The Moderating Role of Cultural Intelligence in the Relationship Between Emotional Intelligence and Conflict Management Styles

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Abstract

This research examines the moderating role of cultural intelligence (CQ) in the relationship between emotional intelligence (EQ) and conflict management (CM) styles by focusing on professionals in the airport industry with international operations. An online survey of 480 participants, from 35 countries, primarily composed of white-collar employees was analyzed using SPSS to assess the dimensions of EQ and CQ, as well as their impact on CM styles. The research highlights the unique moderating role of CQ in shaping how EQ influences CM styles. The findings provide valuable insights for organizational behavior, particularly in defining effective CM styles in multinational work environments.

Keywords: *Emotional intelligence (EQ), Cultural intelligence (CQ), Conflict management styles.*

1. Introduction

In the 21st century, interpersonal conflicts remain a pervasive issue within organizational settings, particularly as workplaces become more diverse and multicultural. Globalization, rapid technological advancements, and increasing cultural variation among employees have intensified these conflicts, requiring managers to dedicate significant amounts of time, sometimes up to 60% to conflict resolution (Raines, 2013). These conflicts can have far-reaching consequences, including diminished productivity, financial losses and reputational damage (Dana, 2003).

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Historically, conflict management (CM) was attributed largely to Intelligence Quotient (IQ), based on the belief that cognitive abilities alone were sufficient for resolving interpersonal disputes. Nevertheless, EQ has emerged as a more influential factor in CM, influencing how individuals perceive, approach, and resolve conflicts (Brackett et al., 2011). EQ plays a crucial role in determining various CM styles, including avoiding, collaborating, accommodating, competing and compromising, each of which is implemented depending on the conflict context. Those with higher EQ are often more capable of managing these styles by regulating their own emotions and understanding the emotional responses of others.

Besides EQ, CQ has gained importance as a vital ability in managing conflicts within culturally diversified environments. In international and multicultural diversified workplaces, CQ has become critical for managing conflicts that may arise from cultural differences. Individuals with high CQ are more capable to manage conflicts by contemplating cultural norms, patterns and communication techniques, encouraging more active, constructive and favorable conflict resolution (Earley & Ang, 2003).

Despite the extensive research on EQ and CQ independently, little consideration has been given on how CQ moderates the relationship between EQ and CM styles. Identification in what manner CQ influences the way EQ impacts CM style is essential in different work environments, where the conflicts are frequently complicated due to cultural alterations. Thus, this research targets to point out this gap by contributing to a better understanding of CM in culturally diversified organizational contexts. Thus, this research seeks to answer the following question: To what extent does CQ moderate the relationship between EQ and CM styles?

2. Literature Review

2.1. Theoretical Background

EQ refers to the ability to recognize, understand, identify and regulate one's own emotions as well as those of others. Emotions significantly shape human behavior, influencing both personal and professional interactions. In conflict situations, emotions often dictate the direction of the resolution process, either escalating or de-escalating the conflict (Fromm, 2007). Individuals with high emotional intelligence can manage their emotions effectively, fostering positive outcomes in CM.

Furthermore, EQ encompasses key emotional skills such as self-awareness, resilience, and empathy, which contribute to a person's ability to navigate complex interpersonal dynamics. This highlights that success is not solely determined by cognitive intelligence but also by an individual's ability to handle emotional challenges (Goleman, 1996). EQ plays a crucial role in conflict management, as it helps individuals recognize both their own emotions and those of others, fostering collaboration and improving communication (Bar-On, 1997).

On the other hand, CQ describes the individual's capability to adapt and function effectively in culturally diversified environments. Understanding, adapting and integrating various cultural practices and norms has become more crucial for effective communication and CM, especially as globalization continues to diversify workplaces (Ang & Van Dyne, 2008). Various models have been developed to elaborate on EQ, each addressing different aspects and explaining its applicability in both personal and professional contexts.

2.2.Emotional Intelligence Models

Mayer and Salovey (1997) conceptualize EQ through four dimensions: "perceiving emotions", "using emotions to facilitate thought", "understanding emotional nuances", and "managing emotions". Their model emphasizes the cognitive perspective of emotions, highlighting that EQ involves both understanding and regulating both personal and interpersonal emotions. Based on the model of Mayer & Salovey (1997), Wong and Law Model (2002) explains EQ throughout four dimensions. According to them, these four dimensions are as follows; "self-emotional appraisal" that refers to an individual's capability to recognize and evaluate their own emotions; "others' emotional appraisal" which refers to the capability recognize and understand the others' emotions; "regulation of emotion" which refers to an individual's capability to regulate and manage their own emotions; "use of emotion" which refers to the capacity to utilize emotions effectively to enhance personal performance.

In the meantime, Daniel Goleman's (1996) hybrid model develops EQ by introducing five dimensions, these are "self-awareness", "self-regulation", "motivation", "empathy", and "social skills". According to his model, the impact of emotional regulation is emphasized for effective personal and professional functioning. In addition to these concepts, Reuven Bar-On's (2006) model integrates both EQ and SQ by focusing on "emotional self-awareness", "stress management", "interpersonal relationships", and "adaptability". Thus, this model underlines the

importance of EQ in dealing with environmental demands and challenges. As a result, all these models together provide a comprehensive viewpoint for EQ by stressing both cognitive understanding and practical usage of this intelligence.

