



## The Role of Respectful Behaviour in the Relationship between Empathetic Tendencies and Conflict Resolution in Primary School Students

Hanifi SEKERCİ<sup>1</sup> Ferat YILMAZ<sup>2</sup>

### ARTICLE INFO

#### Article History:

Received: 07 Feb. 2020

Received in revised form: 18 Dec. 2020

Accepted: 27 Feb. 2021

DOI: 10.14689/ejer.2021.93.4

#### Keywords

social studies teaching, life sciences teaching, path analysis, empathy, conflict resolution, respectful behaviour

### ABSTRACT

**Purpose:** In this study, the hypothesis put forward is that empathetic tendency and respectful behaviour are related to conflict resolution skills and that the variable of respectful behaviour can play a role as a mediating variable between empathetic tendency and conflict resolution skills. Within the scope of the research, it is aimed to test these hypotheses. **Method:** Relational survey model was used in the study. The study group of the research consisted of 324 4<sup>th</sup> grade primary school students studying in Diyarbakir province during the 2018-2019 academic year and designated through a random sampling method.

"Conflict Resolution Skills Scale," developed by Gurdogan Bayir, "KA-SI Empathetic Tendency Scale for Children," developed by Kaya and Siyez and "Respectful Behavior Scale" developed by Erken were used as data collection tools in the research. The data obtained were analysed by Structural Equation Model and Bootstrap analysis. **Findings:** Within the framework of the findings obtained, predictably, it was found that there is a significant relationship between empathetic tendency and conflict resolution skills and that empathetic tendency can explain conflict resolution skills by 36%. As also suggested in the research hypotheses, in addition to the existence of a relationship between an empathetic tendency and conflict resolution skills through a model in which respectful behaviour is a significant partial mediator, empathetic tendency can explain conflict resolution skills at a level of 54%. **Implications for Research and Practice:** In future research, it should be investigated, which skill, value, or demographic information etc. other than empathetic tendency and respectful behaviour may help explain the baffling variance ratio.

© 2021 Ani Publishing Ltd. All rights reserved

<sup>1</sup> Corresponding Author, Dicle University, Ziya Gokalp Faculty of Education, Diyarbakir, TURKEY, hnfskrc@gmail.com, ORCID: 0000-0002-1280-3228

<sup>2</sup> Dicle University, Ziya Gokalp Faculty of Education, Diyarbakir, ferat.yilmaz@dicle.edu.tr, TURKEY, ORCID: 0000-0002-4947-5416

## Introduction

In all the curricula reviewed in 2018, the common aim was to get students to gain eight main competencies such as communication in the mother tongue, communication in foreign languages, mathematical competency and basic competencies in science/technology, digital competency, learning to learn, taking initiative and entrepreneurship, cultural awareness and expression, and finally social competencies and competencies related to citizenship. Social competencies and competencies related to citizenship are rather seen as competencies that can be brought in within the scope of the Life Science Course Curriculum (Ministry of National Education [MoNE], 2018a) and the Social Studies Course Curriculum (MoNE, 2018b) due to their nature, learning outcomes, and contents. One of the basic skills to be brought in the students within the framework of these competencies is conflict resolution skills. Within the scope of the Life Science Course Curriculum and Social Studies Course Curriculum, the aim is to have students gain respect value and empathy skills that will help them solve conflicts in communication processes by constructive means other than conflict resolution skills. Respect is emphasized in the Life Sciences and Social Studies Curricula, especially in cases of individual differences which may lead to conflicts. Besides, in the Social Studies Curriculum, again in cases of global connections or relations where conflicts are possible, it is suggested that students are made to gain the skill of empathy; on the other hand, in the Life Sciences Curriculum, attention is drawn to the necessity to use an empathetic language in situations where emotions, thoughts or objections are expressed, in other words, in cases that may lead up to conflicts. Therefore, the relationship of conflict resolution and empathy skills with respect value within the scope of the Life Science Curriculum and Social Studies Curriculum gains importance within the framework of the holistic understandings of the program in question.

The introductory paragraph outlines clearly the objectives and motivation for writing the paper. The introduction should provide a context for the discussion in the body of the paper and point the purpose of the article explicitly.

### *Literature Review*

As a social entity, a human being communicates and interacts with his/her environment. This communication and interaction accelerate his/her adaptation to society. However, due to this interaction process and the nature of the human being, setbacks and problems may also be experienced in some cases. Conflicts are among the problems seen during the interaction with different groups and individuals. Conflicts may be defined as cases emerging as a result of the differentiation of the desire, purpose, need (Arslan, 2005; Macintosh and Stevens, 2008; Palmer, 2001), impulse, thought (Oner, 2004; Ates, 2014), value, interest, belief and communication skills (Bilgili, 2018) between two or more parties or because of limited resources to benefit from (Rahim, 2002), and which manifest themselves with tension, prevention, competition, change and interventions (Kavalci, 2001).

At microcosmic and macrocosmic levels, conflicts situated at the centre of global problems (Holt & DeVore, 2005), are perceived negatively by a significant proportion of people. Damirchi (2014) states that this may be due to past experiences or lack of adequate knowledge about the conflict. Park and Antonioni (2007) state that whether a conflict is defined as positive or negative depends on how the conflict in question is resolved. More precisely, it is not the reasons for the conflict or the conflict itself, but the nature of the responses given during this conflict and the results brought about by these responses that are used to qualify such a conflict as positive or negative.

Throughout the conflict resolution, there may be some reactions such as violence, avoidance, cooperation, acceptance and understanding (Carter, 2002). Of these reactions, especially the use of violence causes a conflict to be considered negative, while conflicts approached with cooperation, acceptance and understanding can be regarded as positive conflicts. Conflict avoidance cannot lead to any lasting solution. According to Bercovitch (2019), a negative conflict can be mentioned if a conflict has a destructive outcome such as violence, destructive behaviour, hostility, and stereotyping, resulting in supremacy, dominance, and withdrawal. However, it can be argued that there is a positive conflict process if this conflict can lead to beneficial outcomes such as adaptation, development and renewal and can provide peace, solution, or other acceptable agreements.

Yavuzer, Karatas and Gundogdu (2013), state that whereas resolving the conflicts destructively unveils the feelings of anger, rage, hostility, and violence, resolving them constructively ensures self-improvement by developing the skills of problem-solving, critical thinking and communication. In this respect, it can be seen that the strategies used in the resolution of conflicts can offer important opportunities. However, conflicts and disagreements, an indispensable part of life (Akbalik, 2001) are often solved through violence in the school environment (Damirchi, 2014). In this respect, it is important to provide students with learning experiences, skills and values that will contribute to constructive conflict resolution skills in the school premises. It is thought that within the scope of this study, the skill and the value that will contribute to constructive conflict resolution are empathy and respect.

Empathy is a skill that plays a particularly important role in the healthy functioning of human relations. Based on the various definitions previously made in the literature, empathy may be defined as understanding the emotions, thoughts and behaviours of the other party in the way s/he makes sense of them, becoming aware of the lives that shape this understanding and experiencing them at a representative level, and developing the ability to act in cooperation as a result of this experience (Budak, 2005; Cuceloglu, 1998; Tarhan, 2010). Within the scope of this study, empathy, from a functional point of view, should be treated as the ability to understand the conflict-driven emotions, thoughts and behaviours of the other party in case of a conflict within the framework of the motives of expectation, interest, value, purpose, impulse, etc. that will put him/her into the state of conflict.

