Article

Exploring the conflict management of international students at a Hungarian University based on the Thomas-Kilmann model

Ildikó Rudnák, András Barczi, Katinka Bajkai-Tóth, Judit Garamvölgyi*

Department of Agricultural Maganement and Leadership Science, Hungarian University of Agriculture and Life Sciences (MATE), Gödöllő 2100, Hungary

* Corresponding author: Judit Garamvölgyi, garamvolgyi.judit@uni-mate.hu

Abstract: While some conflict can serve as a more sophisticated stimulus to student achievement, significant or unresolved conflict can delay or even frustrate even the best-planned curriculum. The aim of our study is to get a clear picture of the conflicts with whom and to what extent the international students studying on our campuses have conflicts that affect their performance, and how they can manage them. In our study, based on a questionnaire survey ($n = 480$), we revealed that the international students at our university have the most conflicts with other foreign students, and the least with Hungarians, including their teachers. On the other hand, we found that according to the Thomas-Kilmann Conflict Instrument, they solve their problems by the Compromising and Accommodating style. The results obtained by detailed socio-demographic aspects show significant differences, mainly between gender, age, and country groups. Knowledge of the revealed facts and connections can offer conscious and careful solutions to understand and reduce tensions, and this can improve the understanding and management of conflict in the classroom, in collaborative projects, and even in non-teaching environments on campuses.

Keywords: international students; TKI; conflict handling style; cultural differences; campus life

1. Introduction

Conflict can be detected where two people are already present. It is not only everyday clashes that need attention not only frictions at work that need to be dealt with so that they do not escalate, but in the case of multicultural groups, efforts should be made from the very beginning to adopt norms that are appropriate for all members, but even then, conflict situations cannot be excluded. Golubeva (2023) looking at the diverse environment considers that intercultural communication is often affected by conflicts that are not easy to resolve, mainly due to the clash of conflicting communication styles. Our conflict communication style is determined by our direct/indirect approach to conflict, our ability to show/control emotions, our empathy and consideration of others' perspectives, cultural conventions, previous experience of conflict, our willingness to cooperate and many other factors. However, it is important to recognize that these styles are learned and not rigid. They can vary depending on the context and situation. Benke (2023) draws attention to the fact that conflict management has become a key area of contemporary management, especially in the context of the Covid-19 (Sirikasemsuk et al., 2024) and the global inflation and war crises.

The university environment, where an increasing number of international students live, study, and have fun alongside local students, inevitably brings with it a

wide range of problems. It can therefore be said that conflict resolution is an important aspect of everyday life (Dincyurek and Civelek, 2008; Waithaka et al., 2015).

In Hungary the number of international students is increasing year by year, which is the result of a very substantial scholarship programme: The Stipendium Hungaricum Programme (SHP) was established by the Hungarian government by Decree 285/2013 (26 July 2013) to provide special support for foreign students studying in Hungary. It is operated by the Minister of Foreign Affairs, who, in implementing the scholarship programme, gives effect to Hungary's foreign policy and foreign economic strategy and international development objectives. It is run by the Tempus Public Foundation. The primary objective of the programme is to internationalize Hungarian higher education, strengthen the international relations of the Hungarian academic elite and promote competitive Hungarian higher education (SHP, 2024). We also have more than 300 new students every year, so the proportion of international students at Hungarian University of Agriculture and Life Sciences (abbreviation in Hungarian: MATE) is close to 12%, with around 1000 foreign students studying full-time at bachelor, master, and doctoral level.

This study is an innovative new approach to the exploration of intercultural communication and conflict management, focusing on the development of cultural and intercultural competences, which are considered essential qualities for international students, as they are essential to be able to focus on their studies to the maximum when studying abroad. Previous studies have either concentrated on gender-related differences or on occupational differences (Arinicheva et al., 2019; Hassan et al., 2015; Hastings et al., 2019). Others have attempted to gain insight into prospective employees' conflict management skills during the recruitment process (Alshaabani and Rudnák, 2023; Savio, 2022). International students are an explicit target group for the different disciplines as an entrepreneurial attitude, self-efficacy, or consumption habits, or intercultural adjustment (Németh et al., 2019; Rudnák et al., 2022; Wu et al., 2022; Wu and Rudnák, 2021).

2. Review of literature

2.1. The conflict

Conflict is very important for the effectiveness of any group, but it must be handled with care to have a positive impact on group performance and the mood of its members (Amason et al., 1995; Friedman et al., 2000; Nischal, 2014). Conflict is often inevitable (Boonsathorn, 2007; Golubeva, 2023; Kay and Skarlicki, 2020) and is traditionally seen as a negative and harmful phenomenon, rather than a positive, natural, and beneficial phenomenon that can be used to improve the well-being of the relationship. According to Islam and Rimi (2017) conflict is an eternal fact of life, even if you have different views on it. Some see conflict as a negative situation to be avoided at all costs. Others see conflict as a phenomenon that requires control to generate new ideas. Others see conflict as an exciting opportunity for personal development and therefore try to make the most of it. Stevahn and King (2005) consider that conflict is a social situation in which two or more parties struggle with each other because of incompatibility of viewpoints, beliefs, goals, or values; this

struggle prevents the achievement of predetermined goals or objectives (Kantek and Kartal, 2015; Malik et al., 2021). Kovaç and Ceyhan (2022) state that individuals have two main motivations for interpersonal conflict; the first is anxiety about achieving their own goals, and the second is anxiety about losing interpersonal relationships (Barbuto et al., 2010; Canary et al., 1997). Ting-Toomey et al. (2000) found in their survey that individuals with different cultural backgrounds and family structures, and different personalities, try to resolve conflicts in significantly different ways. Therefore, communication strategies such as conflict resolution styles can be an important means of reconciling different cultural perspectives.

Since conflict is a well-known part of everyday life, it is important to know how we react when we are confronted with it. The way an individual handles and resolves conflict is called his/her conflict management style, but it is also a fact that depending on the situation, the scenario, the environment, the human relations, etc., some styles may be preferable to others (Serne and Martin, 2020). Polatov and Pavlovets (2022) have a slightly different approach, as they believe that the existence of conflicts in interpersonal relationships between people and groups is in fact a typical phenomenon with both negative and positive effects. Given that conflict is a natural part of human nature, it should not be eliminated but rather encouraged to improve one's capacity for dynamic living. In fact, the authors argue that in the real world, there is an increasing range of social, economic, and political differences available to people, and if there is an unwise attitude to interpreting these differences, there can be long-term consequences, with conflicts even manifesting themselves in bloodshed. According to Myers-Briggs (2024) employees on average spend 2–3 h a week dealing with conflict. This creates stress and may cause them to leave the organization.
RQ1: With whom do students studying in Hungary have the most conflicts?

2.2. Brief history and characteristics of the Thomas-Kilmann conflict mode Instrument (TKI)

Research on conflict management dates to the mid-20th century and several models ("inventories") have been developed. Conflict management is based on the principle that conflicts, although unavoidable, can be managed and thus bring positive results. Effective management requires an assessment of the possible consequences of an action and an understanding of one's own and other parties' motivations. There is a huge literature on conflict management, Golubeva (2023) finds that the study of conflict resolution and communication styles is an interdisciplinary topic that is explored in various fields of research, including psychology, business management and communication studies.

The Thomas-Kilmann model using its well-established categories, which is one of the best known, however, was created in 1974 by Kenneth L. Thomas and Ralph H. Kilmann, both professors of management at the University of Pittsburgh. They created a new method of conflict management called the Thomas-Kilmann conflict mode Instrument (Kilmann and Thomas, 1977; Thomas and Kilmann, 2012). The questionnaire for this model contains 30 pairs of statements, the respondent can choose between A and B. The "test" takes approximately 15 min to complete, making it quick and easy to use. The answers provide a clear picture of the "instinctive" conflict

management strategies that the respondents use and those that they may not use at all (Sasfy, 2018). This widely used instrument measures the conflict management style of individuals and classifies individuals into two dimensions-assertiveness and cooperativeness-in assessing conflict (Kilmann and Thomas, 1977). Five ways of dealing with interpersonal conflict have been identified: Competition, cooperation, compromise, avoidance, and accommodation (Riasi and Asadzadeh, 2015), which is in line with the framework proposed by Blake and Mouton (1994).

