

An Examination of Adolescents' Conflict Resolution Skills in terms of Their Social Support and Autonomy*

Kübra Karapınar^a, Coşkun Arslan^b

Abstract: The aim of this study is to examine the adolescents' conflict resolution skills in terms of their social support and autonomy. The sample of the study consists of a total 857 adolescents, 369 females and 488 males, between the ages of 14-18, studying at secondary education institutions in the 2019-2020 academic year. The scale of conflict resolution behavior, the perceived social support scale and the adolescent autonomy scale were used in the study. The research was conducted in accordance with the relational survey model. Independent sample t test, ANOVA, Pearson's correlation and stepwise regression analysis were used to analyze the data. Regarding social support with conflict resolution skills' aggression sub-dimension; negative and significant relationships were found with family, teacher and friend sub-dimensions. Regarding social support with conflict resolution skills' problem solving sub-dimension; it is seen that there are positive and meaningful relationships with family, teacher and friend sub-dimensions. It is observed that there is a positive and significant relationship between the conflict resolution skills' problem-solving sub-dimension and the autonomy behavioral sub-dimension. Regarding conflict resolution skills and autonomy with aggression sub-dimension; there was no significant differentiation with emotional and behavioral sub-dimensions. Considering the total scores of the adolescents' conflict resolution skills, it is seen that there is a significant difference between two genders. Regarding the adolescents' conflict resolution skills' aggression sub-dimension; the aggression sub-dimension scores of males were found to be significantly higher than of females. Regarding the problem-solving sub-dimension of the adolescents problem-solving skills; it was observed that the problem-solving sub-dimension scores of females were significantly higher than of males. Regarding the total scores of the adolescents' conflict resolution skills, it is shown that there is no significant difference by grade levels and age.

Key Words: Conflict Resolution Skills, Social Support, Autonomy

1. Introduction

People constantly change and improve throughout their lives. Adolescence is one of the periods in which these changes occur intensely (Deniz, 2010). Kulaksızoğlu (2004), defines the adolescence period as a special phase of biological, psychological, mental and social change and development, starting with puberty and ending with physical growth. Adolescents enter a different period in terms of sexual, social and emotional growth along with their height and physical growth; they feel different due to the situations they experience in these developmental areas, and often have difficulties in communicating with their parents and other people in their lives (Yavuzer, 2007). In other words, individuals experience intensive problems within themselves and with their environment during adolescence. One of the most effective skills to solve these problems in a healthy way is conflict resolution skill (Tuzcuoğlu and Erdoğan, 2014).

Conflict resolution is accepted as an important part of the psychological skills used by adolescents to balance and achieve their developmental functions (Bilgin, 2008; Türnüklü, 2005; Türnüklü ve Şahin, 2004). Aslan (2008) stated that, conflict always exists in our lives and it occurs in the problems that people have mutually experience and in every problem they encounter through the path of reaching their goals. Conflict resolution skills are needed in all kinds of situations in life. For this reason, the parameters that positively and negatively predicts conflict resolution skills should be known (Tuzcuoğlu ve Erdoğan, 2014).

Havighurst (1972) states that there are developmental functions in adolescence and that individuals in adolescence will develop if they achieve these functions correctly. One of these developmental functions is autonomy. Autonomy is important for many adolescents, in terms of "ensuring the development of a sense of identity, which is a

* This article was produced from the 1st author's master thesis.

^a Necmettin Erbakan University Department of Guidance and Psychological Counseling, Institute of Educational Sciences, Konya, Turkey, kubrasener7@hotmail.com

^b Prof.Dr., Necmettin Erbakan University Department of Guidance and Psychological Counseling, Necmettin Erbakan University, Ahmet Keleşoğlu Education Faculty, Konya, Turkey, coskunarslan@erbakan.edu.tr

necessity to reach maturity" (Noom et al., 2001). Steinberg (2007) divided autonomy into three categories: emotional, behavioral and value. Emotional autonomy is defined as "the autonomy of adolescents, especially regarding the change in their close relationships with their family". The independence, changes and developments of the adolescent in this period, naturally take place in a social environment. It can be said that the psychological and social support the adolescent has received or felt in this social environment will affect the independence and individualization of the adolescent and thus, their autonomy.

