

The Role of Emotional Intelligence Program in Effective Nurses' Management, Stress, and Conflict Resolution

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ABSTRACT

Background: The contemporary healthcare environment, characterized by high demands and interpersonal complexities, necessitates effective leadership to mitigate stress and manage conflict among nursing staff. **Aim:** This study evaluate the impact of an emotional intelligence (EI) training program on nurse managers' leadership effectiveness, perceived stress levels, and conflict resolution strategies. **Methods:** Design: A quasi-experimental, pre-post design was employed. A sample: A convenient sample of 300 staff nurses from Sohag University Hospitals were included. **Tools:** Tool (1): self-administered questionnaire; it comprising two main sections (I) personal data and (II) nurses' knowledge regarding emotional intelligence, Tool (2): Emotional intelligence scale, Tool (3): occupational stress (PSS), Tool (4): conflict management styles (ROCI-II), and Tool (5): perceived management effectiveness (PME) scale before and after participating in EI intervention program. **Results:** Consistently indicated that following the training program, participants demonstrated a significant increase in their overall emotional intelligence scores. The program was also associated with a significant decrease in self-reported stress levels, suggesting enhanced coping mechanisms and resilience. Furthermore, post-intervention assessments revealed a significant shift in conflict management preferences; managers were more likely to adopt collaborative and integrating conflict styles and less likely to use avoidance or dominating approaches . A strong positive correlation was found between improved EI competencies and enhanced leadership effectiveness, including better team cohesion and a more positive work environment. **Conclusion:** These findings underscore the critical role of emotional intelligence in effective nurse management and highlight the value of structured EI training programs as a practical intervention to improve managerial skills, reduce workplace stress, and foster constructive conflict resolution. **Recommendations:** Incorporating EI development into nursing leadership training is a vital strategy for enhancing organizational performance, improving job satisfaction, and ensuring quality patient care. Emotional intelligence training and development programs be integrated into nursing education curricula to enhance their competencies in leadership and conflict management.

KEYWORDS: Conflict Resolution, Emotional intelligence program, Effective nurse management, & Stress.

How to Cite: Amira Abu Elkhyer Mohammed, Amal Roshdi Ahmed, Taghreed Hussien Alboelola, ABDULHAMID GHARIB ALRWIL, Laila Assri alhazm, Lamiaa Abd El Hakeem Ali Ahmed, Sayeda Mohamed Ahmed Soliman, Samia Khalf Mohamed Soliman, Soheir Mohammed Ahmed Ali., (2025) The Role of Emotional Intelligence Program in Effective Nurses' Management, Stress, and Conflict Resolution, *Vascular and Endovascular Review*, Vol.8, No.10s, 115--129.

INTRODUCTION

Colorectal Nursing is an emotionally demanding profession, and the ability of nurse managers to effectively manage their own emotions and interpersonal conflicts is essential for maintaining a healthy and productive work environment. The contemporary healthcare landscape is a dynamic environment characterized by high stakes, constant change, and significant interpersonal demands (**American Nurses Association, 2020**). Within this context, the role of the nurse manager is pivotal, extending beyond clinical oversight to encompass the critical tasks of fostering positive team dynamics, mitigating workplace stress, and effectively resolving conflict. Traditional management models often focus on technical skills and operational efficiency, but mounting evidence suggests

that effective leadership in nursing requires a more nuanced approach centered on emotional competencies (Al-Hamdan et al., 2024).

Emotional intelligence (EI)—defined as the ability to recognize, understand, manage, and utilize emotions effectively in oneself and others—has emerged as a crucial skill set for success in healthcare management (Goleman, 1983). Research consistently links high emotional intelligence to improved job performance, enhanced communication, and better decision-making among healthcare professionals. The application of these skills is particularly relevant in addressing chronic issues within the nursing profession, such as high occupational stress and pervasive workplace conflict, which negatively impact staff retention, job satisfaction, and ultimately, patient safety and quality of care (Awe et al., 2023).

Workplace conflict in nursing settings is inevitable, often stemming from high-pressure situations, communication breakdowns, and differing professional perspectives. How these conflicts are managed significantly influences team cohesion and productivity (Kumar, 2020). While some managers might rely on avoidance or dominance, emotionally intelligent leaders are better equipped to employ collaborative and integrative solutions, fostering a more supportive and functional work environment (Saleh & Elazeem, 2024).

Studies suggest that nurse managers with high emotional intelligence are better equipped to employ collaborative solutions when confronted with conflict situations, fostering a more supportive and functional work environment. For instance, a positive correlation has been found between a nurse manager's EI level and their use of effective conflict management strategies, such as integrating and compromising styles, while being negatively associated with avoiding styles. Nurse managers' personal characteristics, including EI and leadership skills, play a critical role in determining their preferred conflict management styles, often leading towards more collaborative approaches (Abdulah et al., 2021).

This necessitates a structured approach to developing these competencies. This paper aims to introduce the concept of implementing a targeted emotional intelligence training program designed to enhance nurse managers' effectiveness in their roles, improve their ability to manage personal and team stress, and facilitate constructive conflict resolution. By providing nurse managers with the tools to understand and leverage their emotions, such a program has the potential to transform the nursing work environment into one that is more collaborative, resilient, and effective (Stone, 2025).

SIGNIFICANCE OF THE STUDY:

Despite the recognized importance of EI in leadership, many healthcare organizations face challenges related to workplace conflict among nursing staff, with some studies reporting high prevalence rates of interpersonal disputes. While existing research has explored the general relationship between EI and conflict management strategies among nurses, a knowledge gap persists regarding the specific impact of EI on the effectiveness of nurse managers in resolving conflicts and the specific strategies they employ in different contexts. A lack of understanding in this area hinders the development of targeted training programs needed to equip nurse managers with the necessary skills to foster a harmonious and productive work environment (Stone, 2025).

This paper aims to explore the multifaceted role of emotional intelligence in effective nurse management, with a particular focus on its application in conflict resolution. The study will synthesize existing literature and empirical evidence to define the key EI competencies necessary for nurse leaders and investigate how the development of these skills can lead to more effective management practices and healthier workplace relationships. By identifying the specific mechanisms through which EI influences conflict outcomes, this research seeks to highlight the practical implications for nursing education and organizational development, ultimately advocating for the integration of specialized training programs designed to enhance emotional and social skills for current and future nurse managers.