Empathy has two dimensions as cognitive and affective (Ickes, 1997). According to Guttman (2001), cognitive empathy is the ability of an individual to recognize the

feelings of another person without experiencing them. Emotional empathy, on the other hand, is to approach the feelings of someone with sympathy and communicate with him/her deeply. Responding to the other party's emotional experience with the same feelings throughout this communication process is called parallel empathy and responding with different feelings such as sadness and pity developed due to the state s/he is in is called reactional empathy (Stephan and Finlay, 1999). In brief, the individual's understanding of what the other party thinks throughout the communication process is related to the cognitive aspect of empathy, and his/her response to the other person's emotions with the same or different emotions is related to the affective aspect of empathy. These are also the two main elements of the empathy process according to Dokmen (2002). The last element of the empathy process is the transmission of the empathetic understanding that occurs in the mind of the person who shows empathy to the other person. Failure to pass on the empathetic understanding developed by the individual to the other person may leave the empathy process incomplete.

Empathy, whose definition, and elements are discussed above, has a function that prevents many problems and distresses in social adaptation and communication process before they emerge. Gokler (2009) states that empathy is at the core of many social cohesion skills. Salovey and Mayer (1990) and Goleman (1996) argue that empathy increases tolerance and solidarity, is effective in establishing and maintaining positive relationships, positively affects cognitive and moral development, and helps in solving problems and conflicts. Because empathy helps identify issues underneath anxieties, needs and interests; causing conflicts (Davidson and Wood, 2004) makes it easier to recognize the emotions of the other individuals in the course of conflict (Heydenberk & Heydenberk, 2007) and thereby acts as a peace catalyst in a conflict process (Halperin, 2014). Therefore, in this study, it is thought that empathetic tendency, which can regulate individual and social life by bringing people closer together and facilitating communication (Yuksel, 2004), can explain the conflict resolution skills in a meaningful way.

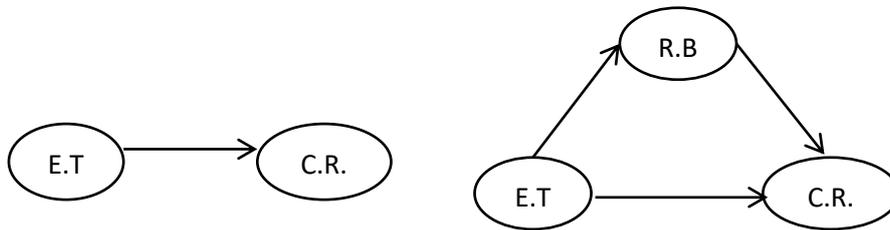
Within the scope of this study, it is thought that, other than an empathetic tendency, the value of respect and behaviours comprising this value are also important in terms of conflict resolution skills. This is because children need to mature socially and emotionally to advance in their conflict resolution skills and learn to respect others for this maturation to develop (McClure, Miller and Russo, 1992). In this context, respect can contribute to other values and good deeds (Yazici & Yazici, 2015) and build a favourable ground for a healthy communication process (Cuceloglu, 1999). It can bring people closer and lead them to understand each other (Senturk, 2008), to think and to accept each other as they are (with their virtues, weaknesses and mistakes, rights and needs) (Perese Character School Teacher's Handbook, 2005; Pighin, 2005). In this respect, it is estimated that behaviours based on respect predict a constructive conflict resolution approach in conflict situations by helping individuals understand their conflicting interests, to think of each other's wishes, goals and needs, or to accept each other with their conflicting values and beliefs.

In the present study, it is thought that empathetic tendency and respectful behaviour, each of which is predicted to be associated with conflict resolution skills separately, may also be related to each other because, according to the literature, the value of respect is seen as a value that empathy skill brings to the forefront (Ersoy & Kosger, 2016) and brings in individuals (Arslan, 2016). There is respect for the other party in the foundation of good empathy (Mnookin, Peppet, & Tulumello, 1996). Respect for others also makes it easier to empathize with them in terms of their concerns about a particular issue (Kelman, 1992). Therefore, in this study, the hypothesis put forward is that empathetic tendency and respectful behaviour are individually related to the conflict resolution skills and that the variable of respectful behaviour can play a role as a mediating variable between empathetic tendency and conflict resolution skills. Within the scope of the research, it is aimed to test these hypotheses with Structural Equation Model.

## Method

### Research Design

A relational survey model was used in this study. According to Karasar (2009), relational survey models are research designs that determine the existence and degree of co-change between two or more variables. The basic and mediator models aimed to be tested in this study are shown schematically in Figures 1 and 2.



E.T.: Empathetic tendency, C.R.S.: Conflict Resolution Skills, R.B.: Respectful Behaviour

**Figure 1.** Basic Model

**Figure 2.** Mediator Model

According to the basic model in Figure 1, it is thought that empathetic tendency can positively predict conflict resolution skills. According to the mediator model in Figure 2, it is claimed that respectful behaviour variable may play a role as an intermediary variable between empathetic tendency and conflict resolution skills.

### Research Sample

The sample of the research consisted of 324 4<sup>th</sup> grade primary school students studying in Diyarbakir province in the 2018-2019 academic year and designated through a random sampling method. Whereas 369 primary school students participated in the study, the data obtained from 45 students not included in the extreme value ranges while the normality analysis of the data was performed were excluded from the data set.

### Research Instruments and Procedures

"Conflict Resolution Skills Scale," developed by Gurdogan Bayir (2015), "KA-SI Empathetic Tendency Scale for Children" developed by Kaya and Siyez (2010) and "Respectful Behaviour Scale" developed by Erken (2009) were used as data collection tools in the research. Conflict Resolution Skills Scale consisted of two dimensions being Resort to Reconciliation and Resort to Violence and 22 items. The total score obtained from the scale showed how high the conflict resolution skills of the students were. KA-SI Empathy Scale for Children consisted of two dimensions as Cognitive Empathy and Emotional Empathy and 13 items and measured children's empathetic tendency levels. As for the Respectful Behaviour Scale, it consisted of two dimensions as Not Disregarding the Ones Around and Not Exhibiting Rude Behaviours and 17 items. The EFA (Exploratory Factor Analysis) results included in the studies where these scales were developed revealed that the relevant scales explained 49.60%, 44.31%, and 43.88% of the total variance, respectively. CFA (Confirmatory Factor Analysis) results showed that the goodness-of-fit indices of the Conflict Resolution Skills Scale and Empathetic Tendency Scale for Children were acceptable and excellent. The CFA was not conducted for the Respectful Behaviour Scale in the study conducted by Erken. Within the scope of this study, Cronbach's alpha values regarding the measurements made with the related scales were .847, .840 and .825, respectively. According to these values, the measurements obtained from all scales used in this research were reliable (Buyukozturk, 2012).

Before the data collection tools concerned were used in SEM, the measurement models used within the scope of the research were tested separately by CFA as suggested by Cokluk, Sekercioglu, and Buyukozturk (2012). Since valid results were not obtained when these measurement tools were analysed with second level CFA considering the sub-factors, they were employed unidimensionally with the first level CFA. Accordingly, t-values regarding the items in the Conflict Resolution Skills Scale were between 2.70 and 11.91. The t-values regarding the items in the Empathetic Tendency Scale ranged between 4.60 and 11.20. T-values for the items in the Respectful Behaviour Scale varied between 4.83 and 11.22. These values indicated that all items in each scale are significantly predicted by the implicit variable to which they are related ( $p < .01$ ) (Simsek, 2007). CFA model fit indexes regarding measurement models are shown in Table 1.