Yıldırım (1997) defined social support as "the social and psychological support that an individual obtains from their environment". Dülger (2009), Güney (2017), Köksal Akyol and Salı (2013), Lepore et al. (1991), Saygın (2008) explained social support as "people's attachment to their society by believing that they are loved and protected by the society, they are helped in good faith, or they feel loyalty to a social group that has importance and value for them".

With the change and development experienced during the adolescence period, the self-confusion and adjustment problems of the adolescent who is trying to mature at this stage, increase. In this difficult period, an individual in adolescence can form a healthy identity with the ability to solve the problems they encounter. Social support that is provided to the adolescents at this stage will help them feel more important. In addition, it will increase their self-esteem and enable them to analyze their problems in a simpler and more successful way. Adolescents who cannot analyze their problems may experience issues such as being afraid of establishing intimacy with other individuals, showing a tendency to loneliness, and not being able to establish emotional intimacy with other individuals in the society (Ünüvar, 2003).

The ability to adapt to the situation that causes conflict and stress in the adolescent, to cope effectively with the situation and to show competence by controlling the effect of this situation; is closely related to protective factors such as the adolescent's social competence, autonomy, social support, sense of meaning in life, self-esteem, a positive family sense and effective health and care services. These protective factors are beneficial for individuals to show more meaningful and positive reactions to conflicts (Ileez, 2006). Therefore, this study aims to reveal how much the autonomy and social support of adolescents have an effect on their conflict resolution skills.

The research will also examine adolescents' conflict resolution skills, in terms of social support and autonomy by gender, age, and grade level. The main purpose of this study is to reveal the current situation as it is and to determine the relationship between the dependent variable and the independent variable in the current situation.

2. Method

In this study, the relational survey model, which is a sub-type of the general survey model, was used since the relationship between the conflict resolution skills of adolescents and their social support and autonomy was examined.

2.1. Study Sample

The study group consists of high school students studying in Meram district of city of Konya, in the 2019-2020 academic year. The study group consists of a total of 857 adolescents, 369 females and 488 males. The average age of the participants is 15.92 (sd: 1.17) and their ages range between 14 and 18.

2.2. Data Collection Tools

Conflict Resolution Behaviors Scale: In order to determine the reactions of adolescents to conflicts, the "Conflict Solving Behavior Scale" revised by Koruklu (2018) was used. The scale evaluates with two sub-dimensions that are aggression and problem-solving. It is a scale consisting of 17 items and five-point Likert type assessment options. Internal consistency analyzes were performed within the scope of the reliability test conducted by Koruklu (2018). Cronbach Alpha coefficients calculated with two different data sets were found to be sufficient (Aggression; .87; .84; Problem Solving; .75; .75 n = 474 and n = 493).

Perceived Social Support Scale: This scale was developed by Yıldırım (2004). The scale consists of 50 items, 47 of which are positive and 3 are negative. There are three sub-dimensions as my family, my friends and my teachers. The scale is a three-point Likert type scale. Cronbach's Alpha reliability coefficients were calculated as .88 in the family sub-dimension, .93 in the teachers sub-dimension and .83 in the friends sub-dimension (Yıldırım, 2004).

Adolescent Autonomy Scale: It was developed by Noom, Dekovic, and Meeus (2001) to measure the perceptions of adolescents between the ages of 12-18 regarding autonomy. The validity and reliability study of the scale for the Turkish sample was conducted by Musaağaoğlu (2004). The scale consists of 19 items and 2 sub-dimensions. The sub-dimensions are emotional and behavioral. The scale is a 5-point Likert type scale. Cronbach Alpha internal consistency coefficients of the scale were found as .80 for the general sample, and .79 and .51 for the behavioral and emotional autonomy sub-scales in the reliability analysis results of the scale.

2.3. Analysis of the Data

In the first stage, scales were evaluated separately, and incomplete or incorrect scales were removed. As a result, "Conflict Resolution Behaviors Scale", "Perceived Social Support Scale" and "Adolescent Autonomy Scale" were evaluated for the study group. An extreme value analysis was performed, and after it was determined that the data set meets the univariate and multivariate normality criteria required for parametric tests by performing normality, homogeneity and linearity tests; statistical analyzes were applied through SPSS 21.00 package programs. Independent sample t test, ANOVA, Pearson' correlation and stepwise regression analysis were used to analyze the data.

