Relación entre estilos de manejo de conflictos y empatía multidimensional en adolescentes bachilleres

The relationship between conflict management styles and multidimensional empathy in adolescent high-school students

Relacionamento entre estilos de gerenciamento de conflitos e empatia multidimensional em adolescentes do ensino médio

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Resumen

El presente trabajo se propuso generar nuevos conocimientos acerca del papel de la empatía en la dinámica de los conflictos interpersonales de los adolescentes considerando, en este caso, las interacciones entre pares en el contexto escolar. Con esa finalidad, este estudio tuvo como objetivo evaluar la relación entre los estilos de manejo de conflictos que los adolescentes informan emplear en los conflictos cotidianos con sus compañeros de aula en el bachillerato, y la empatía, considerando ésta desde un enfoque multidimensional. Participaron 194 estudiantes de bachillerato con edades entre 15 a 18 años, quienes respondieron el *Inventario de Rahim sobre estilos de manejo de conflictos* y el *índice de reactividad interpersonal*. Se llevó a cabo un análisis correlacional Pearson entre las variables señaladas. En los resultados se encontró que la toma de perspectiva presentó correlaciones positivas estadísticamente significativas con los estilos complaciente, evasivo, comprometido e integrativo del modelo de Rahim. Asimismo, la preocupación empática presentó correlaciones positivas estadísticamente significativas con los estilos complaciente e integrativo. Se discuten estos resultados en el marco del modelo de doble

preocupación sobre estilos de manejo de conflictos, y del modelo de Davis sobre empatía multidimensional.

Palabras clave: estilos de conflicto, resolución de conflictos, gestión de conflictos, toma de perspectiva, preocupación empática.

Abstract

This paper aims to produce new knowledge on the role of empathy in the dynamics of the interpersonal conflicts in adolescence. This, considering the relationships among peers in the school context. For this purpose, this study had as objective to analyze the relationships between dimensions of empathy and conflict handling styles used by adolescents to manage everyday conflicts with their classmates. The participants were 194 adolescent high-school students, aged 15 to 18, who answered an adapted version of the *Rahim Organizational Conflict Inventory* (ROCI-II, form C) and the *Interpersonal Reactivity Index* (IRI). A Pearson correlation analysis was performed between the variables. In the findings, it was found that perspective taking presented statistically significant positive correlations with obliging, avoiding, compromise and integrating. Likewise, the empathic concern showed statistically significant positive correlations with compromising and integrating. These findings are discussed into the framework of the dual concern model on conflict handling styles, and the Davis' theory of multidimensional empathy.

Key words: conflict styles, conflict resolution, conflict management, perspective taking, empathic concern.

Resumo

O presente trabalho teve como objetivo gerar novos conhecimentos sobre o papel da empatia na dinâmica dos conflitos interpessoais de adolescentes considerando, neste caso, interações entre pares no contexto escolar. O objetivo deste estudo foi avaliar a relação entre os estilos de gerenciamento de conflitos que os adolescentes relatam usando em conflitos cotidianos com seus colegas de classe no ensino médio e empatia, considerando isso de uma perspectiva multidimensional. Um total de 194 alunos do ensino médio de 15 a 18 anos participaram do Inventário Rahim em Estilos de Gestão de Conflitos e do Índice de Reatividade Interpessoal.

Uma análise de correlação de Pearson foi realizada entre as variáveis identificadas. Nos resultados, verificou-se que a tomada de perspectiva apresentou correlações positivas estatisticamente significativas com os estilos complacentes, evasivos, comprometidos e integrativos do modelo Rahim. Da mesma forma, a preocupação empática apresentou correlações positivas estatisticamente significativas com os estilos acomodativos e integrativos. Esses resultados são discutidos no âmbito do modelo de dupla preocupação sobre estilos de gerenciamento de conflitos e o modelo de Davis em empatia multidimensional.

Palavras-chave: estilos de conflito, resolução de conflitos, gerenciamento de conflitos, criação de perspectiva, preocupação empática.