It is typical of the Collaborating (WIN: WIN) style that people who use this method seek mutual problem-solving so that both parties are satisfied (Nischal, 2014). According to Meier (2024) this style is usually used in complex situations where a novel solution is sought to resolve the conflict. Compromising ("WIN: WIN") style is when individuals using this mode are intermediate in both assertiveness and cooperation. They try to exchange concessions to resolve the conflict and presents this situation as two friends want to choose a film to watch (Meier, 2024). We talk about Competing (WIN: LOSE) style when individuals who use this mode are assertive and uncooperative and seek to assert their own position. Meier (2024) believes this approach may be appropriate for emergencies when time is of the essence, or when you need quick, decisive action, and people are aware of and support the approach. In the case of Accommodating (LOSE: WIN) style people are non-assertive and cooperative, and they try to satisfy the other person's goals. This style is like being the "peacemaker" (Meier, 2024). People using Avoiding (LOSE: LOSE) style are non-assertive and non-cooperative (Nischal, 2014). They usually postpone or avoid unpleasant issues when dealing with others. According to Meier (2024) when you choose to avoid a conflict, you essentially sidestep the issue.

Womack (1988) points out that while assertiveness is about satisfying one's own interests, cooperativeness is about satisfying the interests of others. They identified five ways of managing differences between satisfying one's own interests and those of others, which lie on the axis of self-assertion, and cooperation (Wood and Bell, 2008). According to Myers-Briggs (2024) TKI is fast and accessible, providing insight, empowerment, and resolution for anyone involved in a conflict. By identifying alternative conflict styles, it helps people reframe and defuse conflict, creating more productive outcomes, and helps individuals understand their default approach to conflict, encouraging exploration of alternative ways of dealing with different situations. And it highlights that, although sophisticated, you don't need to be an expert in conflict resolution theories to use it. Meadows and Ojikutu (2023) in addition to the TKI, five other different conflict management models are proposed: Integrative Negotiation Theory, Interest-Based Theory, Mediation and Third-Party Interventions, Conflict Transformation Theory and Cultural Intelligence and Cross-Cultural Conflict Resolution.

RQ2: How assertive are international students and which of the five conflict management styles are dominant among them?

2.3. Using the Thomas-Kilmann conflict mode Instrument (TKI)

Recently, several studies have been published, all of which use TKI as a measurement tool in different areas as health, business, entrepreneurship, education

and here are some of them: Working with health professionals Ogunyemi et al. (2010) conducted a survey to find out whether the TKI predicts the residents' performance. Their results show for those residents, who successfully complete administrative tasks, the Thomas-Kilmann profile shows high rates of cooperation and competition, but low rates of avoidance and compliance. By Sportsman and Hamilton (2007) and Dominguez et al. (2016) the health sector was also under the spotlight and found that nursing students were most likely to prefer compromise as a means of addressing conflict (Kantek and Kartal, 2015).

In a survey of entrepreneurs Waithaka et al. (2015) research result showed that the conflict management style of the Thomas-Kilmann method was not influenced by the Family Conflict Resolution Scale. The researcher expected that participants who scored high on the Family Conflict Resolution Scale would score high on the Conflict MODE coping styles in areas of cooperativeness such as Compromising and Cooperating, but this did not hold true. Koley and Rao (2018) found that human-agent negotiations are relatively unexplored. Human-agent multisubject bilateral negotiations deal with autonomous agents who negotiate with humans about more than one subject. The design of agents capable of conducting such negotiations requires real-time estimation of the preferences of the human adversary, and the making of offers that are likely to be accepted before the session expires. The agent also uses the Thomas-Kilmann conflict method to judge the opponent's negotiation strategy, and then modifies its own strategy to reach a faster agreement. The agent does all this without using past data and is thus free from problems caused by missing or distorted past data. Results show that the agent achieves good agreements with a wide variety of human negotiators. Ardyan et al. (2023) explain that not all conflict resolution strategies can increase new value creation in family businesses. Small and medium sized family businesses are expected to focus more on intergenerational cooperation, intergenerational adaptation, and intergenerational coercion in new value creation in family businesses. Nischal (2014) examined the manufacturing industries, and found that top management prefers a competitive, collaborative, and adaptive approach when conflict arises in the organization to ensure healthy competition and a path towards organizational growth and productivity. Zahlquist et al. (2019) found when an organization has a positive conflict management climate, individual levels of job demand are higher, while levels of harassment are lower. Islam and Rimi (2017). found that the strategy of cooperation and compromise is the most used among employees of Bangladeshi commercial private banks, indicating that they are trying to strike a balance in conflict resolution. They are not only focused on the goal, but also on the relationship. As this is a highly competitive sector, teamwork is highly necessary for successful survival in this cut-throat competition. So, conflict is inevitable in this respect. Cooperation and compromise strategies can be the perfect tool, but the avoidance rate is also very high. It is possible to diplomatically sidestep an issue or postpone an issue to a better time. Whatever the case, avoidance should not happen as it deepens the problem. Alshaabani and Rudnák (2023) found having a Conflict Management Climate (CMC) where conflicts are solved constructively is essential for achieving better engaged employees, and this can be done through trust. Using modern communication channels inspired by research Zaremba and Kersten (2006) who

examine five different styles of qualitative and quantitative negotiation outcomes in situations where negotiations take place over the internet.

Research among university students–seems to be quite a popular target group–present a colourful picture. Hassan et al. (2015) assumed that there was no gender discrimination in conflict management styles if all individuals received adequate social support, when they studied 100 male and 100 female students in Pakistan, and the data they extracted confirmed their assumption. Hastings et al. (2019) conducted a survey of pharmacy students, and the results show that there were also significant differences between the characteristics of the students and the type of conflict. The results suggest that the compromise mode, which is medium in terms of assertiveness and cooperativeness, and the accommodative mode, which is low in terms of assertiveness and high in terms of cooperativeness, are more likely to be exhibited by females than males. Conversely, the competitive mode, which is high in assertiveness and low in cooperativeness, the opposite of the adaptive mode, is more likely to be exhibited by men. More than six hundred aviation students were examined by Arinicheva et al. (2019) and their results show that each style is moderately represented in all groups of participants; however, prospective pilots are more prone to competing than other groups, which raises questions about existing methods of psychological screening. Serne and Martin (2020) examined the conflict management of construction students and found that the construction industry attracts uncooperative people regardless of gender. If students can experience and learn different conflict management styles, they may be better prepared to work in diverse teams that support the development of a collaborative industry before entering the industry. Mahajan and Sutar (2022) found that 18–21 years old undergraduate male students have a more competing and avoiding style than female students, however, female students are stronger than their male counterparts in collaborating, compromising, and accommodating styles. Savio (2022) study related to employees in automobile and information technology industries, and assessed whether age has an impact on emotional intelligence and conflict management among workers, and from the sample ($n = 300$) he analyzed, that employees under 25 were not assertive, employees aged 30–35 were cooperative, and employees over 35 were competitive. Kovaç and Ceyhan (2022) studied nearly 600 university students and concluded, among other things, that the participants in the study tended to show more positive behavior and to use a compromise style more in conflicts with younger peers than in other conflicts. This result may be related to the fact that the compromise style is used more by individuals of all nationalities to set an example for younger individuals and to make them feel and teach them that their own goals and wishes, as well as the other party's wishes and goals, are important. Benke (2023) reveals that nearly 300 students participated in the survey where students who were initially part of the group were more likely to work with each other to find cooperative solutions. Students who were not originally part of the study group did not cooperate and were more likely to compromise with other students. Another important finding of the study was that the simulation experience increased the tendency for students to engage in group cohesion during the conflict management game. Students' adaptive and competitive behaviors were high during the simulation game. Volkova and Leznina (2023) measured the conflict management style of nearly 400 students at a state university using the TKI,

and concluded that, in addition to the variety of behavioral strategies in conflict situations, slightly more than half of the students prefer productive ways, compromise (all third) and cooperation (almost every fifth student), and only every tenth student is inclined to compete. Riasi and Asadzadeh (2015) believe that educational organizations need to pay particular attention to conflict management and to be aware of how to manage these conflicts effectively to make the best use of their staff's skills. RQ3: Is there a statistically significant difference in conflict handling styles as measured by Thomas-Kilmann model between students from different countries, cultures?

