

## **The Impact of Teachers' Emotional Intelligence on Conflict Management in the Classroom: A Literature Study**

**Reri Berlianti<sup>1</sup>, Adio Robinson<sup>2</sup>, Feny Rahmadani<sup>3</sup>, Rafnil Husnaini<sup>4</sup>**

<sup>1</sup>SDN 37 Lebong, Bengkulu, Indonesia, <sup>2</sup>SMPN 12 Lebong, Bengkulu, Indonesia,

<sup>3</sup>SDN 42 Lebong, Bengkulu, Indonesia, <sup>4</sup>SDN 81 Lebong, Bengkulu, Indonesia

Corresponding author e-mail: [fenyrahmadani333@gmail.com](mailto:fenyrahmadani333@gmail.com)

Article History: Received on 7 November 2024, Revised on 14 December 2024,  
Published on 10 January 2025

**Abstract:** The purpose of this study is to analysed the influence of teachers' Emotional Intelligence (EI) on conflict management in the classroom. This study uses a literature review approach as the main method to collect, analysed, and synthesize information relevant to the topic of the influence of teachers' emotional intelligence on conflict management in the classroom. It was found that teachers with high EI can recognize and manage emotional dynamics in the classroom. They are more effective in detecting potential conflicts, understanding students' emotional needs, and designing strategies to manage behaviour. This supports the creation of an inclusive, productive, and low-stress learning environment. Teachers who can regulate their emotions tend to make wise decisions, reduce tension, and encourage harmonious conflict resolution. EI training has been shown to improve conflict management skills. Programs such as the RULER Approach are effective in creating a healthier educational ecosystem by reducing conflict in the classroom and improving the quality of learning.

**Keywords:** Emotional Intelligence, Conflict Management, Classroom, Literature Study

### **A. Introduction**

Teachers in the world of education play a very important role in creating a conducive learning environment. One of the main challenges faced by teachers is managing conflict in the classroom, which can arise from differences of opinion, competition between students, or even conflict between teachers and students. Conflict in the classroom, if not managed properly, can disrupt the learning process and have a negative impact on student learning outcomes (Deutsch, 2001). Therefore, the ability of teachers to manage conflict is an important skill that must be possessed.

Conflict in the classroom is an unavoidable situation in the learning process, especially because the classroom is a heterogeneous environment. Students have different backgrounds, characters, and needs, which can sometimes trigger differences of opinion, competition, or even disputes (Qazi et al., 2024). In addition, the relationship

between teachers and students does not always run smoothly, especially if there is a misunderstanding or difference in expectations. In this condition, the teacher's ability to manage conflict well is an important key to creating a conducive learning atmosphere (Mutongi et al., 2024).

One of the factors that influences teachers' ability to manage conflict in the classroom is Emotional Intelligence (EI). EI is one of the key factors that can help teachers manage conflict in the classroom. Goleman (1995) defines EI as the ability to recognize, understand, and manage one's own emotions and understand and influence the emotions of others. In an educational context, EI enables teachers to remain calm in conflict situations, understand students' perspectives, and provide solutions that support positive relationships in the classroom (Jennings & Greenberg, 2009). Teachers with high EI tend to be better able to create a harmonious classroom atmosphere and resolve conflicts constructively (Bakhare, 2022).

Previous studies have shown that EI has a close relationship with the effectiveness of conflict management. For example, a study by Brackett et al. (2011) found that teachers with high EI were more likely to use a mediation approach in resolving conflicts than an authoritative approach. In addition, a study by Lopes et al. (2012) revealed that teachers with high EI can utilize empathy to build trust and respect, which ultimately reduces the potential for conflict in the classroom.

Furthermore, effective conflict management not only solves the problem at hand but also teaches students valuable lessons on how to deal with differences and build better relationships (Valente et al., 2022). In the long run, students can learn important social and emotional skills for their lives outside of school (Alvarez et al., 2022).

EI has been recognized as an important element in conflict management, there is still a research gap regarding how EI specifically influences the strategies used by teachers in various conflict situations. Several studies have also not explored in depth the differences in the influence of EI on conflict management at various levels of education, such as elementary, middle, and high schools. Therefore, a comprehensive literature study is needed to further understand the role of EI in conflict management in the classroom.

This study aims to analyse the influence of teacher EI on conflict management in the classroom through literature studies. The results of the study are expected to provide insight and references for academics to develop research related to teacher EI and conflict management in the classroom.

