University of Wroclaw. Faculty of Historical and Pedagogical Sciences

## DANUTA BORECKA-BIERNAT

ORCID: 0000-0003-1401-9821
danuta.borecka-biernat@uwr.edu.pl

# *Locus of Control and Emotional Responses as Determinants of Young People's Preferred Coping Strategies in Social Conflict Situations*

Umiejscowienie poczucia kontroli nad otoczeniem i reakcje emocjonalne jako determinanty strategii radzenia sobie w sytuacji konfliktu społecznego preferowane przez młodzież

## ABSTRACT

The study aimed to determine what role locus of control and emotional responses play in generating destructive (aggressive, avoidance, submissive) and constructive (task-oriented) coping strategies among adolescents in a situation of social conflict. The study made use of the Locus of Control Questionnaire (KBPK) by Krasowicz and Kurzyp-Wojnarska, the Three-Factor Inventory of Personality States and Traits (TISCO) by Spielberger and Wrześniewski, and the Questionnaire for Examination of Coping Strategies in a Social Conflict Situation (KSMK) by Borecka-Biernat. Empirical research was conducted in junior high schools and included 893 adolescents (468 girls and 425 boys) aged 13–15. The study results demonstrate that stronger external locus of control over positive and negative consequences of events and anger or anxiety reaction to conflict situations co-occurs with a tendency for destructive (aggressive, evasive, submissive) coping with conflict, while adolescent's stronger internal locus of control over positive and negative consequences of events and curiosity reaction create greater opportunities for constructive (task-oriented) coping with a social conflict situation.

**Keywords:** adolescents; locus of control; emotions; coping strategies; social conflict situation

## YOUNG PEOPLE IN A SOCIAL CONFLICT SITUATION

Conflict with another person is considered to be one of the most ubiquitous and challenging social situations in the life of a human being. Conflicts arise in the course of everyday interactions between individuals or between an individual and a group, and result from contradictions, incompatibilities or discrepancies concerning goals that the conflicting parties are pursuing, their views, attitudes, interests and values or motives of their pursuits and desires (Balawajder, 2010). These, in turn, create situations that are challenging for an individual, that interfere with his/her performance, reduce the likelihood of achieving the set goal.

Adolescence is an important stage in everyone's life. It is considered a transitional moment between childhood and adulthood (Harwas-Napierała, Trempała, 2000). In adolescence, young people begin to gradually "grow into" the society of adults and their social relationships with adults and peers begin to change (Czerwińska-Jasiewicz, 2015). Such transformations in social functioning of adolescents manifest in their changing relationships with adults, their pursuit of autonomy from parents, in expansion and reinforcement of interpersonal contacts with peers of the same and of different gender (De Goede, Branje, Meeus, 2009; Oleszkowicz, Senejko, 2013). By enlarging their social world, young people gain more freedom and independence in their decision-making in different areas of behaviour, which increases the likelihood of conflicts. Social interactions may also include conflicts with teachers, arguments with schoolmates and romantic partners, and arguments with either one or both parents and other family members (Ciupińska, 2011; Garstka, 2011; Gurba, 2013, 2020; Jaworski, 2000; Lohman, Jarvis, 2000; Polak, 2010; Riesch et al., 2000; Rostowska, 2001; Różańska--Kowal, 2004; Sikorski, 2010; Stańkowski, 2009).

## COPING STRATEGIES ADOPTED BY YOUNG PEOPLE IN SOCIAL CONFLICT SITUATIONS

The ability to cope with social conflict may manifest in two forms of strategies for action: destructive and constructive (Balawajder, 2010; Deutsch, 2005; Donaldson et al., 2000; Krok, 2007; Rostowska, 2001).

Destructive strategies in conflict situations are not aimed at resolving and overcoming the conflict situation, but enable the person to reduce unpleasant emotional tension, while the goal he/she originally set for himself/herself, the cause of the conflict, is replaced by another objective – achievement of well--being. It happens: through aggression in the form of physical and/or verbal attack initiated by the person and directed against specific other people, causing damage to the physical, psychological and social well-being of others; through avoiding confrontation with the conflict situation, by postponing actions and

activities, delaying mitigation measures to resolve the conflict, getting involved in other activities that require attention, and thus divert it from the conflict situation and by seeking contact with different people; through submission, i.e. giving up one's own good, not defending one's own interests or abandoning one's own objectives and goals in a conflict situation, in favour of the interests of one's partner, his/her needs and by adapting to his/her views, ways of acting, in order to maintain positive relationship with him/her.

Constructive coping strategy in conflict situations encompasses all behaviours aimed at actively influencing the conflict situation, solving and overcoming the conflict situation. It includes attempts to introduce changes to one's own actions by making an effort to communicate with one's partner in order to find a common solution to contentious issues (Kłusek-Wojciszke, 2009). The basic feature of constructive coping strategy in a conflict situation is that the structure of the goal is maintained, while the organisation of activities to achieve the goal changes.

As mentioned above, the school environment tends to be particularly stressful for adolescents, especially in conflict situations that involve teachers and peers, one's girlfriend or boyfriend, one or both parents or other family members. Therefore, it is useful to pay attention to how adolescents cope with conflict situations that occur at school, in their relationships with peers or within family home. For adolescents, conflict situations involving teachers and schoolmates are a source of strong emotional tension of negative valence. Among the coping strategies listed by young people in the context of conflict with teachers and schoolmates we can distinguish aggressive behaviour towards others (poking, pushing, kicking, name-calling, ridiculing, mocking), attempts to distract attention from the difficult situation by doing something else (listening to music, surfing the Internet, playing computer games, playing sports), avoiding the difficult situation by physically moving away and isolating oneself from it or giving up one's own aspirations, yielding and subordinating oneself to others (Hibner, 2013; Miłkowska, 2010; Poraj, 2002; Tezer, Demir, 2001).

It has been observed that in school situation involving a group of adolescents, the reaction types in challenging relations with others also include the need to solve the problem independently (Donaldson et al., 2000; Pisula, Sikora, 2008; Williams, McGillicuddy-De Lisi, 2000). Adolescents' intellectual capacities allow them to correctly assess the situation and grasp the way of solving it. Hence, adolescents are inclined to compromise or seek agreement in conflict situations.

In conflicts with parents, perceived as situations that pose a threat to one's sense of autonomy (restriction of freedom, giving orders, imposing prohibitions), the adolescent often displays ruthlessness, aggressiveness, violence, indifference and even cynicism (Gurba, 2013, 2020; Lachowska, 2010). In addition to such aggressive reactions, adolescents' coping with family problems may involve avoiding the problem and a tendency to make concessions or seek interpersonal contacts (Borowiecka, 2005; Filip, 2010).

To summarise: some young people, when faced with conflict at school, with their peers or in the family home, adopt a destructive strategy that involves aggressive coping, avoidance coping or submissive coping when faced with the conflict. However, other young people cope well with social conflict, and treat conflict as a challenge, which prompts them to mobilise their resources to overcome obstacles and fulfil their needs.

