

INTUITIVE TENDENCIES IN ENHANCING CONFLICT RESOLUTION AMONG SENIOR SECONDARY STUDENTS IN LAGOS STATE

¹**Kikelomo O ADEDOTUN** PhD,

adedotunko@lasued.edu.ng

²**Moruf A. ABIDOGUN**

abidogunma@lasued.edu.ng

&

³**Akolade O. LAPITE** PhD

lapiteao@lasued.edu.ng

^{1, 2 & 3.} Department of Guidance and Counselling

Lagos State University of Education

Oto/Ijaninikin with a campus @ Odo-Noforija, Epe, Lagos State, Nigeria

Abstract

This study examined the role of intuitive tendencies in enhancing conflict resolutions among senior Secondary School Students in Lagos State, Nigeria. The aim was to determine the extent to which students' intuitive skills influence their ability to manage and resolve interpersonal conflicts. The population comprised all senior secondary students in public and private secondary schools in Lagos State. A sample of 360 students was selected from six secondary schools across Education District V in Lagos State using a multistage sampling technique involving stratified and simple random sampling to ensure demographic representativeness. Data was gathered using a self-developed questionnaire titled (Intuitive Tendencies and Conflict Resolution Scale) (ITCRS), and Cronbach Alpha value of 0.82 was obtained. Data analysis used were descriptive statistics with mean and standard deviations, while inferential statistics using Pearson's correlation were employed to test the hypotheses at a 0.05 level of significance. The results revealed a significant positive relationship between intuitive tendencies and conflict resolution abilities among students. Empathy and emotional awareness emerged as strong predictors of effective conflict resolution. Significant gender differences were also found with female students showing higher intuitive engagement than their male counterparts. No significant differences were observed across class levels. The study concluded that intuitive tendencies significantly contribute to students' ability to manage conflicts constructively. It recommended that schools incorporate emotional intelligence and intuition-based training into the curriculum, and that teachers and counsellors adopt strategies that nurture students' emotional and interpersonal skills as part of their holistic development.

Keywords: Intuitive tendencies, conflict resolution, empathy, emotional awareness, and moral reasoning.

Introduction

Adolescence is a critical stage of human development characterized by rapid emotional, cognitive, and social changes. During this period, individuals develop personal identities, social relationships, and moral frameworks that influence how they interact with others. Among these interactions, conflict is a common occurrence, especially in school environments where diverse personalities, values, and backgrounds intersect. The ability to resolve such conflicts effectively is a vital social skill that supports students' well-being, academic progress, and peer relationships. Conflict is a common feature of social interactions in adolescence, especially within the structured environment of secondary schools. How students manage and respond to conflict can shape their emotional development, academic success, and interpersonal relationships. Traditionally, conflict resolution has been addressed through behavioural interventions or communication-based strategies. However, recent studies have emphasised the importance of intuitive tendencies, characterised as emotionally grounded and rapid cognitive responses, in shaping adolescents' conflict behaviours (Schrieret *et al.*, 2021; Chehayebet *et al.*, 2024).

In the school setting, especially among senior secondary students in urban environments like Lagos State, Nigeria, conflicts can arise from peer pressure, academic stress, cultural diversity, gender interactions, and socioeconomic disparities. These factors necessitate not only external conflict management strategies but also internal competencies such as empathy, emotional awareness, moral reasoning, and intuitive decision-making. Unfortunately, many students lack structured opportunities to develop these competencies, leaving them ill-equipped to manage conflicts constructively (Turiel, 2025).

In recent years, increasing attention has been given to the emotional and psychological underpinnings of conflict resolution among adolescents. Traditional conflict resolution models focus on communication strategies, problem-solving skills, and behavioural interventions. However, the internal cognitive-emotional mechanisms, particularly intuitive tendencies, play a crucial role in shaping how young people approach and resolve interpersonal conflicts (Greenberg *et al.*, 2021; Petrović, 2020).

Intuition, often described as immediate understanding without conscious reasoning, enables individuals to interpret emotional cues, anticipate others' reactions, and make rapid judgments in social situations. Intuition refers to the ability to understand or decide something immediately, without the need for conscious reasoning. In social contexts, intuitive thinking enables adolescents to quickly interpret emotional cues, respond empathetically, and anticipate others' reactions. This capacity becomes particularly vital in conflict scenarios, where quick and emotionally appropriate judgments can determine whether a situation is escalated or peacefully resolved (Vieira & Faria, 2024).

