

Interpersonal Conflict Resolution Styles: A Research on University Students

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ABSTRACT

Conflict is a natural phenomenon in a society. If conflicts handled properly, interpersonal relations could be managed. Managing conflicts has a great contribution at interpersonal relations. The present study is about the role of conflict management styles at interpersonal relations. This study proposes that people's behavior in conflict situations on a grid having two axes: concern for self and concern for others. Based on the Dual Concern Theory, the purpose is to determine which conflict resolution strategies university students use in their interpersonal conflicts and whether conflict resolution strategies differ according to interpersonal relations. The sample consisted of students studying at Dokuz Eylül University in Izmir in the 2021-2022 academic year. The sample of the study consisted of 210 volunteer students aged 18-22 selected by simple random sampling method. The data of 203 participants were analyzed. The research was carried out using quantitative research model. In conflicts with friends, close friends, romantic friends, and mothers compromising is used the most and forcing is used the least. University students should be aware of constructive resolution methods to handle conflicts.

Keywords: Conflict, Dual Concern Theory, Interpersonal Relations, Conflict Resolution Strategies, University Students.

Kişilerarası Çatışma Çözme Stilleri: Üniversite Öğrencilerine Yönelik Bir Araştırma

ÖZET

Çatışma bir toplumda doğal bir olgudur. Eğer çatışmalar doğru bir şekilde ele alınırsa, kişilerarası ilişkiler etkili yönetilebilir. Çatışmaları yönetebilmek kişilerarası ilişkilere büyük katkı sağlamaktadır. Bu çalışma kişilerarası ilişkilerde çatışma stillerinin rolü üzerinedir. Bu çalışma insanların çatışma durumundaki davranışlarının kendilerine yönelik ve başkalarına yönelik ilgi olmak üzere bir tablo üzerinde gösterilebileceğini önermektedir. Bu çalışmanın amacı İkili İlgi Kuramına dayanarak üniversite öğrencilerinin kişilerarası çatışmalarında hangi çatışma çözme stratejilerini kullandıklarını ve çatışma çözme stratejilerinin kişilerarası ilişkilere göre farklılık gösterip göstermediğini belirlemektir. Araştırmanın örneklemini 2021-2022 eğitim-öğretim yılında İzmir ili Dokuz Eylül Üniversitesi'nde öğrenim gören öğrenciler oluşturmaktadır. Araştırma örneklemini basit tesadüfi örnekleme yöntemiyle seçilen 18-22 yaş 210 gönüllü öğrencilerden oluşmaktadır. Toplamda 203 katılımcının verileri analiz edildi. Araştırma nicel araştırma modeli kullanılarak gerçekleştirilmiştir. Arkadaşlarla, yakın arkadaşlarla, romantik arkadaşlarla ve annelerle yaşanan çatışmalarda en çok uzlaşma stratejisi, en az ise zorlama stratejisi kullanılıyor. Üniversite öğrencilerinin çatışmalarla başa çıkmada yapıcı çözüm yöntemleri konusunda oldukça bilinçli olmaları gerekmektedir.

Anahtar Kelimeler: Çatışma, İkili İlgi Kuramı, Kişilerarası İlişkiler, Çatışma Çözüm Stratejileri, Üniversite Öğrencileri.

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1. INTRODUCTION

Conflict which is not only a natural part of life but also a part of human relationships is a universal phenomenon (Eunson, 2007). Conflict can be experienced between individuals, between and within groups, between organisations, between countries, and in many areas (Hartwick and Barki, 2002; Barki and Hartwick, 2004). Interpersonal conflicts inevitably emerge as a component of interpersonal relationships (Mayer, 2008) in daily life (Johnson, 1981) and this is considered quite natural (Tuimur and Chemwei, 2015; Elgoibar et.al., 2017). Interpersonal conflicts arise due to differences in thoughts, needs, wishes, perspectives, working styles, understanding, goals and etc (Bazezew and Neka, 2017; Salleh and Adulpakdee, 2012; Bodine ve Crawford, 1998; Obidike Francis, 2019). In the 1930s and 1940s, while conflict was handled as an avoidable, destructive, destruction and irrationality (Abiuro, 2019); as of the 1980s, it started to be considered as a harmonious, peaceful, tranquil and cooperative subject with an interactive perspective. In this sense, interpersonal conflict is neither good nor bad (Nguyen et al., 2015) depending on how the conflict is managed, its results may be positive or negative (Roark & Wilkinson, 1979). As it is significant to resolve the conflict with the right strategies, people need to develop their skills related to conflict (Gibbons, 2010). It is stated that conflicts cannot be completely removed from life, and solutions can be found with appropriate strategies by managing them in a moderate, inclusive manner and by specifying their limits (Mwanzia, 2015). This research's point of attention is on interpersonal conflicts and resolution policies. It is recommended to plan training on conflict resolution methods by describing the conflict resolution strategies that university students use in their interpersonal conflicts and also whether the strategies preferred differ according to the nature of their relations or not.