3. Materials and methods

3.1. Questionnaire

The methodology employed was quantitative and based on a questionnaire survey. The initial section of the survey requested sociodemographic data, while the subsequent section was entirely dedicated to TKI, and were asked to indicate with whom they disagree most often about their origins and role in the university, were also asked to rate their self-reported ability to manage conflict on a five-point scale.

Respondents were required to indicate their level of agreement with 30 items on the TKI tool, with the items subsequently scored (Schaubhut, 2007).

3.2. Hypotheses

H1: International students are most often in conflict with their flatmates and other international students in the university environment by elements of sociodemographic categories (RQ1)

The vast majority of our international students are separated from their home country for an extended period of time for the first time, which necessitates their ability to cope with a multitude of challenges. The exploration of conflicts between international students is still in its infancy. However, based on our observations of students in practical classes, on field trips, in hallway conversations, in student reports, and on the internet, it is evident that misunderstandings and difficulties in their everyday relations are prevalent. A number of factors can contribute to a problematic situation, including a young age, a lack of a supportive parental environment, the security of the mother tongue, symptoms of culture shock, less developed elements of integration competence, and different cultural traits.

H2: There are significant differences in conflict management style when comparing by elements of sociodemographic categories (RQ2–3)
Sociodemographic categories
H1-H2a   gender (Male, Female)
H1-H2b   age groups (under 25, 26–30, 31+)
H1-H2c   marital status (Single, Married or in Long Relationship)
H1-H2d   groups of countries of origin (Africa, Europe and Ex-Soviet countries, Arabic countries, Far East, South America)
H1-H2e   education level (Bachelor, Master, PhD)
H1-H2f   field of science (Economics and Social Sciences, Agricultural and Food

Science, Environmental Science and Conservation, Engineering and Information Technology, Arts and Art Education)

H1-H2g   working while studying (Yes, No)

H1-H2h   where to stay (Dormitory, Rented Accommodation)

3.3. Data collection and data analysis

A link to the anonymous questionnaire was sent to international students studying at our university and responses were accepted for two weeks. After checking the validity of answers all 480 responses were used for the analysis process.

Descriptive statistics like calculating means and percentage distribution were used to summarize response values for groups. Two-sample *t*-test was used to determine whether the difference between the response of two groups is statistically significant. Tukey-B test was used to determine the significant differences between the results of people belonging to different groups when the number of groups was more than two. Pearson Correlation was used to determine the correlation between the ability to handle conflict and the preferred conflict stye.

3.4. Description of the sample

Presentation of the survey sample as shown in **Table 1**, the gender distribution of the sample indicates a higher proportion of male respondents (260) compared to female respondents (220). However, this is not as pronounced as one might expect. When examining the age distribution, the average age of respondents is found to be between 27 and 28 years, which is considerably higher than that of Hungarian full-time students. Three groups were created: Those under the age of 25 (170), those between the ages of 26 and 30 (175) and those over the age of 31 (135). Additionally, we sought to ascertain their marital status. However, the proportions observed were not unexpected given their age: 310 students were single, 110 were married and a further 60 indicated that they were in a long-term relationship. Thus, two groups were created: Those who were single and those who were in a relationship. The first group consisted of 310 individuals, while the second group included 170 individuals.

The international students were diverse in terms of their country of origin, with 108 nationalities currently represented in our university. However, only 48 countries participated in this survey. Five groups were created to account for geographical and cultural characteristics. The groups were defined as follows: European and former Soviet (50), Far Eastern (150), African (150), Middle Eastern (105) and South American (25). These proportions are similar to the distribution of international students studying at our university by country of origin (Rudnák et al., 2022).

Table 1. Demographic data (*N* = 480) and their conflict management value based on self-report.

Categories	Options	Frequency	Percent	Conflict Management Value (1–5)
Gender	Male	260	54.2	4.25
	Female	220	45.8	3.84
Age groups	–25	170	35.4	3.68
	26–30	175	36.5	4.20
	31+	135	28.1	4.37

Table 1. (*Continued*).

Categories	Options	Frequency	Percent	Conflict Management Value (1–5)
Marital status	Single	310	64.6	3.89
	Married	170	35.4	4.38
Country groups	African countries	150	31.3	4.30
	European, Ex-Soviet	50	10.4	4.00
	Arabic countries	105	21.9	3.95
	Far Eastern countries	150	31.3	3.97
	South American	25	5.2	3.80
Education level	Bachelor	125	26.0	3.88
	Master	315	65.6	4.13
	PhD	40	8.3	4.13
Disciplines	Economics and Social Sciences	180	37.5	4.06
	Agricultural and Food Science	180	37.5	3.97
	Environmental Science and Conservation	50	10.4	4.30
	Engineering and Information Technology	45	9.4	4.56
	Arts and Art Education	25	5.2	3.40
Work	Yes	220	45.8	4.04
	No Work	260	54.2	4.09
Living	Dormitory	315	65.6	4.08
	No Dormitory	165	34.4	4.03

Source: The authors' own work.

As the students were enrolled in university, it was appropriate to inquire about their academic level and field of specialization. The results indicated that 125 students were pursuing a bachelor's degree, 315 a master's degree, and 40 a Doctorate. The distribution of students across disciplines revealed that 180–180 were enrolled in business and agriculture, 50 in environment, and 45 in engineering. The lowest number of students was observed in the arts, with 25 students enrolled.

Given that they are currently residing in Hungary, we sought to ascertain certain details about them: How long they have lived here, in what circumstances. In terms of duration, the data indicates that 200 individuals have been in Hungary for less than a year, 185 have been here for one to two years, 50 for three to four years and 45 for more than five years. The majority of respondents (315) reside in university dormitories of residence, while the remaining third (165) live in rented accommodation. In addition, we also sought to establish whether respondents were working while studying. Of the respondents, 260 were working and 220 are currently focusing exclusively on their studies.

The conflict management value was determined by self-declaration on a five-point scale, with an average value of 4.06 for the sample. This indicates that our international students consider their methods to be effective in this area. The values of men, individuals over the age of 26, Africans, students of Environmental Science and Conservation, and Engineering and Information Technology are significantly higher than the average. Those below the age of 25 and students engaged in artistic pursuits

are perceived to possess a significantly diminished value relative to the average based on their self-report.

4. Results and discussion

4.1. International students are most often in conflict with other foreign students and their flat-/roommates in the university environment (H1)

In order to gain insight into the challenges faced by international students, we inquired about the nature of their most significant conflicts. The responses summarized in **Table 2** indicated that the majority of students in Hungary experience conflicts with Hungarians (15.6%), their own countrymen (30.2%), and other foreigners (54.2%). If we were to take the mean of all responses, it would appear that the initial premise of the hypothesis could be validated. However, a more detailed examination of the question is required, taking into account the demographic characteristics of the respondents. The average percentages according to role are as follows: 20.8% with roommates, 7.4% with group mates, 1% with teachers, and 70.8% with others. This immediately demonstrates that our estimation of cohabitant conflict was overly optimistic, and the content of the other category remained inaccessible to us.

Table 2. Summarized data answers of conflict related questions.