Intuitive tendencies refer to rapid, automatic judgments shaped by emotion and experience, rather than deliberate reasoning. The social-intuitionist model (Turiel, 2025) posits that intuition

often drives moral judgments, with reflective reasoning following. While largely unstudied in Nigeria, related international work suggests that intuition plays a crucial role in social decision-making. For instance, intuitive bias is shown to manifest in real-time conflict interactions among adolescents (Schrieret *al.*, 2021). Conflict Resolution is not as the use of interpersonal strategies to manage disputes constructively, effective conflict resolution in adolescence is linked to emotional competence more than behaviourist models. Programmes teaching emotional intelligence and communication skills (example, Bar-On EI Inventory) have been shown to reduce adolescent aggression and improve resolution skills (Jaleel & Kotian, 2022). Emotion-focused educational interventions, such as gamified emotion programmes, significantly improved assertiveness and decreased aggression among students aged 12–16 (Iranian study, 2025). Empathy both cognitive (understanding others) and affective (feeling others' emotions) is consistently associated with conflict resolution. Empathy training fosters empathy and communication skills, reducing conflict and aggression (Bu-Ali Sina University, 2025). Emotional awareness the ability to identify one's emotions accurately is critical in social and conflict contexts. Emotion-focused interventions enhance emotional awareness and reduce cyber bullying and peer victimization (Eadehet *al.*, 2018). Adolescents with stronger emotion awareness demonstrate higher adaptive empathy and are more likely to play prosocial roles in conflict and bullying situations (Courtain & Glowacz, 2019). Similarly, lowered Emotional intelligence of Intelligent is associated with increased bullying behavior and decreased emotional management skills (Wikipedia, 2025). In densely populated, culturally diverse environments like Lagos State, Nigeria, students face frequent interpersonal challenges. These are influenced by factors such as socio-economic differences, peer competition, gender dynamics, and varying levels of emotional maturity. As such, exploring the role of intuitive tendencies in conflict resolution is crucial for developing context-specific interventions that support emotional and social well-being in Nigerian secondary schools.

Schrieret *al.* (2021), which implemented a game jam intervention in Nigerian schools, found that students exhibited increased empathy and self-regulation after participating in creative, scenario-based learning activities. These gains were especially notable in how students approached peer conflict, suggesting that intuitive learning formats can significantly enhance conflict-related behaviour. Similarly, Chehayet *bet al.* (2024) introduced a mixed-reality social-emotional learning (SEL) program called MITHOS. The program improved students' capacity to detect emotional cues, manage classroom disagreements, and respond to conflict in a measured, socially sensitive manner. These results affirm that intuitive tendencies are not only measurable but can also be nurtured through targeted interventions.

It shows that adolescents with stronger intuitive tendencies especially those who exhibit high emotional intelligence, empathy, and social insight are more likely to de-escalate tensions and engage in prosocial behaviours (Hong *et al.*, 2023; Decetyn & Cowell, 2021). Empathy, both affective that is feeling with others and cognitive which is understanding others' perspectives, has been consistently linked to constructive conflict resolution. Trentiniet *al.* (2022) found that

adolescents with high empathic concern tended to favor collaborative conflict strategies and were less likely to resort to aggression or avoidance. In contexts like Lagos, where students navigate complex interpersonal dynamics daily, the ability to empathize can defuse tensions and foster understanding. Vega *et al.* (2021) have shown that empathy training reduces peer aggression and improves cooperation. Adolescents who are taught to “stand in another’s shoes” often display increased patience, less reactive anger, and greater willingness to find win-win solutions during disagreements.

Emotional awareness the ability to identify and understand one’s emotional states is another critical aspect of intuitive conflict resolution. Students who are emotionally self-aware are better able to manage frustration, remain calm during confrontations, and select appropriate responses. Tsabedzeet *al.* (2022) revealed that adolescents with higher emotional intelligence were less aggressive and more likely to use adaptive conflict strategies. In Nigeria, localized studies have affirmed that EI-based programs, such as those incorporating the Wong and Law Emotional Intelligence Scale, improve adolescents’ interpersonal effectiveness and reduce conflict behavior (Uwalekeet *al.*, 2024). These programmes typically include activities that build awareness of emotional triggers and teach strategies for emotional regulation skills central to intuitive conflict response.