1.1. Literature Review

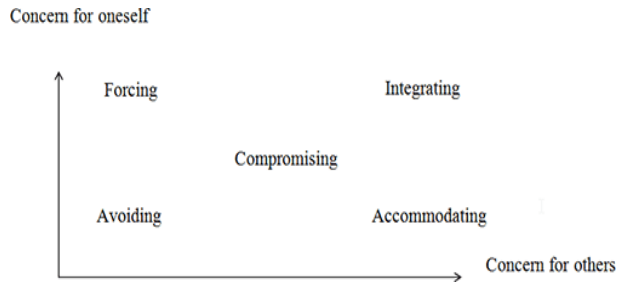
Conflict which is a highly disciplined concept is included in the research area of many disciplines such as sociology, psychology, politics (Ellis & Baiden, 2009), social psychology, organizational behavior (Katz and Kahn, 1966). For this reason, no agreement has been reached on a clear and single definition of the concept of conflict (Samantara ve Sharma, 2016; Tjosvold, 2008; Schermerhorn, 2005). The concept of conflict is generally expressed as negative words such as war (Proksch, 2016), fight, aggression, crisis (Bua et.al. 2015), competition and hostility, tension, disruption, violence Mishra, 2013), unpleasant and stressful (Eunson, 2007) and negative connections. Conflict is perceived as a suppressing factor that should be avoided. However, “conflicts not only carry destructive potential, they also offer many opportunities for change, development and innovation” (Proksch, 2016). When conflict is evaluated as negative, it leads to disagreements, stress, social chaos and violence. When evaluated positively, it gives the person the opportunity to recognize, be aware of the characteristics of other people, and encourages them to solve the problems that exist in the relationship (Johnson, 1981; Deutsch, 1973; Owan, 2018; Eunson, 2007). Interpersonal conflict is defined where the parties cannot agree or agree on each other's needs, interests (Harry, 1998; Deutsch, 1973) and goals; one person is an

obstacle to the achievement of the other person's goals or actions (Thomas, 1976; Robbins vd. 2006; Nkang and Uwah, 2021; Pondy,1967); the parties struggle to neutralize or destroy each other's aims (Baldrige, 2007); and also it is defined as the resentment of one of the parties or the discomfort of one of the other (Van de Vliert, 1997) and the emergence of a negative effect or emotions or negative reactions (Barki & Hartwick, 2004) due to all these. Interpersonal conflicts can be examined as "substantive and affective conflict". Substantive conflict refers to the emergence of disagreements among the members of the group regarding the content of tasks or personal performance (Guetzkow & Gyr, 1954). Affective conflict arises in interpersonal relationships or disagreements about group functioning (Joseph, 2016). On the other hand, it is seen that interpersonal conflicts are also handled as a task and relationship conflict (Jehn, 1995). The Interpersonal conflict resolution approach, which is aiming to solve the problems in a constructive way, is the best and creative one for each of the parties to the conflict (Miller, 2005). This takes place by minimizing the negative effects and triggering factors of the conflict (Obidike Francis, 2019) and also by maximizing the positive results (Christie, 1997; Abioro, 2019). Interpersonal Conflict resolution is an interest-based approach. The concept of interest expresses the needs, wants, fears and concerns that are the subject of conflict and proposes a process for each party to reach initial positions (Sanson and Bretherton, 2001).

