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PARENTAL ATTITUDES IN THE PERCEPTION OF ADOLESCENTS AND COPING STRATEGIES IN A SOCIAL CONFLICT SITUATION

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Abstract

Whilst strategies preferences develop over a person's lifetime, due to its proximal presence the parenting context is primary significant relational context where conflict resolution skills might being learned. While disciplining and guiding the child, nurturing the child's psychological, physical, social, and economic well-being parent provides child with a platform to learn how to deal with conflicts (Jonyniene et al., 2015; Missotten et al., 2016). The purpose of the study was to search for the family etiology of the strategies (aggression, avoidance, submission, problem solving) for coping with a social conflict situation by adolescents, the source of which is inherent in parental upbringing attitudes. D. Borecka-Biernat's Questionnaire on studying strategies for coping with a social conflict situation by adolescents (KSMK) and Parental Attitudes Scale (SPR) by M. Plopa were applied in the research. The empirical research was carried out in junior high schools in Wrocław and

neighbouring towns. It comprised 493 adolescents (269 girls and 224 boys) aged 13-15. In the light of the research conducted, it was found that the adolescents' aggressive way of reacting to emotional tension resulting from a social conflict situation is shaped by inappropriate upbringing attitudes of parents towards an adolescent child. The research results within the scope of the acceptance-rejection and autonomy attitude perception reveal their lower intensification in parents of adolescents who use aggression strategy. On the other hand, it is also possible to observe a higher result concerning the inconsistent and an over demanding attitude of adolescents' parents who use aggression as a strategy for coping with a social conflict situation. It can be assumed that due to the attitudes observed in the mother and father, the adolescents who use the strategy of avoidance, submission, and task-oriented for coping with a social conflict situation constitute a homogeneous group. The research also indicates that appropriate parental attitudes are conducive to shaping adolescent's habits of reacting to social conflict situations in the form of an active way out of difficulties.

Keywords: adolescents, parenting, coping strategies, social conflict situation

Introduction

The range of a conflict varies according to behaviours people enact during a conflict. The term „conflict resolution strategy“ is used to „cluster“ information about individual moves people make to carry out their general approach. In the field literature the classification schemes range from a two strategies approach to a ten strategies approach (Folder, Marshall and Stutman, 1984). The most frequently investigated approach is defined by Kilman and Thomas a five-strategy approach including collaboration, accommodation, competition, avoidance and compromise. Collaboration (problem solving) involves trying to understand the other's point of view and negotiating the conflict effectively to find both parties satisfying outcomes. Forcing (aggression / competitiveness) involves destructive behaviours like attacking the other verbally, being defensive, or losing self-control. Avoiding involves denial of the conflict, equivocation, changing and avoiding topics, being noncommittal, joking, and becoming distant. Accommodation (submission / compliance) involves putting the other party's needs over self ones (Missotten et al., 2016, Wilmot and Hocker, 2001). The conflict management way is of crucial importance. Research is confirming the relation between conflict resolution strategy and developmental outcomes such as adolescents' adjustment, social competence, and internalizing and externalizing problems (e. g. Missotten et al., 2016).

Whilst strategies preferences develop over a person's lifetime, due to its proximal presence the parenting context is primary significant relational context where conflict resolution skills might being learned. While disciplining and guiding the child, nurturing the child's psychological, physical, social, and economic well-being parent provides child with a platform to learn how to deal with conflicts (Jonyniene et al., 2015; Missotten et al., 2016). Children try, exercise, and learn conflict strategies with their parents and generalize these strategies to shape their future conflict behaviour. According to M. D. Van Doom and colleagues (2011, p. 160), „in early adolescence, conflict resolution styles in

parental adolescent relationships function as a keystone for interactions outside the family. Moreover, despite the decrease in perceived parental support from early adolescence, parent-adolescent relationships remain to be influential.“ Thus, parent child relational context is the main ground stage to develop conflict management skills.