Categories	Options	Conflicts according to origins 100%			Conflicts according to roles 100%			
		Hungarians/local	people from my own country	other foreigners	flatmate/roommate	classmates	teachers	others
Gender	Male	21.2	34.6	44.2	17.3	3.8	-	78.8
	Female	9.1	25.0	65.9	25.0	11.4	2.3	61.4
Age groups	–25	20.6	29.4	50.0	20.6	5.9	2.9	70.6
	26–30	17.1	22.9	60.0	14.3	11.4	-	74.3
	31+	7.4	40.7	51.9	29.6	3.7	-	66.7
Marital status	Single	21.0	24.2	54.8	21.0	8.1	1.6	69.4
	Married/Long Rel.	5.9	41.2	52.9	20.6	5.9	-	73.5
Country groups	African countries	16.7	26.7	56.7	33.3	3.3	-	63.3
	European/ Ex-S.	10.0	50.0	40.0	-	10.0	-	90.0
	Arabic countries	19.0	14.3	66.7	9.5	4.8	-	85.7
	Far Eastern	16.7	43.3	40.0	20.0	6.7	3.3	70.0
	South American	-	-	100.0	40.0	40.0	-	20.0
Education level	Bachelor	24.0	28.0	48.0	16.0	-	-	84.0
	Master	12.7	28.6	58.7	22.2	11.1	1.6	65.1
	PhD	12.5	50.0	37.5	25.0	-	-	75.0
Field of Science	Economics and SS	19.4	41.7	38.9	16.7	5.6	-	77.8
	Agricultural and FS	19.4	27.8	52.8	25.0	11.1	-	63.9
	Environmental and	-	20.0	80.0	30.0	-	-	70.0
	Engineering and IT	-	11.1	88.9	11.1	-	-	88.9
	Arts and Art Edu.	20.0	20.0	60.0	20.0	20.0	20.0	40.0

Table 2. (*Continued*).

Categories	Options	Conflicts according to origins 100%			Conflicts according to roles 100%			
		Hungarians/local	**people from my own country**	**other foreigners**	**flatmate/roommate**	**classmates**	**teachers**	**others**
Work	Yes	21.2	26.9	51.9	19.2	7.7	1.9	71.2
	No	9.1	34.1	56.8	22.7	6.8	-	70.5
Living	Dormitory	11.1	30.2	58.7	25.4	4.8	1.6	68.3
	Rented Apartment	24.2	30.3	45.5	12.1	12.1	-	75.8

Source: The authors' own work.

In terms of gender (H1a sub-hypothesis), both male and female students are most at odds with other foreigners and least at odds with Hungarians. However, the difference in proportions is quite large, with 21.2% of men and 9.1% of women having a disagreement with a local. Two-thirds of women (65.9%) have conflicts with other foreigners. For gender, our sub-hypothesis that they are most in conflict with other foreigners was confirmed.

When it comes to living together, women (25%) seem to have more conflicts than men (17.1%), and women also have problems with classmates and teachers. However, the optional fourth category (others) is by far the highest for both sexes: 78.8% and 61.4% respectively. This also means that this part of the sub-hypothesis is not confirmed.

For all three age groups (H1b sub-hypothesis), the proportions are like the results by gender: They are least in conflict with Hungarians and most in conflict with other foreigners. The older they are, the less they disagree with the locals: One fifth of those under 25 have a conflict with Hungarians, compared to 7.4% of those over 31. However, the oldest age group is almost twice as likely as the younger two age groups to argue with their own countrymen, at 40.7%. Conflict with other foreigners is assumed to be the highest in all three categories.

Only the under-25 group has minimal disagreements with their teachers, at 2.9%. The fourth (others) option also shows the highest proportion of students in all three age groups, which is not the case here either, although roommate conflicts involved one fifth of the students in all three age groups, which is definitely an indication for us.

A comparison of the marital status (H1c sub-hypothesis) of respondents reveals that 21% of single individuals report experiencing difficulties with Hungarians, while only 5.9% of married individuals do so. Those in a relationship experience twice the number of conflicts with their fellow nationals as those who are single. However, both groups can also have serious conflicts with other foreign students, as evidenced by the values exceeding 50%.

There is no significant difference in the proportion of conflicts with roommates and classmates. Singles have disagreements with teachers, but only in 1.6%, while conflict situations with others account for more than 70% according to both marital statuses.

Upon analysis of the country groups (H1d sub-hypothesis), it becomes evident that there are considerable discrepancies. South Americans do not engage in conflict with locals or fellow countrymen, yet 100% of them do so with foreigners. A similar

pattern emerges when examining the experiences of students from Arab countries: These students report more conflicts with Hungarians than with their own compatriots, regardless of demographic subgroup, Moreover, students from Arab countries have been found to have the highest rates of conflict with Hungarians. Conversely, students from European and former Soviet countries conflict with members of their own nation 50% of the time, whereas they are in conflict with other students from abroad only 40% of the time, and with Hungarians only 10% of the time. A similar phenomenon can be observed in the case of students from the Far East: These students also engage in more arguments with their fellow countrymen (43.7%) than with other foreign students (40.0%).

Students from European and ex-Soviet countries do not report frequent conflicts with either flatmates or teachers, with 90% of them having disputes with people other than those listed. South American and African students have problems getting on with their flatmates, and South Americans do not get on with their classmates, as the 40% figure shows. Apart from students from South America, students from all other country groups chose the answer 'others' as the most frequent source of conflict.

Looking at the level of education (H1e sub-hypothesis), there is a striking similarity in the results by age group, which is logical: The youngest students usually study at undergraduate level and the oldest at postgraduate level. At the same time, neither undergraduate nor doctoral students have conflicts with their teachers and classmates, and only to a lesser extent with their flatmates.

Looking at the disciplinary groups (H1f sub-hypothesis), only the Economics and Social Sciences group has more conflicts with compatriots than with Hungarians or other foreigners. Students studying in Environmental Science and Conservation, Engineering and Information Technology have no conflicts with Hungarians at all, but mostly have minor or major problems with other foreign students. Students of Agriculture and Food Science and Arts and Arts Education have difficulties in their daily lives, both with Hungarians and with their own compatriots, and even with other foreigners.

Students studying in Environmental Science and Conservation, Engineering and Information Technology have absolutely no disagreements with their classmates.

Students who are engaged in employment in addition to their academic studies (H1g sub-hypothesis) report a significantly higher incidence of conflict with the local Hungarian population than those who are not employed and reside in the dormitory (H1h sub-hypothesis). This is an unsurprising outcome, given that these students have numerous opportunities to interact with the local community. It is, in fact, not surprising that the following results were obtained, given that those who do not work in addition to their studies and live in university dormitories often experience conflict with their roommates, as do their colleagues who work and live in rented apartments.

It is possible to treat the appearance of conflict with teachers as a special result, given that they appear only once in the subgroups of the demographic categories. Therefore, it can be said that the single female students under the age of 25 from the Far East are studying in an art master's course, live in a dormitory and work, and are in conflict with their teachers.

The first hypothesis (H1) that foreign students are most likely to engage in conflict with other foreign students was partially corroborated by the findings of the

study conducted with demographic filters. This was evidenced by the fact that the exceptions in the country-of-origin group were European and former Soviet and Far Eastern students, as well as doctoral students and economics course students who were found to be the most likely to engage in conflict with their own compatriots. The second part of the first hypothesis (H1) was not confirmed. Only South American students were found to have more frequent disagreements with their roommates. According to the results shown by the other demographic filters, most conflicts exist with other actors not named in the question. Garamvölgyi and Rudnák (2023) also believes that a higher value of cultural intelligence (CQ) is an indicator of positive conflict management in a multicultural environment. According to Earley and Ang (2003) the phenomenon of globalization has led to the heightened importance of intercultural conflicts within commercial entities.

4.2. The significant differences in conflict management style comparing by elements of sociodemographic categories (H2)

Before the hypotheses were tested, a TKI model was constructed for the whole sample ($n = 480$), which was extracted from the data as follows: All respondents' scores were examined, and the highest scoring conflict management style was selected.

