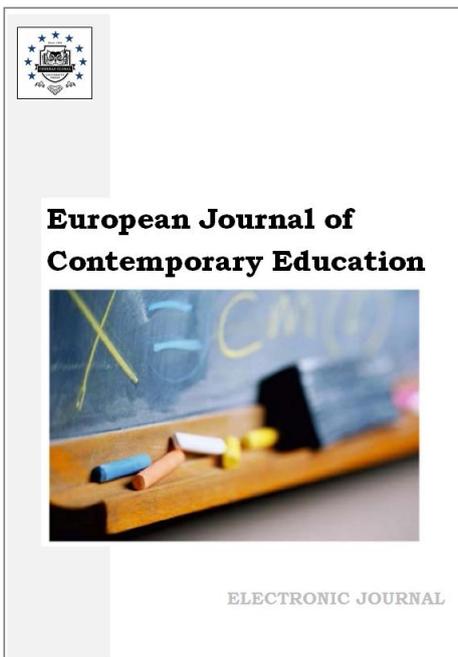




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Published in the USA

European Journal of Contemporary Education  
E-ISSN 2305-6746  
2022. 11(4): 1212-1221  
DOI: 10.13187/ejced.2022.4.1212  
<https://ejce.cherkasgu.press>

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## Students' Conflicts, Causes and Ways of Solution in Physical Education Lessons

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### Abstract

School is one of the most important institutions of human socialization where students learn different behaviour models quickly on communicating with others. Thus, conflicts among children, adolescents and young people are unavoidable in the modern school, but the outcomes of this phenomenon can often be determined by the cognition of the characteristics and essence of the conflict as a phenomenon and process. Successful socialization of young people in schools is impossible without known any ways of conflict solution and trying to manage them. The purpose of this research was to reveal the inclination of 15-16-year-old students to conflicts as well as determine the causes of conflicts and peculiarities of the choice of behaviour strategies in physical education lessons. 325 students from comprehensive schools of the big Lithuanian cities, 172 girls and 153 boys participated in the research. The results of the research showed that students-girls and boys that participate in physical education lessons have an inclination to conflicts. The girls emphasized the main causes for conflicts: blank contents of the teachers' communication, tactless, rough, authoritarian style of work and insufficient attention and sensitivity to the students. Meanwhile, the boys indicated the teachers' disregard for the students, non-observation of the unity of words and acts and the teachers' dishonesty and lying. Moreover, the results of the conflict research revealed the 15-16-year-old students-girls choose cooperation first and search for compromises second in conflict situations. Meanwhile, the boys of the same age indicated competition first and chose the strategy of conflict avoidance second.

**Keywords:** students, conflicts and their causes, strategies of conflict solution.

### 1. Introduction

School is one of the most important institutions of human socialization where students learn different behaviour models on communicating with contemporaries. Thus, the day at school without any bigger or smaller conflicts is rare. The problematic field is emphasized by the fact that

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conflicts are unavoidable at school because students spend there plenty of time, so they get to various situations full of objections, surprises, and if their opinions on different interests disagree, they are sometimes defended in the least human ways, by experiencing positive or negative emotions. According to Ignatavičienė, Račelytė (2003), students' disagreements are often caused by competition, leadership, mobbing, dishonesty in interpersonal relations, unobjective assessment by teachers and other causes.