Interpersonal Conflict resolution strategies refer to the behavioral response (Moberg, 2001; Elgoibar et.al., 2017) that a person chooses when faced with a conflict in order to reduce, eliminate, and end this situation. Blake and Moutan (1964), Hall (1969), Lawrence and Lorcsch (1967), Thomas and Killmann (1974) have introduced the styles for conflict resolution. In the 1960s, the Managarial Grid, management approach, providing a balance between the two dimensions of managers, concern for people and concern for production was proposed by Blake and Moutan (1960). When these two dimensions were evaluated as high or low, five different management styles emerged (Musgrave, 1970; Ruble and Thomas, 1976; Thomas ve Killman 1976). Blake and Mouton (1964) Interpersonal conflict styles are classified into five categories: problem-solving, smoothing, forcing, withdrawal and sharing. This classification was reinterpreted by Thomas (1976) and developed by Thomas and Killman (1978) by examining conflict resolution strategies on a large sample. The five scales modes are the most preferred in the literature because they represent a large population selected with random samples and have high validity and reliability (Rahim, 1983). Each approach presents conflict resolution strategies consisting of four or five categories in two dimensions (Rahim, 2002). Conflict resolution strategies are also explained by Johnson and Johnson (1996) with the Dual Concern Theory. According to this theory, there are two concerns of the parties in a conflict: concern about achieving personal goals and maintaining a relationship with the other party (Blake and Mouton, 1964; Rahim, 1983; Thomas, 1992; Van de Vliert, 1999). These two dimensions are expressed as purpose and relationship, accepted as two dimensions of an interaction (Johnson and Johnson, 1994). The Dual Concern Theory attaches importance to both the realization of a person's own goals and the realization of the other's goals, and is aimed at balancing the interests of the parties (Deutsch, 1973). At this point, "Thomas–Kilmann

Conflict Mode Instrument (TKI) determines the conflict management styles of the department heads. The TKI measures a person's behavior along two dimensions: assertiveness, the extent to which the individual attempts to satisfy his or her concerns, and cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two dimensions can be used to define five specific strategies or modes: competing, avoiding, compromising, collaborating, and accommodating” (Thomas and Kilmann, 1974; 1976; Ruble and Thomas, 1976; Johnson and Johnson, 1994; Van de Vliert and Euwema, 1994, Rahim, 2001; Robinson, 2001; Rahim 2002). Each conflict resolution strategies are discussed under different names in the literature on the basis of Dual Concern Theory. All these categories and their properties are explained in the figure and description below.

Figure 1. Dual Concern Model



Source: Blake, R.R & Moutan, J.S. (1964). The managerial grid. Houston: Gulf

Forcing

Forcing strategy is also called competing style. Competing style is also called contenting or adversarial behaviour. This strategy is based on one party pressing or coercing the other party to resolve it in the direction of its own wishes and goals (Thomas, 1976). One person's interests and point of view are aimed to be accepted by the others. It is a power-oriented approach. In the competitive style, while the person is highly focuses on his own interests, he poorly focuses on the others' interest. That is, this style is a win-lose orientation (Thomas and Killman, 1976). It is a style that is not suitable for resolving conflict and is often one that increases tension or causes more conflict (Rahim, 2002). In this strategy, the aim is to focus on resolving the conflict in the direction of one's will or for the benefit of one and to make quick decisions (Eunson, 2007). It aims to win by using tactics to manipulate the person's emotions such as resistance, defense, anger, tension (Sorenson et al, 1998).

Avoiding

The avoidance strategy shows a low level of interest in a person's own wishes and interests and also a low level of interest in the wishes and interests of others. This is expressed as a lose-lose orientation (Thomas and Killman, 1976; Rahim, 2000; Robbins, 2001). This can

be interpreted as meaning that the issue is not very important or not of immediate importance for one of the parties (Rahim, 2002). If the issue of conflict is often of little interest, one party will end up letting the other win rather than engaging in the conflict (Van de Vliert, 1997). Instead of resolving the conflict, people prefer to avoid because they are afraid that their personal goals and relationships will be damaged (Thomas, 1976).

Accommodating

Accommodating strategy is based on the fact that the parties give importance to the ideas, wishes and needs of the other people. Thus, accommodating is generally accepted as “the result of a low concern for one's own conflicting interests which are integrated with a high concern for the interests and needs of the others” (Thomas and Killman, 1976). This solution strategy is based on both parties being compatible and sensitive to each other's wishes, understanding and accepting one's needs (Sorenson et al, 1998). It is a solution strategy that is generally preferred in long-term relationships or relationships that are desired to last (Thomas, 1976).

