

Conflict management styles among Digital Office Management students at Universitas Airlangga: Examining the effect of emotional intelligence

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Abstract

Conflicts in academic interactions require students to possess emotional intelligence to respond appropriately and constructively to differences. This study aims to analyze the effect of emotional intelligence on conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. An explanatory quantitative approach was employed with 62 students selected through *purposive sampling*, while the data were analyzed using simple linear regression with IBM SPSS Statistics. The results show that emotional intelligence has a positive and significant effect on conflict management styles, with a regression coefficient of 0.299, a *t*-value of 2.687, and a significance level of 0.009. The regression model was also significant based on an *F*-value of 7.221 with a significance level of 0.009, although emotional intelligence explained only 10.7% of the variance in conflict management styles. This study contributes to the literature on emotional intelligence and conflict management in vocational higher education, particularly among Digital Office Management students.

Keywords: Emotional intelligence; Conflict management styles; Vocational higher education students; Digital Office Management; Universitas Airlangga.

Abstrak

Konflik dalam interaksi akademik menuntut mahasiswa memiliki kecerdasan emosional agar mampu merespons perbedaan secara tepat dan konstruktif. Penelitian ini bertujuan menganalisis pengaruh kecerdasan emosional terhadap gaya manajemen konflik pada mahasiswa Program Studi Manajemen Perkantoran Digital Universitas Airlangga. Penelitian menggunakan pendekatan kuantitatif eksplanatori dengan 62 mahasiswa sebagai responden yang dipilih melalui *purposive sampling*, sedangkan data dianalisis menggunakan regresi linear sederhana melalui IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa kecerdasan emosional berpengaruh positif dan signifikan terhadap gaya manajemen konflik, dengan koefisien regresi sebesar 0,299, nilai *t* sebesar 2,687, dan signifikansi 0,009. Model regresi juga signifikan berdasarkan uji *F* sebesar 7,221 dengan signifikansi 0,009, tetapi kecerdasan emosional hanya menjelaskan 10,7% variasi gaya manajemen konflik. Penelitian ini berkontribusi pada pengembangan kajian kecerdasan emosional dan manajemen konflik dalam konteks pendidikan vokasi, khususnya mahasiswa Manajemen Perkantoran Digital.

Kata Kunci: Kecerdasan emosional; Gaya manajemen konflik; Mahasiswa pendidikan vokasi; Manajemen Perkantoran Digital; Universitas Airlangga.

Introduction

Conflict is an inseparable part of student interaction, as differences in opinions, interests, personalities, and working styles may arise in both academic and organizational activities. In such situations, emotional intelligence becomes an important capacity because it determines how individuals recognize emotions, understand others' feelings, regulate their responses, and use emotions appropriately when facing differences. Wong and Law (2002) identified four core abilities: self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion. These abilities may influence how individuals respond to interpersonal situations before conflicts escalate. Meanwhile, Rahim (1983) classified conflict management into five styles: *integrating*, *obliging*, *dominating*, *avoiding*, and *compromising*. These styles indicate that conflict involves not only disagreement but also behavioral choices when individuals face competing interests. Therefore, emotional intelligence is relevant for explaining variations in students' conflict management styles.

The importance of emotional intelligence in conflict management becomes increasingly evident in environments that require intensive interaction and cooperation. Sitanggang et al. (2022), in a study of 88 nurses at H. Adam Malik General Hospital in Medan, found a significant relationship between emotional intelligence and conflict management ($p = 0.002$), while Alanazy and Alzamil (2026), studying 500 *nurse managers* in Saudi Arabia, found positive correlations with *collaborating* ($r = 0.739$) and *compromising* ($r = 0.611$). Garcia and Maniago (2018) also examined the relationship between emotional intelligence and conflict management styles among *middle managers* in selected higher education institutions in the Philippines. These findings indicate that emotional competencies are associated with how individuals deal with differences in professional settings. However, students differ from healthcare professionals and managers because their conflicts frequently emerge from group work, task allocation, organizational activities, and academic interactions. Therefore, evidence from professional settings is insufficient to explain the relationship between emotional intelligence and conflict management among students.

The relationship between emotional intelligence and conflict management can be examined by investigating whether emotional abilities are associated with individuals' tendencies to adopt particular conflict styles. Al-Hamdan et al. (2019), in a study of 248 *nurse managers* in Jordan, found that *integrating* was the most frequently used style, whereas *dominating* was the least frequently used. Chen, Xu, and Phillips (2019) analyzed 885 observations of managers in Dalian, China, and demonstrated a relationship between emotional intelligence and conflict management styles. Mohamed et al. (2020), examining employees of multinational organizations in Egypt,

found that higher emotional intelligence was associated with the use of *competing*, indicating that emotional intelligence does not necessarily lead to cooperative styles. Among students, Li et al. (2021) examined 269 medical students at Jilin University, China, in relation to emotional intelligence and conflict management styles. Gandhi et al. (2021) implemented emotional intelligence training among 19 high school students and found significant changes in *integrating* ($p = 0.027$) and *compromising* ($p = 0.021$). These findings indicate that the relationship can be examined through correlational, predictive, and intervention-based approaches, but they do not specifically explain the pattern of influence among Digital Office Management students.

