The Study of Conflict Management among Taiwanese Adolescents

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Abstract: In the current study, the purpose was to investigate the ways in which interpersonal conflict is handled by Taiwanese adolescents. Thus, the data on Taiwanese adolescents aged 15-17 was used to analyze relationship conflict, conflict handing styles, and how these styles relate to conflict behavior. The researchers will examine how the mean levels of Rahim Organizational Conflict Inventory (ROCI-II), Relationship Conflict, and Group Atmosphere in relationships with friends or classmates. This paper in particular will discover the ways Taiwanese adolescents cope and react to a conflict situation and how that impacts the group atmosphere. We focused on five styles of conflict resolution management and correlation between those styles and both relationship conflict and group atmosphere. Tenth to twelfth grade youth from 16 high schools which are located in north, middle, south, and east of Taiwan were invited to participate in the study during the 2010 school year. 1000 sampled subjects participated in the survey voluntarily. 843 valid samples were analyzed. In particular, the findings of this study proved the positive correlation between conflict handling styles, relationship conflict, and group atmosphere. Based on the study's results the positive correlation between each style and relationship conflict has been established.
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1. Introduction

Relationship conflicts defined as a conflict between two or more individuals appears to be unavoidable in interpersonal setting. The researchers explored relationship conflicts in reference to its management amongst adolescent groups. Daily conflict might be occurred in adolescents' relationships with classmates and friends. High school adolescents negotiating conflict has been increasingly recognized as a major issue in many research venues. However, studies of conflict behaviors and negotiation styles in youth are few. Much of the existing research on conflict only has focused on family problems. Conflict, as such, can be a positive and/or negative force not necessarily depending on its origins, the way it is handled, and the anticipated versus end outcome.

In addition to understanding contextual factors in the conflict that harms their relationship among peers. Two key areas of research on adolescents and their classmates or friends provide empirical support for a focus on classmates or friends as a potential link to adolescent participation as subjects in research. The first area demonstrates the important influence of classmates or friends in adolescents' participation in conflict management behaviors. The second establishes the precedent of using classmates or friends as an effective method to influence adolescent behavior, which is strongly grounded in existing literature on adolescents with classmates or friends based interventions.

At a first glance, Rahim Organizational Conflict Inventory-II (ROCI-II) was just one of the series of instruments designed to measure conflict handling styles. If one measures each one of the conflict handling styles, one can assess each style's effectiveness in comparison to others. The ROCI-II, as one of the well-developed instruments ensures that one evaluates individual predispositions as conflict reflection mechanisms are properly evaluated (Weider-Hartfield, 1998). Knowing which style works better can assist one in predicting which one can be deemed more effective than the other. Green (2008) examined the relationship between conflict management styles and the way one reacts to conflict situations based off of gender, age, and education. While the scope of this paper wasn't touching upon the way conflict handling styles vary between different demographics, having focused on the adolescent population in particular, the study itself reviewed each conflict handling style in reference to the relationship conflict and group atmosphere. Sirvin's investigation published in 2001 found, while observing role of local managers, international managers, and college students in Thailand that the dominant primary style of conflict handling was integrating, and the secondary style was in between obliging and compromising style (para.1). The study published in the venue of this paper in particular did not focus on the effectiveness of one style of conflict handling versus the other but instead on the correlation between each one of the styles and the relationship conflict and group atmosphere respectfully.

2. Purpose

The main purpose of this study is to attempt to determine some of the main ways Taiwanese adolescents handle conflict situation in reference to ROC-II instruments. The conflict copying mechanisms are investigated in depth in order for determination to be made if each of the conflict handling mechanisms is correlated with the conflict resolution. The main focus of this study will be to examine the impact of different the Rahim's Organizational Conflict Inventory (ROCI-II), instruments as distinguished by its emphasis on individual predispositions and how each one correlates with the relationship conflict.