Compromising

The compromising strategy, also called obliging, focuses on reaching a moderate solving that satisfies both sides keeping the balance (Thomas, 1976; Van de Vliert, 1997). In this strategy parties can not be the winners or losers. It is useful to use this strategy especially when there is little time to make decisions in conflicts over the problems related to power (Rahim, 2000; Robbins, 2001).

Collaborating / Integrating

Collaboration strategy is also called integrative and problem-solving style. Collaborating strategy focuses on articulating solutions from people's ideas and initiatives, promoting positive relationships that benefit both people in terms of relationship and personal purpose (Thomas, 1976; Sorenson et al, 1998). Problem solving is a win-win strategy (Thomas and Killman, 1976). It is important that the parties are satisfied with the result in an optimized way (Van de Vliert, 1997).

Interpersonal conflict resolution strategies mentioned previously based on the characteristics of the people, the flow of the relationship, the point of the conflict and many similar factors (Drakulevska et al.,2020). Thomas and Killman (1974) emphasize that every interpersonal conflict will result in reconciliation, but those who communicate effectively can reach this stage. There is no one conflict resolution strategy that anyone uses consistently and can define as the best (Eunson, 2007). Conflict resolution strategies are considered constructive when they are used to resolve the conflict in a positive and constructive way (Bloomfield & Beilly, 1998) to achieve positive-sum outcomes (Azar & Burton, 1986).

2. METHODOLOGY

Quantitative research model was used in the research. In this direction, the Conflict Resolution Survey (CRS), developed by Tezer (1986) and adapted by Beidoğlu (2001), was used as a data collection tool. This survey covers five categories. These are defined as a

friend, a close friend, an emotional friend, a mother and a father. There are also five dimensions which are defined by Thomas (1976) as forcing, avoiding, accommodating, compromising, and collaborating strategies. Questions were asked to analyze how frequently they use each strategy separately. The following Likert scale answers were used: “never (1)”, “seldom (2)”, “occasionally (3)”, “mostly (4)” and “always (5)”.

This research was carried out with the ethics committee approval of Dokuz Eylül University dated 27.04.2022 and application number E-40985336-659-247708. In this direction the research universe is university students. The sample of the research consisted of students studying at Dokuz Eylül University in Izmir during the 2021-2022 academic year. The sample of the study consists of 210 volunteer students aged 18-22+ . These students have been chosen by simple random sampling method. Simple random sampling is a research method (Singh and Mangat, 1996) that allows the researcher to obtain the results quickly. All students have an equal chance of entering the sample and are randomly selected (Bhardwaj, 2019; Acharya, 2013), in order to specify (Noor et al.2022) when the sample with the general characteristics of the universe showed homogeneous characteristics. In line with the extreme values determined during the controls on the questionnaire, the data of seven participants were not taken into consideration. In total, the data of 203 participants were analyzed.

Purpose of the Study

The aim of our research is to determine which conflict resolution strategies are used by university students in their interpersonal relationships. Another point we focus on is whether conflict resolution strategies differ according to their dual relationships or not. The research looks for the answers to the following questions:

- a. Is there a significant difference between the model of conflict resolution strategies according to the gender and the field of education?
- b. Is there a significant difference in the model of conflict resolution strategies chosen by university students in accordance with the dual relationship?

The following hypotheses have been developed to answer the research questions:

- a. Hypothesis 1: University students' conflict resolution strategy differ across genders
- b. Hypothesis 2: The conflict resolution strategies of university students differ in their field of education (Literature/Engineering).
- c. Hypothesis 3: There is a significant difference in choosing the conflict resolution strategies with friends.
- d. Hypothesis 4: There is a significant difference in choosing the conflict resolution strategies with close friends.
- e. Hypothesis 5: There is a significant difference in choosing the conflict resolution strategies with emotional friends.
- f. Hypothesis 6: There is a significant difference in choosing the conflict resolution strategies with mothers.

- g. Hypothesis 7: There is a significant difference in choosing the conflict resolution strategies with fathers.

