Research Article

The Effect of Emotional Intelligence Counseling on Elementary School Students' Self-Control in Facing Conflicts

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Article Info

Abstract

Emotional intelligence plays a crucial role in fostering students' ability to manage emotions and navigate interpersonal conflicts effectively. This study examines the impact of emotional intelligence counseling on enhancing self-control among elementary school students when dealing with conflicts. The research aimed to identify the effectiveness of a structured counseling intervention in improving students' emotional regulation and conflict resolution skills. A quasi-experimental method with a pre-test and post-test control group design was employed. The sample consisted of 60 elementary school students selected through purposive sampling, divided equally into experimental and control groups. Data were collected using self-control questionnaires, conflict observation sheets, and structured interviews. The results indicated a significant improvement in self-control among students who participated in emotional intelligence counseling compared to those in the control group. Participants demonstrated enhanced emotional regulation, reduced impulsive behaviors, and improved ability to resolve conflicts constructively. The findings suggest that integrating emotional intelligence counseling into school programs effectively supports the development of students' social-emotional skills.

Keywords: Conflict Resolution, Elementary Education, Emotional Intelligence

INTRODUCTION

The ability of students to regulate emotions and exhibit self-control is critical in fostering a supportive and effective learning environment. Emotional intelligence, a core aspect of social-emotional learning, encompasses skills such as emotional regulation, empathy, and interpersonal relationship management, which are pivotal for elementary school students in their formative years (Resnik, 2020). The increasing prevalence of conflicts among students, whether arising from peer interactions or academic pressures, underscores the urgent need to equip young learners with the necessary tools to navigate such challenges effectively (Moroń, 2021). Within the context of elementary education, students often struggle with impulsive reactions and a lack of emotional regulation, which can escalate minor disagreements into significant conflicts. These challenges are not only detrimental to their academic performance but also to their social and emotional development. Schools, as primary institutions for shaping behavior and character, bear the responsibility of addressing these issues through targeted interventions (Erol, 2020).

The integration of emotional intelligence into counseling programs offers a promising avenue for fostering self-control among students. Research indicates that counseling tailored to enhancing emotional intelligence has the potential to improve students' emotional awareness, decision-making abilities, and conflict management skills (Fabio, 2021). Despite its apparent benefits, the application of emotional intelligence counseling remains underexplored in the context of elementary education. This research focuses on bridging this gap by investigating the potential of emotional intelligence counseling to enhance self-control in elementary school students, a crucial factor in promoting harmonious peer interactions and a conducive learning environment (C. Li, 2021).

Conflicts among elementary school students are a pervasive issue, often stemming from their inability to manage emotions or control impulsive behaviour (Trigueros, 2020). This lack of self-regulation not only disrupts classroom dynamics but also hinders the development of critical interpersonal skills needed for future success. While educators and school administrators recognize the importance of addressing these issues, conventional disciplinary approaches often fail to address the underlying emotional and behavioral causes of such conflicts. Current practices may temporarily suppress problematic behaviors but do little to equip students with the skills needed for long-term emotional regulation and conflict resolution (Giao, 2020).

Although emotional intelligence has been widely recognized as a predictor of social competence and conflict management, its incorporation into school counseling programs is inconsistent and underutilized (Samsonovich, 2020). Preliminary studies suggest that interventions focusing on emotional intelligence can significantly impact students' ability to self-regulate, yet empirical evidence specifically targeting elementary school contexts remains scarce (Chandra, 2021). Furthermore, existing research has often been limited to theoretical discussions or small-scale applications, leaving a critical gap in understanding the broader implications and effectiveness of these interventions in real-world educational settings. This study addresses this pressing issue by investigating the role of emotional intelligence counseling as a strategic approach to enhance self-control among elementary school students, thereby offering a sustainable solution to recurring conflict-related challenges in schools (Resnik, 2023).

This study aims to evaluate the effectiveness of emotional intelligence counseling in fostering self-control among elementary school students, particularly in conflict scenarios. By focusing on this specific intervention, the research seeks to provide empirical evidence supporting the incorporation of emotional intelligence frameworks into school-based counseling programs (Khosravi, 2020). The primary objective is to determine whether targeted counseling can lead to measurable improvements in students' ability to manage emotions, exhibit self-discipline, and resolve conflicts constructively (Moeller, 2020).

Through a structured quasi-experimental design, the research also aims to quantify the impact of emotional intelligence counseling on behavioral and emotional outcomes. Key metrics include reductions in impulsive reactions, increases in constructive conflict resolution strategies, and enhanced emotional regulation skills (MacCann, 2020). This investigation not only highlights the practical benefits of the intervention but also contributes to the broader discourse on the role of emotional intelligence in education. Additionally, the study aspires to provide actionable insights for educators, school counselors, and policymakers, emphasizing the importance of embedding emotional intelligence training within the curriculum to foster a supportive and effective educational environment (Prentice, 2020).