Most scientific studies (Palujanskienė, Uzdila, 2004; Čiuladienė, 2006; 2007; Butovskayan et al., 2007; Danuta et al., 2018; Wei et al., 2020) state that conflicts are characteristic to all age periods and the period of adolescence is not an exception. According to G. Čiuladienė (2006; 2007), conflicts are the main feature of adolescence because it is often rebelled against others, especially adults (Hodges et al., 2020; Yao, Enright, 2018), parents (Hamamci, 2007), there is a wish to show they are personalities with their desires and opinions. Moreover, G. Čiuladienė (2007) states that adolescents' conflicts are very emotional and more expressed than those among adults. Authors Hodges et al. (2020); Wang et al. (2017) recognize in their works the topics of conflicts remains relevant in the modern school because students come to school from various families, with different characters and temperaments. Some students are quiet, peaceful, disciplined and friendly, others, on the contrary, like conflicting, demonstrate rough and aggressive behaviour. For example, some students often start using the calmness and quietness of others because they know they will defeat these friends easily. In the school environment, adolescents are also inclined to conflict, even with teachers. However, conflicts among students are still the biggest problem at schools. Although students are inclined to an excessive reaction to most words or acts, there is no conflict without reason. After performing the scientific research, G. Čiuladienė (2006) determined that conflict behaviour of students is mostly affected by disappointment and state of tension as they are unable to satisfy certain needs, realize goals and cope with difficulties. Thus, unless conflicts are reacted in time, painful consequences can occur later. Teachers have to help to solve conflicts at school, so they should understand the causes for conflicts, their consequences and ways of solution (Wang et al., 2014).

On analysing conflicts in the context of the school environment, a few main causes for conflicts among adolescents could be emphasized. First, adolescents lack the teachers' understanding and emotional support. Moreover, they feel anger and disappointment when their classmates ignore the wishes and goals of students. It was determined in the research (Čiuladienė, 2006; Čiuladienė, 2007) that every third adolescent feels he/she is not understood by an adult and ever fifth one – by his/her classmates. Adolescents state they often lack the sensitivity of their friends and teachers. Unfortunately, students hardly get a word of compassion and consolation from the nearest people (classmates, parents or even teachers). Thus, the arising disappointment with the environment and people that are nearby every day causes negative behaviour and conflicts among students in the end. Thus, students have a different reaction to invading feelings and different behaviour due to inner dissatisfaction and it causes conflicts.

After performing the research, it was revealed girls and boys behave differently during conflicts (Goštautas, Rakauskienė, 2006). Most students-girls try to solve conflict situations in a friendly way. Meanwhile, boys are inclined to fight and curse and it means boys demonstrate physical aggression during conflicts more often. Nevertheless, both girls and boys are inclined to runaround, dispute, shout or even revenge.

According to Goštautas, Rakauskienė (2006), Yeh (2011), Lim, Ang (2009), conflicts among adolescents are often manifested with aggressive behaviour. Similar insights are given by G. Čiuladienė (2006) that accentuates the following behaviour of adolescents during conflicts: threatening, damage to things of other students, sneering at failures of others. Although the analysis of the sources of scientific literature helped to reveal that most research analyses adolescents' conflicts in the daily or school activity, there was a lack of scientific publications analysing adolescents' conflicts, their causes and strategies of their solution in lessons. In our case, physical education lessons were chosen to analyse these topics. Considering a constant dynamical kind of physical education lessons, there are intense emotional situations, striving for the victory, demonstration of the advantage and it reveals students' character and personality, besides, it causes favourable conditions for conflicts (Hills et al., 2006; Bujosa et al., 2018). One of the assumptions for the solution of students' conflicts is a comprehensive analysis of their causes and revelation of the peculiarities of their course. Taking into account these scientific discussions,

it was tried to assess the inclination of 15-16-year-old middle-school-aged students to conflicts, determine the causes for conflicts and choice of behaviour strategies in physical education lessons. The ground of the scientific topics of this research is a search for these answers.

## **2. Materials and methods**

### **2.1. Measures**

In order to reveal the analysed topics, the questionnaire “*Inclination to conflicts*” was chosen (Miškinis, 2002). The questionnaire consists of 10 statements, each statement has three variants of answers: answer “a” – 4 points; “b” - 2 points; “c” - 0 points. The obtained results are interpreted in the following way: 31-40 points – the researched dislikes conflicts, avoids complicated situations easily, but his/her passiveness does not raise his/her authority in the eyes of others; 30-21 points – the researched is a tactful person, his/her results inspire the respect of others; 20-1 points – the person likes conflicts, looks for a pretext to dispute and is often meticulous.