There are several ways to study parenting (Alegre, 2011). Firstly, three styles of parenting have been identified: authoritative, authoritarian, and permissive (Baumrid, cited in Milevsky et al., 2011). *Authoritative* parents communicate effectively with their children, they are responsive and affectionate. They maintain control of children when needed, use developmentally appropriate demands. *Authoritarian* parents are highly demanding, exercise strong control, and show little affection and do not communicate often. *Authoritarian* parents moralize conventional issues (defined as pertaining to arbitrary and contextually relative social norms like etiquette and modes of address); and construct the boundaries of parental authority much more broadly than to *authoritative* parent (Smetana, 1995 cited in Assadi et al., 2011). *Permissive* parents make few demands, exercise little control, and are very responsive and affectionate. The permissive category was divided into *indulgent* and *neglectful* parents. Indulgent parents offer considerable acceptance and little discipline; neglectful parents provide little acceptance or discipline (Milevsky et al., 2011). Neglectful or uninvolved parents make few demands, exercise little control, show little affection, and do not communicate often.

Another way to study parenting is through the basic dimensions that compose parenting styles: responsiveness and demandingness. *Responsiveness* basically refers to nurturance, parental warmth and support. It reflects the parent's capacity to attune to children's needs and to react in a warm and involved manner in times of distress. Sometimes the term positive parenting has been used to describe this same group of responsive parenting practices (Alegre, 2011). Positive responsiveness includes parental practices such as monitoring and supervision, behavioural control, autonomy granting, appropriate maturity demands and expectations and inductive discipline. Negative parental *demandingness* includes parenting practices such as psychological control, inconsistent and punitive discipline, and harsh disciplining. It is described as unsupportive and controlling parenting dimension where manipulative techniques, such as guilt-induction, conditional loving, or shaming are used (Missotten et al., 2016).

Parenting style and conflict resolution styles. Despite the extensive research on parenting styles, a few studies have investigated their relation to adolescents' conflict resolution styles.

In line with attachment and social learning theories (Bowlby, Bandura) L. CH. Missotten and colleagues (2016) were interested on factors influencing adolescents' conflict resolution with mother. Researchers have found that adolescents who were raised in a warmer, more responsive climate used more positive problem solving and less avoiding when having conflicts with their mothers. And the opposite, psychologically controlling parenting was related to more destructive resolution behaviours, such as conflict engagement, avoiding, and compliance. Researchers have summed up that psychological control can evoke active as well as more passive conflict styles, with both being rather maladaptive in nature. Some adolescents who are raised in a manipulative and intrusive

way react more passively to conflicts by avoiding them or merely giving into their parent. Other adolescents might feel more frustrated or angry by such manipulative parenting behaviours, resulting in more active reactions during conflicts, such as fighting and yelling.

S. M. Assadi and colleagues (2011) have examined the link between parenting styles and adolescent-parent relationship in a diverse sample of mothers of middle adolescents in Iran. Investigators have found that socio demographic characteristics are significantly associated with parenting styles and that less educated mothers and mothers living in traditional neighbourhoods were more authoritarian and less authoritative in their parenting. The study demonstrated that Iranian mothers, who were predominantly authoritarian in their parenting styles, reported moderate levels of conflict with their middle adolescents. Although Iranian mothers believed that their adolescents legitimately have some control over personal issues, everyday conflicts were about the boundaries of parental authority. Sampling eighth graders from three socioeconomically diverse districts in Tehran, S. M. Assadi et al. (2007) found that teens from poor families who upheld traditional values had more authoritarian attitudes, whereas teens from rich families who had adopted more modern values perceived their parents as less authoritarian. More authoritarian parenting was associated with both more frequent and more intense conflicts.

A. Milevsky and colleagues (2011) examined relationships among maternal and parental parenting styles, patterns of involvement in adolescent sibling conflict, and sibling relationship quality. The results indicated that parenting practices were related to adolescents' sibling relationships. It was found that adolescents with authoritative and permissive parents reported greater sibling support than those with authoritarian and neglectful parents. In addition, participants with authoritative parents reported greater sibling closeness than those with authoritarian or neglectful parents.