As illustrated in **Figure 1**, the largest cohort of our international student population (38%) exhibits the Compromising style, characterized by assertive and community-oriented behaviors that are moderately strong. Consequently, these individuals only partially represent their own interests and only partially consider the interests of others. Medium levels of assertiveness and cooperativeness: When compromising, the individual seeks an expedient, mutually acceptable solution. The 30% of students can be classified as belonging to the other larger group. The Accommodating style is characterized by a tendency to accommodate the interests of others, while simultaneously ignoring one's own interests. Both the Competing and Avoiding styles are present in 13–13% of the sample. The Competing style is characterized by assertive and uncooperative behavior, whereby an individual seeks to advance their own concerns at the expense of others. When competing interests and disparate communication styles converge in the workplace, the potential for conflict is heightened. The avoidance style is typified by the individual's reluctance to assert their own or the other party's interests and to engage with the underlying conflict. This is often accompanied by a tendency to defer or circumvent potentially contentious matters. Those who employ the Collaborative method seek to resolve issues in a mutually beneficial manner, striving to achieve a solution that aligns with the interests of all parties involved. This is achieved using assertive and cooperative behavior, which enables them to work together to find a solution that satisfies all parties' interests. Only 7% of the respondents primarily use this style.
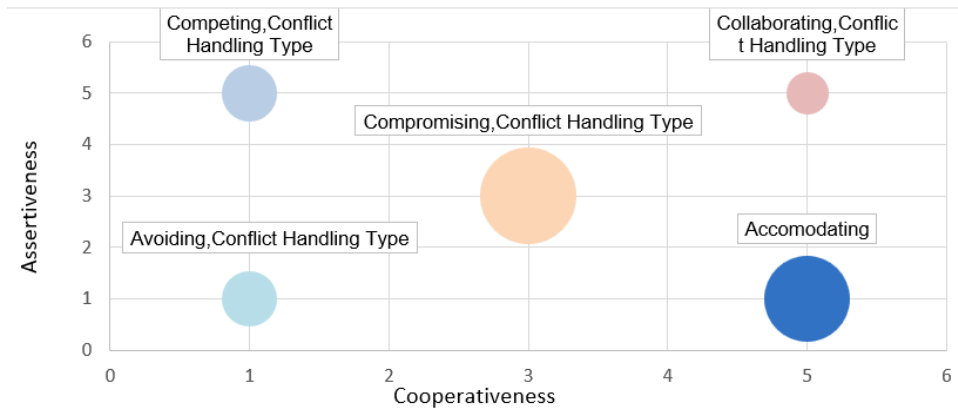
Figure 1. Sizes of distribution of conflict styles.
Source: The authors' own work.

In **Figure 2**, we aggregate the total scores of all respondents, with Compromising (7.31) and Accommodating (7.18) styles showing the highest scores, and the style with the lowest value is Competing (3.51). Comparing **Figures 1** and **2**, we see differences for the Collaborating, Avoiding and Competing styles: The Avoiding style is in third place, the Collaborating in fourth place, while the Competing is the least preferred. According to survey of Ogunyemi et al. (2010) the least preferred conflict style was Collaborating, followed by Competing, which is similar to our result, only the order is reversed.
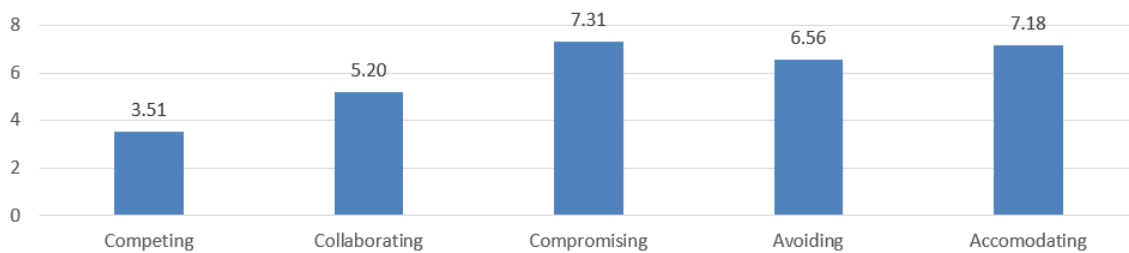

Figure 2. Aggregate of total scores of all respondents.
Source: The authors' own work.

The in-depth analysis follows, first, we look at personal background, such as gender, age, and marital status, followed by a grouping of the countries sending students, followed by a series of data related to their university life, such as level of study, field of study, whether they work while studying and where they live.

The H2a sub-hypothesis compares the values of two main groups (male, female) by gender. The most striking finding is that self-interest, as measured by Competing and Collaborating, is lowest for both genders. Furthermore, collaborating style conflict management with win-win content, the most effective form, shows a significant difference in favor of women with a *p*-value of 0.008 (**Table 3**). The degree to which the interests of self and others are partially taken into account, that is to say the Compromising mode, is high for both sexes, but again higher for women. The proportion of individuals who avoid conflict and do not represent their own interests or those of the other party is considerable, with a similar prevalence observed in both sexes. A notable disparity exists between the responses of male and female participants, with a *p*-value of 0.003 indicating statistical significance.

When comparing the genders, our results showed a significant difference in four of the five styles, which contrasts with the research conducted by Kovaç and Ceyhan (2022) and Hassan et al. (2015) among university students, as they found no difference between the genders. Similar to the findings of Brahnam et al. (2005), we found that women may have more effective conflict resolution skills in the Collaborating and Compromising styles than their male counterparts (Savio, 2022).

Table 3. Conflict management styles by demographics.

Catego-ries	Options	Competing		Collaborating		Compromising		Avoiding		Accommodat-ing	
Gender H2a	Male	3.60		4.98		7.19		6.48		7.52	
	Female	3.41		5.45		7.45		6.66		6.77	
	p-value	0.448		**0.008**		0.155		0.323		**0.003**	
Age groups H2b	−25	c	4.26	b	5.62	a	6.97	a	6.53	a	6.38
	26–30	b	3.49	a	5.11	a	7.11	a	6.46	b	7.57
	31+	a	2.59	a	4.78	b	8.00	a	6.74	b	7.67
	Tukey B test										
Marital H2c	Single	3.69		5.27		7.03		6.94		6.85	
	Married	3.18		5.06		7.82		5.88		7.76	
	p-value	**0.044**		0.246		**0.000**		**0.000**		**0.001**	
Country groups H2d	African countries	a	2.70	b	5.17	a	7.03	b	6.87	c	8.03
	European. Ex-Soviet	bc	4.00	b	5.70	b	8.20	a	5.10	b	6.70
	Arabic countries	bc	4.43	b	5.24	a	6.95	b	6.62	b	6.43
	Far Eastern countries	ab	3.27	b	5.20	a	7.30	b	6.63	bc	7.43
	South American c.	c	5.00	a	4.20	b	8.80	b	7.00	a	4.60
	Tukey B test										
Educati-on level H2e	Bachelor	a	4.12	b	5.52	a	7.04	a	5.96	a	7.00
	Master	a	3.30	b	5.17	a	7.46	b	6.75	a	7.10
	PhD	a	3.25	a	4.38	a	7.00	b	7.00	b	8.38
	Tukey B test										
Discip-lines H2f	Economics and S.S.	ab	3.89	a	5.14	a	6.94	ab	6.44	b	7.36
	Agricultural and F.S.	a	2.83	a	5.36	a	7.61	b	6.75	b	7.22
	Environmental S.	b	4.70	a	5.10	a	6.90	a	5.70	b	7.40
	Engineering and IT	a	3.11	a	5.11	a	7.89	ab	6.33	b	7.00
	Arts and Art Educ.	ab	4.00	a	4.80	a	7.60	c	8.20	a	5.40
	Tukey B test										
Work H2g	Yes	3.67		4.73		7.33		6.73		7.40	
	No work	3.32		5.75		7.30		6.36		6.91	
	p-value	0.150		**0.000**		0.865		**0.042**		0.050	
Living H2h	Dormitory	3.46		4.78		7.32		6.76		7.44	
	Rented Apartment	3.61		6.00		7.30		6.18		6.67	
	p-value	0.573		**0.000**		0.941		**0.002**		**0.003**	

Source: The authors' own work.

The H2b sub-hypothesis compares the scores of three main groups (under 25, 26–30, 31+) by age group. When comparing the three age groups, the Competing style is most prevalent in the under-25 age group (4.26). Tukey B test shows that there is a significant difference between all three age groups, and the older the international students, the less competitive their style. For the Collaborating and Accommodating styles, there is also a significant difference between the under-25s, and the other two groups based on Tukey B test. The youngest are above average collaborators and the least considerate of the interests of others, i.e. their assertiveness is quite strong. The trade-off is most pronounced for students over the age of 31, with a significant difference between the two younger age groups. The Avoiding style is similar for all three age groups, with no significant difference between them. Compared with previous surveys there is a fundamental difference in conflict management style between those under 25 and older people (Mahajan and Sutar, 2022). Contrary to the results of Savio (2022), our international students under the age of 25 are the most assertive based on the Competing and Cooperating styles.