3. Research Framework

The framework used for this particular research was presented on the graph below. The researchers were looking at the way conflict handling mechanisms are impacting the relationship conflict and ultimately group atmosphere amongst Taiwanese adolescents who were attending high school at the time of the questionnaire being administered. The researchers observed each conflict handling style: Integrating, Obliging, Dominating, Avoiding, and Compromising. As each style interacts with the perception and conflict handling on behalf of the participants, the observation of the way conflict handling styles impacts conflict situation and its impactfulness on the group atmosphere was explored. Several different variables were correlated, each of the conflict handling styles and relationship conflict were studied as they interact to each other. At the end, the relationship conflict itself and the group atmosphere was studied.
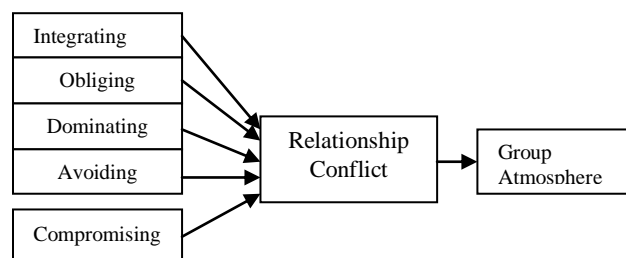
ROCI-II of Conflict Styles

The Rahim's Organizational Conflict Inventory (ROCI-II), as one of the more recently developed instruments, is distinguished by its emphasis on individual predispositions. The purpose of ROCI-II is to maintaining a balance in the amount of conflict in the conflict in the group, and its concern for effectiveness in managing conflicts (Weider-Hatfield, 1988).

The Rahim Organizational Conflict Inventory (ROCI-II) is based on the study of Blake and Mouton (1964) and extended by Thomas andKilmann (1974),

and reinterpreted by Rahim (1983). ROCI-II measures five styles of conflict resolution management including integrating, obliging, avoiding, compromising, and dominating. According to Rahim (1983), these five styles of conflict resolution were reinterpreted on two dimensions: (a) concern for others and (b) concern for self. Rahim (1992) combined these two dimensions to yield five styles of conflict resolution as follows:

Integrating

The integrating style is a problem-solving style that refers to collaboration between the parties as an attempt to integrate both parties' opinions to find a consensus. It is a highly assertive and cooperative orientation aiming to satisfy the requirements of both sides and change the conflict result to a win-win situation. Integration style may "backfire" if parties engaged in conflict are not equal and if one party is clearly dominant. Integration approach may cause dominant parties to overshadow anyone else while perceivably both opinions are respected and solution is being pursued through consensus.

An integration approach to conflict will reduce conflict in the environment. Theorists of integrative bargaining have stated that only through effortful exploration of both sides' interests can the outcome of a dispute be one that is wise (durable) and efficient (pareto-optimal) (Fisher & Ury, 1991). Research has indicated where concern for self and concern for other were manipulated; the highest levels of joint gain were achieved when negotiators had both a high concern for self and a high concern for other (Pruitt, Carnevale, Ben-Yoav, Nochajski, & Slyck, 1983; Ben-Yoav & Pruitt, 1984a, 1984b).

An integrative style, is not the only style of negotiation and some negotiations may be purely distributive (Lax & Sebenius, 1986). Also, some dominating may serve as a useful complement to integrating (Brett et al., 1998; Van de Vliert et al., 1995). For complex problems an integrative approach produces greater understanding of each party's true positions, and will make it more likely that an acceptable solution will be found, to ensure higher level of joint value.

Dominating

High concern for self-combined with low concern for others in these experiments results in "rigid, contentious behavior," another factor that led to "difficulty in reaching agreement" (Pruitt & Carnevale, 1993, p. 111). Dominating styles refer to a highly assertive and uncooperative orientation which aims to dominate the whole situation and pursue one's own concerns without giving any consideration to others. It is a win-or-lose struggle for power which turns the conflict result to a win-or-lose situation.

Dominating occurs when a person considers his or her own interests, but not those of others. It is

certainly possible that those who focus on their own interests will thereby act in a way that ensures that conflicts are resolved--they are at least presenting their concerns and making sure that they are addressed. However, there is also a high probability that employing a dominating style will lessen the chance of actually arriving at a solution to the dispute. In simulations where dominating was utilized, potential joint gains were missed (Pruitt et al., 1983; Ben-Yoav & Pruitt, 1984a, 1984b). If this were to occur over time, available resources for resolving conflicts would effectively be reduced, making agreement harder to reach in the long term.

The difficulty created by a distributive bargaining style is exacerbated by the fact that opponents are likely to respond in a similar way. Returning to the social motivation literature, those who are distributive tend not to adopt an integrative style even if the opponent approaches them in this way. Therefore, even bargainers predisposed to an integrative style are likely to respond with a less responsive, hard- bargaining stance (Kelley & Stahelski, 1970).