## **B. Methods**

This study uses a literature review approach as the main method to collect, analyse, and synthesize information relevant to the topic of the influence of teacher emotional

intelligence on conflict management in the classroom. Literature review is a research method carried out by identifying, reviewing, and evaluating previously published scientific works, such as journals, books, conference proceedings, and official documents, in order to answer research questions or identify research gaps (Snyder, 2019).

The selected literature included scholarly works discussing EI, conflict management, and educational contexts. The researcher used academic databases such as Scopus, PubMed, and Google Scholar to find relevant journal articles. Keywords such as “emotional intelligence,” and “conflict management in classrooms,” were used to ensure adequate coverage. Each identified literature was evaluated based on its relevance, credibility, and contribution to the research topic. Only literature from reliable and peer-reviewed sources was used. The evaluation results were categorized into key themes, such as components of EI, strategies for managing conflict in the classroom, and the role of EI in educational contexts. These findings were then synthesized to build a structured narrative.

### C. Results and Discussion

The literature study that has been identified can explain the research findings related to the influence of teacher emotional intelligence on conflict management in the classroom.

**Table 1. The Impact of Teachers’ Emotional Intelligence on Conflict Management in the Classroom**

No.	Author (Year)	Title	Findings	Practical Implications	Types of research
1.	(Qazi et al., 2024)	Exploring the Impact of Teachers’ and Students’ Emotional Intelligence on Classroom Dynamics, Behaviour Management, and Learning Outcomes	Higher EI teachers improve student behaviour management and engagement. Students with higher EI show better peer relationships and motivation.	Emotional intelligence training for teachers and students is very important	Quantitative
2.	(Kanbur & Kirikkaleli, 2023)	Interaction between teachers’ emotional intelligence and classroom management	Teachers with high emotional intelligence can effectively manage classroom conflict by understanding and regulating their own and their students’ emotions.	Teachers with higher emotional intelligence have better classroom management skills. Gender, age, and seniority do not affect emotional intelligence and	Quantitative

No.	Author (Year)	Title	Findings	Practical Implications	Types of research
3.	(Valente et al., 2022)	Teachers' Emotion Regulation: Implications for Classroom Conflict Management	Teachers with high emotional regulation skills more often use integration and compromise strategies.	classroom management skills. Implementing emotional education in pre-service teacher curriculum. Improving teachers' emotion regulation skills for effective conflict management.	Quantitative
4.	(Alvarez et al., 2022)	The Role of Emotions in Classroom Conflict Management. Case Studies Geared Towards Improving Teacher Training	Teacher emotional intelligence, including emotional regulation and empathy, is critical to effective conflict management in the classroom. It fosters constructive dialogue, reduces stress, and improves classroom climate, ultimately leading to better student engagement and collaboration during conflict.	Teachers need training in emotional cues for effective conflict management. Virtual Reality can help in training teachers for conflict management.	Qualitative
5.	(Valente & Lourenço, 2020)	Conflict in the Classroom: How Teachers' Emotional Intelligence Influences Conflict Management	Teachers with higher emotional intelligence use more integrated and compromising strategies for conflict management, leading to constructive resolution of classroom conflicts.	Emotional skills programs should be included in teacher academic training. Teachers with higher emotional intelligence use more constructive conflict management strategies.	Quantitative
6.	(Bonilla R. et al., 2020)	Conflict Mediation, Emotional Regulation and Coping Strategies in the Educational Field	Teachers with high emotional intelligence effectively manage classroom conflict by utilizing adaptive coping strategies and emotional regulation, fostering a collaborative environment, reducing behavioural	Teachers need emotional skills for conflict management in the classroom. Integrating conflict mediation, emotional regulation, and coping strategies is essential.	Quantitative

No.	Author (Year)	Title	Findings	Practical Implications	Types of research
			problems, and increasing student participation in educational activities, ultimately leading to a more productive learning atmosphere.		
7.	(Sasikumar et al., 2012)	Role Of Emotional Intelligence On Conflict Management-Pre Service Teachers Perspective	Emotional intelligence plays a vital role in conflict management in the classroom by enabling teachers to identify, understand, and express emotions effectively.	Developing emotional intelligence in teacher education programs. Enhancing conflict management skills among pre-service teachers.	Qualitative
8.	(Winardi et al., 2022)	Systematic literature review on emotional intelligence and conflict management	Athletes with higher emotional intelligence (EI) scores are more successful. EI is important for effective coaching behaviour and coach-athlete relationships.	Development of emotional intelligence in future teacher-psychologists. Integration of emotional intelligence into pedagogical training programs	Literature study
9.	(Sharma & Sehwat, 2014)	Emotional Intelligence and Conflict Management: An Empirical Study in Indian Context	Individuals with higher EI prefer cooperative styles such as problem solving, which can be beneficial for teachers in managing classroom conflict effectively.	Emotional intelligence influences conflict management style. High emotional intelligence leads to effective conflict resolution.	Quantitative

Research by Qazi et al. (2024) showed that teachers with high EI were able to improve classroom behaviour management, strengthen student engagement, and create a more productive learning environment. Students with high EI also showed better social relationships with peers and increased motivation to learn. This study highlights the importance of emotional intelligence training for teachers and students in improving the quality of conflict management in the classroom.