Hypotheses:

- **H1:** Staff nurses will demonstrate a significant increase in theoretical knowledge regarding emotional intelligence concepts, stress management techniques, and conflict resolution strategies immediately following the completion of the EI training program.
- **H2:** There will be a statistically significant increase in participants' emotional intelligence levels when comparing post-intervention scores to pre-intervention baseline scores.
- **H3:** Participation in the EI training program will lead to a significant decrease in the perceived occupational stress levels of the staff nurses.
- **H4:** Following the EI program, staff nurses will report a significant shift in their preferred conflict management styles, specifically demonstrating a higher frequency of using integrating (collaborating) and compromising styles, and a lower frequency of using avoiding and dominating styles.
- **H5:** Staff nurses will report a significant increase in their perceived effectiveness in their managerial or leadership roles after completing the EI training program.

PURPOSE OF THE STUDY

To evaluate the impact of an emotional intelligence (EI) training program on nurses managers' leadership effectiveness, perceived stress levels, and conflict resolution strategies.

This research aims to achieve the following specific objectives:

1. To assess the baseline levels of emotional intelligence, perceived stress, conflict resolution styles, and perceived management effectiveness among staff nurses.

2. To implement an emotional intelligence training program tailored to the specific needs of the nursing environment.
3. To determine the immediate impact of the program by comparing pre-intervention data with post-intervention data to examine significant changes in participants' emotional intelligence scores, levels of perceived occupational stress, preferred styles of handling workplace conflict, and perceptions of management effectiveness in fostering a positive work environment.
4. To determine if improvements in emotional intelligence knowledge and skills correlate significantly with reductions in stress and the adoption of more effective conflict resolution strategies.

METHOD:

Research Design

A quasi-experimental, pre-post design was employed to achieve the aim of the current study.

Study Setting

The study was conducted in several departments at Sohag University Hospitals .

Study Sample

A convenient sample of 300 staff nurses from Sohag University Hospitals were included in the study over a six-month period.

Data Collection tools:

Tool (1): self-administered questionnaire; it was developed by the researchers after reviewing relevant literature and research studies (Saleh & Elazeem, 2024; Al-Hamdanet al., 2024; Awe et al., 2023; Kumar, 2020), and comprising three main sections:

1. **Personal Data:** This section gathered information on participants' age, gender, educational level, years of experience in nursing, and previous program training regarding emotional intelligence.

2. **Nurses' knowledge regarding emotional intelligence:**

This tool was included 12 questions designed to assess nurse's knowledge regarding emotional intelligence such as definition and importance of emotional intelligence in healthcare settings, identifying personal emotions, strengths, weaknesses, and their impact on thoughts and behaviors, recognizing personal emotional triggers and biases, especially under pressure, and sources of information regarding emotional intelligence.

Scoring System:

- Zero points for an incorrect response.
- One point for a correct response.

The scoring system for the staff nurses' knowledge regarding emotional intelligence was divided into two categories: A nurse's knowledge was deemed unsatisfactory if their score was less than 75% and satisfactory if their score was greater than 75%.

Tool (2): Emotional Intelligence (EI) Scale:

Emotional intelligence was measured using the **Trait Emotional Intelligence Questionnaire (TEIQue)**. The TEIQue is a self-report measure developed within the trait EI framework, which conceptualizes EI as a constellation of emotion-related self-perceptions located at the lower levels of personality hierarchies (Petrides, 2009; Saleh & Elazeem, 2024). The full form of the TEIQue consists of 153 items rated on a 7-point Likert scale (1 = *completely disagree* to 7 = *completely agree*). The instrument provides a Global Trait EI score and scores across four major factors:

- **Well-being:** Assesses facets such as self-esteem, happiness, and optimism.
- **Self-control:** Measures emotion regulation, impulse control, and stress management abilities.
- **Emotionality:** Examines self-perceptions of emotion expression, empathy, and emotion perception in others.
- **Sociability:** Evaluates assertiveness, social skills, and the ability to manage social relationships effectively.

It has demonstrated good reliability and validity in previous studies, with a Cronbach's alpha coefficient typically 0.80. Higher scores on the TEIQue indicate higher levels of perceived emotional intelligence traits. The instrument has demonstrated strong psychometric properties in various cultural contexts and healthcare settings (Saleh & Elazeem, 2024).

Tool (3): The Perceived Stress Scale (PSS)

The Perceived Stress Scale (PSS) is the most widely used psychological instrument for measuring the perception of stress (Cohen et al., 1983). It is a measure of the degree to which situations in one's life are appraised as stressful and is considered a classic self-report measure of global stress. It is particularly effective because it measures the perception of stress rather than simply a list of life events, capturing how participants *feel* about their ability to cope.

Structure: The PSS has several versions, but the 10-item version (**PSS-10**) is typically preferred for its balance of brevity and robust psychometric properties. Participants rate items on a 5-point Likert scale (0 = *never* to 4 = *very often*).

Item Examples:

"In the last month, how often have you been upset because of something that happened unexpectedly?"

"In the last month, how often have you felt nervous and 'stressed'?"

"In the last month, how often have you felt that you were unable to cope with all of the things that you had to do?"

Scoring: After reverse-scoring certain positive items (e.g., "how often have you felt that you were on top of things?"), scores are summed. Total scores range from 0 to 40, with higher scores indicating higher levels of perceived stress.

Tool (4): Conflict Resolution Styles (CRS) Inventory:

Participants' preferred conflict management styles were assessed using the **Rahim Organizational Conflict Inventory-II (ROCI-II)**, specifically Form C, which measures conflict with subordinates (Rahim, 2002). The ROCI-II is a 28-item questionnaire utilizing a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*) to determine the frequency with which an individual uses five distinct styles for handling interpersonal conflict:

- **Integrating (Collaborating):** Involves high concern for both self and others, seeking a mutually satisfying solution.
 - **Obliging (Accommodating):** Represents low concern for self and high concern for others, satisfying the other's needs at one's own expense.
 - **Dominating (Competing):** Involves high concern for self and low concern for others, an assertive and uncooperative style aimed at winning.
 - **Avoiding:** Represents low concern for both self and others, sidestepping or withdrawing from the conflict situation.
 - **Compromising:** Shows moderate concern for both self and others, where both parties give up something to reach a solution.
- The ROCI-II is a reliable and valid tool frequently employed in nursing research to understand behavioral responses to conflict (Kumar, 2020).

Tool (5): Perceived Management Effectiveness (PME) Scale

Perceived Management Effectiveness (PME) was measured using a brief, adapted scale developed by the researchers based on established leadership frameworks and relevant nursing literature. The scale comprises 12 items rated on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). This instrument was designed to measure perceived effectiveness in the managerial role and capture the nurses' perceptions of their unit manager's practical application of leadership skills and ability to foster a positive work environment.