M. D. Van Doorn and colleagues (2011) expected conflict resolution in adolescent-parent relationships to spill over to conflict resolution in adolescent friendships. Their study longitudinally investigated spill over effects of conflict resolution styles in adolescent-parent relationships and adolescent friendships. Results indicated that in the early-to-middle (mean age 13.4 and 17.7) adolescent group positive problem solving and conflict engagement spilled over from adolescent-parent relationships to adolescent friendships and not from adolescent friendships to adolescent-parent relationships. In the middle-to-late adolescent group, researchers have found bidirectional spill over effects for these two conflict resolution styles. For withdrawal, it has been found bidirectional spill over effects in both cohorts. When friendships are secure enough, adolescents' experiences and interactions with friends have the potential to generalize to interactions with parents as well. As friendships are characterized by more room for individuality from middle adolescence on and are thus less threatened by conflict, conflict resolution styles acquired in friendships also have the potential to spill over to parent-adolescent relationships.

Discussed researches are based on American families, Iran families. No finding is related to Europe. The present study aims to examine associations among parenting styles and adolescents conflict resolution strategies in Poland.

The problem and research hypothesis. The purpose of the research was to search for the family etiology of the strategies (aggression, avoidance, submission, problem solving) for coping with a social conflict situation by adolescents (dependent variable) inherent in upbringing attitudes of parents (independent variable). The research took into account the gender of adolescents' parents. The research was aimed at answering the following research question: Do parenting styles constitute a factor which differentiates strategies (aggression, avoidance, submission, problem solving) for coping with a social conflict situation by young people in the perception of adolescents?

The research question, which is formulated in this way, allows us to put forward the following hypothesis, which will be verified by the analysis of the empirical research:

H.1. Parenting styles in the perception of adolescents constitute a factor which significantly differentiates strategies (aggression, avoidance, submission, problem solving) for coping with a social conflict situation by adolescents.

1. Research methodology

Research tools. In the research, Parental Attitude Scale (2007) were used to study the perception of parental attitudes and the Questionnaire was used to research the strategies for coping with a social conflict situation by adolescents (KSMK) (Borecka-Bienat, 2012).

Parental Attitude Scale (SPR) (Plopa, 2007) is used to study parental attitudes in the perception of children, which includes 75 statements in the version for mother and in the version for father. The subject by responding to each statement chooses one of four possible answers, i.e. 'true', 'rather true', 'hard to judge', 'rather not true' and 'not true', assigning them 5, 4, 3, 2 and 1 point respectively. The questionnaire consists of five scales, each of which contains 15 statements, i.e. Acceptance-Rejection Attitude, Autonomy Attitude, Protective Attitude, Demanding Attitude, Inconsistent Attitude.

A Questionnaire for studying coping strategies in a social conflict situation by adolescents (KSMK) (Borecka-Bienat, 2012) is designed to research coping strategies which are used by adolescents in a social conflict situation. It consists of a description of 33 social conflict situations. For each situation, four behaviours which present coping with a social conflict situation are given. The first one applies to aggressive coping ('A'), the second to avoiding coping ('AV'), the third to submissive coping ('S'), and the fourth to task coping with a social conflict situation ('T'). For each scale the results are obtained separately by summing the marked behaviours in 33 situations which belong to a given scale. Since the scales consist of 33 items, the respondents can get points ranging from 0 to 33 in each of them.

The respondents' sample. Empirical studies were conducted in junior high schools in Wrocław and in nearby towns. A random selection of schools was applied, however, not all schools gave their permission to conduct the research, therefore in several cases other schools were chosen with which this kind of cooperation was possible. The subjects were the first, second, and third grade students from junior high schools aged 13–15. The research was carried out in two stages. The first stage comprised all the students

of the above mentioned grades; (KSMK) questionnaire was applied to research coping strategies with a social conflict situation by adolescents. The research tool was used in groups. Before filling in the questionnaire, the respondents were given guidelines and explanations. Students were mainly researched during their educational (tutorial) classes. Participation in the research was voluntary. In total, 893 people (468 girls and 425 boys) took part in this phase of the research. The first stage of the research was aimed at selecting young people who are characterised by a specific ('clean') coping strategy in a social conflict situation and at preparing the basis for the main research.

