

Psychological Preconditions of Conflict Proneness of Personality and Mental Health: The Role of Self-Regulation, Emotional Intelligence and Mutual Understanding in The Context of Interpersonal Relations

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KEYWORDS

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ABSTRACT

This study aims at the investigation of psychological preconditions of conflict proneness in personality and mental health, with a specific focus on the roles of self-regulation, emotional intelligence, and mutual understanding. The research was oriented towards the application of qualitative methodology, particularly the analysis of transcripts of interview sessions. The findings showed that psychological preconditions of conflict proneness exist in professional, educational, and personal settings. Self-regulation, mutual understanding, and emotional intelligence were found to be important qualities which help to avoid conflicts. They contribute to increased motivation for conflict-less communication and interaction, cooperation, flexibility, improvement of active listening and problem solving, increased patience, formation of stress management skills, constructive feedback, reflective thinking, and building resilience. The special attention was paid towards the development of special strategies aimed at overcoming conflict proneness. The research findings demonstrated that the strategies include formation of communication skills, development of emotional intelligence and conflict management skills, improvement of active listening, building of stress management, development of team building activities, definition of responsibilities, creation of supporting environment, organization of immediate feedback, establishment of open communication, promotion of respect, creation of rituals, and encouragement of empathy. The outcomes can be used for the development of curriculum on the formation of conflict resolution skills.

1. Introduction

Conflicts continue to spread across the globe, influenced by complex political, social, economic, and environmental factors. In recent years, political and ideological differences, economic inequalities, religious disputes and competition for resources have increased tensions within and between nations (Big-Alabo & Opuowei, 2024; Seleznova et al., 2020). The proliferation of social media and digital communication platforms has accelerated the dissemination of misinformation and hate speech resulted in the escalation of conflicts (Ali Adeeb & Mirhoseini, 2023; Muhammed & Mathew, 2022). The recent findings prove that the interconnectedness of today's world means that local conflicts can quickly gain international attention and grow to broader regional or even global crises (Davvetas et al., 2022).

Misunderstandings, quarrels, and aggression are described as an integral part of modern society, originated from its diverse nature. Human interactions are influenced by a number of factors, including cultural differences, social structures, economic disparities, and technological advancements (Le et al., 2022; Stahl & Maznevski, 2021). These factors create a dynamic environment where interests, values, and perspectives often differ and lead to conflicts (Carminati & Hélot, 2022; Filonenko et al., 2022).

Today, interpersonal conflicts are increasingly prevalent. Technologies and social media have altered how people communicate, often leading to misinterpretations that escalate conflicts. Stressors such as economic uncertainties, job pressures, and the negative impact of global events, like the COVID-19 pandemic or armed confrontation between nations, contribute to serious tensions in personal and professional dimensions (Davvetas et al., 2022; Seleznova et al., 2020).

At the same time, the transition to online mode of learning and working has appeared to be stressful to many individuals creating background to conflict proneness and negative communication in the workplace, education, and family (Gaines, 2024; Hruzevskiy, 2023)

According to Todorova et al. (2022), conflict is a serious disagreement or argument between two or more parties, individuals, or groups due to opposing interests, needs, or beliefs. Psychological interpretation of conflict relates to mental struggle arising from opposing demands within a person, often leading to emotional tension and stress (León-Giraldo et al., 2021; Østergaard et al., 2023). Elcheroth et al. (2019) describe a conflict in sociopolitical perspective and consider it as a state of opposition between countries, groups, or individuals that may involve armed struggle or warfare, driven by political, territorial, economic, or ideological differences.

At the same time, proneness to conflict means an individual's or group's tendency to experience and engage in disputes, disagreements, or confrontations (Ziembowicz et al., 2021). Some scholars indicate that this category is a psychological and behavioral trait characterized by a higher likelihood of perceiving, initiating, or participating in interpersonal or intergroup disputes (Halmos et al., 2020; Makarchuk & Kulinenko, 2023).

In scientific literature proneness to conflict is explained through personality theory (Tehrani & Yamini, 2020; Vierl et al., 2023). It says that certain personality traits such as high levels of neuroticism, low agreeableness, and high extroversion can make individuals more prone to conflict. These traits influence how individuals perceive and respond to potential conflicts. Besides, scientists differentiate cognitive-behavioural theory positing that proneness to conflict is influenced by how individuals interpret and appraise situations (Argiros et al., 2023; Naeem et al., 2019).

Those with negative cognitive appraisals may perceive more threats and injustices, leading to a higher propensity for conflict. In learning, proneness to conflict is learned through observing and imitating the behavior of others, especially significant role models like parents, peers, or media figures (Pasko & Pukhno, 2019). Repeated exposure to aggressive or confrontational behavior can normalize conflict as a response to disputes (Unfried & Kis-Katos, 2023).

Proneness to conflict is attributed to a variety of factors, which are categorized into individual, relational, and contextual ones (Obukhov & Brovelli, 2023; Tehrani & Yamini, 2020). Individual factors include personality traits, cognitive styles, and ability to regulate emotions like anger, frustration, and anxiety (Manalu et al., 2024). Also, this category concerns previous experiences with conflict, particularly childhood trauma, abuse, or exposure to frequent disputes (Obukhov & Brovelli, 2023). Conditions such as anxiety disorders, depression, personality disorders, and post-traumatic stress disorder (PTSD) influence conflict-proneness due to low emotional regulation and sensitivity to perceived threats (Klymenko et al., 2024).

Relational factors involve communication styles and interpersonal dynamics (Mohammed et al., 2023). And contextual factors include surrounding stressors, socioeconomic problems, cultural attitudes towards conflict or aggression, and organizational climate depending on leadership, communication, and the presence of regular issues within the professional environment (Anju et al., 2021; Fatke & Freitag, 2019).