The questionnaire by K. Thomas “*Choice of the behaviour strategy in a conflict situation*” was used in order to assess five possible behaviour strategies (Raigorodskii, 2000). K. Thomas’s questionnaire contains 12 statements about the person’s behaviour in a conflict situation. Each of them defines one of five ways of conflict regulation. The following behaviour strategies in conflict situations are accentuated: *competition, adaptation, compromise, avoidance and cooperation*.

*Competition* is an attempt to satisfy the own interests to the prejudice of another person. *Adaptation* is the sacrifice of the own interests for another person. *Compromise* is an agreement between the representatives of opposite opinions and interests reached in the way of mutual concessions. *Avoidance* is the lack of the tendency of satisfaction of the own interests. *Cooperation* is understood as finding of the alternative between the participants of the situation that satisfies the interests of the both parties completely.

All the statements are matched differently to 30 pairs. The researched is asked to choose the statement of each pair that characterizes his/her behaviour in a conflict situation better. Each chosen statement defines one of the accentuated ways of conflict regulation. 1-12 points can be obtained in each scale. According to the number of points, the expression of the type of reaction is determined: 1-3 points – the type of a conflict reaction is hardly characteristic; 4-7 points – characteristic averagely; 8-12 points – very characteristic.

The methodology “*Causes for students’ conflicts*” was also applied (Miškinis, 2002). This methodology enabled assessing the causes for conflicts in physical education lessons in the opinion of students. The methodology consists of eleven statements. Each statement can be assessed with 1-5 points. The researched has to choose one variant of the answer that is the best one for him/her: 1 – very seldom, 2 – seldom, 3 – sometimes, 4 – often, 5 – very often.

### **2.2. Participants and organization of research**

15-16-year-old students-adolescents were chosen for the research. This period was chosen as it is complicated, full of contradictions of physical and psychical development and it is defined as an age period of crises, difficulties, contradictions, conflicts and searches or period of identity or role confusion (Augis, Kočiūnas, 1993). A random selection was applied and students of all the Lithuanian cities had equal possibilities to get to the researched sample. The researched were chosen randomly, according to the tables of random numbers from the list of schools of the Lithuanian cities. Just the students from schools of the biggest Lithuanian cities participated in the research. The sample of the researched consisted of 325 15-16-year-old students. The research took place in eight Lithuanian comprehensive schools. The researched were distributed according to gender: 172 girls and 153 boys. The age mean of the girls was  $15,62 \pm .74$ , of the boys –  $15,28 \pm .51$ . The data that was necessary for the research was collected for two months. Before starting the questionnaire, the researched were explained the goal and relevance of the research and requirements of the methodology. The anonymity of the researched was guaranteed in order to obtain sincere and authentic answers from the respondents. The head of each school was asked to perform the research in a certain institution, the research was also coordinated with the physical education lessons and oral agreements were obtained from all the researched. All the participants were interviewed after physical education lessons.

### **2.3. Statistical Analyses**

The statistical analysis was applied to analyse the results of the research: in order to determine the statistical significance of differences between the group data, the criterion of *chi*

square ( $\chi^2$ ) was used. In order to compare the results of the both groups, the statistical reliability of differences between the mean values of indicators of the main conflict causes was calculated for the both groups. For the analysis of the research data, the *criterion of Student t* was used and we tried to compare the means of the researched groups. The obtained data was considered significant statistically if it complied with the significance level  $p < .05$ , 95 percent reliability. The arithmetic mean ( $\bar{x}$ ), the standard deviation (*SD*) and the percent expression were calculated in order to compare the research data. The program package SPSS 26.0 was used for the analysis of the research data.

### 3. Results

By applying the questionnaire by K. Miškinis, it was tried to assess the inclination of 15-16-year-old students to conflicts in physical education lessons. The research data revealed the students participating in physical education lessons are inclined to conflicts.