## PERSONALITY-RELATED DETERMINANTS OF YOUNG PEOPLE'S COPING STRATEGIES IN SOCIAL CONFLICT SITUATIONS

Different research results and observations demonstrate individual variation in reaction to difficulties and coping with excessive emotional tension in young people (Pisula, Sikora, 2008). According to Tyszkowa (1986), control mechanisms, i.e. seeking control over the situation, play a vital role in the psychological mechanism of coping with difficult situations. Belief that one can influence (or not) the course of events either significantly modifies the individual's efforts to cope with a difficult social interaction situation or determines which coping methods are used (Adesina, 2012; Borecka-Biernat, 2006; Demind, Lochman, 2008; Hisli Sahin, Basim, Cetin, 2009; Kurtek, 2005; Medvedova, 2002; Opuchlik, Wrzesińska, Kocur, 2009; Talik, 2010; Wiatrowska, 2017).

The sense of having control over the situation, i.e. believing that the situation depends on the subject's actions (that something can be done to change it), seems to be the basis for continuing efforts to overcome the difficulty and intensify searching for a way out of the difficulty (Dijkstra, Beersma, Evers, 2011; Endler et al., 2000; Juczyński, 2000). Thus, judging the situation as one in which a person believes they have control over it, is associated with active, task-oriented coping in a challenging social interaction situation.

Having no such belief in one's ability to influence life events prevents independent coping when difficulties arise in a socially organised system of the person's activities aimed at satisfying their needs. Lacking influence over life events that an individual is facing leads to resignation, withdrawal, problem avoidance, giving up efforts to solve the problem, adaptation or submissiveness vis-à-vis the environment and to conflict-inducing behaviour (e.g. mutual dislike, unkindness, blaming each other; see Deming, Lochman, 2008; Tuszner, 1981).

The general characteristic of challenging situations – which, according to Tyszkowa (1986), results both from the fact that they cause disruptions and inhibit goal-oriented activity and that they threaten important human needs and values important to the individual – is that they cause a state of tension and emotional tension of negative valence. Emotions act as a motivating factor for the subject to take action, to cope with events that triggered such emotions (Frijda, 2002; Heszen-Niejodek, 2002). A conflict situation, which is an immanent part of

social interaction, triggers strong negative emotional tension (Humphrey, 2006). When confronted with provoking factors (e.g. conflict), people may experience feelings of anger and resentment (Deffenbacher, 1992; Łosiak, 2009). Anger and resentment are related emotional states showing similarities at the level of subjective experiencing (Łosiak, 2009). Research by Berkowitz (1992), Borecka--Biernat (2006), Domińska-Werbel (2014), Kenrick, Neuberg and Cialdini (2002), indicates that high intensity negative emotional tension (anger) constitutes the basis of aggressive behaviour, irritation, outbursts of rage and other seemingly unjustified emotional reactions that can be observed in various types of destructive behaviour in challenging social situations.

Another possible negative emotional reaction, triggered by a situation of objective or subjective threat, external or internal, present or future, is anxiety (Doliński, 2000; Łosiak, 1995; Wrześniewski, 1983). It is a generally unpleasant state, which people usually try to alleviate. Research by Eysenck (2001), Larsson, Lennart and Morris (2000), Leary and Kowalski (2001), Nitendel-Bujakowa (2001), Sikorski (2015), and Weeks et al. (2009), showed that a sequence of apprehension-anxiety-fear generally leads to withdrawal, fleeing, distancing oneself from the object that triggers the emotion, and to compliant, submissive functioning vis-à-vis others.

The above discussion demonstrates that under natural conditions, anger is the emotion that facilitates fighting, while anxiety facilitates fleeing. However, it has been observed that when a person has nowhere to flee, when there is no other option other than aggression or attack, anxiety may trigger an attack. Anxiety is one of important determinants of aggressive behaviour, as noted, i.a., by Drabek, Merecz and Mościcka (2005), Halevy (2017), Iniewicz et al. (2011), Nitendel--Bujakowa (2001), Ranschburg (1993), Sikorski (2015), Simunovic, Mifune and Yamagishi (2013), who consider aggression to be an effective form of coping with anxiety in challenging social situations.

Research results and observations suggest that difficult situations perceived as a challenge can trigger positive emotional reactions in people along with satisfaction stemming from overcoming difficulties (Jelonkiewicz, Kosińska--Dec, 2008; Lazarus, 1991; Spielberger, Reheiser, 2009). Unexpected events, ones that abound in contradictions, as well as novel situations or willingness to learn what such a situation involves, tend to arouse emotional reactions of curiosity. Curiosity motivates people to search for new information and encourages action and new experience (Łosiak, 2009; Spielberger, Starr, 1994; Voss, Keller, 1983). Curiosity thus stimulates inquiring and exploratory behaviour that contributes to problem solving (Fredrickson, 2001; Włodarczyk, 2017).

In general, we may assume that challenging situations generate positive emotions, especially curiosity, triggering active coping strategies, and negative emotions (anger, anxiety). The latter are generally unpleasant for the young

person, who seeks to alleviate them. As a defence against such emotions, the young person uses aggression, which implies approaching the threatening object in order to destroy or damage it, thus making it possible to reduce emotional tension, or the person may withdraw or surrender, in the situation in which the emotional tension they experience would be answered with a real or anticipated threat (Lemerise, Dodge, 2005).

## THE RESEARCH PROBLEM AND HYPOTHESIS

Our empirical research focused on personality determinants of destructive (aggressive, avoidance, submissive) and constructive (task-oriented) coping strategies presented by adolescents in social conflict situations, with particular focus on the role played by locus of control, as well as the emotion level and emotional content.

We aimed to answer the following research question: What set of personality variables is relevant for the increased use of destructive and constructive coping strategies among adolescents during social conflict situations?

Such phrasing of the research question enables us to put forward the following hypothesis H1, subject to verification though analysis of empirical research results: Adolescents with an external locus of control and with high levels of negative emotions (anger, anxiety) are more likely to engage in destructive coping strategies in social conflict situations. In contrast, adolescents with an internal locus of control and high levels of positive emotions (curiosity) are more likely to adopt constructive coping strategy in a social conflict situation.

## RESEARCH METHOD

The study included a group of 468 girls and 425 boys aged 13–15 years, a total of 893 study participants. The research participants were pupils of public schools in the city of Wroclaw and the surrounding area. Participation was voluntary and we ensured all participants remain anonymous. The study was conducted in line with the principles of psychological scientific research. Age was our primary recruitment criterion. The impact of age on the choice of coping strategies in social conflict situations was analysed in a group of 13–15-years-olds (the sub-period of early adolescence). Adolescence is an important stage in each person's life, considered to be a transition between childhood and adulthood. It is also referred to as the period of rebellion and aggressive pressure. It involves many biological, psychological, mental, motivation and social attitude changes, often making it difficult for adolescents to adapt their behaviour to new situations, tasks and social roles (Czerwińska-Jasiewicz, 2015).