As shown in Table 1, p value was significant ( $< .001$ ) for all Conflict Resolution Skills, Empathetic Tendency and Respectful Behaviour Scales. In this case, other fit indexes were needed to be examined. Accordingly, whereas  $\chi^2 / sd$ , RMSEA, CFI, IFI, GFI, AGFI, NFI, NNFI and SRMR values are within acceptable limits for the Conflict Resolution Skills Scale, the RMR value shows the perfect fit. While the NFI value for the Empathetic Tendency Scale is within the acceptable limit,  $\chi^2 / sd$ , RMSEA, CFI, IFI, GFI, AGFI, NNFI, RMR and SRMR values indicate perfect fit. As for the Respectful Behaviour Scale, whereas  $\chi^2 / sd$ , RMSEA, NFI and SRMR values indicate acceptable fit, CFI, IFI, GFI, AGFI, NNFI and RMR values indicate excellent fit (Bentler, 1980; Bentler & Bonett, 1980; Brown & Cudeck, 1993; Byrne & Campbell, 1999; Cokluk et al.,

2012; Hu & Bentler, 1999; Ilhan & Cetin, 2014; Kline, 2011; Secer, 2013). Based on these results, it can be said that the validity of the measurement models to be used in SEM was ensured.

**Table 1**

*CFA Goodness of Fit Indexes Regarding Measurement Models*

	p	$\chi^2/sd$	RMSEA	CFI	IFI	GFI	AGFI	NFI	NNFI	RMR	SRMR
CR	.000	497.08/208= 2.39	.0065	.94	.94	.88	.85	.89	.93	.043	.061
ET	.000	111.96 /65 = 1.72	.049	.97	.97	.95	.93	.92	.96	.033	.049
RB	.000	243.67/119= 2.05	.057	.96	.96	.92	.90	.91	.95	.037	.054

CR: Conflict Resolution; ET: Empathetic Tendency, RB: Respectful Behaviour

*Data Analysis*

Normality analysis was performed by looking at the Skewness and Kurtosis coefficients of the data to reveal the relationships between conflict resolution, empathetic tendency and respectful behaviour with the structural equation model. Accordingly, the data from 45 participants whose Z scores were not within the acceptable range were excluded from the data set. Thus, it was possible to ensure normal distribution with the data obtained from 324 students. The results obtained from the skewness and kurtosis test are shown in Table 2.

**Table 2**

*Skewness and Kurtosis Scores of Data*

Variables	N	Skewness		Kurtosis	
		Statistics	St. Error	Statistics	St. Error
CR	324	-.733	.135	.186	.270
ET	324	-.449	.135	.239	.270
RB	324	-.837	.135	.308	.270

CR: Conflict Resolution; ET: Empathetic Tendency, RB: Respectful Behaviour

As seen in Table 2, the Skewness and Kurtosis scores of the data are between +1 and -1 points. According to Buyukozturk (2012), the normality of the data within the ranges concerned was provided. After the normality of data was provided, the relationship between conflict resolution, empathetic tendency and respectful behaviour was examined by Pearson Product-Moment Correlation. The structural equality model was utilized to determine the common variance shared between conflict resolution, empathetic tendency and respectful behaviour. The data obtained from the study were analysed via SPSS 20.0 and LISREL 8.54 package programs. The

process suggested by Hair, Hult, Ringle, and Sarstedt (2014) was followed to understand whether respectful behaviour has an intermediary effect between empathetic tendency and conflict resolution skills, and to determine the level of effect (partial or full mediation) in case such an effect occurs. According to this process, whether the relationship between empathetic tendency and conflict resolution skills (total effect) was significant was tested before respectful behaviour mediating variable was included to talk about a partial or full mediator effect. When this relationship was found to be significant, respectful behaviour was included in SEM as a mediating variable; thus, the indirect effect between empathetic tendency and respectful behaviour (a), the indirect effect between respectful behaviour and conflict resolution skills (b), and the direct effect between empathetic tendency and conflict resolution skills (c) were examined. Based on the formula in which these values were used [VAF (Variance Accounted For) =  $ab / (ab + c)$ ] (Shaw, 2014), the mediation effect and level of respectful behaviour were tried to be estimated. Accordingly, VAF > 80% result was interpreted as full mediation,  $20\% \leq \text{VAF} \leq 80\%$  result was interpreted as partial mediation and VAF < 20% result was interpreted as the nonexistence of mediation effect. To interpret the indirect effect of the mediator variable of respectful behaviour, PROCESS Macro, which works in integration with SPSS, was used and Bootstrap analysis was applied. This analysis was carried out at a 95% confidence interval and the number of Bootstrap samples was adjusted to 5000. The absence of the "0" value between lower (BootLLCI) and upper (BootULCI) Bootstrap values (Hayes, 2018) has been interpreted as the indirect effect of the mediator variable is significant.

### Results

In this part, initially, the correlations between conflict resolution, empathetic tendency, and respectful behaviour are presented. Then, basic and mediator structural equation models are illustrated to identify common variances shared between conflict resolution, empathetic tendency and respectful behaviour. Finally, Bootstrap analysis results are given.

#### *Correlation coefficients between observed variables*

Correlation coefficients between observed variables are shown in Table 3.

**Table 3**

*Correlation Coefficients the Relationship between Conflict Resolution, Empathetic Tendency and Respectful Behaviour*

Variables	CR	ET	RB
CR	1		
ET	.514**	1	
RB	.504**	.395**	1

\*\* $p < .01$

When Table 3 is examined, it is clear that there are statistically significant relationships between each of the variables ( $p < .001$ ). In this context, there is a moderate and positive relationship between conflict resolution and empathetic tendency ( $r = .514$ ), and conflict resolution and respectful behaviour ( $r = .504$ ). Similarly, it can be said that the correlation coefficient between empathetic tendency and respectful behaviour is moderate and positive ( $r = .395$ ).

#### Structural equation model

Within the scope of the research, firstly the direct relationship between empathetic tendency and conflict resolution skills was tested, and then the mediating role of respectful behaviour was tried to be understood. In this context, goodness of fit indexes regarding the basic and mediation models tested are shown in Table 4.

**Table 4**

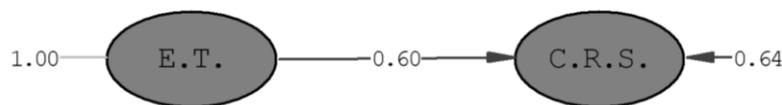
*Goodness of Fit Indexes for Basic and Mediation Models*

	p	$\chi^2/sd$	RMSEA	CFI	IFI	NNFI	RMR	SRMR	PGFI	PNFI
BM	.000	1069.21/559=1.91	0.053	.94	.94	.94	.046	.061	.75	.83
MM	.000	2284.25/127=1.80	0.050	.92	.92	.92	.050	.063	.73	.80

BM: Basic Model; MM: Mediation Model

When the goodness of fit indexes in Table 3 are examined, it is seen that p values are significant but  $\chi^2 / sd$  and RMR values regarding the basic model reflect the perfect fit and RMSEA, CFI, IFI, NNFI, SRMR, PGFI and PNFI indexes are within acceptable limits. In terms of the mediation model, it is seen that  $\chi^2 / sd$ , RMSEA and RMR values reflect the perfect fit and CFI, IFI, NNFI, SRMR, PGFI and PNFI indexes are within acceptable limits (Bentler, 1980; Bentler & Bonett, 1980; Brown & Cudeck, 1993; Byrne & Campbell, 1999; Cokluk et al., 2012; Hu & Bentler, 1999; Ilhan & Cetin, 2014; Kline, 2011; Secer, 2013). These results show that there is consistency between the model tested and the data obtained.

The basic structural model regarding empathetic tendency and conflict resolution skills is shown in Figure 3.