**Table 1.** Distribution of students according to their inclination to conflicts in physical education lessons (in numbers and percent)

Researched	Inclination to conflicts						$\chi^2(2);$ p
	Passiveness		Tactfulness		Inclination to conflicts		
	n	percent	n	percent	n	percent	
Girls	64	37.2	73	42.4	35	20.4	22.8 $p < .05$
Boys	38	24.8	46	30.1	69	45.1	

For example, 42.4 percent of the students-girls indicated they are tactful. It allows supposing girls are able to behave tactfully in different conflict situations and solve their problems in physical education lessons without losing the equilibrium. However, even 45.1 percent of the boys were inclined to conflicts more often than the girls of the same age – 20.3 percent. According to the inclination to conflicts, a statistically reliable difference was determined –  $\chi^2(2) = 22.8; p > .05$ . Taking this into account, it can be assumed students-boys are more inclined to confrontation during a conflict, do not want to take responsibility for their problems and tend to accuse others more often (Table 1).

In order to reveal and compare the causes for students' conflicts in physical education lessons, the means of conflict causes and the standard deviations were calculated and the criterion of Student t was applied for the determination of differences between the groups.

The results of the research revealed the assessment of causes for conflicts was different among the 15-16-year-old girls and boys. The girls indicated the following main causes for conflicts in physical education lessons: blank contents of the teachers' communication, tactless, rough, authoritarian style of work and insufficient attention and sensitivity to the students.

**Table 2.** Statistical indicators of conflict causes among students in physical education lessons

Causes for conflicts	Students	n	M	SD	t	p
Disregard of the student's personality*	Girls	172	3.12	.76	-7.64	$p < .01$
	Boys	153	4.21	.58		
Blank contents of cooperation*	Girls	172	3.94	.67	8.11	$p < .01$
	Boys	153	3.35	.64		
Fear of the error, psychological tension	Girls	172	2.75	.54	-1.89	$p > .05$
	Boys	153	2.88	.68		
Tactlessness, roughness,	Girls	172	3.79	.81	5.20	$p < .01$

authoritarianism*	Boys	153	3.36	.72		
Non-observation of the unity of words and acts	Girls	172	3.47	.56	-4.88	p < .01
	Boys	153	3.81	.68		
Partial attitude towards the student	Girls	172	2.56	.62	1.71	p > .05
	Boys	153	2.43	.73		
Meticulous regulation of the activity	Girls	172	3.82	.36	1.79	p > .05
	Boys	153	3.69	.83		
Avoidance of responsibility	Girls	172	2.79	.75	1.51	p > .05
	Boys	153	2.67	.69		
Lack of attention, insensitivity*	Girls	172	3.57	.66	6.54	p < .01
	Boys	153	3.12	.58		
Dishonesty, lying*	Girls	172	3.54	.71	-8.01	p < .01
	Boys	153	4.07	.49		
Greediness, desire of possession	Girls	172	3.89	.84	1.13	p > .05
	Boys	153	3.76	.75		

Note. \* p < .01. M = mean; SD = standard deviation

Meanwhile, the boys indicated the following main causes for conflicts: teachers' disregard for the students, non-observation of the unity of words and acts and teachers' dishonesty and lying. However, there were some rarer causes for conflicts indicated by the girls and the boys: teacher's partial attitude towards a student, meticulous regulation of the activity, avoidance of responsibility, greediness, desire of possession and fear of students' errors.

In order to compare the application of conflict manifestation strategies among the students from comprehensive schools in physical education lessons, the means and standard deviations were calculated and criterion  $\chi^2$  was used for the determination of reliability between the differences. By using the methodology by K. Thomas, it was determined the choice of the strategy of cooperation was different statistically reliably ( $\chi^2(2) = 22.4$ ;  $p < .05$ ) between the 15-16-year-old girls and boys because cooperation in the conflict solution in physical education lessons was characteristic to 50.6 percent of the students-girls and 33.3 percent of the students-boys. The obtained results allow supposing the 15-16-year-old girls try to help to realize the needs of others in conflict situations more often, adapt to the acts of others and situations better, understand the significance of acts, reach for appropriate solidarity and agreement more than the boys of the same age.