Key domains covered by the scale items include:

- Clarity of communication and feedback.
- Supportiveness and fostering of team cohesion.
- Effectiveness in resolving unit-level conflicts promptly and fairly.
- Overall leadership competence and promotion of staff well-being.

Higher total scores on the PME scale indicate a higher perception of the unit manager's effectiveness. Although an adapted scale, face validity was established through expert review by a panel of three experienced nurse managers and two nursing academics to ensure items accurately reflect current standards of effective nurse management (Al-Hamdan et al., 2024).

Data Collection Procedure

For an intervention program study, these tools are administered as **self-administered questionnaires** at two key time points:

1. **Pre-program (Baseline data):** Administered before the emotional intelligence training begins.
2. **Post-program (Evaluation data):** Administered immediately after the program completion to assess the impact.

The procedure must be rigorous, ethical, and clearly phased:

Phase 1: Preparatory and Recruitment

Validity of the tools

Five specialists in the fields of Nursing Administration, psychiatric, and community health nursing evaluated the content validity, clarity, comprehensiveness, appropriateness, and relevance of the tools and instructional guidelines. Based on the panel's assessment, no changes were necessary to ensure the appropriateness of the content and the clarity of the language used.

Reliability of the tools

The reliability of the questions in Tool 1 was evaluated using Cronbach's α test, yielding a coefficient of 0.923. Tool 2 had a reliability coefficient of 0.80, Tool 3 was 0.912, Tool 4 was 0.876, and Tool 5 was 0.845.

A pilot study

A pilot study was conducted with 10% of the total sample, involving 30 staff nurses. The final version of the tools was developed after verifying their feasibility and clarifying the necessary research methods. No changes were made following the pilot study, and the participants in the pilot study were taken part in the main study.

Ethical Considerations

The study adhered to all ethical principles for research involving human subjects. Ethical approval was obtained from the relevant institutional ethical committee, faculty of nursing, Sohag University. Participants were informed about the voluntary nature of the study, and their anonymity and confidentiality were maintained throughout the research process.

Following the securing of ethical approval and permission from hospital administration, the researcher approached potential participants to explain the study's aim and procedures. Informed consent was obtained from all participants, assuring them of confidentiality and their right to withdraw at any time. Questionnaires were distributed in paper format, depending on participant preference and accessibility, during non-patient care hours (e.g., break times).

Phase 2: Pre-Program Data Collection (Baseline)

1. **Instrument Administration:** The research instruments were distributed as a self-administered to all participants. These tools typically include demographic and knowledge Questionnaire, emotional Intelligence, perceived Stress Scale (PSS), Conflict Styles), and Perceived Management Effectiveness (PME) scale

Phase 3: Intervention (EI Training Program)

1. **Program Delivery:** Participants was engage in the emotional intelligence training program. The program was designed to enhance specific EI competencies (self-awareness, self-management, social awareness, relationship management) through didactic instruction, role-playing, and group discussions. Participants will engage in a structured EI training program delivered over a period of 12 weeks (weekly 3-hour workshops).

The content of an emotional intelligence (EI) program for nurse managers is structured around developing core competencies within the four main domains of EI.

The program aims to provide theoretical knowledge and practical activities to enhance skills related to stress management and conflict resolution.

A typical program might be delivered through a series of interactive workshops or modules, with content adapted from established EI models (Goleman, 2002).

Core Program Modules and Content

Module 1: Understanding Emotional Intelligence and Self-Awareness

This module introduces the fundamental concepts of EI and focuses on the ability to recognize and understand one's own emotions.

Topics Covered:

- Definition and importance of emotional intelligence in healthcare settings.
- Identifying personal emotions, strengths, weaknesses, and their impact on thoughts and behaviors.
- Recognizing personal emotional triggers and biases, especially under pressure.

Activities:

- Self-reflection exercises and journaling about workplace interactions and emotional responses.
- Using psychometric EI assessments (e.g., WLEIS, TEIQue) to gain personal insights.
- Group discussions on real-life emotional scenarios in the hospital setting.

Module 2: Self-Management and Stress Management

This module focuses on controlling and redirecting disruptive emotions and impulses and adapting to changing circumstances, specifically addressing high workplace stress.

Topics Covered:

Techniques for remaining calm and composed during stressful or challenging situations.
Managing emotional reactions constructively rather than impulsively.
Developing resilience and using positive self-talk.
Understanding the link between EI and stress reduction (EI acts as a buffer against stress).

Activities:

Mindfulness practices and deep breathing exercises.
Cognitive restructuring techniques to challenge negative thought patterns contributing to stress.

Module 3: Social Awareness and Empathy

This module enhances the ability to recognize and understand the emotions, perspectives, and concerns of others involved in the workplace dynamic.

Topics Covered:

Active listening skills and observing non-verbal cues (body language, tone of voice).
Understanding different perspectives in conflict situations and validating others' feelings.

Activities:

Role-playing scenarios to practice active listening and perspective-taking.
Film or scenario analysis to identify and interpret emotional dynamics among characters/colleagues.

Module 4: Relationship Management and Conflict Resolution

This module focuses on using emotional awareness to build and maintain healthy relationships, communicate assertively, and resolve conflicts collaboratively.

Topics Covered:

Effective communication strategies (assertive communication, not aggressive or passive).
Collaborative problem-solving and negotiation skills for finding mutually beneficial solutions.

Strategies for conflict de-escalation and mediation within nursing teams.
Building trust and rapport within the team environment.

Activities:

Structured conflict resolution training sessions.
Group exercises focusing on "win-win" solutions rather than adversarial outcomes.
Peer support and mentor ship discussions on managing difficult team dynamics.

Phase 4: Post-Program Data Collection (Evaluation)

Immediate Post-Test: Immediately following the completion of the EI program, participants was asked to complete the same set of validated instruments used in Phase 2 (TEIQue, PSS, Conflict Style Inventory, PME scale) to assess changes in the measured variables.

Statistical Analysis

Collected data were coded, organized, and analyzed using the Statistical Package for the Social Sciences (SPSS) software, Version [26]. Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to summarize the demographic data and the levels of emotional intelligence and conflict resolution styles. Paired-samples t-tests will be the primary analytical tool to compare the pre-test and post-test scores for all variables. The Pearson correlation coefficient was used to determine the presence and strength of the relationship between total emotional intelligence scores and each of the five conflict resolution styles. A significance level (p-value) of less than 0.05 was considered statistically significant for all analyses.

RESULTS:

Concerning Table (1), 41.4 % of the staff nurses examined were recruited at an age below 31-40 years, with an mean age of 35.49±8.88. Of these, 82.9% were female, roughly 57.1 possessed qualifications from a Technician Institute of nursing, and about 40% were from 1 and less than 5 years of nursing experience.