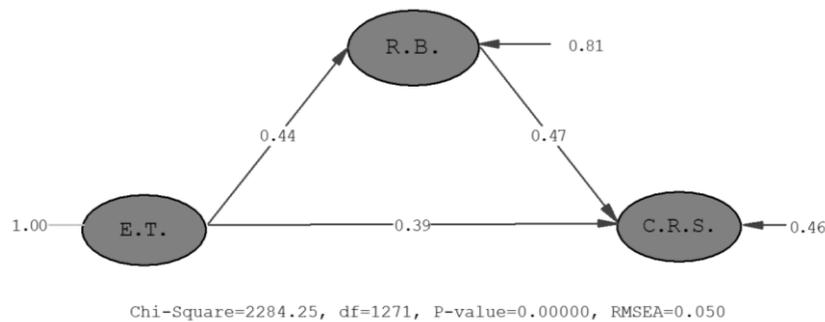


Chi-Square=1069.21, df=559, P-value=0.00000, RMSEA=0.053

**Figure 3.** Structural Model regarding Empathetic Tendency and Conflict Resolution Skills

According to the basic structural model outputs shown in Figure 3, the empathetic tendency variable can explain 36% of the variance of conflict resolution skills [*Conflict Resolution Skills* =  $.60 * Empathetic Tendency$ , *Error var.* =  $.64$ ,  $R^2 = .36$ ]. According to this model, the path coefficient pointing out the relationship between empathetic tendency and conflict resolution skills (total effect) is  $.60$  and there is a significant relationship between empathetic tendency and conflict resolution skills ( $p < .01$ ,  $t = 7.61 > 2.56$ ). According to Hair et al. (2014), this relationship provides the prerequisite for the inclusion of respectful behaviour variable in SEM to understand the mediation effect.

The mediator structural model regarding empathetic tendency, respectful behaviour and conflict resolution skills is shown in Figure 4.



**Figure 4.** Structural Model regarding Empathetic Tendency, Respectful Behaviour and Conflict Resolution Skills

The model shown in Figure 4 can account for 54% of the variance of conflict resolution skills [*Conflict Resolution Skills* =  $.47 * Respectful Behavior + .39 * Empathetic Tendency$ , *Error var.* =  $.46$ ,  $R^2 = .54$ ]. According to this model, there are significant relationships between empathetic tendency and respectful behaviour ( $p < .01$ ,  $t = 4.82 > 2.56$ ), respectful behaviour and conflict resolution skills ( $p < .01$ ,  $t = 4.71 > 2.56$ ) and lastly, between empathetic tendency and conflict resolution skills ( $p < .01$ ,  $t = 5.75 > 2.56$ ) with mediating role of respectful behaviour. With the addition of the respectful behaviour variable, the path coefficient between the empathetic tendency and conflict resolution skills in the basic model decreases from  $.60$  to  $.39$  in the mediation model. The relationship between empathetic tendency and conflict resolution skills decreases in this way in the mediation model but still indicates a significant relationship, which points out the partial mediating effect of respectful behaviour between these two variables (Baron & Kenny, 1986). At the same time, the value (35%) found out upon the calculation  $[(0.44 * .47) / (0.44 * .47) + 0.39]$  based on the mediation formula by Shaw (2014) is between 20% and 80%, proving that respectful behaviour has a partial mediator role between empathetic tendency and conflict resolution skills.

#### Bootstrap Analysis

The results of the Bootstrap analysis, used to determine whether the mediator role of respectful behaviour between empathetic tendency and conflict resolution skills is statistically significant are given in Table 5.

**Table 5**

*Bootstrap Analysis Results Regarding the Indirect Effect of Respectful Behavior*

Standardized indirect effect	Boot standard error	BootLLCI (Lower value)	BootULCI (Upper value)
.255	.047	.1673	.3529

As can be seen in Table 5, the coefficient value for the indirect effect of respectful behaviour is .255. Standardized values are between .1673 and .3529. Since "0" is not between these two values, it can be said that the mediating effect of respectful behaviour between empathetic tendency and conflict resolution skills is significant.

### Discussion, Conclusion and Recommendations

In this research, the relationships between conflict resolution skill, empathetic tendency and respectful behaviour were examined with structural equality model. Within the framework of the findings, predictably, it was found that there is a significant relationship between empathetic tendency and conflict resolution skills and that empathetic tendency can explain conflict resolution skills by 36%. That empathetic tendency can explain conflict resolution skills with a positive relationship seems to be related to its reducing aggression, increasing social cohesion (Eisenberg & Fabes, 1990; Roberts & Strayer, 1996) and contributing to value-oriented moral behaviours (Early, 2009; Ersoy & Kosger, 2016). This supports the views that children who are more mature and sophisticated in understanding the perspectives and feelings of others can play a more constructive role in resolving a conflict (Dunn & Herrera, 1997) and those with a high level of emotional intelligence, including empathy skill, are more successful in managing (Kaushal & Kwantes, 2006) interpersonal conflicts. This finding also explains why educational programs including learning experiences related to empathy affect conflict resolution skills (Guner, 2007; Kadivar, 2007; Karahan 2005; Karahan, 2008; Shapiro et al., 2002; Spears, 2004, Sunbul, 2008; Tapan, 2006; Uysal, 2003) in a positive way. Lastly, the finding coincides with some other findings stating that the security personnel with a high level of empathetic tendency rather use constructive conflict resolution methods (Koroglu, 2012), secondary school students with a low level of empathetic tendency exhibit more aggressive behaviours in conflict resolution (Rehber, 2007), empathetic tendency has a positive effect on problem solving skills in conflict resolution (de Wied; Branje, & Meeus, 2007), empathetic communication makes it easier to resolve conflicts (Cochran, Cochran, & Hatch, 2002) ,a positive relationship was found between secondary school students' conflict resolution behaviours and empathetic tendencies (Cakir, 2016), individuals

showing more empathy utilize more positive problem solving approaches in conflict resolution (Perrone-McGovern, et al., 2014), affective empathy is related to more successful conflict management (de Wied et al., 2007), and that peaceful conflict resolution and empathy have a strong (Bjorkqvist & Osterman, 2000) relationship. The results of this research regarding empathetic tendency and conflict resolution skills also reinforce the research results that examine the relationship between personality and conflict resolution skills. This is because, according to the research in question, the agreeableness personality trait, comprising being empathetic, provides the tendency to pursue the relationship in conflict situations and to produce more fair solutions (Macintosh & Stevens, 2008) and agreeableness personality dimension predicts conflict resolution skills significantly. (Basim, Cetin, & Tabak, 2009; Wood & Bell, 2008).

Senturk (2008) states that respectful behaviours lead individuals to understand each other, and disrespectful behaviours damage the environment of agreement and thus may cause conflict. Akbalik (2001) mentions that people wishing to gain conflict resolution skills should have the value of respect. Alexander (2000) states that individuals need to develop the value of respect for others so that peaceful conflict resolution skills can be implemented. Arcaro-McPhee, Doppler, and Harkins (2002) argue that children can learn creative conflict resolution skills more easily in classrooms strengthening mutual respect between students and teachers. The results of this research also support these views and conclude that there is a significant relationship between respect and conflict resolution skills.

As also suggested in the research hypotheses, in addition to the existence of a relationship between empathetic tendency and conflict resolution skills, in a model in which respectful behaviour is a significant partial mediator, empathetic tendency can explain conflict resolution skills at a level of 54%. This research contributes to the literature by supporting a relationship that is already theoretically expressed in the literature with a quantitative finding. This finding also coincides with the view that empathy and respect for differences are essential for a constructive, peaceful, and healing conflict resolution in interpersonal relations (Turnuklu, et al., 2010). It also proves the rightfulness of including both empathy and respect in conflict resolution training programs (Garrard & Lipsey, 2007; Hakvoort, 2010). In brief, the results of both this research and others show that for more qualified conflict resolution skills, it is necessary not only to understand or feel the desires, goals, needs, impulses, thoughts, values, interests and beliefs the other party may have in a state of conflict but also to respect them through understanding or feeling.