Research on emotional intelligence and conflict management has produced relevant evidence, but its contexts and findings have not been entirely consistent. Chen and Xie (2025) examined emotional intelligence alongside job stress, resilience, and job satisfaction among college teachers, whereas Rahmawati (2022) examined it alongside intellectual and spiritual intelligence in relation to employee performance. Amissah-Wilson and Segbenya (2025) analyzed emotional intelligence, employee productivity, gender, and teamwork in the context of employees in a developing economy. Dissanayake et al. (2024), in a study of 388 university students in Sri Lanka, found that *need for power* moderated the relationship between emotional intelligence and conflict resolution. Lukman and Setianingsih (2026) used training involving 36 prospective IMM cadres in Banda Aceh to optimize emotional intelligence and conflict management. Thus, previous research has covered employees, managers, healthcare professionals, college teachers, high school students, and university students, but has not provided specific evidence concerning Digital Office Management students. Differences in respondent characteristics, research settings, and analytical approaches indicate that the relationship between emotional intelligence and conflict management cannot yet be generalized to the context of Digital Office Management students.

Based on this gap, this study aims to analyze the effect of emotional intelligence on conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. The study focuses on the direct effect of emotional intelligence on conflict management styles, rather than merely describing students' levels of emotional intelligence or the types of conflicts they experience. This study is important because Digital Office Management students are prepared to enter work environments that require communication, coordination, collaboration, decision-making, and the ability to deal with differences professionally. Academically, this study may extend empirical evidence on emotional intelligence and conflict management among vocational higher education students, particularly in a field oriented toward office administration and digital office management. Practically, the findings may provide a basis for developing learning activities, group work, and organizational activities that integrate emotional competencies with the ability to manage conflicts constructively.

Method

This study employed a quantitative approach with an explanatory research design to analyze the effect of emotional intelligence on conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. A quantitative approach was used because the research data were numerical and analyzed using statistical procedures to examine relationships between variables and test the research hypotheses (Sugiyono, 2022). An explanatory research design was employed because the study sought to explain relationships and effects between variables through empirical testing (George & Merkus, 2025). Data were collected through an online questionnaire using Google Forms from September 18 to 30, 2026. The population comprised active students of the Digital Office Management Study Program at Universitas Airlangga from the 2023, 2024, 2025, and 2026 cohorts. The sample consisted of 62 respondents selected through *non-probability sampling* using a *purposive sampling* technique. The inclusion criteria were active students of the Digital Office Management Study Program from the 2023–2026 cohorts, with each cohort represented in the sample. The instrument employed a five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. The five-point scale was selected because it is appropriate for measuring respondents' levels of agreement with statements concerning attitudes, perceptions, and behavioral tendencies (Taufique et al., 2026).

The research instrument consisted of 36 statements, comprising 17 items measuring emotional intelligence and 19 items measuring conflict management styles. The emotional intelligence construct was adapted from the four dimensions of the *Wong and Law Emotional Intelligence Scale (WLEIS)*, namely *Self-Emotion Appraisal (SEA)*, *Others' Emotion Appraisal (OEA)*, *Use of Emotion (UOE)*, and *Regulation of Emotion (ROE)* (Wong & Law, 2002). Meanwhile, conflict management styles were based on Rahim's five conflict-handling styles: *integrating*, *obliging*, *dominating*, *avoiding*, and *compromising* (Rahim, 1983). The items and indicators for both constructs were adapted to the context of students in the Digital Office Management Study Program to represent respondents' experiences in dealing with conflicts in academic activities, group work, and organizational activities. The operationalization of the two variables is presented in Table 1.

Table 1. Operational definitions of variables

Variable		Dimension		Indicators
Emotional Intelligence (X)		<i>Self-Emotion Appraisal (SEA)</i>	<i>Appraisal</i>	Understanding one's own emotions; Being aware of one's emotional state
		<i>Others' Emotion Appraisal (OEA)</i>		Recognizing others' emotions; Understanding others' emotions

Conflict Management Styles (Y)		<i>Use of Emotion (UOE)</i>	Motivating oneself; Using emotions to achieve goals
		<i>Regulation of Emotion (ROE)</i>	Controlling emotions; Calming oneself
	<i>Integrating</i>		Seeking solutions together; Communicating openly
		<i>Obliging</i>	Prioritizing others' interests; Setting aside one's own interests
		<i>Dominating</i>	Defending one's own interests; Prioritizing one's own preferences
		<i>Avoiding</i>	Avoiding conflict discussions; Delaying conflict resolution
		<i>Compromising</i>	Seeking a middle ground; Willingness to give up part of one's interests

Source: Adapted from Wong and Law (2002) and Rahim (1983).

