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Parental Influence Modelling the Formation of Adolescents' Coping Strategies in Situations of Social Conflict

Abstract

The study aimed to search for a family aetiology of strategies for adolescents in situations of social conflict inherent in the pattern of parental response to situations of social conflict. The research used the Questionnaire on Coping Strategies of Parents in Situations of Social Conflict (in Polish – KSRwSK) by D. Borecka-Biernat, and the Questionnaire for the Study of Coping Strategies of Adolescents in Situations of Social Conflict (in Polish – KSMK) by D. Borecka-Biernat. Empirical research was conducted in junior high schools. They included 893 adolescents (468 girls and 425 boys) aged 13–15. The research analysis showed that the mother and Father, perceived as using destructive and constructive strategies in social conflict, contribute to modelling a process involving destructive and constructive behaviour used in cases of social conflict.

Keywords: adolescents, modelling behaviour, coping strategy, social conflict situation.

Introduction

Difficult situations are not unique to human life. On the contrary, they accompany us from early childhood. Difficult situations contain factors that cause disruptions to individuals' goal-oriented activities, have properties that threaten to satisfy the needs, aspirations and essential values, and cause unpleasant

emotional experiences (Tyszkowa, 1986). Difficult situations are not a homogeneous class but an internally heterogeneous group. Situations of social conflict are a significant group where the aspirations of an individual conflict or are incompatible with those of other people, and the realisation of their aspirations is threatened. (Balawajder, 2010).

Interpersonal conflicts affect people of all ages and backgrounds. It is impossible to protect oneself against them because people have different value systems and interests. In everyday interactions, there are often clashes between the views, judgements, and aspirations of people coming into contact with each other within the framework of certain social situations. Therefore, the view should be taken of the natural occurrence of conflict phenomena in the milieu (Deutsch, Coleman ed., 2005).

Adolescents in a situation of social conflict

Conflicts affect both adult and teenage communities. Adults tend to underestimate how many difficult situations adolescents face. Adolescence is a crucial stage in everyone's life and is considered a transitional moment between childhood and adulthood. Physical and psychological changes accompany the transformation of a child into an adult. (Brzezińska et al., 2016; Czerwińska-Jasiewicz, 2015; Obuchowska, 2000). Adolescent children develop attitudes of rebellion, defiance, striving for independence, self-reliance and adulthood. Adolescence is often called the age of storms, anxieties and restlessness.

In the lives of adolescents, difficult situations of social interaction containing an element of insecurity to one's safety, the pursuit of aspirations or goal attainment (satisfaction of needs) are frequent. Adolescents experience various daily problems regarding school, peers and the family home. Research results obtained by Beata Ciupińska (2011), Tomasz Garstka (2011), Ewa Gurba (2020), Terry Honess et al. (1997), Brenda Lohman and Patricia Jarvis (2000), Krzysztof Polak (2010), Joanna Różańska-Kowal (2004), Bogdan Stańkowski (2009) show that adolescents most frequently perceived conflict with a teacher, quarrels with schoolmates and arguments with parents and other family members as the most important source of personal threat, emotional distress. The conflicts occurring on these three social levels are everyday, unavoidable and even natural situations for a young person.

They must cope with the institution's many challenges in the school environment.

Conversely, they learn to find themselves in a mosaic of different personalities in the peer environment. Whereas in the family environment, they learn to be socially connected. Playing the social roles of a pupil, colleague, and child involves meeting expectations. These expectations are excessive and difficult to

fulfil or contradict each other. The adolescents find themselves in difficult situations, an ideal breeding ground for conflict. Harsh discipline on the part of the school and parents, too little independence on the part of young people, and a lack of understanding of their interests lead to arguments, quarrels and rebellions. It should also be taken into account that young people in their adolescence struggle to become adults, gain more freedom and independence concerning their decisions about different areas of behaviour, and develop new forms of self-expression, which increases the likelihood of conflicts in relationships with teachers, peers and parents.