Cohen (2005) states that the most ideal system for conflict resolution is the absence of any conflict due to the supportive school environment. However, in the event of a conflict, he proposes that the students firstly resolve the conflicts by negotiating with each other. In this case, classroom teachers who conduct the Life Sciences and Social Studies courses, in which the skill concerned can be brought in students, have important responsibilities. Within the framework of these responsibilities, classroom teachers are recommended to add empathy and respect to their educational situations to bring in students the conflict resolution skills in Life Sciences and Social Studies courses. Within the framework of Life Sciences and Social Studies Curricula, essential

learning outcomes and contents should be included for teachers to guide students to empathize with the other party to understand his/her wishes, aims, needs, impulses, interests, thoughts, values and beliefs in case of a conflict, and after they understand and/or feel these through empathy, to respect all these.

In this research, independent and mediating variables that can explain conflict resolution skills were limited by empathetic tendency and respectful behaviour, respectively. Due to this limitation, the unexplained variance rate for conflict resolution skills appears to be at the level of 46%. Therefore, in future research, it should be investigated, which skill, value, or demographic information etc. other than empathetic tendency and respectful behaviour may help explain the baffling variance ratio.

Within the scope of the research, empathetic tendency and respectful behaviour were tested in SEM without sub-dimensions. In further research, the effect of cognitive and affective empathy (Kaya & Siyez, 2010), the sub-dimensions of empathetic tendency, which disregards the ones around which does not exhibit rude behaviours (Erken, 2009), which are sub-dimensions of respectful behaviour, on conflict resolution skills should be examined.

In the present study, the effect of empathetic tendency on conflict resolution skills through respectful behaviour was tested by a relational method within the limitedness of self-reports. As a result of this test, empathetic tendency through respectful behaviour was found to be an important predictor of conflict resolution skills. Nevertheless, action research and empirical research should be conducted on how effective conflict resolution programs including respect centred empathy and related learning experiences are on conflict resolution skills to be able to obtain more explicit information on this issue.

## References

- Akbalik, G.F. (2001). Validity and reliability study of the conflict resolution scale (University students form). *Turkish Psychological Counseling and Guidance Journal*, 16, 7-14.
- Alexander, K. L. (2000). *Prosocial behaviors of adolescents in work and family life: empathy and conflict resolution strategies with parents and peers*. (Unpublished doctoral dissertation). Graduate School of the Ohio State University, Ohio.
- Arcaro-McPhee, R., Doppler, E. E., & Harkins, D. A. (2002). Conflict resolution in a preschool constructivist classroom: A case study in negotiation. *Journal of Research in Childhood Education*, 17(1), 19-25. <http://dx.doi.org/10.1080/02568540209594995>
- Arslan, C. (2005). *Kisilerarasi Catisma cozme ve Problem Cozme Yaklasimlarinin Yukleme Karmasikligi Acisindan Incelemesi [Investigation of interpersonal conflict resolution and problem solving approaches in terms of attribution complexity]*. (Unpublished Master Thesis). Selcuk University, Konya.

- Arslan, Y. (2016). Who shows better empathy? - A micro sociological research over the empathy. *Batman University Journal of Life Sciences*, 6(2), 51- 64.
- Ates, N. (2014). *The effectiveness of the conflict resolution education programme on the conflict resolution skills and self-esteem of 6 grade students*. (Unpublished Master thesis). Halic university, Istanbul.
- Baron, R.M., & Kenny, D.A. (1986) The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.
- Basim, H. N., Cetin, F., & Tabak, A. (2009). The relationship between big five personality characteristics and conflict resolution approaches. *Turkish Journal of Psychology*, 24(63), 20-34.
- Bentler, P.M. (1980). Multivariate analysis with latent variables: Causal modeling. *Annual Review of Psychology*, 31, 419-456.
- Bentler, P.M., & Bonett, D.G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88, 588-606.
- Bercovitch, J. (2019). *Social conflicts and third parties: strategies of conflict resolution*. New York: Routledge.
- Bilgili, S. (2018). *Investigation of the relation of conflict resolution and social skills to emotional intelligence of high school students*. (Unpublished master thesis). Ataturk University, Erzurum.
- Bjorkqvist, K., & Osterman, K. (2000). Social intelligence-empathy=aggression? *Aggression and Violent Behavior*, 5(2), 191-200. [https://doi.org/10.1016/S1359-1789\(98\)00029-9](https://doi.org/10.1016/S1359-1789(98)00029-9)
- Brown, M., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. Bollen & J. Long, (Eds.), *Testing structural equation models* (pp. 136-162). London: Sage Publications.
- Budak, S. (2005). *Psikoloji sozlugu [Dictionary of psychology]*. Ankara: Bilim ve Sanat Publishing.
- Buyukozturk, S. (2012). *Sosyal bilimler icin veri analizi el kitabı [Manual of data analysis for social sciences]*. Ankara: Pegem Akademi Publishing.
- Byrne, B., & Campbell, T.L. (1999). Cross-cultural comparisons and the presumption of equivalent measurement and theoretical structure: a look beneath the surface. *Journal of Cross-Cultural Psychology*, 30(5), 555-574. <https://doi.org/10.1177%2F0022022199030005001>
- Carter, C. C. (2002). Conflict resolution at school: Building compassionate communities. *Social Alternatives*, 21(1), 49-52
- Cochran, J. L., Cochran, N. H., & Hatch, E. J. (2002). Empathetic communication for conflict resolution among children. *The Person-Centered Journal*, 9(2), 101-112.

- Cohen, R. (2005). *Students resolving conflict: Peer mediation in schools*. Culver City: Good Year Books.
- Cuceloglu, D. (1998). *Iyi dusun dogru karar ver: Gelistiren kitaplar dizisi [Think well decide right: A series of improving books]*. Istanbul: Sistem Publishing.
- Cuceloglu, D. (1999). *Yeniden insan insana [Human to human again]*. Istanbul: Remzi Bookstore.
- Cakir, E. (2016). *The relationship between emphatic tendency levels and conflict resolution behaviors of secondary school students*. (Unpublished master thesis). Okan University, Istanbul.
- Cokluk, O., Sekercioglu, G., & Buyukozturk, S. (2012). *Sosyal bilimler icin cok degiskenli istatistik: SPSS ve LISREL uygulamalari [Multivariate statistics for social sciences: SPSS and LISREL applications]*. Ankara: Pegem Akademi Publishing.
- Damirchi, I. S. (2014). *The effect of peace education program on the seventh grade students' conflict resolution and communication skills*. (Unpublished doctoral dissertation). Hacettepe University, Ankara.
- Davidson, J., & Wood, C. (2004). A conflict resolution model. *Theory into Practice*, 43(1), 6-13. [https://doi.org/10.1207/s15430421tip4301\\_2](https://doi.org/10.1207/s15430421tip4301_2)
- de Wied, M., Branje, S. J. T., & Meeus, W. H. J. (2007). Empathy and conflict resolution in friendship relations among adolescents. *Aggressive Behavior*, 33, 48-55. <https://doi.org/10.1002/ab.20166>
- Dokmen, U. (2002). *Varolmak, gelismek, uzlasmak [To exist, to develop, to compromise]*. Istanbul: Sistem Publishing
- Dunn, J., & Herrera, C. (1997). Conflict resolution with friends, siblings, and mothers. *Aggressive Behavior*, 23, 343-357. [https://doi.org/10.1002/\(SICI\)1098-2337\(1997\)23:5%3C343::AID-AB4%3E3.0.CO;2-J](https://doi.org/10.1002/(SICI)1098-2337(1997)23:5%3C343::AID-AB4%3E3.0.CO;2-J)
- Eisenberg, N., & Fabes R. (1990) Empathy: Conceptualization, measurement and relation to prosocial behavior, *Motivation and Emotion*, 14, 131-149. <https://doi.org/10.1007/BF00991640>
- Erken, M. (2009). *Effect of empathy's ability on moral behaviors*. (Unpublished Master thesis). Sakarya University, Sakarya
- Ersoy, E.G., & Kosger, F. (2016). Empathy: Definition and importance. *Osmangazi Journal of Medicine*, 38: 1-9. DOI: <http://dx.doi.org/10.2051i/otd.33993>
- Garrard, W. M., & Lipsey, M. W. (2007). Conflict resolution education and antisocial behavior in U.S. schools: A meta-analysis. *Conflict Resolution Quarterly*, 25(1), 9-38. <https://doi.org/10.1002/crq.188>
- Goleman, D.P. (1996), *Duygusal zekâ neden IQ'dan daha onemlidir? [Why is emotional intelligence more important than IQ?]* Istanbul: Varlik Publishing.
- Gokler, R. (2009). The adaptation of empathic tendency scale in at 8th primary school students. *Family and Society*, 5(19), 77-86