Introduction

As in other periods of life, interpersonal conflicts during adolescence are an integral part of social relations and play an important role in the psychosocial development of individuals (Laursen and Collins 1994, Sandy 2014). Adolescents mature, to a large extent, through their experiences with everyday conflicts (Imholte, 2012). According to Bayram (2014), conflict resolution strategies are not only highly associated with the conflict process itself, but also with the results of development in adolescence. According to Bucx and Seiffe-Kienke (2010), experiences of constructive or destructive resolution of interpersonal conflicts have a far-reaching meaning in the later development of the individual. Constructive management allows adolescents to develop experience while resolving their conflicts (Ayas, Deniz, Kagan & Kenç, 2010). On the contrary, destructive coping with conflict (such as the rigid use of coercive and aggressive styles and strategies) does not strengthen personal development and tends to undermine the quality of their relationships (Bayram, 2014).

Despite the importance of the study of the role played by everyday conflicts in adolescents' ordinary life and in their psychosocial development, this aspect of school life has been little addressed since the emphasis of literature in the area has (Ayala-Carrillo, 2015, García-Montañéz & Ascensio-Martínez, 2015, Ramírez-López & Arcila-Rodríguez, 2013). In that framework,

empirical studies that have specifically raised the question of adolescent conflict management styles are still scarce; Particularly in what refers to the school context and especially in our country.

Therefore, in order to contribute to fill this gap, the present study was designed to approach this problem in our context by analyzing the relationship that empathy could have with the conflict management styles that teen students Of high school report to employ in the daily conflicts with their classmates of school.

Ebesu-Hubbard (2001) Noted that little attention has been paid to empirically examining the role played by empathy in conflict. When empathy has been studied, observed this author, it has been under the aspect of analyzing its effect in reducing violent or aggressive tendencies; However, it is not clear how empathic processes operate in non-violent conflict interactions. In a similar vein, Björkqvist (2007) pointed out that there is information about how empathy relates to inhibition of violent behavior but that more research is needed to understand what role it plays in peaceful conflict resolution.

According to Wied, Branje and Meeus (2007), although there is considerable evidence that empathy is positively related to prosocial behavior and negatively to aggressive behavior, few studies have directly analyzed the role of empathic tendencies in conflict management. Although several studies have recently made progress in this regard (eg, Garaigordobil, 2009 and 2012, Garaigordobil & Maganto, 2011, Garaigordobil, Machimbarrena & Maganto, 2016, Luna-Bernal & De Gante-Casas, 2017, Perrone-McGovern et al. , 2014, Van Lissa, Branje, Koot & Meeus, 2016), the efforts are still few and, as will be seen later in this work, more research is needed that delves into more concrete aspects of these relations, especially in what concerns To studies with adolescents. Such is, for example, the need to study empathy from a multidimensional approach (Davis, 1996).

In the context of the above, the present work aims to contribute to generate new knowledge about the role of empathy in the dynamics of interpersonal conflicts of adolescents considering, in this case, the relationships between adolescent pairs in the school context . To that end, this study aims to evaluate the relationship between empathy reported by adolescents, considering it from a multidimensional approach, and the styles with which these adolescents report handling conflicts with their schoolmates.

Multidimensional Empathy

In the academic literature the study of empathy has been carried out fundamentally from three different perspectives: an affective approach, a cognitive approach, and a multidimensional approach which includes empathy as integrated by both a cognitive dimension and An affective one (Fernández-Pinto, López-Pérez & Márquez, 2008, López, Filippetti & Richaud, 2014, Pérez de Albéniz Iturriaga, 2006). According to Garaigordobil (2008), empathy "includes both emotional responses and vicarious experiences or, what is the same, the capacity to differentiate between the affective states of others and the ability to take a cognitive and affective perspective on the Other "(p.85). Following Benkler (2012) empathy can be defined "as a combination of cognitive and affective responses that converge to identify and then reproduce the emotional state of the other person" (p.78).