Coping strategies of adolescents in situations of social conflict

Adolescence is when teenagers experience different, often conflicting, aspirations and have to cope with inconsistent social expectations directed at them. A problematic situation stimulates adolescents to become active, aimed at regaining the balance between demands and opportunities and improving their emotional state. The activities they undertake in complex circumstances are considered in the specific situational context as a coping strategy in the current difficult situation (Heszen-Niejodek, 2000). It is, therefore, worth noting how adolescents deal with conflict situations at school, especially with teachers and schoolmates and argue with one or both their parents and other family members. Numerous studies and even colloquial observations indicate that adolescents have a considerable repertoire of coping strategies in complex social situations, including situations of social conflict. These include destructive and constructive methods (Borecka-Biernat, 2006; Donaldson, Prinstein, Danovsky, Spirito, 2000; Frączak-Konecka, 2005/26; Kłusek-Wojciszke, 2009; Miłkowska, 2010; Pisula, Sikora, 2008; Williams, McGillicuddy-De Lisi, 2000). Destructive coping strategies in social conflict situations in the form of defensive behaviour are not aimed at resolving and overcoming the conflict; they only allow a person to reduce unpleasant emotional tension, which is done: through *aggression* taking the form of an initiated verbal or physical attack directed against specific people, causing damage to the physical, mental and social well-being of others; through *avoiding* confrontation with the conflict situation by taking up additional activities that engage attention and divert it from the conflict situation (watching TV, listening to music, playing on the computer, surfing the Internet, overeating, sleeping), as well as seeking contact with other people; by *giving in*, which means giving up defending one's interests or goals in a conflict situation in favour of the interests of the partner and adapting to the partner's views, ways of acting and maintaining a positive relationship with him or her.

Constructive coping strategies in social conflict situations include all behaviours aimed at actively interacting with conflict situations, aiming at resolving and overcoming conflict situations, which are considered adaptive, which includes attempts to make changes within one's operation by trying to communicate with a partner to find a standard solution to contentious issues. A situation of social conflict is treated as a problem to be solved, requiring the individual to intensify his or her efforts, change the details of his or her tactics, use his or her physical and intellectual abilities, arrive at a new idea to ensure that the goal of dealing with the conflict is achieved.

For adolescents, conflict situations with teachers and schoolmates are a source of solid emotional arousal with negative overtones. Among coping strategies mentioned by young people in the context of conflict with teachers and schoolmates, one can distinguish aggressive behaviour towards others (poking, pushing, kicking, nicknames, ridicule, mocking), attempts to divert attention from a difficult situation and do something else (listening to music, playing on the computer, surfing the Internet), escaping from a difficult situation by physical distance and isolating oneself from it, or on the tendency to make concessions (Frydenberg, Lewis, 1999; Gawryś, 2002; Ostrowska, 2008; Poraj, 2002; Tezer, Demir, 2001). Within the types of reactions to complex relationships with others in a school situation, adolescents also respond to the need to solve the problem themselves. The intellectual capacity of adolescents enables them to correctly assess the situation and perceive the possibility of solving it. Hence, adolescents are inclined to compromise or agree in conflict situations (De Wied, Branje, Meeus, 2007; Kobus, Reyes, 2000; Owens, Daly, Slee., 2005; Pisula, Sikora, 2008).

Conflicts in child-parent relationships are a common phenomenon during adolescence (Gurba, 2013). Studies by Dariusz Krok (2007), Bogusława Lachowska (2010), and Teresa Rostowska (2001) found that adolescent children want to free themselves from parental guardianship and, with all their actions, demand to be granted more rights than before. Young people show aggression due to a threat to their sense of autonomy, which refers to orders, prohibitions and pressure. The aggressive behaviour of adolescent children towards their parents manifests itself in words, ironic statements, ignoring orders and prohibitions or remaining silent, direct aggression attacks towards objects (hitting the table with the hand, destroying equipment, throwing things at hand, slamming doors) or individuals. On the other hand, the studies conducted by Barbara Borowiecka (2005) and Agnieszka Filip (2010) indicate that under conditions of child-parent striving conflict, the aggressive reactions of adolescent children towards their parents were less violent, and they showed a greater tendency to make concessions. The data obtained by Irena Obuchowska (1990) and Judith Smetana (1991) show that adolescents' behaviour in conflict with mothers and fathers is withdrawn and passive.

