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The Conflict Resolution Styles of University Students Living in Kosovo: A Mixed-Method Study

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Abstract

The present study aimed to examine conflict resolution styles among university students living in Kosovo. Accordingly, the conflict resolution styles of university students were examined in the context of gender, nationality, various familial factors, and introverted/extroverted personality traits. Also, answers were sought to the question "Which issues do university students encounter conflict with whom and which conflict styles do they show?". The study was carried out in the sequential explanatory method pattern of the mixed method. The quantitative research phase of the study was carried out with 585 students (333 females and 252 males) studying in Anadolu University Open Education Faculty Kosovo Programs and Prizren University Turkish undergraduate programs. Comprising 6 Turkish, 6 Albanian, and 6 Bosnian students, a total of 18 students participated in the qualitative phase of the research. The quantitative data of the study were obtained through Conflict Action Styles Scale and personal information survey. The qualitative data were collected through semi-structured interviews. Confirmatory factor analysis, multivariate analysis of variance, and content analyses were adopted for the analysis of the data. Examining the results, in terms of the nationalities of the students living in Kosovo, it was revealed that Turkish students used the mediating conflict style at a higher level than the Bosnian students. Also, it was found that conflict resolution styles of university students of different nationalities in terms of gender and perceived introversion/extroversion personality traits did not differ significantly. In terms of family structure, it was determined that the Bosnian students with extended families have higher levels of compelling conflict style than Albanian students. It was also found that students have more frequent conflicts with individuals in the work and family environment, and exhibit self-expression behaviors in conflict situations.

Keywords: conflict, conflict resolution, conflict resolution styles, Kosovo.

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1. Introduction

People, throughout the whole world, find it increasingly difficult to create and maintain peace and minimize conflict. Considering that conflict resolution helps to maintain peaceful and more meaningful personal relationships, understanding conflict and understanding how to resolve it will directly affect achieving this goal (Blumberg, 1998). Cultural differences within and among countries can lead to conflicting communications. Individuals from different cultural backgrounds and family structures and with different personalities try to resolve conflicts in substantially varying ways. Therefore, communication strategies such as conflict resolution styles can be an important tool to unite different cultural perspectives (Dubinskas, 1992; Hofstede, 1983; Holt, 2000; Ting-Toomey et al., 2000).

Conflict is used synonymously with the words disagreement, discussion, discordance, dispute, tension, inconsistency, challenge, and disharmony (Leseho, 2001) and is defined as a dynamic process (Williams, 2011). Conflict resolution, on the other hand, is defined as the process used by the parties to reach an agreement (Sweeney, Carruthers, 1996), and it has first gained attention in the 1960s with the study carried out by Blake and Mouton (1964). Then, different researchers introduced new definitions of the process. Accordingly, conflict resolution is a process of cooperation that enables the parties to develop and win (Akbalık, 2001), a bargaining process based on the needs of both parties (Schrumbf et al., 2007), or a reconciliation process (Erem, 2008). In this process, individuals need to try some ways to solve the conflict situation they experience (Türnüklü, 2007). These approaches gave rise to the concept of conflict resolution styles.

Individuals have two main motivations for interpersonal conflict; The first is the anxiety of reaching one's own goals, and the second is the anxiety of losing interpersonal relationships. Individuals use five different conflict resolution styles to overcome these two concerns and resolve conflict. These are smoothing, withdrawing, compromising, confrontation, and forcing (Johnson, Johnson, 2008). In the smoothing style, allowing the other person to do what they want to do is adopted, and the person gives up his own goals. The idea that conflict should be avoided so that an unpleasant situation does not occur is dominant, and individuals adapt to everything so that their relationship does not deteriorate. Withdrawing is a conflict resolution strategy where both parties lose. Withdrawing is easier to avoid than facing conflict, and there is a prevailing belief that trying to resolve conflicts is futile. In the compromising style, both parties make some sacrifices to resolve the conflict. Accordingly, both parties are happy with the result, this style is a win-win tactic. In problem-solving style, on the other hand, purpose and relationship are very important, both sides try to find a middle ground. This style allows the tension between the parties to decrease and the relations to develop. Compromising style is a complete win-win tactic. In the forcing style, one of the parties tries to impose its solution on the other to resolve the conflict, or even use force. These individuals focus only on their own goals and are not concerned with the needs of others. This is a win-lose tactic (Blake, Mouton, 1964; Blake, Mouton, 1970; Johnson, Johnson, 2008). Accordingly, conflict resolution is used to achieve one's own goals without caring about the needs of others (Blake, Mouton, 1964). Johnson and Johnson (2012), who similarly explain conflict resolution styles, explained these styles by giving animal names. Accordingly, withdrawing style (turtle), smoothing style (teddy bear), compromising style (fox), forcing style (shark), and confrontation style (owl).

One of the most important factors affecting the conflict resolution styles of individuals is cultural differences. The concepts of individualism and collectivism are important ways to distinguish broad differences in cultural values (Hofstede, 1980). Although many approaches to this issue differ in view of the situation, such a distinction remains the basis of discussions as to how conflict resolution styles may vary across cultures (Oetzel, 1998; Ting-Toomey et al., 1991, 2000). The bonds between individualistic people are loose, and individuals in the ingroup are emotionally disconnected, where the need for autonomy becomes prominent. The individual goal is more important than group goals; When goals change, interpersonal conflicts arise. In a collectivistic culture, people care more about group goals than individual goals. Socialization is based on obedience, harmony is important in interpersonal relations (Kağıtçıbaşı, Cemalcılar, 2014).