2.3.Cultural Intelligence Models

The four-factor model of Earley and Ang's (2003) on CQ identifies four main dimensions: "metacognitive", "cognitive", "motivational", and "behavioral". These dimensions illustrate how individuals are able to adapt and flourish in different cultural settings that make them more capable to manage conflicts in multi-cultural environments (Ang et al, 2011). While, metacognitive CQ encompasses awareness, adaptation and regulation of individual's cognitive processes while interacting across cultures, cognitive CQ refers to knowledge and understanding of various cultural norms, patterns and practices. On the other hand, while motivational CQ emphasizes an individual's willingness to engage in cross-cultural interactions and their sense of trust in these different environments, behavioral CQ highlights the capability to adapt both verbal and non-verbal behaviors appropriately in different cultural contexts (Van Dyne et al., 2012). Thus, each dimensions plays a key role in addressing cross-cultural and multi-cultural interactions, particularly in managing conflicts that may arise from cultural differences. Moreover, throughout the study of Van Dyne et al. (2015), they explore how individuals can develop, improve and implement these skills within multi-cultural organizations and underlines the importance of cultural adaptability in fostering successful cross-cultural relationships and interactions. Thus, both EQ and CQ are the cornerstones of effective conflict management where EQ enables the management of emotional reactions and CQ encourages these responses to be culturally appropriate.

2.4.Conflict Management Models

Conflict is an inevitable facet of human interactions which often arise through differences in goals, aims, values, or perceptions (Rahim, 2011). According to Rahim et. Al (2000), conflict management (CM) refers to the strategies and processes utilized to address, resolve, manage or mitigate conflicts to minimize negative outcomes and foster collaboration. Conflict management prevents escalation once it implemented effectively and provides healthier interpersonal and organizational relationships (Rahim, 2011). Furthermore, according to Rahim et al. (2002) conflict is a perceived incompatibility of interests, needs, or objectives among individuals or groups. CM

framework of Rahim consists of five key elements: “integrating, obliging, avoiding, dominating, and compromising” (Rahim et al., 2000). Thus, for facilitating the practical implementation of these elements, Rahim et al. (2002) developed the “Organizational Conflict Inventory” (ROCI-II) hence, with this tool they classify conflict management styles by two dimensions: “concern for self” and “concern for others” to determine an individual’s preferred approach to managing conflicts.

3. Research Methodology

In this research, online surveys in Turkish and English were conducted to 480 professionals in airport industry through Google Forms to collect data on EQ, CQ, and CM Styles and SPSS was used for data analysis through correlation analysis, moderation analysis and descriptive statistics to evaluate CQ’s moderating role in the relationships between EQ and CM styles. In this research widely accepted scales were employed based on their validity, relevance and reliability in alignment with this research’s objectives to measure EQ, CQ and CM styles, which are: “Wong and Law’s EQ Scale (WLEIS)” with 16 items, “Ang's CQ Scale” with 20 items, and “Rahim’s CM Styles Scale” with 28 items (Ang et al., 2007; Rahim, 1983; Wong & Law, 2002).

3.1. The Purpose and Research Design

The purpose of this research is to examine the moderating effect of cultural intelligence (CQ) on the relationship between emotional intelligence (EQ) and conflict management (CM) styles within the environment of aviation industry. Furthermore, aim of this research is to have better understanding of how CI influences EI's impact on CM in multi-cultural environments by offering more insights for developing effective conflict management styles within international organizations.

3.2. Sampling Technique

The convenience sampling method was conducted for this research which is commonly used and allows researchers to collect data efficiently, cost-effectively and accessibly (Etikan et al. 2016), meanwhile stands out as a practical option in studies with time and resource limitations (Patton, 2002). Moreover, this method was chosen due to challenges in reaching the target population who are the professionals working in the aviation industry. Furthermore, the utilization of online surveys

both in English and Turkish language allowed to easily reach individuals in their networks, and the data could be collected from a substantial sample of 480 participants efficiently.

3.3.Hypothesis Development and Conceptual Framework

To contribute to the existing literature, CQ is selected as a moderating variable in the relationship between EQ and CM styles: "collaborating, accommodating, competing, avoiding, and compromising". The aim of the hypotheses is to explore the roles of both EQ and CQ in forming CM styles within diversified organizational environments. Since, EQ plays a critical role in conflict management by enabling individuals to maintain emotional stability and respond constructively to conflicts, individuals with higher levels of EQ are more adaptive at managing conflicts in ways that promote "collaboration, compromise, and problem-solving" (Bar-On, 1997). On the other hand, in multi-cultural environments, the capability to manage conflicts may be influenced by four dimensions of cultural intelligence (CQ): "cognitive, metacognitive, motivational, and behavioral", which support behavioral adaptation in diversified cultural situations (Van Dyne et al., 2012). Thus, CQ is selected for the moderating variable on the relationship between EQ and CM styles as detailed below:

3.3.1. Hypotheses

Rahim et al. (2002) stated that "the collaborative style represents a mutually beneficial and problem-solving oriented approach to conflict management". In accordance with the "social exchange theory" the cooperative style increases trust and long-term commitment in relationships (Blau, 1964). Moreover, EQ is a tool which helps individuals to develop trust and commitment more effectively through their capability to understand and manage their own and others' emotions (Goleman, 1996). In addition to this, "CQ develops cooperation skills by enabling individuals to adapt their communication styles and behaviors in multicultural contexts" (Earley & Ang, 2003). In accordance with this theoretical framework, the first hypothesis is formulated as follows:

H1: "Cultural intelligence (CQ) moderates the relationship between emotional intelligence (EQ) and collaborating."

According to Rahim et al. (2002), "accommodating is a conflict management style in which individuals prioritize the interests of others over their own in conflict situations". In accordance with "Prosocial Behavior Theory" accommodating creates a positive link in social relationships

and develops sensitivity to the needs of others (Batson, 1998). Moreover, individuals with higher EQ can implement this style more effectively by understanding the needs of others (Mayer & Salovey, 1997). Furthermore, individuals can optimize their agreeable behavior by better understanding hierarchical or relationship-oriented expectations in different cultural contexts when their CQ is high (Thomas & Inkson, 2009). Within this context, the second hypothesis is proposed as follows:

H2: "Cultural intelligence (CQ) moderates the relationship between emotional intelligence (EQ) and accommodating."

