

The Comparative Analysis of Conflict Resolution Style in Terms of Emotional Intelligence and Forgiveness in Married Students of Tehran University

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ABSTRACT

The purpose of this study was to compare the conflict solving methods according to emotional intelligence and forgiveness among married students in Universities of Tehran.

Method The statistical community of this study was all the married students of Tehran. For doing so 200 students were selected randomly and answered Bradbery – Garius (2005) questionnaires, Rahim ROCI – II conflict solving methods and the forgiveness scale in the main family (FFS). The findings were analyzed with SPSS-19 and MANOVA statistical software.

Result The findings of the study proved that on one hand there exists a meaningful discrimination in the five conflict solving methods (Integrating style, dominating style, avoiding style, obligating style and compromising style) among married students according to emotional intelligence and forgiveness. On the other hand, considering the gender of the participants (male/female) there is no difference in emotional intelligence, forgiveness and conflict solving methods, except for the difference in using dominating style between male and female students.

Conclusion The difference which exists in different conflict solving methods according to emotional intelligence and forgiveness is $P = 0/05$. This result indicates that married students with different styles have different emotional intelligence and get help of special methods such as forgiveness in order to solve the conflicts and overcome the difficult situations.

INTRODUCTION

Family relationships are intensive opportunities for interpersonal conflicts. One of the most common problems in the family is marital conflict. Conflict is natural in intimate relationships, marriage is no exception because repeated interaction of different couples for conflict provides numerous contexts (Weeks, 2001). The conflict between couples is common and associated with differences and conflicts can be prevented. Marital conflict which is caused by response to individual differences in and it intensifies when they feel anger, hatred, revenge, hatred, jealousy, verbal and physical abuse in their relationships to be destructive, it is unusual status. The interaction between two persons who are not able to set themselves are called conflict (Wiley, 2000). Marital conflict occurs when the actions of one party interfere with the actions of the other side. As the two people closer together, the potential for conflict increases. In fact, when interactions between spouses increase, these interactions involve varied activities and issues, the opportunity for disagreement increases. In this case, a person's behavior does not fit with the expectations of the other person (Glading, 2003; translated by Bahari). But these conflicts can be managed so that the positive results achieved by negotiation principles. Several studies indicate that the presence

or absence of conflict does not determine "the quality of marriage" but also it determines how to manage violent conflict situations that will determine the quality of marital relationships (Wilmot and Hooker, 2000). Emotion is a psychological structure that includes an assessment of knowledge, motives and circumstances. Emotional intelligence is needed to manage emotions. Emotional intelligence evaluates the person in terms of emotion, this means that a person's consciousness of the emotions and how to control them (Salovey and Mayer, Caruso, 2003, quoted Moghaddam et al., 1387).

Ability to establish and maintain cordial, stable and satisfying relations is one of the most important developmental tasks of adolescence because the people in intimate relationships annoy or harm each other. They may override their obligations, gossip behind each other, or even directly say the ugly words to each other and do not appreciate each other. Because of injuries and mistakes inevitably associated with interpersonal relationships, dealing effectively with such events is important to maintain healthy and stable relationships. Achieving a satisfactory married life requires a number of features including the ability to trust others and work with them. In addition, people should be able to endure, to fight on errors and inevitable deficits of

their spouses. Meanwhile, forgiveness is a reaction that allows to continue the relationship, despite the mistakes, betrayal, or failure (Abdollahmohammadi, 2006).

Expressing the Issue

Studies of human behavior shows that conflict is inevitable part of human relations. Every person has a unique way to deal with conflict in an effort to understand their spouses' motives will help to constructively resolve the conflict, if the marital relationship dynamically continues, differences should be resolved in a correct manner. If spouses do not use effective methods to deal with conflict, they may gradually divorced. Divorce scenario is not a sudden battle, but it occurs by the lack of intimacy. Finally, first the emotional divorce occurs, then, the legal divorce occurs (Shiri, 2008).