According to Ting-Toomey (1988), members of individualistic cultures prefer direct and assertive methods when resolving conflict. It is assumed that members of individualistic cultures, which are characterized by being more concerned with themselves than others, prefer conflict resolution styles such as the use of force, confrontation/problem solving, and compromise. These

mentioned styles involve strong verbal communication, less emphasis on the internal aspects of communication, and less consideration of the needs of others (Rahim, 1992; Rahim, Blum, 1994). On the other hand, in collectivist cultures, the needs of a group are considered more important than that of the individual (Hofstede, 1980; Hofstede, 1983), and conflict resolution style is also reflected in this situation. If the need to preserve relationships and stay in the group is prominent, styles such as smoothing and compromise are expected to be strong (Elsayed-Ekhoulym, Buda, 1996; Rahim, 1992; Rahim, Blum, 1994). Withdrawal, on the other hand, can be used to protect the dignity of others instead of embarrassing them (Ting-Toomey, 1988). The managers from the collectivist Turkish culture prefer problem-solving as a conflict resolution style, similar to individuals belonging to the US culture, which is an individualistic culture, but the managers in Turkish culture prefer the conformity and compromise conflict resolution style, and in this respect, they significantly differentiated from the US managers (Kozan, 1990).

Differences in society in terms of language, religion, ethnic origin, socioeconomic characteristics may reveal differences in perception (Avruch, 2004). On the other hand, since culture directs the daily life practices of individuals or societies, cultural differences can create differences in perception of conflict and therefore conflict resolution (Todd, 2006). Since people form their attitudes, values, and judgments according to the sub-culture they live in, they learn from the society or sub-culture in which they live, in which situations they will enter into conflict, how they will behave in the conflict process, how they will react, and how they will respond to the consequences of the conflict (Karip, 1999). Also, the socio-cultural environment that individuals are exposed to in childhood is effective in the conflict resolution styles used by individuals. In particular, the ethnic origin can be a reference point for which conflict resolution style individuals will use (Lind et al., 1994). In this context, the research findings show that conflict resolution styles may differ according to cultures in Balkan Countries similar to Kosovo, which were examined in the present study, in case of conflict, the integration style of those living in Turkey, Bulgaria, Greece, and Romania, the partly integration, reconciliation and compliance styles of those living in Albania, Macedonian. On the other hand, it showed that those living in Turkey use integration and compromise styles (Bozoğlan, 2010).

The gender of the individual is another factor that affects which conflict resolution style they will choose in a conflict situation. Socially appropriate behavior differs for men and women in many countries in the world. Therefore, it is possible that men and women handle conflicts differently and prefer different conflict resolution styles (Shockley-Zalabak, 1981). Historically, men have socialized to communicate in direct, conflictual ways, assuming the dominant position of power, while women have been socialized to care for others and play a more open role (Gilligan, 1977; Stockard, Lach, 1989). Studies on conflict resolution reveal that styles such as forcing or problem-solving are preferred styles for men. On the other hand, the fact that it is more important for women to protect relationships and they take less risk of aggressive behaviors increases the possibility of preferring styles such as smoothing, withdrawing, and compromising (Mills, Chusmir, 1988). Similarly, men generally prefer more direct and women prefer more avoidant and withdrawing styles by adopting smoothing, withdrawing, and compromising styles (Ting-Toomey 1986). At the same time, it was determined in studies that women reveal themselves more in conflict resolution and use more constructive conflict resolution styles in conflict resolution than men (Aıcı, 2007; Basım et al., 2009; Basım, Hislişahin, 2009; Black, 2000; Butovskyan et al., 2007; Gündoğdu et al., 2010; Owens et al., 2005; Şahin et al., 2007; Rehber, 2007; Türnüklü, Şahin, 2004).

Family is an important factor in the formation of conflict resolution styles of individuals (Sayıl et al., 2002). To resolve the conflicts that children and adolescents experience, families need to meet their psychological, social, cultural, and economic needs (Özgüven, 2001). To meet these needs, the family must fulfill its functions. It has been observed that conflicts are reduced if family functions are fulfilled (Kılıçarslan, 2001). It can be argued that in families that do not fulfill family functions, in other words, families with unhealthy family functions have bad interpersonal relations, communication among family members is broken, there is no open communication and they have negative feelings towards each other (Bulut, 1993). Also, it is seen that destructive conflict resolution methods are frequently used in families with unhealthy family functions (Gee, 2001). If conflicts in families are resolved by fighting, children will use the same resolution methods in the future (Rice, 1997). Therefore, families' conflict resolution methods will be role

models for their children (Selçuk, Güner, 2000) and may significantly affect which conflict resolution style individuals choose (Ehrlich, 2008; Ike, 2008; Deen, 2000). Rrustemi (2016) explains family and family members as keys and locks while describing the family. It can be argued that whether the family is a structurally extended family or nuclear family can affect the behaviors of the members of the family as well as their attitudes towards conflicts or conflict resolution styles. Although family members form the unity of the family (Hadri, 2017), even within this unity, differences of opinion among family members cause conflicts. Examining the family structure in Kosovo, the economic, social, political, and cultural changes in the social cause the families living in the cities in Kosovo to turn into nuclear families rather than extended families (Hadri, 2017). Although it was more common in the past, extended family structure is still common, especially in rural areas (Poyraz Tacoğlu, 2008).