Rahim et al. (2002) refers the competing style as "a conflict management approach in which individuals focus on winning the conflict in their own interests". Furthermore, in accordance with "Social Cognition Theory" individuals' emotional and cognitive skills support strategic thinking in complex social situations (Bandura, 1986). Moreover, individuals who have higher EQ can use these skills to maintain emotional balance in competitive environments (Jordan & Troth, 2004). In addition to this, individuals with higher CQ enables to understand the social norms of competition in different cultures and can adapt their strategic behaviors according to these norms (Ang & Van Dyne, 2008). Therefore, the third hypothesis is formulated as follows:

H3: "Cultural intelligence (CQ) moderates the relationship between emotional intelligence (EQ) and competing."

According to Rahim et al. (2002), "avoiding style is an approach in which individuals prefer to avoid or postpone conflict". In accordance with "Face Protection Theory" in some cultures, this style is preferred to maintain social harmony and respect (Ting-Toomey, 1988). In addition, EQ prevents individuals to choose avoidance to reduce the emotional tension (Mayer & Salovey, 1997). CQ, enables individuals to realize that avoidance is an appropriate strategy in certain cultural contexts. In this context, the fourth hypothesis is proposed as follows:

***"H4: Cultural intelligence (CQ) moderates the relationship between emotional intelligence (EQ) and a**voiding."*

Rahim et al. (2002) refers the "compromising style as an approach that finds a middle ground in conflict situations and provides some satisfaction to both parties". In accordance with the Need-Goal Theory" this style allows individuals to balance both their personal and mutual goals (Pruitt & Rubin, 1986). According to Livermore (2015), while EQ supports individuals in seeking compromise by maintaining emotional balance, CQ allows them to adapt their compromising style

in different cultural contexts and individuals with high CQ can negotiate sensitively to different cultural expectations. Accordingly, the fifth hypothesis was formulated as follows:

"H5: Cultural intelligence (CQ) moderates the relationship between emotional intelligence (EQ) and compromising."

The model suitable for the research purpose is presented in Figure 1 below. Research variables and hypotheses are included in this section.

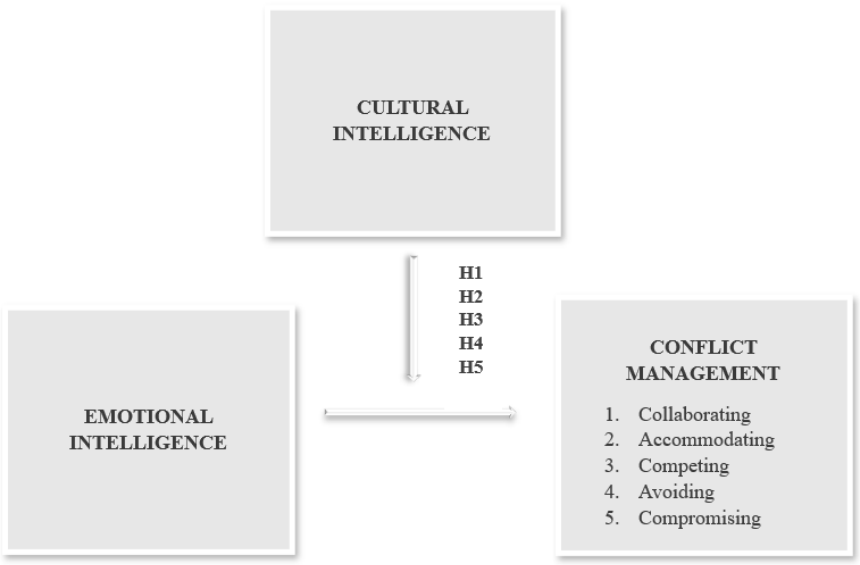

Figure 1: Research Model

4. Results

4.1.Participants Characteristics

Table 1 presents the demographic characteristics of the participants, while Table 2 provides details about the countries and departments they work in. A majority of the participants (62.7%) are men, while 37.3% are women. Regarding marital status, 67.9% are married and 32.1% are single. Among the age groups, the 31-40 age group is the most represented, accounting for 38.8% of participants, followed closely by the 41-50 age range, which represents 37.7%. In terms of education level, half of the participants (50%) hold a bachelor's degree, while 36% have a master's degree. Regarding

the work experience, the largest group (33.7%) has 1-5 years professional experience. In terms of job positions, 60.2% of the participants are managers, whereas 39.8% are employees. As shown in Table 2, most of the participants (69.4%) are based in Turkey. Among other countries, France (4.2%) and Pakistan (3.1%) have notable representation. Examining departmental distribution, administrative affairs (17.1%) and asset management (13.3%) have the highest representation. These two tables collectively provide a comprehensive overview of the demographic and professional distribution of the participants.

Table 1. Demographics of Participants

Variables		**n**	**%**
Gender	Female	179	37,3
	Male	301	62,7
	Total	480	100,0
Marital Status	Married	326	67,9
	Single	154	32,1
	Total	480	100,0
Age	18-30	49	10,2
	31-40	186	38,8
	41-50	181	37,7
	51 and over	64	13,3
	Total	480	100,0
Education level	Bachelor's or equivalent level	240	50,0
	Doctoral or equivalent level.	36	7,5
	High School	31	6,5
	Master's or equivalent level.	173	36,0
	Total	480	100,0
Tenure	1-5	162	33,7
	6-10	95	19,8
	11-15	82	17,1
	16-20	77	16,0
	21-25	34	7,1
	26-30	27	5,6
	31 and more	3	0,6
	Total	480	100,0
	Employee	191	39,8

Position in the organization	Manager	289	60,2
	Total	480	100,0

Note: n represents the number of participants in each category.
Percentages (%) are based on the total sample size (n = 480)