The data were analyzed using IBM SPSS Statistics through descriptive statistical analysis, validity testing, reliability testing, classical assumption testing, simple linear regression, *t*-test, *F*-test, and coefficient of determination (R^2). Validity testing was used to assess the ability of each item to measure the intended construct, whereas reliability testing was used to assess the internal consistency of the instrument through Cronbach's Alpha (Zakariya, 2022). The classical assumption tests comprised linearity, normality, and heteroscedasticity as prerequisites for regression analysis. Linearity was assessed to ensure that the relationship between emotional intelligence and conflict management styles was linear, normality was assessed to examine the distribution of residuals, and heteroscedasticity was examined based on the pattern of residual dispersion. Simple linear regression was subsequently employed because the study examined the effect of one independent variable on one dependent variable. The *t*-test was used to test the significance of the regression coefficient, the *F*-test was used to assess the overall significance of the regression model, and R^2 was used to determine the proportion of variance in conflict management styles explained by emotional intelligence. All tests were conducted at a 5% significance level ($\alpha = 0.05$).

Results and Discussion

Respondent characteristics: Sex and cohort

The respondent characteristics are presented to provide an overview of the composition of the students included in the research sample. These characteristics comprise respondents' sex and cohort. Information on both characteristics is presented in terms of frequency and percentage to provide a structured representation of the respondent distribution. Overall, the study involved 62 students from the Digital Office Management Study Program at Universitas Airlangga. The distribution of

respondents by sex and cohort is presented in Table 2. In terms of sex, 8 students (12.9%) were male, while 54 students (87.1%) were female. Thus, female respondents constituted the dominant group in the composition of the research sample.

Table 2. Respondent characteristics by sex and cohort

Characteristic	Category	Frequency	Percentage
Sex	Male	8	12.9%
	Female	54	87.1%
Cohort	2023	7	11.3%
	2024	42	67.7%
	2025	7	11.3%
	2026	6	9.7%
Total		62	100.0%

Source: Data processed using IBM SPSS Statistics (2026).

In terms of cohort, the respondents came from four groups: the 2023, 2024, 2025, and 2026 cohorts. Seven respondents (11.3%) were from the 2023 cohort, while 42 respondents (67.7%) were from the 2024 cohort. The 2025 cohort comprised 7 respondents (11.3%), whereas the 2026 cohort comprised 6 respondents (9.7%). This distribution indicates that students from the 2024 cohort constituted the largest group in the study, while the 2026 cohort had the fewest respondents. The uneven distribution across cohorts indicates that the representation of each cohort in the sample was not proportional. This condition reflects the empirical characteristics of the sample obtained through the data collection process. Therefore, the cohort distribution should be taken into consideration when interpreting the overall characteristics of the respondents.

Overall, the distribution of respondents by sex and cohort indicates that the research sample had an uneven composition. The dominance of female respondents, accounting for 87.1% of the sample, indicates that most of the research data came from this group, while the dominance of the 2024 cohort, accounting for 67.7%, indicates that the data also predominantly represented students from that cohort. This condition is related to the use of *purposive sampling*, meaning that the resulting respondent composition cannot be regarded as a proportional representation of all students in the Digital Office Management Study Program at Universitas Airlangga. These characteristics should be considered when interpreting the research findings, particularly when assessing the extent to which the findings can be applied to the broader student population. Thus, Table 2 provides context regarding the sample composition underlying the analysis.

Instrument validity and reliability testing

Validity and reliability testing were conducted to ensure that the research instrument accurately and consistently measured the variables under investigation. Validity testing was used to assess the extent to which each statement item represented the research construct, whereas reliability testing was used to assess the internal consistency among items within each construct. In this study, validity was assessed using the Pearson Product-Moment correlation with the assistance of IBM SPSS Statistics by correlating the score of each statement item with the total variable score. Meanwhile, reliability was assessed using Cronbach's Alpha. Both assessments were important because the instrument used as the basis for data collection needed to demonstrate adequate measurement quality before the data were subjected to further analysis. Validity also considered the alignment of the items with the indicators and theoretical foundations used (Al-Mahrezi et al., 2022; Mohseni et al., 2022).

The study involved 62 respondents; therefore, the degrees of freedom for the validity test were calculated using the formula $df = n - 2 = 62 - 2 = 60$. At a significance level of 0.05 with a two-tailed test, the critical r value was 0.2108. A statement item was considered valid when the calculated r value was greater than the critical r value of 0.2108 and the Sig. (2-tailed) value was less than 0.05. Both criteria were applied simultaneously to determine the eligibility of each statement item. The results showed that all 17 items measuring emotional intelligence had calculated r values ranging from 0.462 to 0.674, with significance values of <0.001 . All values met the established criteria. The validity test results for the emotional intelligence variable are presented in Table 3.

Table 3. Validity test results for variable X – emotional intelligence

Item	Critical r	Calculated r	Sig. (2-tailed)	Conclusion
X1	0.2108	0.545	<0.001	Valid
X2	0.2108	0.622	<0.001	Valid
X3	0.2108	0.670	<0.001	Valid
X4	0.2108	0.593	<0.001	Valid
X5	0.2108	0.585	<0.001	Valid
X6	0.2108	0.568	<0.001	Valid
X7	0.2108	0.462	<0.001	Valid
X8	0.2108	0.524	<0.001	Valid
X9	0.2108	0.650	<0.001	Valid
X10	0.2108	0.493	<0.001	Valid
X11	0.2108	0.529	<0.001	Valid

X12	0.2108	0.641	<0.001	Valid
X13	0.2108	0.600	<0.001	Valid
X14	0.2108	0.511	<0.001	Valid
X15	0.2108	0.655	<0.001	Valid
X16	0.2108	0.674	<0.001	Valid
X17	0.2108	0.521	<0.001	Valid

Source: Data processed using IBM SPSS Statistics (2026).