In our study, we use the following methods. Locus of Control Questionnaire (KBPK) developed by Krasowicz and Kurzyp-Wojnarska (1990), consisting of

46 forced-choice questions, 36 of which are diagnostic items, with the remaining 10 as buffer questions. Diagnostic questions relate to simple situations from the lives of school-age young people, within two scales: Success Scale (S) and Failure Scale (F). Questions about favourable events form the Success Scale (S) and questions concerning adverse events form the Failure Scale (F). The sum of the scores obtained on the success and failure scales constitutes the generalised locus of control index (S+F). Low scores on the KBPK questionnaire indicate external locus of control over event consequences, while high scores indicate internal locus of control over event consequences. The questionnaire has satisfactory reliability (the KR-20 internal consistency coefficient for the S scale is 0.54 and for the F scale is 0.69) and criterion accuracy.

Spielberger's Three-Factor Inventory of Personality States and Traits (TISCO), adapted by Wrześniewski (1991). It consists of two independent parts. The first part (SPI) is designed to measure anxiety, anger and curiosity, treated as emotional state, experienced at a given time. The second part (TPI) is used to investigate the same emotions, treated as personality trait. Thus, the test contains six subscales: anxiety as a state and anxiety as a trait, anger as a state and anger as a trait, and curiosity as a state and curiosity as a trait. Each subscale consists of 10 short, simple statements relating to the individual's subjective feelings. The reliability of the Polish version of the TISCO Inventory is similar to the original STPI version, with Cronbach's alpha coefficient ranging from 0.82 to 0.92 for the first part (SPI), and from 0.68 to 0.88 for the second part (TPI) depending on the sample. The TISCO relevance was tested in two ranges: theoretical and diagnostic accuracy. The results for TISCO relevance are satisfactory and similar to the original STPI.

Questionnaire for Examination of Coping Strategies in a Social Conflict Situation (KSMK) developed by Borecka-Biernat (2012) is designed to explore coping strategies in social conflict situations in adolescents. It includes descriptions of 33 social conflict situations. For each situation, there are four behaviours that express coping in social conflict situations – the first refers to aggressive coping ("A"), the second to avoidance coping ("A1"), the third to submissive coping ("S") and the fourth to task-oriented coping in social conflict situations ("T"). Scores are obtained for each scale separately by summing the marked behaviours in the 33 situations in the given scale. The questionnaire has good reliability (with Cronbach's alpha coefficient around or above 0.70) and good diagnostic accuracy.

## RESEARCH RESULTS

To determine which set of personality variables predicts the level of coping strategies in social conflict situations in adolescents, we decided to use hierarchical regression with backward elimination (criterion: *F*-elimination likelihood ≥0.100).

The method involves introducing all potential predictors into the model and then successively removing irrelevant variables, followed by a recalculation of the model until its final version (Bedyńska, Książek, 2012). Scores on the four scales of the KSMK questionnaire were used as the dependent variable: aggressive coping in social conflict ("A"), avoidance coping in social conflict ("A1"), submissive coping in social conflict ("S") and task-oriented coping in social conflict ("T"). A set of dependent variables were the scores on one scale of the Generalized Feeling of Locus of Control (LOC/S+F/) of the KBPK questionnaire, with six scales (Anger--State and Anger-Trait, Anxiety-State and Anxiety-Trait, and Curiosity-State and Curiosity-Trait) of the TISCO. The results are presented in Tables 1–4.

The first analysis related to the results for the entire group of surveyed adolescents using aggressive coping in social conflict. As shown in Table 1, four independent variables were found to be significant in the regression equation: generalised feeling of locus of control ($\beta = -.27$; $p < .001$), anger captured as an emotional state ($\beta = .14$; $p < .00006$), anger captured as a personality trait ($\beta = .25$; $p < .001$) and anxiety captured as a personality trait ($\beta = -.11$; $p < .004$). The multiple correlation coefficient $R = .44$ indicates that the linear relationship between adolescents' aggressive coping in social conflict situation and the combined effect of the listed variables is moderate. The variables explain 20% of the variance in the dependent variable [$R^2 = .20$; $F(4.888) = 53.72$; $p < .001$]. The remaining variables in the study proved to be non-significant determinants of aggressive coping in social conflict among adolescents. *Beta* values indicate that the stronger generalised external locus of control, and the higher level of anger understood as a momentary emotional state experienced in relation to the conflict, along with the higher level of learned behavioural disposition to respond with anger, and the lower level of learned behavioural disposition to respond with anxiety are, the higher the level of adolescents' aggressive coping in social conflict situation.

Multiple regression model for avoidance coping in social conflict situations as an explored variable is presented in Table 2.

Among the seven personality variables in the regression equation, the following have a significant impact on adolescents' avoidance coping in social conflict situations: generalised locus of control ($\beta = -.27$; $p < .001$), anger as an emotional state ($\beta = .09$; $p < .01$), anger as a personality trait ($\beta = .09$; $p < .01$) and curiosity as a personality trait ($\beta = -.12$; $p < .001$). The multiple correlation coefficient $R = .37$ indicates that the linear relationship between adolescents' avoidance coping in social conflict and the combined influence of the listed variables is low. The multiple determination coefficient of 14% indicates that the included set of variables explains only part of this dependent variable [$R^2 = .14$; $F(4.888) = 34.97$; $p < .001$]. The remaining variables included in the study were found to be non-significant determinants of avoidance coping in situations

of social conflict among adolescents. *Beta* values indicate that the stronger the generalised external locus of control, and the higher the level of anger understood as a momentary emotional state experienced in relation to the conflict, and the higher the level of learned behavioural disposition to react with anger, and the lower the level of learned behavioural disposition to react with curiosity are, the higher the level of the adolescents' avoidance coping in social conflict situations.

Table 1. Stepwise multiple regression for scale score Aggression ("A") KSMK against questionnaire scales: KBPK and TISCO; results for the whole group ($N = 893$)

| People surveyed | Variable | *Beta* | *B* | St. deviation *B* | *t* | *P* level < |
|---|---|---|---|---|---|---|
| Total | LOC (S+F) | −.27 | −.23 | .03 | −8.77 | <.001 |
| | Anger-State | .14 | .10 | .02 | 4.05 | .00006 |
| | Anger-Trait | .25 | .19 | .03 | 6.61 | <.001 |
| | Anxiety-Trait | −.11 | −.10 | .03 | −2.91 | .004 |
| | Free ind. | – | 6.52 | 1.00 | 6.50 | <.001 |

Multiple correlation quotient: $R = .44$
Multiple determination quotient: $R^2 = .20$
Equation significance: $F(4.888) = 53.72; p < .001$
Standard deviation estimation: 4.18

Source: Author's research.

Table 2. Stepwise multiple regression for scale score Avoidance ("A1") KSMK against questionnaire scales: KBPK and TISCO; results for the whole group ($N = 892$)

| People surveyed | Variable | *Beta* | *B* | St. deviation *B* | *t* | *P* level < |
|---|---|---|---|---|---|---|
| Total | LOC (S+F) | −.27 | −.17 | .02 | −8.20 | <.001 |
| | Anger-State | .09 | .05 | .02 | 2.49 | .01 |
| | Anger-Trait | .09 | .05 | .02 | 2.49 | .01 |
| | Curiosity-Trait | −.12 | −.08 | .02 | −3.41 | .0007 |
| | Free ind. | – | 8.07 | .86 | 9.41 | <.001 |

Multiple correlation quotient: $R = .37$
Multiple determination quotient: $R^2 = .14$
Equation significance: $F(4.888) = 34.97; p < .001$
Standard deviation estimation: 3.23

Source: Author's research.