The cited review of research on ways of coping with a situation of social conflict shows that some young people, when confronted with a dispute at school, in relations with peers or at home, adopt destructive strategies in the form of reacting aggressively to the conflict, avoiding active action in the face of the dispute by engaging in other stress-free forms of activity or giving in to the conflict. However, some young people cope well with social strife, treating it as a challenge to themselves, prompting them to mobilise their resources to overcome obstacles that prevent them from meeting their needs.

Coping strategies of parents in situations of a social conflict

In forming a specific habit of behaviour in the face of difficulties, it is important not only what creates the conditions for gaining experiences in action and their proper organisation but also the patterns of responding to problems. The family is the environment that creates natural conditions for learning ways of reacting in response to difficult situations. Home prepares children to cope with difficulties and to make decisions under challenging circumstances. Children acquire many social behaviours and ways of solving problems modelled by their parents. The daily interpersonal transactions of adult family members constitute the child's first model of social interaction. The parent's behaviour towards each other in various situations, especially during conflicts, is subject to their child's close observation and subsequent modelling. By observing their parents, the child learns how to resolve conflicts. Therefore, parents, the first model of social behaviour, form the basis for creating basic models of children's behaviour in the social environment (Bandura, 2007; Rostowska, 1997). It is worth adding that the pattern of conduct given to the children by their parents - because of the priority and the time of influence - penetrates most strongly into the child's consciousness and behaviour.

The influence of parents acting, most often unconsciously, as role models is not always positive for the child. It is often undesirable, interferes with the child's development and leads to the acquisition of problematic behaviour such as aggression, submissiveness or running away, and withdrawal from social situations. Numerous modelling experiments have been conducted concerning aggression problems (Wojciszke, 2007). The modelling process is relevant concerning children's aggression. The cause of aggression inherent in the family environment is the presence of an aggressive person in the family. Research has shown that most aggressive children come from families where one or both parents are aggressive (Bryłka, 2000; Lewandowska, 2000; Rostowska, 1996). The main patterns of a child's response to difficulties are found in the parents' behaviour in situations with an element of threat to the realisation of aspirations

or goal attainment. Aggressive behaviour in children's conflicts is derived from family conflicts, which provide a negative role model for children in this respect. In quarrelsome families, frequent brawls, verbal abuse, throwing insults at each other, scenes of scuffles, destroying or throwing objects and slamming doors are adopted by the child as their own; they use them not only in their contact with parents, siblings but also transfers them to the school premises. They behave arrogantly towards teachers, are aggressive in peer contacts and learn to solve conflicts with force, especially when they observe a favourable outcome of aggressive behaviour (Aronson, Wilson, Akert, 2012; Schaffer, 2006; Zimbardo, Gerrig, 2012). Undoubtedly, children who watch scenes of aggression between their parents adopt an aggressive conflict resolution model from them.

Forms of reaction to difficult situations focused on giving up the pursuit of one's goals under the influence of difficulties in action and withdrawal from the problematic situation are also the result of the social learning process and parental role modelling. Abandonment of the realisation of one's desires, lack of firmness in defending one's affairs or retreat from contacts with other people and failure to undertake forms of activity that would require such connections constitute an inert form of shyness (Tyszkowa, 1986). Modelling plays a significant role in the genesis of shyness in children. Family role models are the most influential - shy children have shy parents (Bandelow, 2011). A child, by observing parents with difficulties in social interactions, especially when they are the object of identification, begins to model themselves after them. The results of research (Harwas-Napierała, 1995; Zimbardo, 2011) allow us to conclude that the tendency to withdraw and avoid social interactions and the failure to participate in these interactions in adolescent children adequately is a learned form of behaviour acquired in the course of observation and during frequent contacts with people from the closest environment manifesting such behaviour, i.e. as a result of the influence of models, most often their parents.

Patterns of appropriate ways of responding to difficulties, i.e. perseverance in overcoming them and enduring emotional strain, are essential for developing constructive forms of responding to the individual. In goal-thwarting situations, children behave as they have previously learned to act from their parents in similar situations. If children have once perceived constructive reactions, their actions in problem situations will generally be similar. When confronted with difficulties, they prefer rational strategies to re-analyse the case and make renewed efforts to solve the task themselves. The social activity of parents and their lack of inhibitions in situations of social interaction is conducive to the formation of appropriate habits in children to respond to challenging situations (Barani, Szmigielska, 2012; Borecka-Biernat, 2006; Liberska, 2002; Rostowska, 1997).