Table 2. Countries and Departments of Participants

Variable		n	%
Country	Türkiye	333	69,4
	France	20	4,2
	Pakistan	15	3,1
	North Macedonia	12	2,5
	Croatia	9	1,9
	Canada	8	1,7
	Latvia	8	1,7
	Saudi Arabia	8	1,7
	USA	8	1,7
	Bulgaria	7	1,5
	Georgia	6	1,3
	Russia	5	1,0
	Tunisia	5	1,0
	Cyprus	7	1,5
	India, Kazakhstan, United Arab Emirates, Australia, Germany, Kyrgyzstan, Norway, United Kingdom	16	3,3
	Austria, Burkina Faso, China, Estonia, Gambia, Lithuania, Mauritius, Netherlands, Qatar, Slovenia, Spain, Zambia	13	2,7
	Total	480	100,0
Department	Administrative Affairs	82	17,1
	Asset Management	64	13,3
	Board of Directors	53	10,8
	Business Development	43	9,0
	Commercial Affairs	42	8,8
	Corporate communicate	42	8,8

Engineering	24	5,0
Financial Accounting	21	4,4
Headquarters	18	3,8
Human Resources	16	3,3
Information Technology	15	3,1
Investor relations	14	3,0
Law	13	2,8
Marketing	12	2,5
Operations	11	2,3
Product management	10	2,1
Total	480	100,0

Note: n represents the number of participants in each category.
Percentages (%) are based on the total sample size (n = 480)

4.2.Descriptive Statistics for Data Measurement Tools

This study uses three different scales to assess key organizational and employee-related constructs. The first scale measures emotional intelligence, which consists of four dimensions: regulation of emotion, others' emotional appraisal, use of emotion, and self-emotional appraisal. The second scale evaluates cultural intelligence, which consists of four dimensions: cognitive, motivational, behavioral, and metacognitive. The third scale examines conflict management, which includes five dimensions: collaborating, avoiding, competing, accommodating, and compromising.

Table 3 presents the descriptive statistics, revealing the mean scores and standard deviations for the variables. For emotional intelligence, the mean score is 4.028 (SD = 0.48); for cultural intelligence, the mean score is 3.793 (SD = 0.68); and for conflict management, the mean score is 3.382 (SD = 0.78). This suggests that participants rely on emotions when evaluating themselves and others, actively using and regulating their emotions in these situations. Regarding conflict management, participants demonstrate varied perceptions across its sub-dimensions. Notably, low mean scores are observed for avoiding (*Mean* = 2.91, *SD* =0.85), accommodating (*M*ean = 2.85, *SD* = 0.94), and competing (*Mean* = 3.02, *SD* = 0.87). In contrast, higher mean scores are recorded for compromising (*Mean* = 4.57, *SD* = 0.54), and collaborating (*Mean* = 4.26, *SD* = 0.55). Overall, the conflict management scale exhibits a mean score of 3.38 (*SD* = 0.78). It is noteworthy that the collaborating dimension has the highest mean and the lowest standard deviation. Interestingly, low mean scores are observed for conceptually distinct dimensions, such as avoidance and compromise. Employees may avoid certain conflicts while adopting more conciliatory approach in others, depending on contextual factors. Additionally, the avoiding style may sidestep or entirely forgo

discussing the conflict. The mean score for accommodating may reflect situation where one party prioritizes the concerns of others over their own.

A kurtosis value of ±1.0 is considered excellent for most psychometric purposes, but a value of ±2.0 is acceptable in many cases depending on the specific application (George & Mallery, 2010). An examination of the skewness and kurtosis values in Table 3 indicates that a multivariate normal distribution is achieved, except for one value outside the ±2.0 range. There are many criteria for determining normal distribution in social science research where data is obtained using the Likert scale. A dataset is generally considered normally distributed if its kurtosis and skewness values remain within acceptable ranges found in the literature.

Table 3. Descriptive Statistics for Measurement Tools

Dimensions	N	Mean	SD	Skewness	Kurtosis
Emotional Intelligence	480	4,028	0,479	-0,776	1,382
Cultural Intelligence	480	3,793	0,679	-0,245	0,215
Conflict Management	480	3,382	0,776	-0,397	1,001
Collaborating	480	4,255	0,55	-1,356	1,881
Avoiding	480	2,908	0,854	0,105	-0,515
Competing	480	3,016	0,869	-0,068	-0,464
Accommodating	480	2,849	0,941	-0,045	-0,695
Compromising	480	3,884	0,666	-0,621	1,007

Note: Standard Deviation (SD) indicates the extent of variability in the scores. Skewness and kurtosis values provide insights into the distributional characteristics of the variables.

4.3.Confirmatory Factor Analysis (CFA)

The fit indices from the confirmatory factor analysis indicate an acceptable model fit. The chi-square to degrees of freedom ratio (χ^2/df) is within the acceptable range (2.176), indicating a reasonably good fit. The Root Mean Square Error of Approximation (RMSEA) is 0.051, meeting the criterion for acceptable fit (Browne & Cudeck, 1993). The Goodness of Fit Index (GFI) and Comparative Fit Index (CFI) values of 0.899 and 0.897, respectively, signify acceptable model fit, while the Normed Fit Index (NFI) of 0.901 (Hu & Bentler, 1999) reflects a satisfactory fit. Overall, as presented in Table 4, these fit indices collectively support the adequacy of the proposed structural model in explaining the observed data.

Table 4: Model Fit Indices of Measurement Model

Fit Indices	Model Fit	Good Fit Values	Acceptable Fit Values	Results
χ^2/df	2.176	$0 < \chi2 /df < 3$	$0 < \chi2 /df < 5$	Acceptable
RMSEA	0.05	$0 \leq RMSEA \leq 0.05$	$0.05 < RMSEA \leq 0.10$	Acceptable
GFI	0.899	$0.95 \leq GFI \leq 1$	$0.90 < GFI < 0.95$	Acceptable
CFI	0.897	$0.97 \leq CFI \leq 1$	$0.95 \leq CFI < 0.97$	Acceptable
NFI	0.901	$0.95 \leq NFI \leq 1$	$0.90 < NFI < 0.95$	Acceptable

Note. In the presented table, "χ^2/df" represents the chi-square to degrees of freedom ratio, "RMSEA" is the Root Mean Square Error of Approximation, "GFI" stands for Goodness of Fit Index, "CFI" denotes Comparative Fit Index, and "NFI" refers to Normed Fit Index. These fit indices collectively assess the adequacy of the confirmatory factor analysis model. Threshold values are considered for each index to determine whether the model demonstrates acceptable or good fit.