Multiple regression model for the strategy of submissive coping in social conflict situations as an explored variable is presented in Table 3.

The results indicate that the following variables have a significant impact on adolescents' submissive coping in social conflict situations: generalised locus of control ($\beta = .09; p < .005$), anger captured as a personality trait ($\beta = −.24; p < .001$) and anxiety captured as an emotional state ($\beta = .09; p < .009$). The multiple

correlation coefficient $R = .28$ indicates that the linear relationship between adolescents' submissive coping in social conflict situations and the combined effect of the listed variables is low. The explained variance for adolescents' submissive coping in social conflict situations is 8% [$R^2 = -.08$; $F(3.889) = 24.37$; $p < .001$]. The other independent variables included in the study proved to be non-significant determinants of the adolescents' submissive coping. *Beta* values indicate that the stronger the generalised internal locus of control, the lower the level of learned behavioural disposition to react with anger and the higher the level of anxiety as a temporary emotional state experienced in relation to conflict are, the higher the adolescents' level of submissive coping in a social conflict situation.

Table 3. Stepwise multiple regression for scale score Submissive ("S") KSMK against questionnaire scales: KBPK and TISCO; results for the whole group ($N = 892$)

| People surveyed | Variable | *Beta* | *B* | St. deviation *B* | *t* | *P* level < |
|---|---|---|---|---|---|---|
| Total | LOC (S+F) | .09 | .07 | .03 | 2.80 | .005 |
| | Anger-Trait | −.24 | −.17 | .02 | −7.23 | <.001 |
| | Anxiety-State | .09 | .12 | .05 | 2.62 | .009 |
| | Free ind. | – | 6.54 | 1.27 | 5.14 | <.001 |
| Multiple correlation quotient: $R = .28$<br>Multiple determination quotient: $R^2 = .08$<br>Equation significance: $F(3.889) = 24.37$; $p < .001$<br>Standard deviation estimation: 4.31 | | | | | | |

Source: Author's research.

In further analyses, the dependent variable was the task-oriented coping strategy presented by adolescents in social conflict situations. The results of the multiple regression analysis for adolescents are presented in Table 4.

The determinants of task-oriented coping in social conflict among adolescents are: generalised locus of control ($\beta = .27$; $p < .001$), anger as an emotional state ($\beta = -.16$; $p < .000001$) and curiosity as a personality trait ($\beta = .11$; $p < .0005$). The other independent variables included in the study proved to be non-significant determinants of task-oriented coping by adolescents in situations of social conflict. The multiple correlation coefficient $R = .38$ indicates that the linear relationship between the task-oriented coping presented by adolescents in social conflict situations and the combined effect of the listed variables is low. The multiple determination coefficient $R^2 = .14$ indicates that 14% variance in the dependent variable task-oriented strategy in the group of adolescents was explained by the impact of the adopted set of independent variables [$R^2 = .14$; $F(3.889) = 49.08$; $p < .001$]. *Beta* values indicate that the stronger the generalised internal locus of control, the lower the level of anger as a momentary emotional state experienced in relation to conflict and the higher the level of learned behavioural disposition to

react with curiosity are, the higher the level of adolescents' task-oriented coping in a social conflict situation.

Table 4. Stepwise multiple regression for scale score Task-Oriented ("T") KSMK against questionnaire scales: KBPK and TISCO; results for the whole group ($N = 892$)

| People surveyed | Variable | Beta | B | St. deviation B | t | P level < |
|---|---|---|---|---|---|---|
| Total | LOC (S+F) | .27 | .32 | .04 | 8.67 | <.001 |
| | Anger-State | −.16 | −.15 | .03 | −4.85 | .000001 |
| | Curiosity-Trait | .11 | .14 | .04 | 3.48 | .0005 |
| | Free ind. | − | 8.33 | 1.56 | 5.34 | <.001 |
| Multiple correlation quotient: $R = .38$ | | | | | | |
| Multiple determination quotient: $R^2 = .14$ | | | | | | |
| Equation significance: $F(3.889) = 4.08$; $p < .001$ | | | | | | |
| Standard deviation estimation: 6.00 | | | | | | |

Source: Author's research.

In the light of the statistical verification, we can conclude that our results partially validate hypothesis H1. It is notable that the identified personality variables are not strong predictors of the destructive coping strategy (aggressive, avoidance, submissive) nor the constructive coping strategy (task-oriented) presented by adolescents in social conflict situations, as evidenced by the $R^2 = 0.08$–$0.20$ outcome. This implies that there may be many other variables that co-determine the level of destructive coping strategies (aggressive, avoidance, submissive) and constructive coping strategy (task-oriented) presented by adolescents in social conflict situations, and that were not included in this study.

## CONCLUSIONS

Our statistical analysis based on research results related to the personality (locus of control and level and content of emotions) determinants of four coping strategies presented by adolescents in social conflict situations, i.e. (1) aggressive coping, (2) avoidance coping, (3) submissive coping, (4) task-oriented coping, allows us to identify the following research findings.

Locus of control is an important variable modifying a young person's functioning in challenging social situations such as conflict. Through our analysis, we found that conflictual relations with others (e.g. mutual dislike, unkindness, blaming) occurring in the socially organised activity system of the young person are forms of behaviour that most frequently coincide with external locus of control. Stronger belief in others' influence over the positive and negative consequences of one's own actions (external control) is conducive to intensification of young people's aggressive coping in social conflict situations. Such adolescents

are convinced that their successes they are a matter of luck, good fortune or a favourable coincidence. A tendency to have generalized external locus of control in adolescents who use aggressive coping in social conflict situations also manifests when they are faced with failure. They believe that failure they experience is not their fault. Most often, they see it as a matter of fate, bad luck, bad fortune, malice on the part of others or other external factors beyond their control. This leads them to adopt a defensive strategy of aggressive coping in social conflict situations, which is then reinforced through its routine use in such situations (Borecka-Biernat, 2006; Breet, Mayburgh, Poggenpoel, 2010; Deming, Lochman, 2008).

We should keep in mind that an individual tends to react emotionally to threatening situations (Guszkowska, Gorący, Rychta-Siedlecka, 2001). It should be noted that when a conflict situation is assessed as threatening, it generates negative emotions in the individual, triggering aggression strategies (Kubacka--Jasiecka, 2006). Based on the analysis of the collected research material, we concluded that anger as an emotional state experienced in relation to social conflict and a learned behavioural disposition to react with anger have an impact on using aggressive coping in situations of social conflict. We may hypothesise that as the level of anger of differential genesis (state, trait) increases, the intensity of aggressive coping in social conflict situations will also increase (Fung et al., 2015).

Our research findings demonstrate external "shifting" of the generalised (overall) locus of control in adolescents using the a v o i d a n c e  c o p i n g  i n  s o c i a l  c o n f l i c t, which involves engaging in substitute activities or seeking social contacts. Such young people believe that positive events are independent of their actions, that there is little point in engaging in any action, since the final outcome does not depend on these actions. A tendency towards generalized external locus of control in adolescents using avoidance coping in social conflict situations also manifests in situations of failure. They are unable to take responsibility for failures, which they see as caused by external factors over which they have no control, e.g. bad luck or the malice on the part of other people. Lacking a sense of responsibility for failures, adolescents lack motivation to try and change their fate, as "it is all predetermined anyway". They try to accept their fate and usually engage in other activities to distract themselves from the problem at hand. These findings indicate that a young person's assessment of a conflict situation as one over which they have no control is associated with avoidance coping withing such situation (Borecka-Biernat, 2001; Hisli Sahin et al., 2009; Taylor, 2010).