3. Findings

In this section, findings that explain the conflict resolution skills (aggression, problem-solving) scores of adolescents, regarding whether the scores of adolescents' conflict resolution skills (aggression, problem solving) differ according to gender; whether the scores of conflict resolution skills (aggression, problem solving) differ according to the grade variable; whether conflict resolution skills (aggression, problem solving) scores differ according to age variable; the relationship between perceived social support (family, friend, teacher), autonomy (behavioral, emotional) and conflict resolution (aggression, problem solving); the power of the scores of perceived social support (family, friends, teachers) and scores of autonomy (behavioral, emotional) in terms of explaining conflict resolution (aggression, problem-solving) scores, were included.

3.1. Findings On The Relationship Between Conflict Resolution and Other Variables

Variables	Gender	N	\bar{x}	S	T	df	p
Aggression	Female	369	18.42	7.16	-6.43	855	0.00
	Male	488	21.73	7.67			
Problem-Solving	Female	369	35.77	5.97	5.68	855	0.00
	Male	488	33.29	6.57			

Whether the scores of the adolescents' conflict resolution skills' aggression sub-dimension differ significantly by the gender variable, was analyzed with the sample t test. When Table-1 was examined, it was seen that the average aggression score of female students is calculated as 18.42, while of male students is calculated as 21.73. According to the -6.43 t value calculated for the difference between the averages, it was observed that the aggression subscale scores of males were significantly higher than of females ($p < 0.05$).

Whether the scores of the adolescents' conflict resolution skills' problem solving sub-dimension differ significantly by the gender variable was analyzed with the t test. When Table-1 was examined, it was seen that the average problem-solving score of female students was calculated as 35.77, while of male students was calculated as 33.29. According to the 5.68 t value calculated for the difference between the averages, it was observed that the problem solving sub-dimension scores of females were significantly higher than of males ($p < 0.05$).

Table 2 Variance Analysis Results of Sub-Dimensions of Conflict Resolution Scale Regarding Grade Variables

	Grade	N	\bar{X}	Ss	F	p	Variation
Aggression	Grade 9	220	20.62	7.77	1.44	0.23	-
	Grade 10	209	20.87	7.93			
	Grade 11	205	20.34	7.36			
	Grade 12	223	19.45	7.40			
	Total	857	20.31	7.63			
Problem Solving	Grade 9	220	34.70	6.51	2.26	0.07	-
	Grade 10	209	34.73	6.71			
	Grade 11	205	33.34	6.34			
	Grade 12	223	34.62	6.11			
	Total	857	34.36	6.43			

When Table 2 was analyzed, it was observed that the aggression and problem solving sub-dimensions of the adolescents did not differ significantly according to their grade levels as a result of one-way ANOVA performed to determine whether the conflict resolution of adolescents differed significantly according to their grade levels ($p > 0.05$).

Table 3 Variance Analysis Results of Sub-Dimensions of Conflict Resolution Scale By Age Variables

	Age	N	\bar{X}	Ss	F	p	Variation
Aggression	14	123	20.04	7.62	1.63	0.16	-
	15	189	20.75	8.10			
	16	228	21.11	7.36			
	17	260	19.47	7.51			
	18	57	20.01	7.44			
	Total	857	20.31	7.63			
Problem-Solving	14	123	35.35	6.96	1.56	0.18	-
	15	189	34.23	6.23			
	16	228	33.64	6.66			
	17	260	34.51	6.02			
	18	57	34.80	6.69			
	Total	857	34.36	6.43			

When Table 3 was examined, it was observed that the aggression and problem solving sub-dimensions of adolescents did not differ significantly by age as a result of one-way ANOVA performed to determine whether conflict resolution of adolescents differed significantly by age ($p > 0.05$).

3.2. Findings on the Relationship Between Conflict Resolution, Perceived Social Support and Autonomy

Table 4 Correlation Table for the Variables Used in the Study

	1	2	3	4	5	6	7
Conflict Resolution							
1. Problem-Solving	1						
2. Aggression	-.23**	1					
Autonomy							
3. Emotional	.02	-.06	1				
4. Behavioral	.19**	.04	.11**	1			
Perceived Social Support							
5. Teacher	.22**	-.22**	.03	.17**	1		
6. Friend	.27**	-.09*	.02	.12**	.24**	1	
7. Family	.21**	-.17**	-.04	.20**	.43**	.26**	1

** $p < .01$, * $p < .05$

When Table 4 was analyzed, it was observed that there are negative and significant relationships between the aggression sub-dimension of the conflict resolution scale and the perceived social support scale; and family ($r = -.17$, $p < .01$), teacher ($r = -.22$, $p < .01$) and friend ($r = -.09$, $p < .05$) sub-dimensions. It was seen that there were positive and significant relationships between problem solving sub-dimension of the conflict resolution scale and the perceived social support scale; and the sub-dimensions of family ($r = .21$, $p < .01$), teacher ($r = .22$, $p < .01$) and friend ($r = .27$, $p < .01$).

