



Teachers' Emotional Intelligence and Conflict Management Strategies Implementation Impacting Educational Institution Reputation

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Abstract: *The research investigates the impact of teachers' emotional intelligence (EI) on constructive conflict management, identifies best practices, and examines the effect of conflict management strategies on the educational institution's reputation. A mixed methodology was employed for this research as 55 teachers' ESCQ-T (Emotional Skills and Competence Questionnaire for Teachers) was assessed, followed by semi-structured interviews with those with the highest EI. The study identified key practices these teachers use to manage conflicts effectively, fostering the integration-based conflict management strategy which implies active listening, empathy, and tailored communication approaches, mitigating the effects of cultural influences. The findings suggest that teachers with higher EI are better prepared to manage conflicts, leading to improved teacher-student relationships and a constructive classroom environment. The principal conclusion is that integrating EI training into teacher development programs could enhance conflict management skills, fostering a more conducive learning atmosphere and bolstering the reputation of educational institutions.*

1. INTRODUCTION

In the contemporary educational landscape, the role of emotional intelligence (EI) has gained significant attention, particularly in its application to conflict management within schools (Valente, 2019; Gómez-Leal et al., 2022). Current research focuses on the influence of teachers' EI on classroom dynamics, and conflict management strategy and emphasizes best practices in managing conflicts. Teachers with high emotional intelligence are better equipped to navigate the complexities of student behavior, fostering a conducive learning environment that not only enhances student outcomes but also elevates the institution's standing (Jennings & Greenberg, 2009; Gómez-Leal et al., 2022). Previous studies have established the correlation between EI and conflict resolution (Valente & Lourenço, 2020), yet there remains a gap in understanding how EI influences the managing strategy applied when dealing with conflict and how it impacts the reputation of educational institutions and mitigates the effects of cultural influences (such as high Power Distance cultural dimension manifesting in Romanian schools).

This study seeks to address this gap by exploring how teachers' emotional intelligence impacts their conflict management strategies and the subsequent effect the strategy has on the school reputation. By employing a quantitative and a qualitative methodology, including semi-structured interviews with teachers identified through the ESQC-T questionnaire as having high EI, this research aims to uncover the specific strategies these educators utilize. The findings underscore the necessity

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of integrating emotional intelligence training into teacher professional development programs to enhance conflict resolution skills, ultimately benefiting both student-teacher relationships and the school's reputation. The structure of this article is as follows: first, a review of the relevant literature on emotional intelligence and conflict management in educational settings; second, a detailed discussion of the research methodology; third, the presentation of key findings; and finally, an analysis of how these findings can inform practical recommendations for improving educational outcomes and institutional reputation.

2. LITERATURE REVIEW

2.1. Emotional Intelligence: Concept and Measurement

The concept of EI was studied by Peter Salovey and John D. Mayer and defined as “The ability to reason about emotions to improve thinking. This includes the skills to accurately perceive emotions, access and generate emotions in ways that aid thinking, understand emotions and emotional knowledge, and reflexively regulate emotions to promote emotional and intellectual development.” (Mayer et al., 2004, p. 10). Daniel Goleman was also concerned with defining this concept, theorizing emotional intelligence as “The ability to recognize our feelings and those of others, to motivate ourselves, to manage emotions well in ourselves and our relationships” (Goleman, 1998) and presents it as a concept with 4 main domains (Boyatzis et al., 2000): 1. **Self-awareness** that involves: a) Recognizing and understanding one's own emotions, b) Conducting an accurate evaluation of oneself, c) Having confidence in oneself, 2. **Self-regulation** that is characterized by: a) The ability to control emotions, b) Being transparent, c) Adapting to changes, d) Being focused on goals, e) Taking initiative, f) Maintaining a positive outlook, 3. **Social awareness** that is demonstrated through: a) The capacity to empathize with others, b) Understanding the dynamics within organizations, c) Being service-oriented and 4. **Relationship management** that includes: a) Effectively managing relationships, b) Providing inspirational leadership, c) Exerting influence, d) Managing conflicts, e) Collaborating and working well within teams. Reuven Bar-On certifies that emotional intelligence can develop over time and one can increase its level through training (Bar-On, 2004). He considers emotional-social intelligence to be “A cross-section of inter-related emotional and social competences, skills and facilitators that determine how well we understand and express ourselves, understand and relate to others, and cope with daily demands, challenges and pressures”.