The inability to navigate conflict situations or solve difficult problems in relationships with others exacerbates negative emotions in social situations. It was found that adolescents who use avoidance coping in a social conflict situation manifest significantly higher levels of momentary anger-state, higher levels of

learned disposition to react with anger and lower levels of learned disposition to react with curiosity. We may thus assume that, by reaching a significant level of intensity, negative emotion (anger) lowers cognitive curiosity, inhibits spontaneous activity, reduces motivation to undertake transgressive acts, and triggers escape--type behaviours (withdrawal, avoidance) in situations of social conflict, which in turn serve the purpose of alleviating, at least temporarily, negative emotional tension (Heszen-Niejodek, 2002; Sandy, Boardman, Deutsch, 2005; Strelau, Doliński, 2008).

The sense of having or not having influence over the course of events can significantly modify a young person's functioning in a social conflict situation or determine their adopted coping strategies (Saile, Hülsebusch, 2006). Adolescents using submissive coping manifest a generalised (overall) tendency for internal locus of control. This indicates that adolescents' sense that they have influence on positive and negative outcomes of their own actions promotes submissive attitude towards others' initiative and concessions in situations of social conflict. This result has not been confirmed by data reported by other authors, who suggest that external locus of control over positive and/or negative event consequences favours the use of submissive forms of coping with difficulties (Kurtek, 2005; Taylor, 2010; Tkaczyk, 2009). Our divergent finding may stem, e.g., from an increased level of anxiety, which may inhibit individuals from pursuing their own goals and interests.

Social conflict is a phenomenon that is inseparably linked with emotions. Our research findings presented above indicate that adolescents who submissively control their behaviour in a conflict situation tend to have lower levels of learned disposition to react with anger and higher levels of momentary anxiety-state experienced in a given situation. This result corresponds with findings reported for other studies, suggesting that submissive strategies are descriptively characterized by elevated levels of anxiety that result in willingness to make complete concessions to the dispute partner (Drabek et al., 2005; Weeks et al., 2009; Zimmerman, Morrison, Heimberg, 2015). This means that fear of rejection and the need to maintain good relationship at the price of giving up one's own interests within conflict situation leads to submission to the initiative of others.

Task-oriented strategy, sometimes referred to as "creative conflict solving", is considered the best way of resolving conflicts, one that takes into account the welfare of both parties to the conflict and strives for full satisfaction of their needs. Our analysis indicates that a tendency to attribute responsibility for the positive and negative consequences of one's own actions to internal factors gives a young person the opportunity to actively influence social conflict situations, with a view to change either the situation or one's own position. Adolescents who are aware of their own initiative in terms of conflict resolution, tend to act constructively, make attempts to

overcome difficulties and strive for a peaceful conflict resolution (Kościelak, 2010). In general, the perceived causal relationship between what they do and how they do it, and the results of their own behaviour, have an impact on the use of task-oriented coping to resolve an emerging social conflict (Adesina, 2012; Borecka-Biernat, 2006; Cook, Sloane, 2001; Dijkstra et al., 2011; Taylor, 2010).

Adolescents involved in situations of social conflict experience a variety of emotions. Based on the analysis of the collected research material, we have identified significant negative links between task-oriented coping and the emotion of situational anger experienced in relation to social conflict situations. Adolescents who "control" their behaviour in social conflict situations in a task-oriented manner present lower levels of situational anger. This suggests that negative emotion (anger) at its lower intensity (depending on the situation) may have an adaptive function, triggering thought processes that favour focusing on the problem, mobilise an individual to make an effort or enable an individual to successfully overcome difficulties (Gacek, 2000). Our analysis also revealed that adolescents who use task-oriented coping in social conflict situations display higher levels of dispositional curiosity. As a positive emotion, curiosity is a motivating factor for taking action to cope with the events that triggered it (Frijda, 2002). Our analysis confirmed that the higher the level of curiosity as a disposition to respond to all changes and innovations, the more were adolescents willing to communicate with their partner in order to find a mutually beneficial solution to a problem that has manifested itself in the form of a conflict. Other authors in the relevant literature have noted this relationship, e.g. Catanzaro (2003), Doliński (2000), Domińska--Werbel (2014), Fredrickson (2001), Jelonkiewicz and Kosińska-Dec (2008), Tkaczyk (2009).

The results of our study have partially confirmed the validity of our hypothesis, perhaps due to the fact that the survey was self-reported, and that our study subjects subjectively evaluated their responses. The results suggest that having a strong sense that others exert influence over positive and negative consequences of events and reacting to conflict situations with anger or anxiety generally co--occur with a tendency to react destructively (aggressive, avoidance, submissive coping) to conflict, while a stronger sense of the adolescent's own possibilities of controlling positive and negative consequences of events and reacting to conflict with curiosity create greater opportunities for constructive (task-oriented) coping in social conflict situations.

The conclusions of our study have both theoretical and practical implications. The outcomes may facilitate better understanding of an adolescent child's behaviour in a social conflict situation and make educators look at the causes of such behaviour from the adolescent's perspective. Our research outcomes may also provide theoretical guidance for the development of preventive and therapeutic programmes supportive of the development of human qualities that

are relevant for constructive (task-oriented) coping inclusive of all participants in a relationship and conflict situation.

## REFERENCES

Adesina, O. (2012). Emotional Intelligence, Locus of Control and Conflict Handling Skills as Predictors of Non-Violent Behaviour among University Students in South-Western Nigeria. *IFE Psychologia*, *20*(2), 31–38.

Balawajder, K. (2010). Zachowania uczestników konfliktu interpersonalnego. In: D. Borecka--Biernat (Ed.), *Sytuacje konfliktu w środowisku rodzinnym, szkolnym i rówieśniczym. Jak sobie radzą z nimi dzieci i młodzież?* (pp. 137–179). Warszawa: Difin.

Bedyńska, S., Książek, M. (2012). *Praktyczny przewodnik wykorzystania modeli regresji oraz równań strukturalnych*. Warszawa: Wydawnictwo Akademickie Sedno.

Berkowitz, L. (1992). O powstawaniu i regulowaniu gniewu i agresji. *Nowiny Psychologiczne*, (1–2), 87–105.

Borecka-Biernat, D. (2001). *Zachowanie nieśmiałe młodzieży w trudnej sytuacji społecznej*. Kraków: Oficyna Wydawnicza Impuls.

Borecka-Biernat, D. (2006). *Strategie radzenia sobie młodzieży w trudnych sytuacjach społecznych. Psychospołeczne uwarunkowania*. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.

Borecka-Biernat, D. (2012). Kwestionariusz strategii radzenia sobie młodzieży w sytuacji konfliktu społecznego. *Psychologia Wychowawcza*, (1–2), 86–118. **DOI: 10.5604/00332860.1094162**

Borowiecka, B. (2005). Relacje nastolatków z rodzicami. *Nowa Szkoła*, (2), 30–32.