**Table 3.** Distribution of students according to the strategies of conflict solution in physical education lessons (in numbers and percent)

Strategy of conflict solution	Students	Strategy of conflict solution						$\chi^2(2)$ ; p
		Non-characteristic		Averagely characteristic		Characteristic		
		n	%	n	%	n	%	
Cooperation*	Girls	32	18.6	53	30.8	87	50.6	22.4 p < .05
	Boys	65	42.5	37	24.2	51	33.3	
Competition*	Girls	63	36.6	55	32.0	54	31.4	22.8 p < .05
	Boys	24	15.7	47	30.7	82	53.4	
Compromise*	Girls	42	24.4	51	29.7	79	45.9	13.9 p < .05
	Boys	63	41.2	47	30.7	43	28.1	
Avoidance*	Girls	59	34.3	60	34.9	52	30.2	11.3 p < .05
	Boys	33	21.6	43	28.1	74	48.3	
Adaptation	Girls	47	27.3	61	35.5	64	37.2	1.72 p > .05
	Boys	36	23.5	65	42.5	52	34.0	

Note. \* p < .05 – comparison of the distribution of indicators among students-girls and boys

It was revealed the choice of the strategy of *compromise* in physical education lessons was different statistically reliably ( $\chi^2(2) = 13.9$ ;  $p < .05$ ) between the students-girls and boys as 45.9 percent of the boys and 28.1 percent of the boys had an inclination to compromises. The analysis of the research data showed the girls were more inclined to agreements between the parties with opposite opinions or interests and they were reached with mutual concessions mostly. The data obtained about the 15-16-year-old girls allow supposing it is worth reaching for a compromise if the goals of the both parties are important equally and it is necessary to reach a temporary agreement about a complicated issue. On analysing the choice of the strategy of *competition* for the 15-16-year-old students, the obtained results showed the choice of *competition* in physical education lessons was different statistically significantly  $\chi^2(2) = 22.8$ ;  $p > .05$  between the girls and the boys: the boys used this strategy more often than the girls (53.4 and 31.4 percent, respectively). It allows supposing reasonably the boys try to satisfy their interests more often by providing the other party with the solutions that are more favourable to them. However, this strategy brings long-lasting results quite seldom as the losers often start opposing to the caused pressure. It also emerged the choice of the strategy of *avoidance* was different statistically significantly ( $\chi^2(2) = 11.3$ ;  $p < .05$ ) and the choice of the strategy of *avoidance* and avoidance was characteristic to 48.3 percent of the boys and 30.2 percent of the girls. These results enable stating that most boys do not tend to take any active measures during conflicts, do not defend their rights, do not discuss their solution with anybody, even often withdraw from the conflict and lose a possibility to affect the course of the situation in this way. This strategy is useful if the conflict is not related with any direct interests of the participants. On assessing the choice of the strategy of *adaptation* among the 15-16-year-old students, it was determined the assessments of adaptation were not different statistically significantly in the both groups ( $\chi^2(2) = 1.72$ ;  $p < .05$ ). It could be explained by the facts that both the girls and the boys accept the opponent's position in conflict situations similarly, do not tend to defend their interests and try to keep a good relation with the opponent at any price. It is supposed this strategy is only suitable if the conflict is not acute and the outcome of the conflict is especially important for the opponent.

#### 4. Discussion

In the research, we paid the main attention to conflicts among 15-16-year-old students, their causes and ways of solution in physical education lessons. There are a lot of scientific studies (Keyes, Coleman, 1983; Van Doorn et al., 2009; Dhillon et al., 2015) emphasizing that the age of adolescence is favourable to various conflicts that are often caused by the misunderstanding of maturation, scarce true-life experience, superficiality of thinking, inability to look at life and interrelations in a deeper way. According to Yao, Enright (2018), age can be related with abstracter reasoning about conflict solution, but it is not a strong ground as most adolescents of this period still behave so that they cause social alienation and aggression in the relations.