The validity test results in Table 3 show that all 17 statement items measuring emotional intelligence (X) met the established validity criteria. The calculated r values for all items ranged from 0.462 to 0.674, meaning that all values were greater than the critical r value of 0.2108. In addition, each item had a Sig. (2-tailed) value of less than 0.001, which was below the 0.05 significance level. These results indicate that each statement item had a statistically significant relationship with the total score of the emotional intelligence variable. Therefore, no items needed to be eliminated based on the validity test results. All items from X1 to X17 could be retained as part of the research instrument. These findings provide evidence that the items used to measure emotional intelligence had empirical associations with the measured construct and could be used in the subsequent stage of data analysis.

The validity test results for the conflict management styles variable also showed that all 19 statement items met the established criteria. The calculated r values ranged from 0.217 to 0.610, all of which were greater than the critical r value of 0.2108. The Sig. (2-tailed) values for all items were below 0.05, with the lowest value being <0.001 and the highest being 0.024. Although several items had correlation values relatively close to the critical r value, all of them still met the validity requirements. Therefore, no statement items for the conflict management styles variable needed to be eliminated based on the test results. All items from Y1 to Y19 were considered valid and could be used in subsequent analyses. The complete validity test results for the conflict management styles variable are presented in Table 4.

Table 4. Validity test results for variable Y – conflict management styles

Item	Critical r	Calculated r	Sig. (2-tailed)	Conclusion
Y1	0.2108	0.409	<0.001	Valid
Y2	0.2108	0.397	0.001	Valid
Y3	0.2108	0.217	0.020	Valid
Y4	0.2108	0.222	0.021	Valid
Y5	0.2108	0.455	<0.001	Valid
Y6	0.2108	0.610	<0.001	Valid

Y7	0.2108	0.532	<0.001	Valid
Y8	0.2108	0.591	<0.001	Valid
Y9	0.2108	0.354	0.005	Valid
Y10	0.2108	0.494	<0.001	Valid
Y11	0.2108	0.433	<0.001	Valid
Y12	0.2108	0.415	<0.001	Valid
Y13	0.2108	0.546	<0.001	Valid
Y14	0.2108	0.452	<0.001	Valid
Y15	0.2108	0.430	<0.001	Valid
Y16	0.2108	0.367	0.003	Valid
Y17	0.2108	0.286	0.024	Valid
Y18	0.2108	0.347	0.006	Valid
Y19	0.2108	0.372	0.003	Valid

Source: Data processed using IBM SPSS Statistics (2026).

Reliability testing was conducted to determine the level of internal consistency of the instrument in measuring the research constructs. In this study, instrument reliability was assessed using Cronbach's Alpha with the assistance of IBM SPSS Statistics. Cronbach's Alpha ranges from 0 to 1, with higher values indicating better internal consistency. However, the interpretation of this coefficient should also consider the number of items, respondent characteristics, and the coherence of the construct being measured, because Cronbach's Alpha primarily reflects the relationships among items and does not automatically demonstrate that an instrument measures only one dimension (Zakariya, 2022). In this study, an instrument was considered reliable when its Cronbach's Alpha value exceeded 0.60. The results showed that the emotional intelligence variable had a value of 0.871, while the conflict management styles variable had a value of 0.735. Both values exceeded the established threshold.

Table 5. Instrument reliability test results

Variable	Number of Items	Cronbach's Alpha	Conclusion
Emotional Intelligence (X)	17	0.871	Highly Reliable
Conflict Management Styles (Y)	19	0.735	Reliable

Source: Data processed using IBM SPSS Statistics (2026).

Based on Table 5, the reliability test results show that both research variables had Cronbach's Alpha values above the minimum threshold of 0.60. The emotional intelligence variable, consisting of 17 statement items, obtained a Cronbach's Alpha value of 0.871. This value falls within the >0.80–1.00 range, indicating that the emotional intelligence instrument is highly reliable. Meanwhile, the conflict

management styles variable, consisting of 19 statement items, obtained a Cronbach's Alpha value of 0.735. This value falls within the >0.60–0.80 range, indicating that the conflict management styles instrument is reliable. These results indicate that all items within each variable demonstrated adequate internal consistency. Therefore, all 17 items measuring emotional intelligence and all 19 items measuring conflict management styles could be retained for the data analysis process.

Classical assumption tests: Linearity, normality, and heteroscedasticity

Classical assumption testing was conducted to ensure that the simple linear regression model met the required statistical assumptions before being used for hypothesis testing. In this study, the classical assumption tests comprised linearity, normality, and heteroscedasticity tests. The linearity test was used to determine whether the relationship between emotional intelligence and conflict management styles followed a linear pattern. The normality test was used to determine whether the residuals of the regression model were normally distributed, whereas the heteroscedasticity test was used to assess whether the residual variance remained relatively constant across different predicted values. All tests were conducted using IBM SPSS Statistics. The results showed that the relationship between the two variables met the linearity assumption, the model residuals were normally distributed, and no residual dispersion pattern indicated heteroscedasticity. Thus, all three assumptions were satisfied, allowing the simple linear regression model to be used to analyze the relationship between emotional intelligence and conflict management styles.