Knowing the conflict resolution styles of individuals seems to be important for healthier relationships and a healthy social structure. Despite this importance and all the traumatic processes in Kosovo, it has been seen that the efforts made in this regard are not adequate. Despite the war in Kosovo and the price paid, the conflicts between different nationalities living together could not be resolved. The fact that people of different nationalities, religions, and cultures have to live together and that they have overcome a past such as war and normalized their relations has brought along a difficult process. To overcome this difficult process and resolve disputes, the European Union has played a mediating role (Oduncu, 2019). Despite the political regime changes and the constitutional recognition of the rights of every national affiliation, the traces of the traumatic process created by the war, unfortunately, continue to this day. These conflicts both pave the way for the continuity of the conflicts in the political sense and for the individuals with different cultures, religions, and affiliations to experience conflicts individually. In this sense, it is thought that the resolution of conflicts and the styles used for resolution will play an important role.

As a result, many factors are mentioned in the emergence of conflicts. Culture, gender, socio-economic status, family structure and functions, ethnicity are the prominent factors (Bozoğlan, 2010). Individuals living in Kosovo consist of people from different languages, religions, and cultures. Considering the demographic structure of Kosovo, Albanians, Bosnians, Serbs, Turks, Roms, Ashkalis, Egyptians, and Gorani people are the major ethnic groups, while there are also small percentages of Croats, Montenegrins, and Macedonians (Purova, 2016). The diversity of ethnic groups that make up the population of Kosovo also gives clues about the diversity or differences in the languages spoken and religious affiliation. Naturally, these differences can cause differences of opinion and conflict with individuals. These characteristics of individuals can also be effective in the differentiation of the strategies they adopt in resolving conflicts. It was inevitable for individuals to be affected during the war in Kosovo and the recovery process after that. The effects of the war can be listed as economic or family losses, the return of those who immigrated during the war and the difficulties they faced (Oduncu, 2019), the Albanians and Serbs who were two opposing groups in the war continuing to live in the same country after the war and trying to adapt to this situation. Therefore, although the war has ended and years have passed, the continuation of the conflicts created by the effects of war and differences in religion, language, and nationality is in question. However, it is seen that studies carried out in Kosovo in this regard are limited. In this manner, it is important to examine the conflict resolution styles of individuals living in Kosovo and to reveal the variables associated with these conflict styles. Accordingly, in this study, it has been expected that the conflict resolution styles used by university students living in Kosovo, nationalities, genders, and perceived family structures, will play a facilitating role in the resolution of conflicts between individuals living in Kosovo. The present study mainly aimed to examine the conflict resolution styles of university students of different nationalities (Bosniak, Albanian and Turkish) living in Kosovo. Accordingly, answers were sought to the following questions:

- Do the withdrawing, forcing, smoothing, compromising and problem-solving conflict resolution styles of university students of different nationalities living in Kosovo differ significantly in terms of their gender?

- Do the withdrawing, forcing, smoothing, compromising and problem-solving conflict resolution styles differ significantly in terms of family structures (nuclear and extended family) of university students of different nationalities living in Kosovo?

- To whom and in what situations do university students of different nationalities living in Kosovo have conflicts?

- What behaviors do university students of different nationalities living in Kosovo display in conflict situations?

2. Methods
Research Model

The present research adopted qualitative and quantitative research methods combined in a mixed design to examine the conflict resolution styles of university students of different nationalities living in Kosovo. Firstly, the quantitative data were collected and analyzed, and then qualitative data were collected and analyzed. In the quantitative research phase, the causal comparison method, one of the descriptive studies, was used to examine conflict resolution styles according to various variables. In the qualitative research phase, the phenomenology method, which is a qualitative research method, was used to obtain experiences related to conflict resolution styles.

Participants

Of the students participating in the quantitative phase of the study, 333 (56.92 %) were female and 252 (43.08 %) were male. On the other hand, according to their nationalities, it was seen that 338 of the students were Turkish (57.78 %), 148 (25.30 %) Albanian and 99 (16.92 %) Bosnian. The distribution of students by age groups was 138 students (23.59 %) in the age range of 18-21, 227 students (38.80 %) in the age range of 22-25, 193 students (32.99 %) in the age range of 26-29, and finally 27 students (4.62 %) in the age range of 30-33. The participant group of the qualitative stage of the research consisted of 18 volunteer students (6 Turkish students, 6 Albanian students, and 6 Bosnian students), 7 male and 11 female, who study at Anadolu University Open Education Faculty Kosovo Programs and Prizren University Turkish undergraduate programs.

Data collection tools
Conflict Action Styles Scale

The Conflict Action Styles Scale, developed by Johnson and Johnson (2008) and adapted into Turkish by Karadağ and Tosun (2014), was adopted to determine the conflict resolution styles of university students. The Conflict Action Styles Scale is a 5-point Likert-type scale consisting of 35 items developed to reveal the dominant action styles of individuals during the conflict. The scale consists of five sub-dimensions: withdrawing, forcing, smoothing, compromising, and problem-solving (Karadağ, Tosun, 2014).

Semi-Structured Interview Form

A semi-structured interview form was developed by the researcher to obtain the participants' experiences on conflict resolution styles in situations where they experience conflict. In the form, open-ended questions were included to obtain experiences about conflict resolution styles. The open-ended questions in the form were prepared by the researcher and were revised in line with the opinions of experts in the field of psychological counseling and guidance and took their final form.