- Guttman, H. A. (2001). Empathy in families of women with borderline personality disorder, anorexia nervosa, and a control group, *Family Process*, 39(3), 345-358. <https://doi.org/10.1111/j.1545-5300.2000.39306.x>
- Guner, I. (2007). *The effect of the group guidance which directed to improve conflict resolution skills on aggressiveness and problem solution skills of high school students*. (Unpublished doctoral dissertation). Inonu University, Malatya.
- Gurdogan Bayir, O. (2015). *Examining the improvement of conflict resolution skills in the elementary fourth grade Social Studies course*. (Unpublished doctoral dissertation). Anadolu University, Eskisehir.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A Primer on partial least squares structural equation modeling (PLS-SEM)*. Los Angeles: Sage Publication.
- Hakvoort, I. (2010). The conflict pyramid: a holistic approach to structuring conflict resolution in schools. *Journal of Peace Education*, 7(2), 157-169. <https://doi.org/10.1080/17400201.2010.498997>
- Halperin, E. (2014). Emotion, emotion regulation, and conflict resolution. *Emotion Review*, 6(1), 68-76. <https://doi.org/10.1177%2F1754073913491844>
- Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York: Guilford Press ebook.
- Heydenberk, W., & Heydenberk, R. (2007). More than manners: Conflict resolution in primary level classrooms. *Early Childhood Education Journal*, 35(2), 119-126. <https://doi.org/10.1007/s10643-007-0185-4>
- Holt, J. L., & DeVore, C. J. (2005). Culture, gender, organizational role, and styles of conflict resolution: A meta-analysis. *International Journal of Intercultural Relations*, 29, 165-196. <https://doi.org/10.1016/j.ijintrel.2005.06.002>
- Hu, L.T., & Bentler, P.M. (1999). Cut off criteria for fit indexes in covariance structural analysis: conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Ickes, W. J. (1997). *Empathic accuracy*. New York. The Guilford Press,
- Ilhan, M., & Cetin, B. (2014). Validity and reliability study of the Turkish version of the cultural intelligence scale. *Hacettepe University Journal of Education*, 29(29-2), 94-114.
- Kadivar, S. (2007). *Toward a new paradigm: Multicultural peace education*. (Unpublished doctoral dissertation). Walden University, Minnesota.
- Karahan, T. F. (2005). *Bir iletisim ve catisma cozme beceri egitimi programi'nin universite ogrencilerinin guvengenlik duzeylerine etkisi [The effect of communication and conflict resolution skill training program on the assertiveness levels of university students]*. *Uludag University Journal of Education*, XVIII (2), 217-230.
- Karahan, T. F. (2008) The effect of a communication and conflict resolution skill training program on the social skill levels of university students, *Journal of Faculty of Educational Sciences*, 41(2),169-186.

- Karasar, N. (2009). *Bilimsel Arastirma Yontemi [Scientific Research Method]*. Ankara: Nobel Publishing.
- Kaushal, R., & Kwantes, C. T. (2006). The role of culture and personality in choice of conflict management strategy. *International Journal of Intercultural Relations*, 30, 579-603. <https://doi.org/10.1016/j.ijintrel.2006.01.001>
- Kavalci, Z. (2001). *The effect of a conflict management skills training program on interpersonal conflict management styles of university students*. (Unpublished master thesis). Hacettepe University, Ankara.
- Kaya, A., & Siyez, D.M. (2010). Child and adolescent KA-SI empathic tendency scale: development, validity and reliability study. *Education and Science*, 25(156), 110-125.
- Kelman, S. (1992). Adversary and cooperationist institutions for conflict resolution in public policymaking. *Journal of Policy Analysis and Management*, 11(2), 178-206. <https://doi.org/10.2307/3325364>
- Kline, R.B. (2011). *Principles and practice of structural equation modeling*. New York: The Guilford Press.
- Koroglu, M. (2012). *Police staffs' empathic skills, awareness level concerning conflict and violence and their conflict resolution styles*. (Unpublished doctoral dissertation). Necmettin Erbakan University, Konya.
- Macintosh, G., & Stevens, C. (2008). Personality, motives, and conflict strategies in everyday service encounters. *International Journal of Conflict Management*, 19(2), 112-131. <https://doi.org/10.1108/10444060810856067>
- McClure, B. A., Miller, G. A., & Russo, T. J. (1992). Conflict within a children's group: Suggestions for facilitating its expression and resolution strategies. *The School Counselor*, 39(4), 268-272.
- Ministry of National Education. (2018a). *Hayat bilgisi dersi ogretim programi: Ilkokul 1, 2 ve 3. siniflar [Life sciences course curriculum: Primary School 1, 2 and 3<sup>rd</sup> grades]*. Retrieved from <http://mufredat.meb.gov.tr/Programlar.aspx>.
- Ministry of National Education. (2018b). *Sosyal bilgiler dersi ogretim programi: Ilkokul ve ortaokul 4, 5, 6 ve 7. siniflar [Social studies course curriculum: Primary and Secondary School 4, 5, 6 and 7<sup>th</sup> grades]*. Retrieved from <http://mufredat.meb.gov.tr/Programlar.aspx>.
- Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (1996). The tension between empathy and assertiveness. *Negotiation Journal*, 12(3), 217-230. <https://doi.org/10.1007/BF02187629>
- Oner, U. (2004). Ilkogretimde rehberlik [Counseling in primary education]. In Yildiz Kuzgun (Ed.), *Catisma Cozme ve Arabuluculuk Egitimi [Conflict Resolution and Mediation Training]* (pp. 189-227). Ankara: Nobel Publishing.
- Palmer, J. (2001). Conflict resolution: Strategies for the elementary classroom. *The Social Studies*, 92(2), 65-68. <https://doi.org/10.1080/00377990109603979>