In summary, the family is where social learning of responding to challenging situations occurs through modelling. Here the behaviour presented by a signifi-

cant person, mainly the parent, is assimilated by the observing child. There is reason to believe that the destructive strategy (aggression, avoidance, submission) and the constructive strategy (task-based) of a child coping in a social conflict situation is a learned form of behaviour as a result of observation and frequent contact with persons displaying such behaviour, i.e. as a result of the influence of models, most often parents.

Research question and hypothesis

The study sought to answer the following research question:

1. Whether and what is the contingency between the destructive strategy (aggression, avoidance, submission) and constructive strategy (task-based) used by adolescents in a social conflict situation and the presented model of destructive strategy (aggression, avoidance, submission) and constructive strategy (task-based) coping by their parents (one or both) in this situation?

The research question formulated in this way allows the following hypothesis to be put forward, which has been verified by analysis of the results of the empirical research:

- H.1. The presentation of a model of destructive (aggressive, evasive, submissive) coping strategies by parents (one or both) promotes the learning of destructive (aggressive, evasive, submissive) coping strategies in adolescent children. In contrast, the contact of teenage children with the presented model of constructive (task-based) coping strategies by parents (one or both) in a social conflict situation may result in the learning of constructive (task-based) coping strategies in adolescent children.

Research methods

The following methods were used in the study:

The Questionnaire for the Study of Coping Strategies of Youth in Situations of Social Conflict (Polish - KSMK) by Danuta Borecka- Biernat (2012) is designed to study coping strategies in situations of social conflict undertaken by adolescents. It consists of a description of 33 social conflict situations. Four behaviours expressing coping with social conflict situations are given for each case - the first refers to aggressive coping ('A'), the second to evasive coping ('U'), the third to submissive coping ('U1') and the fourth to task-based (constructive) coping in social conflict situations ('Z'). After recalling a situation similar to the one described, in which they once found themselves or imagining it, the respondent is asked to select the behaviour closest to them in a given situation out of four

given ones. The results are obtained for each scale separately by summing up the marked behaviours in 33 cases belonging to the given scale. The scales consist of 33 items so respondents can score between 0 and 33 on each item. The Questionnaire has good reliability. Cronbach's internal consistency coefficients α are satisfactorily high for the aggressive coping scale "A" (0,73), submissive coping "U1" (0,73) and task-based social conflict coping "Z" (0,73). The reliability of the avoidant coping scale "U" (0,694) is below the value of 0,70 but can nevertheless be considered satisfactory for research purposes. The Questionnaire has an acceptable level of diagnostic accuracy, and social acceptance does not burden the way of answering the Questionnaire.

The Questionnaire for the Study of Parents' Coping Strategies in Situations of Social Conflict SRwSK developed by D. Borecka-Biernat (2013) consists of two versions: "My mother" and "My father". It is designed to study parents' coping strategies in situations of social conflict, whereby these behaviours are explored in the perception of their adolescent children. The tool has descriptions of 16 social conflict situations in the 'My mother' version and the same number of descriptions in the 'My father' version. Four behaviours expressing the parents' coping in social conflict situations as perceived by their child are given for each situation – the first refers to aggressive coping (A), the second to avoidant coping (U), the third to submissive coping (U1) and the fourth to task-based coping in social conflict situations (Z). The four possible answers were assigned a numerical value from 0 to 1. The sum of the scores was a numerical indicator of the intensity of each strategy. The higher the numerical value of the index, the more the child perceives their parents as using a particular strategy. The Questionnaire has satisfactory internal consistency reliability coefficients (Cronbach's α). The internal consistency coefficients are high in the mothers' (M) and fathers' (Oj) versions for both the scale of parents' aggressive coping in situations of social conflict as perceived by the child "A" (M:0,71; Oj:0,71) and the scale of parents' task-based coping in situations of social conflict as perceived by the child "Z" (M:0,71; Oj:0,70). The reliability of the scale of avoidant parent coping in situations of social conflict as perceived by the child "U" (M:0,66; Oj:0,66) and the scale of submissive parent coping in situations of social conflict as perceived by the child "U1" (M:0,65; Oj:0,65) are just below the value of 0.70, but can nevertheless be considered satisfactory for research purposes. The Questionnaire has an acceptable level of diagnostic accuracy.