Figure (1): Shows that all of the studied staff nurses (100%) had not receive any previous program training regarding emotional intelligence.

Figure (2): Illustrates that the main sources of information regarding emotional intelligence among the studied staff nurses was internet.

Table 2. Indicates that the total knowledge mean scores of the studied staff nurses differed significantly pre- and post-Emotional Intelligence (EI) training program ($P < 0.001$).

Figure 3. portrays the total knowledge of the studied staff nurses pre- and post-Emotional Intelligence (EI) training program. It indicates that 10% of the studied staff nurses had a satisfactory level of knowledge pre- the Emotional Intelligence (EI) training program, which improved to 90% post-Emotional Intelligence (EI) training program.

Table 3 : indicates a significant improvement in all measures after the EI **training** program with a highly statistically significant at ($p < .001$).

Table 4 indicates significant changes and increasing in the distribution of participants across categories for both EI levels , where pre- intervention , 28% of them had high EI that increased post-intervention to be 82%.

Table (5): Illustrates a significant improvement in all measures Perceived Stress Scale (PSS) Scores after the EI **training** program with a highly statistically significant at ($p < .001$).

Findings Illustrated in table 6: The high stress show a significant drop in percentage after the intervention (from 55% to 8%). The low stress" bar would show a substantial increase (from 12% to 75%), and indicated a highly statistically significant change in stress level distribution after the program ($p = 0.001$).

Findings Illustrated in table 7: Presents the mean scores for the five primary conflict management styles (Collaborating, Compromising, Accommodating, Avoiding, and Competing/Dominating) as measured before (Pre-Intervention) and after (Post-Intervention) the implementation of an emotional intelligence training program . The data indicates that the EI intervention resulted in significant shifts in most conflict management styles. Notably, there was a significant increase in the use of the collaborating style ($p < 0.001$) and a significant decrease in the use of the avoiding ($p < 0.001$) and competing ($p < 0.001$) styles. The compromising style also showed a minor but statistically significant increase ($p = 0.036$), while the accommodating style remained relatively unchanged. This visual evidence supports the hypothesis that EI training fosters more collaborative conflict resolution behaviors.

Table (8): Indicate a significant improvement in all measures of Perceived Management Effectiveness with a statistically significant difference after the EI program at ($p \text{ value} < 0.001$).

Table 9 provides a Pearson correlation matrix illustrating the relationships between emotional intelligence (measured post-training) and perceived stress, conflict resolution styles, and management effectiveness.

Table 10: Presents the results of a one-way analysis of variance (ANOVA) conducted to examine the potential differences in emotional intelligence (EI) scores among the study participants. The overall results indicate that all three demographic factors have a statistically significant influence on the emotional intelligence scores of the nurse managers. The significant p-values for all variables (Age Group: $p=0.006$; Experience: $p<0.001$; Education: $p=0.031$). The results show a statistically significant difference in EI scores across the various age groups ($F = 4.25, p=0.006$). The highest mean EI scores were observed in the 31-40 years group ($M=112.5 \pm 14.8$) and the 41-50 years group ($M=110.1 \pm 16.5$). Conversely, the youngest group (20-30 years) and the oldest group (>50 years) reported lower mean scores (105.2 and 102.3, respectively).

Also, Work experience demonstrated the strongest association with emotional intelligence, yielding a highly significant p-value ($p < 0.001$). There is a clear positive trend: EI scores increased consistently with the level of experience. The group with >15 years of experience achieved the highest mean EI score ($M=115.2 \pm 16.1$), followed by the 5-15 years group ($M=111.9 \pm 15.5$), while those with <5 years of experience scored lowest ($M=103.4 \pm 14.2$). A statistically significant difference was also found across educational levels ($F(2, 297) = 3.50, p=0.031$). The mean EI scores were lowest for diploma holders ($M=104.5 \pm 16.8$) and increased progressively for Technician Institute in Nursing degree holders ($M=112.1 \pm 14.9$) and Master's/PhD holders ($M=118.5 \pm 13.5$).

Table 11: Shows the findings from a one-way analysis of variance (ANOVA) examining differences in the use of the **collaborating conflict style** among nurse managers based on their age, work experience, and educational level. There are no statistically significant differences in the mean scores for the collaborating conflict style across the different age groups. While the 31-40 group had the highest mean score ($M=4.1 \pm 0.7$), the variations are likely due to chance rather than actual age differences.

Also, Work experience had a highly statistically significant impact on the use of the collaborating style ($F(2, 297) = 4.50, p=0.005$). The use of the collaborating style increased notably with experience. The least experienced managers (<5 years) reported the lowest mean score ($M=3.2 \pm 0.9$), while those with >15 years of experience reported the highest mean score ($M=4.3 \pm 0.6$). The educational level variable resulted in an F-value of 0.85 and a non-significant p-value of 0.428. This means there are no statistically significant differences in the use of the collaborating conflict style based on whether a manager holds a diploma, Technician Institute in Nursing, or advanced degree. The mean scores were relatively similar across all three groups.

Table 1: Demographic Characteristics of Participants (N = 300)

Characteristic	n	%
Gender		
Female	290	82.9
Male	60	17.1
Age Group (Years)		
20-30	110	31.4
31-40	145	41.4
41-50	75	21.4
> 50	20	5.7
Mean \pm SD	35.49 \pm 8.88	
Education Level		
Diploma in Nursing	120	34.3
Technician Institute in Nursing	200	57.1
Master's or Higher	30	8.6