Breet, L., Mayburgh, C., Poggenpoel, M. (2010). The Relationship between the Perception of Own Locus of Control and Aggression of Adolescent Boys. *South African Journal of Education*, *30*(4), 511–526. **DOI: 10.15700/saje.v30n4a386**

Catanzaro, D. de (2003). *Motywacje i emocje w ujęciu ewolucyjnym, fizjologicznym, rozwojowym i społecznym*. Poznań: Zysk i S-ka.

Ciupińska, B. (2011). Konflikty dorastających z rówieśnikami. In: A. Rejzner (Ed.), *Systemowe rozwiązywanie problemów przemocy i agresji w szkole* (pp. 100–118). Warszawa: Wydawnictwo Comandor.

Cook, H., Sloane, J. (2001). Locus of Control and Cooperative Behavior in 10-Year-Old Children. *Journal of Social Psychology*, *125*(5), 619–630. **DOI: 10.1080/00224545.1985.9712036**

Czerwińska-Jasiewicz, M. (2015). *Psychologia rozwoju młodzieży w kontekście biegu ludzkiego życia*. Warszawa: Difin.

De Goede, I., Branje, S., Meeus, W. (2009). Developmental Changes in Adolescents' Perceptions of Relationships with Their Parents. *Journal of Youth and Adolescence*, *38*, 75–88, **DOI: 10.1007/s10964-008-9286-7**

Deffenbacher, J. (1992). Trait Anger: Theory, Findings and Implications. In: C. Spielberger, J. Butcher (Eds.), *Advances in Personality Assessment* (pp. 177–201). Hillsdale: Lawrence Erlbaum Associates. **DOI: 10.4324/9781315825601**

Deming, A., Lochman, J. (2008). The Relation of Locus of Control, Anger and Impulsivity to Boys Aggressive Behavior. *Behavioral Disorders*, *33*(2), 108–119. **DOI: 10.1177/019874290803300205**

Deutsch, M. (2005). Współpraca i rywalizacja. In: M. Deutsch, P. Coleman (Eds.), *Rozwiązywanie konfliktów. Teoria i praktyka* (pp. 21–40). Kraków: Wydawnictwo UJ.

Dijkstra, M., Beersma, B., Evers, A. (2011). Reducing Conflict-Related Employee Strain: The Benefits of an Internal Locus of Control and a Problem-Solving Conflict Management Strategy. *Work & Stress*, *25*(2), 167–184. **DOI: 10.1080/02678373.2011.593344**

Doliński, D. (2000). Emocje, poznanie i zachowanie. In: J. Strelau (Ed.), *Psychologia. Podręcznik akademicki* (Vol. 2; pp. 369–394). Gdańsk: GWP.

Domińska-Werbel, D. (2014). *Psychologiczne uwarunkowania strategii radzenia sobie młodzieży gimnazjalnej w trudnych sytuacjach społecznych*. Legnica: WPWSZ.

Donaldson, D., Prinstein, M., Danovsky, M., Spirito, A. (2000). Patterns of Children's Coping with Life Stress: Implications with Clinicians. *American Journal of Orthopsychiatry*, *70*(3), 351–359. **DOI: 10.1037/h0087689**

Drabek, M., Merecz, D., Mościcka, A. (2005). Cecha lęku i wzór zachowania (typu A i B) jako modyfikatory bezpośrednich reakcji na przemoc. *Medycyna Pracy*, *56*(3), 223–234.

Endler, N., Speer, R., Johnson, J., Flett, G. (2000). Controllability, Coping, Efficacy, and Distress. *European Journal of Personality*, *14*(3), 245–264. **DOI: 10.1002/1099-0984 (200005/06)14:3%3C245::AID-PER375%3E3.0.CO;2-G**

Eysenck, M. (2001). Sprawdź swoje lęki. *Charaktery*, (1), 29–30.

Filip, A. (2010). Sposoby rozwiązywania konfliktów rodzinnych w percepcji młodzieży różniącej się korzystaniem z mediów. In: D. Borecka-Biernat (Ed.), *Sytuacje konfliktu w środowisku rodzinnym, szkolnym i rówieśniczym. Jak sobie radzą z nimi dzieci i młodzież?* (pp. 207–223). Warszawa: Difin.

Fredrickson, B. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden- -and-Build Theory of Positive Emotions. *American Psychologist*, *56*(3), 218–276. **DOI: 10.1037/0003-066X.56.3.218**

Frijda, N. (2002). Emocje są funkcjonalne na ogół. In: P. Ekman, R. Davidson (Eds.), *Natura emocji. Podstawowe zagadnienia* (pp. 20–24). Gdańsk: GWP.

Fung, A., Gerstein, L., Chan, Y., Engebretson, J. (2015). Relationship of Aggression to Anxiety, Depression, Anger and Empathy in Hong Kong. *Journal of Child &Family Studies*, *24*(3), 821–831. **DOI: 10.1007/s10826-013-9892-1**

Gacek, M. (2000). Niektóre osobowościowe determinanty odporności młodzieży akademickiej na stres psychologiczny – odniesienie z badań. *Annales UMCS. Sectio D*, *55*(10), 43–46.

Garstka, T. (2011). Konflikt pokoleń w domu i szkole. *Głos Nauczycielski*, (8), 12.

Gurba, E. (2013). *Nieporozumienia z dorastającymi dziećmi w rodzinie*. Kraków: Wydawnictwo UJ.

Gurba, E. (2020). Konflikt rodziców z nastolatkami jako źródło doświadczanego stresu. In: A. Senejko, A. Czapiga (Eds.), *Oswojenie traumy. Przegląd zagadnień* (pp. 125–144). Kraków: Oficyna Wydawnicza Impuls.

Guszkowska, M., Gorący, A., Rychta-Siedlecka, J. (2001). Ważne zdarzenia życiowe i codzienne kłopoty jako źródło stresu w percepcji młodzieży. *Edukacja Otwarta*, (4), 155–164.

Halevy, N. (2017). Preemptive Strikes: Fear, Hope, and Defensive Aggression. *Journal of Personality and Social Psychology*, *112*(2), 224–237. **DOI: 10.1037/pspi0000077**

Harwas-Napierała, B., Trempała, J. (2000). *Psychologia rozwoju człowieka*. Vol. 2. Warszawa: Wydawnictwo Naukowe PWN.

Heszen-Niejodek, I. (2002). Emocje, ocena poznawcza i strategie w procesie radzenia sobie. In: I. Heszen-Niejodek (Ed.), *Teoretyczne i kliniczne problemy radzenia sobie ze stresem* (pp. 174–197). Poznań: Stowarzyszenie Psychologia i Architektura.

Hibner, A. (2013). Reagowanie oporem w sytuacji nacisku społecznego a wiek i płeć młodzieży. In: D. Borecka-Biernat (Ed.), *Zachowanie agresywne dzieci i młodzieży. Uwarunkowania oraz możliwości ich przezwyciężania* (pp. 200–213). Warszawa: Difin.