Confirmatory Factor Analysis (CFA) results revealed significant and positive relationships between latent constructs and their respective indicators across all measured dimensions. All items measuring emotional intelligence (others' emotional appraisal, regulation of emotion, use of emotion, and self-emotional appraisal), conflict management (collaborating, avoiding, competing, accommodating, and compromising), and cultural intelligence (cognitive, motivational, behavioral, and metacognitive) demonstrated significant standardized coefficients ranging from 0.551 to 0.914. These standardized coefficients were consistently significant ($p < .001$), supporting the reliability of the CFA model estimates. The findings underscore the robustness of the measurement model, providing strong support for its validity and confirming that the selected indicators effectively capture the underlying latent constructs. Overall, the results shown in Table 5 highlight a strong and consistent structure, confirming the suitability of the proposed measurement model for assessing emotional intelligence, cultural intelligence, and conflict management within an organizational context.

Table 5. Measurement Model Analysis Results

Sub Scales	Items	B	β	S.E.	t	P
Others' Emotional Appraisal	EMO_OEA4	1	0,791			
	EMO_OEA3	0,733	0,538	0,064	11,4	***
	EMO_OEA2	1,168	0,852	0,064	18,185	***

	EMO_OEA1	1,082	0,751	0,066	16,428	***
Regulation of Emotion	EMO_ROE4	1	0,914			
	EMO_ROE1	1,021	0,746	0,056	18,288	***
	EMO_ROE3	0,906	0,742	0,045	18,006	***
	EMO_ROE2	0,834	0,656	0,048	15,256	***
Use of Emotion	EMO_UOE3	1	0,807			
	EMO_UOE4	1,03	0,779	0,062	16,626	***
	EMO_UOE2	0,779	0,598	0,066	11,716	***
	EMO_UOE1	0,928	0,717	0,06	15,368	***
Self-Emotional Appraisal	EMO_SEA2	1	0,601			
	EMO_SEA3	1,288	0,825	0,099	12,981	***
	EMO_SEA4	1,144	0,789	0,09	12,716	***
	EMO_SEA1	0,909	0,639	0,082	11,082	***
Collaborating	T_CNFM_COLL3	1	0,706			
	T_CNFM_COLL7	1,083	0,791	0,068	15,933	***
	T_CNFM_COLL2	0,882	0,579	0,075	11,825	***
	T_CNFM_COLL6	1,07	0,769	0,069	15,524	***
	T_CNFM_COLL4	1,019	0,685	0,073	13,914	***
	T_CNFM_COLL1	1,094	0,736	0,073	14,895	***
	T_CNFM_COLL5	1,027	0,621	0,081	12,661	***
Avoiding	T_CNFM_AVO3	1	0,835			
	T_CNFM_AVO4	1,065	0,860	0,055	19,456	***
	T_CNFM_AVO5	0,634	0,560	0,052	12,269	***
	T_CNFM_AVO2	0,682	0,534	0,059	11,623	***
	T_CNFM_AVO6	0,49	0,551	0,053	7,362	***
Competing	T_CNFM_COM2	1	0,905			
	T_CNFM_COM5	0,717	0,599	0,054	11,846	***
	T_CNFM_COM3	0,563	0,673	0,053	9,415	***
	T_CNFM_COM1	0,83	0,695	0,058	13,383	***
Accommodating	T_CNFM_ACC4	1	0,701			
	T_CNFM_ACC3	1,289	0,845	0,087	14,743	***
	T_CNFM_ACC5	0,929	0,693	0,07	13,193	***
Compromising	T_CNFM_CPRO2	1	0,641			
	T_CNFM_CPRO3	1,012	0,609	0,102	9,927	***
	T_CNFM_CPRO1	1,1	0,609	0,111	9,93	***
Cognitive	CUL_COG4	1	0,654			
	CUL_COG5	1,218	0,686	0,094	12,996	***

	CUL_COG3	1,205	0,800	0,082	14,682	***
	CUL_COG2	1,305	0,774	0,091	14,314	***
	CUL_COG6	1,298	0,759	0,092	14,105	***
	CUL_COG1	1,228	0,749	0,088	13,958	***
Motivation	CUL_MOTV2	1	0,740			
	CUL_MOTV4	1,226	0,720	0,081	15,06	***
	CUL_MOTV1	1,23	0,819	0,072	17,101	***
	CUL_MOTV3	1,104	0,758	0,07	15,878	***
	CUL_MOTV5	0,907	0,648	0,067	13,536	***
Behavioral	CUL_BHV2	1	0,823			
	CUL_BHV4	0,824	0,733	0,046	17,373	***
	CUL_BHV5	0,819	0,619	0,055	14,019	***
	CUL_BHV3	0,965	0,855	0,046	21,277	***
	CUL_BHV1	0,845	0,769	0,046	18,546	***
Metacognitive	CUL_METAC3	1	0,871			
	CUL_METAC1	1,005	0,779	0,052	19,48	***
	CUL_METAC4	0,795	0,691	0,048	16,58	***
	CUL_METAC2	0,862	0,759	0,046	18,833	***

Note: Unstandardized (B) and Standardized coefficients (β) represent the strength and direction of the relationship between latent constructs and their respective indicators. All coefficients are significant at the p <.001 level.