The sub-hypothesis H2c compares the values of marital status (Single, Married or in Long Relationship). We distinguish between two groups: Single people and people in a relationship. The first group, based on the status and age of the students, comprises almost two thirds of the respondents. Single students are more competitive (3.69) than the average (3.51), and the difference is significant for the other group (3.18). The values are similar for the Avoiding style: Singles are more reluctant to stand up for their own and others' interests than those in a relationship. For Compromising and Accommodating styles, the scores of those in a relationship are higher and the differences are significant. Only for the Collaborating style is there no significant difference between the two groups, but the value is slightly higher for the singles.

Based on sub-hypothesis H2d, five groups were formed based on the geo-cultural characteristics of the sending countries: African countries, European and Ex-Soviet countries, Arabic countries, Far Eastern countries, and South American countries. African students (n = 150) showed the least competitive and most accommodating behavior in resolving disagreements. This clearly indicates that they are willing to put the interests of others above their own individual interests. Students from European and ex-Soviet countries (n = 50) are most likely to deal with conflicts in the Compromising style (8.20) and exhibited the lowest mean score for competing conflict resolution. Although the most frequent (Compromising) and least frequent (Competing) conflict management styles of Arab students (n = 105) are like those of Europeans, the five styles show the smallest differences, as shown in the **Table 2**. The highest (Accommodating) and lowest (Competing) scores for students from Far Eastern countries (n = 150) are like those of African students, but not as extreme. The group with the smallest number of individuals (n = 25) had the highest scoring conflict management style of Compromising and the lowest scoring Collaborating. Compromising is the highest ranked method in three of the five country groups and the least ranked in four the Competing style.

If we look at conflict resolution styles, we see that the Competing style is most common in South America (5.00) and least common in Africa (2.70). On the other hand, the Accommodating style is true in the opposite way for students from these two

groups of countries: Highest for Africans (8.03) and least for South Americans (4.60). While the Collaborating style is most common among students in European and ex-Soviet countries (5.70), it is least common in South America (4.20). Interestingly, the Avoiding style is the opposite for these two groups: South American students (7.00) the most and European students (5.10) the least. Compromising style is highest for South American students (8.80) and lowest for Arab students (6.95). It is striking that students from Far Eastern countries do not score at the extremes in any of the conflict management styles, while students from South America score either highest or lowest in each of the styles.

Statistical methods have also been used to verify the country group differences (**Figure 3**). For the Competing style, there is a significant difference by Tukey B test between students in the Africa (a) and Europe (bc), Arab (bc), South America (c), as well as between South America (c) and the Far East (ab). For the Collaborating and Avoiding mode, there is a significant difference between South America (a) and the other four groups of countries (b). For the Compromising mode, there is a significant difference between students from South America (a), Europe, ex-Soviet (a) and the other three groups of countries (b). For Accommodating style, a significant difference was found between students from South America (a) and the other four groups of countries, and between the conflict management styles of students from Africa (c) and those from European (b) and Arab countries (b). Related to the results of previous surveys: The way students from different cultures deal with conflict is strongly influenced by cultural traits, as even Hofstede's dimensions show, such as the value of the individualism and collectivism dimension (Ogunyemi et al., 2010; Ting-Toomey et al., 2000).
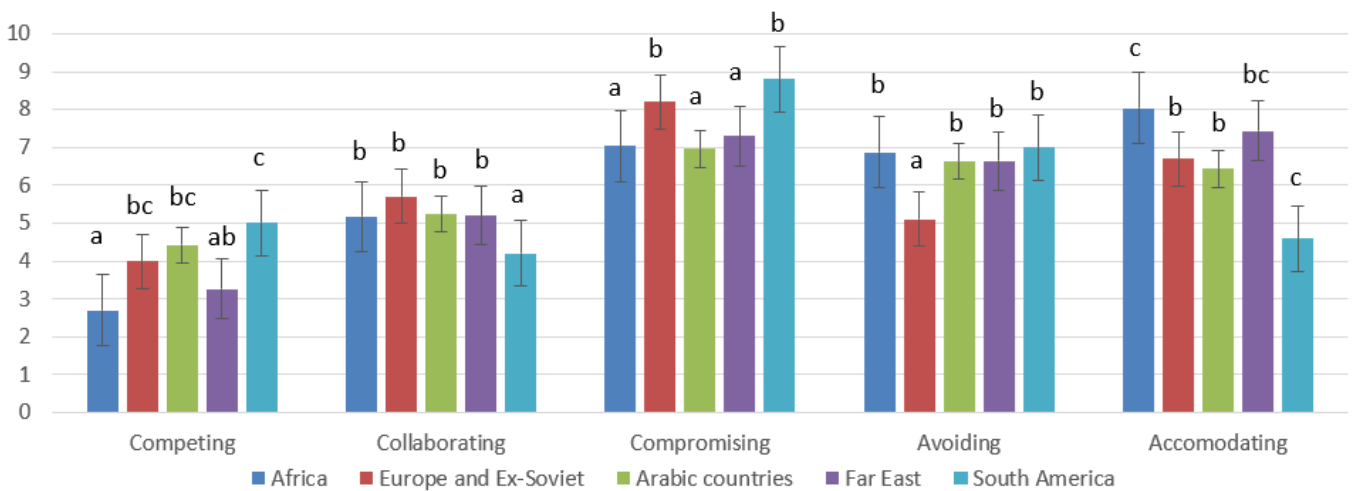

Figure 3. Conflict styles distribution by area.
Source: The authors' own work.

In the next section, we present the results by university-related data. Regarding H2e sub-hypothesis the highest values for bachelor and master students are associated with the Compromising style (7.04 and 7.46), while the highest values for doctoral students are associated with the Accommodating style (8.38). Comparing the Competing and Compromising styles there is no significant difference between the

three levels of education, but there is a significant difference between the other three styles: For Collaborating and Accommodating, the PhD students' styles (a) are significantly different from those of the bachelor (b) and master students, (b) and for Avoiding, there is a significant difference between the bachelor (a) and the other two groups based on Tukey B test.

In terms of disciplinary groups (H2f sub-hypothesis), the highest scores show that Economics and Social Sciences and Environmental Science and Conservation students prefer the Accommodating style (7.36 and 7.40), Agricultural and Food Science and Engineering and Information Technology students prefer the Compromising style (7.61 and 7.89), and Arts and Art Education students prefer the Avoiding style (8.20). As with other demographic filters, there is a significant difference between the conflict management styles of students studying in different disciplines: Students in the environmental sciences (b) are significantly more competitive, i.e. they pursue their own interests to the detriment of others, than students in agriculture (a) and engineering (a). Regarding the Avoiding style, it can be seen that the value for students of environmental studies (a), which is the lowest, shows a significant difference compared to students of agriculture (b) and arts (c). At the same time, arts students with the highest avoidance score (c) show a significant difference compared to students in other disciplines (a, b, ab). For Accommodating style, there is a significant difference between the low value for art students (a) and the higher value for students in other disciplines (b).

According to H2g sub-hypothesis those who work while studying are most likely to use the Accommodating style (7.40) to resolve disagreements, while those who focus only on their studies score highest in the Compromising style (7.30). We found a significant difference in the case of the Collaborating style, the value of the only students is much higher, whereas the value of those who undertake work is significantly higher for the Avoiding and Accommodating styles.

Based on H2h sub-hypothesis, we checked whether there is a difference in conflict management if the student lives in the university dormitory or in a rented apartment outside the university campus. The Accommodating style (7.44) is most typical of students living in dormitory, while the Compromising style (6.30) is most typical of those living in shared accommodation. The Collaborative style is significantly typical of people living in shared accommodation than in dormitories. The Avoiding and Accommodating styles of students living in dormitories are significantly higher than those of students living in rented apartments, as shown by the *p*-values.

Table 4. Successful conflict management and the relationship between styles.