The linearity test was conducted to determine whether the relationship between emotional intelligence and conflict management styles was linear. Based on the results presented in Table 6, the F value in the Linearity row was 5.543, with a significance value of 0.024. Meanwhile, the F value in the Deviation from Linearity row was 0.419, with a significance value of 0.986. The fulfillment of the linearity assumption was determined based on the Deviation from Linearity value. The significance value of 0.986 was greater than 0.05, indicating that there was no significant deviation from the linear relationship. In addition, the calculated F value of 0.419 was lower than the critical F value of 1.824, with $df_1 = 24$ and $df_2 = 36$. These results indicate that the relationship between emotional intelligence and conflict management styles met the linearity assumption. Therefore, the simple linear regression model could be used in the research analysis.

Table 6. Linearity test results

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	877.484	25	35.099	0.624	0.889
Linearity	311.666	1	311.666	5.543	0.024
Deviation from Linearity	565.818	24	23.576	0.419	0.986

Within Groups	2024.000	36	56.222
Total	2901.484	61	

Source: Data processed using IBM SPSS Statistics (2026).

The normality test was conducted to determine whether the residuals generated by the regression model were normally distributed. Based on the One-Sample Kolmogorov-Smirnov test presented in Table 7, a total of 62 observations were analyzed. The Test Statistic value was 0.059, while the Asymp. Sig. (2-tailed) value was 0.200. The Monte Carlo approach also produced a Sig. (2-tailed) value of 0.859, with a 99% confidence interval ranging from 0.850 to 0.868. Both significance values were greater than 0.05. Therefore, there was no indication that the residuals deviated significantly from a normal distribution. These results indicate that the residuals in the regression model were normally distributed. Accordingly, the normality assumption for the simple linear regression model was satisfied, and the residuals could be used for subsequent analysis. The complete normality test results are presented in Table 7.

Table 7. Normality test results

Parameter	Value
N	62
Mean	0.0000000
Std. Deviation	6.51582985
Absolute	0.059
Positive	0.044
Negative	-0.059
Test Statistic	0.059
Asymp. Sig. (2-tailed)	0.200
Monte Carlo Sig. (2-tailed)	0.859
99% Confidence Interval – Lower Bound	0.850
99% Confidence Interval – Upper Bound	0.868

Source: Data processed using IBM SPSS Statistics (2026).

The heteroscedasticity test was conducted by examining the pattern of residual dispersion in Figure 1. In the *Scatterplot*, the horizontal axis represents the *Regression Standardized Predicted Value*, whereas the vertical axis represents the *Regression Studentized Residual*. The residual points appear to be distributed across various predicted values and are located both above and below zero on the vertical axis. The resulting *Scatterplot* is presented below to provide a clearer view of the residual distribution.

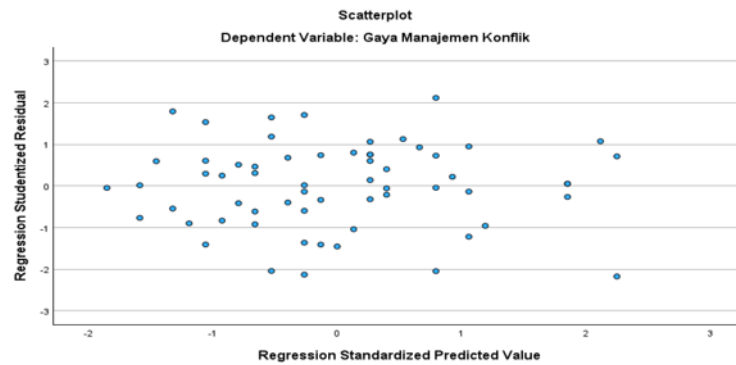


Figure 1. Scatterplot of the heteroscedasticity test

Source: Data processed using IBM SPSS Statistics (2026).

Based on Figure 1, the residual points were distributed across *Regression Standardized Predicted Value* values of approximately -2.2 to 2.5 and *Regression Studentized Residual* values of approximately -2.2 to 2.1 . The distribution did not form any particular pattern, such as a funnel, widening, narrowing, or wave-like pattern. The points also showed no systematic tendency within a particular area, as they remained distributed both above and below zero. This condition indicates that the residual variance was relatively constant across different predicted values. Therefore, based on the visual examination of the *Scatterplot*, the regression model showed no indication of heteroscedasticity, and the assumption of homoscedasticity was considered satisfied.

Hypothesis testing: Simple linear regression, *t*-test, *F*-test, and coefficient of determination

Hypothesis testing was conducted to determine the effect of emotional intelligence on conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. Simple linear regression was employed because the study involved one independent variable, namely emotional intelligence, and one dependent variable, namely conflict management styles. This analysis was used to derive the regression equation, determine the direction of the relationship, test the significance of the partial effect using the *t*-test, assess the significance of the overall model using the *F*-test, and determine the ability of the independent variable to explain variation in the dependent variable through the coefficient of determination. In general, the simple linear regression equation was used to describe changes in conflict management styles based on changes in emotional intelligence. The results of the simple linear regression analysis, including the constant, regression coefficient, *Standard Error*, *Beta*, *t* value, and significance, are presented in Table 8.