Hisli Sahin, N., Basim, H., Cetin, F. (2009). Locus of Control and Self Concept in Interpersonal Conflict Resolution Approaches. *Turkish Journal of Psychiatry*, *20*(2), 153–163.

Humphrey, R. (2006). Promising Research Opportunities in Emotions and Coping with Conflict. *Journal of Management & Organization*, *12*(2), 179–186. **DOI: 10.5172/jmo.2006.12.2.179**

Iniewicz, G., Dziekan, K., Wiśniewska, D., Czuszkiewicz, A. (2011). Wzory przywiązania i lęk u adolescentów z diagnozą zaburzeń zachowania i emocji. *Psychiatria Polska*, (5), 693–702.

Jaworski, R. (2000). Konflikt pokoleń w okresie adolescencji. Psychologiczne aspekty radzenia sobie ze stresem. In: R. Jaworski, A. Wielgus, J. Łukjaniuk (Eds.), *Problemy człowieka w świecie psychologii* (pp. 27–54). Płock: Wydawnictwo Naukowe Novum.

Jelonkiewicz, I., Kosińska-Dec, K. (2008). Jasna strona stresu młodzieży (emocje pozytywne w radzeniu sobie). In: I. Heszen, J. Życińska (Eds.), *Psychologia zdrowia. W poszukiwaniu pozytywnych inspiracji* (pp. 151–166). Warszawa: Wydawnictwo SWPS „Academica".

Juczyński, Z. (2000). Poczucie własnej skuteczności – teoria i pomiar. *Acta Universitatis Lodziensis. Folia Psychologica*, *4*, 11–23.

Kenrick, D., Neuberg, S., Cialdini, R. (2002). *Psychologia społeczna. Rozwiązane tajemnice*. Gdańsk: GWP.

Kłusek-Wojciszke, B. (2009). Kwestionariusz stylów rozwiązywania konfliktów. *Czasopismo Psychologiczne*, *15*(1), 119–140.

Kościelak, R. (2010). *Poczucie umiejscowienia kontroli i przekonania o własnej skuteczności w zdrowiu i chorobie*. Kraków: Oficyna Wydawnicza Impuls.

Krasowicz, G., Kurzyp-Wojnarska, A. (1990). *Kwestionariusz do badania poczucia kontroli (KBPK). Podręcznik*. Warszawa: Laboratorium Technik Diagnostycznych im. B. Zawadzkiego.

Krok, D. (2007). Strategie rozwiązywania konfliktów w systemie rodzinnym. *Roczniki Teologiczne*, *54*(10), 119–138.

Kubacka-Jasiecka, D. (2006). *Agresja i autodestrukcja z perspektywy obronno-adaptacyjnych ja*. Kraków: Wydawnictwo UJ.

Kurtek, P. (2005). Regulacyjna rola poczucia kontroli w radzeniu sobie młodzieży z niepełnosprawnością intelektualną lekkiego stopnia w sytuacjach trudnych. *Przegląd Psychologiczny*, (3), 277–294.

Lachowska, B. (2010). Style rozwiązywania konfliktów i ich efekty w relacji między rodzicami i adolescentami – prezentacja narzędzi pomiaru. In: D. Borecka-Biernat (Ed.), *Sytuacje konfliktu w środowisku rodzinnym, szkolnym i rówieśniczy. Jak sobie radzą z nimi dzieci i młodzież?* (pp. 180–206). Warszawa: Difin.

Larsson, B., Lennart, M., Morris, R. (2000). Anxiety in Swedish School Children: Situational Specificity, Informant Variability and Coping Strategies. *Scandinavian Journal of Behaviour Therapy*, *29*(3–4), 127–139. **DOI: 10.1080/028457100300049755**

Lazarus, R. (1991). *Emotion and Adaptation*. New York: Oxford University Press.

Leary, M., Kowalski, R. (2001). *Lęk społeczny*. Gdańsk: GWP.

Lemerise, E., Dodge, K. (2005). Rozwój złości i wrogich interakcji. In: M. Lewis, J. Haviland-Jones (Eds.), *Psychologia emocji* (pp. 745–760). Gdańsk: GWP.

Lohman, B., Jarvis, P. (2000). Adolescent Stressors, Coping Strategies, and Psychological Health Studied in the Family Context. *Journal of Youth and Adolescence*, *29*, 15–43. **DOI: 10.1023/A:1005117020812**

Łosiak, W. (1995). Umiejscowienie kontroli, percepcja sytuacji a lęk w sytuacji egzaminacyjnej. *Rocznik Komisji Nauk Pedagogicznych*, *47*, 107–114.

Łosiak, W. (2009). *Stres i emocje w naszym życiu*. Warszawa: Wydawnictwo Akademickie i Profesjonalne.

Medvedova, L. (2002). Vplyv stresora a subjektivnej percepcje jeho zvladnutelnosti na preferencu a uroven strategii zvladania v ranej adolescencii. *Psychologia a Patopsychologia Dietata*, *36*(4), 291–310.

Miłkowska, G. (2010). Style rozwiązywania konfliktów przez młodzież gimnazjalną. *Rocznik Lubuski*, *36*(1), 199–214.

Nitendel-Bujakowa, E. (2001). Lęki szkolne jako wyznacznik funkcjonowania dziecka. *Problemy Poradnictwa Psychologiczno-Pedagogicznego*, (1), 15–37.

Oleszkowicz, A., Senejko, A. (2013). *Psychologia dorastania – zmiany rozwojowe w dobie globalizacji*. Warszawa: PWN.

Opuchlik, K., Wrzesińska, M., Kocur, J. (2009). Ocena poziomu stylów radzenia sobie ze stresem i poczucia umiejscowienia kontroli zdrowia u osób z chorobą niedokrwienną serca i nadciśnieniem tętniczym. *Psychiatria Polska*, *43*(2), 235–245.

Pisula, E., Sikora, R. (2008). Wiek i płeć a radzenie sobie ze stresem przez młodzież w wieku 12–17 lat. *Przegląd Psychologiczny*, (4), 405–422.

Polak, K. (2010). Uczeń w sytuacji konfliktów szkolnych. In: D. Borecka-Biernat (Ed.), *Sytuacje konfliktu w środowisku rodzinnym, szkolnym i rówieśniczym. Jak sobie radzą z nimi dzieci i młodzież?* (pp. 23–39). Warszawa: Difin.

Poraj, G. (2002). *Agresja w szkole. Przyczyny, profilaktyka, interwencje*. Łódź: Oficyna Wydawnicza „Edukator".

Ranschburg, J. (1993). *Lęk, gniew, agresja*. Warszawa: WSiP.

Riesch, S., Bush, L., Nelson, C., Ohm, B., … Jenkins, P. (2000). Topics of Conflict between Parents and Young Adolescents. *Journal for Specialists in Pediatric Nursing*, *5*(1), 27–40. **DOI: 10.1111/j.1744-6155.2000.tb00083.x**

Rostowska, T. (2001). *Konflikt międzypokoleniowy w rodzinie. Analiza psychologiczna*. Łódź: Wydawnictwo UŁ.

Różańska-Kowal, J. (2004). Szkoła jako główne źródło stresu młodzieży w wieku dorastania. *Kwartalnik Pedagogiczny*, (3), 203–214.