Correlations						
		Competing	Collaborating	Compromising	Avoiding	Accommodating
	Pearson Correlation	−0.045	0.005	0.154**	−0.125**	0.008
Are you able to handle your conflicts?	Sig. (2-tailed)	0.320	0.920	0.001	0.006	0.866
	N	480	480	480	480	480

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed). Source: The authors' own work.

A further result (**Table 4**) also requires elucidation. Students who self-identify as excellent at managing their conflicts are the most likely to utilize the Compromising and Avoiding styles. It is hypothesized that further investigation is required into the reasons for those who prefer the Avoiding style.

5. Conclusion

The sustained and growing number of international students represents a significant challenge for the university's teaching staff and organizers. In addition to this, there is a pressing need to address the specific requirements and difficulties faced by these students and to identify effective solutions. The results of our survey indicate that it is primarily students of other nationalities who experience the most conflicts. This suggests the necessity for intercultural sensitization, as well as a lack of contact with the local population, in this case, Hungarians. In order to attract international students to the Hungarian labor market, it is essential to develop extensive contacts with not only Hungarian students but also local residents. students. The impetus for our study was the recognition that it is in the interest not only of the students themselves, but also of the host culture, in this case the university community, to investigate the challenges and disputes faced by international. It is noteworthy that there is a paucity of conflict between students and their teachers, which suggests a positive and cooperative relationship between the two parties.

In accordance with the findings of Meadows and Ojikutu (2023), which the authors of the study concur with, even though it is not related to the university environment but to the labor market, there is no universally optimal approach to conflict management in today's companies. However, all management gurus agree that conflict management is necessary to increase organizational effectiveness. Prolonged or unattended and unresolved conflicts poison the corporate work environment. There are as many strategies to resolve conflicts as there are causes and reasons. Successfully managing conflict requires the application of a tailored mix of methods and strategies embedded in theory and specifically designed to address the unique circumstances of each situation.

The performance of university students can be influenced by many factors, both positive and negative. Diverse class communities are already challenging for both lecturers and students, who may experience additional difficulties, such as the various symptoms of culture shock experienced when suddenly leaving a familiar environment. Dealing with them and resolving conflicts related to the symptoms of culture shock as soon as possible is also a fundamental interest and challenge for both parties, be it students or teachers, as both effects will have a negative impact on the quality of the work if not detected and resolved in time.

The theory of cultural intelligence places significant emphasis on the comprehension and recognition of cultural disparities as a means to proficiently negotiate conflicts. Individuals can enhance their conflict resolution tactics and mitigate misconceptions by acknowledging and accommodating multiple perspectives through the recognition of varying communication styles, values, and conventions. It is worth noting that the authors posit that, in light of the aforementioned findings, it

would be beneficial to investigate the potential links between cultural intelligence and conflict management styles.

Author contributions: Conceptualization, IR and JG; methodology, AB; software, JG; validation, JG and KBT; formal analysis, IR and AB; investigation, JG; resources, AB and IR; data curation, KBT; writing—original draft preparation, KBT; writing—review and editing, IR; visualization, JG; supervision, IR; project administration, KBT; funding acquisition, AB. All authors have read and agreed to the published version of the manuscript.

Conflict of interest: The authors declare no conflict of interest.

References

Alshaabani, A., and Rudnák, I. (2023). Impact of Trust on Employees' Engagement: The Mediating Role of Conflict Management Climate. Periodica Polytechnica Social and Management Sciences, 31(2), 153–163. https://doi.org/10.3311/PPso.18154

Amason, A. C., Thompson, K. R., Hochwarter, W. A., and Harrison, A. W. (1995). Conflict: An important dimension in successful management teams. Organizational Dynamics, 24(2), 20–35. https://doi.org/10.1016/0090-2616(95)90069-1

Ardyan, E., Sutrisno, T. F. C. W., and Padmawidjaja, L. (2023). New value creation and family business sustainability: Identification of an intergenerational conflict resolution strategy. Heliyon, 9(5), e15634. https://doi.org/10.1016/j.heliyon.2023.e15634

Arinicheva, O., Lebedeva, N. A., and Malishevskii, A. V. (2019). Intellectual functioning in students and their conflict management strategies Capacidad intelectual en estudiantes y sus estrategias de manejo de conflictos. Revista Espacios, 40(44), 29.

Barbuto, J. E., Phipps, K. A., and Xu, Y. (2010). Testing relationships between personality, conflict styles and effectiveness. International Journal of Conflict Management, 21(4), 434–447. https://doi.org/10.1108/10444061011079967

Benke, M. (2023). How to Solve Conflict Situations Better with the Model of Thomas and Kilmann. Economic and Social Development Book of Proceedings, 229–238. https://www.esd-conference.com/upload/book_of_proceedings/Book_of_Proceedings_esdPorto2023_Online.pdf

Blake, R. R., and Mouton, J. S. (1994). The managerial grid (Paperback rerelease of 1964 ed). Gulf Publ.

Boonsathorn, W. (2007). Understanding conflict management styles of Thais and Americans in multinational corporations in Thailand. International Journal of Conflict Management, 18(3), 196–221. https://doi.org/10.1108/10444060710825972

Brahnam, S. D., Margavio, T. M., Hignite, M. A., Barrier, T. B., and Chin, J. M. (2005). A gender-based categorization for conflict resolution. Journal of Management Development, 24(3), 197–208. https://doi.org/10.1108/02621710510584026

Canary, D. J., Cupach, W. R., and Messman, S. J. (1997). Relationship conflict: Conflict in parent-child, friendship, and romantic relationships (Nachdr.). Sage.

Dincyurek, S., and Civelek, A. H. (2008). The determination of the conflict resolution strategies of university students that they use when they have conflicts with people. The Behavior Analyst Today, 9(3–4), 215–233. https://doi.org/10.1037/h0100660

Dominguez, D. G., Sanchez-Diaz, P. C., Fike, D. S., Ramirez, M. N., Walk, M. E., Gottlieb, H., and Parker, R. A. (2016). A Pilot Study to Examine the Conflict Handling Preferences of Health Professional Students before and after Participation in an Interprofessional Education and Collaborative Practice (IPECP) Initiative. Health & Interprofessional Practice, 3(1), eP1093. https://doi.org/10.7710/2159-1253.1093

Earley, C. P., and Ang, S. (2003). Cultural intelligence: Individual interactions across cultures. Stanford University Press.

Friedman, R. A., Tidd, S. T., Currall, S. C., and Tsai, J. C. (2000). What Goes Around Comes Around: The Impact Of Personal Conflict Style On Work Conflict And Stress. International Journal of Conflict Management, 11(1), 32–55. https://doi.org/10.1108/eb022834

Garamvölgyi, J., and Rudnák, I. (2023). Exploring the Relationship between Cultural Intelligence (CQ) and Management Competencies (MC). Sustainability, 15(7), 5735. https://doi.org/10.3390/su15075735

Golubeva, I. (2023). Raising Students' Self-Awareness of Their Conflict Communication Styles: Insights from an Intercultural Telecollaboration Project. Societies, 13(10), 223. https://doi.org/10.3390/soc13100223

Hassan, S., Aqeel, M., and Husain, W. (2015). The Relationship between Conflict Management, Social Support among University Students. 6.

Hastings, T. J., Kavookjian, J., and Ekong, G. (2019). Associations among student conflict management style and attitudes toward empathy. Currents in Pharmacy Teaching and Learning, 11(1), 25–32. https://doi.org/10.1016/j.cptl.2018.09.019

Islam, N., and Rimi, N. S. (2017). Conflict Management Technique in Private Commercial Banks of Bangladesh: An Application of Thomas-Kilmann Conflict Handling Model. European Journal of Business and Management, 9, 91–99. https://api.semanticscholar.org/CorpusID:168865592

Kantek, F., and Kartal, H. (2015). CONFLICT MANAGEMENT IN STUDENT NURSES: SYSTEMATIC REVIEW. JOURNAL OF EDUCATIONAL AND INSTRUCTIONAL STUDIES IN THE WORLD, 2146–7463.