The second stage included 493 students (269 girls and 224 boys) who were selected on the basis of the selection study results for destructive strategies (aggression, avoidance, submission). Aggressive group 'A' (N=83, including girls N=43 and boys N=40) included those young people who, on the basis of their own opinions, had a high level of aggressive coping with a social conflict situation. Avoiding group 'AV' (N=82, including girls N=49 and boys N=33) included those people who, on the basis of their own opinions, were characterized by a high level of avoidance as a strategy for coping with a social conflict situation, whereas submissive group 'S' (N=131, including girls N=73 and boys N=58) included those who represented a high level of submission as a coping strategy in a social conflict situation. Similarly to the problem solving group 'T' (N=197, including girls N=104, boys N=93), those people were included who, on the basis of their own opinions, are characterised by a high level of task-based coping in a social conflict situation.

The second stage consisted in collecting the material which was necessary to obtain an answer to the formulated research problem from the selected participants. Parental Attitude Scale (SPR) was then applied.

The studies were led under requirements of the social research ethics: subjects were informed about the objectives and contents of the survey, confidentiality was kept to preserve personal data of the respondents and voluntary participation guaranteed by asking of personal consent to participate with the possibility to withdraw from it at any moment.

2. Results

The analysis will compare four groups of adolescents with a high level of aggression, avoidance, submission, and task-oriented strategies for coping with a social conflict situation in terms of upbringing attitudes of parents, i.e. mothers and fathers, which are perceived by young people. Groups of adolescents with a high level of aggression, avoidance, submission, and task-oriented strategies for coping with a social conflict situation were selected on the basis of high results on the scales of KSMK questionnaire.

The comparison of the average results on the particular scales of SPR questionnaire in 'My Mother' and 'My Father' versions, which was carried out with the use of a one-factor analysis of ANOVA variance (statistics F), will allow us to answer the following question: Do upbringing attitudes of parents in the perception of adolescents differentiate the strategies which are used by young people (aggression, avoidance, submission, task) to cope with a social conflict situation? The results of these analyses in the groups which

were selected due to the high level of strategies for coping with a social conflict situation are presented in Tables 1 and 2.

Table 1. Mean (M), standard deviation (SD), and significance of differences (F) of parental attitudes towards adolescents who use strategies of aggression ('A'), avoidance ('AV'), submission ('S') and task-oriented ('T') for coping with a social conflict situation

SPR questionnaire scales	SPR questionnaire version	Re-spondents	Strategy for coping with a social conflict situation:								F	p
			Aggression 'A'		Avoidance 'AV'		Submission 'S'		Task „T”			
			M	SD	M	SD	M	SD	M	SD		
Acceptance-Rejection Attitude	'My Mother'	To.	58,51	12,99	61,50	10,54	64,66	11,73	63,51	8,75	6,47	0,0003
	'My Father'	To.	56,15	15,33	57,55	11,87	59,49	13,60	60,54	11,20	2,77	0,004
Autonomy Attitude	'My Mother'	To.	56,39	11,64	58,95	8,19	60,35	10,53	61,28	8,02	5,61	0,0009
	'My Father'	To.	58,02	12,45	56,79	9,81	58,09	11,21	60,08	10,78	2,07	n.i.
Over-Protective Attitude	'My Mother'	To.	52,08	12,49	50,65	9,99	50,80	10,46	50,69	9,03	0,42	n.i.
	'My Father'	To.	47,71	10,82	46,20	9,61	48,58	9,99	47,09	9,03	1,16	n.i.
Over-Demanding Attitude	'My Mother'	To.	46,16	14,20	41,94	12,91	39,57	13,14	38,96	10,98	7,18	0,0001
	'My Father'	To.	44,74	15,23	42,90	13,20	42,37	14,30	39,76	13,07	2,94	0,03
Inconsistent Attitude	'My Mother'	To.	45,01	14,96	39,54	12,92	36,86	13,23	37,20	12,12	8,30	0,00002
	'My Father'	To.	43,55	14,41	41,48	13,55	40,51	13,79	38,35	12,87	3,21	0,02

Legend: To.-Total, , n.i.-insignificant

Table 1 contains information on the average level of the perceived maternal attitudes towards the adolescents under study, depending on four strategies for coping with a social conflict situation. Statistical calculations show that the analysis of variance (F), showing high significance of differences in group results of adolescents, organises the scales of parental attitudes which are perceived in the mother in the following way: the inconsistent attitude (F=8,30), the excessively demanding attitude (F=7,18), the acceptance-rejection attitude (F=6,47), and the autonomy attitude (F=5,61). As regards the excessively protecting upbringing attitude of the mother in the perception of adolescents, the differences are not significant at the accepted level of $p < 0,05$. Thus, it can be seen that the teenagers from the compared four groups differ in the severity of manifestations of numerous maternal attitudes tested, which are highly statistically significant.

