute Mode Instrument (TKI). The study found no statistically significant relationship between total EI and any of the five conflict resolution approaches (competing, accommodating, avoiding, compromising, and cooperating), which is in contrast to a large body of current research. However, research found that the competitive style was significantly correlated negatively with the other conflict types, especially the

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accommodating and collaborative styles. These findings provide a nuanced perspective, suggesting a more complex connection between interpersonal conflict management and emotional intelligence than has been previously reported in the literature.

The findings are in stark contrast to previous studies that found favorable associations between emotional ability and collaborative and compromise approaches, particularly in romantic and interpersonal relationships (Monteiro & Balogun 2015; Valente & Lourenço 2020). According to their findings, people with high emotional intelligence are more likely to engage in productive dialogue and conflict resolution techniques, making emotional intelligence a crucial predictor of successful conflict management. The idea that EI and solving disputes are generally simple or positively correlated is called into doubt by the study's absence of a significant link. It suggests that context, demographic characteristics, or the structural factors used in the research may all have an impact on how predictive EI is.

The way that EI is measured is a crucial methodological difference. Rather of examining subdomains like self-emotion assessment, others' emotion evaluation, emotion control, and emotion usage, the current study employed a composite EI score. It's possible that this accumulation masked specific relationships between unique conflict styles and emotional capacities. Previous research has demonstrated a stronger correlation between conflict management and certain EI traits, including empathy and emotion regulation (Chen et al., 2019) (Hopkins and Yonker, 2015). For instance, someone with good self-control would choose cooperation or compromise to keep disputes from getting out of hand, while someone with high empathy for other people might choose to be accommodating in order to maintain peace. The study could have missed these intricate linkages if it had broken down the EI construct.

Furthermore, the current results are consistent with the complex dynamics proposed by Moeller and Kwans (2015), who argued that when Emotional Intelligence (EI) is used manipulatively or in contexts where dominance is rewarded, it might occasionally intensify violent behaviors. Similarly, those who frequently choose a confrontation or power-driven strategy are prone to underuse more cooperative techniques, as seen by the strong negative association found between the competitive style and different conflict modes. This supports the findings of García (Sancho et al. 2014), who observed a negative correlation between aggressiveness and emotional intelligence (EI), suggesting that those who lack empathy and emotional control may turn to more combative actions.

From a cultural perspective, most previous studies were conducted in Western environments or among certain occupations (e.g., managers, educators). For instance, Pandey et al. (2015) investigated gender and emotional intelligence in Indian professionals, whereas Chen et al. (2019) studied Chinese managers. It is yet unclear if these findings apply to a younger adult student population that manages interpersonal interactions. Participants' perceptions and responses to the Emotional Intelligence and Conflict Survey questions may have been impacted by cultural norms surrounding relationship roles, assertiveness, and emotional expression. Young people's cultural and interpersonal frameworks in contemporary cultures, which are frequently influenced by the internet and changing gender roles, may produce conflict behaviors that differ from those found in previous research.

Furthermore, the statistically significant correlations' effect sizes were quite minor, suggesting that although emotional intelligence may play a role in conflict resolution, it is unlikely to be the only or even the main factor. Finally, a deeper comprehension of how

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different independent characteristics (such as EI, age, and gender) interact to determine conflict behavior was not possible due to the absence of multivariate analysis.

Additionally, by focusing on young adult demographics in the area of personal (non-professional) relationships—a relatively understudied topic in comparison to workplace conflict—this study contributes to the body of current material. However, it also identifies a number of directions where future studies might shed more light:

Subscale Study of EI: To uncover more intricate relationships, future research should look at how certain EI components relate to various conflict types. Including personality, communication, and attachment variables in multivariate frameworks may help identify the situations in which emotional intelligence (EI) facilitates or impedes amicable dispute resolution. By moving from correlational findings to causal inferences, longitudinal and experimental approaches would enable the assessment of the long-term effects of Emotional Intelligence (EI) training programs on conflict behavior. **Mixed-Method Approaches:** Combining interviewing or observational approaches with quantitative methods may help to understand how Emotional Intelligence (EI) is used effectively in interpersonal disputes in real life. **Cross-Cultural and Female-Inclusive Analysis:** The present study does not fully examine the ways in which feelings and conflict strategies are influenced by social norms and gender identity.

In the context of interpersonal interactions, the current study sought to examine the association between young adults' conflict resolution strategies and emotional intelligence (EI). With the use of well-established psychological frameworks and well-researched instruments, namely the Thomas-Kilmann Disputes Mode Instrument (TKI) and the Wong and Law emotionally intelligent Scale (WLEIS), the study aimed to ascertain whether higher EI would be associated with more cooperative and flexible conflict resolution approaches, like compromise and cooperation.