Despite the growing body of literature emphasizing the significance of emotional intelligence in education, research focusing on its practical application in elementary school contexts remains limited (Soto-Rubio, 2020). Much of the existing scholarship has centered on theoretical frameworks or has been conducted in secondary or higher education settings, overlooking the unique developmental and social challenges faced by younger learners (Alzoubi, 2021). Furthermore, studies exploring the integration of emotional intelligence into school counseling programs are often fragmented, with little emphasis on its impact on self-control and conflict management in real-world classroom environments. This fragmented understanding leaves a crucial gap in both theory and practice, which this research seeks to address (Shafait, 2021).

Existing studies have also largely ignored the intersection of emotional intelligence and conflict resolution in elementary schools, despite evidence suggesting that emotional intelligence is a key predictor of successful interpersonal interactions (C. Li, 2020). While some research highlights the potential benefits of emotional intelligence training, there is insufficient data on its effectiveness when implemented as a counseling strategy specifically tailored to young learners (Sánchez-Álvarez, 2020). This study fills this gap by providing empirical evidence on how emotional intelligence counseling can enhance self-control, offering a comprehensive understanding of its applicability and effectiveness in elementary education settings (Sarrionandia, 2020).

This research introduces a novel approach by combining emotional intelligence counseling with a focus on conflict management and self-control among elementary school students, an area that has received minimal attention in existing studies (Wang, 2022). The study's emphasis on integrating a structured counseling framework into the daily educational experience of young learners distinguishes it from previous research, which often lacks a practical, application-oriented perspective (Smidt, 2020). By employing a quasi-experimental design, this research ensures rigorous evaluation of the intervention's effectiveness, contributing valuable insights to the academic discourse on emotional intelligence and its role in education (Stepanova, 2020).

The study's findings have significant implications for educational practice and policy, providing evidence-based recommendations for schools to adopt emotional intelligence counseling as a proactive strategy for conflict resolution and emotional development (Luo, 2022). This approach aligns with the increasing demand for holistic education models that prioritize social-emotional learning alongside academic achievement. By addressing the unique needs of elementary school students, this research offers a scalable and sustainable solution to fostering self-control and harmonious interactions, ensuring its relevance and applicability across diverse educational settings (Sun, 2020).

RESEARCH METHOD

This study employed a quasi-experimental research design with a pre-test and post-test control group framework to examine the impact of emotional intelligence counseling on self-control among elementary school students. The design facilitated the comparison of self-control improvements between an experimental group receiving the intervention and a control group engaging in routine classroom activities. This approach ensured that the results could be attributed to the counseling intervention while accounting for baseline differences between groups (Nooraie, 2020).

The population consisted of elementary school students enrolled in a public school in a suburban area, with ages ranging from 10 to 12 years. Using purposive sampling, 60 students were selected based on their initial self-control scores, as measured by a standardized self-control questionnaire. These participants were randomly assigned to either the experimental group or the control group, with 30 students in each group to ensure balance and comparability (Yilmaz, 2020).

Data collection involved three primary instruments: a self-control questionnaire, an emotional regulation observation sheet, and semi-structured interview guides for qualitative feedback. The self-control questionnaire, validated through expert reviews and pilot testing, assessed emotional regulation, impulsivity, and conflict resolution skills. Observational data captured students' behavioral changes during conflict scenarios, while interviews provided additional insights into their experiences and perspectives on the counseling sessions (Barker, 2022).

The intervention consisted of eight weekly emotional intelligence counseling sessions, each lasting 60 minutes. Sessions were facilitated by a trained school counselor and included activities such as role-playing, group discussions, and guided reflections on emotional responses to conflict (Jian, 2020). Pre-tests were conducted before the intervention, and post-tests were administered immediately after the final session. Observational data were recorded throughout the intervention period, and qualitative interviews were conducted in the final week to triangulate findings and ensure a comprehensive understanding of the intervention's impact (U. Ali, 2021).

RESULTS AND DISCUSSION

The study involved 60 elementary school students, divided into experimental and control groups, each consisting of 30 participants. The experimental group underwent emotional intelligence counseling, while the control group received standard classroom activities without additional interventions. Pre-test and post-test scores for self-control were collected using a validated questionnaire. The mean pre-test score for the experimental group was 58.23 (SD =

5.41), while the control group scored slightly higher at 60.15 (SD = 4.89). Post-test results showed a significant improvement in the experimental group, with a mean score of 78.42 (SD = 6.12), compared to the control group's mean of 65.30 (SD = 5.75).

Table 1. Summarizes these descriptive statistics.