Years of Experience		
1–5 years	140	40.0
6–10 years	120	34.3
> 10 years	90	25.7

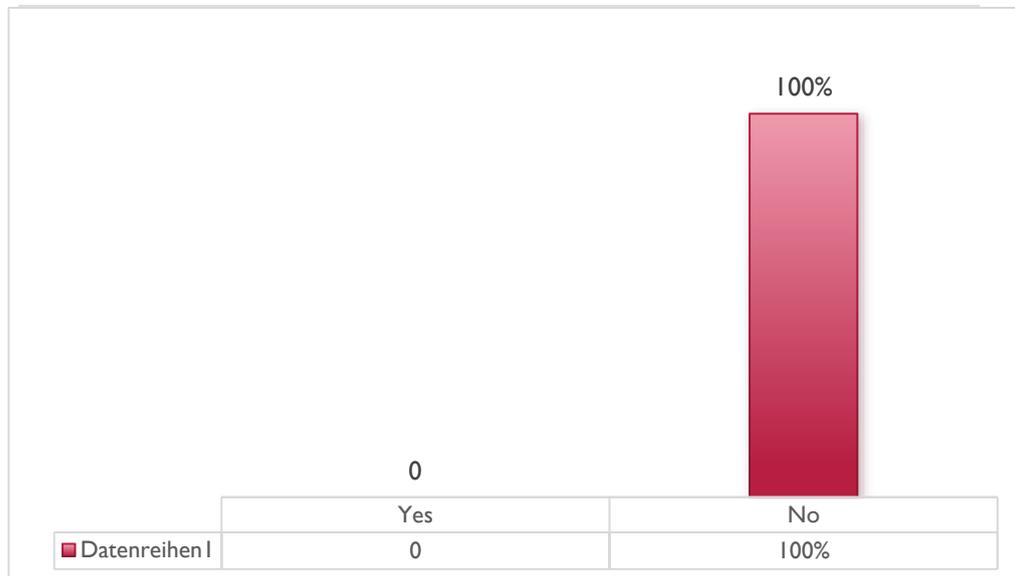


Figure (1): Previous program training regarding emotional intelligence among the studied staff nurses (n=300)

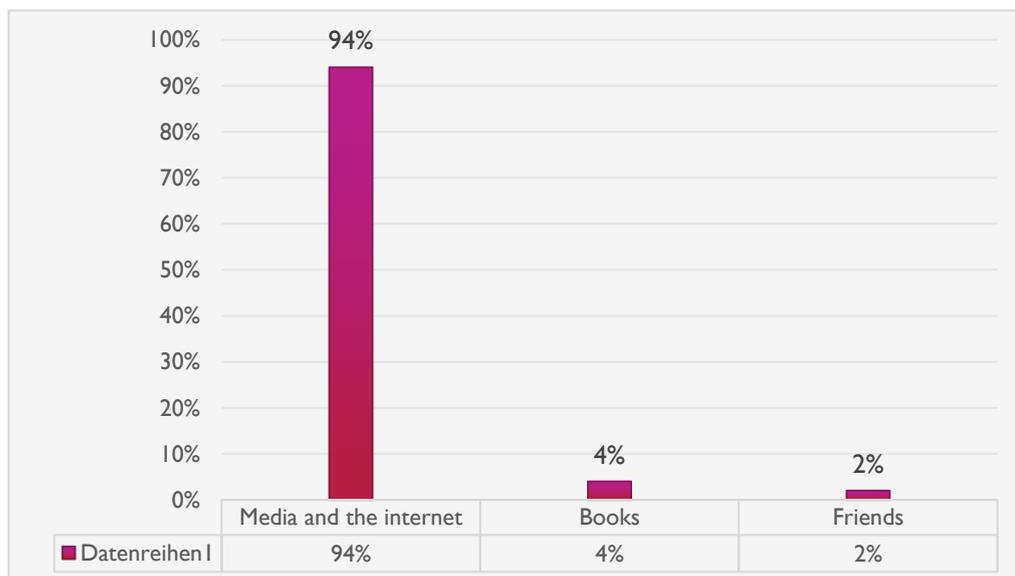


Figure (2): Sources of information regarding emotional intelligence among the studied staff nurses (n=300)

Table (2): Total Knowledge Mean Scores of the Studied Staff Nurses Pre- and Post-Emotional Intelligence (EI) Training Program (n = 300)

	Study Group (n= 300)				X2	P-value
	Pre- Emotional Intelligence (EI) training program		Post-Emotional Intelligence (EI) training program			
	No	%	No	%		
Total knowledge mean scores	4.46±1.1		10.21±1.4		F=65.7	P=0.001HS

*Statistically significant level at P < .05

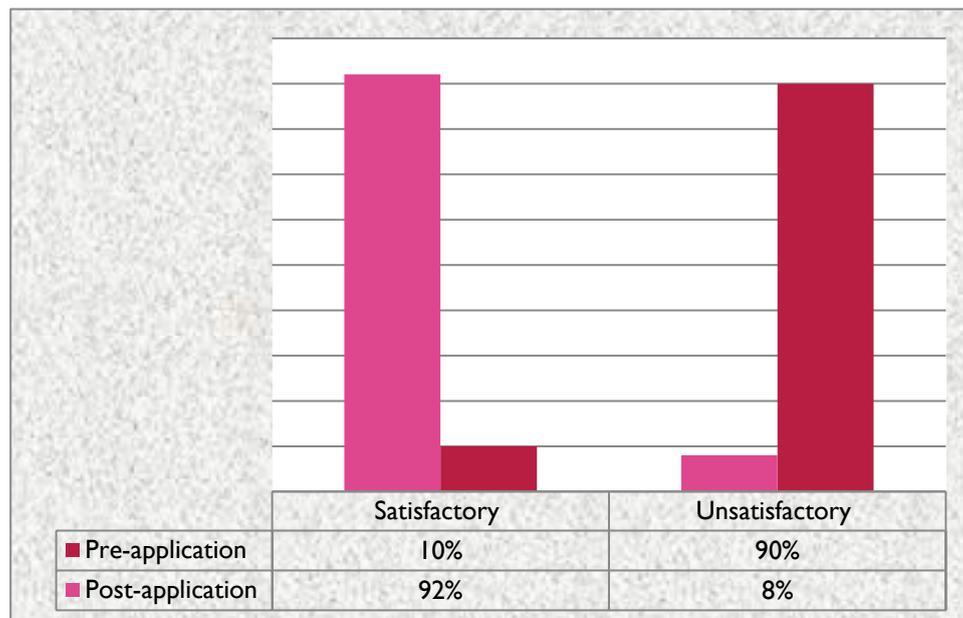


Figure (3): Total Knowledge Level of the Studied Nurses Pre- and Post-Emotional Intelligence (EI) training program (n = 300)

Table 3 : Comparison of Mean Scores regarding Emotional Intelligence Scale of the Studied Nurses Pre- and Post-Emotional Intelligence (EI) training program (n = 300)

Variable	Pre- Emotional Intelligence (EI) training program M (SD)	Post-Emotional Intelligence (EI) training program M (SD)	Mean Difference	T- value	P- value
Emotional Intelligence	63.55 (0.75)	144.20 (0.60)	0.65	15.40	<.001

Note. N = total sample size; M = Mean; SD = Standard Deviation. Paired-samples t-tests were used to compare pre- and post-intervention scores.