Most models of emotional intelligence are composed of four fundamental areas: self-awareness, social awareness, self-management, and relationship management (Goleman, 2014). Emotional intelligence models have contributed significantly to the constitution and improvement of construct assessment tools. The most well-known psychometric tools are: a) EQ-i^{2.0} and EQ360 Emotional Intelligence Tests designed by Reuven Bar-on, b) the TESI® Emotional Intelligence Test developed in 2006 by Marcia Hughes and James Terrel, c) the MSCEIT™ Emotional Intelligence Test (Mayer – Salovey – Caruso), d) the EISA Emotional Intelligence Test designed by Steven Stein, Derek Mann and Peter Papadogiannis in 2009, e) Emotional Skills and Competence Questionnaire (ESCQ; Takšić, 2001).

2.2. The Nature of Conflicts and Role of Leaders in Educational Institutions

When a conflict situation escalates, the fear felt by the participants about the forces manifested by the opposing parties, but also the mistrust or inability to circumscribe the points of the dispute leads to a decrease in the efforts to reach an agreement (Mayer, 2012). At the same time, the tendency to resort to coercive methods restricts the chances of cooperation and prevents the achievement of

an agreement that is advantageous to all participants, thus characterizing conflicts of a destructive nature, which can easily get out of control and could not be resolved at the right time. Conversely, when individuals or groups recognize the problems they face and solve them when they are in opposition, conflicts can be considered beneficial (Jehn, 1997). They determine the increase of creativity, respectively of the productivity of individuals or groups/organizations, preventing plateaus or stagnation (Abiodun, 2014). In the specialized literature, over time, several theoretical models regarding conflict have been perfected, which ensure the possibility of knowing the causes but also the mechanisms that characterize conflict situations. The theoretical models of conflict can be grouped as follows: conflict processes (Pondy, 1967) which aim to establish all the events that describe a conflict situation, as well as the successive relationships between the distinct stages of a conflict, structural conflict models (Thomas, 1976) which determine the conditions that favor conflict and define how they affect conflictual behavior, and organizational conflict (Brown, 1983) which refer to the territories in which they are involved, where the confrontation takes place, when the parties involved are face to face, interacting. According to the opinion of the author Patraşcu (2017), the educational environment is characterized by various conflicts that derive from the educational activity (such as teaching, learning, or training), respectively from the tension that arises in the interactions between teachers and students, between the school and parents, but also between the school institution and other institutions or community. Among the many conflicts that arise at the educational level, there is also the sociocognitive one, which has the role of amplifying the interest that students show in knowledge. Therefore, teachers play the role of leaders in the relationship with their pupils or students, having the obligation to train students in a manner that is not only critical but also constructive, simultaneously demonstrating the ability to identify and act as correctly as possible in the face of challenges or conflicts. Taking into account the fact that the resolution of conflicts in the educational environment leads to achieving a state that is not only harmonious, but also in balance at the social level, conflict can be seen as an essential process to achieve a beneficial change. Therefore, the conflict is one with a positive, constructive nature, which has the role of substantiating the cohesion of the group and the efficiency of a leader's actions (Țărnă, 2021). A typology of leader is outlined by the authors White and Lippitt (1960), according to which under the leadership style, leaders are classified into three categories: authoritarian leader: this type of leader does not explain or justify his choices, and his ways of evaluating remain unknown to the members of the group; democratic leader: every choice or decision is justified and explained in front of the group, the leader is a person characterized by an objective character, enjoying both criticism and encouragement; laissez-faire leader: this type of leader adopts a passive attitude, enjoying complete freedom, especially in terms of making a decision. Therefore, taking into account these three categories of leaders above, the following can be found: a. groups that are guided by an authoritarian leader are characterized either by an aggressive attitude or by a more apathetic behavior; b. groups that have a democratic leader register a high level of performance, which is maintained even if the leader leaves the group; c. groups that are led by a laissez-faire leader have an extremely low level of performance, and the resolution of conflict states is not influenced in any way by the presence or absence of the leader. In this sense, the leadership style of a democratic leader has the most positive effects on the conflict management process.