Persons surveyed

Four hundred sixty-eight (468) girls and four hundred twenty-five (425) boys aged 13-15 were surveyed. A total of 893 people took part in the study. The

respondents were first, second and third-year students in junior high school. A random selection of schools was used; however, not all the schools drawn agreed to conduct the study, so in a few cases, non-selected schools with which such cooperation was possible were approached. The surveys of pupils were primarily conducted during form periods. All respondents were assured of voluntary participation and anonymity, and the research was conducted according to the principles of psychological research.

The primary criterion for the selection of the students studied was age. The influence of age on coping strategies in social conflict was analysed in the group of 13–15 years of age (early adolescence sub-period). Adolescence is a period of instability in adolescent behaviour, a period of conflict with the environment and oneself, and often accompanied by a sense of misunderstanding. It is also referred to as the period of rebellion and pressure. Many biological, psychological, mental, motivational and social attitude changes take place at that time. They often make adolescents encounter problems with adapting their behaviour to new situations, tasks and social roles (Brzezińska, Apelit, Ziółkowska, 2016; Czerwińska-Jasiewicz, 2015; Obuchowska, 2000). Due to the development of critical appraisal of the surrounding reality and increased formation of self-image, the supremacy of the emotional sphere over other spheres of mental life, as well as new forms of social contact and immediacy in behaviour, adolescents aged 13–15 seem to be a good research subject for learning about destructive (aggression, avoidance, submission) and constructive (task-based) coping strategies in situations of solid emotional tension such as social conflict.

Analysis of research results

The analysis aims to determine whether the destructive (aggressive, evasive, submissive) and constructive (task-based) coping strategies of the mother and Father in situations of social conflict as perceived by adolescents determine the destructive (aggressive, evasive, submissive) and constructive (task-based) coping strategies of adolescents in cases of social conflict. A two-factor analysis of variance (ANOVA) was conducted with the median divided into high ($m >$) and low ($m \leq$) values.

Table 1 shows the two-factor variance analysis regarding the assessment of the relationship between adolescents' strategy of aggressive coping in a social conflict situation with the strategy of aggressive coping with the mother and the strategy of aggressive coping with the father in a social conflict situation.

The results obtained for adolescents' aggressive coping strategies based on the two-factor analysis of variance do not indicate an interaction for the variables: mother's aggressive coping and Father's aggressive form of coping used in

social conflict vs adolescent's aggressive coping strategy in social conflict, with the mean score for adolescent's aggressive coping strategy in social conflict having the highest value when there is a high level of mother's aggressive coping strategy and a high level of Father's aggressive coping strategy in social conflict, which means that a high value of mothers' aggressive coping strategies and a high value of fathers' aggressive coping strategies in social conflict results in an increase in adolescents' aggressive coping strategies in cases of social conflict. The analysis of the research results also revealed that the mother's aggressive coping strategy and the father's aggressive coping strategy in a social conflict situation impact adolescents' aggressive coping strategies in a social conflict situation, although they are independent factors. It follows that the strategy of aggressive coping of the mother (Father) in a social conflict situation affects the strategy of aggressive coping of adolescents revealed in a social conflict situation and is also an independent factor concerning the aggressive coping strategy of the father (mother) in a social conflict situation. Thus, adolescents with high aggression strategies used in social conflict situations, regardless of whether their fathers (mothers) cope aggressively in social conflict situations, have mothers (fathers) who use the strategy of aggressive coping themselves in a social conflict situation.

Table 1

Two-factor analysis of the interaction between the Mother's aggressive coping strategy (A M) and the father's aggressive coping strategy (A Oj) in a social conflict situation and the adolescents' aggressive coping strategy in a social conflict situation (A Og.)