Table 8. Simple linear regression analysis results

Model	B	Std. Error	Beta	<i>t</i>	Sig.
(Constant)	46.159	7.610		6.066	<0.001

Emotional Intelligence	0.299	0.111	0.328	2.687	0.009
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Note: *Dependent Variable*: Conflict Management Styles

Source: Data processed using IBM SPSS Statistics (2026).

Based on Table 8, the constant was 46.159, while the regression coefficient for emotional intelligence was 0.299. The positive coefficient indicates that emotional intelligence has a positive relationship with conflict management styles. In other words, an increase in the emotional intelligence score is expected to be accompanied by an increase in the conflict management styles score. The standardized *Beta* coefficient of 0.328 also indicates a positive relationship between the two variables. Meanwhile, the constant of 46.159 represents the predicted value of conflict management styles when emotional intelligence is zero. Based on these coefficients, the resulting simple linear regression equation can be formulated as follows.

$$Y = 46.159 + 0.299X$$

Where:

Y = Conflict Management Styles

X = Emotional Intelligence

a = constant of 46.159

b = regression coefficient for Emotional Intelligence of 0.299

The equation indicates that every one-unit increase in the emotional intelligence score is expected to increase the conflict management styles score by 0.299 units. Thus, the model indicates a positive relationship between the two variables. However, the direction of the relationship does not automatically indicate that the effect of emotional intelligence is statistically significant. The significance of the effect was determined through the partial *t*-test, while the overall significance of the model was assessed using the *F*-test. Both tests were necessary to determine whether the relationship identified in the regression model could be considered statistically significant at the predetermined significance level.

The partial test was conducted using the *t*-test to determine whether emotional intelligence had a significant effect on conflict management styles. Based on Table 8, the calculated *t* value was 2.687, with a significance value of 0.009. With 62 respondents and one independent variable, the degrees of freedom were calculated using the formula $df = n - k - 1$, yielding $df = 62 - 1 - 1 = 60$. At a significance level of 0.05 with a two-tailed test, the critical *t* value was approximately 2.000. The results showed that the calculated *t* value was greater than the critical *t* value, namely $2.687 > 2.000$. In addition, the significance value of 0.009 was lower than 0.05. Based on both criteria, H_0 was rejected and H_1 was accepted. Thus, emotional intelligence had a positive and

significant effect on conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga.

The subsequent analysis employed the *F*-test to determine whether the regression model as a whole was significant in explaining the effect of emotional intelligence on conflict management styles. The *F*-test considers the ratio between the variation explained by the regression model and the residual variation that cannot be explained by the model. The *ANOVA* results in this study include the *Sum of Squares*, degrees of freedom (*df*), *Mean Square*, *F* value, and significance. These values were used to determine whether the regression model as a whole was statistically significant. The results of the *F*-test are presented in Table 9.

Table 9. *F*-test results

Model	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Regression	311.666	1	311.666	7.221	0.009
Residual	2589.818	60	43.164		
Total	2901.484	61			

Note: *Dependent Variable*: Conflict Management Styles; *Predictors*: (Constant), Emotional Intelligence

Source: Data processed using IBM SPSS Statistics (2026).

Based on Table 9, the calculated *F* value was 7.221, with a significance value of 0.009. With $df_1 = 1$ and $df_2 = 60$ at a significance level of 0.05, the critical *F* value was approximately 4.001. The results showed that the calculated *F* value was greater than the critical *F* value, namely $7.221 > 4.001$. In addition, the significance value of 0.009 was lower than 0.05. Based on these criteria, H_0 was rejected and H_1 was accepted. This indicates that the regression model as a whole was statistically significant. Thus, emotional intelligence had a statistically significant effect on conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. The *F*-test results reinforce the findings of the preceding *t*-test, which demonstrated that emotional intelligence had a positive and significant effect on conflict management styles.

After establishing the significance of the model, the analysis proceeded with the coefficient of determination to determine the model's ability to explain variation in conflict management styles. The coefficient of determination is represented by the *R Square* value, while the *Adjusted R Square* provides a value adjusted for the number of independent variables and the sample size. These values are important for determining the proportion of variation in conflict management styles that can be explained by emotional intelligence in the model. The coefficient of determination analysis in this study yielded values for *R*, *R Square*, *Adjusted R Square*, and *Std. Error of the Estimate*. The results are presented in Table 10 to provide an overview of the predictive capacity of the regression model used in the study.

Table 10. Coefficient of determination test results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.328	0.107	0.093	6.570

Note: *Predictors*: (Constant), Emotional Intelligence; *Dependent Variable*: Conflict Management Styles

Source: Data processed using IBM SPSS Statistics (2026).

Based on Table 10, the *R* value was 0.328, the *R Square* value was 0.107, and the *Adjusted R Square* value was 0.093. The *R* value of 0.328 indicates a positive relationship between emotional intelligence and conflict management styles. The *R Square* value of 0.107 indicates that emotional intelligence explains 10.7% of the variation in conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. Thus, 89.3% of the variation in conflict management styles falls outside the explanatory capacity of the model and may be associated with other factors not included in the study. Meanwhile, the *Adjusted R Square* value of 0.093 indicates that, after adjustment for the number of variables and the sample size, the model explains 9.3% of the variation in conflict management styles. Overall, the results of the *t*-test, *F*-test, and coefficient of determination indicate that emotional intelligence has a positive and significant effect on conflict management styles, although its contribution to explaining variation in conflict management styles remains relatively limited.