This situation implies the necessity to examine in detail the differences found. The RIR Tukey test was used for this purpose. The effects are presented in Table 2.

Table 2. The results of RIR Tukey test for comparing the differences between arithmetic means of the results on the scales of SPR questionnaire in 'My mother' version and in the 'My father' version, depending on the type of strategy for coping with a social conflict situation by adolescents

SPR questionnaire scales	SPR questionnaire version	Respondents	Destructive strategies for coping with a social conflict situation	Strategy for coping with a social conflict situation:				Differences regarding groups
				Aggression 'A'	Avoidance 'U'	Submission 'U'	Task „Z”	
Acceptance-Rejection Attitude	'My Mother'	To.	„A”	0,27	0,27	0,0002	0,002	A<S, A<T n.i. S>A T>A
			„AV”	0,0002	0,15	0,15	0,48	
	„S”	0,002	0,48	0,77	0,77			
	„T”							
'My Father'	To.	To.	„A”	0,89	0,89	0,24	0,04	A<T n.i. T>A
			„AV”	0,24	0,70	0,70	0,28	
			„S”	0,04	0,28	0,89	0,89	
			„T”					
Autonomy Attitude	'My Mother'	To.	„A”	0,30	0,30	0,02	0,0005	A<S, A<T n.i. S>A T>A
			„AV”	0,02	0,72	0,72	0,24	
	„S”	0,0005	0,24	0,82	0,82			
	„T”							
Over-Demanding Attitude	'My Mother'	To.	„A”	0,13	0,13	0,001	0,00007	A>S, A>T n.i. S<A T<A
			„AV”	0,001	0,53	0,53	0,27	
	„S”	0,00007	0,27	0,97	0,97			
	„T”							
'My Father'	To.	To.	„A”	0,83	0,83	0,62	0,03	A>T n.i. n.i. T<A
			„AV”	0,62	0,99	0,99	0,31	
			„S”	0,03	0,31	0,33	0,33	
			„T”					
Inconsistent Attitude	'My Mother'	To.	„A”	0,04	0,04	0,00006	0,00004	A>AV, A>S, A>T AV<A S<A T<A
			„AV”	0,00006	0,46	0,46	0,52	
	„S”	0,00004	0,52	0,99	0,99			
	„T”							
'My Father'	To.	To.	„A”	0,76	0,76	0,37	0,02	A>T n.i. n.i. T<A
			„AV”	0,38	0,96	0,96	0,29	
			„S”	0,02	0,29	0,48	0,48	
			„T”					

Legend: To.-Total, , n.i.-insignificant

The comparison of groups of young people who show aggressive, avoidance, submissive and task-oriented attitudes to a social conflict situation in terms of the results on the scales of mothers' attitudes which were measured by SPR questionnaire 'My Mother' version, indicates the existence of a significant difference in the acceptance-rejection attitude, autonomy attitude, excessively demanding attitude and inconsistent attitude.

The research results within the scope of the acceptance-rejection attitude perception reveal its lower intensification in mothers of adolescents who use aggression strategies in a social conflict situation (M=58,51) compared to adolescents who cope with a social conflict situation in a submissive way (M=64,66) and task-oriented (M=63,51).

Moreover, there is clearly a lower result regarding the attitude of autonomy of mothers of adolescents who use aggression as a strategy for coping with a social conflict situ-

ation ($M=56,39$) compared to young people who use submissive ($M=60,35$) and task-oriented ways of coping with a social conflict situation ($M=61,28$).

On the other hand, an excessively demanding attitude – significantly higher intensification of it – characterises mothers who use aggression strategies in action ($M=46,16$) compared to young people who use strategies of submission ($M=39,57$) and strategies based on tasks ($M=38,96$) in a social conflict situation.