It follows that proneness to conflict manifest in various categories of people, influenced by a combination of individual traits, surroundings, and situational factors (Tehrani & Yamini, 2020). For example, individuals who are emotionally unstable, anxious, less empathetic, and easily stressed are more prone to conflict. Some findings suggested that highly extroverted individuals engage in conflicts more often due to their assertiveness and social dominance (Zhao et al., 2023).

Besides, jobs with high stress, such as law enforcement, healthcare, and emergency services, can increase conflict-proneness due to the constant pressure (Klymenko et al., 2024; Konlan et al., 2023). Individuals experiencing financial difficulties, poverty, or unemployment may face higher levels of

stress, contributing to a higher propensity for conflict (Rudevskva et al, 2024). Alcorta et al. (2020) suggest that people facing discrimination or social exclusion encounter conflicts more frequently due to systemic inequalities and social tensions.

Proneness to conflict varies with age, with adolescents and young people typically exhibiting a higher tendency for conflict compared to other age groups (Makarchuk & Kulinenko, 2023). During adolescence, individuals experience significant physical, emotional, and social changes, which lead to increased sensitivity, impulsivity, and a need for autonomy and identity formation. These developmental factors contribute to conflicts with peers, parents, and authority figures. Additionally, young people are often in transitional phases, such as entering the workforce, or forming intimate relationships, which trigger conflicts as well (Wei et al., 2023). The scientific works show that this age group is more prone to risk-taking behaviors and emotional volatility, further having higher conflict proneness compared to children and older adults (Mastrotheodoros et al., 2020).

Besides, proneness to conflict appears differently across nations, influenced by a range of cultural, socio-economic, historical, religious, and political factors (Adedeji, 2024). In societies, where community harmony and social cohesion are highly valued, conflicts are less frequent but more intense when they do occur, as individuals strive to maintain group unity (Ndijuye, 2020). The examples of such collectivist cultures are Asia, such as China, Japan, South Korea, and India, Latin American countries, like Mexico and Brazil, and several African nations. Conversely, in individualist cultures, personal autonomy and self-expression are prioritized, potentially leading to more frequent but less severe conflicts (Fatehi et al., 2020; Vovchenko et al., 2022). Individualist cultures include many Western countries. Socio-economic conditions also play a critical role; nations with high levels of inequality and economic instability may experience higher conflict rates due to permanent stress and competition for resources (Big-Alabo & Opuowei, 2024). Additionally, historical contexts, such as a legacy of colonialism or ongoing political struggle, form the patterns of conflict within a society (Lange et al., 2021).

Conflict is a part of human interactions. However, depending on how it is managed it can have constructive or destructive outcomes (Warmuth et al., 2020). Destructive conflict is a type of conflict that has negative effects on individuals or relationships. It typically results in harm and disruption (Lee et al., 2021). Destructive conflict intensifies over time, leading to negative emotions and often remains unresolved because individuals involved are more focused on winning than finding a solution. Such conflict is characterized by dysfunctional communication, anxiety, damage of relationship, decreased productivity, and low morale (Warmuth et al., 2020). At the same time, constructive conflict leads to positive outcomes, fostering growth, innovation, and improved relationships.

It occurs when differences are expressed and managed in a healthy, respectful manner, allowing for problem-solving and collaboration. Constructive conflict requires effective communication, mutual understanding, orientation towards problem solving, self-regulation, emotional intelligence, empathy, patience, openness to feedback, and conflict management skills (Chaudhary & Arora, 2023; Nwikipo et al., 2024). Constructive conflict provides opportunities for personal and professional development as well as enhance trust, respect, and understanding among individuals, strengthening their relationships (Elgoibar et al., 2021).

Research Problem

The topic of conflicts is widely studied in contemporary psychology. Numerous academic works regularly feature studies on conflict dynamics (Nunkoo & Sungkur, 2021), resolution strategies (Majer et al., 2021), and the psychological impacts of conflicts (Obrenovich et al., 2020). Conflict, as a psychological phenomenon, refers to a state of mental or emotional tension arising from perceived or actual opposition, incompatibility, or disagreement between individuals or groups (Todorova et al., 2022). Psychological conflicts often originate from differences in values, goals, needs, or beliefs and manifest through different behavior models, from passive resistance to active aggression (Filonenko et

al., 2022).

Conflict impacts cognitive processes, emotional well-being, and social interactions, influencing how individuals understand and respond to challenges and threats in their environment (Lee et al., 2021). Some works indicate the conflicts can be internal (where an individual experiences contradictory desires, thoughts, or emotions) and external (disputes or confrontations between people or groups exist) (Truijens & Hanegraaff, 2020). Majer et al. (2021) differentiates intrapersonal and interpersonal conflicts.

A number of recent findings describe the peculiarities of conflict in a team. According to Krueger et al. (2022), such conflicts appear because of differences in personalities, communication styles, or work approaches. The dynamic nature of interpersonal conflict and psychological strain in the extreme work environment was investigated by Somaraju et al. (2022). Alderdice (2024), studying the psychology of large groups, explains how individuals' behaviors, values, attitudes are shaped by participation in larger collectives, such as nations, ethnic groups, or organizations. On the basis of social identity theory, the scholar proves that individuals derive their self-concept from group memberships, fostering in-group and out-group identities (Yu & Zhang, 2023).

The special attention was paid towards the analysis of spread of interpersonal conflicts during war by increasing stress, trauma, and uncertainty, which reduce patience and tolerance (Fatke & Freitag, 2019; Kovács et al., 2023). The continuous atmosphere of fear leads to mistrust and suspicion, further spoiling relationships. Some scholars revealed the role of PTSD associated with armed conflicts in repeating the cycles of violence and creating new conflicts (Klymenko et al., 2024).