- Park, H., & Antonioni, D. (2007). Personality, reciprocity, and strength of conflict resolution strategy. *Journal of Research in Personality, 41*, 110-125. <https://doi.org/10.1016/j.jrp.2006.03.003>
- Perese Character School Teacher's Handbook. (2005). *Saygi: Yapilandirici yaklasimla hazirlanmis [Respect: 69 activities prepared with a constructive approach]*. Ankara: Nobel Publishing.
- Perrone-McGovern, K. M., Oliveira-Silva, P., Simon-Dack, S., Lefdahl-Davis, E., Adams, D., McConnell, J.,... Goncalves, O. F. (2014). Effects of empathy and conflict resolution strategies on psychophysiological arousal and satisfaction in romantic relationships. *Applied Psychophysiology and Biofeedback, 39*, 19-25. <https://doi.org/10.1007/s10484-013-9237-2>
- Pighin, G. (2005) *Cocuklara Deger Aktarimi [Kinder Werte geben-aber wie?]*. (Trans.: Ali Yasar Gok). Izmir: Ilya Publishing.
- Rahim, M. A. (2002). Toward a theory of managing organizational conflict. *The International Journal of Conflict Management, 13*(3), 206-235. <https://doi.org/10.1108/eb022874>
- Rehber, E. (2007). *An investigation of 6th, 7th and 8th graders' conflict resolution strategies regarding their empathic level at secondary schools.* (Unpublished master thesis). Cukurova University, Adana.
- Roberts, W., & Strayer, J. (1996) Empathy, emotional expressiveness and prosocial behavior. *Child Development, 67*, 449- 470. <https://doi.org/10.1111/j.1467-8624.1996.tb01745.x>
- Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*, 185- 211. <https://doi.org/10.2190%2FDUGG-P24E-52WK-6CDG>
- Secer, I. (2013). *SPSS ve LISREL ile pratik veri analizi [Practical data analysis with SPSS and LISREL]*. Ankara: Ani Publishing.
- Shapiro, J. P., Burgoon, J. D., Welker, C. J., & Clough, J. B. (2002). Evaluation of the peacemakers program: School- based violence prevention for students in grades four through eight. *Psychology in the Schools, 39*(1), 87-100. <https://doi.org/10.1002/pits.10040>
- Shaw, N. (2014). The mediating influence of trust in the adoption of the mobile wallet. *Journal of Retailing and Consumer Services, 21*, 449-459. <https://doi.org/10.1016/j.jretconser.2014.03.008>
- Spears, S. C. (2004). *Freedom's children: fifth graders' perceptions of the effects of peace education in the form of kingian nonviolence.* (Unpublished doctoral dissertation), University of Rhode Island, Rhode Island.
- Stephan, W. G., & Finlay, K. (1999). The role of empathy in improving intergroup relations. *Journal of Social Issues, 55*(4), 729-743. <https://doi.org/10.1111/0022-4537.00144>

- Sunbul, D. (2008). *A research on the effect of negotiation (problem solving) and mediation training programme on the conflict resolution skills, anger management skills and self-respect level of the 9th grade students*. (Unpublished master thesis). Dokuz Eylul University, Izmir.
- Senturk, H. (2008). The concept of respect in relation to social relations: An overview from psychology and religion. *Review of the Faculty of Divinity University of Suleyman Demirel*, 1(20), 217-228.
- Simsek, O. F. (2007), *Yapısal eşitlik modellemesine giriş: temel ilkeler ve LISREL uygulamaları [Introduction to structural equation modeling: Basic principles and LISREL applications]*. Ankara: Ekinoks Publishing,
- Tapan, C. (2006). *Examination of the peace education programme's effects on the conflict resolution skills of students*. (Unpublished master thesis). Dokuz Eylul University, Izmir.
- Tarhan, N. (2010). *Toplum psikolojisi: Sosyal şizofreniden toplumsal empatiye [Community psychology: From social schizophrenia to social empathy]*. Istanbul: Timas Publishing.
- Turnuklu, A., Kacmaz, T., Gurler, S., Turk, F., Kalender, A., Zengin, F., & Sevkin, B. (2010). The effects of conflict resolution and peer mediation training on Turkish elementary school students' conflict resolution strategies. *Journal of Peace Education*, 7(1), 33-45. <https://doi.org/10.1080/17400200903370928>
- Uysal, A. (2003). *The effect of the education program against violence on student's conflict resolution, tendency to violence behaviors*. (Unpublished doctoral dissertation). Ege University, Izmir.
- Wood, V. F., & Bell, P. A. (2008). Predicting interpersonal conflict resolution styles from personality characteristics. *Personality and Individual Differences*, 45, 126-131. <https://doi.org/10.1016/j.paid.2008.03.010>
- Yavuzer, Y., Karatas, Z., & Gundogdu, R. (2013). An investigation of conflict resolution behaviours: a quantitative and qualitative study. *Hacettepe University Journal of Education*, 28 (1), 428-440.
- Yazici, A., ve Yazici, S. (2015). Study on the reliability and validity of the respect scale. *Turkish Studies*. 10(14), 769-780.
- Yuksel, A. (2004). Empati eğitim programının ilköğretim öğrencilerinin empatik becerilerine etkisi [The effect of the empathy education program on the empathic skills of primary school students]. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 17(2), 341-354.

## İlkokul Öğrencilerinde Empatik Eğilim ve Çatışma Çözme İlişkisinde Saygılı Davranışın Rolü

### Atıf:

Sekerci, H., & Yilmaz, F. (2021). The role of respectful behavior in the relationship between empathetic tendencies and conflict resolution in primary school students. *Eurasian Journal of Educational Research*, 93, 73-94, DOI: 10.14689/ejer.2021.93.4

### Özet

*Problem Durumu:* 2018 yılında gözden geçirilen tüm öğretim programlarıyla öğrencilere ortak bir biçimde anadilde iletişim, yabancı dillerde iletişim, matematiksel yetkinlik ve bilim/teknolojide temel yetkinlikler, dijital yetkinlik, öğrenmeyi öğrenme, inisiyatif alma ve girişimcilik, kültürel farkındalık ve ifade ve son olarak sosyal ve vatandaşlıkla ilgili yetkinlikler olmak üzere sekiz ana yetkinlik kazandırılmaya çalışılmaktadır. Sosyal ve vatandaşlıkla ilgili yetkinlikler, doğaları, kazanımları ve içerikleri gereği daha çok Hayat Bilgisi Dersi Öğretim Programı (Milli Eğitim Bakanlığı [MEB], 2018a) ile Sosyal Bilgiler Dersi Öğretim Programı (MEB, 2018b) kapsamında kazandırılacak yetkinlikler olarak görülmektedir. Bu yetkinlikler çerçevesinde öğrencilere kazandırılmak istenen temel becerilerden biri, çatışma çözme becerileridir. Hayat Bilgisi Dersi Öğretim Programı ile Sosyal Bilgiler Dersi Öğretim Programı kapsamında öğrencilere, çatışma çözme becerileri dışında, iletişim süreçlerinde yaşanacak çatışmaları yapıcı bir biçimde çözmeye yardımcı olacak empati becerisi ile saygı değeri de kazandırılmaya çalışılmaktadır. Hayat Bilgisi ve Sosyal Bilgiler Dersi Öğretim Programlarında özellikle çatışmalara neden olabilecek bireysel farklılıkların söz konusu olduğu durumlarda saygıya vurgu yapılmaktadır. Ayrıca Sosyal Bilgiler Dersi Öğretim Programında yine çatışmaların olası olduğu küresel bağlantı ya da ilişkilerde öğrencilere empati becerisinin kazandırılması önerilmekte, Hayat Bilgisi Dersi Öğretim programında ise duygu, düşünce ya da itirazların belirtildiği, dolayısıyla çatışmalara zemin hazırlayacak durumlarda empatik bir dilin kullanılmasının gerekliliğine dikkat çekilmektedir. Dolayısıyla Hayat Bilgisi Dersi Öğretim Programı ile Sosyal Bilgiler Dersi Öğretim Programı kapsamında çatışma çözme ve empati becerileri ile saygı değeri arasındaki ilişkiler, söz konusu programın bütüncül anlayışları çerçevesinde önem kazanmaktadır.