It was also possible to observe a higher result concerning the inconsistent attitude of adolescents' mothers who use aggression as a strategy for coping with a social conflict situation ($M=45,01$) in comparison to young people who use the avoidance ($M=39,54$), submission ($M=36,86$) and task-oriented ($M=37,20$) ways of coping with a social conflict situation.

Let us now compare the groups of adolescents with four strategies for coping with a social conflict situation in terms of the upbringing attitudes observed according to the results which were obtained in SPR questionnaire 'My father' version. The results are presented in Table 1. The analysis of variance (F), which illustrates the significance of differences between groups, is not always high in each case, i.e. it is the highest (in sequence) for the inconsistent attitude ($F=3,21$), excessively demanding attitude ($F=2,94$) and acceptance-rejection attitude ($F=2,77$). As for other paternal attitudes, which are perceived by adolescents, such as the attitude of autonomy and the excessively protective attitude, the differences are not significant at the accepted level of $p < 0,05$. We can see that the groups of adolescents with four strategies for coping with a social conflict situation differ statistically significantly in the severity of the few attitudes perceived in the fathers. This implies the need for a detailed investigation into the differences found (see Tab.2).

The comparison of the groups of adolescents with four strategies for coping with a social conflict situation in terms of results on the scales of fathers' attitudes measured by SPR questionnaire, the 'My father' version indicates the existence of a significant difference in the following attitudes: acceptance-rejection, excessively demanding and inconsistent.

The results of the research in the field of acceptance-rejection attitudes show lower intensification in the fathers of the adolescents who use the strategy of aggression ($M=56,15$) compared to the adolescents who use the strategy based on the task ($M=60,54$).

On the other hand, the results of the fathers-adolescents group in the SPR questionnaire 'My father' version within the scope of the excessively demanding attitude show its significantly higher intensification in fathers of adolescents who use a strategy based on aggressive coping ($M=44,74$) compared with adolescents who use a task-based method of coping with a social conflict situation ($M=39,76$).

It is also worth noticing that the inconsistent attitude, especially its significantly higher intensification, characterises the fathers of adolescents who use the aggression-based strategy ($M=43,55$) in comparison to the adolescents who use the task-oriented method of coping with a social conflict situation ($M=38,35$).

It should also be noted that in the light of the research results obtained, there was a significant lack of differentiation of average results on the particular scales of the SPR questionnaire 'My mother' and 'My father' versions in relation to the groups of adoles-

cents who use the strategy in the form of a unique, submissive, and task-oriented confrontation with a social conflict situation (see Table 2). It can be assumed that due to the attitudes observed in the mother and father, the adolescents who use the strategy of avoidance, submission, and task-oriented for coping with a social conflict situation constitute a homogeneous group.

Generally, the above quoted data show that upbringing attitudes of mothers and fathers play a certain role in the preferences of choosing a strategy for coping with a social conflict situation by adolescents.

3. Discussion

The analysis of the research material collected from the comparison of adolescents who show aggressive, avoidance, submissive and task-oriented methods for coping with situations that threaten their own aspirations revealed the role of the rejecting maternal and paternal attitudes in shaping the aggression strategy for coping with a social conflict situation by young people in their puberty period. The parent's emotional distance and strict forms of punishment express a rejection upbringing attitude. A parent, due to the open dislike felt towards an adolescent child, brutally rejects attempts at emotional rapprochement by the child and does not take care of the child. An adolescent child does not feel pleasure, warmth or satisfaction in being with a parent. The relationships of an adolescent child with a parent show that the parent is assessed as a cold person who does not notice the child's problems and needs. The parent does not show any respect for the child's psychological needs and is limited to satisfying material needs. Intensification of the aggression strategy of an adolescent child in a social conflict situation is in linear connection with the degree of frustration of his emotional needs (love, dependence, security). Rejection associated with frequent punishments increases aggressive tendencies in a child. It should be noted that all penalties used by a parent are treated as a sign of aggression towards an adolescent child, which is a kind of behaviour pattern that persists in the child as a habit of aggressive reacting to other people, objects or conflict situations (Wolińska, 2000; Poraj, 2002; Bares et al., 2011; Batool, 2013).