Aggressive coping strategy in situations of parental social conflict (A)		Father (Oj)		STATISTICS	
		me≤	me>	Aggressive coping strategies in situations of social conflict (A)	
				Mother (M)	Father (Oj)
Mother (M)	me≤	2,99 n=343	4,52 n=233	F=98,18 p=0,0000001	F=31,70 p=0,0000001
	me>	5,85 n=105	7,80 n=190	Interaction between A M and A Oj and A Og F=0,46; p=0,50	
Groups in general		4,80 n=871			

Source: Author's research.

Another analysis of the research results concerned assessing the relationship between adolescents' strategy of avoidance of coping in a social conflict situation and the observed strategy of avoidance coping by the mother and Father in a social conflict situation. The results are presented in Table 2.

Table 2

Two-factor analysis of interactions between Mother's strategy of avoidance of coping with social conflict (U M) and Father's strategy of avoidance of coping with social conflict (U Oj) and adolescents' strategy of avoidance of coping with social conflict (U Og.)

Avoidance of coping strategy in a situation of parental social conflict (U)	Father (Oj)		STATISTICS		
	me≤	me>	A strategy of avoidance of coping in a situation of social conflict (U)		
			Mother (M)	Father (Oj)	
Mother (M)	me≤	3,32 n=234	3,02 n=375	F=71,73 p<0,0000001	F=0,16 p<0,69
	me>	5,06 n=88	5,56 n=196	Interaction between U M and U Oj and U Og F=2,48; p<0.12	
Groups in general		3,86 n=893			

Source: Author's research.

The results obtained for the adolescents' avoidance of coping strategy based on the two-factor analysis of variance do not indicate the existence of interactions for the variables: the mother's avoidant form of coping and the father's avoidant form of coping used in situations of social conflict versus the adolescents' avoidant coping strategy in situations of social conflict. However, a correlation can be observed between the mother's avoidant coping strategy in a social conflict situation and the adolescent's avoidant coping strategy in a social conflict situation. The result is clear – the higher the level of the mother's avoidant coping strategy in a social conflict situation, the higher the level of the adolescent's avoidant coping strategy in a social conflict situation. It follows that the mother's avoidant coping strategy in situations of social conflict determines the level of the adolescent's avoidant coping strategy in situations of social conflict. The value of the fathers' avoidant coping strategies alone does not directly affect the level of adolescents' avoidant coping strategies in social conflict, with mean scores for adolescents' avoidant coping strategies used in social conflict having the highest value when both independent variables are high.

The following two-factor analysis of variance assessed the dependence of the coefficients of the adolescents' submissive coping strategy in situations of social conflict on the submissive coping strategies of mothers and fathers in social conflict (cf. Table 3).

The two-factor analysis of variance for the adolescents' submissive coping strategy in conflict against the variables of the mother's submissive coping strategy in social conflict and the father's submissive coping strategy in social conflict did not result in a statistically significant interaction. At the same time, there is a clear relationship between the adolescents' submissive coping strategy with

a social conflict and the mother's submissive coping strategy and the father's submissive coping strategy in social conflict separately marked, with the average score for the adolescents' submissive coping strategy with a social conflict having the highest value when there is a high level of the mother's and father's submissive coping strategy in social conflict. It means that the mother's (father's) submissive coping strategy in a social conflict situation influences the adolescent's submissive coping strategy revealed in a social conflict situation and is at the same time an independent factor concerning the father's (mother's) submissive coping strategy in a social conflict situation. Thus, the mother's and father's submissive coping strategies influence the adolescents' submissive coping strategies, although they are independent factors. On this basis, it can be concluded that adolescents with high levels of submissive coping strategies have fathers (mothers) who use a submissive coping strategy in situations of social conflict, regardless of whether or not the mothers (fathers) manage submissively in situations of social conflict.

Table 3

A two-factor interaction analysis of the Mother's (U1 M) submissive coping strategy in social conflict and Father's (U1 Oj) submissive coping strategy in social conflict and adolescents' submissive coping strategy in social conflict (U1 Og.)