One of the most fruitful contributions in psycho-social research on multidimensional empathy has been Davis's (1996) proposal. This author formulated the organizational model (organizational model) to represent the various components of empathy and its relation to social behavior.

Davis (1996) started from a review of the various constructs that have been associated with empathic experience in the literature and drew attention to the fact that most of them tended to focus on some component, neglecting others. His model, on the other hand, intends to represent how these components would be related to the process that a person lives in the face of a typical situation involving empathic experience.

According to the above, the organizational model of Davis (1996) distinguished in the empathic experience between the antecedents, the processes and the results.

Firstly, with respect to the antecedents that condition the empathic experience, they differentiated those of the person (biological capacities, individual differences, learning history) and those of the situation (intensity of the situation, similarities with the other person).

Second, in relation to the processes, Davis (1996) considered those of a non-cognitive nature (primary circular reaction, motor mimesis), simple cognitive (classical conditioning, direct association, labeling), and advanced cognitive Language, cognitive elaboration of relationships, perspective taking).

Third, with respect to the results, Davis (1996) differentiated intrapersonal and interpersonal. Among the former he considered the results of an affective type (eg, empathic concern, personal distress) and non-affective ones (interpersonal acuity, attribution judgments); And within the latter included behavior of assistance, behavior of aggression and social behavior defined as "behaviors that occur within social relations" (Davis, 1996, p.19).

According to the organizational model, the effective behavior exhibited by the subject is more directly related to the affective and cognitive intrapersonal results, and less directly to the antecedent processes and conditions.

In order to have an instrument that explicitly evaluated empathy from this multidimensional perspective, Davis (1980, 1983) proposed the Interpersonal Reactivity Index (IRI). This instrument contemplates two cognitive dimensions of empathy and two of an affective type. Cognitive factors are perspective taking and fantasy. The affective factors are the empathic concern and the personal distress.

The taking of perspective consists in an inclination to spontaneously assume the point of view of another person. According to Davis (1996), "it refers specifically to the process in which one individual tries to imagine the world of another" (p.17). Through him, the subject tries to imagine in the place of another individual, and to identify with him adopting his perspective before real situations of the daily life.

Second, fantasy comprises the imaginative tendency of the subject to place himself in fictional situations. It can be defined as the individual's inclination to enter into the feelings and actions of fictional characters from books, films or plays, among others. It is a capacity for mental representation and imagination.

Third, empathic concern describes feelings of sympathy, compassion, concern, and affection for the distress of others. These are feelings oriented towards the other person who is in a negative situation.

Finally, personal discomfort refers to the feelings of anxiety and discomfort that the subject experiences by observing the negative experiences of other human beings. These are ego-oriented feelings that are not compatible with the other person's discomfort.

The Davis model (1996) argues that stable individual tendencies in the areas of perspective taking, empathic concern, and personal unrest have effects on the occurrence of specific behaviors in relationships. According to Wied et al. (2007), the taking of perspective would allow a subject to adopt the point of view of the other person in a situation of conflict in order to achieve a better understanding of their position, preventing the destructive response and facilitating the constructive. For their part, according to these authors, "empathic concern and personal unrest could inhibit destructive impulses in situations of conflict" (p. 49), and even personal unrest "could also promote constructive acts, if only to escape Of the malaise derived from vicarious experience "(p.49). According to Perrone-McGovern et al. (2014) when individuals have the ability to understand each other's points of view and feelings, it is easier to approach the conflict in a more prosocial way. Empathy, they say, can help gain a stronger understanding of each other's perspective before reacting to conflict, allowing for a more active and constructive problem-solving strategy.

Conflict management styles

One of the most important models that have been formulated to conceptualize and evaluate styles of management of interpersonal conflicts is the dual concern model. This model was originally proposed by Blake and Mouton (1964, 1970). Later authors like Thomas and Kilmann (1974), Rahim (1983) and Rubin, Pruitt and Kim (1994), among others, proposed important variations of the same that have been used until now (Donohue & Cali, 2014).