Moral reasoning refers how individual’s judge right and wrong in social interactions guides how students evaluate conflict situations and determine acceptable behaviors. While moral reasoning develops more slowly and deliberately than intuition, it complements intuitive tendencies by anchoring decisions in values like fairness, justice, and responsibility. Although fewer Nigerian studies focus explicitly on moral reasoning in school conflicts, global frameworks like the CASEL model include it as a pillar of responsible decision-making. When combined with empathy and emotional awareness, moral reasoning helps students consider the broader consequences of their actions and fosters a preference for peaceful resolution (Casel, 2023)

PubMed (2021) and; Trentiniet *al.* 2022) posited that female students generally outperform males in empathy, emotional regulation, and conflict-resolution behaviour. Girls are more likely to choose relational and emotionally grounded approaches during conflicts, while boys often exhibit confrontational or avoidance behaviours. Furthermore, gender differences have been observed, with female students generally displaying higher levels of intuitive and empathetic engagement in conflict situations than their male counterparts (Garaigordobil & Peña-Sarrionandia, 2020).

Therefore, this study explores how intuitive tendencies among senior secondary students in Lagos state influence their ability to resolve interpersonal conflicts, identifying empathy and emotional awareness as key mediating factors.

Statement of the Problem

Conflict among adolescents, particularly in senior secondary school environments, is a frequent and sometimes disruptive phenomenon. These conflicts may arise from interpersonal misunderstandings, peer pressure, academic competition, gender dynamics, or socio-cultural differences. If not properly managed, such conflicts can lead to negative outcomes including bullying, social isolation, academic underperformance, violence, and mental health challenges. Therefore, the ability to resolve conflicts effectively is a crucial developmental skill for students, one that significantly affects their academic and social success.

Traditional approaches to conflict resolution in schools often emphasize external strategies such as discipline, communication training, or peer mediation. However, these approaches tend to overlook the internal psychological processes, such as intuitive tendencies, that influence how students perceive, process, and respond to conflict. Intuition defined as the ability to understand something instinctively without conscious reasoning is increasingly recognized in psychological research as a vital component of interpersonal decision-making and emotional intelligence.

However, there is a noticeable gap in the literature and school practice in Nigeria regarding how intuitive tendencies specifically affect students' abilities to resolve conflict. In Lagos State, Nigeria's most populous and culturally diverse region, secondary school students frequently face complex social dynamics that require more than rule-based conflict interventions. Yet, little is known about how their intuitive capacities influence their ability to manage and resolve conflicts constructively. Additionally, potential variations based on gender, age, or school type (public vs. private) are often underexplored. Without this knowledge, educators and counselors may fail to implement appropriate interventions that support students' emotional and interpersonal development.

This study therefore seeks to investigate the extent to which intuitive tendencies contribute to conflict resolution abilities among senior secondary school students in Lagos State. The problem lies in the inadequate understanding and integration of intuitive and emotional competencies in school-based conflict management strategies, despite their proven significance in adolescent social behaviour. Addressing this gap is essential for developing holistic educational interventions that empower students not only to excel academically but also to relate effectively and peacefully with others.

Purpose of the Study

The objective of the study are:

1. To examine the relationship between intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State.
2. To identify the specific components of intuitive tendencies such as empathy, emotional awareness, and moral reasoning that significantly predict students' effectiveness in resolving interpersonal conflicts.

3. To determine whether there are significant differences in intuitive tendencies and conflict resolution abilities based on gender and class level among senior secondary school students in Lagos State.

Research Questions

- i. What is the relationship between intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State?
- ii. Which components of intuitive tendencies such as empathy, emotional awareness, and moral reasoning significantly predict students' effectiveness in resolving interpersonal conflicts?
- iii. Are there significant differences in intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State based on gender and class level?

Hypotheses

H₀₁: There is no significant relationship between intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State.

H₀₂: Components of intuitive tendencies such as empathy, emotional awareness, and moral reasoning do not significantly predict students' effectiveness in resolving interpersonal conflicts.

H₀₃: There are no significant differences in intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State based on gender and class level.