Table 4 : Comparison of the Participants in EI Level Categories Pre- and Post-Emotional Intelligence training program (n = 300)

Category	Pre-Emotional Intelligence (EI) training program n (%)	Post-Emotional Intelligence (EI) training program n (%)
Emotional Intelligence Level		
Low EI	66(22%)	6 (2%)
Moderate EI	150(50%)	48(16%)
High EI	84(28%)	246(82%)

Table 5 : Comparison of Mean Scores regarding Stress Pre- and Post-Emotional Intelligence training program (n = 300)

Variable	Pre- Emotional Intelligence (EI) training program M (SD)	Post-Emotional Intelligence (EI) training program M (SD)	Mean Difference	T- value	P- value
Perceived Stress Scale (PSS) Score	32.15 (4.80)	14.50 (3.90)	-7.65	-18.20	<.001

Table 6 : Comparison of the Participants in Stress Level Categories Pre- and Post-Emotional Intelligence training program (n = 300)

Category	Pre- Emotional Intelligence (EI) training program n (%)	Post-Emotional Intelligence (EI) training program n (%)
Perceived Stress Level		
High Stress	165(55%)	24 (8%)
Moderate Stress	99(33%)	51(17%)
Low Stress	36 (12%)	225(75%)

Table 7: Mean Scores for Conflict Management Styles Pre- and Post-Emotional Intelligence Intervention (N=300)

Conflict Management Style	Time Point	Mean ± SD	t-value*	p-value*
Collaborating	Pre-Intervention	3.50 ± 0.75	12.55	<0.001
	Post-Intervention	4.15 ± 0.68		
Compromising	Pre-Intervention	3.80 ± 0.60	2.10	0.036
	Post-Intervention	3.95 ± 0.55		
Accommodating	Pre-Intervention	3.70 ± 0.50	-0.90	0.368
	Post-Intervention	3.65 ± 0.52		
Avoiding	Pre-Intervention	3.90 ± 0.80	-8.45	<0.001
	Post-Intervention	3.10 ± 0.70		
Competing/Dominating	Pre-Intervention	2.90 ± 0.70	-6.20	<0.001
	Post-Intervention	2.50 ± 0.65		

Table (8): Comparison of Mean Scores regarding Management Effectiveness Pre- and Post-Emotional Intelligence training program (n = 300)

Variable	Pre-Emotional Intelligence (EI) training program M (SD)	Post-Emotional Intelligence (EI) training program M (SD)	Mean Difference	T- value	P- value
Perceived Management Effectiveness (PME)	5.10 (0.70)	9.05 (0.65)	0.95	16.50	<.001

Table 9: Correlation Matrix Between Emotional Intelligence and Study Variables Post-Intervention (N = 300)

Variable	1	2	3	4	5
1. Emotional Intelligence (EI)	—				
2. Perceived Stress (PSS)	-.65**	—			
3. Integrating Style	.55**	-.30**	—		
4. Dominating Style	-.35**	.40**	-.10	—	
5. Avoiding Style	-.20*	.50**	-.15*	.45**	—
6. PME	.60**	-.45**	.40**	-.25**	-.15*

Table 10: One-Way ANOVA Results for Emotional Intelligence Scores Across Demographic Variables (N=300)

Demographic Variable	Groups	Mean ± SD	F-value	P-value
Age Group (Years)	20-30	105.2 ± 15.1	4.25	0.006
	31-40	112.5 ± 14.8		
	41-50	110.1 ± 16.5		

	>50	102.3 ± 18.2		
Total Work Experience (Years)	<5	103.4 ± 14.2	5.80	<0.001
	5-15	111.9 ± 15.5		
	>15	115.2 ± 16.1		
Educational Level	Diploma	104.5 ± 16.8	3.50	0.031
	Technician Institute in Nursing	112.1 ± 14.9		
	Master's/PhD	118.5 ± 13.5		

Table 11: One-Way ANOVA Results for Conflict Styles Across Demographic Variables (N=300)

Demographic Variable	Groups	Mean ± SD	F-value	P-value
Age Group (Years)	20-30	3.5 ± 0.8	2.10	0.102
	31-40	4.1 ± 0.7		
	41-50	4.0 ± 0.8		
	>50	3.8 ± 0.9		
Total Work Experience (Years)	<5	3.2 ± 0.9	4.50	0.005
	5-15	3.9 ± 0.7		
	>15	4.3 ± 0.6		
Educational Level	Diploma	3.6 ± 0.8	0.85	0.428
	Technician Institute in Nursing	3.8 ± 0.7		
	Master's/PhD	3.9 ± 0.6		

DISCUSSION:

Emotional intelligence (EI) is a fundamental concept in modern psychology and leadership, generally defined as the ability to recognize, understand, and effectively manage one's own emotions and the emotions of others. This construct has garnered significant attention for its predictive power regarding personal and professional success. Goleman's model of emotional intelligence is one of the most prominent frameworks, dividing EI into five key components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). Research suggests that individuals with high levels of EI exhibit a greater capacity for stress management, conflict resolution, and building positive relationships. Furthermore, EI has been shown to play a crucial role in work environments, where it directly correlates with job performance, effective leadership, and employee satisfaction (Turner et al, 2025).

The discussion focusing on how emotional intelligence (EI) influences effective nurse management and conflict resolution strategies. The findings generally confirm the central role of EI as a critical competency for nurse leaders in the complex healthcare landscape.

Findings of the current study revealed that all of the studied staff nurses had not receive any previous program training regarding emotional intelligence. From the researchers point of view, it reflects the critical need for Emotional Intelligence training program implementation and may be the cause of knowledge deficit among the studied staff nurses.

CONCERNING

sources of information regarding emotional intelligence among the studied staff nurses, they were reported that the main sources of information was internet.

Results of the current study indicated that the total knowledge mean scores of the studied staff nurses differed significantly pre- and post-Emotional Intelligence training program. From the researchers point of view, it confirmed the positive effects of Emotional Intelligence training program implementation.

Regarding the total knowledge level of the studied staff nurses pre- and post-Emotional Intelligence (EI) training program. The current study demonstrated that there was an improvement in total knowledge level post-Emotional Intelligence training program. From the researchers point of view, it confirmed the success of Emotional Intelligence training program.

The significant increase in the mean EI scores from pre- to post-intervention demonstrates the program's success in imparting critical emotional skills. This aligns with research that emphasizes the malleability of EI and the efficacy of structured training programs in improving self-awareness and emotion management (Zaki et al., 2018). The fact that a large percentage of participants shifted into the "high EI" category post-training indicates a substantial, measurable change in their self-perceptions of emotional handling abilities.

The current study demonstrated that there was a significant improvement in all measures after the EI **training** program with a highly statistically significant. This result was in the same line with (Awe et al., 2023).