2.1. Sampling and Data Collection

Reliability Study and Data Analysis

The scale has been developed by Tezer (1986) and adapted by Beidoğlu (2001). Forcing ($\alpha=.73$), avoiding ($\alpha=.74$) and compromising ($\alpha=.70$) were found to be quite reliable in the Conflict Resolution Scale used in the study. Accommodating ($\alpha=.82$) and collaborating ($\alpha=.92$) were also highly reliable. Cronbach Alpha (α) proved the reliability of the data. Reliability analysis results were analyzed according to four criteria. These criterias were; 0.00 - 0.40 (not reliable), 0.40 - 0.60 (low reliability), 0.60 - 0.80 (quite reliable), and 0.80 - 1.00 (high reliability) (Özdamar, 1999, s.522). It was found that value of Cronbach's Alpha (α) is 0.760.

Table 1. The Reliability Analysis Results of the Conflict Resolution Scale

Dimensions	Values of Reliability of Behaviours
Forcing	0.690
Avoiding	0.562
Accomodating	0.647
Compromising	0.580
Collaborating/Integrating	0.792

The value 0.760 showed that the whole scale used was quite reliable according to the criteria stated by Özdamar (1999, p.522). It was noteworthy that avoidance ($\alpha=.562$) and compromise ($\alpha=.580$) behaviors had low reliability. It was thought that the quantity of the sampled participants revealed this finding. Accomodating ($\alpha=.647$), forcing ($\alpha=.690$) and collaborating ($\alpha=.792$) behaviors were found to be quite reliable. In order to choose the right statistical analyzes on the data obtained from the research, it was essential to control the valid distribution. Within normal distribution of the test, conducted in this direction, the compatibility of the population determined at the beginning and the selected sample with each other was also revealed.

Table 2. The Distribution of the Factors

	N	Skewness		Kurtosis	
	(Value)	(Value)	(Student Error)	(Value)	(Student Error)
Forcing	203	,012	,171	-,559	,340
Avoiding	203	-,192	,171	-,190	,340
Accomodating	203	-,010	,171	,379	,340
Compromising	203	-,003	,171	,073	,340
Collaborating/Integrating	203	-,115	,171	-,310	,340

In the literature, different parameters could be used in the evaluation of normal distribution test results. The skewness and kurtosis values, stated by Tabachnick and Fidell (2013) and Büyüköztürk (2017), were taken into account in this research. According to the authors, skewness and kurtosis values between ± 1.5 or ± 2.0 indicated that the values were distributed in an accepted way. Parametric tests were used to analyze the hypotheses of the study. The analysis was carried out with version 22.0 of the SPSS. The normal distribution and reliability of the study were examined. While focusing on the frequency distributions, arithmetic mean (mean) and standard deviation values (SD) of the data; an independent sample t-test, an independent sample one-way analysis of variance (Anova) and a related sample one-way analysis of variance were also included to reveal the differences between the groups. Within the scope of the study, descriptive values were used to describe the demographic features of the participants. Descriptive values were also used to see which conflict resolution strategies the university students tended to the most. Different analysis were also conducted to see whether the hypotheses were accepted or rejected.

3. FINDINGS

Findings on Demographic Characteristics

56.6% female and 42.4% male students contributed to the study. In addition, 1.0% were students who do not want to specify their gender. The majority of university students were the 4th grade (32.5%). It was remarkable that the students in the 3rd grade (17.7%) were less. While 73.4% of the students studied at the Faculty of Letters, 26.6% of them studied at the Faculty of Engineering.

Table 3. Findings on Demographic Characteristics

	Frequency (F)	Percentage (%)	Grade	Frequency (F)	Percentage (%)	Faculty	Frequency (F)	Percent age (%)
Gender								
Female	115	56,6	1st Grade	45	22,2	Letters	149	73,4
Male	86	42,4	2nd Grade	56	27,6	Engine ering	54	26,6
Not specify	2	1,0	3rd Grade	36	17,7	Total	203	100,0
Total	203	100,0	4th Grade	66	32,5			

Total	203	100,0
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Arithmetic Mean Standard Deviation Values of Conflict Resolution Strategies

When we focused on the conflict resolution strategies that university students generally used in the sample, we realized that the strategy of compromising ($\bar{X}=3.32$) was at the forefront. While university students mostly used the compromise strategy, they tended to use the least forcing strategy ($\bar{X}=2,46$).