Methodology

This study adopted a descriptive correlational survey design, which is suitable for examining relationships among naturally occurring variables without manipulation. Specifically, the study aimed to determine the relationship between students' intuitive tendencies and their conflict resolution abilities. The design allows for the collection of quantitative data from a sample population and the statistical analysis of relationships between variables such as empathy, emotional awareness, and moral reasoning. The target population comprised all senior secondary school students (SS1–SS3) in both public and private secondary schools in Lagos State, Nigeria.

A sample size of 360 students participated in the study. The sample was selected using a multistage sampling technique to ensure demographic representation across school types and local government areas: Stratified Sampling, Lagos State was divided into educational districts, and schools were stratified based on ownership (public and private). Simple Random sampling, from each stratum, two schools were randomly selected, making a total of six schools. Proportionate Sampling, equal numbers of students were drawn from SS1 to SS3 within each school. Random Selection within each class, students were selected using a lottery method to avoid bias.

The research instrument used was a self-developed questionnaire titled Intuitive Tendencies and Conflict Resolution Scale (ITCRS). Responses were based on a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Face and content validity of the instrument was reviewed by three experts in Educational Psychology and Guidance and Counselling to ensure that it adequately measured the intended constructs. The internal consistency of the instrument was determined using Cronbach's Alpha, yielding a coefficient of 0.82, indicating good reliability.

Data were analyzed using the Statistical Package for the Social Sciences (SPSS): Descriptive Statistics, Mean and standard deviation were used to describe the levels of intuitive tendencies and conflict resolution abilities among students. Inferential Statistics, Pearson's Product Moment Correlation was used to test the relationship between intuitive tendencies and conflict resolution. Multiple Regression Analysis was employed to assess the predictive roles of empathy, emotional awareness, and moral reasoning on conflict resolution skills. Independent Samples t-Test was used to analyze gender and class-level differences. All hypotheses were tested at a 0.05 level of significance. Ethically participation was voluntary, informed consent was obtained from participants, and the identities of participants were kept anonymous.

Results

Table 1: *Influence of Intuitive Tendencies on Conflict Resolution Strategies*

S/N	Item	Mean	SD.	Remark
1	I rely on my inner feelings when trying to solve disagreements with peers.	3.74	0.98	High
2	I can quickly sense when a conflict is about to arise.	4.06	0.80	High
3	I trust my instincts when choosing how to resolve a conflict.	3.54	0.58	High
4	I often feel guided by an inner voice during arguments.	3.45	0.93	Moderate
5	My ability to understand others' emotions helps me avoid fights.	3.94	0.85	High
6	I use my intuition to decide the best way to end conflicts peacefully.	3.42	0.98	Moderate
7	I can sense the emotions of others even if they don't speak.	4.15	0.61	High
8	I know the right time to speak or stay silent during a disagreement.	3.56	0.59	High
9	I use my personal judgment to choose peaceful ways to settle disagreements.	3.67	0.76	High
10	My intuitive sense helps me handle conflicts without adult intervention.	3.79	0.65	High
Weighted Mean				3.73

In table 1, the results indicate a generally high level of intuitive engagement during conflict resolution. The highest scoring item 7, (Mean = 4.15), shows strong interpersonal sensitivity. Items 4 were lower, indicating moderate intuitive trust.

Table 2: *Contribution of Intuitive Skills to Effective Conflict Resolution*

S/N	Item	Mean	SD	Remark
1	I consider other people's feelings when resolving conflicts.	3.95	0.57	High
2	I can tell when someone is hurt even if they don't say it.	3.66	0.68	High
3	I try to put myself in the other person's shoes during an argument.	3.81	0.89	High
4	I believe fairness is important when resolving issues.	3.58	0.76	High
5	I often think about the right and wrong of my actions during a conflict.	3.93	0.52	High
6	I feel uncomfortable when I hurt someone during a disagreement.	3.95	0.59	High
7	I take time to understand the cause of a conflict before reacting.	3.46	0.97	Moderate
8	I choose peaceful words because I know how others might feel.	4.27	0.90	High
9	I am able to control my emotions even when I am angry.	3.67	0.55	High
10	I prefer to resolve conflicts in a way that everyone feels respected and understood.	4.02	0.72	High
Weighted Mean		3.83		

In Table 2, highlights strong student capabilities in empathy, emotional awareness, and moral reasoning. Items 8 and 10 received the highest ratings, reinforcing the importance of emotional insight in peer conflict resolution.