Saile, H., Hülsebusch, T. (2006). Bewältigung allgemeiner Problemsituationen bei Kindern mit chronischen Kopfschmerzen: Abhängigkeit von der Kontrollierbarkeit der Situation und Zusammenhänge mit Schmerzverarbeitung. *Zeitschrift fur Gesundheitspsychologie*, *14*, 21–27.

Sandy, S., Boardman, S., Deutsch, M. (2005). Osobowość a konflikt. In: M. Deutsch, P. Coleman (Eds.), *Rozwiązywanie konfliktów* (pp. 286–311). Kraków: Wydawnictwo UJ.

Sikorski, W. (2010). Konflikty w rodzinie uwarunkowane wadliwą komunikacją. In: D. Borecka--Biernat (Ed.), *Sytuacje konfliktu w środowisku rodzinnym, szkolnym i rówieśniczym. Jak sobie radzą z nimi dzieci i młodzież?* (pp. 116–134). Warszawa: Difin.

Sikorski, W. (2015). Lęk komunikacyjny u uczniów a ich sposoby reagowania w sytuacjach konfliktu w klasie szkolnej. In: D. Borecka-Biernat, M. Cywińska (Eds.), *Konflikt społeczny w perspektywie socjologicznej i pedagogiczno-psychologicznej* (pp. 126–146). Warszawa: Difin.

Simunovic, D., Mifune, N., Yamagishi, T. (2013). Preemptive Strike: An Experimental Study of Fear-Based Aggression. *Journal of Experimental Social Psychology*, *49*(6), 1120–1123. **DOI: 10.1016/j.jesp.2013.08.003**

Spielberger, C., Starr, L. (1994). Curiosity and Exploratory Behavior. In: H. O'Neil Jr., D. Drillings (Eds.), *Motivation: Theory and Research* (pp. 221–243). Hillsdale: Lawrence Erlbaum Associates.

Spielberger, C., Reheiser, E. (2009). Assessment of Emotions: Anxiety, Anger, Depression and Curiosity. *Applied Psychology: Health and Well-Being*, *1*(3), 271–302. **DOI: 10.1111/j.1758-0854.2009.01017.x**

Stańkowski, B. (2009). *Konflikt nauczyciel–uczeń. Uzdrawianie relacji w świetle reguły 5R*. Kraków: Wydawnictwo WAM.

Strelau, J., Doliński, D. (2008). *Psychologia. Podręcznik akademicki*. Vol. 1. Gdańsk: GWP.

Talik, E. (2010). Poczucie kontrolowalności sytuacji stresowej a strategie radzenia sobie ze stresem u adolescentów. *Polskie Forum Psychologiczne*, *15*(1), 49–65.

Taylor, M. (2010). Does Locus of Control Predict Young Adult Conflict Strategies with Superiors? An Examination of Control Orientation and the Organizational Communication Conflict Instrument. *North American Journal of Psychology*, *12*(3), 455–458.

Tezer, E., Demir, A. (2001). Conflict Behaviors Toward Same-Sex Peers among Male and Female Late Adolescents. *Adolescence*, *36*(143), 525–533.

Tkaczyk, E. (2009). *Twórczość a rozwiązywanie konfliktów*. Retrieved from http://www.pzii.kn.org.pl/materialy.aspx

Tuszner, E. (1981). Poczucie kontroli nad otoczeniem a konformizm młodzieży. *Psychologia Wychowawcza*, (2), 197–222.

Tyszkowa, M. (1986). *Zachowanie się dzieci w sytuacjach trudnych*. Warszawa: PWN.

Voss, H., Keller, H. (1983). *Curiosity and Exploration: Theory and Results*. San Diego: Academic Press.

Weeks, J., Rodebaugh, T., Heimberg, R., Norton, P., Jakatdar, T. (2009). "To Avoid Evaluation, Withdraw": Fears of Evaluation and Depressive Cognitions Lead to Social Anxiety and Submissive Withdrawal. *Cognitive Therapy and Research*, *33*(4), 375–389. **DOI: 10.1007/s10608-008-9203-0**

Wiatrowska, A. (2017). Poczucie umiejscowienia kontroli a radzenie sobie ze stresem u kobiet z jadłowstrętem psychicznym – badanie wstępne. *Annales Universitatis Mariae Curie--Skłodowska. Sectio J, Paedagogia-Psychologia*, *30*(3), 149–159. **DOI: 10.17951/j.2017.30.3.149**

Williams, K., McGillicuddy-De Lisi, A. (2000). Coping Strategies in Adolescents. *Journal of Applied Developmental Psychology*, *20*(4), 537–549. **DOI: 10.1016/S0193-3973(99)00025-8**

Włodarczyk, D. (2017). Relationship of Trait Curiosity to the Dynamics of Coping and Quality of Life in Myocardial Infarction Patients. *Polish Psychological Bulletin*, *48*(3) 347–356. **DOI: 10.1515/ppb-2017-0040**

Wrześniewski, K. (1983). *Wybrane zagadnienia lęku. Teoria i pomiar*. Warszawa: Wydawnictwo WAM.

Wrześniewski, K. (1991). Trójczynnikowy inwentarz stanów i cech osobowości. *Przegląd Lekarski*, (2), 222–225.

Zimmerman, J., Morrison, A., Heimberg, R. (2015). Social Anxiety, Submissiveness, and Shame in Men and Women: A Moderated Mediation Analysis. *British Journal of Clinical Psychology*, *54*(1), 1–15.

## ABSTRAKT

Celem badań było ustalenie roli poczucia kontroli sytuacji i reakcji emocjonalnych w wyznaczaniu destruktywnej (agresja, unik, uległość) i konstruktywnej (zadanie) strategii radzenia sobie młodzieży dorastającej w sytuacji konfliktu społecznego. W badaniach posłużono się Kwestionariuszem do Badania Poczucia Kontroli (KBPK) Krasowicz i Kurzyp-Wojnarskiej, Trójczynnikowym Inwentarzem Stanów i Cech Osobowości (TISCO) Spielbergera i Wrześniewskiego oraz Kwestionariuszem do badania strategii radzenia sobie młodzieży w sytuacji konfliktu społecznego (KSMK) Boreckiej-Biernat. Badania empiryczne przeprowadzono w szkołach gimnazjalnych. Objęły one 893 adolescentów (468 dziewcząt i 425 chłopców) w wieku 13–15 lat. W świetle przeprowadzonych badań stwierdzono, że silniejsze przekonanie o wpływie innych na pozytywne i negatywne skutki zdarzeń oraz reagowanie na sytuacje konfliktu gniewem lub lękiem współwystępuje z tendencją do destruktywnego (agresywnego, unikowego, uległego) reagowania na konflikt, natomiast silniejsze przekonanie dorastającego o własnych możliwościach kontrolowania pozytywnych i negatywnych następstw zdarzeń oraz reagowanie na konflikt ciekawością stwarza większe możliwości konstruktywnego (zadaniowego) zmagania się z sytuacją konfliktu społecznego.

**Słowa kluczowe:** młodzież dorastająca; poczucie umiejscowienia kontroli; emocje; strategie radzenia sobie; sytuacja konfliktu społecznego