Compromising

An intermediate concern for self and others produces a compromising style which involves making matching concessions to reach agreement. The compromising style has been referred to as half-hearted problem solving (Pruitt and Rubin 1986). The compromising style of conflict management is often known as a no-win/no-lose situation that involves a give-and-take relationship in which some of one's goals are achieved while maintaining the relationship (Warren, 2005). In spirit of trying to make a compromise, many schools/universities are actively working with their student population trying to limit conflict triggers and enhancing conflict resolution efforts by creating certain peer mediation programs within which students get to practice and apply their conflict negotiation skills arriving to an acceptable solution (Breitenbach, n.d.). These programs and many others empower students making them equipped to work out on their own many minor disagreements engaging in a peer mediation and conflict resolution amongst their peer group without adult involvement. Adolescent conflict cannot be avoided. Therefore, Cigainero (2009) indicates that instead of too much focus on the conflict prevention, which is pointless, the actual focus should be given to ensuring adolescents are equipped to handle peer mediation. Pursell (2009) recognizes specific traits of adolescent conflict since adolescents engage in a "friendship disagreements" since the way adolescents handle conflict situations and the way they make decisions depends upon the power structure within their groups (p.8).

Avoiding

At a more fundamental level, to say that someone has low concern for self and for others implies that they have little desire to solve the problem at all (Friedman, Tidd, Currall, & Tsai, 2000). For people, the stronger desire is to downplay or ignore disputes instead of resolving them. Therefore, those who use an avoiding style are likely to experience more task conflict, not less. However, the manner and approach individuals who "practice" avoidance have while reacting to stress is what differentiates a good conflict resolution style versus the one in need of improvement. Some school officials avoid conflicts at all costs; the others jump right into a conflict situation thriving from it. Avoiding and denying conflict can impact adolescent's motivation in a negative manner. Nothing gets accomplished if manager removes himself/herself out of the conflict situation in any different scenarios. Strickland mentions avoidance as well, in addition to diffusion and confrontation (2001). Avoidance may be one of the first steps adolescents resort to as they work on conflict resolution. Many experts argue that conflict has a potential to be constructive and capable of creation of a positive social change (Woehrle, 2001). Woehrle (2001) further claims that if adolescents go overboard with conflict avoidance, the core issues associated with that particular conflict situation will become irrelevant.

Avoiding behaviors refer to behaviors featuring an evasive attitude which withdraws the core of an issue or a conflict. It is a low assertive and cooperative orientation aiming to satisfy neither one's own requirements nor the requirements of others and it changes the conflict result to failed situation.

Those who tend to use an avoiding style of conflict resolution are hard pressed to deal with disputes that require attention. With a low concern for their own interests, such people have a hard time representing themselves; at the same time, a low concern for others' interests makes them less able to understand and address other people's problems. Thus, they and other parties to disputes will lack the basic information needed to construct solutions to those conflicts. It will therefore be quite difficult to resolve disputes, and any solutions developed are likely to be sub-optimal, resulting in wasted resources. With fewer solutions developed for problems, and fewer resources available to apply to problems, those who attempt to avoid conflicts are likely to experience higher levels of ongoing conflict.

Obliging is defined as focusing on the other party's interests and not your own, and should be able to provide an easy method to settle disputes. Obliging behaviors means concession to the opposite. It is a low assertive and highly cooperative orientation which stresses satisfying others requirements rather than one's

own and it will change the conflict result to a You-win-I-lose situation. One person simply gives in to the other person, so that conflict can be reduced. It should be noted that this result is achieved without recognizing the interests of the person who is obliging, and therefore his or her own issues are not necessarily resolved, and no energy has been utilized to find creative solutions. Obliging can resolve the dispute for the moment, but collective resources have not been expanded through creative problem-solving, and one side's problems may still remain. Fry, Firestone, and Williams (1983) demonstrated that members of newly formed couples, who were hesitant to assert their own needs and wanted only to please their partner, tended to concede so rapidly that they missed opportunities for joint gains. Given these positive and negative influences on conflict resolution, one does not expect obliging to have a clear positive impact on experience of task conflict. Obliging may enhance one's ability to remove himself/herself from a disequilibrium conflict situation creates. Joshi (2001) indicates that, in order for one to maintain productive relationships interpersonal equilibrium is a must. . Joshi (2001) further elaborates on the disequilibrium conflict causes. This disequilibrium is hard to rectify regardless of the age of the individual, not to mention taking into consideration multiple other challenges adolescent may face at that stage of life. Joshi (2001) also cites Shantz, whose 1987 article deals with conflict resolution strategies, which include both conscious and sub-conscious attempts to resolve and rectify conflict situations. One must note that adolescents are still in the process of developing their conflict resolution mechanisms and the majority of adolescents without having a great experience within a conflict setting may resort to some subconscious mechanisms which may further escalate conflict situation. There is a great difference in how children versus adolescents respond to conflict situations. From attempts to get oneself removed out of the situation all together to usage of some simple but powerful techniques, one is developing conflict negotiation techniques and getting better at it from an early age. Interesting statistics indicates that friends argue more than "non-friends" during the adolescent years; however, compromise during adolescence is more prominent within the hypothetical versus real conflict settings (Joshi, 2001).