Table 4. Arithmetic Mean Standard Deviation Values of Conflict Resolution Strategies

The Conflict Resolution Strategies of University Students	Mean (\bar{X})	S D
Forcing	2,46	,760
Avoiding	2,81	,721
Accomodating	2,80	,674
Compromising	3,32	,624
Collaborating/Integrating	3,04	,835

Hypoteses Tests

Hypothesis 1: University students' conflict resolution strategy differ across genders

The results of the independent sample one-way analysis of variance (Anova) can be seen in Table 5. The results of the Anova test indicated the statistical significance value of the conflict resolution strategies as a whole that was $p=.511$ ($p<0.01$ and $p<0.05$). As seen clearly there was no difference in view of gender.

Table 5: The Analysis for the Difference Between Conflict Resolution Strategies and Gender

	Variable	F	p
Conflict Resolution Strategies (All Behaviors)	Gender	,673	,511
Conflict Resolution Strategies (Sub Behaviors)	Variable	F	p
Forcing	Gender	,942	,392
Avoiding	Gender	,586	,557

Accomodating	Gender	1,204	,302
Compromising	Gender	,711	,493
Collaborating/Integrating	Gender	,617	,541

When each conflict resolution strategy was evaluated separately; forcing ($p=.392$), avoiding ($p=.557$), accommodating($p=.302$), compromising ($p=.493$) and collaborating ($p=.541$) strategies statistically weren't significant in terms of $p<0.01$ and $p<0.05$ levels, they also didn't show any difference according to gender. Hypothesis 1 was rejected.

Hypothesis 2: The conflict resolution strategies of university students differ in their field of education (Literature/Engineering).

Table 6. The Difference Between Conflict Resolution Strategies and the Field of Education

	Variable	df	t	p
Conflict Resolution Strategies (All Behaviors)	Faculty	201	-1,732	,085
Conflict Resolution Strategies (Sub Behaviors)	Variable	df	t	p
Forcing	Faculty	201	-1,274	,204
Avoiding	Faculty	201	-1,107	,270
Accomodating	Faculty	201	,052	,959
Compromising	Faculty	201	-,779	,437
Collaborating/Integrating	Faculty	201	-1,751	,081

The statistical significance value of conflict resolution strategies as a whole was $p=.085$ ($p<0.01$ and $p<0.05$) therefore it was determined that there wasn't a difference in view of

the field of education. Similarly, forcing ($p=.204$), avoiding ($p=.270$), accomodating ($p=.959$), compromising ($p=.437$) and collaborating ($p=.081$) strategies were not statistically significant in line with the $p<0,01$ ve $p<0,05$ level, it did not differ in view of the field of education. Hypothesis 2 was rejected.

Hypothesis 3: There is a significant difference in choosing the conflict resolution strategies with friends

The result of the related sample one-way analysis of variance indicated the difference among the means of conflict resolution strategies was statistically significant as it was $p=.000$ ($p<0.01$ and $p<0.05$) when we looked at the statistical significance column. It was concluded that there was a significant difference in the use of conflict resolution strategies of university students in their relations with their friends.

Table 7. Analysis Results Regarding the Comparison of Conflict Resolution Strategies Used in the Friend Relationship Type

Friend Relationship Type	Conflict Resolution Strategies	Mean (\bar{X})	SD	df	Mean Square	p
	Forcing	2,41	,993	1	61,732	,000
	Avoiding	2,68	1,062			
	Accomodating	2,63	,988			
	Compromising	3,21	,965			
	Collaborating/Integrating	3,01	1,080			

In line with the arithmetic mean standard deviation values, university students mostly used the compromising strategy ($\bar{X}=3.21$) in their relationships with their friends. It was noteworthy that the strategy of forcing ($\bar{X}=2,41$) is used the least. Hypothesis 3 was accepted.

Hypothesis 4: There is a significant difference in choosing the conflict resolution strategies with close friends

When we evaluated the findings in Table 8, there was a significant difference in conflict resolution strategies since the statistical significance value was $p=.000$ ($p<0.01$ and $p<0.05$).

Table 8. Analysis Results Regarding the Comparison of Conflict Resolution Strategies Used in Close Friend Relationship Type

Close Friend Relationship Type	Conflict Resolution Strategies	Mean (\bar{X})	SD	df	Mean Square	p
	Forcing	2,26	1,008	1	118,119	,000
	Avoiding	2,69	1,132			

Accomodating	2,70	,986
Compromising	3,38	,984
Collaborating/Integrating	3,12	1,068

In line with the arithmetic mean standard deviation values, university students used the strategy of compromising ($\bar{X}=3.38$) the most, while they used the least forcing ($\bar{X}=2.26$) strategy in their relationships with their close friends. Hypothesis 4 was accepted.