The sources devoted to the description of conflict proneness show that it refers to an individual's tendency to frequently engage in conflicts (Tehrani & Yamini, 2020). Angelini (2023) mentioned that this predisposition is usually influenced by various personality traits. It was found that individuals who are conflict-prone often possess poor emotional regulation and a quality to perceive neutral situations as threatening. Their interpersonal relationships may be characterized by frequent misunderstandings, aggressive communication styles, and difficulty in compromising or collaborating with others. Conflict proneness can lead to persistent stress and strained relationships, impacting both personal and professional aspects of individuals' lives (Kizilkaya, 2024).

At the same time, self-regulation, mutual understanding, and emotional intelligence are distinguished as important abilities of personality to maintain positive interpersonal relationship and avoid conflicts or manage them in the way to obtain constructive outcomes (Kasemy et al., 2023; Nwikipo et al., 2024). Obviously, individuals with these abilities can control impulsive reactions and maintain composure under stress, which reduces the likelihood of conflict escalation (Tziner et al., 2020). Also, they navigate differences more constructively, reducing misunderstandings and establishing harmonious interactions. The recent findings demonstrate the emotional intelligence plays a crucial role in fostering empathetic communication, facilitating constructive dialogue, and managing emotions productively (Alimi Selmani, 2024). Individuals with high emotional are able to reduce conflict escalation and foster more productive interactions.

In Ukraine special attention is paid towards the scholars studied management of interpersonal conflicts (Soroka & Synhaivska, 2022), emotional intelligence peculiarities (Asieieva et al., 2021), the problems of conflict communication and the use of language to resolve conflicts (Kekalo, Y. (2021). Also, some works are devoted to the analysis of mental well-being in Ukraine in wartime (Seleznova et al., 2020). It is worth mentioning that Russia-Ukraine war and its effect upon interpersonal relations have become a central topic in many researches. For example, Kovács et al. (2023) described the presence of PTSD and other negative mental health consequences in Ukrainian war refugees.

The authors insisted interpersonal conflicts are solved by means of mutual understanding and social support eliminating traumatic circumstances of the migration. Kordel et al. (2024) found that fleeing from war can be terrifying and result in acute stress disorder which can be a reason of worsening

interpersonal relationship. The works of Yarmolchik et al. (2022) and Slozanska et al. (2023) study the conflict proneness among veterans of the Russian-Ukrainian war and their families. PTSD in military personnel and the restoring of positive interpersonal relations through treatment and social support was investigated by Klymenko et al. (2024).

Research Focus

In recent years, the scientific literature has emphasized the importance of investigations concerning conflict proneness among individuals (Tehrani & Yamini, 2020). Research has consistently shown that individuals vary in their ability to engage in and manage conflicts effectively (Chaudhary & Arora, 2023). High levels of conflict proneness are usually associated with increased stress, strained relationships, and negative impact on both personal and professional environment (León-Giraldo et al., 2021). Obviously, the study of psychological preconditions of conflict proneness of personality is significant aspect of modern research as it provides the analysis of factors that lead individuals to conflicts and, thereby, offers the methods for more effective conflict prevention and resolution (Obukhov & Brovelli, 2023). Understanding these preconditions enables researchers to identify at-risk individuals and develop effective interventions to reduce the tendency to conflict. This knowledge is particularly valuable in diverse environment such as workplaces, educational process, and international relations, where minimizing conflict improves collaboration, productivity, and makes communication more effective.

At the same time, the research focused and the description of the peculiarities of conflict proneness and its psychological preconditions demonstrates the need for the analysis of effective interventions and strategies aimed at building positive interpersonal relations (Majer et al., 2021). Therefore, emotional intelligence, mutual understandings, and self-regulation has emerged as an important factor in conflict resolution and management (Bihun et al., 2023; Asieieva et al., 2021). A number of recent studies demonstrated that individuals with these abilities are better equipped to regulate their emotions and interpersonal dynamics (Kasemy et al., 2023).

According to psychological findings, they enable individuals to approach conflicts with a greater sense of self-awareness and empathy, facilitate positive communication and collaboration, manage emotions under stress (Mohammed et al., 2023). Consequently, fostering emotional intelligence, mutual understanding, and self-regulation are known as imperatives in contemporary scientific discussions on conflict management. But the special attention must be paid towards the role of emotional intelligence, mutual understanding, and self-regulation in the context of interpersonal relations and promoting conflict-free environment tin different environments.

Research Aim and Research Questions

The aim of this research is to investigate the psychological preconditions of conflict proneness in personality, with a specific focus on the roles of self-regulation, emotional intelligence, and mutual understanding within the context of interpersonal relations.

The research questions are the following:

- 1) What are psychological preconditions of conflict proneness in different settings? What do they depend on?
- 2) How does self-regulation influence conflict proneness in individuals?
- 3) What are the connections between emotional intelligence and the tendency to interpersonal conflicts?
- 4) In what ways does mutual understanding between individuals affect the occurrence and intensity of conflicts?
- 5) What specific strategies must be derived to reduce conflict proneness in various settings?

2. Methodology

General Background

The research was carried out between January-May, 2024 and was oriented towards the application of qualitative methodology – the analysis of transcripts of interview sessions in different settings (professional, educational, and personal). The psychological investigation was aimed presenting the psychological preconditions of conflict proneness in personality. The special attention was paid towards the roles of self-regulation, emotional intelligence, and mutual understanding within the context of interpersonal relations. At the same time, the research findings considered the development of specific strategies to reduce conflict proneness and build effective interpersonal relations in the workplace, educational process and family frameworks.