The effect of emotional intelligence on students' conflict management styles

Conflict does not merely bring two differing interests into interaction; it also reveals how individuals manage themselves when confronted with differences. In this context, the findings of this study indicate that emotional intelligence has a positive and significant effect on conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. The *t*-value of 2.687 with a significance level of 0.009 indicates that the effect was significant at the 5% level, while the *F*-value of 7.221 with a significance level of 0.009 confirms that the regression model as a whole was significant. The regression coefficient of 0.299 indicates that a one-unit increase in emotional intelligence was associated with a 0.299-unit increase in the conflict management styles score. This finding demonstrates that emotional intelligence has a meaningful role in shaping students' responses when dealing with interpersonal conflicts.

The meaning of this relationship becomes clearer when emotional intelligence is understood as a capacity that operates before an individual determines how to act in a conflict situation. The ability to recognize one's own emotions enables students to become aware of anger, disappointment, or feelings of offense before responding, while understanding others' emotions helps them consider different perspectives. Li et al. (2021) demonstrated a consistent pattern in their study of 269 medical students

at Jilin University, China. They found that emotional intelligence was a significant predictor of *critical thinking*, while the *integration* style was positively associated with critical thinking and the *domination* and *compliance* styles were negatively associated with it. These findings reinforce the present study because emotional management appears to be related to the ability to select more directed responses when dealing with differences.

The relationship between emotional intelligence and conflict management does not operate in isolation, as the quality of conflict management is strongly influenced by the ability to interpret social situations. Rinjani et al. (2024), through their study of conflict management in the learning process, explained that educational conflicts can arise among students, teachers, and school management and can be triggered by ineffective communication, cultural differences, and competition for resources. They also identified emotional intelligence education as one strategy for managing conflict. Meanwhile, Setiawan and Handika (2024) examined high school students participating in training at TSOT Outbound and positioned emotional intelligence as a factor associated with conflict management. Compared with the regression coefficient of 0.299 obtained in the present study, these two studies indicate that emotional abilities are relevant in educational contexts, although their contexts and participant characteristics differ.

This tendency becomes increasingly interesting when specific conflict styles, particularly *integrating* and *compromising*, are considered. Odame and Pandey (2025) examined 200 executive part-time students from Ghana and India aged 20 years and above. Using regression analysis, they obtained an R value of 0.803 when three emotional intelligence competencies were used to predict conflict management styles, which increased to 0.821 when five competencies were included. Meanwhile, Abdelrahman et al. (2023) involved 641 undergraduate nursing students in Egypt and found that the *compromising* style was one of the prominent conflict resolution styles among students with high emotional intelligence. Compared with the R^2 of only 0.107 in the present study, these findings indicate that the direction of the relationship may be similar, but the explanatory strength of emotional intelligence depends substantially on sample characteristics, the constructs employed, and the analytical model.

Differences in individual characteristics can also alter the form of the relationship between emotional intelligence and conflict responses. Partido and Colon (2024) studied 92 dental hygiene students in the western United States using the ROCI-II to measure five conflict management styles and the EQSAC to measure six domains of emotional intelligence. Most respondents had moderate levels of emotional intelligence and primarily used the *collaborating* and *compromising* styles; overall emotional intelligence was also a significant predictor of *collaborating*, *compromising*,

accommodating, and *competing*. These findings help explain the positive direction of the 0.299 coefficient in the present study, while also demonstrating the limitation of a model that combines conflict styles into a single variable. Lawani et al. (2024) likewise found a strong positive correlation between emotional intelligence and the *collaboration* and *compromise* styles among civil engineers holding managerial positions in the construction industry in the Dominican Republic.

Nevertheless, emotional intelligence cannot be understood as a capacity that automatically produces a particular conflict style. Dissanayake et al. (2024) demonstrated this through a study of 388 university students in Sri Lanka with a mean age of 22 years. They found a positive correlation between emotional intelligence and the *dominating* style, while the need for power moderated the relationship. This means that students with high emotional intelligence do not necessarily choose collaborative or compromising approaches when the situation encourages the use of power. A similar pattern can be observed in the study by Wali and Muhammed (2021) involving 42 department heads from several private university colleges in Erbil, Iraq, which showed that emotional intelligence plays a role in organizational conflict management strategies. Compared with the present study, these two studies demonstrate that a significant relationship does not necessarily mean that the form of conflict response will always be the same.

The mechanism underlying the relationship also helps explain why the findings of this study differ from those of some previous studies. Da Mendez and Onang (2025) examined students in the Management Study Program at Universitas Nusa Nipa who were enrolled in the *Conflict and Negotiation Management* course during the second semester of the 2024/2025 academic year using PLS-SEM. Their findings showed that emotional intelligence affected interpersonal communication, interpersonal communication affected conflict management, and the effect of emotional intelligence on conflict management needed to be understood through the mechanism of interpersonal communication. Abd Aziz et al. (2024), involving 42 postgraduate students at Universiti Teknologi Malaysia, also demonstrated the importance of emotional intelligence in the relationship between conflict and conflict management styles. In contrast to these studies, the present study examined the direct effect using simple linear regression and obtained a coefficient of 0.299 with $p = 0.009$. This difference in analytical models may explain why the direct relationship was significant in the present study.