Although the majority of the research to far has demonstrated a favorable correlation between Emotional Intelligence (EI) and successful conflict resolution techniques, the results of this study cast doubt on that claim. None of the five ways to resolve conflicts and total emotional intelligence were shown to be significantly correlated. The considerable negative association between the competitive style and each of the four styles, however, was a noteworthy discovery. This indicates a definite inverse link between cooperative or avoidance-based methods and forceful, dominance-driven approaches.

These findings offer a nuanced perspective on the function of emotional intelligence (EI) in interpersonal interactions, especially in a young adult population going through early adult relationships that are marked by identity construction, emotional variability, and social learning. The results suggest that mental ability may not always or directly anticipate conflict resolution behaviors, and that interpersonal, developmental, or environmental factors may affect or mitigate its effects. Relationship duration, communication and attachment patterns, emotional regulation skills, and sociocultural norms around emotional expression, for example, may all interact with emotional intelligence (EI) to influence how disagreements are handled and settled.

The lack of noteworthy results highlights further potential methodological flaws, such as the use of an aggregate EI score that would have obscured the impact of certain EI dimensions—such as self-emotion management or the evaluation of others' emotions—on different conflict

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resolution techniques. This highlights the need for more thorough analysis in further studies, such as dissecting EI into its component subscales to better capture the distinct effects of each region.

The study has practical ramifications for treatments in therapeutic and educational settings that try to help young adults develop their interpersonal skills. The findings suggest that fostering emotional intelligence alone might not be sufficient to foster successful conflict resolution; instead, targeted instruction in particular interpersonal skills—like negotiation skills, empathy lacking self-neglect, and assertiveness without aggression—may produce better results.

In summary, this study focused on the relationship between young people's conflict resolution approaches and emotional intelligence in interpersonal interactions, an area where previous research has generally shown a favorable correlation. The study used the WLEIS and TKI to test whether a preference for cooperative and compromise-based conflict resolution strategies was predicted by greater overall EI. The results, however, showed no statistically significant relationship between total EI and any of the five dispute resolution methods, which was a notable departure from previous studies by Monteiro & Balogun (2015) & Valente and Lourenço (2020).

This calls into question the idea that, in this particular demographic and relational setting, general emotional intelligence & conflict management have a simple, generally good link. The competing style with the other four styles of conflict have a substantial negative association, which provides an important insight despite the absence of a wide link. It makes a compelling case that young people who prefer a strong, forceful stance in disputes are much less likely to use cooperative, accommodating, avoidance, or compromise tactics. This points to a possible behavioral rigidity that would make it more difficult to resolve conflicts amicably and preserve relationships. The lack of significant associations between conflict styles and overall EI may be partly explained by the study's use of a combined EI score, which may have obscured subtle relationships between individual conflict preferences and particular EI dimensions (as noted by Chen et al., 2019 as well as Hopkins and Yonker, 2015). Examining these sub-component interactions should be the main focus of future study in order to have a more detailed knowledge of how particular emotional competencies affect young adults' conflict behavior. Additionally, the results support the more nuanced viewpoint put forward by Mueller and Kwantes (2015), indicating that the impact of emotional intelligence (EI) on dispute may not necessarily be direct or favorable. According to Beitler et al. (2018) and Parker et al. (2021), the growth phase of young adulthood, which involves the continuous development of relational skills and emotional regulation, may also be a factor in the less noticeable relationship seen when compared to examines on older or more experienced populations. In the end, this study emphasizes how intricately emotion regulation and conflict resolution interact in the unique setting of young adult interpersonal interactions. Although EI is frequently praised as a major predictor of favorable interpersonal outcomes, our results imply that its impact may be more complex and possibly mediated by additional variables not included in this study, including social norms (Chen et al., 2019), communication quality, and types of attachment (Sidhu et al., 2019; Zysberg et al., 2019).

In order to give a more thorough picture of how young people handle conflict in their daily life, future research should expand on these findings by utilizing these mediation and moderating variables as well as more detailed assessments of EI.

Limitations

The current findings' explanatory power and generalizability are limited by a number of methodological issues. First off, there is a greater chance of response bias when self-report measures like WLEIS and TKI are used exclusively. This is particularly true when it comes to social desirability when reporting conflict styles. Furthermore, the sample was limited to young adults, which limits the ability to make developmental comparisons; studies by Parker et al. (2021) and Beitler et al. (2018) show that conflict style preferences and emotional intelligence (EI) vary with age, indicating that the present results might not hold true across the lifespan.

The study acknowledges its limitations, including its cross-sectional design, reliance on data provided by participants, and lack of mediating factors that would have clarified the mechanisms behind the association between conflict and emotional intelligence. The results' relevance is further limited by the sample's relative uniformity in terms of age, educational achievement, and maybe cultural background. To improve our understanding of how EI develops and operates over time in interpersonal situations, future research should aim to include a wider range of individuals and use longitudinal or mixed-method approaches.

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Conflict of Interest

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