To analyze the interview transcripts, the research involved 14 experts (psychologists, educators, social workers, human resource managers, and support service providers). Their specialized knowledge allowed for a more accurate and comprehensive analysis of the transcripts, ensuring that subtle cues, both verbal and non-verbal, hidden themes, and complex categories related to psychological preconditions of conflict proneness are properly identified and explained. Moreover, experts made the analysis process critical and structured; they enabled to understand assumptions, identify biases, and provide comprehensive interpretations of the data. This is particularly important for the development of effective strategies to reduce conflict proneness in various settings.

Sample / Participants / Group

Participants were recruited by units of psychological support during the employee assistance programs conducted at the organization or educational institutions. The inclusion criteria were: (1) age range (all participants were adults aged 30-55 years); (2) place of living (participants were Ukrainian residents who did not leave the territory of Ukraine since February 24, 2022); (3) experience with conflict (participants had some experience or history with interpersonal conflict, whether in personal, professional, or educational contexts); (4) duration of experience (the minimum duration of conflict experience must be 3 months in the relevant contexts); (5) demographic diversity (the sample included individual with different gender, religion background, socioeconomic status, and educational degree); (6) the presence of signs of PTSD (intrusive memories, negative changes in thinking and mood, increased irritability, anger outbursts, or self-destructive behavior); access to technology (since the research involved virtual interviews through Zoom, participants had reliable access to technology and stable internet connection); (7) voluntary participation (all participants provided informed consent and participated voluntarily in the study). A total of 95 individuals participated in the survey. Table 1 shows their characteristics.

Table 1. Participants characteristics

Characteristics		N
Age	30-35	14
	35-40	18
	41-45	22
	45-50	21
	51-55	20
Gender	Male	38
	Female	57
Educational degree	Bachelor	17
	Master	69
	PhD	9
Experience of conflict	Professional context	26
	Educational context	29
	Personal context	40
Socioeconomic status	Low	16
	Middle	59

	High	20
Religious background	Orthodox	62
	Catholic	21
	Evangelical Protestant	12
Presence of signs of PTSD	Yes	13
	No	82
Previous participation in psychological support programs	Yes	21
	No	74

Source: authors' own development

Instrument and Procedures

Interview sessions included three sections to systematically explore participants' experiences, perspectives, and behaviors related to interpersonal relations and proneness to conflicts. The introductory section involves warming-up (introduction of the purpose of the interview, and ensuring confidentiality and voluntary participation) and background information (gathering demographic details that may influence participants' experiences with conflicts and manifestation of conflict proneness in the professional, educational, or personal setting).

The main section was presented in 26 questions related to participants' past and present experiences with conflicts, psychological preconditions of conflict proneness, factors contributing to conflict proneness, the use of coping mechanisms and strategies; emotional and psychological responses to conflicts, reflections on conflict experiences and the possible ways to improve interpersonal dynamics in the workplace, educational process, or family frameworks. The third section dealt with summarizing the key points discussed, thanking participants for their contribution, and clarifying any follow-up steps or additional questions. Also, participants were given the opportunity to ask questions or share final thoughts. The interview sessions were videorecorded for further analysis of transcripts.

Data Analysis

The analysis of transcripts of interview sessions involved the systematic process to identify themes, patterns, and concepts related to the revealing psychological preconditions of conflict proneness as well as outlining the effective interventions to prevent and manage conflicts. Firstly, accurate transcriptions of the interviews were prepared from video recordings to written text. This step included the analysis of verbal (choice of words, style, and comprehension of questions asked) and non-verbal content (pauses, tone of voice, gestures, or eye contact). Secondly, 14 experts read and re-read the transcripts to gain a deep understanding of the content, identify key ideas, and draw common patterns from participants' responses. Thirdly, researchers coded the main segments of the texts and captured meaningful concepts to create a comprehensive framework that best represents the interview data. Fourthly, the analysis was prepared in a narrative form. It integrated the quotes from the transcripts to support each theme. The analysis provided a detailed presentation of the findings, explaining how each theme related to the research questions and contributed to the understanding of the research problem.

3. Results and discussion

Studying the psychological preconditions of conflict proneness, it was found that they appear in professional, educational, and personal settings. These preconditions include anxiety, anger, depression, poor emotions regulation, cognitive biases, low self-esteem, poor communication skills, negative past experience, and high stress. They show the complex interplay of personality traits, emotional states, cognitive processes, and past experiences in shaping an individual's tendency to conflict.