In the present work it has been decided to use the Rahim model (1983, 2001) which, as will be explained later, contemplates five styles of conflict management. To evaluate such styles, Rahim (1983) proposed the Rahim Conflict Organizational Inventory (ROCI-II) Inventory. Although this model and questionnaire were originally developed for the organizational field, over the years they have also been used for research in different relational contexts such as couple conflicts, parents and friends (eg, Lin, Lin , Huang & Chen, 2016, Ricco & Sierra, 2017, Zwahr-Castro & Dicke-Bohmann, 2014), among others. Likewise, the Rahim model and its ROCI-II questionnaire have already been used previously to evaluate styles of conflict management among adolescent peers in the school context (e.g., Chang y Zelihic, 2013; Colsman & Wulfer, 2002; De Conti, 2014).

In the Ibero-American context, the studies that have been developed previously on conflict management styles in adolescents in the school context have been based on the three styles model (collaborate, compete and give way). The instruments used in this regard were the Conflict Management Message Style Instrument (CMMS) by Ross and DeWine (1988) and the Conflictalk by Kimsey and Fuller (2003). Examples of work done with the CMMS are the studies carried out in Mexico by Luna-Bernal and his collaborators (eg, Luna-Bernal & Laca-Arocena, 2010 and 2014, Luna-Bernal & De Gante-Casas, 2015 and 2017) . Example of works with the questionnaire Conflictalk is the one developed in Mexico by Laca, Alzate, Sánchez, Verdugo and Guzmán (2006) and, above all, the studies of Garaigordobil and his collaborators carried out in Spain (Garaigordobil, 2008, 2009, 2012 , Garaigordobil & Maganto, 2011, Garaigordobil, Machimbarrena & Maganto, 2016).

In the context of the above, the incorporation of the Rahim model (1983, 2001) into this research area will allow the expansion of the analysis to explore other possible ways of configuring conflict management styles in adolescents, Model contemplates five styles of conflict management and not only three, as will be seen below.

Conflict management styles can be defined as the ways in which individuals approach the other party in a conflict situation (Abas, 2010). Rahim (1983, 2001) differentiated these styles by considering two basic dimensions: concern for self and concern for others. The first dimension explains the degree (high or low) in which a person tries to satisfy their own concerns in the conflict. The second dimension explains the degree (high or low) in which a person wants to satisfy the concerns of others (their counterparts) in the conflict. According to Rahim these dimensions represent the motivational orientations of an individual determined during a conflict. The combination of both dimensions results in five styles of conflict management: integrating, dominating, compromising, obliging and avoiding.

The integrative style indicates a high concern both for oneself and for the other party involved in the conflict. In this style, the person seeks an alternative solution to the conflict in which it is possible to fully satisfy both the interests of the counterpart and their own. To do this, it is necessary to collaborate among those involved by opening, exchanging information and examining differences to arrive at a proposal that integrates the interests of both.

The complacent or helpful style indicates a low self-concern and a high concern for the other party involved in the conflict. In this style, the person seeks to satisfy the interest of the counterpart even at the cost of sacrificing his own interest, either by charity or selfless generosity, or by obedience to the other party.

The dominant style indicates a high concern for oneself and a low concern for the other party involved in the conflict. In this style, a person does everything possible to achieve his goal and as a result, often ignores the needs and expectations of the other party. The dominant style can sometimes be adopted to make an affirmation of one's own rights, or to defend a position that the person believes is correct; However, it may also be a dominant person who always wishes to win at all costs, or an individual who uses his position of power to impose his will on subordinates and achieve obedience.

The evasive style indicates a low concern both for oneself and for the other party involved in the conflict. In this style, the person fails to satisfy both his own interest and that of the counterpart. The evasive style can often be characterized as an indifferent attitude towards the problems or towards the parties involved in the conflict, so that the individual tends to refuse to publicly acknowledge that there is a conflict that must be dealt with. The evasive style may also take the form of postponing a problem to a better time, or simply withdrawing from a dangerous situation.