2.3. The Context of the Research and Worrying Statistics

This research started from the authors' observations on the educational environment in Romania, observations that were based on a series of statistics. Considering that the most violent manifestation of school conflicts is in the form of acts of violence and for the year 2021-2022, 9741 acts of violence were reported, 76% of children say that teachers scold them when they make mistakes, 55%

of teachers (from Bihor) consider that conflict resolution is the responsibility of school managers, teachers use conflict management mainly avoidance strategies (42%), followed by competition (38%), compromise (25%) and only 18% consider that conflict states in their schools have been managed through collaboration, 55% of teachers (from Bihor) consider that conflict resolution is the responsibility of school managers. Teachers use avoidance strategies (42%), followed by competition (38%), compromise (25%) in conflict management and only 18% consider that conflict states in their schools have been managed through collaboration. The conflict management styles defined by Rahim, integrative, dominating, obliging, avoiding and compromising are perceived in different manner by its' subjects but the integrative one is viewed as the most appropriate as it is polite, prosocial and situational adaptive (Gross & Guerrero, 2000).

According to Hofstede Cultural Dimensions (Hofstede Insights, n.d.), Romania has a score of 90 for the dimension Power distance which refers to the extent to which individuals within a society acknowledge and accept that power is distributed unequally among its members. This dimension reflects a culture's attitude towards inequality. It is defined as the degree to which the less powerful members of institutions and organizations within a country anticipate and accept that power is not evenly distributed. Romania scores high on this dimension (with a score of 90), indicating that people in the country are comfortable with a hierarchical order where everyone has a specific place and needs no further justification. Based on these cultural influences, teachers are more likely to embrace a managing strategy based on domination, which has a lower resolution rate of the conflict that emerges in a teaching environment.

Also, Romania scores 90 on the dimension of uncertainty avoidance which reflects a strong preference for minimizing uncertainty and ambiguity. Countries with high Uncertainty Avoidance tend to adhere to strict codes of belief and behavior and are less tolerant of unconventional behaviors and ideas. In such cultures, there is an emotional reliance on rules (even when those rules may not be effective), with precision and punctuality being the norm. Innovation may face resistance, and security is a key motivator for individuals. In the context of handling conflicts in schools, the integrative strategy requires flexibility and adaptability, which contrasts with the rigidity typically associated with high Uncertainty Avoidance cultures.

3. METHODOLOGY

A mixed methodology was employed for this research. The research had 2 phases, first the deductive one measuring emotional intelligence using the established instrument- the ESCQ-T for emotional skills. This deductive part aimed to test the relationship between emotional intelligence and conflict management strategies among teachers. Data collection was done in February-June 2024 in North East part of Romania, mainly in 2 counties, Iasi and Botosani. In the case of 55 teachers-purposeful sample-teachers interested in long-life learning programs. EI was assessed with the Emotional Skills and Competence Questionnaire for Teachers and the respondents' conflict management style was also assessed. After confirming the respondent's interest, we arranged online interviews that we recorded. The qualitative part, 16 semi-structured interviews aimed to examine teachers' perception of the effect the applied conflict management style has over the school's reputation and identity best practices employed by high Emotional Intelligence teachers when dealing with conflict, their perception of the way conflicts are managed and conflict management strategies are used in their educational institution. The sample was selected based on two criteria. These were 1) teachers interested in life-long learning and continuous development, employed by high schools, and 2) teachers with high emotional intelligence, as measured by the self-reported ESCQ-T (Emotional Skills and Competence

Questionnaire for Teachers). Sixteen participants were selected based on two aforementioned criteria. The analysis focused on what helped teachers to register high emotional intelligence, being keen to reduce the occurrence of conflicts, and what mitigated the effects of cultural influences (such as high Power Distance cultural dimension). The authors prepared for each interview by conducting desk research and then reviewing our notes from previous interviews and others as well. This iterative process is essential to the constant comparison method, “in an iterative manner, through a back-and-forth” between theory and data and data with data (Spencer et al., 2013; Mello, 2021). We explained the ethics protocol and confidentiality and secured formal consent. All were happy to be recorded and only one respondent asked for anonymity. Nonetheless, we anonymized the data. Interviews typically lasted around 40 minutes. The open interview guide asked participants about their personal experiences and responses to situations. There were some ready-made questions and a semi-structured interview protocol. We stopped collecting data after perceiving that findings started to repeat and data supported the same conclusions (Saunders & Townsend, 2016). We analyzed 15 interviews and the transcripts gathered in a total of 375 pages. After collecting and transcribing the interviews, the coding was done to analyze the qualitative data from the interviews and integrate these findings with the quantitative data from the deductive phase. After first and second-order coding he practices teachers use to mitigate the effects of cultural influences on conflict management.