Below, we will discuss the results of the research of conflicts among the students (girls and boys). The research revealed that the students-boys are more inclined to conflicts in physical education lessons than the girls of the same age (45.1 percent of the boys and 20.4 percent of the girls, respectively). It was possible to expect this conclusion as the results of previous studies confirm boys express hostile reactions more strongly in complicated situations and their aggressive behaviour is expressed more often (Lim, Ang, 2009). It was thought for a long time that boys are more vulnerable during conflicts than girls. However, it is discussed much about it now. It is assumed in the recent research (Archambault et al., 2017; Rahmat, 2020) the inclination to conflicts among girls and boys is different with the expression of behaviour and not with the grade of severity. These differences can occur because the sex affects the reaction to conflicts. For example, the assumption that girls are inclined to the withdrawal and concern can be supported partially and it is confirmed with our results as passiveness or even tactful behaviour is characteristic to most 15-16-year-old girls in conflict situations. According to Bujosa et al. (2018) the sex of students and adults is not considered a bigger or smaller reason for conflicts, it is also emphasized in this study a big wish to win and cheating during games is the cause for conflicts in physical education lessons. Meanwhile, Danuta (2018) determined the participation of adults in the situations that are threatening for the implementation of their goals increases negative emotions and conflict situations very often. Our work also analysed the causes for conflicts among

students in physical education lessons. After comparing the studies performed by other authors (Palujanskienė, Uzdila, 2004; LaRusso, Selman, 2011; Griesel, Hovinen, 2022) with the research of this work, it can be stated students encounter conflict situations in relation with teachers and other students at their schools almost every day. The data of our research proved quite unambiguously that girls and boys have different causes for conflicts. The girls indicated the following main causes for conflicts: blank contents of the physical education teachers' communication, tactless, rough, authoritarian style of work and insufficient attention and sensitivity to the students. Meanwhile, the boys indicated the following main causes for conflicts: teachers' disregard for the students, non-observation of the unity of words and acts and the teachers' dishonesty and lying. In this aspect, it is difficult to compare the obtained results with similar studies performed by other researchers as most of them applied different methodologies and accentuated different causes for conflicts.

For example, Čiuladienė (2006) confirms with her research that conflict behaviour of adolescents is often caused by disappointment and state of tension as they are unable to satisfy certain needs, realize goals and cope with difficulties. In the author's opinion, conflicts can also be caused by different values and needs of conflicting people and different understanding of their rights and obligations. However, the study performed by Čiuladienė (2007) must confirm the results of our research in the most exact way as it tries to reveal the frustration of needs that becomes the cause for conflicts among adolescents and their classmates, teachers and parents mostly. In this research, it should also be considered that the teachers' behaviour that prevents adolescents from satisfying the need for safety and recognition causes indirect conflict behaviour of adolescents more often. Needs-related conflicts with teachers are mostly related with the frustration of the need for safety (insulting teacher's behaviour), it is also indicated it is tried to avoid the teacher that restricts and mistrusts adolescents during the conflict. Adolescents lack their teachers' empathy very often: one fourth of the adolescents said teachers are often insensitive to students, this conclusion is also confirmed by the results of the girls that participated in our research, but it should be accentuated the previous research did not analyse any causes for conflicts in physical education lessons. However, on analysing scientific literature, the data about constructive ways of conflict solution among young people can be found much more often (Palujanskienė, Uzdila, 2004; Goštautas, Rakauskienė, 2006; Butovskaya et al., 2007; Yao, Enright, 2018; Gerstein et., 2021). There are some studies (Palujanskienė, Uzdila, 2004) stating that constructive ways of conflict solution are dominant among two hundred researched students. In a conflict situation, students look for compromises, avoid direct conflicts and cooperate. These conclusions are also confirmed partially by the data of our research as we tried to assess the strategies of conflict solution in the aspect of sex in our study, meanwhile, the previous research analysed the psychological assumptions of the ways of conflict solution among 16-18-year-old students depending on the level of their aggression. The results obtained for the girls that participated in our research allow stating they apply the strategy of cooperation in conflict situations, i.e., reach for the common solution satisfying the both parties, defend their interests, consider the opponent's wishes and look for the solution satisfying the both parties; conflicting parties accept different attitudes, listen and try to understand another opinion. Second, they accentuate the strategy of compromise. It means girls try to discuss the problem with the conflicting party and discuss by looking for the best way of solution. Meanwhile, the results of our research about boys show they first try to satisfy their interests in conflict situations by intruding a self-favourable solution to the other party, the goal can even be reached by using force, threatening to use it and ignoring any arguments of the other party. Moreover, Dhillon, Babu (2015) that analysed conflicts among 6-10-year-old children (girls and boys) from different age groups suggest that conflicts occur among older children more often and older children tend to apply more various strategies of conflict solution; it was also determined boys have conflicts more often. We cannot support this opinion as our researched were older students. Meanwhile, the data published by Palujanskienė and Uzdila (2004) showed the students that solve conflicts constructively tend to accuse themselves in conflict situations, they are first to suggest yielding, to say sorry, they are able to gain control of themselves and not to say anything insulting, rough, mocking etc. These conclusions contradict the results obtained about the boys from our research. However, to sum up the results of this part, we can state the students researched by us tend to look and find the most suitable way of conflict solution. Unfortunately, there is a lack of unanimous conclusions of researchers or certain consistency. We think more additional research would be necessary to