Group	Pre-Test Mean (SD)	Post-Test Mean (SD)
Experimental	58.23 (5.41)	78.42 (6.12)
Control	60.15 (4.89)	65.30 (5.75)

The experimental group demonstrated a marked increase in their ability to regulate emotions and maintain composure in conflict situations. Observation sheets further revealed that participants in this group displayed improved interpersonal interactions and decreased impulsive reactions. The control group, while showing minor improvements, exhibited less significant behavioral changes.

The substantial improvement in post-test scores within the experimental group highlights the effectiveness of emotional intelligence counseling in enhancing self-control. The structured counseling sessions provided students with targeted strategies for emotional regulation and conflict resolution. By contrast, the control group, which did not receive the intervention, experienced only slight improvements, likely due to natural maturation or exposure to routine classroom management practices.

This data demonstrates the importance of tailored interventions in addressing specific emotional and behavioral challenges among elementary school students. The findings align with existing literature emphasizing the role of emotional intelligence in fostering adaptive behaviors and conflict management skills. The significant difference between the groups underscores the added value of emotional intelligence counseling compared to traditional approaches.

Inferential statistical analysis using paired sample t-tests confirmed the effectiveness of the intervention. The experimental group's pre-test and post-test scores exhibited a statistically significant difference ($t = 9.87$, $p < 0.001$), indicating that emotional intelligence counseling substantially improved self-control. Conversely, the control group's score differences were not statistically significant ($t = 1.42$, $p = 0.16$), suggesting limited impact from standard classroom activities.

A comparison of the post-test scores between groups using an independent sample t-test revealed a significant difference ($t = 5.74$, $p < 0.001$). These findings confirm that the improvement in the experimental group was not due to chance and can be attributed to the intervention. The results underscore the efficacy of emotional intelligence counseling in promoting emotional regulation and conflict resolution skills.

The relationship between emotional intelligence counseling and self-control was further examined through correlation analysis. The Pearson correlation coefficient between participation in counseling and self-control improvement was $r = 0.72$ ($p < 0.01$), indicating a strong positive relationship. Students who engaged more actively in the sessions showed greater gains in their ability to manage emotions and resolve conflicts constructively.

The analysis also revealed a negative correlation ($r = -0.58$, $p < 0.05$) between impulsivity scores and self-control post-test results. This suggests that as students learned to regulate their emotional responses through counseling, their impulsive behaviors decreased

significantly. These findings emphasize the role of emotional intelligence interventions in shaping adaptive behavioral outcomes.

A case study of a participant in the experimental group highlights the practical impact of the intervention. The student, initially identified as highly impulsive and prone to verbal outbursts during peer conflicts, demonstrated significant behavioral improvement by the end of the program. Observation records showed a shift toward calmer responses and proactive conflict resolution strategies during group activities.

The student attributed these changes to specific techniques learned during counseling sessions, such as deep breathing exercises and reflective listening. Teachers also reported noticeable improvements in classroom behavior, including increased focus and reduced disruptive tendencies. This individual case supports the overall findings, illustrating the real-world applicability of emotional intelligence counseling.

Qualitative feedback from teachers and students reinforced the quantitative results. Teachers observed that students in the experimental group demonstrated greater emotional resilience and problem-solving abilities in conflict scenarios. Peer interactions became more harmonious, and classroom disruptions decreased over time. Students expressed increased confidence in handling disagreements without escalating tensions.

This feedback highlights the practical benefits of emotional intelligence counseling beyond academic metrics, emphasizing its role in fostering a positive school environment. The integration of these strategies into daily classroom activities has the potential to sustain long-term improvements in emotional and behavioral outcomes.

The findings of this study indicate that emotional intelligence counseling significantly enhances self-control among elementary school students. The quantitative and qualitative data collectively demonstrate that structured interventions targeting emotional regulation are effective in reducing impulsive behaviors and improving conflict management skills. These results underscore the value of incorporating emotional intelligence training into school counseling programs to promote holistic student development.

The findings of this study indicate that emotional intelligence counseling significantly enhances self-control among elementary school students in managing conflicts. The experimental group, which received targeted counseling interventions, exhibited a marked improvement in their ability to regulate emotions and resolve conflicts constructively, as evidenced by higher post-test scores compared to the control group. Behavioral observations further revealed that participants in the intervention group displayed reduced impulsive reactions and greater interpersonal adaptability.

The statistical analysis confirmed the efficacy of emotional intelligence counseling, with significant differences between pre-test and post-test scores within the experimental group. Correlation analyses further emphasized the relationship between the intervention and self-control improvements. These results align with the hypothesis that structured emotional intelligence counseling can positively impact students' social-emotional competencies, particularly in conflict situations.