It was seen that there was a positive and significant relationship between the conflict resolution problem solving sub-dimension and the autonomy behavioral ($r = .19$, $p < .01$) sub-dimension.

3.3. Stepwise Regression Analysis Results of Conflict Resolution Sub-Dimensions

Table 5 Stepwise Regression Analysis Results Regarding Perceived Social Support and Autonomy in Terms of Explaining The Aggression Sub-Dimension of The Conflict Resolution Skills' Scale

Aggression		R	R2	R2ch	F	Df	B	β	t	p
Step 1	Constant	.24 ^a	.06	.05	17.19	3/856	32.54		14.22	.00 ^a
	Family						-.08	-.08	-2.17	.03
	Friend						-.03	-.02	-.58	.56
	Teacher						-.17	-.19	-4.99	.00
Step 2	Constant	.27 ^b	.07	.07	13.18	5/856	31.50		10.277	.00 ^b
	Family						-.10	-.10	-2.73	.01
	Friend						-.04	-.02	-.71	.48
	Teacher						-.18	-.19	-5.16	.00
	Behavioral						.18	.11	3.18	.00
	Emotional						-.13	-.07	-2.24	.03

When Table 5 was analyzed, stepwise regression analysis was used to determine whether the perceived social support and autonomy significantly explained the aggression sub-dimension of conflict resolution skills scale. In the first step of the model, it was seen that the contribution of perceived social support to the model ($R = .24$) is significant and explains 6% of the variance. It was calculated that the contribution of autonomy added to the second step of the model

($R = .27$) was significant, and it explained 7% of the variance in positive relationships with others along with perceived social support.

Considering the predictors of aggression sub-dimension of the conflict resolution, it was seen that behavioral ($\beta = .11$) predicted positively; family ($= -.10$), teacher ($= -.19$) and emotional ($= -.07$) predicted negatively.

Table 6 Stepwise Regression Analysis Results Regarding Perceived Social Support and Autonomy in Terms of Explaining The Problem Solving Sub-Dimension of The Conflict Resolution Skills' Scale

Problem-Solving		<i>R</i>	<i>R</i> ²	<i>R</i> ² <i>ch</i>	<i>F</i>	<i>Df</i>	<i>B</i>	β	<i>t</i>	<i>p</i>
Step 1	Constant	.33 ^a	.11	.10	34.40	3/856	16.07		8.56	.00 ^a
	Family						.09	.10	2.79	.00
	Friend						.29	.21	6.35	.00
	Teacher						.10	.13	3.49	.00
Step 2	Constant	.35 ^b	.12	.12	24.03	5/856	11.37		4.52	.00 ^b
	Family						.07	.08	2.25	.02
	Friend						.28	.21	6.16	.00
	Teacher						.09	.11	3.19	.00
	Behavioral						.18	.13	3.89	.00
	Emotional						.00	.00	.01	.99

When Table 6 was analyzed, the stepwise regression analysis was used to determine whether perceived social support and autonomy significantly explained the problem-solving sub-dimension of the conflict resolution skills scale. In the first step of the model, it was seen that the contribution of perceived social support to the model ($R = .33$) was significant and explained 11% of the variance. It was calculated that the contribution of autonomy added to the second step of the model ($R = .35$) was significant and explained 12% of the variance in positive relationships with others along with perceived social support.

Considering the predictors of the problem-solving sub-dimension of the conflict resolution skills scale, family ($\beta = .08$), friend ($= .21$), teacher ($= .11$) and behavioral ($= .13$) were found to predict positively.

4. Discussion

According to the findings of this study, it was determined that, the aggression sub-dimension scores of males were significantly higher than of females and the problem solving sub-dimension scores of females were significantly higher than of males, regarding conflict resolution of adolescents. There are many studies that support the findings of this research (Akdoğan, 2017; Atıcı, 2007; Aydınli, 2014; Gündoğdu, 2010; Sevim, 2005; Yavuzer, Karataş, & Gündoğdu, 2013). Different upbringing styles of male and female students may cause females to take a more solution-oriented approach to events, and men to resort to violence.