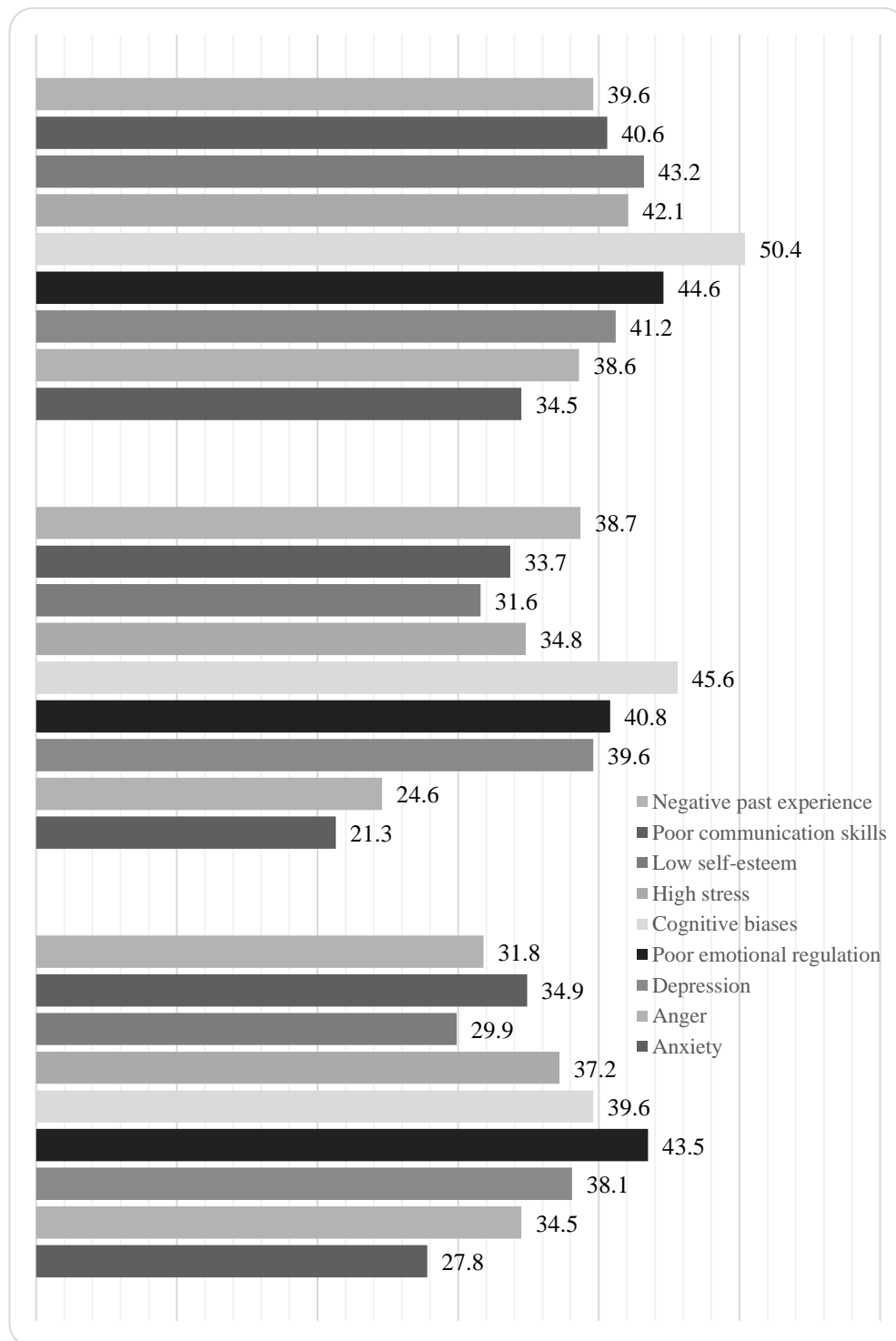


Figure 1. Psychological preconditions of proneness to conflict in professional, educational, and personal settings

Source: own authors' development

At the same time, the findings demonstrated that the psychological preconditions of conflict proneness are more vivid in personal settings than in the professional and educational environments due to the higher levels of emotional investment and intimacy involved. The respondents explained that in the family frameworks, individuals often have deeper emotional connections, leading to greater sensitivity and reactivity to perceived threats or slights.

This emotional involvement can increase traits like anxiety, anger, low self-esteem, and poor emotional regulation, making conflicts more intense and frequent. In contrast, professional and educational settings typically emphasize formality and fixed social norms that encourage individuals to carry out more regulated activities. Besides, individuals in the workplace or when participating within the educational process are often more motivated to manage their emotions and behaviors to maintain professionalism and achieve collective goals. Figure 1 shows the psychological preconditions of proneness to conflict in professional, educational, and personal setting.

Studying the qualities necessary to overcome conflict proneness and establish positive interpersonal relations helped to identify the following: flexibility, emotional intelligence, self-regulation, mutual understanding, positive communication, stress management, and conflict resolution. Participants stated that these qualities enhance interpersonal relations by fostering cooperation, improve the environment by reducing tension, strengthening teamwork, and promoting a more harmonious community. The results showed that self-regulation (18,9 %), mutual understanding (19,3 %), and emotional intelligence (17,5 %) are the most significant traits to overcome conflict proneness of personality (figure 2).

Further, the study was oriented towards the connections between the qualities above-mentioned (e.g., emotional intelligence, self-regulation, and mutual understanding) and the tendency to interpersonal conflicts. The findings showed that all three qualities bring positive features to overcome conflict proneness of personality. At the same time, emotional intelligence contributes to increased motivation for conflict-less communication and interaction (21,6 %), positive interaction between the participants (24,5 %), cooperation (23,7 %), establishment of flexibility of interpersonal relations (23,1 %). Self-regulation was found to improve active listening resulted in buildings trust, reduced miscommunication, and better problem solving (20,7 %), flexibility (27,5 %), cooperation (24,1 %), and patience that reduces tensions, prevents impulsive decision, and encourages open communication (20,6 %).