substantiate this assumption because there are certain differences in the research (Wang et al., 2014) analysing the ways of conflict solution in the aspect of sex.

This research has a few restrictions and we cannot help mentioning them. One of the most important restrictions of this type is the compilation of the size of the sample as the size of the sample chosen by us was small. Second, the data is only substantiated with the assessment of the students, third, the researched were only selected from schools of the big cities and it affected the generalization of the data. Fourth, on applying the quantitative research methods, we did not have a possibility to check if the obtained conclusions were confirmed to the extent of the total population. Another restriction that should be noted on deepening the knowledge about students' conflicts in physical education lessons, for example, on continuing further research, could be eliminated by interviewing adolescents of different ages both from the cities and smaller residential towns. Additional studies applying the monitoring and expert assessment methods could also be performed in order to obtain a clearer image in the analysed topics. The present scientific works prove and substantiate the complicity of the topics of students' conflicts. Moreover, our research enabled defining further trends to researchers of conflicts in order to supplement the available knowledge in this field. Additional studies are necessary in order to reveal and make exacter answers in what way conflicts depend on the sex of students as ambiguous conclusions are made about this issue. Long-lasting studies of conflicts could be necessary so that students and teachers understand their importance in the constructive solution of conflicts. We think researchers should consider in the future if similar results are proper for the contexts of physical education lessons of younger or older students. Another development issue that should be considered additionally is the research of conflict solution and management at schools. The last trend of the future research could be the search for new conflict management models and strategies of prevention as well as checking of their effectiveness.

## 5. Conclusion

It was revealed all the 15-16-year-old students that participated in the research have an inclination to conflict behaviour, but it is more characteristic to the boys statistically significantly. Taking this data into account, it can be supposed boys are more inclined to confrontation during a conflict, do not want to take responsibility for their problems and tend to accuse others more often. Meanwhile, girls tend to behave in a considered, proper, consistent way in conflict situations on reaching for the set purpose.

In the girls' opinion, the main causes for conflicts in physical education lessons are blank contents of the teachers' communication, tactless, rough, authoritarian style of work and insufficient attention to the students. The boys indicated the following causes for conflicts: teachers' disregard for the students, non-observation of the unity of words and acts and the teachers' dishonesty and lying. After analysing the results of the choice of strategies of students' behaviour during conflict situations in physical education lessons, we can state that girls tend to solve conflicts in a constructive way in these situations statistically significantly more often than boys (they apply the strategies of cooperation and compromise). Boys solve conflicts in a destructive way statistically significantly more often (they apply the strategies of competition and avoidance). The analysis of these 15-16-year old students allows recommending both physical education teachers and pedagogues of other subjects to pay more attention to the analysis of causes for conflicts among adolescents in order to choose the most suitable acts of conflict solution and regulation. In order to implement this, it would first be useful for students and teachers to understand a conflict situation better and define the causing issue more clearly.

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