Gutman et al (2000) argue that the analysis of the relationship of a couple can predict divorce. Way of dealing with conflict can be acquired and changed, therefore, we can help family to change destructive and inefficient ways to deal with conflict and operate more efficient methods by providing new educational opportunities. The first years of marriage is the important family life cycle stage in which the level of conflict and discord increases (Chang, 2008). Some researchers believe that conflict resolution and conflict management refer to a variety of strategies that one tends to use them in a state of conflict (Rahim, 1983). So we can say that marital conflict is a marital relationship in which there is hostile behavior such as insults, blaming, criticizing and physical attack and couples feel towards each other revenge, hatred and anger, and each one believes that his or her spouse is inappropriate. Finding ways to prevent the escalation of conflict and destruction and attempting to change patterns of behavior that lead to marital disagreements are more important (Farahbakhsh, 2004).

Scientists have concluded that we can begin a relationship through reasonable intelligence, but its survival depends on emotional intelligence. In other words, emotional intelligence is intelligent use of emotions and in the professional background means that we shouldn't neglect our feelings and values and we should know their impact on behavior (Khameneh, et al., 2006).

Emotional intelligence suggests that the social and emotional reciprocity and in particular whether appropriate action or inappropriate action, that person could hope to always live in different situations hold, empathy with others, the feelings of others to hear, to get a larger bonus, small rewards can ignore, not anxiety, impaired thinking and reasoning to him, the stability problems, and at all times maintain their motivation. Emotional intelligence is an emotional predisposition that

determines how to best use their skills and intellect in the right direction to take (Jalali, 2002).

Finchmen and Steven (2004) found that revenge and avoidance (such as negative aspects of forgiveness) between the husband and the loss of goodwill (positive after donating) among women with no benefits related to conflict resolution. The basic question of this study is: Is there any relationship between emotional intelligence, forgiveness and conflict resolution styles?

Importance

Interpersonal conflicts as well as the social relationships are pervasive and widespread. Therefore, experience of different levels of conflict, disagreement and resentment in a pair interactions, it is evident and inevitable (Steube, 2005), something which is important is the style of coping with conflict, if conflict is managed efficiently, it may prevent stagnation and recession of communication among couples and create positive and effective skills in accordance with stressful events, even adaptive learning approach can help the person in front of other stressful life events. But if the conflict is poorly managed can cause adverse health effects of marital and couples, leaving physical and emotional and can cause a range of emotional and behavioral problems for children who are at risk of parental conflict (Mahoney, 2006). Conflict resolution is important for several reasons: First, this method facilitates interaction between husband and wife. Second, it is likely that the relationship between couples is to improve the treatment of negative conflict, especially in situations of violent conflict and a problem occurs that the application of the problem can be prevented. Third, the poor and non-poor couples are significantly in ways of solving the problem and poor couples don't know the necessary skills to solve their problems peacefully and learning this way is essential for couples. Fourth, certainly conflict and the current problem of couple is not his last problem and problems will occur in the future (Ahmadi, 2007).

The Objectives

The main objective of this study was to investigate the causal-comparative styles in terms of conflict resolution in terms of forgiveness and emotional intelligence.

Comparing styles of conflict resolution in terms of relief.

Comparing styles of conflict resolution style in terms of emotional intelligence.

The basic question is this:

Is there any difference between the styles of conflict resolution in terms of forgiveness?

Is there any difference between the styles of conflict resolution in terms of emotional intelligence?

Research Hypothesis:

1. There is a meaningful difference between the styles of conflict resolution in terms of forgiveness.
2. There is a meaningful difference between styles of conflict resolution in terms of emotional intelligence.
3. There is a significant difference between male and female students in terms of emotional intelligence.
4. There is a significant difference between male and female students in terms of forgiveness.
5. There is a significant difference between female and male students in terms of styles of conflict resolution.

Conceptual and Operational Definitions

The conceptual definition conflict resolution style: Conflict management style is understanding and managing conflict in a reasonable, fair, and efficient manner. Conflict resolution style consists of individual strategies in dealing with conflict controversial situations. Rahim (1983) defines five styles of marital conflict resolution:

Integrating style (participatory or collaborative style): Selecting this style help people to work together so that all win. By using this style, people are looking for solutions that fit their interests and also maintain good and effective relationship. Using this method reduces bad feelings and increase their commitment to allow people to know each other.

Dominance style (domination, competitiveness): Selecting this style means that a party knows supreme the interests and demands of others. In this way, one party feels that the issue is extremely important to him, therefore, he tries to obtain that and he does not think to disrupt relations with the other party. In this way, one party has to accept the other party's point of view.