Obliging is a behavior that is similar to "ingratiation"--one of the social influence tactics identified by Yukl and Tracey (1992). Ingratiation tactics are meant to convince the recipient that you think favorably of them and their ideas. Doing whatever others want would be one way to show that you think favorably of their ideas. While this type of obsequious behavior is not productive, it is likely to produce positive affect in others (Yukl& Tracey, 1992;

Ferris, Judge, Rowland, & Fitzgibbons, 1994; Wayne, Liden, Graf, & Ferris, 1997) by decreasing relationship conflict between the parties.

In Brewer and Lam (2009) study, they adopted ROCI-II to administer a total of 107 Hong Kong Chinese accountants from the Treasury Department and a large private accounting firm, to test whether the same interpersonal conflict handling strategies would be used in conflict situations with a superior. The result indicated that public and private sector employees are similar in their approach to conflict resolution.

Besides, Komarraju, Dollinger, and Lovell (2008) aimed to examine the role of horizontal and vertical individualism-collectivism by using ROCI-II to explaining conflict management styles. The results found that individuals displaying an individualist orientation tended to give greater importance to satisfying personal needs and preferred a dominating style, rather than an obliging or avoiding style. In contrast, collectivists seem to preferred an integrating style and more likely to sacrifice personal needs. Within the collectivistic framework, one recognizes peer mediation as one of the most important conflict resolution mechanism. Prior to venturing into formal mediation, peer mediation programs are quite successful among adolescents. The peer conflict resolution programs ensure better success in conflict resolution measurements at rates which vary between 58-93% (Strickland, 2001). Peer mediation is deemed to reduce the time teachers spend reducing incidents of conflict and violence (Strickland, 2001). Practicing conflict negotiations and testing certain conflict negotiation behavior promotes better conflict resolution skills among adolescents and younger children; therefore, one may observe conflict resolution testing as a certain practice leading to teaching adolescents various concepts of successful relationships (Ihinger-Tallman & Hsiao, 2003).

Wan (2007) study tried to understand whether conflict management behaviors of welfare practitioners in eastern and western countries were different. 317 respondents came from Hong Kong and Sydney, and ROCI-II was adopted for measurement. Results showed that five conflict management modes of ROCI-II, respondents from Hong Kong and Sydney were different in integrating and dominating mode of conflict management behavior. As per Wan (2007), Hong Kong managers are using integrating style less frequently than those managers who live and work in Sydney, with male participants in Hong Kong using more dominating style in comparison to female participants.

In Rahim's (1983b) research findings, 1,219 managerial respondents and 297 MBA and undergraduate business students were preferred to integrating style of conflict management across all

groups and for both genders. However, the managerial group chose obliging as their second preferred style, and there are no large differences between compromising and obliging.

4. Research Significance

As researchers ventured out to establish the correlation and significance between the five conflict handling styles on one side and relationship conflict on the other, the core starting point was to clearly define relationship conflict. Rahim identifies conflict as "interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities" (Rahim, 1992, p. 16). If one observes each conflict style in reference to the conflict situation, it is hard to avoid questions pertaining to what triggers a particular individual to use one over the other and which one is more "beneficial" in a conflict situation brining the conflict resolution closer. On the other hand, which one of the conflict handling styles works better in a group atmosphere has to be addressed as well. It is hard to predict or determine which style is going to be used within a particular conflict situation but the current research suggests that different individuals may use one handling style in particular depending upon their personality style (Antonioni,1998). Antonioni further elaborates on his points by stating that the outcome of each handling style is closely connected with individual level of satisfaction with the outcome of a particular conflict situation (1998). Deciphering which personality type is more likely to use a particular conflict handling style is outside of the scope of this research. However, this research's hypotheses were exploring how each of the conflict handling styles correlates with the relationship conflict and how relationship conflict ultimately correlates within the group atmosphere.