Finally, compromised or compromised style indicates a moderate concern both for oneself and for the other party involved in the conflict. In this style the individual seeks to reach a solution acceptable to both parties through "give and take", that is, to agree on mutual concessions until a decision is reached in which each party gave something and won something. With this, both would have managed to satisfy their interest, at least partially. Through this style, subjects give up part of their interest (as opposed to the dominant style) but not as much as if they adopted the complacent style. Likewise, subjects are more involved (as opposed to the evasive style) in achieving a solution that integrates the interests of both parties, but without this integration achieving the depth it would have in the integrative or collaborative style.

Rahim's (2001) approach to conflict management styles is that each of them may be appropriate or inappropriate depending on the situation. In general, according to the author, the integrative style and to some extent the compromised style can be used to deal effectively with conflicts that present strategic or complex elements. The remaining styles are often effective in

dealing with conflicts concerning routine problems. Therefore, in accordance with Rahim (2001) "the selection and use of each style can be considered as a win-win style, provided it is used for the improvement of the individual, the group, and the effectiveness of the Organization "(page 30).

In this study, as discussed, the aim is to analyze the relationship between the conflict management styles of this model of Rahim (1983, 2001) and empathy, considering this from a multidimensional approach.

Studies on Empathy and Conflict Management in Adolescents

Most of the studies that have been done with adolescents have found relationships of empathy with cooperative and constructive styles of conflict management (eg, Alexander, 2000; Björkqvist, Österman & Kaukiainen, 2000; Garaigordobil, 2009 and 2012; Garaigordobil & In this paper we present the results obtained by Want et al. (2007).

In a study of 186 school-aged adolescents in Ohio, Alexander (2000) found positive correlations between the style of engagement with perspective-taking and empathic concern in both adolescent and parenting conflicts. In the study by Franzoni, Stephen and Davis (1985) cited by Davis (1996), it was found that a greater take of perspective was related to a style of conflict management characterized by mutual give and take, . Wied et al. (2007), for their part, analyzed the relationship between affective empathy and conflict resolution styles used by adolescents in conflicts with friends of the same sex. Their study, carried out with a sample of 307 adolescents between the ages of 13 and 16, showed that higher levels of empathy were related to less use of the aggressive style and greater use of the constructive style.

Other studies report positive relationships of empathy not only with cooperative conflict resolution styles but also with passive or evasive styles. Björkqvist et al. (2000) and Björkqvist (2007), for example, report a study conducted by these authors with a sample of 203 adolescents with mean age in 12 years. In their results, empathy correlated negatively with indirect, verbal and physical aggression, and positively not only with peaceful resolution of conflicts but also with avoidance. Similarly, Luna-Bernal and De Gante-Casas (2017) found direct correlations of the four dimensions of Davis's (1996) model empathy not only with problem-centered (cooperative) style but also with style centered on The other part (passive) in a sample of 403

adolescents aged 11 to 19 years. In a study cited by Davis (1996), Davis and Kraus (1991) found that a greater uptake of perspective was significantly related to a lower incidence of physical fights and heated arguments in high school students, men and women. A similar result was found in a six-year longitudinal study conducted by Van Lissa et al. (2016) with a sample of 467 adolescents. The authors presented evidence that a low level of empathy is related to a higher incidence of conflicts with parents in the period from early adolescence to middle adolescence. By touching this issue in his book Empathy. A Social Psychological Approach, Davis (1996) considered that the available empirical evidence pointed above all to the fact that a greater take of perspective was associated with a lower incidence of interpersonal frictions and a certain willingness to face conflicts that occurred through constructive styles , As the mutual "give and take".

On the other hand, Garaigordobil and his collaborators have developed in Spain several studies in which they analyze the relations between empathy and styles of conflict resolution in adolescents (Garaigordobil and Maganto, 2011, Garaigordobil et al., 2016) .