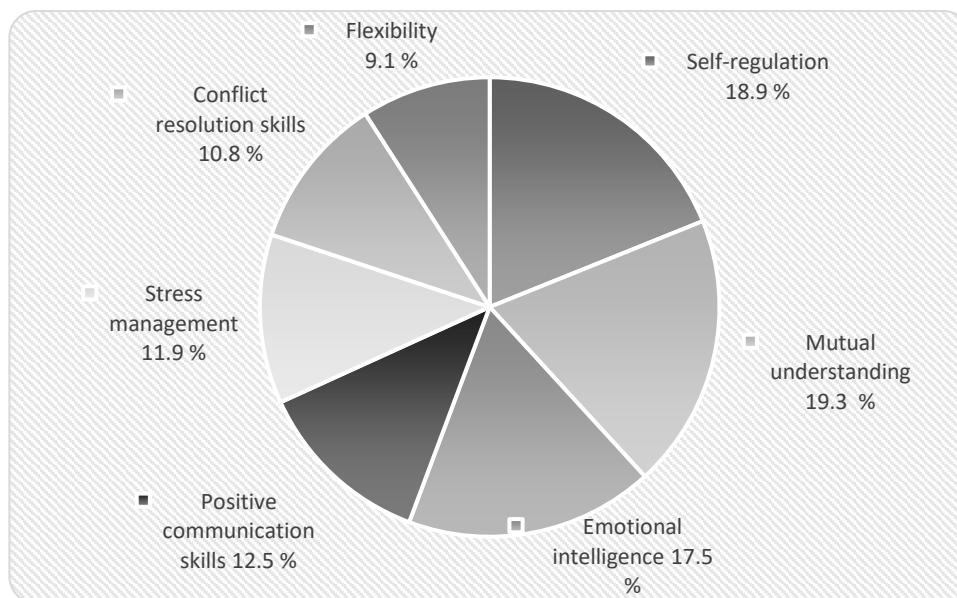


Figure 2. Qualities necessary for overcome conflict proneness

Source: own authors' development

To compare, mutual understanding helps participants to manage stress when communicating and avoid wrong interpretations of information (17,4 %), to establish positive interaction (23,1 %) and constructive feedback (18,7 %), and to apply reflective thinking properly proving deeper understandings, enhancing self-awareness, and building resilience (17,4 %). Figure 3 shows the connections between conflict proneness and psychological traits of personality, particularly mutual

understanding, emotional intelligence, and self-regulation.

It was found that when individuals incorporate these aspects of emotional intelligence, mutual understandings, and self-regulation, they can effectively manage their emotions and improve interactions, significantly reducing conflict proneness and fostering more harmonious relationships in the workplace, educational process, and family frameworks since reduces the occurrence and intensity of conflicts are reduced. When individuals understand each other’s perspectives, needs, and emotions, they are less likely to misinterpret intentions or react defensively. This shared understanding promotes open dialogue and collaborative problem-solving. It eliminates the possible misunderstandings that often escalate into conflicts and enables more constructive responses when disagreements arise.

Figure 3. *Connections between conflict proneness and mutual understanding/emotional intelligence/self-regulation*

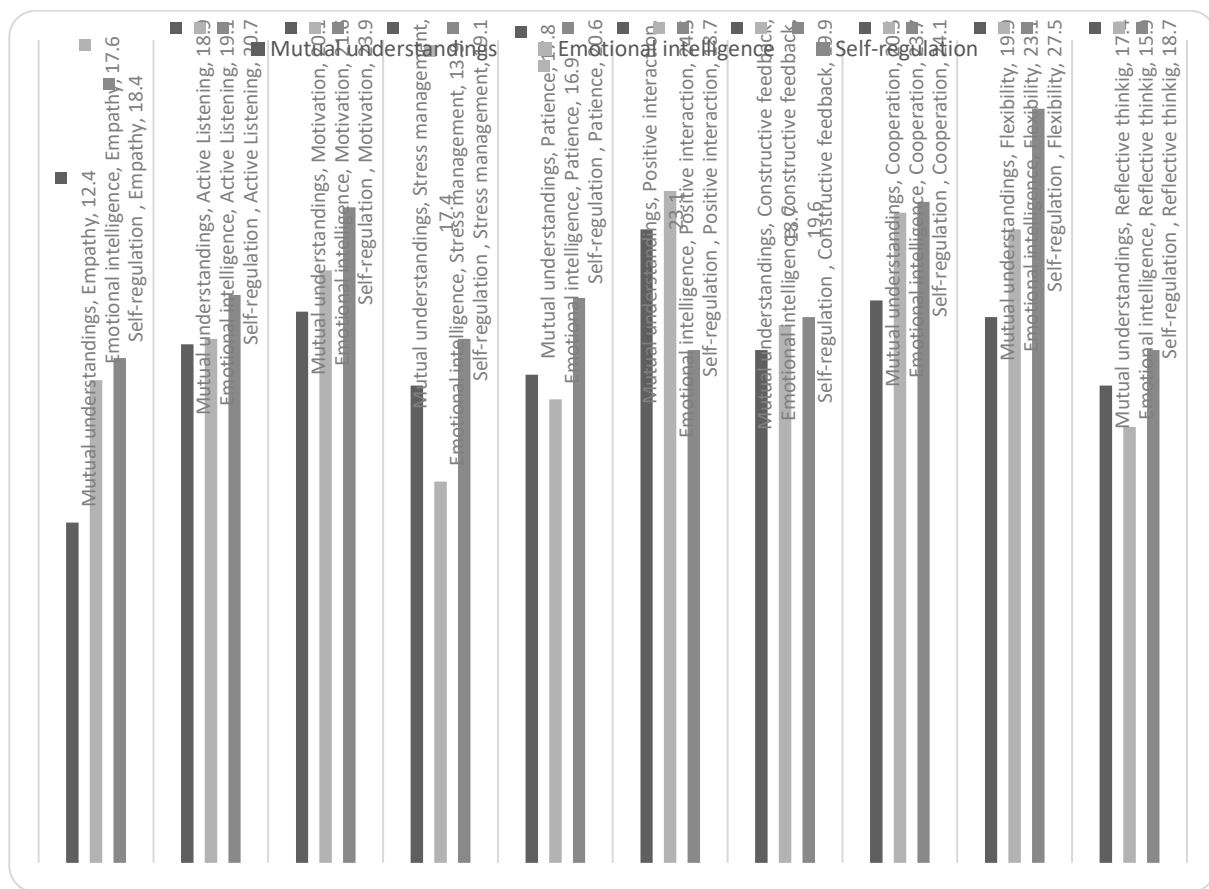


Figure 3. *Connections between conflict proneness and mutual understanding/emotional intelligence/self-regulation*

Source: authors’ own development.

Considering the importance of the role of self-regulation, mutual understanding, and emotional intelligence, the research moved to the development of specific strategies that can be effective to reduce conflict proneness in different settings.