Rahim provided a clear map of how each handling style impacts a conflict situation. Those individuals who interact with others, collaborate freely, and are open to opinions of others; whereas the ones who are using obligating style are more likely to respect and go with the opinions of others, trying to satisfy their demands (Rahim, 1992). Dominating and avoiding styles are less productive, with one style forcing one's stance onto others, and with the other one not addressing the matter altogether. Antonioni (1998) further criticizes the outcome of a compromising style stating that it produces no win-win situation within a conflict setting.

Studying the specifics of each above mentioned conflict style warranted a set of hypothesis through which a correlation was attempted between each of the given styles and a conflict situation. Having explored that, the next natural phase was to attempt to establish a correlation between the group atmosphere

and the relationship conflict. While there was an abundance of research exploring the group atmosphere in relationship to a conflict situation, there is not enough data exploring the relationship between the two variables. Rispens, Jehn, and Thacher (2010) indicate, "One of the shortcomings of past conflict research is that it often rests on an assumption that all members of a group perceive the same amount of conflict, neglecting the view that members may have different perceptions about the amount of conflict that exists in their group" (para. 1). Much of a research is looking at the group atmosphere in reference to its impact within a conflict setting but is not exploring either a positive or a negative correlations which that atmosphere present in reference to a relationship conflict in general. This research in particular will attempt to explore that correlation through hypothesis testing.

5. Hypothesis

Several hypotheses were tested as part of this study:

Hypothesis 1: The integrating and relationship conflict has a positive influence and significant correlation

Hypothesis 2: The obliging as relates to relationship conflict showed a positive and significant relationship

Hypothesis 3: Dominating and relationship conflict has a positive influence and significant correlation

Hypothesis 4: Avoiding and relationship conflict showed a positive and significant relationship

Hypothesis 5: Compromising and relationship conflict showed a positive and significant relationship

Hypothesis 6: Relationship conflict and group atmosphere showed a positive and significant relationship

6. Methods
Sampling Procedures

Tenth to twelfth grade youth from 16 high schools which are located in north, middle, south, and east of Taiwan were invited to participate in the study during the 2010 school year. 1000 sampled subjects participated in the survey voluntarily. 843 valid samples were analyzed.

Research instruments / Measures

In this study, ROCI-II relies is measured using seven-point Likert-type scales (1: Strongly Disagree ... 7 = Strongly Agree) to assess the underlying dimensions of individual conflict style. In the ROCI-II, specific behaviors are described to subjects, who are asked to assess the degree to which that behavior reflects their own behavior in a conflict situation (Friedman, Tidd, Currall, & Tsai, 2000).

Validation of the original instrument yielded reliabilities for the scales ranging from .67 to .77 (Rahim, 1983b). Similar results have been found in other studies (Weider-Hatfield, 1988). Based on an overview of ten studies using the ROCI-II scale, Weider-Hatfield (1988) found support for construct, as well as concurrent and predictive validity for the measure. In a recent study, Rahim and Manger (1995) found support for the factor invariance of the ROCI-II across referent roles and organization levels, thus augmenting evidence for the dispositional validity of the measure.

To measure relationship conflict we relied on Cox's (1998) Organizational Conflict Scale. Cox's scale focuses on the active hostility found in relationship conflict and is based on items such as "Much plotting takes place behind the scenes" and "One party frequently undermines the other" (Friedman, Tidd, Currall, & Tsai, 2000). The scale is distinct from other recent measures of relationship conflict, such as Jehn's (1995), in that it deals more with perceptions of active conflict behavior rather than perceptions of an overall state of conflict. In this study we used 4 items from the original scale found to better represent the underlying construct (Cox, personal communication). The scale uses a seven-point Likert style ranging from 1 for "strongly disagree" to 7 for "strongly agree." Cox found a reliability of .93 for the abbreviated scale, equal to the reliability found here.

In this study, group atmosphere scales adopted to measure trust, respect, cohesiveness (Chatman, 1991), open conflict discussion norms (Jehn, 1995), and affinity for fellow group members (Jehn, 1995). These scales consisted of self-report items rated on seven-point Likert scales ranging from 1, "Strongly Disagree," to 7, "Strongly Agree."

Questionnaire design and pre-testing

A draft questionnaire was designed based on the above scales to examine the respondents' perceptions of styles in relationship conflict. The multi-item questionnaire was used as the data collection instrument. Before distributing the questionnaires, the questionnaire was pre-tested among 50 high school students in Taipei, Taiwan. The 50 high school students were requested to complete the questionnaire and to provide any comments or feedback about the questionnaire statements to guarantee the validity of the instrument, readability and logical arrangement of the questions perceived by the research population. Clarification and modification based on their suggestions followed.