Avoiding style: People who choose this style do not engage in conflict. Their slogans are: "You decide you free me". This method is often used when the subject is trivial and banal, there are other more important issues,

Involved in the conflict will lead to many injuries and more information is needed before the office conflict.

-Required style (flexible, condescension): People who choose this style they ignore their interests and demands and allow others to achieve their demands. Many people believe that having a good relationship is more important than anything else. The focus of this style is to maintain personal relationships with others.

Comprising style (agreement): People use this style when they are not looking to get all their needs and interests it means that satisfying their needs are not enough for them. In this way, flexibility, communication and negotiation have the special

place. When different goals have different degrees of importance to either sides, or they want to reach a temporary solution or a tight time use this method (Rahim, 1983).

Operational definition of conflict resolution styles: The style of conflict resolution and dimensions mean the score that the person obtained in scale of conflict resolution styles Rahim (1983) and its subscales.

Definition of the concept of emotional intelligence: A set of skills, aptitudes and non-cognitive abilities that a person's ability to succeed in coping with pressures and increase environmental situations. Thus, emotional intelligence is an important factor in determining the success of one's life and directly affect his mental health. Emotional intelligence and other important determinants of a person's ability to successfully deal with such environmental situations (biomedical preparation, talent, intelligence, cognitive and environmental realities and constraints).

The operational definition of emotional intelligence: the emotional intelligence means the score that the person obtains in the scale of 28 articles of the emotional intelligence of Bradberry and Grose (2005, translated by Ganji et al., 2006).

Conceptual definition of forgiveness: forgiveness is the feature which the person who has been abused or harmed, he forgives the other side's fault. Also, forgiveness causes the opportunity to compensate and rebuild trust (Enright and North, 1998).

The operational definition of forgiveness: forgiveness is the score that the person obtains in the 25 articles scale of interpersonal forgiveness.

History

1. Moharramzadeh, Seyed Ameri, Saeidi, (2012) in the analysis of the relationship between the components of emotional intelligence and conflict management strategies in managers found that there is a meaningful relationship between emotional intelligence and conflict management strategy and there is a significant negative relationship between non-coping strategies and control. There is a significant relationship between solution-oriented with five variables emotional intelligence and there is a negative relationship between non-coping strategy with social awareness variables and social skills and there is no significant relationship with self-conscious variables, self-management, and self-motivation. There is a negative significant relationship between control strategy and self-conscious variables, self-management, and self-motivation, there is no significant relationship with social awareness variables and self-management.