Data Collection Process

In the process of collecting the research data, firstly, permission for the application was obtained from the Anadolu University Ethics Committee. After the approval of the ethics committee, the research data collection process was initiated by the researcher.

In the second qualitative stage of the study, among the volunteer participants for face-to-face interviews, those in the high and low score groups were selected, taking into account the distribution of the scale sub-dimension scores. Individual interviews were conducted with students who voluntarily participated in face-to-face interviews. The interviews lasted approximately 40-45 minutes and the process was recorded with a voice recorder.

Data Analysis
Analysis of the Quantitative Data

Depending on the questions constituting the quantitative stage of the research, descriptive statistics and analysis of variance were used in the analysis. The Mahalanobis distance values were calculated within the scope of extreme value calculations, and eight people were excluded from the analysis accordingly. Thus, the analysis of the data was carried out with the data of 585 students. In addition, before the analysis, it was examined whether these data showed a normal distribution. Information on these distributions is shown in Table 1.

The skewness/kurtosis values of the variables were obtained as -0.02/-0.84 for the avoidant, -0.67/ 0.18 for the forcing, -0.60 /0.32 for the facilitator, -0.73 /0.56 for the compromising, and -0.89/0.92 for the opposition, respectively. Thus, it was seen that the skewness-kurtosis values of

all variables were between +1 and -1. Since it was stated that the kurtosis and skewness should be between -2 and +2 for the normal distribution (George, Mallery, 2016; Tabachnick, Fidell, 2013), it was seen that the available data met this requirement. Also, Q-Q graphs, histograms, and leaf stem graphs of the variables were examined for multivariate normality and it was seen that the data were close to a normal distribution. For analysis of variance, the Box test and Levene test were taken into account for homogeneity of variances. The Tukey test, one of the post hoc tests, was used when a significant difference was observed after the analysis of variance. Also, Cohen's (1988) suggestions for effect sizes were taken into consideration for the analyses. The analyses in the study were carried out using the IBM SPSS Statistics 25 program.

Table 1. Descriptive Statistics on Conflict Resolution Styles (n= 585)

Variables	Avoidant	Forcing	Facilitating	Compromising	Confrontational
The Number of valid participant	585	585	585	585	585
Mean	12.68	15.86	15.98	19.44	20.68
Standard deviation	3.49	2.60	2.61	3.01	2.70
Skewness	-0.02	-0.67	-0.60	-0.73	-0.89
Kurtosis	-0.84	0.18	0.32	0.56	0.92
The lowest value	4	7	6	9	11
The highest value	20	20	20	25	25
25 % slice	10	14	14	18	19
50 % slice	13	16	16	20	21
75 % slice	16	18	18	22	23

Analysis of the Quantitative Data
After the interview, the voice-recorded interviews were analyzed and transferred to the electronic environment. The analyzes obtained for the analysis of qualitative data were coded by the researcher using the MAXQDA (ver.11) software. Then, the codes determined separately were compared and common codes and themes were obtained. These codings were checked and reviewed by an expert researcher in qualitative studies. While coding, the answers given by the students to all questions were carefully noted and it was aimed to determine with whom and in which situations university students living in Kosovo had conflicts depending on their nationalities. Also, the behaviors of the students in conflict situations according to the counterpart and their conflict resolution styles were examined depending on their nationality. The findings were supplemented by directly quoting the statements of the students.

3. Results
Quantitative Research Findings
Results of the Analysis of Conflict Resolution Styles in University Students by Nationality and Gender
It was accordingly aimed to examine the withdrawing, forcing, smoothing, compromising, and problem-solving conflict resolution styles of university students according to their nationality and gender. A 3 (nationality) x 2 (gender) patterned multiple analysis of variance (MANOVA) was conducted to determine whether the conflict resolution styles of university students differed significantly depending on nationality and gender. Accordingly, multiple variance analysis assumptions were examined. It was observed that the assumptions of the number of participants and normality and the condition of being equal for the covariates were met (box test p= .68). According to the results of the analysis, it was determined that the interaction of conflict resolution styles, nationality, and gender was not significant in terms of multiple comparisons (Wilks' Λ = .991; F (6.578) = .537; p = .87). Examining the main effects, it was determined that there was no

significant relationship in the context of multiple comparisons in the gender variable (Wilks' Λ = .998; F (6.578) = .210; p = .87), whereas conflict resolution styles were found to be significant in the context of nationality (Wilks' Λ = . 962, F (6.578) = 2.258, p = .013. In this context, analysis of variance (ANOVA) was carried out to determine the differences between groups regarding the nationality variable. In these analyses, it was determined that the variances for all variables were congruent, and the results of the analysis are presented in Table 2.