The findings align with previous studies highlighting the role of emotional intelligence in improving self-regulation and interpersonal conflict resolution skills. Prior research by Brackett et al. (2019) demonstrated that emotional intelligence training programs enhance emotional regulation and reduce classroom conflicts, which resonates with the outcomes of this study. However, this research extends the existing literature by focusing specifically on elementary

school students, a population often overlooked in emotional intelligence interventions (Zeng, 2020).

Differences arise when considering studies that suggest minimal impact of emotional intelligence programs due to variability in implementation and context. For instance, a study by Durlak et al. (2011) reported mixed results in low-resource settings, where inadequate teacher training limited the program's effectiveness. This study overcomes such limitations by employing a structured intervention framework with consistent facilitation, ensuring reliable delivery of counseling sessions (Ribeiro, 2020).

The outcomes of this study serve as evidence of the pivotal role emotional intelligence plays in fostering self-control among young learners. The significant behavioral improvements observed suggest that elementary school students are highly receptive to structured interventions that address emotional regulation and conflict resolution. These findings underscore the developmental appropriateness of introducing social-emotional learning programs early in educational settings (S. Ali, 2021).

The results also highlight the necessity of addressing underlying emotional competencies rather than focusing solely on surface-level disciplinary measures. Behavioral changes observed in this study indicate that equipping students with emotional intelligence skills not only resolves immediate conflicts but also contributes to long-term behavioral adaptation. These findings emphasize the value of proactive strategies in fostering emotional and social growth (Guo, 2021).

The findings have important implications for educational policy and practice, particularly in integrating emotional intelligence training into school counseling programs. Schools can adopt similar interventions to enhance students' social-emotional skills, thereby creating a more harmonious and productive learning environment. Educators and policymakers can utilize these insights to prioritize emotional intelligence as a core component of holistic education (Magana, 2022).

The study also suggests potential for scalability, as the structured approach employed here can be adapted to diverse educational settings. Beyond elementary schools, the framework could be extended to middle and high school students to ensure continuity in emotional development. The observed improvements in conflict resolution and self-control further imply broader societal benefits, such as reduced incidences of bullying and improved peer relationships (Hipel, 2021).

The significant impact of emotional intelligence counseling observed in this study can be attributed to its structured and interactive approach. The sessions were designed to engage students actively, allowing them to practice emotional regulation strategies in a supportive environment. This experiential learning component likely contributed to the substantial behavioral changes recorded (Hipel, 2020).

The focus on emotional awareness and reflective practices during counseling sessions equipped students with practical tools to navigate conflicts effectively. The role of the counselor as a facilitator also played a critical part, ensuring that students received consistent guidance and feedback. These factors collectively explain why the intervention yielded positive outcomes in self-control and conflict management among participants (Weyrauch, 2021).

The findings of this study call for the broader implementation of emotional intelligence counseling in elementary education. Schools should consider integrating such programs into their standard curricula to ensure all students benefit from improved emotional and social

skills. Future research could explore the long-term effects of these interventions, examining whether early exposure to emotional intelligence training fosters sustained behavioral and academic success (Zhou, 2020).

Further studies should investigate how variations in cultural and socioeconomic contexts influence the effectiveness of emotional intelligence counseling. This would provide valuable insights into adapting the framework for diverse educational settings. Collaborative efforts between educators, psychologists, and policymakers are essential to scale the impact of these programs. Building on the evidence provided here, the integration of emotional intelligence training has the potential to transform educational practices and foster a generation of emotionally resilient learners (T. Li, 2023).

CONCLUSION

The most significant finding of this study is the substantial impact of emotional intelligence counseling on enhancing self-control among elementary school students in conflict situations. Students who participated in the intervention demonstrated marked improvements in emotional regulation, reduced impulsivity, and constructive conflict resolution compared to their peers in the control group. These results underscore the effectiveness of tailored emotional intelligence programs in addressing specific behavioral and emotional challenges in young learners, a focus that has been underexplored in prior research.

This research contributes to the academic field by introducing a structured counseling framework explicitly designed for elementary school contexts. The integration of practical emotional intelligence strategies into the counseling process highlights a novel approach that bridges the gap between theoretical concepts and actionable methodologies. The study also provides an evidence-based foundation for educators and policymakers to integrate emotional intelligence training into broader social-emotional learning curricula, promoting holistic development in educational settings.

The study is limited by its focus on a single demographic and geographic area, which may affect the generalizability of its findings. The relatively short intervention period also raises questions about the sustainability of the observed behavioral changes. Future research should explore longitudinal impacts, including follow-up assessments to evaluate the durability of the improvements. Expanding the study to diverse cultural and socioeconomic settings could provide more robust insights into the universal applicability of emotional intelligence counseling.

AUTHOR CONTRIBUTIONS

Look this example below:
Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.
Author 5: Supervision; Validation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest

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