Submissive coping strategy in situations of parental social conflict (UI)		Father (Oj)		STATISTICS	
		me≤	me>	Submissive coping strategy in situations of social conflict (UI)	
				Mother (M)	Father (Oj)
Mother (M)	me≤	6,20 n=317	6,88 n=266	F=23,35 p<0,000002	F=3,82 p<0,05
	me>	7,77 n=154	8,31 n=156	Interaction between U1 M and U1 Oj and UI Og F=0,05; p<0,82	
Groups in general		7,04 n=893			

Source: Author's research.

Table 4 presents a two-factor analysis of variance in assessing the relationship of adolescents' task-based coping strategies to their mother's and father's task-based coping strategies in situations of social conflict.

A two-factor analysis of variance for adolescents' task-based coping strategy in social conflict against the variables of the mother's task-based coping strategy in social conflict and the father's task-based coping strategy in the conflict situation did not result in a statistically significant interaction. However, a relationship can be observed between adolescents' task-based coping strategy and mother's task-based coping strategy in social conflict and father's task-based

coping strategy in social conflict separately, with the mean score for adolescents' task-based coping strategy having the highest value when there is a high level of mother's task-based coping strategy in social conflict and a high level of father's task-based coping strategy in social conflict. The mother's (father's) task-based coping strategy influences the adolescent's task-based coping strategy revealed in a social conflict situation. At the same time, it is an independent factor concerning the father's (or mother's) coping strategy. Thus, both the mother's task-based coping strategy in a social conflict situation and the father's task-based coping strategy in a social conflict situation influence the adolescents' task-based coping strategy, although they are independent factors. Such results indicate that adolescents who are observed to have high levels of task-based coping strategies used in situations of social conflict have fathers (mothers) who use task-based coping strategies in situations of social conflict, regardless of whether mothers (fathers) are task-based coping in situations of social conflict or not.

Table 4

A two-factor interaction analysis of Mother's (Z M) task-based coping strategy in social conflict and Father's (Z Oj) task-based coping strategy in social conflict and adolescents' (Z Og.) task-based coping strategy in social conflict

Task-based coping strategy in situations of parental social conflict (Z)	Father (Oj)		STATISTICS		
	me≤	me>	Task-based coping strategy in social conflict situations (Z)		
			Mother (M)	Father (Oj)	
Mother (M)	me≤	14,58 n=333	18,91 n=194	F=88,45 p<0,000000	F=11,93 p<0,0006
	me>	16,36 n=132	20,07 n=234	Interaction between Z M and Z Oj and Z Og	
Groups in general		17,22 n=893		F=0,53; p<0,47	

Source: Author's research.

In conclusion, the presented research results indicate that the modelling process may play an essential role in the genesis of destructive (aggressive, avoidant, submissive) and constructive (task-based) coping strategies in situations of social conflict, which is learned by the growing child, among others, by observing and frequent contact with parents who manifest such coping strategies in situations of social conflict, thus through social learning. Considering the research results obtained, they can be regarded as confirming hypothesis H.1.

Summary of research findings

Parents' behaviour towards each other and others in various situations, especially during conflicts, is subject to close observation and subsequent imitation by their adolescent child. In the course of the data analysis, it was found that the mother and the father are perceived as using an aggression-based strategy in situations that make it difficult to pursue a goal; they contribute to the modelling in adolescents of a strategy involving aggressive behaviour used in situations of social conflict (Rostowska, 2001). Parents provide their adolescent children with aggressive patterns of responding to conflict. They learn these patterns by observing their parents' behaviour when their aspirations are threatened. The above trend seems consistent with Albert Bandura's (1973) statement that "aggressive children come from aggressive families". A. Bandura, already quoted, argues that the vulnerability of models depends on the observed consequences of their behaviour. Suppose the model's aggressive behaviour is rewarded. In that case, there is an increase in aggression in the observer's behaviour, which suggests that adolescents adopt aggressive forms of behaviour from the family environment and see them as effective ways of solving problems, achieving goals or dealing with situations of social conflict (Aronson et al., 2012; Wojciszke, 2007).