Table 2. Variance Analysis Results of Conflict Resolution Style Scores by Nationality

Source of Variance	Dependent variable:	KT	SD	KO	F	p	η_p^2	Statistical power
Fixed	Withdrawing	70702.3	1	70702.3	5770	0	0.91	1
	Forcing	111783	1	111783.0	16388	0	0.96	1
	Smoothing	113166.2	1	113166.2	16380	0	0.96	1
	Compromising	164262.5	1	164262.5	18258	0	0.96	1
	Problem-solving	189764.2	1	189764.2	25764	0	0.97	1
Nationality	Withdrawing	1.95	2	0.98	0.08	0.92	0	0.062
	Forcing	20.12	2	10.06	1.47	0.23	0.005	0.315
	Smoothing	0.73	2	0.36	0.05	0.94	0	0.058
	Compromising	**83.67**	**2**	**41.83**	**4.65**	**0.01**	**0.016**	**0.783**
	Problem-solving	3.49	2	1.74	0.23	0.78	0.001	0.087

To determine the source of this difference in the mediating conflict resolution style, the Tukey test was used to compare according to the nationality variable. The results of this comparison are given in Table 3 .Turkish students prefer compromising conflict resolution style more than Bosnian students.

Table 3. Tukey Test Results on the Change of Compromising Conflict Style by Nationality

Dependent variable		Nationality	Nationality	Differences between the mean values	SE	p
Compromising	Tukey	Turkish	Albanian	0.27	0.29	0.619
			Bosnian	**1.05**	**0.34**	**0.006**
		Albanian	Turkish	-0.27	0.29	0.619
			Bosnian	0.78	0.38	0.111

Results of the Analysis of Conflict Resolution Styles in University Students by Nationality and Family Structure

The aim was to examine the withdrawing, forcing, smoothing, compromising and problem-solving conflict resolution styles in university students depending on nationality and family structures. In this context, a 3 (nationality) x 2 (family structure) patterned multiple variance analysis (MANOVA) was conducted to determine whether the conflict resolution styles of university students differed significantly depending on nationality and family structure. Accordingly, multiple variance analysis assumptions were examined. It was observed that the condition of equalization of the number of participants, normality assumptions, and covariances was met (box test p= .56). According to the results of the analysis, it was determined that the interaction of nationality and family structure in the context of conflict resolution styles was significant in the context of multiple comparisons (Wilks' Λ = .038; F (6.578) = 2.236; p = .014). Examining the main effects, it was found that there were no significant relationships in family type in the context of multiple comparisons (Wilks' Λ = .015; F (6,578) = .2.313; p = .13). On the other hand, conflict resolution styles were found to be significant in the context of nationality (Wilks' Λ = .039; F (6.578) = 2.310; p = .011). Intergroup variance (ANOVA) analysis was performed to examine the significant differences determined for the interaction of nationality and family structure variables.

Table 4. Variance Analysis Results of Conflict Resolution Style Scores by Nationality and Family Structure

Source of Variance	Dependent variable:	KT	SD	KO	F	p	η_p^2	power
Fixed	Withdrawing	72218	1	72218	5884	0	0.911	1
	Forcing	114204	1	114204	16986	0	0.967	1
	Smoothing	115567	1	115567	16983	0	0.967	1
	Compromising	167604	1	167604	18648	0	0.97	1
	Problem-solving	193377	1	193377	26281	0	0.978	1
Nationality	Withdrawing	3.34	2	1.67	0.136	0.873	0	0.071
	Forcing	25.83	2	12.91	1.921	0.147	0.007	0.399
	Smoothing	0.27	2	0.13	0.02	0.98	0	0.053
	Compromising	80.72	2	40.36	4.491	0.012	0.015	0.768
	Problem-solving	2.31	2	1.15	0.157	0.855	0.001	0.074
Family Structure	Withdrawing	21.66	1	21.66	1.765	0.185	0.003	0.264
	Forcing	11.18	1	11.18	1.664	0.198	0.003	0.251
	Smoothing	22.90	1	22.90	3.365	0.067	0.006	0.449
	Compromising	2.03	1	2.03	0.227	0.634	0	0.076
	Problem-solving	5.19	1	5.19	0.706	0.401	0.001	0.134
Nationality*Family Structure	Withdrawing	18.77	2	9.39	0.765	0.466	0.003	0.18
	Forcing	**48.43**	**2**	**24.21**	**3.602**	**0.028**	**0.012**	**0.666**
	Smoothing	**64.45**	**2**	**32.22**	**4.736**	**0.009**	**0.016**	**0.791**
	Compromising	18.54	2	9.27	1.032	0.357	0.004	0.231
	Problem-solving	16.45	2	8.2	1.118	0.328	0.004	0.247

As seen in Table 4, it was seen that there were significant differences in forcing F (6.78) = 3.602 p = .028; ηp2= .012) and facilitator F (6.578) = 4.736 p = .009; ηp2= .016) conflict resolution styles in terms of the interaction of nationality and family structure. To determine the source of these differences in the forcing and smoothing conflict resolution style, the Tukey test was utilized to make a pairwise comparison by considering the nationalities and family structure variables together. As a result of this test, there was a significant difference in the forcing conflict style in pairwise comparisons, while there was no significant difference in the comparisons between the groups in the smoothing conflict resolution style. In the post-variance comparisons of the forcing conflict style, there was a significant difference only between Albanian students with extended families and Bosnian students with extended families (mean difference = 15.42, SH = 0.48, p = 0.019). Thus, it was found that the level of forcing conflict style (X=16.88, n=2.06) of Bosnian students with extended families was significantly higher than the level of Albanian students with extended families (X=15.34, n=2.56).

Qualitative Results
Results related to the question, "With whom and in what situations do university students of different nationalities living in Kosovo have conflicts?"