Hypothesis 5: There is a significant difference in choosing the conflict resolution strategies with emotional friends.

Table 9. Analysis Results Regarding the Comparison of Conflict Resolution Strategies Used in the Affective Friend Relationship Type

Dating Relationship Type	Conflict Resolution Strategies	Mean (\bar{X})	SD	df	Mean Square	p
	Forcing	2,42	1,117	1	96,435	,000
	Avoiding	2,56	1,195			
	Accomodating	2,71	,980			
	Compromising	3,35	,967			
	Collaborating/Integrating	3,11	1,099			

As seen in Table 9 university students mostly used the compromising strategy ($\bar{X}=3.35$) in their relationships with their emotional friends. The strategy of forcing ($\bar{X}=2,42$) was used the least. Hypothesis 5 was accepted.

Hypothesis 6: There is a significant difference in choosing the conflict resolution strategies with mothers.

Looking at the statistical significance in Table 10 it was $p=.000$ ($p<0.01$ and $p<0.05$), so there was a significant difference the use of conflict resolution strategies.

Table 10. Analysis Results Regarding the Comparison of Conflict Resolution Strategies Used in Mother Relationship Type

Mother Relationship Type	Conflict Resolution Strategies	Mean (\bar{X})	SD	df	Mean Square	p
	Forcing	2,74	1,211	1	48,606	,000
	Avoiding	2,85	1,225			
	Accomodating	3,10	1,019			
	Compromising	3,52	1,014			
	Collaborating/Integrating	3,18	1,184			

The findings in Table 10 pointed out that the university students included in the sample used the strategy of compromising ($\bar{X}=3.52$) the most while using the strategy of forcing the least ($\bar{X}=2.74$) in the relationship they established with their mothers. Furthermore, the strategy of accommodating ($\bar{X}=3.10$) was used the most after the compromising strategy. Hypothesis 6 was accepted.

Hypothesis 7: There is a significant difference in choosing the conflict resolution strategies with fathers.

According to the analysis results in Table 11, since it was $p=.107$ ($p<0.01$ and $p<0.05$), the difference in the use of conflict resolution strategies was not statistically significant. For this reason, Hypothesis 7 was rejected.

Table 11. Analysis Results Regarding the Comparison of Conflict Resolution Strategies Used in Father Relationship Type

Father Relationship Type	Conflict Resolution Strategies	Mean (\bar{X})	SD	df	Mean Square	p
	Forcing	2,45	1,322	1	4,303	,107
	Avoiding	3,27	1,345			
	Accomodating	2,86	1,239			
	Compromising	3,13	1,170			
	Collaborating/Integrating	2,76	1,214			

4. RESULT AND DISCUSSION

In this study, the purpose was to determine which conflict resolution strategies are used by university students in their interpersonal relationships. Also, whether there is a difference in the conflict resolution strategies they use in the conflicts they experience in their interpersonal relationships with riends, close friends, emotional friends, parents. The results of the study indicated that university students mostly used the strategy of compromising ($\bar{X}=3.32$), followed by collaborating ($\bar{X}=3.04$), and forcing the least ($\bar{X}=2.46$). Similar results to this study were found in (Nguyen et.al.,2015) in a study conducted by Hoa Sen University students to determine conflict management strategies using 242 students of the instrumental consisting of the Rahim Organizational Conflict Inventory Form and questions. As a result, the highest level of conflict resolution style among students was Collaborating and Compromising styles; competing style was determinedat the lowest level. As a result of the analyzes carried out to determine whether there is a difference in the conflict resolution styles used by university students in their interpersonal conflicts or not. It has been found that the conflict resolution styles used by university students in conflicts in interpersonal relationships do not differ according to