The research findings demonstrated that there is a set of specific strategies proven to be effective to reduce conflict proneness in different settings according to participants. They are differentiated into three groups: (1) strategies implemented in the professional setting; (2) strategies implemented in the educational setting; (3) and strategies implemented in the personal/family setting. In the workplace, strategies often focus on structured conflict resolution policies, training in communication and negotiation skills, and fostering a collaborative environment where diverse perspectives are valued. The outcomes showed that these strategies include formation of communication skills; development of

emotional intelligence; improvement of active listening; building of stress management techniques; development of team building activities; improvement of conflict management skills; and promotion of diversity in the organization.

The educational setting prioritizes teaching conflict resolution skills early, creating inclusive and supportive classroom environments, and promoting empathy among students to prevent and manage conflicts. The survey demonstrated that strategies implemented in the educational setting are the following: definition of responsibilities; encouragement of team collaboration; facilitation of team building activities; creation of supporting environment; organization of immediate feedback; and implementation of clear procedures for overcoming conflicts. At the same time, families emphasize building strong relationships through open communication, modeling positive behaviour, and establishing rituals that strengthen bonds and teach conflict resolution informally.

According to respondents, these strategies concern establishment of open communication; promotion of respect; creation of rituals; encouragement of empathy; and leading by positive example or role modelling. The findings show that the implementation of these strategies aims to create environments where individuals can navigate differences constructively and maintain effective interactions. But it is worth mentioning that each setting requires to use the tailored techniques or measures to overcome conflict proneness of personality as well as maintain positive interpersonal relations. Table 2 presents the techniques and measures to overcome conflict proneness in different settings.

Table 2. Strategies to reduce conflict proneness

Strategy	Implementation
Professional setting	
Formation of communication skills	1) role-playing; 2) communicative workshop; 3) public speaking training
Development of emotional intelligence	1) scenario-based training; 2) coaching; 3) mentorship
Improvement of active listening	1) feedback sessions; 2) video-based training; 3) listening circles
Building stress management techniques	1) stress management workshop; 2) leadership training; 3) peer support groups; 4) flexible work options
Development of team buildings activities	1) ice-breaking exercises; 2) simulation games; 3) team retreat
Improvement of conflict management skills	1) case study; 2) cross training; 3) leadership modelling
Promotion of diversity in the organization	1) cultural competency training; 2) foreign language learning
Educational setting	
Definition of responsibilities	1) manuals development; 2) planning meetings; 3) collaborative projects
Encouragement of team collaboration	1) interdisciplinary projects; 2) team-based learning; 3) peer learning; 4) integration of technologies (e.g., Google Workspace, Microsoft Teams)
Facilitation of team building activities	1) team building games; 2) group discussion; 3) outdoor activities; 4) simulation exercises
Creation of supporting environment	1) positive classroom culture; 2) peer support; 3) character education; 4) professional development for instructors how to support learning environment
Organization of immediate feedback	1) using interactive polling devices or apps; 2) verbal feedback during classroom discussions; 3) written feedback on assignments; 4) immediate grading; 5) immediate corrections; 6) one-minute paper
Implementation of clear procedures for overcoming conflicts	1) establishment of conflict resolution committees; 2) documenting conflict resolution processes and preparation of agreements; 3) continuous evaluation of the effectiveness of conflict resolution procedure
Personal setting	
Establishment of open communication	1) regular meaningful conversations; 2) shared responsibilities; 3) encouragement of active listening
Promotion of respect	1) setting clear expectations; encouraging supportive behaviour; 2) establishing boundaries; 3) preventing misunderstandings or tensions

Creation of rituals	1) holiday traditions; 2) weekly meetings; 3) outdoor activities; 4) cultural or religious practices
Encouragement of empathy	1) discussing feeling; 2) storytelling; 3) role-play scenarios; 4) reflective conversations; 5) cultural awareness
Leading by positive example	1) activities to admit mistakes; 2) communication exercises; 3) modeling kindness and compassion

Source: authors' own development

Therefore, it is important to state that implementation of specific strategies focused at overcoming of conflict proneness brings significant improvements within the interpersonal relations through formation of self-regulation, emotional intelligence, and mutual understanding. Personality possessing the psychological qualities above-mentioned is equipped with all the necessary instruments to prevent and manage conflicts in the workplace, educational process, and family frameworks. To implement the strategies, a combination of techniques/ measures needed to organize the optimal training of participants and prepare individuals to carry out professional and personal activities without conflicts and confrontations despite of the stressed environment and possible difference between team or family members.

Discussion

The research is aimed at the investigation of psychological preconditions of conflict proneness in personality, with a specific focus on the roles of self-regulation, emotional intelligence, and mutual understanding within the context of interpersonal relations. The outcomes demonstrated that conflict is a serious disagreement between two or more parties, individuals, or groups due to opposing interests, needs, or beliefs (Todorova et al., 2022; Zhylin et al., 2022). Other scholars state that from the psychological point of view conflict means mental struggle arising from opposing demands within a person (León-Giraldo et al., 2021). Conflict often has several psychological preconditions because it emerges from complex interactions between individuals' emotions, beliefs, and perceptions (Tehrani & Yamini, 2020).

These preconditions include factors such as differing interests, values, or goals among parties which leads to misunderstandings or competition for resources. Other preconditions involve various emotional triggers (Wentura & Paulus, 2022), past experiences (Wang & Wu, 2020), the presence of PTSD (Klymenko et al., 2024), low agreeableness, and high extroversion (Tehrani & Yamini, 2020). Besides, it was found that proneness to conflict depends on how individuals interpret and appraise situations (Argiros et al., 2023).