Our research has also shown that the aggressive way of young people's reacting to emotional tension arising in a social conflict situation is shaped in an educational situation characterized by mother and father putting excessive demands on their children, not taking into account developmental possibilities and limiting the young people's right to independence. This sort of upbringing is more often accompanied by disapproval than severe punishments. The parent sets a lot of rules and principles that an adolescent child is forced to follow and leaves the child no initiative to act at all. The parent constantly wants an adolescent child to be a model of perfection. A parent considers himself/herself to be an authority in all matters of an adolescent child, does not understand the new needs arising in the child, in particular the need for autonomy, independence, and co-deciding about the child's matters. The parent does not try to understand what his/her adolescent child thinks and feels. This attitude is very frustrating for an adolescent child, in particular when the child cannot live up to expectations. Putting forward excessive demands by the parent is treated as a desire to control the child and subordinate the ado-

lescent's life to his/her own norms and principles, which often interferes with the internal balance and even leads to the increase of the adolescent child's objection and negation of the parent's authority for contact with peers (Liberska et al. 2013).

It is worth paying attention to the fact which was revealed in the research that the attitude of mother and father towards an adolescent child is changeable in the perception of adolescents who use the strategy of aggression in a conflict situation. It depends on the momentary mood, well-being and personal matters, which are not necessarily related to the family life (inconsistent attitude). The parent transfers his/her emotional state to the relationship with the adolescent child. Attitudes such as excessive emotional distance, reluctance, hostility of the parent, disrespect of the child's adolescence, yelling, declaring restrictions and punishments intertwine with establishing emotional contact, the attitude of acceptance and engagement in the affairs of the adolescent child. It is worth noticing the increasing emotional distance on the one hand, and the emotional concentration of the parent towards the adolescent child on the other. This proves the parent's unbalanced emotional attitude towards the adolescent child. Such behaviour of a parent is not conducive to the development of emotional control mechanisms in an adolescent child, which may result in the child's spontaneous expressing his/her emotions and desires. The experience of emotional instability (concentration and emotional distance) in the relationship with a parent stabilises the adolescent's emotional instability in social relationships, which results in the fact that the adolescent might reveal an increased level of hostility towards the environment and aggression in contact with other people in conflict situations (Obuchowska, 2001; Liberska et al. 2013).

The analysis of the research results also showed that the conditions conducive to the development of submissive and task-oriented strategies for coping with a social conflict situation by young people are as follows: warm relations with mother, certainty of acceptance, mother's sensitivity to signals from an adolescent child, engagement (without excessive interference) in the affairs of an adolescent child and then encouraging a child to make independent decisions and demonstrate initiative and activity (attitude of autonomy). It is the mother who is perceived as being interested in the affairs and actions of the adolescent child by supporting him/her, expressing encouragement for independence and taking responsibility for his/her own actions, recognising his/her rights according to the child's developmental age, and the one who sees in her adolescent child a separate individual with his/her own life and needs, therefore she has a significant influence on the development of a coping strategy for her adolescent child, which consists in undertaking efforts to solve a given problem (Januszewska, 2001).

Conclusions

Generalising the results of the research, it can be stated that the adolescents' aggressive way of reacting to the emotional tension arising in a social conflict situation, shapes inappropriate upbringing attitudes of the mother and father towards the adolescent child. Lack of the balanced emotional bond with the parent, deprivation of the need for love, security, and emotional belonging or putting forward excessive demands for the adolescent child, not taking into account his/her developmental capabilities, 'bending' the

descendant by means of disapproval and criticism to the ideal functioning in the parents' imaginations constitute determinants that seem to create an individual who will cope with a social conflict situation in an aggressively way. However, we cannot fail to notice that an adolescent child who experiences the emotional support in his/her development, warm relationships with the parent and acceptance of his/her freedom of activity and manifestations of respect for his/her individuality along with avoidance of exaggerated restrictions and rigor, is able to submissively cope with a variety of difficult situations and overcome conflict situations using task-oriented methods. Generally, it seems that the family home prepares a young person to cope with specific problems, to make decisions in difficult situations and to develop necessary competences to solve them.

The study emphasizes the need for parents to learn more effective communication skills with adolescents.