gender. Unlike the results of this study, Khurshid and Khan (2012) in their study named “Types of conflict and conflict resolution strategies among the university” showed that male students preferred confrontation style, while female students preferred compromising and withdrawing Styles. Finding differences in conflict resolution strategies between male and female students, Nguyen et.al., (2015) found that male students use competing styles more than female students. (Dani et al., 2021), at the research conducted by private universities in West Java Province, 4th-semester students of PGSD study program totaling 243 consisting of 182 female students and 61 male students on conflict resolution styles, that is 40.7% of female students and male students (32.8%) were found to use cooperative strategy. Another research conducted by Teperdoi et.al. (2014) to determine the relationship between humor and conflict resolution strategies indicated that while there was no significant relationship between gender and dominating; obliging and compromising style, there was a significant, high level relationship between integrating and compromising styles. In this study, it was found that the conflict resolution styles of university students did not differ in the field of education. The study conducted by Khurshid & Khan (2012) revealed a significant relationship between the departments of the students and the conflict types. Intraindividual and inter individual conflict was determined to be high in the English Department, and the goal conflict was Management sciences. In addition, in the study conducted by Nguyen et al. (2015), it was seen that there was a significant difference between the grade levels of the students and their conflict resolution styles, and in this sense, first-year students resolved their conflicts in a compromising way and more collaboratively compared to third-year students. However, the research conducted by Javed & Akhtar (2019) pointed out that private university students preferred dominating style as the conflict resolution style more than public university students when they compared the conflict styles of public and private university students. This case is explained in the following way; private university students are more free and the university gives them the opportunity to be assertive. For this reason, the students freely sought their own rights and wanted to dominate in case of conflict. In this study, university students mostly use the consensus strategy ($\bar{X}=3.21$) in conflicts with their friends. It is noteworthy that the strategy of forcing ($\bar{X} = 2,41$) is used the least. The research conducted by Bazezew & Neka with students of Bahir Dar University in Ethiopia revealed that theft (95.3%), borrowing money (94.3%), and ethnic conflict (97.2%) were the causes of conflicts. Based on the point that culture can be a determinant in the resolution of conflicts between university students and their friends, it was seen that there was no difference in the choice of American and Turkish students' interpersonal conflict resolutions. It was determined that both American and Turkish students preferred primarily competing/avoiding style, followed by accommodating (Agee & Kabasakal, 1993). This study revealed that university students used the strategy of reconciliation ($\bar{X}=3.38$) the most, while they used the least coercion ($\bar{X}=2.26$) strategy in the conflicts they experienced with their close friends. In the study conducted by Dincyurek and Civelek (2008) it was found that students used compromising strategy in interpersonal conflicts with their close friends. It was also seen that university students used the strategy of compromise ($\bar{X}=3.35$) the most and coercion the least

($\bar{X}=2.42$) in their conflicts with their romantic friends. Dinçyürek conducted another study to see college students with their friends and romantic partners to determine their conflict issues and solution strategies, verbal insults, different point of views and also keeping promises with their friends. Then it was determined that there were conflicts with their romantic partners due to high level of jealousy, different point of views and lack of caring. In the resolution of these conflicts, it was determined that they mostly used collaborating strategies (constructive) for their friends and romantic partners. Likewise, Dincyurek and Civelek (2008) and Kıralp et al. (2009) found that university students chose the collaborating strategy in their romantic friendships. Kıralp et al. (2009) found that students used the collaborating style in conflicts with their romantic partners. Cramer (2000) in his research examining the relationship between romantic partners' conflict resolution styles and relationship of students at university. The study indicated that those with negative conflict styles behaved in an avoiding way, while those with a positive conflict style cared about reciprocal and behaved in a problem-solving manner.

The students who participated in this study used the strategy of compromising ($\bar{X}=3.52$) the most while using the strategy of forcing the least ($\bar{X}=2.74$) in the conflicts they experienced with their mothers. The strategy of conformity ($\bar{X}=3.10$) is used the most after the compromise strategy. Their study, Dinçyürek et al. (2013) determined that they used forcing strategies (destructive) more intensely in the conflict they experienced with their mothers, and they used accommodating strategies (destructive) with their fathers. No significant difference was found regarding the conflict resolution style used by university students in their conflict with their fathers. In the research that Kıralp et al. (2009) conducted, it was determined that they used avoiding style in the relationship with their fathers.

We are highly aware of the fact that university students should receive peace education in order to handle conflict resolution in a harmonious, integrative, cooperative and positive ways. In this way we highly believe that they will find decisive solutions. Determining the progress by measuring the conflict resolution behaviors of future university students before and after peace education will contribute a lot to the literature.

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Yazarların Makaleye Katkı Oranları

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