*Araştırmanın Amacı:* Bu çalışmada empatik eğilim ile saygılı davranışın ayrı ayrı çatışma çözme becerileri ile ilişki içerisinde olmasının yanı sıra saygılı davranış değişkeninin empatik eğilim ile çatışma çözme becerileri arasında aracı bir değişken olarak rol oynayabileceği hipotezi ele alınmıştır. Araştırma kapsamında bu hipotezlerin Yapısal Eşitlik Modeli ile test edilmesi amaçlanmaktadır.

*Araştırmanın Yöntemi:* Bu çalışmada ilişkiisel tarama modeli kullanılmıştır. Bu çalışmada test edilmek istenen temel modele göre empatik eğilimin çatışma çözme becerilerini olumlu anlamda yordayabileceği düşünülmüştür. Aracı modele göre ise saygılı davranış değişkeninin, empatik eğilim ve çatışma çözme becerileri arasında aracı bir değişken olarak rol oynayabileceği iddia edilmiştir. Araştırmanın çalışma grubunu, 2018-2019 eğitim öğretim yılında Diyarbakır ilinde öğrenim gören ve random örnekleme yöntemiyle belirlenen 324 ilkokul 4. sınıf öğrencisi oluşturmaktadır. Araştırmada veri toplama araçları olarak Gürdoğan Bayır (2015) tarafından geliştirilen “Çatışma Çözme Becerileri Ölçeği”, Kaya ve Siyez (2010) tarafından geliştirilen “KA- Sİ Çocuklar İçin Empatik Eğilim Ölçeği”, Erken (2009) tarafından geliştirilen “Saygılı Davranış Ölçeği” kullanılmıştır. Çatışma çözme, empatik eğilim ve saygılı davranış arasındaki ilişkileri yapısal eşitlik modeli ile ortaya koymak amacıyla verilerin çarpıklık ve basıklık katsayılarına bakılarak normallik analizi yapılmıştır. Verilerin normalliği sağlandıktan sonra çatışma çözme, empatik eğilim ve saygılı davranış arasındaki ilişkiler, Pearson Momentler Çarpımı Korelasyonu ile incelenmiştir. Çatışma çözme, empatik eğilim ve saygılı davranış arasında paylaşılan ortak varyansı belirlemek amacıyla ise yapısal eşitlik modelinden yararlanılmıştır. Saygılı davranışın dolaylı etkilerinin anlamlı olup olmadığı ise Bootstrap analizi ile anlaşılmasına çalışılmıştır.

*Araştırmanın Bulguları:* Araştırmada yer alan gözlenen arasındaki korelasyon katsayılarına göre çatışma çözme ile empatik eğilim arasında (.514) ve çatışma çözme ile saygılı davranış arasında (.504) orta düzeyde ilişki vardır. Yine empatik eğilim ve saygılı davranış arasındaki ilişki katsayısının orta düzeyde (.395) olduğu söylenebilmektedir. Araştırmada kapsamında öncelikle empatik eğilim ile çatışma çözme becerileri arasındaki doğrudan ilişki test edilmiş, daha sonra ise saygılı davranışın aracı rolü anlaşılmasına çalışılmıştır. Uyum iyiliği indeksleri incelendiğinde, p değerlerinin anlamlı olduğu ancak temel modele ilişkin  $\chi^2/sd$  ve RMR değerinin mükemmel uyumu yansıttığı, RMSEA, CFI, IFI, NNFI, SRMR, PGFI ve PNFI indekslerinin kabul edilebilir sınırlarda olduğu anlaşılmaktadır. Aracı model açısından ise  $\chi^2/sd$ , RMSEA ve RMR değerinin mükemmel uyumu yansıttığı, CFI, IFI, NNFI, SRMR, PGFI ve PNFI indekslerinin ise kabul edilebilir sınırlarda olduğu görülmektedir. Temel yapısal model çıktılarına göre, empatik eğilim değişkeni, çatışma çözme becerilerine ait varyansı %36 düzeyinde açıklayabilmektedir [*Çatışma Çözme Becerileri* = .60\**Empatik Eğilim*, *Errorvar.* = .64,  $R^2$  = .36]. Bu modele göre empatik eğilim ve çatışma çözme becerileri arasındaki ilişkiyi (toplam etkiyi) gösteren path katsayısı 0,60'tır ve empatik eğilim ve çatışma çözme becerileri arasında anlamlı bir ilişki bulunmaktadır. Aracı model, çatışma çözme becerilerine ait varyansı %54 oranında açıklayabilmektedir. Bu modele göre empatik eğilim ve saygılı davranış arasında, saygılı davranış ve çatışma çözme becerileri arasında ve son olarak saygılı davranışın aracı rolü eşliğinde empatik eğilim ile çatışma çözme becerileri arasında anlamlı ilişkiler bulunmaktadır. Saygı değişkenin eklenmesiyle beraber, temel modelde empatik eğilim ile çatışma çözme becerileri arasında 0,60 olan path katsayısı, aracı modelde 0,39'a düşmektedir. Empatik eğilim ve çatışma çözme becerileri arasındaki ilişkinin, aracı modelde, bu şekilde düşmesi, ancak halen anlamlı bir ilişkiye işaret etmesi saygılı davranışın söz konusu iki değişken arasında kısmi aracılık

etkisine sahip olduğunu göstermektedir. Bootstrap alt (.1673) ve üst (.3529) değerleri saygılı davranışın, kısmi aracılık etkisinin anlamlı olduğuna işaret etmektedir.

*Araştırmanın Sonuçları ve Öneriler:* Elde edilen bulgular çerçevesinde, tahmin edildiği gibi empatik eğilim ile çatışma çözme becerileri arasında anlamlı bir ilişkinin olduğu, empatik eğilimin çatışma çözme becerilerini %36 oranında açıklayabildiği tespit edilmiştir. Araştırma hipotezlerinde de ortaya atıldığı gibi empatik eğilim ile çatışma çözme becerileri arasında bir ilişkinin olmasının yanı sıra, saygılı davranışın kısmi aracı olduğu bir modelde empatik eğilim, çatışma çözme becerilerini %54 düzeyinde açıklayabilmektedir. Bu araştırma, söz konusu bulguyla, alan yazında zaten teorik olarak dile getirilen bir ilişkiyi, niceliksel bir bulguyla destekleyerek alan yazına katkıda bulunmaktadır. Bu bulgu, aynı zamanda hem empatinin ve hem de farklılıklara saygı duymanın kişilerarası ilişkilerde yapıcı, barışçıl ve iyileştirici bir çatışma çözümü için gerekli olduğu görüşü ile uyumaktadır. Aynı zamanda çatışma çözme eğitimi programlarında hem empatiye hem de saygıya yer verilmesinin haklılığını kanıtlamaktadır. Özetle hem bu araştırmanın sonuçları hem de diğer araştırmalar, daha nitelikli çatışma çözme becerileri için karşıdaki kişinin bir çatışma durumunda sahip olabileceği istek, amaç, ihtiyaç dürtü, düşünce, değer, çıkar ve inançlarını sadece anlamının ya da hissetmenin değil; aynı zamanda bunları anladıktan ya da hissettikten sonra bunlara saygı duymanın da gerekli olduğunu göstermektedir. Gelecek araştırmalarda empatik eğilim ve saygılı davranış dışında, hangi beceri, değer ya da demografik bilgi vb.'nin açıklanamayan varyans oranını açıklamada yardımcı olabileceği araştırılmalıdır. İlerleyen araştırmalarda, empatik eğilimin alt boyutları olan bilişsel ve duyuşsal empati ile saygılı davranışın alt boyutları olan çevredekileri önemseme ve kaba davranışlarda bulunmamanın da çatışma çözme becerilerine etkisi incelenmelidir.

*Anahtar Sözcükler:* Sosyal bilgiler öğretimi, hayat bilgisi öğretimi, yol analizi, empati, çatışma çözme, saygılı davranış.