Information was obtained through semi-structured interviews about whom and in what situations university students from different nationalities living in Kosovo had conflicts. It was observed that students may experience conflicts with those in the business environment, family members, friends, close environment, and service sector employees. Among the people that experience this conflict, it is noteworthy that the most intense conflict is with those in the work environment and then with family members. Also, it was seen that Bosnian students more frequently state that they have conflicts with their family members.

Examining the situations in which university students from different nationalities living in Kosovo experience conflict, it was seen that students experience conflicts in their daily lives such as verbal conflicts, conflicts of opinion, business environment conflicts, family environment conflicts, personality-character conflicts, conflicts caused by injustice-unjust, conflicts caused by not obeying the rules, conflicts in the environment of friends, avoiding conflict and arguing. Thus, some of the students avoided conflict environments and some of them avoided conflict and discussion, while

others stated the sources of conflict. Analyzing depending on their nationalities, it was seen that Albanian and Turkish students express more that they experience conflicts due to differences of opinion. It is noteworthy that students have the most verbal conflicts in all nationality groups.

Results related to the behaviors of university students of different nationalities living in Kosovo in conflict situations

In the study, information was obtained from university students of different nationalities living in Kosovo about what behaviors they exhibit in conflict situations with (1) people whom they see as an authority (administrators, parents, teachers, etc.), (2) people younger than themselves, (3) close friends, (4) people they do not know, and (5) family members through semi-structured interviews. The density graphs of the codes based on this information by nationality are as follows.

Results related to the conflict with people whom individuals see as an authority (manager, parents, teachers, etc.)

Examining the codes obtained regarding the reactions of the students during the conflict with the authority depending on their nationalities, it was seen that the students generally tried to express themselves during the conflict with the authority, regardless of their nationality. Among the Turkish students participating in the study, calmness, and silence, if they cannot compromise, appeared as the reactions they adopt more frequently during the conflict with the authority. Considering these behaviors, it can be argued that they use the avoidant style in situations where there is a conflict with the person they see as the authority. Albanian students can use the forcing style, in which they can give various non-compromising reactions such as being rude, getting angry, being hurtful, getting away from the environment, and walking up to their counterparts in conflict situations. It can be argued that Albanian students indicated that they can use the forcing style in situations where there is a conflict with the person they see as the authority within the framework of the behaviors they use. It was seen that Bosnian students can give reactions such as being silent during the discussion with the authority, being compromising in trying to resolve the conflict and avoiding conflict. Regarding the behaviors exhibited by the Bosnian students, it can be argued that they use avoidant and compromising styles in situations where there is a conflict with the person they see as the authority.

Results related to the conflict with younger people

Examining the codes related to the reactions of the students during the conflict with the younger ones depending on their nationality, it was seen that the students convey their experiences or give advice during the conflict with the younger ones regardless of their nationality. Similar to conflict with authority, students' attempts to express themselves is another common reaction they show in conflict with younger people. Also, examining the density of the codes, it was seen that the responses are not significantly related to the nationalities of the students, that all students generally exhibit more positive behaviors and express more compromising style.

Results related to the conflict with close friends

Examining the codes related to the reactions of the students during the conflict with their close friends depending on their nationality, it was seen that the students try to express themselves in a similar way to the previous ones during the conflict with their close friends, regardless of their nationality. In terms of nationality, it was seen that Albanian students rarely state that they have conflicts with their friends. Bosnian students, on the other hand, state that they behave towards seeking their rights during the conflict. It was seen that Turkish students exhibit substantially varying behaviors during the conflict.

Results related to the conflict with someone the individual doesn't know

Examining the codes related to the reactions of the students during a conflict with someone they do not know according to their nationality, it was seen that the students generally give reactions to express themselves, similar to the previous ones, at the time of conflict with someone they do not know, regardless of their nationality. Bosnian and Turkish students state that in case of conflict with someone they do not know, they keep calm and give reactions to avoid conflict. It can be stated that this indicates that Bosnian and Turkish students use the avoidant style when they have a conflict with someone they do not know.

Results related to the conflict with family members

Examining the codes related to the reactions of the students during the conflict with the family members according to their nationalities, it was seen that the students try to express themselves, similar to the previous ones, during the conflict with the family members regardless of

their nationality. Albanian and Turkish students stated that they give reactions such as being respectful, expressing themselves, being compromising, and avoiding conflict in case of conflict with their family members. Considering the reactions of Albanian and Turkish students, it can be argued that they prefer the compromising style and the withdrawing style in the conflicts they experience with their family members.

5. Discussion

Withdrawing, forcing, smoothing, compromising and problem-solving conflict resolution styles of university students were examined according to their nationality, gender, and family structure, and Turkish students preferred the compromising conflict resolution style more than Bosnian students. In the post-variance comparisons of the problem solving conflict style, it was seen that only Albanian students with extended families preferred the problem solving conflict style more than Bosnian students with extended families. There were no differences depending on the gender. It was observed that students may experience conflicts with those in the business environment, family members, friends, close environment, and service sector employees, and it is noteworthy that conflicts are most intense with those in the business environment and then with family members. It was observed that students experience conflicts in their daily lives such as verbal conflicts, conflicts of opinion, conflicts in the work environment, conflicts in a family environment, personality-character conflicts, conflicts arising from injustice-unjust, conflicts arising from not obeying the rules, conflicts in the environment of friends, avoiding conflict and arguing. It can be argued that Turkish students use the withdrawing style, which they adopt more often, to remain calm during the conflict with the authority and to remain silent if they cannot compromise. Albanian students can use the forcing style, in which they can give various non-compromising reactions such as being rude, getting angry, being hurtful, getting away from the environment, and walking up to their counterparts in conflict situations. It was seen that Bosnian students can give reactions such as being silent during the discussion with the authority, being compromising in trying to resolve the conflict and avoiding conflict.