Research has also shown that the mother provides the growing child with evasive patterns of response to social conflict. The child learns these patterns by observing the mother's behaviour when her aspirations are threatened. It is noteworthy that the avoidant coping strategy of adolescents in a situation of divergence of aspirations is not significant for the intensification of the fathers' avoidant coping strategy in a situation of social conflict. Due to social learning and mother modelling, adolescents' reactions to conflict situations focused on withdrawing from the conflict and resigning to realise one's aspirations under the influence of difficulties in action. It would indicate that the young person's withdrawal from social conflict situations is a learned form of behaviour, resulting from observation and from frequent contact with a mother displaying such behaviour, i.e. due to the influence of the mother functioning as a role model (Bandelow, 2011; Borecka-Biernat, 2006; Harwas-Napierata, 1995; Zimbardo, 2011).

It is also worth noting the fact revealed in the research that the strategy of submissive behaviour observed in the mother and father, used in a situation of social conflict, is of great importance for forming the strategy of submission in a situation of divergence of aspirations in adolescents. The similarity of the coping strategy with a social conflict situation in parents and adolescents indicates the acquisition of a submissive strategy in coping with a young person through social learning, observation, and imitation of the mother and father. It means that adolescents learn the coping strategy of submissiveness by observing the behaviour of submissive parents in situations of social conflict. These results are

consistent with those obtained by Hanna Liberska (2002). During her research, the author observed that adolescents who strongly identify with their parents, who function as role models, often depreciate the validity of their goals in the face of difficulties and give up their intentions.

The research also shows that the task-based coping strategy of the mother and father when dealing with a social conflict situation is vital for forming the adolescent's task strategy. The similarity of coping strategies in situations of social conflict in parents and adolescent children indicates that adolescents' coping strategies are acquired through social learning by observing and modelling their mother and father. In situations that thwart the pursuit of a goal, young people behave as they have learned to behave from their parents in similar situations. If young people have previously perceived task-related reactions in their parents, their reactions to problems will most often be similar (Borecka-Biernat, 2006; Liberska, 2002; Rostowska, 1997).

In general, it can be said that the process of social learning through modelling is an essential source of learning forms of human reaction to situations of social conflict. The main patterns of reaction to conflict the adolescent child finds in the parents' behaviour in situations containing an element of threat to the realisation of aspirations or the achievement of goals. Thus, the transmission of destructive (aggressive, avoidant, submissive) and constructive (task-related) forms of reacting to situations of social conflict takes place when the adolescent child adopts these forms of behaviour from the family environment and treats them as effective ways of dealing with the conflict situation. It may be thought that a destructive strategy (aggression, avoidance, submission) oriented towards regulating unpleasant emotions, and self-soothing, rather than solving the problem, can be counteracted by teaching the growing child the skills of constructive (task-oriented) coping in situations of social conflict. It is crucial to model active behaviour that strives to achieve a viable solution to the conflict. Teaching young people how to deal with conflict situations task-oriented is essential to build a generation of cooperative rather than conflict-oriented people in the school, peer and family environment.

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Modelujący wpływ rodziców na kształtowanie się strategii radzenia sobie młodzieży w sytuacji konfliktu społecznego

Streszczenie

Celem badań było poszukiwanie rodzinnej etiologii strategii radzenia sobie młodzieży w sytuacji konfliktu społecznego tkwiącej we wzorze reagowania rodziców na sytuacje konfliktu społecznego. W badaniach posłużono się Kwestionariuszem strategii radzenia sobie rodziców w sytuacji konfliktu społecznego (KSRwSK) D. Boreckiej-Biernat i Kwestionariuszem do badania strategii radzenia sobie młodzieży w sytuacji konfliktu społecznego w sytuacji konfliktu społecznego (KSMK) D. Boreckiej-Biernat. Badania empiryczne przeprowadzono w szkołach gimnazjalnych. Objęły one 893 adolescentów (468 dziewcząt i 425 chłopców) w wieku 13–15 lat. Analiza materiału badawczego wykazała, że matka i ojciec postrzegani są jako stosujący w sytuacji konfliktu społecznego strategię destruktywną i konstruktywną, przyczyniając się do modelowania u młodzieży strategii polegającej na destruktywnym i konstruktywnym zachowaniu wykorzystywanym w sytuacji konfliktu społecznego.

Słowa kluczowe: młodzież; modelowanie zachowania; strategia radzenia sobie; sytuacja konfliktu społecznego.