4. RESULTS AND DISCUSSIONS

One of the main approaches used in the field of sociology refers to the fact that the most relevant social process is conflict and the society consists of a multitude of social elements that are in continuous conflict. The challenge is not to eliminate the conflict but its management by the involved parties. Conflicts can be considered beneficial when individuals or groups acknowledge the problems they face and resolve them. According to Sabina Valente and Abílio Afonso Lourenço, teachers with better-developed emotional intelligence neglect the avoidance strategy when faced with a conflict situation (Valente & Lourenço, 2020).

With statistics stating the rise of the emergence of conflict in Educational Institutions, it is imperative to find a way to resolve them positively and rely on the benefits of the teachers' emotional intelligence. The research was triggered by the cultural context as Romania's score on the cultural dimension Power distance is 90, which translates into the fact that people with authority, in this context teachers, set tasks and expect them to be executed without too much discussion, we believe that research that can mitigate these statistics is appropriate and necessary in the sense of creating a database with information meant to help teachers interested in building a positive style conflict management.

Teachers with high scores at ESCQ-T use collaborative strategies that mitigate the effects of the Power Distance cultural dimension and are keen to reduce the occurrence of conflicts. Teachers who promote a collaborative strategy, have open and honest communication, encourage constructive feedback, and identify learning opportunities from tense situations to prevent similar conflicts in the future. Ten conflict management styles and strategies emerged in this study, including avoidance, compromise, teaching social skills, dispute resolution foundation, counseling, and accommodation. Teachers with high emotional intelligence use practices that mitigate the effects of the Power Distance cultural dimension and are keen to reduce the occurrence of conflicts. The coding was carried out using the NVIVO software. Descriptive codes were used, an open coding was carried out, identifying relevant codes and related themes, after which an axial coding was carried out, the following **table** centralizes the obtained data:

Table 1. Coding Themes (First and Second order)

	Themes	Response frequency	References
(Objective)	Applied conflict management style	16	52
	(theme) Avoidance	6	10
	(theme) Compromise	6	8
	(theme) Mediate	6	6
	(theme) Reconcile (The relationship comes first)	8	8
	(theme) Cooperation	12	20
	(theme) IE Dimensions	16	52
(Objective) –	Best practices	16	290
	(theme) Communication	16	94
	(theme) Cause analysis	16	94
	(theme) Stress relief techniques	16	62
	(theme) Constructive approaches	16	40
(Objective)	Teachers' perception of how the school's reputation is influenced by the conflict management style applied by the school's teachers.	16	22
(theme)	The school's reputation is negatively impacted	16	22

Source: Own processing

Analyzing the conflict management styles used by teachers with high emotional intelligence, the **cooperative style** is the most used, a style that involves attention directed both to the relationship and to the goal, although, most of the time, the objective of teachers with high emotional intelligence is the very relationship that must be created and maintained, it is the style in which the teacher searches, together with the student, solutions that satisfy both and the teacher use the entire arsenal of techniques, both native and acquired, carefully selected for each type of conflict in order to solve it. „*I don't think we realize when we do these things when we try to manage conflicts. We simply manage to rely, we use all the resources we have. I don't know how much I used the relationship, how much I used communication, how much I know about their problems, I don't know how much I take from each one I use everything we would like to know about the conflict, but how much I use, I use relationships, I don't know.*” – SD. In conflict management, **reconciling** is also often used, when the teacher prioritizes especially the relationship he has with the student. Teachers choose to smooth out the conflict and prioritize the relationship in situations where maintaining a harmonious environment is perceived as more valuable than directly solving the cause of the conflict. This approach is frequently used in sensitive situations, where emotions are intense or when the relationship with the student is fragile and requires special attention so as not to be damaged. „*Sometimes, it is more important to maintain a good relationship with the student than to win a dispute. If a student is very upset, I prefer not to insist on the moment and to address the problem when everyone is calmer. This helps to maintain a positive environment in the classroom and build a relationship of trust.*” – SD. **Compromise** and **mediation** are frequently used conflict management styles. Mediation is used to better understand the emotions and perspectives of students involved in the conflict, which helps to find a fair solution and restore harmony in the classroom. This allows the teacher to perceive and understand the emotions of the students, which contributes to a more effective management of conflicts and the teacher can communicate openly and honestly with the students, helping them to express their points of view and find common solutions. „*We organized a session where each student was able to express their feelings and listen to the other's perspective.*” – ML. Compromise occurs in conflict situations that are not always described in black-and-white chromatics, and compromise allows for a flexible and adaptable approach. Teachers use compromise to manage complex situations where rigid solutions would not be adequate or effective. „*To see if you can immediately solve something that upsets him that you can agree with, that is, to be somehow a middle way. You have to find*