The total conflict resolution scores of adolescents did not differ significantly according to their grade levels. There are studies showing that adolescents' aggression and problem-solving behaviors do not differ significantly according to their grade levels (Ağlamaz, 2006; Akdoğan, 2017; Karataş, 2002; Rehber & Atıcı, 2009).

According to the findings of this research, when the total scores of adolescents' conflict resolution were examined, it was found that there was no significant difference by age. In the studies of Yılmaz, Karaca and Yılmaz (2009) and Yurttaş and Yetkin (2003), no significant difference was found between the scores of problem solving skills and age. In the studies conducted by Pekince (2012), Sargın (2008) and Kaya (2009), it was concluded that the age variable did not affect aggression; aggression was seen mostly in the age group of 16, but there was no statistically significant difference between the groups.

It was seen that there were negative and significant relationships between the aggression sub-dimension of the conflict resolution scale and the perceived social support scale; and family, teacher and friend sub-dimensions. It is observed that the result of this research is consistent with the results of previous researches in the field (Gündoğan, 2016; Haskan Avcı & Yıldırım, 2014; Ustabaş, 2011; Yalçın, 2004). According to the findings obtained from this study, it may be thought that social support has a role in reducing aggression in adolescents and their aggression scores will increase unless social support is provided.

It was seen that there are positive and meaningful relationships between the problem-solving sub-dimension of the conflict resolution scale and the perceived social support scale; and family, teacher and friend sub-dimensions. Previous researches support the results of this study (Arslan, 2009; Budak, 1999; D'Zurilla & Maschka, 1988; Marrison, Mallinckrodt, & Ladd, 1987). According to the research, if we evaluate the result that problem solving-skills increase as the perceived social support from family, teacher and friend increases; we may say that the support of family, teacher and friends has an important place in the lives of high school students. It may be thought that as the perceived social support from friends increases, the social development of adolescents may also increase, so that they may establish more positive relationships.

It was observed that there was a positive and significant relationship between the problem solving sub-dimension of conflict resolution and the behavioral sub-dimension of autonomy. Hill and Holmbeck (1986) stated that individuals with behavioral autonomy do not reject the individuals around them, they give importance to their views and consider different options while implementing their decisions (cited in Steinberg, 2007). In the study of Akyüz (2011), it was concluded that behavioral autonomy had a full mediating effect on the relationship between the avoidant attachment style of adolescents and the self-insecurity style they reported while solving a problem they had with their mothers. Although there are not many studies examining the relationship between autonomy and conflict resolution, it may be thought that if their behavioral autonomy is high, the adolescent will not have much issues in terms of solving the problems; if their behavioral autonomy is low, that the adolescent may have difficulty in finding solutions to the problems they encounter.

In conclusion, the number of studies researching conflict resolution skills, autonomy and social support together is quite limited in our country. Hence, future studies with different variables on this subject may contribute to the field. The findings obtained within the scope of this research are of quantitative method obtained through the scale. Using a qualitative method, adolescents' perceptions of conflict resolution skills, autonomy and social support might be learned, and more in-depth data might be provided on adolescents. This research is limited with the students studying in high schools in Meram province of city of Konya. Therefore, it might be suggested that future studies on this subject should be conducted with different samples in different provinces and cities. In the light of this research, since social support predicts conflict resolution skills; experts might organize activities such as conferences, seminars, panels for students, administrators, teachers and parents in schools, and trainings might be provided to raise awareness about the importance of social support from families, friends and teachers. In terms of autonomy, the interventions of the psychological counselors working in the schools, that will ensure the development of students' autonomy, and their efforts to support them in creating environments that will improve their autonomy in schools and classrooms, might contribute to the students' conflict resolution skills directly and their academic success indirectly. In schools, students might be provided with conflict resolution training, and activities to improve social relations and increase individual satisfaction, and awareness might be added when the impact of social support and autonomy taken into account.