4.4.Reliability Analysis

The reliability analysis indicates that the measurement scales used in this study exhibit sufficient internal consistency, as shown in Table 6. Emotional intelligence exhibits reliable internal consistency, with Cronbach's alpha remaining above 0.70 (Nunnally,1978). Similarly, the cultural intelligence scale has Cronbach's alpha of 0.729. Cronbach's alpha values for the conflict management scale and its sub-dimensions were calculated above 0.70, collaborating (0.751), avoiding (0.786), competing (0.771), accommodating (0.776), compromising (0.756). The value for the general conflict management scale was 0.766.

Table 6. Reliability Analysis Results

Scales & Dimensions	Item (n)	Cronbach's Alpha	Mean	Std. Deviation
Emotional Intelligence	16	0,749	4,028	0,479

Cultural Intelligence	20	0,729	3,793	0,526
Conflict Management	22	0,766	3,382	0,446
Collaborating	7	0,751	4,255	0,550
Avoiding	5	0,786	2,908	0,854
Competing	4	0,771	3,016	0,869
Accommodating	3	0,776	2,849	0,941
Compromising	3	0,756	3,884	0,666

Note: Cronbach's alpha coefficients indicate the internal consistency reliability of the measurement scales. Values closer to 1.00 signify higher reliability, suggesting the consistent measurement of the underlying constructs.

4.5. Correlation Analysis

Normal distribution was ensured as the kurtosis and skewness values of the data series were within the ±2.0 range. Accordingly, the Pearson correlation coefficient was used in the correlation analysis. The correlation analysis between emotional intelligence, cultural intelligence, and conflict management and their subscales in Table 7 revealed significant relationships. A significant ($r = 0.364$, $p < 0.001$) positive correlation was found between emotional intelligence and cultural intelligence. This result suggests that emotional intelligence may play an important role in cultural awareness and interaction. For example, individuals with high emotional intelligence are likely to communicate better in different cultural contexts, manage conflicts more effectively, and have higher cultural awareness.

A statistically significant correlation ($r = 0.134$, $p < 0.001$) was found between cultural intelligence and sub-dimensions of conflict management. This result indicates that cultural differences may play an important role in conflict management. Cultural intelligence is defined as a person's ability to communicate, adapt, and manage conflict effectively in different cultural contexts. Therefore, individuals with cultural intelligence are likely to be more successful in conflict management.

Table 7. Correlation Analysis Results for Emotional Intelligence, Cultural Intelligence, Conflict Management

Scales & Dimensions	Cultural Intelligence (Total)	Emotional Intelligence (Total)	Collaborating	Avoiding	Competing	Accommodating	Compromising
Cultural Intelligence (Total)	1						
Emotional Intelligence (Total)	,364**	1					
Collaborating	,311**	**,276****	1				
Avoiding	-,149**	**-,145****	-,171**	1			
Competing	,090*	**-0,046**	0,020	,211**	1		
Accommodating	0,033	**-0,079**	-0,022	,494**	,243**	1	
Compromising	,220**	**,126***	,531**	0,035	,104*	-0,023	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.6.Moderation Analysis

A moderation analysis was conducted to examine how cultural intelligence moderates the relationship between emotional intelligence on conflict management styles. Within the analytical model, the impact of the independent variable on each sub-dimension of the dependent variable was analyzed.

Model 1

In Figure 2, the dependent, independent and moderator variables are visualized.

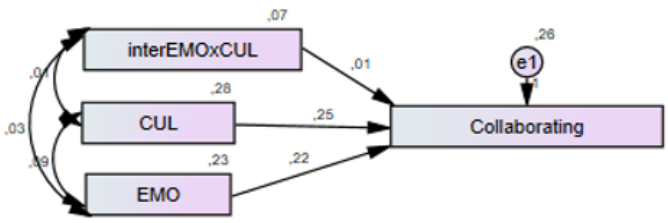

Figure 2: Moderation Model of Cultural Intelligence on The Relationship Between Emotional Intelligence and Collaborating.

The direct and moderation effects among the variables are compiled in Table 8 using the regression model. The model was run using the Maximum Likelihood algorithm in the AMOS 23 software. The equation shows that the variables EMO (emotional intelligence), CUL (cultural intelligence) interact directly with collaborating. The interaction term EMOxCUL function as a moderator in the model. Direct effects in the model were found to be statistically significant (P= 0.000, p < .001). There is a positive relationship between emotional intelligence and collaborating. The moderating effect of cultural intelligence was found to be statistically insignificant. H1 is not supported.

Table 8. Moderation Effect of Cultural Intelligence on The Relationship Between Emotional Intelligence and Collaborating

Dependent Variable	Path	Independent and Moderator Variables	Stnd. Estimate	S.E.	C.R.	P
Collaborating	<---	interEMOxCUL	0,008	0,09	0,094	0,925
Collaborating	<---	EMO	0,215	0,054	4,018	***
Collaborating	<---	CUL	0,253	0,048	5,292	***

Note: Dependent variable is the "Collaborating: Sub-Dimension of the Conflict Management". Estimate represents standardized regression weights. SE indicates standard error of Estimates. *Indicates p < .05, **indicates p < .01*** indicates p < .001 (n = 480)

Model 2

In Figure 3, the dependent, independent and moderator variables are visualized.

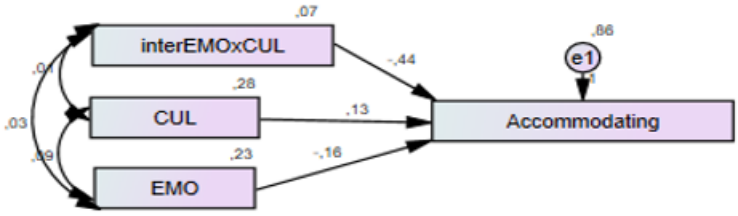

Figure 3: Moderation Model of Cultural Intelligence on The Relationship Between Emotional Intelligence and Accommodating.