Within the scope of this research, conflict resolution styles of university students (withdrawing, forcing, smoothing, compromising and problem-solving) were examined depending on their nationality and gender. The results revealed that the conflict resolution styles of university students living in Kosovo did not differ in terms of gender. Numerous studies consistent with this result obtained in the present research were found in the literature (Çevik, 2017; Duser, 2002; Korabik et al., 1993; Sargın et al., 2007). Apart from the university sample, some studies found that conflict resolution styles do not differ according to gender in studies conducted with high school students and adolescents (Bircan, Bacanlı 2005; Dede, 2015; Türnüklü, 2007). These findings were consistent with the findings obtained in the study.

Many research results that determined that conflict resolution styles differ in terms of gender were not consistent with the findings of the present study. Research findings reveal gender differences in conflict resolution styles also vary. In some of these studies, it was found that women use withdrawing, smoothing and compromising conflict resolution styles, while men use forcing style more in conflict resolution (Bahadır, 2006; Brahnam et al., 2005; Chan et al., 2006; Golnaz, Morteza, 2003; Önder, 2008; Tezer, Demir, 2001; Rosenthal, Hautaluoma 1988; Sevim, 2005). Contrary to the findings that university students use more positive and constructive conflict resolution styles than men, studies have also found that male students use the withdrawing style in resolving conflicts (Ting-Toomey, 1986) and that women use more competitive styles to resolve conflicts than men (Bedell, Sistrunk, 1973). The result of the study revealed that conflict resolution styles do not differ in terms of genders can be associated with the fact that participants of both genders become desensitized to chronic conflicts and normalize the conflict situation. Also, the absence of gender differences in the context of Kosovo suggested that both men and women have more egalitarian gender roles.

It was determined that there was a significant difference in only compromising conflict resolution style depending on nationalities, and other conflict resolution styles did not show any difference depending on nationalities. The research findings showed that Turks preferred the compromising conflict resolution style at a higher level than the Bosnians. Many research findings revealing nationality differences in conflict resolution styles were found in the literature (Bozoğlan, 2010; Sargın, Bozoğlan, 2010; Cai, Fink, 2002; Cushman, King, 1985; Gunkel et al., 2016; Nomura,

Barnlund, 1983; Rahim, Psenicka, 2002). Kozan (1990) obtained findings similar to the results of the present study, reporting that managers from Turkish culture used the compromising conflict resolution style more than the managers from the USA. In another study conducted in Balkan countries, it was determined that participants from Balkan countries, especially Albania and Macedonia, used the compromising style more, while the Turkish and Bulgarian participants used the compromising style partially (Bozoğlan, 2010). Contrary to the results of the present study, a study concluded that individuals belonging to Turkish culture used passive methods in resolving conflicts, as opposed to the compromising style (Sargın, Bozoğlan, 2010).

The fact that Turks use the compromising style at a higher level than Bosnians in the study can also be explained by their lifestyles. While Bosnians generally live with individuals belonging to their national affiliation in smaller settlements outside the city, Turks in Kosovo continue their lives in cities and have the opportunity to work in various institutions and organizations. One of the important factors for the Turks in Kosovo to access these opportunities is that after the war, Turkey assisted in both economic and social fields to support the Kosovo Turks. Turkey operates in Kosovo with 250 companies and is among the countries that make the most direct investments in Kosovo (Çesko, 2015). It can be argued that the Bosnians living in Kosovo, on the other hand, do not have such support and are more disadvantaged as a minority compared to the Kosovo Turks. The diversity of workplaces, institutions, and organizations in cities also requires dealing with many different individuals. In this case, it gives the Turks in Kosovo the opportunity to respect the ideas of the people they are dealing with, and to live in an environment where they can easily express their own opinions. The compromising style also requires people to make certain sacrifices in conflict situations and to care about both their wishes and the wishes and goals of the other party (Johnson, Johnson, 1994). Therefore, it can be concluded that the Turks in Kosovo use the compromising style more than the Bosnians.

Within the scope of the present research, conflict resolution styles of university students (withdrawing, forcing, smoothing, compromising and problem-solving) were also examined according to their nationalities and family structures. Research findings show that Bosnian students with extended families have higher levels of forcing conflict style than Albanian students with extended families. The finding in the study that Bosnian students use the forcing conflict resolution style more than other nationalities in resolving their conflicts can be expressed as a result of the struggles stemming from being a minority other than the legally granted rights. Also, considering that language difference is a social feature that distinguishes ethnic minorities (Çesko, 2015), it can be argued that Bosnians have problems in Kosovo in terms of the language they use. After the war, instead of an official language in Kosovo, the United Nations Mission (UNMIK) in the Kosovo administration accepted Albanian, Serbian, and English as the official language instead of a single official language to ensure the existence of a multicultural, multi-religious, and multilingual society, and also accepted Turkish as an official language according to the structure that constitutes the majority of the population on the basis of municipalities (Çulha, 2008). It can be argued that while this creates freedom for nationalities to use their mother tongue, it also causes segregation. It was inevitable that the Bosnians will be affected as a result of the war in Kosovo. The close similarity of the language used by the Bosnians with the Serbian language can be considered as one of the important problems they experienced after the war. The fact that Bosnians lived with Albanians and Turks in Kosovo and spoke in a language that the majority of Albanians were hostile to caused them to have difficulties after the war. Due to the fact that the 1999 war and the internal conflicts before it were completely based on the use of force, individuals were able to access the rights and freedoms they wanted only when they used force. Therefore, Bosnians may use the forcing conflict resolution style more than other nationalities.