5. References

- Ağlamaz, T. (2006). *Lise öğrencilerinin saldırganlık puanlarının kendini açma davranışı okul türü, cinsiyet, sınıf düzeyi, anne-baba öğrenim düzeyi ve ailenin aylık gelir düzeyi açısından incelenmesi*. (Yayınlanmamış yüksek lisans tezi). On Dokuz Mayıs Üniversitesi Sosyal Bilimler Enstitüsü, Samsun
- Akdoğan, B. (2017). *Lise öğrencilerinin psikolojik dayanıklılık ve çatışma çözme davranışlarının öznel iyi oluşlarını yordaması*. (Yayınlanmamış yüksek lisans tezi). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Akyüz, D. (2011). *Ergenlerin ebeveynlerle yaşadıkları problemleri çözüm biçimleri ile bağlanma stilleri arasındaki ilişkide özerkliğin aracı rolünün incelenmesi*. (Yayınlanmamış yüksek lisans tezi). İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Arslan, Y. (2009). *Lise öğrencilerinin algıladıkları sosyal destek ile sosyal problem çözme arasındaki ilişkinin incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.

- Aslan, Ş. (2008). Bireylerarası çatışmayı çözümü yöntemlerinin algılanan stres düzeyiyle ilişkilerinin araştırılması. *KMU İİBF Dergisi*, 10(15), 303-323
- Atıcı, M. (2007). Primary school students' conflict resolution strategies in turkey. *International Journal for the Advancement of Counseling*, 29 (2) 83-98.
- Aydınlı, S. (2014). *Ergenlerin öfke biçimleri, sosyal karşılaştırma düzeyleri, umutsuzluk seviyeleri ve çatışma çözme yaklaşımlarının incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Haliç Üniversitesi, İstanbul.
- Bilgin A. (2008). The impact of conflict resolution training on elementary school children. *Elementary Education Online*, 7 (3), 541-556.
- Deniz, M. (2010). *Ergenlerde sır saklamanın duygusal, gelişimsel değişkenler açısından incelenmesi*. (Yayınlanmamış doktora tezi). Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Dülger, Ö. (2009). *Ergenlerde algılanan sosyal destek ile karar verme davranışları arasındaki ilişkinin incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- Gündoğan, S. (2016). *Ortaöğretim öğrencilerinin saldırganlık düzeylerinin, algılanan sosyal destek ve öznel iyi oluş açısından incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Gündoğdu, R. (2010). 9. sınıf öğrencilerinin çatışma çözme, öfke ve saldırganlık düzeylerinin bazı değişkenler açısından incelenmesi. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 19(3), 257-276.
- Güney, M.A. (2017). *Ergenlerde duygusal özerklik, sosyal destek ve öznel iyi oluş arasındaki ilişkinin incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Haskan Avcı, Ö. & Yıldırım, İ. (2014). Ergenlerde şiddet eğilimi, yalnızlık ve sosyal destek. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29(1), 157-168.
- Havighurst R. J. (1972). *Developmental tasks and educeatin*. New York: David McKay Co.
- Illeez, M. (2006). *İlköğretim 4. ve 5. sınıf öğrencilerinin yaşadığı çatışmalar ve bu çatışmaların çözüm stratejilerinin sosyal yapılandırıcılık kuramına dayalı olarak incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Dokuz Eylül Üniversitesi, İzmir.
- Karataş, Z. (2002). *Anne-baba saldırganlığı ile lise öğrencilerinin saldırganlığı arasındaki ilişkinin incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Kaya, F. (2009). *Lise öğrencilerinde saldırgan davranışların ortaya çıkışına katkıda bulunan faktörlerin araştırılması*. (Yayınlanmamış yüksek lisans tezi). İstanbul Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.
- Koruklu, N. (2018), A study on developing the revised version of the "conflict resolution behavior determination" scale (CRBDS). *International Journal of Psycho-Educational Sciences (IJPEs)*, 7(1), 142-155.
- Köksal Akyol, A. ve Salı, G. (2013). Yatılı ve gündüzlü okuyan çocukların benlik kavramlarının ve sosyal destek algılarının incelenmesi. *Kastamonu Eğitim Dergisi*, 21(4), 1377-1398.
- Kulaksızoğlu, A. (2004). *Ergenlik psikolojisi*. İstanbul: Remzi Kitabevi.
- Lepore, S. J., Evans, G. W. ve Schneider, M.K. (1991). Dynamic role of social support in the link between chronic stres and psychological distress. *Journal Of Personality And Social Psychology*, 61, 899-909.
- Musaağaoğlu, C. (2004). *Ergenlik sürecinde özerliğin gelişimi ile algılanan ana-baba tutumları arasındaki ilişkiler* (Yayınlanmamış yüksek lisans tezi). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Noom, M. J., Dekovic, M. & Meeus, W. H. J. (2001). Conceptual analysis and measurement of adolescent autonomy. *Journal Of Youth And Adolescence*. 30 (5), 577-595.
- Rehber, E. ve Atıcı, M. (2009). İlköğretim ikinci kademe öğrencilerinin empatik eğilim düzeylerine göre çatışma çözme davranışlarının incelenmesi. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 18(1) 323-342.
- Sargın, Y. (2008). *Ergenlik dönemindeki öğrencilerin saldırgan davranışları ile öfke ve sosyal problem çözme becerileri arasındaki ilişkinin incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Trabzon.
- Saygın, Y. (2008). *Üniversite öğrencilerinin, sosyal destek, benlik saygısı ve öznel iyi oluş düzeylerinin incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.