The direct and moderation effects among the variables are compiled in Table 9 using the regression model. The results indicate that the direct effects in the model are not statistically significant. The effects of CUL and EMO on Accommodating are 0.131 and -0.157 ($p>0.05$), respectively. In cases where the direct effects are insignificant, the moderation effect is not applicable. Thus, H2 is not supported.

Table 9. Moderation Effect of Cultural Intelligence on The Relationship Between Emotional Intelligence and Accommodating

Dependent Variable	Path	Independent and Moderator Variables	Stnd. Estimate	S.E.	C.R.	P
Accommodating	<---	interEMOxCUL	-0,437	0,162	-2,688	0,007
Accommodating	<---	EMO	-0,157	0,097	-1,616	0,106
Accommodating	<---	CUL	0,131	0,087	1,509	0,131

Note: Dependent variable is the "Accommsodating: Sub-Dimension of the Conflict Management". Estimate represents standardized regression weights. SE indicates standard error of Estimates. *Indicates $p < .05$, **indicates $p < .01$*** indicates $p < .001$ (n = 480)

Model 3

In Figure 4, the dependent, independent and moderator variables are visualized.

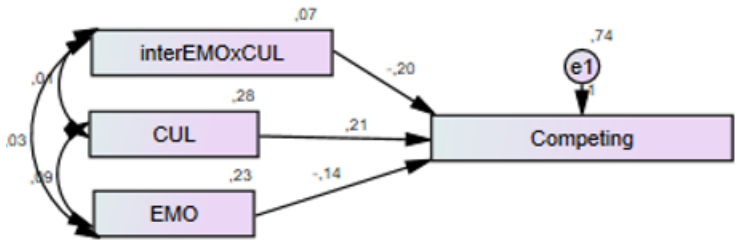

Figure 4: Moderation Model of Cultural Intelligence on The Relationship Between Emotional Intelligence and Competing.

Table 10 shows that the direct effect of the independent variable on the dependent variable is not significant, and the model does not support the moderating effect. The significance values for the equation coefficients exceed the 0.05 threshold. Hypotheses H3 is not supported.

Table 10. Moderation Effect of Cultural Intelligence on The Relationship Between Emotional Intelligence and Competing

Dependent Variable	Path	Independent and Moderator Variables	Stnd. Estimate	S.E.	C.R.	P
Competing	<---	interEMOxCUL	-0,196	0,151	-1,299	0,194
Competing	<---	EMO	-0,143	0,09	-1,589	0,112
Competing	<---	CUL	0,206	0,08	2,562	0,01

Note: Dependent variable is the "Competing: Sub-Dimension of the Conflict Management". Estimate represents standardized regression weights. SE indicates standard error of Estimates. *Indicates $p < .05$, **indicates $p < .01$*** indicates $p < .001$ (n = 480)

Model 4

In Figure 5, the dependent, independent and moderator variables are visualized.

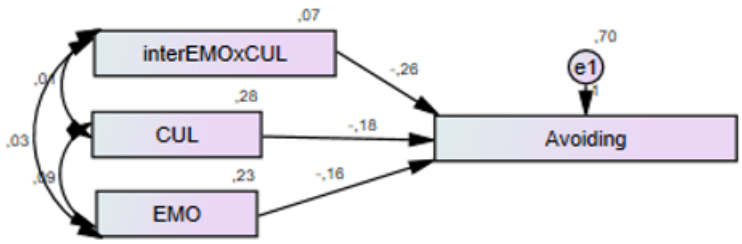

Figure 5: Moderation Model of Cultural Intelligence on The Relationship Between Emotional Intelligence and Avoiding.

The direct and moderation effects among the variables are compiled in Table 19 using the regression model. As shown in Table 11, all model effects are statistically significant. The results indicate that the emotional intelligence has a negative effect on avoidance (Stnd.Estimate: -0.178). This effect is relatively weak. Additionally, the moderating effect was found to be negative. The analysis shows that cultural intelligence has a negative moderating effect (Stnd.Estimate: -0.256). These findings support the proposed model. Hypotheses H4 is supported.

Table 11. Moderation Effect of Cultural Intelligence on The Relationship Between Emotional Intelligence and Avoiding

Dependent Variable	Path	Independent and Moderator Variables	Stnd. Estimate	S.E.	C.R.	P
Avoiding	<---	interEMOxCUL	-0,256	0,147	-1,747	0,021
Avoiding	<---	EMO	-0,158	0,087	-1,81	0,014
Avoiding	<---	CUL	-0,178	0,078	-2,271	0,023

Note: Dependent variable is the "Avoiding: Sub-Dimension of the Conflict Management". Estimate represents standardized regression weights. SE indicates standard error of Estimates. *Indicates $p < .05$, **indicates $p < .01$*** indicates $p < .001$ (n = 480)

Model 5

In Figure 6, the dependent, independent and moderator variables are visualized.

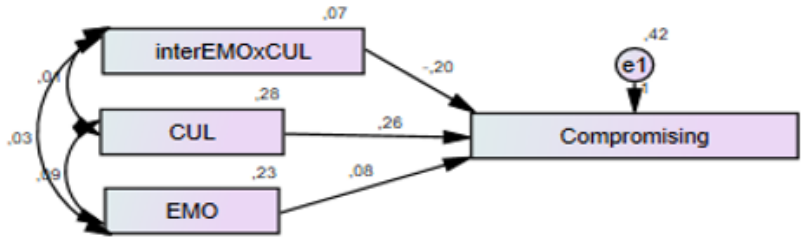

Figure 6: Moderation Model of Cultural Intelligence on The Relationship Between Emotional Intelligence and Compromising

As shown in Table 12, all model effects are statistically significant, supporting the model. The results indicate that emotional and cultural intelligence have a positive effect on compromising (Stnd.Estimate: 0.280; 0.262). This effect is of moderate strength. The moderating effect was found to be negative. While emotional intelligence positively affects compromising, cultural intelligence was found to have a negative moderating effect (Stnd.Estimate: -0.198). H5 is supported.