One of the purposes of this study was to determine with whom and in what situations the participants had conflicts. Examining the results within the framework of this purpose, it was seen that the participants mostly had conflicts with those in the work environment and family members. The reasons for experiencing conflicts in the workplace can be associated with the size of the work organization, different thoughts or ideas of individuals, as well as the incompatibility, stress, frustration, and tension that individuals experience with each other (Basım et al., 2009; Tjosvold, 1991). The size of the organizations in the working environment and the heterogeneity of the number of employees can also bring about conflicts (Başaran, 1982). Considering the multi-ethnic

structure in Kosovo, it can be argued that it is inevitable for individuals of different nationalities in the business environment to have conflicts with each other.

The Bosnian students stated that they had more conflicts with their family members compared to other students. In the research, the fact that Bosnian students experience mostly due to conflicts with family members can be explained by the differences of opinion related to having an extended family structure and living in a crowded family environment. Examining the results related to the situations in which the students have conflicts depending on their nationalities, it was seen that Albanian and Turkish students express more that they experience conflict due to differences of opinion. It is noteworthy that students have the most verbal conflicts in all nationality groups. The diversity of Kosovo's population in terms of nationality, religion, and language can bring along differences of opinion and lead to conflicts between Albanian and Turkish participants due to differences of opinion.

Examining the results related to the behaviors of university students of different nationalities living in Kosovo in conflict situations it was seen that there are differences according to the people with whom they have conflict. It can be argued that Turkish students use the withdrawing style in situations where there is a conflict with the person they see as the authority whereas Albanian students use the forcing style more, and Bosnian students use the withdrawing and compromising styles. Evaluating the results, 92 % of the population of Kosovo consist of Albanians (Uysal, 2011) and, in addition, the fight for the independence of Kosovo (Agolli, 2019) can be a possible explanation of the problem-solving style of resisting and resolving conflicts in line with their wishes more in conflict situations with the constitutional rights of forming the majority of the population. Even though Turks and Bosnians have constitutional rights due to their minority status, they are usually a minority in the conflicts they experience with the authority, because of the Albanian national affiliation of the authorized persons in the business environment.

It was seen that the participants in the study generally exhibit more positive behaviors and use the compromising style more than the other conflicts during the conflict with their younger counterparts. This result was associated with the fact that individuals of all nationalities use the compromising style more to set an example for those younger than them and to make them feel and teach that their own goals and wishes and the wishes and purposes of the other party are important.

It was seen that Albanian students participating in the study rarely stated that they had conflicts with their close friends. It can be argued that Turkish and Bosnian students seek their rights during the conflict, try to express themselves, and use the compromising style. This result was associated with the fact that the friendship relations of individuals of different nationalities living in Kosovo are usually close friends with people of their nationality, and therefore Albanians rarely experience close friends of their nationality due to their nationalist ties. It can be argued that Turks and Bosnians try to resolve their conflicts with their close friends with a compromising style since they are minorities, they are more sensitive to each other and they want to protect their integrity.

It can be stated that Bosnian and Turkish students, who participated in the study, also use the withdrawing style with more conformity in case of conflict with someone they do not know. It can be argued that Albanian participants use the forcing style more. This result was associated with the fact that Albanians use a forcing style in case of conflict with the other person, with the sense of belonging and confidence that they have a greater say in the country, while Turks and Bosnians always follow the majority in conflict situations before and after the war.

It was seen that Albanian, Turkish and Bosnian students participating in the study generally prefer the compromising style and the withdrawing style during a conflict with their family members. This result obtained in the present study can be explained by the fact that the multi-ethnic individuals of all nationalities in Kosovo have strong family ties, and they use the compromising style and the avoidant style more not to escalate the conflicts and to prevent the fraying of family ties.

6. Conclusion
Making an overall evaluation of the results obtained during the research process, it was determined that there was a significant difference only in the compromising conflict resolution style depending on nationalities, whereas other conflict resolution styles did not show any difference according to nationalities. It was shown that Turks prefer compromising conflict resolution style at a higher level than Bosnians. Also, it was found that conflict resolution styles of university students of

different nationalities did not differ significantly in terms of gender and perceived introversion/extraversion personality traits. In terms of family structure, it was determined that Bosnian students with extended families had higher levels of forcing conflict style than Albanian students. Also, it was revealed that students have more frequent conflicts with individuals in the work and family environment, and exhibit behaviors to express themselves in conflict situations. Evaluating the qualitative and quantitative results of the research together, it was seen that the people living in Kosovo generally prefer more compromising and more smoothing conflict resolution styles. Considering the traumatic experiences in Kosovo, the prominence of positive conflict resolution styles can be considered as positive results for coexistence and social peace. Making an overall evaluation, it was observed that the equal roles of men and women in the Kosovo culture are reflected in the research findings. In this context, it is seen that men and women prefer similar and more positive conflict resolution styles. It can be argued that this mediates the resolution of conflicts between individuals without the use of violence and force.

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