Sevim, S. A. (2005). Üniversite öğrencilerinin çatışmalara yaklaşım biçimleri. *Eğitim Araştırmaları Dergisi*, 5, 223 – 233

Steinberg, L. (2007). *Ergenlik*. Çok, F. (Çev.). Ankara: İmge Kitabevi.

Tuzcuoğlu, S. ve Erdoğan, F. (2014) Ortaokula devam eden 11 – 12 yaş grubu çocukların çatışma çözme davranışları ile annelerinin ebeveyn tutumları arasındaki ilişkinin incelenmesi. *Akademik Sosyal Araştırmalar Dergisi*, 2 (8), 355-369.

Türnüklü, A. (2005). Lise yöneticilerinin çatışma çözüm strateji ve taktiklerinin sosyal oluşturma kuramı perspektifinden incelenmesi. *Kuram ve Uygulamada Eğitim Yönetimi*, 42, 255-278.

Türnüklü, A. Ve Şahin, İ. (2004). 13-14 yaş grubu öğrencilerin çatışma çözme stratejilerinin incelenmesi. *Türk Psikoloji Yazıları*, 7 (13), 45-61.

Ustabaş, S. (2011). *İlköğretim 8. sınıf öğrencilerinin saldırganlık ve algılanan sosyal destek düzeylerinin bazı değişkenlere göre incelenmesi*. (Yayınlanmamış yüksek lisans tezi). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Ünüvar, A. (2003). *Çok yönlü algılanan sosyal desteğin 15–18 yaş arası lise öğrencilerinin problem çözme becerisine ve benlik saygısına etkisi*. (Yayınlanmamış yüksek lisans tezi). Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.

Yalçın, İ. (2004). *Ailelerden algıladıkları destek düzeyleri farklı lise öğrencilerinin saldırganlık düzeyleri*. (Yayınlanmamış yüksek lisans tezi). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Yavuzer, Y., Karataş, Z. ve Gündoğdu, R. (2013). Ergenlerin çatışma çözme davranışlarının incelenmesi: nicel ve nitel bir çalışma. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28, 1-28.

Yavuzer, H. (2007). *Çocuk psikolojisi*. İstanbul: Remzi Kitabevi.

Yıldırım, İ. (1997). Algılanan sosyal destek ölçeğinin geliştirilmesi güvenilirliği ve geçerliği. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 13, 81-87.

Yıldırım, İ. (2004). Algılanan sosyal destek ölçeğinin revizyonu. *Eğitim Araştırmaları*, 5 (17), 221-236.

Yılmaz, E., Karaca, F. Ve Yılmaz, E. (2009). Sağlık yüksekokulu öğrencilerinin problem çözme becerilerinin bazı değişkenler açısından incelenmesi. *Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi*, 12(1) 38-48.

Yurttaş, A. ve Yetkin, A. (2003). Sağlık yüksekokulu öğrencilerinin empatik beceri ile problem çözme becerilerinin karşılaştırılması. *Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi*, 6 (1) 1-13.

Recommending Citing:

Karapınar, K. & Arslan, C. (2020). An Examination of Adolescents' Conflict Resolution Skills in terms of Their Social Support and Autonomy, *Journal of Innovative Education Studies – IJES*, 1(1), 20-28.

About Authors

Kübra Karapınar, Necmettin Erbakan University, kubrasener7@hotmail.com

Coşkun Arslan, Necmettin Erbakan University, coskunarslan@erbakan.edu.tr

ORCID

Kübra Karapınar  <https://orcid.org/0000-0002-4390-8444>

Coşkun Arslan  <https://orcid.org/0000-0003-0247-9847>