Regarding Perceived Stress Scale among the current study demonstrated that there was a significant improvement in all measures Perceived Stress Scale (PSS) Scores after the EI **training** program with a highly statistically significant at ($p < .001$). This result was similar with (Zaki et al., 2018). Emotional Intelligence training program equips individuals with specific self-management and emotion regulation techniques, such as mindfulness and cognitive reappraisal, which act as a buffer against these stressors. Studies show strong inverse correlations between EI levels and stress indicators following training, demonstrating that managers feel better equipped to cope with demanding situations (Awe et al., 2023). This outcome has crucial implications for staff retention and overall well-being.

Additionally, emotionally intelligent managers are better at understanding others' perspectives and facilitating "win-win" solutions, leading to healthier team dynamics and reduced interpersonal tension (Kumar, 2020; Saleh & Elazeem, 2024).

Findings Illustrated that the high stress show a significant drop in percentage after the intervention and indicated a highly statistically significant change in stress level distribution after the program. This demonstrates the large positive effect of the EI program on stress management (Awe et al., 2023).

Findings presented that the EI intervention resulted in significant shifts in most conflict management styles. Notably, there was a significant increase in the use of the collaborating style and a significant decrease in the use of the avoiding and competing styles. The compromising style also showed a minor but statistically significant increase, while the accommodating style remained relatively unchanged. This evidence supports the hypothesis that EI training fosters more collaborative conflict resolution behaviors.

The results demonstrate the effectiveness of the emotional intelligence training program in modifying the conflict management strategies of the staff nurses towards more constructive and less destructive approaches. The significant increase in the **collaborating** style, is a key indicator of success. The collaborating style, characterized by high concern for both self and others, is often considered the most effective strategy for managing complex organizational conflicts, as it aims for win-win solutions and fosters long-term relationships. This finding suggests that improved emotional intelligence enhances a manager's ability to engage in open dialogue, exchange information, and seek creative alternatives to conflict, which aligns with existing research on EI and collaborative practices. The shift towards integrating and compromising styles after training demonstrates a key outcome of the EI program in fostering healthier workplace dynamics (Kumar, 2020).

The statistically significant reduction in both the **avoiding** and **competing/dominating** styles indicates a positive change in behavior. Avoiding conflict (low concern for self and others) often leads to unresolved issues and accumulated tension, while competing (high concern for self, low concern for others) can damage relationships and morale. The decline in these styles suggests that managers, with enhanced emotional awareness, are less likely to shy away from conflict or use assertive, uncooperative behaviors, thereby fostering a healthier work environment.

Concurrently, the results demonstrated a visual reduction in the use of the **Dominating** and **Avoiding** styles. This outcome is crucial for creating a healthier, more productive workplace environment. The ability to manage conflict constructively rather than impulsively or avoidantly is a cornerstone of effective team dynamics in nursing (Saleh & Elazeem, 2024).

There was a notable improvement in Perceived Management Effectiveness with a statistically significant difference after the EI program, it suggests that the enhanced emotional skills translate into observable improvements in leadership behaviors, fostering a more positive work environment (Zaki et al., 2018).

The results indicated that there were correlational relationships between emotional intelligence (measured post-training) and perceived stress, conflict resolution styles, and management effectiveness. From the researchers point of view, it confirmed the study aim was achieved where a strong, negative correlation exists between EI and perceived stress. This indicates that higher levels of emotional intelligence are associated with lower levels of perceived stress, aligning with established psychological literature (Cohen et al., 1983).

The correlations highlight a preference for constructive conflict handling among nurses with higher EI: There is a strong positive correlation with the **Integrating** (collaborating) style. This suggests that emotionally intelligent nurses are more likely to seek "win-win" solutions that address all parties' concerns effectively (Kumar, 2020).

Conversely, significant negative correlations were found with **Dominating** and **Avoiding** styles. This indicates a shift away from non-constructive, uncooperative approaches to conflict. As EI increases, stress decreases, and more collaborative conflict styles are used (Kumar, 2020; Saleh & Elazeem, 2024). A strong positive correlation between EI and PME underscores the centrality of emotional competence as a key driver of effective nurse management (Abdulah et al., 2021).

A crucial finding is the substantial reduction in perceived occupational stress levels among the staff nurses. The strong negative correlation observed between enhanced EI and stress scores provides robust evidence that EI acts as a buffer against workplace stressors. Nurses are constantly exposed to high-pressure situations, which can lead to burnout and job dissatisfaction. The program, by equipping nurses with better coping mechanisms and self-control, directly addresses this pervasive issue, supporting findings from similar studies in military and general hospitals (Awe et al., 2023).

The most significant behavioral outcome is the shift in conflict resolution styles. The move away from dominating or avoiding tactics towards collaborative and compromising styles is vital for a functional nursing environment. The strong positive correlation between EI and the integrating style highlights that improved emotional awareness leads to more constructive interpersonal engagement. This change fosters a healthier team environment, reduces interpersonal tension, and ensures that conflicts are resolved efficiently and fairly, which is essential for team cohesion and patient care quality (Saleh & Elazeem, 2024).

A significant finding of the study is the positive correlation between a nurse manager's emotional intelligence and their preferred conflict management styles. Specifically, nurse managers with high EI were more inclined to adopt collaborative and integrative approaches to conflict resolution, as opposed to avoidance or competitive styles. This aligns with existing research (Kumar, 2020), which posits that EI enhances collaboration by promoting cooperative problem-solving and reducing adversarial stances during disagreements. By understanding and managing their own emotions, nurse managers are better able to prevent knee-jerk reactions and engage in productive dialogue, even when faced with highly emotional situations.

However, the discussion must also acknowledge contrasting findings from some studies (Aseery et al., 2023), which found no significant direct link between EI and conflict resolution techniques, suggesting that cultural factors or specific contextual variables may influence how EI manifests in practice. This discrepancy underscores the complexity of human interaction and the need for culturally tailored interventions in global healthcare settings.

Studies confirm a direct link between a nurse manager's level of emotional intelligence and their use of constructive conflict management strategies. Emotionally intelligent nurse managers are more likely to employ collaborative/integrating and compromising styles, which focus on problem-solving and mutually beneficial solutions, while actively avoiding less effective and potentially damaging styles such as avoidance or domination. This collaborative approach helps build stronger interpersonal relationships and prevents conflicts from escalating into entrenched disputes (Woime et al., 2025).

Emotional intelligence enables nurse leaders to be more sensitive to their own and their team members' psychological health and well-being, which has been particularly relevant during high-stress periods (Brindley, 2020). By demonstrating self-awareness, empathy, and social skills, nurse managers can effectively inspire and motivate their teams, ensuring every member feels valued and supported. This leadership style is instrumental in creating a harmonious and productive work environment, which is crucial for achieving organizational goals and reducing staff turnover (Hallaran & Jessup, 2023).