Teachers with high EI tend to be better able to recognize emotional dynamics in the classroom, including detecting potential conflicts and understanding students' emotional needs. With these abilities, teachers can design effective strategies to manage student behaviour, such as responding calmly and empathetically to

classroom disruptions. For example, research by Jennings and Greenberg (2009) found that teachers with high EI were better able to create a supportive learning environment, which in turn increased student participation and reduced stress levels in the classroom.

On the other hand, students with high EI show better social relationships with peers. The ability to manage one's own emotions and understand the emotions of others allows students to interact effectively, resolve conflicts constructively, and build harmonious relationships. This is supported by research from Mayer et al. (2004) which states that EI plays an important role in developing students' social skills. In addition, students' EI is also correlated with higher learning motivation. Students with high EI tend to be better able to overcome academic challenges, maintain focus, and set clear learning goals. They have better emotional resilience, so they do not give up easily when faced with difficulties. A study by Petrides et al. (2004) showed that students' EI contributed significantly to academic achievement through increased intrinsic motivation.

Given the positive impact of EI on behaviour management and student engagement, EI training for teachers and students is important. EI training can help teachers develop skills to manage classroom conflict, provide emotional support to students, and create an inclusive learning environment. Meanwhile, students can learn to recognize and manage their emotions, improve communication skills, and strengthen learning motivation. A study by Brackett et al. (2011) highlighted that EI training programs, such as the RULER Approach, have been shown to improve EI skills in both teachers and students, thereby creating a healthier educational ecosystem. Implementation of this training can help reduce classroom conflict and improve learning effectiveness.

Kanbur and Kirikkaleli (2023) asserted that teachers' EI enables them to understand and regulate their own and students' emotions, which contributes to better conflict management skills. Interestingly, demographic aspects such as gender, age, and work experience do not affect the level of EI and classroom management skills. On the contrary, effective emotion regulation is a key factor in creating constructive conflict resolution.

EI skills help teachers use an empathetic and inclusive approach when resolving conflicts in the classroom. With good emotional regulation skills, teachers can avoid impulsive or confrontational responses that can potentially escalate the conflict. Instead, they can use strategies such as integration or compromise that support constructive conflict resolution. This is in line with the findings of Valente et al. (2022) who revealed that good emotional regulation allows teachers to encourage productive dialogue and improve relationships between students involved in conflict. Sharma and Sehrawat (2014) study stated that individuals with high EI are more likely to use

a cooperative conflict management style, such as problem solving. This style supports more effective and harmonious classroom conflict resolution.

Interestingly, demographic aspects such as gender, age, and work experience did not significantly affect teachers' EI levels or conflict management skills. Kanbur and Kirikkaleli (2023) research revealed that good classroom management skills are more influenced by EI abilities themselves than demographic factors. This shows that EI is a skill that can be developed through training or experience, regardless of an individual's background.

Effective emotion regulation is an important element in conflict management. Teachers who can control their own emotions are more likely to make wise decisions when faced with conflict situations. They not only defuse tensions but also encourage students to adopt similar approaches, creating a more harmonious classroom atmosphere. A study by Alvarez et al. (2022) confirmed that teachers' emotion regulation skills are essential in creating a classroom climate that supports collaborative learning and student engagement, especially during times of conflict. Studies by Bonilla et al. (2020) and Sasikumar et al. (2012) highlighted the importance of integrating emotional intelligence training into teacher education programs. Teachers with high EI use adaptive coping strategies to create a collaborative classroom environment, reduce conflict, and increase student participation.

#### **D. Conclusion**

Teachers with high EI can recognize and manage emotional dynamics in the classroom. They are more effective at detecting potential conflicts, understanding students' emotional needs, and devising strategies to manage behaviour. This supports the creation of an inclusive, productive, and low-stress learning environment. Teachers who can regulate their emotions are more likely to make wise decisions, defuse tensions, and encourage harmonious conflict resolution. EI training has been shown to improve conflict management skills. Programs such as the RULER Approach are effective in creating a healthier educational ecosystem by reducing classroom conflict and improving the quality of learning.