7. Data Analysis
Correlational Analysis

This research uses the Pearson correlational analysis to measure the relationships between the pertinent variables. Table 1 shows the relationship between Group Atmosphere, relationship conflict and each variable in conflict reaction. There are seven variables and each variable is correlative and significant to each other. Group atmosphere have lower correlative with relationship conflict but still significant as (r=0.88**), however, relationship conflict has lower correlative with integrating as (r=0.098**) but significant.

Table 1 Analysis of all relevant variables

Correlations

		1	2	3	4	5	6	7
Group Atmosphere	PearsonCorrelation	1						
Relationship conflict	Pearson Correlation	.088[*]	1					
integrating	Pearson Correlation	.390[**]	.098[**]	1				
avoiding	Pearson Correlation	.325[**]	.128[**]	.718[**]	1			
dominating	Pearson Correlation	.202[**]	.197[**]	.365[**]	.364[**]	1		
obliging	Pearson Correlation	.352[**]	.203[**]	.642[**]	.592[**]	.496[**]	1	
compromising	Pearson Correlation	.305[**]	.129[**]	.623[**]	.530[**]	.428[**]	.499[**]	1

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Regression

In order to test the conflict behavior reaction and relationship conflict, the regression analysis will as analysis technique. The five conflict behavior reactions as interdependent variable and relationship conflict as dependent variable. This analysis tests the integrating and relationship conflict has a positive and significant relationship.

The result shows that R=0.098, R square=0.01, Adjusted R square=0.08, F=7.750 Sig=0.05

Table 2 shows that analysis of integrating and relationship conflict regression analysis formula. (β =. 098, t = 2.784, P value = 0.005< 0.01).

Therefore, Hypothesis 1: The integrating and relationship conflict has a positive influence and significant correlation. It is accepted.

Table 2 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.168	.220		14.396	.000
Integrating	.124	.044	.098	2.784	.005

a. Dependent Variable: relationship conflict

Hypothesis 2: The obliging as relates to relationship conflict showed a positive and significant relationship

The five conflict behavior reactions: obliging as interdependent variable and relationship conflict as dependent variable.This analysis test the obliging and relationship conflict has a positive and significant relationship.

The result shows that R=0.0.203, R square=0.041, Adjusted R square=0.04, F=34.629 Sig=0.00

Table 3 shows that analysis of integrating and relationship conflict regression analysis formula. (β =. 0.203, t = 5.885, P value = 0.000< 0.01).

Therefore, Hypothesis 2: The obliging as relates to relationship conflict showed a positive and significant relationship. It is accepted.

Table 3 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.496	.221		11.293	000
obliging	.281	.048	.203	5.885	000

a. Dependent Variable: relationship conflict

Hypothesis 3: dominating and relationship conflict has a positive influence and significant correlation

The five conflict behavior reactions: dominating as interdependent variable and relationship conflict as dependent variable. This analysis test the dominating and relationship conflict has a positive and significant relationship.

The result shows that R=0.197, R square=0.038, Adjusted R square=0.038, F=32.437, Sig=0.00

Table 4 shows that analysis of integrating and relationship conflict regression analysis formula. (β =. 197, t = 5.695, P value = 0.000< 0.01).

Therefore, Hypothesis 3: dominating and relationship conflict has a positive influence and significant correlation. It is accepted.

Table 4 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.771	.181		15.294	000
dominating	.235	.041	.197	5.695	000

a. Dependent Variable: relationship conflict

Hypothesis 4: avoiding and relationship conflict showed a positive and significant relationship

The five conflict behavior reactions: avoiding as interdependent variable and relationship conflict as dependent variable. This analysis test the avoiding and relationship conflict has a positive and significant relationship.

The result shows that R=0.128, R square=0.016, Adjusted R square=0.015, F=13.393 Sig=0.00

Table 5 shows that analysis of integrating and relationship conflict regression analysis formula. (β =. 128, t = 3.660, P value = 0.000< 0.01).

Therefore, Hypothesis 4: avoiding and relationship conflict showed a positive and significant relationship. It is accepted.

Table 5 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.987	.218		13.688	000
avoiding	.162	.044	.128	3.660	000

a. Dependent Variable: relationship conflict

Hypothesis 5: compromising and relationship conflict showed a positive and significant relationship

The five conflict behavior reactions: compromising as interdependent variable and relationship conflict as dependent variable. This analysis test the compromising and relationship conflict has a positive and significant relationship.