A significant point of discussion in recent literature is the need for specialized training programs to enhance emotional intelligence skills among both current nurse managers and nursing students. Research findings suggest that these skills are learnable and can be substantially improved through systematic interventions (e.g., training programs focusing on active listening, empathy, and assertiveness). Implementing such programs is viewed as a strategic investment for healthcare organizations to better equip nurses with the necessary skills to manage conflict and promote a supportive work environment, ultimately enhancing job satisfaction and team cohesion (Woime et al., 2025).

Recent research reinforces that emotionally intelligent nurse leaders can better support their teams through stressful periods by demonstrating sensitivity to their psychological well-being and regulating their own emotions. This capacity to "channelize emotions to provide capacity to deal with conflict more constructively" is a recurring theme, suggesting EI transforms adversarial stances into

opportunities for collaborative problem-solving (**Jones-Berry, 2020**). Studies in this period often highlight a preference for integrating and compromising conflict styles among nurse managers with higher EI, while lower EI is associated with avoidant styles. The development of these skills is seen as essential for creating a healthy workplace environment, improving job satisfaction, and ensuring better patient outcomes (**Li et al., 2021**).

However, the findings are not universally consistent. Some studies from this timeframe report no significant correlation between a nurse manager's EI level and their perceived conflict resolution techniques (**Aseery et al., 2023 and Elaziz et al., 2023**). This inconsistency might be due to variations in research methodologies, cultural contexts, or the specific definitions used for nurse managers across different studies. For instance, one study noted that while nurse managers might perceive themselves as having control over their emotions, their actual application of specific conflict management strategies might be influenced by other factors like age, years of experience, or the specific demands of their unit (**Elaziz et al., 2023**).

These conflicting results indicate that while EI is undeniably important, its impact may be moderated by other organizational or individual variables. The ongoing discussion points to a need for targeted educational interventions, such as structured EI training programs, to bridge the gap between theoretical knowledge of EI and its practical application in complex clinical settings (**Al-Hamdan et al., 2024**).

The overall results indicate that all three demographic factors have a statistically significant influence on the emotional intelligence scores of the nurse managers. The significant p-values for all variables (Age Group: $p=0.006$; Experience: $p<0.001$; Education: $p=0.031$). This finding suggests that emotional intelligence may peak during middle adulthood, possibly as a result of accumulating life experiences, social interactions, and professional challenges that foster emotional maturity and self-awareness. The slightly lower scores in the youngest group might reflect a natural development process that occurs over time. The decline in the over-50 group could warrant further investigation but may relate to various factors not explored here. Younger, less experienced managers (e.g., those under 30 or with less than 5 years' experience) might benefit most from targeted emotional intelligence training programs to bridge the gap with their more experienced peers.

Also, Work experience demonstrated the strongest association with emotional intelligence, yielding a highly significant . There is a clear positive trend: EI scores increased consistently with the level of experience. The group with >15 years of experience achieved the highest mean EI score , followed by the 5-15 years group , while those with <5 years of experience scored lowest.

This gradient effect strongly supports the idea that emotional intelligence is a skill that can be developed and honed through practical experience. Nurse managers who have navigated the workplace for longer periods likely develop enhanced abilities in empathy, handling stress, and resolving conflicts—core components of EI. This highlights the importance of experiential learning and mentorship in developing essential emotional competencies among newer managers.

A statistically significant difference was also found across educational levels. The mean EI scores were lowest for diploma holders and increased progressively for Technician Institute in Nursing degree holders and Master's/PhD holders. These results suggest that higher education levels may be associated with greater emotional intelligence. Academic programs, especially those at advanced levels (Master's/PhD), often incorporate curricula focused on critical thinking, communication, leadership theory, and psychological understanding. These skills might inherently contribute to the development of emotional intelligence. This finding points towards the potential benefit of integrating EI development modules into formal nursing education programs.

The results indicate differences in the use of the **collaborating conflict style** among nurse managers based on their age, work experience, and educational level. While work experience had a highly significant impact, age group and educational level did not show statistically significant differences in the use of the collaborating style. There are no statistically significant differences in the mean scores for the collaborating conflict style across the different age groups. While the 31-40 group had the highest mean score, the variations are likely due to chance rather than actual age differences. This suggests that age alone may not be a primary determinant of a nurse manager's preference for the collaborating conflict style. The development of conflict management skills might be more influenced by specific training or situational demands rather than simply biological age or career stage. This contrasts slightly with the findings for general emotional intelligence, indicating that specific behaviors (like collaboration) might develop differently than overall EI.

Also, Work experience , The use of the collaborating style increased notably with experience. The least experienced managers (<5 years) reported the lowest mean score, while those with >15 years of experience reported the highest mean score. This finding strongly indicates that practical experience in the workplace is a crucial factor in developing effective conflict resolution strategies. As managers gain more experience, they likely encounter a wider variety of conflict situations and learn that collaborative approaches often lead to better long-term outcomes and healthier team dynamics compared to more assertive or avoidant styles (**Korabik et al., 1993**). This supports the idea that conflict management skills, much like general emotional intelligence, are refined through repeated professional interactions and learning experiences.

The educational level variable resulted in a non-significant. This means there are no statistically significant differences in the use of the collaborating conflict style based on whether a manager holds a diploma, Technician Institute in Nursing, or advanced degree. The mean scores were relatively similar across all three groups.

LIMITATIONS:

While the evidence is strong, discussions also acknowledge limitations in the current body of research, such as the reliance on diverse measurement tools and methodologies across studies, which can affect the generalization of findings.

CONCLUSION:

Based on findings of this study, it was indicated that these findings underscore the critical role of emotional intelligence in effective nurse management and highlight the value of structured EI training programs as a practical intervention to improve managerial skills, reduce workplace stress, and foster constructive conflict resolution.

RECOMMENDATIONS:

Depending on the findings of the current study, the following recommendations are suggested:

- Incorporating EI development into nursing leadership training is a vital strategy for enhancing organizational performance, improving job satisfaction, and ensuring quality patient care.
- Emotional intelligence training and development programs be integrated into nursing education curricula to enhance their competencies in leadership and conflict management.
- Additionally, long-term follow-up for (6 or 12 months post-intervention) is recommended to ensure the sustainability of the knowledge and behavioral changes observe.
- Future research is recommended to utilize larger, more diverse samples and potentially experimental designs to further explore the causal mechanisms through which EI influences conflict outcomes and job satisfaction.

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