3. Khojasteh Mehr, Kouchaki and Rajabi (2012) in the analysis of mediating role of attributions communication and non-constructive conflict resolution strategies, in the relationship between attachment styles and marital quality, the anxious and avoidant attachment styles do not impact directly on women's marital quality and their effects are mediated through communication causal attributions and responsibilities and strategies of avoidant and colonial conflict resolution.
4. Davoodi (2012) in a study entitled Effect of life skills training and marital conflict resolution styles of married women 20-40 years of age, people over 50 women in Farsan, a city in Chaharmahal va Bakhtiari concluded that the teaching of life skills, without control by controlling the length of the marriage, can increase marital married women in the experimental group compared to control. In teaching life skills using effective methods of listening, speaking, presenting effective nonverbal responses, quality of relationships between couples are expanded. Also, learn effective problem solving skills will provide a solution in the event of a problem and increase their satisfaction and marital satisfaction.
5. Kardnoqabi et al (1390) in the relationship between emotional intelligence and conflict management style they concluded that Cooperation between emotional intelligence and style and avoid style and positive correlation between emotional intelligence and there is negative correlation between self-sacrifice style and the style of competition, but there was no significant correlation between emotional intelligence and style compromise. On the other hand, a significant difference between emotional intelligence and high school levels was observed and there was a significant difference between the style of conflict management in middle school and high school, only in the compromising style. Managers of high school use compromising style more than managers of junior.
6. Farzadnia (2010) investigated the relationship between emotional intelligence and style as a measure of cooperation and compromise in Milad hospital on 55 supervisors of Milad Hospital in 2009, the results showed that an average of 11/58 cooperation style and the compromising style with an average 11/16 of dominant styles in conflict resolution. There was a positive relationship between emotional intelligence and conflict management. 16% of variable distribution by five independent variables emotional intelligence and conflict management were justified. There was a significant relationship between self-awareness and cooperating style and the results of this study showed that the emotional intelligence of nurses in how to manage conflict is effective and nurses prefer the cooperating and compromising styles.
7. Dibaji Foroushani, Emamipour and Mahmoodi (2009) to investigate the relationship between attachment style and conflict resolution strategies on marital satisfaction of women in Tehran sample of 250 married women selected sampling and by questionnaire attachment styles, marital satisfaction and tested strategies of conflict resolution. Results showed that there is a positive relationship between secure attachment styles with marital satisfaction, and there is a negative relationship between marital satisfaction and employment style. Conflict resolution strategies, women's neglect, verbal husband, the husband's misbehavior and divorce, were predictors of marital satisfaction, as there is a positive relationship between the verbal conflict resolution strategies husband with marital satisfaction, there is a negative relationship between neglect strategies, the husband's misbehavior, and divorcing with marital satisfaction.
8. Salahian et al (1389) in a study as to investigate the relationship between emotional intelligence and Clemency on 50 couples with marital conflicts city they concluded that emotional intelligence and couples' forgiveness were predictors of marital conflict.
9. Lashni and Etemadi (1391) during a research study to compare the styles of conflict resolution (Style avoidance, competition style, compromising style, tolerance and cooperation styles) and communication patterns and civilian advisers concluded that: there are significant differences between conflict resolution styles (avoidance, tolerance (Submission), cooperation) and communication patterns (with your spouse), but there is no significant difference in two Style (competition and reconciliation) and two patterns (upset me, and you with your spouse). (Cooperation style was the best styles of conflict resolution style that the consultants use this style more than normal people).
10. Webster Stratton and Hammond (1999) have studied marital conflict management skills, parenting style and early behavioral problems, and the results showed that negative marital conflict management style is directly related to children's behavioral problems.
11. Markman et al (1993) in a study to track the effects of a prevention program based on the enrichment and education of couples'

marital dissatisfaction for communication and conflict management skills during their 5-year plan. Results showed that subjects experienced five years higher levels of marital satisfaction and lower levels compared to the control group of negative communication and marital violence in their childhood.

Methodology

With respect to objectives and hypotheses of this study (comparing students in five styles of conflict resolution in terms of forgiveness and emotional intelligence), this study is descriptive and comparative. Comparative research or post-event research refer to research in which, according to the dependent variable to determine possible causes of it. In comparative study attempts to address differences between the groups.

The samples and sampling

The studied sample consisted of all students in Tehran who were evaluated by available sampling of 200 volunteer students from the University of Tehran, Allameh Tabatabai, Shahid Beheshti, Khwarizmi and Teacher Training College of Karaj, as the sample studied.

Data collection

1. Emotional Intelligence Test of Bradbery-Graves (2005): This test has 28 items to 5 scale of emotional intelligence, self-awareness, self-management, social awareness and relationship management. Test grading method using 6-point scale spatial never (1) to always (6) is carried out. The sum of grades in each subject's questions make up the total scores. Retest reliability (consistency) of emotional intelligence Bradbery- Graves equal to 8313% by Cronbach's alpha test.
2. Rahim conflict resolution styles inventory ROCI-II: ROC-II questionnaire by Rahim (1983) to measure conflict resolution styles were built. ROC-II Inventory is mechanism of conflict resolution to measure spatial five ways that people respond to conflict. Identified five styles of conflict resolution has its roots in work of Lak and Moton (1964). Rahim and Bonama (1979) is wide of the questionnaire and that this tool in all areas of research in the social sciences were valid. Inventory ROC-II, has three versions A, B and C that A has 35 copies of the second

edition has 25 female and five subscales. Each subscale shows an interpersonal conflict resolution style.

Five styles of conflict resolution are: integrating style (7 items), the dominant style (5 items), style required (6 items), avoiding the light (6 items), and compromising style (4 items). In this study, the version B, with 28 articles was used. This tool was designed to investigate the conflict in financial institutions, indicated that this tool can be used in other areas of conflict resolution between the individual, such as family, friends and sister are used (Babapoor, 2006, Haqiqi, 2010).