#### **E. Acknowledgements**

We would like to thank all parties who have helped in compiling this literature study. This literature emphasizes that EI has a significant impact on the quality of conflict management in the classroom. Integration of EI training in teacher and student education is recommended to improve the quality of interaction and learning effectiveness.

## References

- Alvarez, I. M., González-Parera, M., & Manero, B. (2022). The Role of Emotions in Classroom Conflict Management. Case Studies Geared Towards Improving Teacher Training. *Frontiers in Psychology*, 13(2), 1–10. <https://doi.org/10.3389/fpsyg.2022.818431>
- Bakhare, R. (2022). Emotional Intelligence (EI): A competency of PG-Teachers in managing online classroom Conflicts. *2022 International Interdisciplinary Humanitarian Conference for Sustainability (IIHC)*, 1494–1499. <https://doi.org/10.1109/IIHC55949.2022.10060819>
- Bonilla R., P., Armadans, I., & Anguera, M. T. (2020). Conflict Mediation, Emotional Regulation and Coping Strategies in the Educational Field. *Frontiers in Education*, 5(2), 51–60. <https://doi.org/10.3389/feduc.2020.00050>
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*, 5(1), 88–103. <https://doi.org/10.1111/j.1751-9004.2010.00334.x>
- Deutsch, M. (2001). Cooperation and conflict resolution: Implications for consulting psychology. *Consulting Psychology Journal: Practice and Research*, 53(2), 76–81. <https://doi.org/10.1037/1061-4087.53.2.76>
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Kanbur, O., & Kirikkaleli, N. (2023). Interaction between teachers' emotional intelligence and classroom management. *Perspectives in Education*, 41(2), 3–15. <https://doi.org/10.38140/pie.v41i2.6847>
- Lopes, P. N., Mestre, J. M., Guil, R., Kremenitzer, J. P., & Salovey, P. (2012). The Role of Knowledge and Skills for Managing Emotions in Adaptation to School. *American Educational Research Journal*, 49(4), 710–742. <https://doi.org/10.3102/0002831212443077>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Target Articles: 'Emotional Intelligence: Theory, Findings, and Implications'. *Psychological Inquiry*, 15(3), 197–215. [https://doi.org/10.1207/s15327965pli1503\\_02](https://doi.org/10.1207/s15327965pli1503_02)
- Mutongi, C., Muchuri, T., Nyazema, M. T., & Kandufa, P. (2024). The Role of



- Emotional Intelligence in Conflict Management. *International Journal of Research and Scientific Innovation*, 11(5), 178–187.  
<https://doi.org/10.51244/IJRSI.2024.1105011>
- Petrides, K. ., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences*, 36(2), 277–293. [https://doi.org/10.1016/S0191-8869\(03\)00084-9](https://doi.org/10.1016/S0191-8869(03)00084-9)
- Qazi, S., Hussain, I., Nizamani, M., & Nizamani, M. (2024). Exploring the Impact of Teachers' and Students' Emotional Intelligence on Classroom Dynamics, Behavior Management, and Learning Outcomes. *Journal of Policy Research*, 10(3), 290–298. <https://doi.org/10.61506/02.00345>
- Sasikumar, N. S., Fathima, M. P., & Roja, M. P. (2012). Role of Emotional Intelligence On Conflict Management- Pre Service Teachers Perspective. *International Journal of Scientific Research*, 1(4), 40–41.  
<https://doi.org/10.15373/22778179/SEP2012/14>
- Sharma, T., & Sehrawat, A. (2014). Emotional Intelligence and Conflict Management: An Empirical Study in Indian Context. *International Association of Scientific Innovation and Research (IASIR)*, 7(1), 104–108.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104(12), 333–339.  
<https://doi.org/10.1016/j.jbusres.2019.07.039>
- Valente, S., & Lourenço, A. A. (2020). Conflict in the Classroom: How Teachers' Emotional Intelligence Influences Conflict Management. *Frontiers in Education*, 5(1), 1–10. <https://doi.org/10.3389/feduc.2020.00005>
- Valente, S., Lourenco, A. A., Derakhshan, A., Németh, Z., & Almeida, L. (2022). Teachers' Emotion Regulation: Implications for Classroom Conflict Management. *Australian Journal of Teacher Education*, 47(8), 18–32.  
<https://doi.org/10.14221/ajte.2022v47n8.2>
- Winardi, M. A., Prentice, C., & Weaven, S. (2022). Systematic literature review on emotional intelligence and conflict management. *Journal of Global Scholars of Marketing Science*, 32(3), 372–397.  
<https://doi.org/10.1080/21639159.2020.1808847>