The result shows that R=0.129, R square=0.017, Adjusted R square=0.016, F=13.708, Sig=0.00

Table 6 shows that analysis of integrating and relationship conflict regression analysis formula. (β =. 129, t = 3.702, P value = 0.000< 0.01).

Therefore, Hypothesis 5: compromising and relationship conflict showed a positive and significant relationship. It is accepted.

Table 6 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.108	.184		16.881	.000
compromising	.145	.039	.129	3.702	.000

a. Dependent Variable: relationship conflict

Hypothesis 6: relationship conflict and group atmosphere showed a positive and significant relationship

The relationship conflict as interdependent variable and group atmosphere as dependent variable.This analysis tests the relationship conflict and group atmosphere as a positive and significant relationship.

The result shows that R=0.088, R square=0.008, Adjusted R square=0.006, F=6.212, Sig=0.013*

Table 7 shows that analysis of integrating and relationship conflict regression analysis formula. (β =. 088, t = 2.492, P value = 0.013< 0.05).

Therefore, Hypothesis 6: relationship conflict and group atmosphere showed a positive and significant relationship. It is accepted.

Table 7 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.648	.115		40.315	.000
relationship conflict	.072	.029	.088	2.492	. 013

a. Dependent Variable: Group Atmosphere

8. Results

Regression testing determined the following acceptance of the following hypotheses showing that different conflict inventory resolution styles are in positive correlations with the relationship conflict. The exact summary of the investigated and accepted hypotheses is as follows:

The integrating and relationship conflict has a positive influence and significant correlation. Therefore, the integrating and relationship conflict has a positive influence and significant correlation. The obliging as relates to relationship conflict showed a positive and significant relationship. Therefore, the obliging as relates to relationship conflict showed a positive and significant relationship.

Dominating and relationship conflict has a positive influence and significant correlation. Therefore dominating and relationship conflict has a positive influence and significant correlation. Avoiding and relationship conflict showed a positive and significant relationship. Therefore, avoiding and relationship conflict showed a positive and significant relationship. Compromising and relationship conflict showed a positive and significant relationship. Therefore, compromising and relationship conflict showed a positive and significant relationship. Relationship conflict and group atmosphere showed a positive and significant relationship. Therefore, relationship conflict and group atmosphere showed a positive and significant relationship.

In the summary, based on the conducted study each one of the five styles of the conflict resolution are positively correlated with the relationship conflict proving each style's effectiveness within the parameters of the conflict resolution mechanisms.

9. Future Studies and Recommendations

Based on the research conducted within the realm of this paper, researchers were able to investigate deep into a conflict copying mechanisms through a

though investigation into conflict handling styles. This paper in particular investigated how Taiwanese adolescents cope and react to a conflict situation and how that impacts the group atmosphere. Future paper may focus on the analysis of the perceived risk of conflict. Knowing which perceived risks of conflict situations are more likely to cause conflict may help one as he/she tries to resolve conflict. Also, identifying perceived risks can help researchers identify what types of setting/situations are more prone to conflict. This angle may be an interesting one to explore as one study the nature perceived risk factors can be observed as conflict triggers. This research in particular explored the correlation between the five conflict handling styles and the relationship conflict. There is a gap in research based on the authors' investigation within the area of how mediation and conflict negotiation within each one of the handling styles may enhance conflict resolution efforts.

10. Implementation/Conclusion

Considering that this study was investigating a correlation between conflict handling styles and relationship conflict exploring each style separately, one can conclude a positive correlation between each style and relationship conflict. With that said, each style's effectiveness in comparison to other four was not measured and correlated. Therefore, one cannot imply thought this study that one style works better than the others or that the one style may resolve conflict faster. Relationship conflict and conflict resolution are of extreme importance to be investigated among adolescent population which is undergoing a very sensitive phase of life as is without conflict handling already being in place and being well established as is the case with older generation which is by nature of experience already more exposed to conflict. The importance of investigation conflict causes of conflict, and conflict negotiation styles are of extreme importance as adolescent population moves forward away from the concept of conflict avoidance more towards the facing conflict situation and trying to resolve conflict issues more directly.

Appendix
Part I. Personal Information
1. What is your gender: □Male □Female
2. Which part of Taiwan you study in:
    □North □Middle □South□East
Part II. Group Atmosphere(1 strongly disagree to 7 strongly agree):
1. I trust my fellow group members.
2. I feel comfortable to delegate to my group members.
3. My group members are truthful and honest.
4. I respect my fellow group members.
5. I respect the ideas of the people in my group.