The survey showed that psychological preconditions of conflict proneness of personality exist in professional, educational, and personal settings. These preconditions include anxiety, anger, depression, poor emotions regulation, cognitive biases, low self-esteem, poor communication skills, negative past experience, and high stress. The findings proved that the psychological preconditions of conflict proneness are more vivid in personal settings than in the professional and educational environments due to the higher levels of emotional investment and intimacy involved. And professional and educational settings typically emphasize formality and fixed social norms (Tsekhmister et al., 2019).

The literature review proved that self-regulation, mutual understanding, and emotional intelligence are important abilities of personality which help to maintain positive interpersonal relations and avoid conflicts (Kasemy et al., 2023; Nwikpo et al., 2024). The theoretical analysis of scientific literature proved that individuals possessing high level of self-regulation, mutual understanding, and emotional intelligence are able control impulsive reactions and maintain composure under stress, which reduces the likelihood of conflict escalation (Sytnik et al., 2022; Tziner et al., 2020).

To compare, the study identified the following qualities necessary to overcome conflict proneness of personality: flexibility, emotional intelligence, self-regulation, mutual understanding, positive

communication, stress management, and conflict resolution. It is important to note that the results supported the theoretical analysis and proved that self-regulation, mutual understanding, and emotional intelligence are the most significant traits to overcome conflict proneness and establish positive interpersonal relations.

Also, the connections between emotional intelligence, self-regulation, and mutual understanding, on the one side, and the tendency to interpersonal conflicts, on the other side, were analysed in details. The findings showed that all three qualities bring positive features to overcome conflict proneness of personality and they contribute to increased motivation for conflict-less communication and interaction, positive interaction between the participants, cooperation, establishment of flexibility, improvement of active listening and problem solving, increased patience, formation of stress management skills, providing constructive feedback, application of reflective thinking, and building resilience.

The special attention was paid towards the development of special strategies aimed at overcoming conflict proneness and building positive interpersonal relations (Majer et al., 2021). For example, the formation of positive communication skills and improvement of competencies to avoid conflicts through communication instruments was described by Karna et al. (2024). The authors also stressed upon the managing interpersonal conflicts in multicultural teams. Hetland et al. (2023) explained how to cope with negative mental states affecting conflict proneness. Kasemy et al. (2023) studied the peculiarities of workplace conflict and job burn-out and resulted in the development of effective coping strategies. Chen (2023) outlined the peculiarities of conflict manage within the educational process. Other findings revealed the conflicts within the family frameworks and suggested psychological (Liu, 2023).

The research findings demonstrated that the strategies in the workplace include formation of communication skills; development of emotional intelligence; improvement of active listening; building of stress management techniques; development of team building activities; improvement of conflict management skills; and promotion of diversity in the organization. In the educational setting, the strategies are the following: definition of responsibilities; encouragement of team collaboration; facilitation of team building activities; creation of supporting environment; organization of immediate feedback; and implementation of clear procedures for overcoming conflicts. And in the family frameworks establishment of open communication, promotion of respect, creation of rituals, encouragement of empathy, and leading by positive example are found to be effective strategies.

4. Conclusion and future scope

Conflict was defined as a serious disagreement or argument between two or more parties, individuals, or groups due to opposing interests, needs, or beliefs. Psychologically, conflict related to mental struggle arising from opposing demands within a person, often leading to emotional tension and stress. In sociopolitical perspective, conflict is a state of opposition between countries, groups, or individuals that may involve armed struggle or warfare, driven by political, territorial, economic, or ideological differences. Importantly, conflicts were divided into destructive and constructive. Destructive conflict is a type of conflict that has negative effects on individuals or relationships. Constructive conflict leads to positive outcomes, fostering growth, innovation, and improved relationships. Constructive conflict requires effective communication, mutual understanding, orientation towards problem solving, self-regulation, emotional intelligence, empathy, patience, openness to feedback, and conflict management skills.

Proneness to conflict was explained through personality theory when certain personality traits make individuals more prone to conflict. According to cognitive-behavioural theory, proneness to conflict is influenced by how individuals interpret and appraise situations. The special attention was paid towards proneness to conflict within the educational process where it is learned through observing and imitating the behavior of others, especially significant role models. It was found that proneness to conflict is

attributed to individual, relational, and contextual factors. Besides, proneness to conflict varies with age, job position, and nation, influenced by a range of cultural, socio-economic, historical, religious, and political factors.

Conflict often has several psychological preconditions because it emerges from complex interactions between individuals' emotions, beliefs, and perceptions. These preconditions include factors such as differing interests, values, or goals among parties which leads to misunderstandings or competition for resources. Other preconditions involve various emotional triggers, past experiences, the presence of PTSD, low agreeableness, high extroversion, and the way individuals interpret and appraise situations. The survey showed that psychological preconditions of conflict proneness of personality exist in professional, educational, and personal settings.

The research presented the detailed analysis of the development of special strategies aimed at overcoming conflict proneness and building positive interpersonal relations. The strategies were divided according to the environment where they are implemented: in the workplace, educational process or family frameworks.

The findings can be implied for understanding and addressing conflict dynamics within interpersonal relations. The analysis of the role of self-regulation, emotional intelligence, and mutual understanding, may help to uncover the main psychological factors contributing to conflict proneness. Further, the special training program can be designed including the special strategies to overcome conflict proneness in the workplace, educational setting, and family frameworks.

Besides, the outcomes can be used to integrate the knowledge on psychological preconditions into the curriculum and help to integrate interventions aimed at teaching conflict resolution skills and emotional intelligence to students at the different educational institutions. The special attention must be paid towards the development of conflict resolution skills among Ukrainian students since they tend to suffer from external factors, causing stress and conflicts, such as warfare, forced migration, or loss of relatives. Generally, this research contributes to advancement of knowledge on how psychological factors shape conflict proneness and offers strategies to promote healthier interpersonal relations across different contexts.

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