Garaigordobil (2009), in his research report titled Evaluation of the program "Giving steps towards peace", reported the results of a study carried out with a sample of 313 adolescents aged 15 to 17 years who found a positive correlation of Empathy with the cooperative conflict resolution style (focused on the problem), as well as a negative correlation with the aggressive style of conflict resolution (focused on itself).

In another study, Garaigordobil and Maganto (2011) found positive correlations between empathy and cooperative conflict resolution strategy (style focused on the problem) in boys and girls from 8 to 11 years, and from 12 to 15 years. On the other hand, strategies of conflict resolution passive (style focused elsewhere) and aggressive (style focused on itself) positively and negatively correlated, respectively, with empathy in both boys and girls from 12 to 15 years.

Thirdly, in a recent study carried out with a sample of 2283 adolescents aged 12 to 17 from various educational centers in the Basque Country (Spain), Garaigordobil et al. (2016) found positive correlations of empathy with cooperative and passive conflict resolution strategies, as well as a negative correlation of empathy with aggressive strategies in both male and female adolescents.

Finally, in another study performed with a sample (N = 313) of adolescents between 15 and 17 years old, Garaigordobil (2012) reported the correlations obtained by the participants between the four dimensions of the empathy of the Davis model (1996) and three styles Conflict resolution (passive, aggressive, and cooperative style). The results of the correlation analysis show interesting differences when comparing the subsample of men with that of women. In the men sample (n = 143), the evasive style correlated positively with perspective, fantasy, personal unrest and total empathy; The cooperative style had positive correlations with perspective taking, empathic concern, and total empathy; Finally, the aggressive style presented inverse correlations with perspective taking and empathic concern. On the other hand, in the sample of women (n = 170), all correlations of both the evasive style and the aggressive style with the empathy dimensions turned out to be weak and not significant; Only correlations of the cooperative style with perspective taking, empathic concern, and total empathy were found to be statistically significant.

As can be seen, most of the studies that have dealt with the relationship between conflict management styles and empathy in adolescence have tended to conceptualize and evaluate empathy from a global perspective (ie considering only a global or total empathy score). As noted, studies that have taken into account the different dimensions of empathy in relation to conflict management styles have been based on the three styles model (cooperative, aggressive and passive).

In the context of the above, the present study aims to analyze the relationship between empathy and conflict management styles, considering each of the components or dimensions of empathy (perspective acquisition, fantasy, empathic concern and personal unrest) From the multidimensional perspective of Davis's (1996) model, as well as to conflict management styles from the perspective of Rahim's five-styles model (dominant, compliant, evasive, integrative, and committed).

Method

Participants

The study sample consisted of 194 adolescents who were enrolled in a public preparatory school located in the metropolitan area of Guadalajara, Jalisco, Mexico. The age range of participants was 15 to 18 years (M = 16.51, SD = 0.89). As can be seen in Table 1, 47.9% of the participants were men and 52.1% were women.

Table 1. Distribución de la muestra por género y edad

	Mujeres	Hombres	Total
15 y 16 años	49 (25.3%)	46 (23.7%)	95 (49.0%)
17 y 18 años	52 (26.8%)	47 (24.2%)	99 (51.0%)
Total	101 (52.1%)	93 (47.9%)	194 (100%)

Fuente: elaboración propia. Nota: los porcentajes son con relación a la muestra total.

Instruments

Inventario de Rahim sobre estilos de manejo de conflictos (Rahim Organizational Conflict Inventory II, form C) (ROCI-II-C)

It reports on the frequency with which participants perceive to use conflict management styles, according to the Rahim model (1983, 2001). The original instrument has three versions (A, B and C) which evaluate the way in which a member of an organization handles conflicts with superiors, subordinates and peers, respectively, and is composed of 28 reactants. In the present study, the C version concerning conflicts with peers was taken as a starting point in the Spanish translation of the instrument by Munduate, Ganaza and Alcaide (1993). To adapt, a procedure similar to the one used by Chang and Zelihic (2013) was used, adapting each of the 28 original reagents to the context of the relationships of adolescents with their classmates. For example, original reagent 2 says "In the face of a work problem, I usually try to satisfy my partner's wishes"; While the adapted reactant was like "Before a problem, generally I try to satisfy the desires of my partner".