3. Subscales of forgiveness in the family (FFS): This subscale is one of two parts of the scale of forgiveness of Pollard family and colleagues (1998), which consists of 25 articles and five subscales subsection (a realistic appreciation, recognition, compensation for the wrong operation, comfort and a sense of doing wrong).

The reliability of the scale of forgiveness by Pollard et al. (1998), with Cronbach's alpha for the total scale 93% and for subscale 55% to 86% have been achieved. Seif and Bahari (1380) subscales reliability of 84% achieved remission of the original family.

Validity time scale family forgiveness by Pollard et al. (1998) were reviewed and the results showed that the convergence of favorable subscales and are acceptable construct validity (according to Seif and Bahari, 2001).

Conducting Method

After the random selection of the sample, demographic questionnaire, the scale of family conflict resolution styles, emotional intelligence questionnaire Bradbery Griorse and interpersonal forgiveness questionnaire put in an envelope and put the sample was collected on the same day in which took place a total of 12 days of data collection.

Analysis method

To analyze the data, descriptive statistical methods were used to descriptive table frequency distribution, mean and standard deviation. To test the hypothesis, inferential statistical methods were used (test groups Manoa and independent groups t-test) by SPSS-19 software.

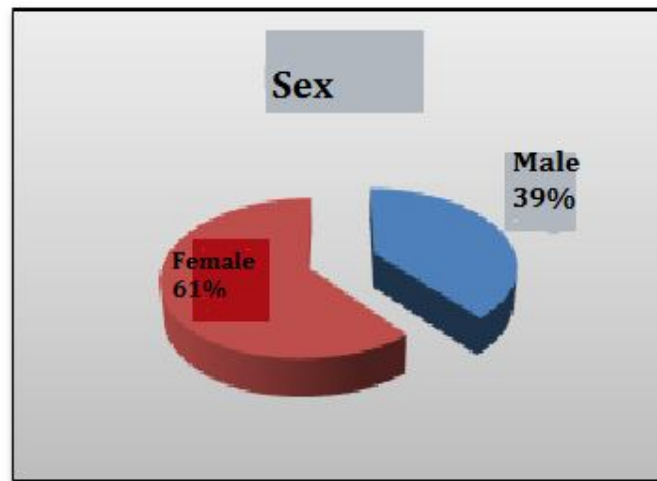
Descriptive findings

Table 1: Distribution of subjects by gender:

Percent	Frequency	Statistical Indicators
		Groups
%39	78	Male

%61	122	Female
%100	200	Total

Figure 1: Diagram of the subjects in terms of gender



The data in Table 1 show that most participants were women (61 percent).

Table 2: Distribution of subjects by age:

Percent	Frequency	Statistical Indicators Groups
0	0	Less than twenty years.
%58.5	117	Between 20 and 30 years
%28.5	57	Between 30 and 40 years
%9.5	19	40 to 50 years
%3.5	7	Between 50 and 60 years
0	0	More than 60 years
%100	200	Total sum

As seen from Table 2, the majority of participants (60% of subjects) were in the age group 20 to 30

years, thus, young age make up most of the statistical population.

Table 3: Distribution of participants by level of education:

Percent	Frequency	Statistical Indicators Groups
0	0	DA and lower
% 15	30	BA
% 84	168	MA
%1	2	PhD and above
%100	200	Total

Table 4: Descriptive findings of variables (average, standard deviation, minimum, maximum of subjects' scores)

Maximum	Minimum	SD	Average	Variable
153	64	14.74	118.17	Emotional intelligence (total scale)
97	33	9.73	66.43	Forgiveness (total scale)

As it can be seen in above table, the average of total scores of subjects in emotional intelligence variables

and forgiveness equal to 17, 118, 43, 66, and standard deviation equals to 74, 14, 73, and 9.