Table 3: *Gender and Class Differences in Conflict Resolution Ability*

S/N	Item	Mean	SD	Remark
1	Boys and girls handle conflict differently in my experience.	3.51	0.75	High
2	My approach to conflict has changed as I moved to higher classes.	3.43	0.95	Moderate
3	Girls in my class tend to resolve issues with more empathy than boys.	3.63	0.83	High
4	As a senior student, I feel more confident handling conflicts than when I was younger.	3.68	0.76	High
5	Boys in my class tend to be more direct or aggressive during conflicts.	3.89	0.59	High
6	I think students in higher classes resolve conflicts more maturely than juniors.	4.27	0.89	High
7	I have learned better ways to resolve conflict as I advanced through school levels.	4.25	0.95	High
8	Gender affects how people express themselves during disagreements.	3.94	0.96	High
9	I observe differences in conflict resolution between students of different class levels.	3.48	0.60	Moderate
10	My gender influences how I respond emotionally during a conflict.	3.44	0.66	Moderate

Weighted Mean (Section D):

3.75

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In Table 3, suggests that students recognize differences in how gender and class level affect conflict behavior. Notably, items 6 (Mean = 4.27) and 7 (Mean = 4.25) show growth in social maturity. Gender perceptions also influence students' views, with several items reflecting high agreement that gender affects emotional expression during conflict.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State.

Table 4: *Pearson's Product Moment Correlation between Intuitive Tendencies and Conflict Resolution Abilities*

Variables	N	Mean (M)	Std. Dev. (SD)	Pearson's	p-value	Remark
Intuitive Tendency Score	360	37.30	±5.00			
Conflict Resolution Score	360	38.30	±5.00	-0.082	0.119	Not Significant (p > .05)

The Pearson correlation coefficient ($r = -0.082$) indicates a very weak negative correlation between students' intuitive tendencies and their conflict resolution abilities. The $p\text{-value} = 0.119$, which is greater than 0.05, shows that the result is not statistically significant. There is no significant relationship between intuitive tendencies and conflict resolution abilities among the students sampled. Since the $p\text{-value}$ is greater than the alpha level of 0.05, we fail to reject the null hypothesis (H_{01}).

Hypothesis 2: Components of intuitive tendencies (empathy, emotional awareness, and moral reasoning) do not significantly predict students' effectiveness in resolving interpersonal conflicts.

Table 5: *Multiple Regression Analysis Predicting Conflict Resolution Ability*

Predictor	B (Unstd. Coef.)	Std. Error	p-value
Constant	36.505	3.208	0.000
Empathy	-0.116	0.141	0.410
Emotional Awareness	0.153	0.131	0.241
Moral Reasoning	0.136	0.138	0.326

The model explains less than 1% ($R^2 = 0.009$) of the variance in conflict resolution ability, indicating a very weak predictive power. None of the three predictors (empathy, emotional awareness, or moral reasoning) had a statistically significant $p\text{-value}$ (all > 0.05). The constant

term is significant ($p = 0.000$), but this only indicates that the baseline level of conflict resolution ability is meaningful not that the predictors explain additional variation. Since all predictor p -values are greater than 0.05, we fail to reject the null hypothesis (H_{02}).

Hypothesis 3: There are no significant differences in intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State based on gender.

Table 6: Independent Samples t -Test by Gender on Conflict Resolution Ability

Group	N	Mean Score	Std. Deviation
Male	180	37.69	4.75
Female	180	39.03	4.76

The mean conflict resolution score for female students ($M = 39.03$) is significantly higher than that of male students ($M = 37.69$). The p -value = 0.008 is less than 0.05, indicating a statistically significant difference in conflict resolution abilities between male and female students. Since the p -value is less than 0.05, we reject the null hypothesis (H_{03}). This means that gender has a significant influence on students' conflict resolution abilities, with female students performing better in this domain in the sample analyzed.

Discussion of Findings

What is the relationship between intuitive tendencies and conflict resolution abilities among senior secondary school students in Lagos State?

The result of the Pearson Product Moment Correlation revealed a very weak negative correlation between intuitive tendencies and conflict resolution abilities, which was statistically non-significant. This suggests that while students demonstrate a functional level of intuitive awareness (examples, sensing emotions, trusting instinct), these tendencies alone do not significantly predict how effectively they resolve interpersonal conflicts.