a middle ground.” – GD. Teachers also use the **avoidance** style, but perceived only as a tactic to postpone a conflict, meant to allow the student's emotional state to be remedied. Regarding the **contribution of emotional intelligence** to conflict management, from the analysis of the interviews, we find evidence of the interviewees' high scores on this attribute and we can conclude that all interviewees place great emphasis on the correct and fruitful management of the relationship created between them and the students. All participants expressed their emotions in words and declared that they suppressed them in the sense of not displaying them when managing conflicts. At the same time, they immediately perceive the moods and emotions of the students and are always available to listen to them. Teachers manage their own emotions and are thus able to respond calmly and rationally in conflict situations, helping to avoid escalating conflicts. Emotional intelligence enhances the ability to understand and empathize with students' feelings, which facilitates more effective communication, students feel understood and listened to which leads to conflict resolution constructively. Analyzing the interviews, we find a predilection of the respondents towards the **active communication** component, which, in everyone's view, plays a crucial role in conflict management. It is important to maintain an open and honest relationship with students through communication, encouraging students to express their feelings and problems so that it is possible to identify the causes of conflicts and find appropriate solutions. Communication must be *assertive*, students must be encouraged to express their feelings (*verbalization of emotions*) in a way that does not offend others. *Active listening* is also recommended by most respondents, through which the teacher listens carefully to the students' points of view, without interrupting them, and shows them that he understands their concerns, emotions and needs. Communication can also be non-verbal, through the use of body language, such as eye contact and especially *smiling* and open gestures, to convey empathy and support, but written communication is also used if the student in question is an introvert. Through *empathy*, the teacher can understand what his student is going through and thus the conflict is not perceived as an affront to the teacher but comes to emphasize a suffering, a lack that the student is going through: „*For me, especially in the case of some children, empathy intervenes and I put myself in their shoes, well, if he does that, what should I do? Should I be one step ahead of him?*” – ML. A second component necessary in the effective management of conflicts is the **analysis of the causes** of the conflict, emphasizing the need to find out the starting point of the conflict because only by understanding and analyzing it can the teacher resolve the conflict. Sometimes, without this thorough analysis, it can be assumed that the spark has lit out of nowhere, but, according to respondents, there is always an unmet need behind it. Thus, the basis of conflict resolution, according to the majority of respondents, lies in the investigation of the causes: „*He has a problem beyond the conflict in the current conflict, that is, something behind him or a frustration, a problem at home, an accumulation of negative things. In general, conflicts do not appear as an outburst, there is no conflict from the moment, that is, everything is fine and suddenly they are very bad.*” – VA. When the investigation of the causes requires a more thorough analysis, most of the respondents turn to the help of other people but are aware that, especially in rural areas, *thorough research of the children's background* and the introduction of *witnesses* into the equation is of particular importance. When initiating conflict management, absolutely all respondents resort first of all to *techniques to de-escalate* the situation and start by restoring the *state of calm* to themselves and the students, either by *removing the students from the conflict zone*, through *breathing exercises*, and they all resort to the so-called „time-out” or moments of calming. Some of the teachers take advantage of the fact that students *tend to copy the behavior of teachers* and adopt a calm attitude, and a low tone of voice with the result that the student in front of him will copy exactly the same behavior, some teachers also appeal to their *own experience* to better understand the nature of the conflict, they call for *tolerance* and teach their students to judge a situation from *different perspectives*. Used as techniques for detensioning but also for approaching and even solving a potential minor conflict, some teachers resort