The indications of the instrument were also modified in order to ask the participant to respond to how often he has used behaviors similar to those represented by each reagent in his conflicts with his classmates. The response format is a five-point Likert scale ranging from 1 = "Never" to 5 = "Always". To qualify, the means and standard deviations of the participants in each of the scales are calculated, thus obtaining a score for each of the conflict management styles. Cronbach's alpha reliability scores reported by Munduate et al. (1993) were .77, .76, .75, .70, and .62 for the integrative, compliant, dominant, evasive, and compromised styles, respectively.

Índice de reactividad interpersonal (Interpersonal Reactivity Index, IRI)

It evaluates empathy from the multidimensional perspective of the Davis model (1983, 1996). It is a questionnaire of 28 reactants composed of four subscales: a) take of perspective, b) fantasy, c) empathic concern, and d) personal discomfort. Each of the replies is a statement that represents thoughts or feelings that the participant may have experienced in a variety of situations, such as "I often have tender feelings and concern for people less fortunate than myself" (Reactive 2), "When I am Disgusted with someone, I usually try to put myself in their place for a moment "(reactive 25). To respond, the participant is asked to indicate how much they think is described by each of the statements. The response format is a four-point Likert scale ranging from 1 = "It does not describe me (anything to do with you)" to 4 = "It describes me very well (this is a very personal characteristic of yours, very much like you) ". For their qualification, the inverse reagent scores are converted and the arithmetic mean of each of the four scales is obtained.

The IRI was originally developed by Davis (1980, 1983). Mestre-Escrivá, Frías-Navarro and Samper-García (2004) carried out the translation and validation of the instrument into the Spanish language in a study with a sample (N = 1285) of adolescents aged between 13 and 18 years. The authors reported Cronbach's alpha reliability coefficients of .56, .70, .65 and .64 for scales of perspective, fantasy, empathic concern, and personal distress respectively.

Process

Permission was obtained and the collaboration of the authorities of the establishment, with which agreed an implementation calendar. Within each class the students were informed about the purpose of the research and they were invited to participate in an absolutely voluntary and anonymous way. They were guaranteed strictly confidential and statistical management of the information and its use for exclusively scientific purposes.

Results

In order to analyze the relationships between conflict management styles and the empathy dimensions, a Pearson correlation analysis was carried out. As can be seen in Table 2, perspective taking presented statistically significant positive correlations with compliant, evasive, compromised, and integrative styles. Likewise, both empathy and empathic concern had statistically significant positive correlations with complacent and integrative styles.

Table 2. Correlaciones Pearson entre dimensiones de la empatía y estilos de manejo de conflictos.

	Toma de perspectiva	Fantasía	Preocupación empática	Malestar personal	Empatía global
Dominante	.078	.134	.047	-.041	.094
Complaciente	.203**	.050	.155*	.123	.210**
Evasivo	.226**	-.013	.082	-.062	.097
Comprometido	.231**	-.005	.030	-.037	.093
Integrativo	.370**	.092	.162*	-.093	.222**

Fuente: elaboración propia. Nota: * $p < .05$, ** $p < .01$

Discussion

The aim of the present study was to analyze the relationships between empathy dimensions and conflict management styles that teenage high school students report using in everyday conflicts with their schoolmates.

As could be observed, the results suggest a positive link between total empathy and complacent and integrative styles. This finding is congruent with research that has found that cooperative and passive conflict management styles are positively related to empathy in

adolescents (eg, Björkqvist et al., 2000; Garaigordobil, 2009 and 2012; Garaigordobil & Maganto, 2011 , Garaigordobil et al., 2016, Luna-Bernal & De Ghent-Casas, 2017, Wied et al., 2007).