The magnitude of the effect identified also indicates that emotional intelligence is not the sole explanation for variation in students' conflict management styles. The R^2 value of 0.107 means that emotional intelligence explains 10.7% of the variation in conflict management styles, while the remaining 89.3% lies outside the research model. This figure should not be interpreted as meaning that 89.3% is definitively caused by

particular factors; rather, it indicates that there is substantial explanatory space that has not yet been examined. Michinov (2022) demonstrated this complexity through a study of firefighters in France that examined the relationships among conflict management styles, emotional intelligence, and *burnout*. The study showed that the relationship between emotional intelligence and conflict may involve other psychological variables. Thus, the R^2 in the present study indicates the need to expand the model rather than treating emotional intelligence as a sole determinant.

This explanatory space can be further understood through Rahim's (1983) framework, which distinguishes five conflict management styles: *integrating*, *obliging*, *dominating*, *avoiding*, and *compromising*. The present study measured conflict management styles as a single variable; therefore, the coefficient of 0.299 represents the effect of emotional intelligence on the overall construct rather than on each individual style. The findings of Gandhi et al. (2021) demonstrate why this distinction is important. In an experiment involving 19 high school students aged 15–18 years, emotional intelligence training was provided through six sessions over two days. The results showed significant changes in the *integrating* ($p = 0.027$) and *compromising* ($p = 0.021$) styles, whereas *dominating*, *avoiding*, and *obliging* did not change significantly. Thus, combining the five styles into a single variable in the present study may obscure variations in the effect across individual styles.

In the context of vocational education, these findings have practical implications beyond simply stating that emotional intelligence has a significant effect. Digital Office Management students face not only academic demands but also group work, organizational activities, and interactions that require coordination with others. Because the regression coefficient in this study was positive, the development of emotional intelligence can focus on the ability to recognize emotions, understand others, regulate responses, and use emotions constructively when dealing with differences. Gandhi et al. (2021) provided experimental evidence that emotional intelligence training can improve *integrating* and *compromising*, while Partido and Colon (2024) showed that emotional intelligence is associated with several conflict styles among dental hygiene students. Accordingly, developing emotional intelligence through conflict simulations, group work, communication exercises, and reflection may constitute a relevant strategy for students.

The strength of these findings should therefore be considered alongside the limitations of the model to ensure that the interpretation does not extend beyond the available data. The study involved 62 students from a single study program using *purposive sampling* and a questionnaire-based instrument; therefore, generalization to students in other educational contexts should be undertaken cautiously. In addition, the R^2 value of 10.7% and the combination of five conflict styles indicate that mechanisms underlying the relationship remain unexplained. Da Mendez and Onang (2025)

demonstrated the importance of interpersonal communication as a mechanism, while Dissanayake et al. (2024) showed that the need for power can alter the relationship between emotional intelligence and conflict styles. Therefore, future research could employ larger samples across multiple study programs, analyze *integrating, obliging, dominating, avoiding, and compromising* separately, and examine interpersonal communication, personality, empathy, organizational experience, and situational conditions as mediators or moderators.

Conclusion

Conclusion

Emotional intelligence was found to be one of the factors contributing to the formation of conflict management styles among students of the Digital Office Management Study Program at Universitas Airlangga. The simple linear regression results showed a positive and significant effect, with a regression coefficient of 0.299, a *t*-value of 2.687, and a significance level of 0.009, further supported by the *F*-test result of 7.221 with a significance level of 0.009. These findings indicate that the higher the level of students' emotional intelligence, the greater their tendency to manage conflicts in a more directed manner. This relationship can be explained through the ability to recognize and understand one's own and others' emotions and to regulate emotional responses before taking action in conflict situations. However, the R^2 value of 0.107 indicates that emotional intelligence explains only 10.7% of the variation in conflict management styles. Thus, although emotional intelligence plays an important role, students' conflict management styles are still shaped through the interaction of various other factors.

This study contributes to the literature on emotional intelligence and conflict management in the context of vocational higher education, particularly among students of the Digital Office Management Study Program at Universitas Airlangga, by demonstrating a direct effect of emotional intelligence on conflict management styles without incorporating mediating or moderating variables. Nevertheless, the study was limited to 62 respondents from a single study program, employed *purposive sampling* and a questionnaire-based instrument, and combined the five conflict management styles into a single variable, preventing the identification of which specific style is most strongly influenced by emotional intelligence. Future research is therefore recommended to involve larger and more diverse samples, employ *probability sampling*, compare multiple study programs or higher education institutions, and analyze *integrating, obliging, dominating, avoiding, and compromising* separately. Variables such as interpersonal communication, personality, empathy, organizational experience, and situational conditions could also be examined as mediators or moderators to obtain a more comprehensive understanding of the mechanisms underlying the formation of conflict management styles.

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