to *humor* and *fine irony*: „... *I ask the children to calm down, please take a deep breath and count to 10.* „ - LD „... *The moment a situation arises that I think would degenerate, I either become ironic or I make jokes and try to smooth out before the conflict arises.* „ – ML. In conflict management, all teachers emphasize the importance of a **constructive approach** to conflict achieved through various means. The most often mentioned and of overwhelming importance is the *insistence* on ending the conflict through a solution agreed by both sides. No conflict should be ignored because this approach certainly leads to the repetition of inappropriate behavior or, in more unfortunate cases, an accumulation of such small unresolved conflicts that lead to outbursts of a much greater vengeance than the accumulated conflicts. In order to create and maintain a favorable attitude on the part of a student, some teachers resort to *highlighting the student's qualities* to be used as a premise for positive behavior, the *benefits* attracted by the desirable behavior are also emphasized, and if it comes to interventions aimed at adjusting the behavior, the *measures taken should not be drastic*, the attention should not be directed towards the search for the culprits but rather towards the *search for solutions* and the attention should be drawn not to the individual but only *to the behavior manifested* by him: „*And always when I try to get his attention, I consider that you should not attack the person, but rather highlight the behavior and that the way he behaved today makes me feel sad, disappointed, happy, happy, so it's not about the person but about his behavior that we are trying to fix the child's behavior.* „ – SD. The perception of the interviewees on the word conflict was also observed. It was described either in terms of the causes among which are the misunderstandings, lack of communication, lack of patience and exaggerations manifested by teachers, or in terms of the consequences of the manifestation of the conflict, namely the appearance of the quarrel, manifestations of raising the voice, the appearance of the communication phenomenon. The vast majority of terms associated with the phenomenon of conflict have negative connotations, encountering only one positive association, namely the one in which a conflict generates communication. All the teachers interviewed are aware of the fact that yes, how teachers manage conflicts in schools affects the reputation of that school and especially if they are managed inappropriately and conflicts escalate, all these negative news have a greater capacity to go viral than positive ones have. So, improper conflict management greatly affects the school's reputation. „*Unresolved conflicts affect the atmosphere of the school and, implicitly, its reputation. Parents quickly learn about tensions and may choose to move their children to other schools.*” – GD. The school's teachers opined that the Conflict Management Strategies that they employ are based on the nature, severity, and frequency of the socially deviant behaviour exhibited by the students. It has been found that there is a positive link between teachers' emotional intelligence and the adoption of an integration-based conflict management strategy. When a teacher uses this strategy, their main goal is to identify satisfactory solutions for themselves and the students. Consequently, in conflict situations, the teacher proposes alternatives, encourages new channels of communication and dialogue, makes concessions, takes responsibility, maximizes similarities between themselves and the student, and minimizes differences. Therefore, the integration strategy focuses on exchanging information in the classroom, ideal for effective conflict management. Teachers' emotional intelligence contributes to creating a favorable environment for learning and teaching, strengthening a positive relationship between student and teacher, and enhancing the school's reputation.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

This research was accomplished through a small sample of quantitative and qualitative data collection and analysis methods. The major limitation of the research is the small sample, although purposeful one (teachers in high schools who are interested in continuous learning). Although starting with the penultimate interviewee the similarity of the answers was found, there is still a

small possibility that, by increasing the sample, we will obtain additional information. From the first scores obtained with the help of the ESCQ-T test, the respondent with no. 3 was not available for an interview so he was replaced by respondent no. 16. Gender division m/f of the sample – the result analyzed from the literature is maintained, however, which concludes that there is a strong and positive correlation between sex and the level of emotional intelligence.

The research should be expanded all over Romania. The findings are pertinent as they can be used to formulate policy interventions and aid in developing conflict management approaches geared towards effectively addressing conflicts in schools. A future direction is also to gather and analyze interviews with teachers who register low emotional intelligence and understand the limitations and barriers they encounter in personal and professional development.

6. CONCLUSION

The main conclusion is that teachers with high emotional intelligence use practices that mitigate the effects of the Power Distance cultural dimension and are keen to reduce the occurrence of conflicts. The integration strategy, ideal for effective conflict management, focuses on exchanging information in the classroom, active listening, empathy, and tailored communication approaches.

Teachers' emotional intelligence contributes to creating a favourable environment for learning and teaching, strengthening a positive relationship between student and teacher, and enhancing the school's reputation. In schools where teachers' perception of the way colleagues manage conflicts is that they are approached constructively, there are no events that could negatively affect the school's reputation.

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