Kay, A. A., and Skarlicki, D. P. (2020). Cultivating a conflict-positive workplace: How mindfulness facilitates constructive conflict management. Organizational Behavior and Human Decision Processes, 159, 8–20. https://doi.org/10.1016/j.obhdp.2020.02.005

Kilmann, R. H., and Thomas, K. W. (1977). Developing a Forced-Choice Measure of Conflict-Handling Behavior: The 'Mode' Instrument. Educational and Psychological Measurement, 37(2), 309–325. https://doi.org/10.1177/001316447703700204

Koley, G., and Rao, S. (2018). Adaptive Human-Agent Multi-Issue Bilateral Negotiation Using the Thomas- Kilmann Conflict Mode Instrument. 2018 IEEE/ACM 22nd International Symposium on Distributed Simulation and Real Time Applications (DS-RT), 1–5. https://doi.org/10.1109/DISTRA.2018.8601002

Kovaç, E. S., and Ceyhan, E. (2022). The Conflict Resolution Styles of University Students Living in Kosovo: A Mixed-Method Study. European Journal of Contemporary Education, 11(3). https://doi.org/10.13187/ejced.2022.3.914

Mahajan, V. G., and Sutar, .Sachin V. (2022). A study of conflict management styles among students. Indian Journal of Social Sciences and Literature Studies, 8(1). https://jcprpub.org/storage/media/dynamic_values/b3j_XyQ1648646764Cre9.pdf

Malik, S., Taqi, M., Martins, J. M., Mata, M. N., Pereira, J. M., and Abreu, A. (2021). Exploring the Relationship between Communication and Success of Construction Projects: The Mediating Role of Conflict. Sustainability, 13(8), 4513. https://doi.org/10.3390/su13084513

Meadows, O., and Ojikutu, C. O. (2023). Managing Conflict to Increase Organizational Effectiveness. EPRA International Journal of Multidisciplinary Research (IJMR), 133–138. https://doi.org/10.36713/epra15126

Meier, J. D. (2024). 5 Conflict Management Styles at a Glance. Sources of Insight Unleash Your Greatest Potential. https://sourcesofinsight.com/conflict-management-styles-at-a-glance/

Németh, N., Rudnák, I., Ymeri, P., and Fogarassy, C. (2019). The Role of Cultural Factors in Sustainable Food Consumption—An Investigation of the Consumption Habits among International Students in Hungary. Sustainability, 11(11), 3052. https://doi.org/10.3390/su11113052

Nischal, S. (2014). Application of Thomas Kilmann Conflict Resolution Mechanism for Conflict Management in HR of Manufacturing Sector. JCM - Journal of Commerce & Management, 3(1), 62–70. https://iisjcm.org/sites/default/files/IISJCM/2014/5.pdf

Ogunyemi, D., Fong, S., Elmore, G., Korwin, D., and Azziz, R. (2010). The Associations Between Residents' Behavior and the Thomas-Kilmann conflict mode Instrument. Journal of Graduate Medical Education, 2(1), 118–125. https://doi.org/10.4300/JGME-D-09-00048.1

Polatov, A. N., and Pavlovets, I. V. (2022). Theoretical Analysis of Conflict Management in the Perspective of Urban Society. International Journal Papier Public Review, 3(1), 1–6. https://doi.org/10.47667/ijppr.v3i1.135

Riasi, A., and Asadzadeh, N. (2015). The relationship between principals' reward power and their conflict management styles based on Thomas–Kilmann conflict mode instrument. Management Science Letters, 5(6), 611–618. https://doi.org/10.5267/j.msl.2015.4.004

Rudnák, I., Alshaabani, A., and Wu, J. (2022). The Relationship between Perceived Organizational Support and the Intentions of International Students in Hungary to Stay in Hungary: The Role of Conflict Climate and Intercultural Adjustment. Sustainability, 14(21). https://doi.org/10.3390/su142114025

Sasfy, G. Z. (2018). Konfliktuskezelés, stresszkezelés. Dialóg Campus Kiadó.

Savio, D. (2022). Emotional Intelligence and Modes of Conflict Management of Employees of Different Age Groups. Studies in Media and Communication, 10(2), 185. https://doi.org/10.11114/smc.v10i2.5723

Schaubhut, N. A. (2007). Technical Brief for the Thomas-Kilmann conflict mode Instrument Description of the Updated Normative Sample and Implications for Use. CPP Research Department. https://kilmanndiagnostics.com/wp-content/uploads/2018/04/TKI_Technical_Brief.pdf

Serne, J., and Martin, D. (2020). A Gender-Based Analysis of Conflict Management Styles for Construction Management Students. 2020 ASEE Virtual Annual Conference Content Access Proceedings, 34005. https://doi.org/10.18260/1-2--34005

SHP. (2024). Stipendium Hungaricum Programme Operational Regulations. Stipendium Hungaricum Program. https://stipendiumhungaricum.hu/documents/stipendium_hungaricum/OR/SH_OR.pdf

Sirikasemsuk, K., Leerojanaprapa, K., and Khwanpruk, K. (2024). Navigating online learning challenges and educational infrastructure in times of crisis: Insights and solutions among Thai engineering students utilizing a mixed-methods analysis. Journal of Infrastructure, Policy and Development, 8(8), 5941. https://doi.org/10.24294/jipd.v8i8.5941

Sportsman, S., and Hamilton, P. (2007). Conflict Management Styles in the Health Professions. Journal of Professional Nursing, 23(3), 157–166. https://doi.org/10.1016/j.profnurs.2007.01.010

Stevahn, L., and King, J. A. (2005). Managing Conflict Constructively in Program Evaluation. Evaluation, 11(4), 415–427. https://doi.org/10.1177/1356389005059384

The Myers-Briggs Company. (2024). TKI® conflict resolution model. https://eu.themyersbriggs.com/en/tools/TKI

Thomas, K. W., and Kilmann, R. H. (2012). Thomas-Kilmann conflict mode Instrument [Dataset]. https://doi.org/10.1037/t02326-000

Ting-Toomey, S., Yee-Jung, K. K., Shapiro, R. B., Garcia, W., Wright, T. J., and Oetzel, J. G. (2000). Ethnic/cultural identity salience and conflict styles in four US ethnic groups. International Journal of Intercultural Relations, 24(1), 47–81. https://doi.org/10.1016/S0147-1767(99)00023-1

Volkova, M. E., and Leznina, L. V. (2023). Strategies for Modern Students' Behavior in Conflict Situations. "Educational bulletin "Consciousness", 11–18. https://doi.org/10.26787/nydha-2686-6846-2023-25-11-11-18

Waithaka, A. G., Moore-Austin, S., and Gitimu, P. N. (2015). Influence of conflict resolution training on conflict handling styles of college students. Research in Higher Education Journal, 28. https://api.semanticscholar.org/CorpusID:146406789

Womack, D. F. (1988). Assessing the Thomas-Kilmann Conflict Mode Survey. Management Communication Quarterly, 1, 321–349. https://api.semanticscholar.org/CorpusID:144741192

Wood, V., and Bell, P. (2008). Predicting Interpersonal Conflict Resolution Styles from Personality Characteristics. Personality and Individual Differences, 45, 126–131. https://doi.org/10.1016/j.paid.2008.03.010

Wu, J., and Rudnák, I. (2021). Exploring the Impact of Studying abroad in Hungary on Entrepreneurial Intention among International Students. Sustainability, 13(17), 9545. https://doi.org/10.3390/su13179545

Wu, J., Alshaabani, A., and Rudnák, I. (2022). Testing the Influence of Self-Efficacy and Demographic Characteristics among International Students on Entrepreneurial Intention in the Context of Hungary. Sustainability, 14(3), 1069. https://doi.org/10.3390/su14031069

Zahlquist, L., Hetland, J., Skogstad, A., Bakker, A. B., and Einarsen, S. V. (2019). Job Demands as Risk Factors of Exposure to Bullying at Work: The Moderating Role of Team-Level Conflict Management Climate. Frontiers in Psychology, 10, 2017. https://doi.org/10.3389/fpsyg.2019.02017

Zaremba, R., and Kersten, G. (2006). Effectiveness of electronic negotiation styles using the Thomas-Kilmann model. IFAC Proceedings Volumes (IFAC-PapersOnline), 9, 301–306.