Table 12. Moderation Effect of Cultural Intelligence on The Relationship Between Emotional Intelligence and Compromising

Dependent Variable	Path	Independent and Moderator Variables	Stnd. Estimate	S.E.	C.R.	P
Compromising	<---	interEMOxCUL	-0,198	0,113	-1,747	0,041
Compromising	<---	EMO	0,280	0,068	1,087	0,035
Compromising	<---	CUL	0,262	0,06	3,339	***

Note: Dependent variable is the “Compromising: Sub-Dimension of the Conflict Management”. Estimate

represents standardized regression weights. SE indicates standard error of Estimates. *Indicates $p < .05$, **indicates $p < .01$*** indicates $p < .001$ (n = 480)

In accordance with the results of the hypothesis that are shown in Table 13, H1, H4 and H5 supported however, H2 and H3 not supported in this research.

Table 13. Hypothesis Results

N	Hypothesis	Results
H1	Cultural intelligence moderates the effect of emotional intelligence on collaborating.	Not Supported
H2	Cultural intelligence moderates the effect of emotional intelligence on accommodating.	Not supported
H3	Cultural intelligence moderates the effect of emotional intelligence on competing.	Not supported
H4	Cultural intelligence moderates the effect of emotional intelligence on avoiding.	Supported
H5	Cultural intelligence moderates the effect of emotional intelligence on compromising.	Supported

5. Conclusion

5.1.Discussion

This study emphasizes the integral roles of emotional intelligence (EQ), cultural intelligence (CQ), and conflict management (CM) styles in managing interpersonal conflicts, particularly in today's increasingly multicultural and globalized work environments. EQ, which involves the capability to understand, recognize, manage, and react to emotions (Goleman, 1996; Bar-On, 1997), serves as a fundamental element in managing conflicts, enabling individuals to manage emotional situations effectively. Similarly, Earley and Ang (2003) stated that CQ allows individuals to understand, recognize, manage, and navigate cultural differences, which are increasingly prevalent in global organizations.

While this cultural competence enhances interpersonal understanding, it also contributes to the flexibility and appropriateness of conflict management strategies within diverse cultural settings. Thus, EQ and CQ jointly provide a comprehensive framework for conflict management by addressing both emotional and cultural dimensions. Their combined influence allows for a more nuanced understanding of how individuals process emotions and regulate intercultural tensions during conflict situations.

Furthermore, the interaction between EQ and CQ is particularly significant in multicultural work environments, enabling individuals with higher levels of both to remarkably manage conflicts involving emotional intensity and cultural complexity. The combination of these intelligences fosters effective conflict management, harmony, consistency, and collaboration among diverse stakeholders.

The findings in this research specifically indicate that EQ enables individuals to implement constructive CM styles, such as "collaborating" and "compromising," which helps in problem-solving and preventing conflicts from escalating. These CM styles foster open dialogue and a commitment to finding mutually agreeable solutions, moving beyond win-lose dynamics. In line with the theoretical premise, this supports the idea that emotionally intelligent individuals aim for mutual understanding and shared benefit in conflicted occasions.

Moreover, the findings indicate that CQ plays a moderating role in conflict management within culturally diversified organizations. It supports individuals in adapting their behavior, actions, and communication styles to align with various cultural norms, thereby avoiding misunderstandings that could strengthen conflicts. This reinforces the view that CQ contributes to intercultural effectiveness by reducing the probability of disputes and promoting respectful engagement among different cultures.

Together, these findings highlight that both emotional and cultural intelligence are crucial for effective conflict management in multicultural organizations. While EQ empowers individuals to approach conflicts with empathy and a focus on mutual understanding, CQ provides the essential framework for navigating the nuances of cultural differences. This moderating role of CQ ensures that EQ-driven conflict resolution is not only effective but also culturally sensitive and contextually appropriate, leading to fully harmonious and productive intercultural interactions.

5.2.Implications

These findings hold practical implications for both researchers and practitioners. Organizations may benefit from incorporating EQ and CQ development programs into leadership training, team development, and intercultural competence workshops. These initiatives help individuals to develop their approach to conflict management, potentially reducing workplace tension and improving collaborative outcomes. By fostering greater self-awareness and an understanding of diverse cultural communication styles, individuals may reduce disputes to find common ground.

Additionally, integrating both EQ and CQ into conflict resolution strategies may lead to more sustainable, long-term solutions in diverse teams, especially in global enterprises. This combined approach, therefore, goes deeper than quick resolutions. Moreover, this approach may help employees to build stronger relationships and create a more accepting work environment where differences are seen as strengths instead of problems. Ultimately, these insights emphasize the implication of emotional and cultural intelligence as pivotal drivers for fostering healthier and more productive organizations in a globalized world.

6. Recommendations for Future Research

Under the light of the findings of the research it is recommended to enhance both EQ and CQ of employees, especially multi-cultural international organizations focus on invest in training and coaching programs designed on emotional regulation, cultural awareness and adaptability since these skills are vital components of conflict management. Moreover, CM agendas may be generated by these organizations. Hence, these implementations enable the integration of EQ and CQ, encouraging teams and employees to manage their conflicts with a balanced focus on EQ and multi-cultural understanding.

Furthermore, tailor made CM styles should be explicitly implemented to the organization's cultural context. As stated by Rahim (2002), given the complexity of a diverse workforce, a flexible and adaptable approach that accounts for both emotional and cultural aspects is crucial for managing conflicts effectively.

Future research may explore the impact of EQ and CQ jointly on CM styles in different circumstances, industries, and global and local environments. Thus, understanding and defining the interactions among these intelligences may provide more nuanced approaches to CM within

these different environments, contributing comprehensive insights for effective conflict management in diverse conditions.

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