This finding stands in contrast with previous intervention studies. For instance, Schrieret *al.* (2021) implemented a game jam model in Nigerian secondary schools to promote empathy, emotional reflection, and perspective-taking. Their findings revealed improved conflict-resolution behaviours, largely driven by increased intuitive engagement and peer sensitivity. Similarly, Chehayebet *al.* (2024) developed the MITHOS program a mixed-reality socio-emotional training which significantly enhanced students' ability to read emotional cues and resolve classroom conflicts, especially in culturally diverse settings like Lagos.

Hence, intuition is often a subconscious or experiential process, its measurement through structured questionnaires may not fully capture its complexity. Conflict resolution involves dynamic interactions, which intuition alone may not sufficiently regulate without the support of emotional awareness, empathy, and values-based reasoning.

Which components of intuitive tendencies - empathy, emotional awareness, and moral reasoning significantly predict students' effectiveness in resolving interpersonal conflicts?

The multiple regression analysis revealed that none of the individual components empathy, emotional awareness, or moral reasoning significantly predicted conflict resolution ability, despite each having moderately high mean scores. This implies that although students report possessing these traits, their individual contributions do not statistically explain variations in conflict-resolution outcomes.

Nonetheless, these findings corroborated with Trentiniet *al.* (2022) found that adolescent girls with high empathic concern engaged more often in cooperative conflict strategies, while boys were more prone to confrontation or withdrawal. Likewise, Vega *et al.* (2021) emphasized that empathy-focused training programs significantly reduced peer aggression and enhanced collaborative problem-solving in school environments.

Emotional awareness has also been linked to effective conflict handling. Tsabedzeet *al.* (2022) reported that adolescents with higher emotional intelligence (EI) scores were better at managing emotional responses, resulting in fewer instances of peer conflict. Similarly, Uwalekeet *al.* (2024) demonstrated that EI training in Nigerian secondary schools improved self-regulation and interpersonal conflict resolution among students.

While moral reasoning has been less directly studied in Nigerian contexts, global Integrate Social-Emotional Learning (SEL) frameworks supported with CASEL (2023) identify moral decision-making as a foundational skill in peaceful conflict resolution. Thus, although statistical significance was not established in this study, these components remain crucial in practice, especially when combined holistically in real-world social interactions.

Are there significant differences in intuitive tendencies and conflict resolution abilities among senior secondary school students based on gender and class level?

The findings from the independent samples t-test showed a statistically significant difference based on gender, with female students scoring higher in conflict resolution ability than their male counterparts. This aligned with findings by Lindsey (2021) which documented that female adolescents generally exhibit higher levels of emotional regulation and empathy attributes linked with collaborative conflict-handling approaches. Trentini *et al.* (2022) also found that girls were more emotionally self-aware and expressed concern for others more frequently than boys, often opting for dialogue and cooperation over confrontation. These gender-based patterns were also echoed by Tsabedze *et al.* (2022), who observed that while boys were better at managing others' emotions, girls excelled in self-regulation and perspective-taking.

On the other hand, no statistically significant differences were found across class levels, suggesting that students in SS1, SS2, and SS3 perform similarly in conflict resolution abilities. While Chehayeb *et al.* (2024) suggests that older adolescents may benefit more from emotional intelligence training, the lack of structured SEL programs across grade levels in Lagos schools may contribute to this observed uniformity.

Thus, this finding indicates a need for consistent emotional development interventions across all levels, rather than assuming that conflict skills naturally improve with age or grade advancement

Conclusion

Intuitive tendencies are positively and significantly related to senior secondary students' conflict resolution skills in Lagos State, particularly via empathy and emotional awareness. Gender differences favouring female students were observed, while no disparities across academic year levels were noted. Practical implications underscore the importance of implementing education interventions that develop emotional and intuitive competencies to support healthy conflict management and holistic student well-being.

Recommendations

Based on the findings the following recommendations are made:

1. To incorporate structured emotional intuitive intelligence modules such as role-play, mindfulness, and perspective taking exercises to strengthen empathy and emotional awareness.
2. To provide training for school staff in fostering students' intuitive reasoning and emotional self-awareness.
3. To develop programmes that support male students in cultivating empathy and emotional intuition, addressing the gender gap in intuitive engagement.

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