6. I like my group members.
7. I think these group members are my friends.
8. There was open discussion of issues in my group.
9. My group communicated openly.
10. My group was conflict dealt with openly.
11. My group is cohesive.
12. I feel like my team has group spirit.
13. I will talk up my group to my friends as a great group to work in.

Part III.
The following asks about conflict with your classmates or friends. With the understanding that and sort of "give and take" between two people is by definition, a negotiation, please check the appropriate box after each statement to indicate how you handle your disagreement or conflicts with your classmates or friends. Try to recall recent conflict situations in ranking these statements. (1 strongly disagrees to 7 strongly agree):
1. There has been an excessive amount of displayed anger between you and your classmates or friends during the course of some negotiations.
2. There has been extreme personal friction between you and your classmates or friends during the course of some negotiation.
3. There was an extreme personality clash between you and your classmates or friends during a negotiation.
4. There was extreme tension between you and your classmates or friends during a negotiation.
5. Overall, conflicts with my classmates or friends cause me to feel some form of loss.
6. All things considered, I think I would be making a mistake if I argued with my classmates or friends.
7. When all is said and done, I really feel it is not necessary to argue with my classmates or friends.
8. If I made a conflict with my classmates or friends, I think I would be held in higher esteem at school.
9. The thought of arguing with my classmates or friends causes me concern because some classmates or friends would think I was showing off.
10. Arguing with my classmates or friends that would cause me to be thought of as "foolish" by some classmates or friends whose opinions I value.
11. I made a conflict with my classmates or friends that make me concerned that I wouldhave to spend too much time learning how to meet the conflict.
12. The demands on my schedule are such that making a conflict with my classmates or friends concerns me, because it would create even more time pressures on me that I do not need.
13. I made a conflict with my classmates or friends that could lead to an inefficient use ofmy time from understanding various negotiating styles.
14. One concern I have about arguing with my classmates or friends is that it makes me feel physical

discomfort.

15. One concern I have about arguing with my classmates or friends is that it could lead to some uncomfortable physical side-effects such as bad sleeping, backaches, etc.

16. One concern I have about arguing with my classmates or friends is that it may turn to violence.

17. One concern I have about arguing with my classmates or friends is wondering if the conflict will improve our relationship.

18. One concern I have about arguing with my classmates or friends is that it may not result in any sort of beneficial behavior.

19. I am concerned with how useful any sort of conflict with my classmates or friends will actually be.

20. The thought of arguing with my classmates or friends makes me feel uncomfortable.

21. The thought of conflict with my classmates or friends gives me a feeling of unwanted anxiety.

22. The thought of causing conflict with my classmates or friends makes me to experience unnecessary tension.

Part IV. (1 strongly disagree to 7 strongly agree):

1.I try to investigate issues with my classmates or friends to find a solution acceptable to the both of us.

2. I generally try to satisfy the needs of my classmates or friends.

3. I attempt to avoid being 〝put on the spot〞and try to keep my conflict with my classmates or friends to myself.

4. I try to integrate my ideas with those of my classmates or friends to come up with ajoint decision.

5. I try to work with my classmates or friends to find solution to problems that satisfies the expectations of both parties.

6.I usually avoid open discussion of my differences with my classmates or friends.

7.I try to find middle ground to resolve an impasse.

8.I use my influence to get my ideas accepted.

9.I use my authority to make a decision in my favor.

10. I usually accommodate the wishes of my classmates or friends.

11. I give in to the desires of my classmates or friends.

12. I exchange accurate information with my classmates or friends so that we may solve a problem together.

13. I usually allow concessions to my classmates or friends.

14. I usually propose a middle ground for breaking deadlocks.

15. I negotiate with my classmates or friends so that a compromise can be reached.

16. I try to stay away from disagreement with my classmates or friends.

17. I avoid unpleasant encounter with my classmates or friends.

18. I use my expertise to make decisions in my favor.

19. I often go along with the suggestions of my classmates or friends.

20. I use"give and take"so that a compromise can be made.

22. I try to bring concerns out in the open so that the issues can be resolved in the best possible way.

23. I collaborate with my classmates or friends to come up with decisions acceptable to everyone.

24. I try to satisfy the expectations of my classmates or friends.

25. I sometimes use my power to win in competitive situations.

26.I try to keep my disagreement with my classmates or friends to myself in order to avoid hard feelings.

27.I try to avoid unpleasant exchanges with my classmates or friends.

28.I try to work with my classmates or friends for proper understanding of problems.

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