Table 5: Descriptive findings of variables (average, standard deviation, minimum, maximum of subjects' scores)

Maximum	Minimum	SD	Average	Conflict resolution style
5.00	1.86	0.76	4.03	style Integration
5.00	1.83	0.69	3.44	Dominant style
5.00	1.20	0.89	2.97	style required
5.00	2.00	0.50	3.80	Avoidance style
5.25	1.25	0.79	3.42	The compromise style

Above table shows the average standard deviation, minimum and maximum scores in the different styles of conflict resolution. Based on the average of every subject in five styles of conflict resolution, the

highest average is used as a style of conflict resolution were considered for the subjects. The distribution of subjects in five styles as Table 6 were obtained

Table 6: Frequency of subjects in conflict resolution styles (on average)

Percent	Frequency	Statistical Indicators Groups
% 54.5	109	Style Integration
% 11	22	Dominant style
% 8.5	17	Style required
% 12.5	25	Avoidant style
% 13.5	27	The compromise style
%100	200	Total sum

As can be seen in the table above, most participants (about 54.5 %) use 109 integrating style for conflict resolution.

Table 8: The mean, standard deviation, minimum and maximum scores in five styles of conflict resolution

Maximum	Minimum	SD	Average	Number	Conflict resolution style	
97	41	9.47	67.98	109	style Integration	forgiveness (total scale)
80	50	7.93	65.22	22	Dominant style	
84	37	11.52	59.70	17	style required	
79	33	10.29	64.28	25	Avoidance style	
92	52	8.68	67.37	27	The compromise style	
97	33	9.73	66.43	200	Total sum	
153	78	1.21	120.98	109	style Integration	Emotional Intelligence (total scale)
149	82	4.28	111.54	22	Dominant style	
135	64	4.42	111.11	17	style required	
142	78	3.01	115.48	25	Avoidance style	
148	96	2.29	119.14	27	The compromise style	
153	64	1.04	118.17	200	Total sum	

(B) The results of hypotheses testing

*There is a significant difference between the styles of conflict resolution in terms of forgiveness.

Table 9: Analysis of variance for the five styles of conflict resolution in terms of forgiveness

Level of significance	f	Mean square	Degree of freedom	Total square	Sources of change
0/012	3.32	300.58	4	1202.327	Intergroup
-	-	90.516	195	17650.693	Intragroup
-	-	-	199	18853.020	Total

The above table shows the F ratios calculated are significant differences in rates of relief for different styles of conflict resolution will determine students. With respect to the F ratio is calculated on the relief (F=3/32) with 4 and 195 degrees of freedom than the

F table at 05/0 (F=2/41) is bigger it can be concluded that students are different in five different styles of conflict resolution in terms of forgiveness. There is a significant difference between styles of conflict resolution and emotional intelligence.

Table 10: Analysis of variance for the five styles of conflict resolution in terms of emotional intelligence

Level of significance	f	Mean square	Degree of freedom	Total square	Sources of change
0/009	3.47	719.84	4	2879.39	Intergroup
-	-	207.12	195	40388.83	Intragroup
-	-	-	199	43268.22	Total

Data Table 10 shows the F ratios calculated are significant differences in emotional intelligence of students in different styles of conflict resolution will determine. With respect to the F ratio is calculated on the emotional intelligence ($F=3/47$) with 4 and 195 degrees of freedom than the F table at 0/05,

$F=2/41$) is bigger it can be concluded students are different in five different styles of conflict resolution in terms of emotional intelligence. There is a significant difference between male and female students in terms of emotional intelligence.

Table 11: The mean, standard deviation, standard error of mean both male and female students in terms of emotional intelligence

Standard error average	SD	Average	Number	Groups
1.54	13.66	119.74	78	Male
1.39	15.36	117.16	122	Female

Table 12: Comparison of two groups of students, male and female (gender) for EI

Standard error average	Difference in averages	Level of significance	T	Degree of freedom	Statistical indicators
2/13	2/57	0/228	1/28	198	Groups

As can be seen in Table 10 and 11, since the t value achieved 1.28 less than t table (2/57) at the alpha level equal to 0/05.

The research hypothesis is that there is a significant difference between males and females in terms of

emotional intelligence, the null hypothesis is rejected that there is no significant difference is confirmed.

***There is a significant difference between males and females in terms of forgiveness

Table 13: The mean, standard deviation, standard error of mean both male and female students in terms of forgiveness

Standard error average	SD	Average	Number	Groups
0.97	8.6	67.78	78	Male
0.93	10.32	65.56	122	Female

Table 14: The results of comparison of the students in two groups, male and female (gender) in terms of forgiveness

Standard error difference	Difference in averages	Level of significance	T	Degree of freedom	Statistical indicators
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1/40	2/21	0/116	1/57	198	Groups
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As can be seen in Table 13 and 14, since t value obtained is 1/57 less than t table (2/57) at the alpha level equal to 0/05. The research hypothesis is that there is a significant difference between males and females in terms of forgiveness and the null

hypothesis is reject that there is no significant difference is approved. There is a significant difference between male and female students in terms of styles of conflict resolution.