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SĄSAJA TARP TĖVŲ AUKLĖJIMO STILIAUS IR PAAUGLIŲ KONFLIKTO SPRENDIMO STRATEGIJŲ

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Santrauka

Konflikto sprendimo veiksams apibūdinti dažnai pasitelkiamas konflikto sprendimo strategijų terminas. Bendradarbiavimo strategija apima veiksmus, kuriais siekiama savo tikslo paisant oponento tikslo. Tada įgyvendinamos tokios taktikos: derybos, kompromisas, interesų aiškinimasis, kompensacija ir pan. Kovos strategija apima veiksmus, kuriais siekiama savo tikslo neatsižvelgiant į oponento tikslą. Šiuo atveju taktikų pavyzdžiais galėtų būti argumentavimas, reikalavimas, agresyvus elgesys (žodžiu ir / arba veiksmais, tiesiogiai ir / arba netiesiogiai). Prisitaikymo strategija apima veiksmus, kuriais asmuo atsisako savo tikslo, kad pagelbėtų kitam siekti jo / jos tikslo. Pavyzdžiui, jis nuolaidžiauja („padarykime taip, kaip sakai“), neigia savo poreikius („gerai man ir taip“). Vengimo strategijos taikymo atveju atsisakoma savo tikslo, tačiau

tuoj pat metu užkertamas kelias ir oponentui siekti savojo tikslo. Pavyzdžiui, asmuo keičia pokalbio temą (pavyzdžiui, bėga nuo temos „nenoriu apie tai kalbėtis“), vengia kontakto, reaguoja neadekvačiai (tyli, juokiasi).

Tėvų auklėjimo pobūdis laikomas vienas reikšmingų veiksnių, turinčių įtakos paauglių konfliktų sprendimo strategijos pasirinkimui. Remiantis Missotten ir kt. tyrimu (2016), konfliktuodami su motinomis paaugliai labiau linkę rinktis bendradarbiavimą, jei motinoms būdingas autoritetingas auklėjimo stilius. Ir atvirkščiai, prisitaikymas, kova ir vengimas būdingesni paaugliams, auklėjamiems autoritarinių mamų. Be to, šis auklėjimo stilius siejamas ir su dažnesniais bei intensyvesniais konfliktais (Assadi ir kt., 2011). Van Doorn ir kt. (2011) atskleidė, kad santykiuose su draugais paaugliai taiko tapatias strategijas kaip santykiuose su tėvais. Šio tyrimo tikslas – atskleisti ryšį tarp auklėjimo stiliaus ir paauglių konfliktų sprendimo strategijų. Mamos ir tėvo auklėjimo stilius buvo vertinamas paauglių (Parental Attitue Scale, Plopa, 2007). Respondentai taip apibūdino savo elgesį pateiktose 33 konfliktinėse situacijose; kiekviena priskiriama vienai iš konfliktų strategijų (A Questionnaire for studying coping strategies in a social conflict situation by adolescents, Borecka-Biernat, 2012). Tyrime dalyvavo 493 trylikos-penkiolikos metų paaugliai iš Vroclavo ir jo apylinkių (Lenkija).

Tyrimo rezultatai atskleidė, kad ryšys tarp abiejų tiriamų reiškinių – auklėjimo stiliaus ir konflikto sprendimo strategijų – yra statistiškai reikšmingas. Agresyvių konfliktišką elgesį linkę demonstruoti paaugliai dažniau savo mamos vertimo kaip taikančias leidžiantįjį arba mišrų auklėjimo stilius, o savo tėvus – kaip taikančius autoritarinį bei mišrų stilius. Ir atvirkščiai, autoritetingas auklėjimo stilius koreliuoja su bendradarbiavimo strategija. Šiuo tyrimo duomenys patvirtina ankstesnių tyrimų, atliktų kitose šalyse, rezultatus. Jie pagrįdžia pastangų, dedamų mokyti tėvus auklėti vaikus, reikšmę. Juk nuo tėvų elgesio, kaip parodė duomenys, priklauso paauglio gebėjimas spręsti konfliktus: sėkmingai siekti savo tikslo, paisyti oponuojančio asmens tikslų, gebėjimas kovoti bei bendradarbiauti.

Reikšminiai žodžiai: paaugliai, tėvai, sprendimo strategijos, socialinė konflikto situacija

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