Table 15: The mean, standard deviation, standard error of mean male and female students in conflict resolution styles

Standard difference error	SD	Average	Number	Groups	Conflict resolution style
0.082	0.72	3.96	78	Male	Integrated style
0.071	0.79	4.07	122	Female	
0.075	0.66	3.57	78	Male	Dominant style
0.063	0.69	3.36	122	Female	
0.97	0.85	2.92	78	Male	style required
0.83	0.92	3.008	122	Female	
0.052	0.46	3.74	78	Male	Avoidance style
0.048	0.53	3.84	122	Female	
0.083	0.73	3.33	78	Male	compromise style
0.074	0.82	3.47	122	Female	

Table 14: The results of comparison of the students in two groups, male and female (gender) in terms of conflict resolution styles

Standard difference error	Difference in averages	Level of significance	t	Degree of freedom	Statistical Indicators
0.11	-0.10	0/35	-0.92	198	Integrated style
0.09	0.21	0/032	2.15	198	Dominant style
0.13	-0.08	0/50	-0.67	198	style required
0.07	-0.09	0/20	-1.28	198	Avoidance style
0.11	0.13	0/23	-1.20	198	compromise style

As can be seen in Table 4.9, since the t value obtained for the integrating, required the avoiding and compromising styles equal to -0.92, -0.67, -1.28, and -1.20 less than t table (1/96) at the alpha level equal to 0/05. The research hypothesis show that there is a significant difference between males and females reject the null hypothesis that there is no significant difference is confirmed .But the dominant style according to the obtained value of t

(t = 2.15) is greater than the value of t table at the alpha level 0/05 and the hypothesis that there is a significant difference between males and females in terms of the dominant style of conflict resolution is approved.

Arguments and Conclusion

The study aimed to compare the differences of students in five styles of conflict resolution in terms

of forgiveness and the emotional intelligence, and the results showed that there is a significant difference between three groups (integrating, dominant, the required, the avoiding and compromise styles) in terms of the emotional intelligence and forgiveness. Descriptive analysis of the data showed that more than half (54.5 percent) of Iranian students use integrating conflict resolution style.

The first hypothesis is that there is a significant difference between different styles of conflict resolution, emotional intelligence can be said that is consistent with the findings of the study Davoodi (1391), Khojasteh Mehr, Kouchaki and Rajabi (2012) Dibaji Foroushani, Emami pour and Mahmood (2009), Kordnoqabi et al. (2011), F. Nia (2010), salahian et al. (2010) and Moharramzadeh, Seyed Ameri, (2010).

The results of second hypothesis indicated there is a significant difference between the styles of the relief is five. The results and findings salahian et al. (2010) are related.

The statistical analysis of the data, assumptions secondary research on differences between men and women in terms of emotional intelligence, forgiveness and conflict resolution styles denied and there was a significant difference between men and women in the dominant style.

Theoretical offers

- Conducting research on larger population and more variable than in relation to differences in the styles of conflict resolution.

- Research on the effects of training and strengthening the foundations of constructive conflict resolution styles with families and couples with problems and conflict in a counterproductive way.

Practical suggestions

- Strengthening the adaptive strategies, effective and constructive conflict resolution between individuals and especially couples and families, couples divorce and families with problems and conflicts between the individual Member Family systems theory, which eventually led to the improvement of relations between the couple and the family and the community.

- Education through workshops, counseling centers and welfare, mass media and the use of marriage counseling classes and schools and families strengthen family emotional intelligence from an early age that cause the future health and increase mental strength in difficult position.

- Training and strengthening forgiveness interpersonal skills in relations to population.

- lack of cooperation of many students due to the simultaneous implementation of the exam period of students.

- The long questionnaire cause to some careless respondents.

- Studied Population and sample are the group and a particular class of society (students) in which limits the generalizability of the results to other segments of society including families, couples having difficulty, etc.

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Limitations

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