Nevertheless, most studies cited, as explained, have tended to conceptualize and evaluate empathy only from a global perspective (eg, Björkqvist et al., 2000; Garaigordobil, 2009; Garaigordobil & Maganto, 2011 Garaigordobil et al., 2016). As noted, studies that have taken into account the different dimensions of empathy in relation to conflict management styles have been based on the three styles model (cooperative, aggressive and passive) (Garaigordobil, 2012; Luna-Bernal & De Ghent-Casas, 2017).

Due to the above, the present study proposed to deepen the analysis of these relations by considering in a differentiated way the four dimensions of the empathy of the Davis model (1996), as well as the five styles of conflict management of the Rahim model 2001).

Regarding integrative and accommodating styles, the results of the present study suggest that they could have a direct relationship with the dimensions of empathic concern and perspective taking. According to Rahim's model, an integrative style in conflict management is associated with a situation in which the individual has a high concern both for their own interests and for the interests of the counterpart in the conflict, and therefore Is motivated to look for an outlet of mutual benefit to it. On the other hand, a complacent style tends to occur if the subject has a high concern for the results of the other party combined with a low concern for the results themselves. What both styles have in common is, therefore, a high inclination towards cooperation while they are distinguished by their high or low orientation towards their own interests.

These considerations, coupled with the findings of the present study, suggest that the taking of perspective and the empathic concern are likely to be associated with the high cooperative inclination that the integrative and complacent style have in common. On the one hand, it is likely that a greater capacity to adopt the other person's point of view is associated with the capacity to cooperate with it, since it allows a better understanding of the counterpart's positions, motivations and interests. On the other hand, feelings of sympathy, compassion, and concern for the other in the conflict are also likely to relate to the subject's motivations to seek a solution to the conflict in which the interest of the partner is not sacrificed. Thus, it is possible that both the perspective taking and the empathic concern are related, from the cognitive and

affective dimension, respectively, with that inclination of the adolescent towards cooperation in conflict management. Having in common a high cooperative inclination, the difference between the integrative and complacent styles would be centered, following the model of Rahim (2001), in those factors other than empathy that could favor a high or low inclination towards own interests, respectively.

This explanation is also congruent with the fact that the dominant style has not presented any significant correlation with empathy dimensions since, according to the model of Rahim (2001), the dominant style occurs when the individual combines A high concern for one's own interests with a low concern for the interests of the counterpart, thus not having any inclination towards cooperation.

Regarding the evasive and committed styles, both correlated in a positive and statistically significant way with perspective taking.

According to Rahim (2001), the evasive style indicates a low concern both for oneself and for the other party involved in the conflict, hence this style can often be characterized as an indifferent attitude towards the problems or the parties involved in the conflict. conflict. However, as noted above, the evasive style could also take the form of postponing a problem to a better time, or simply withdrawing from a dangerous situation. According to Björkqvist (2007), an evasive style could be the result of a socially intelligent choice on the part of adolescents, since "socially intelligent individuals choose methods that expose them to as little direct danger as possible".] Withdrawal is a strategy that has little effect, but little danger "(p.83). In the same sense, Laursen, Finkelstein and Betts (2001) have pointed out that in the course of the sociorelational development of adolescents, adolescents also learn to stay away from a dispute.

According to Rahim (2001) "the selection and use of each style can be considered as a win-win style, as long as it is used for the improvement of the individual, the group, and the effectiveness of the organization" (p 30). In such a way that the taking of perspective could be understood as a cognitive ability that would help the individuals to identify the styles of handling of conflicts more suitable for the diverse situations. This, insofar as the taking of perspective allows the subject a better understanding of the positions, motivations and interests of the counterpart. Thus, the positive relationship between perspective making and committed,

integrative, compliant, and evasive styles might reflect an association between this dimension of empathy and the ability of adolescents to choose the style of conflict management best suited to the situation .

According to Rahim (2001) the evasive style might be appropriate in situations such as: a) when the problem is trivial, b) when a reflection period is needed, and c) when the potential dysfunctional effect of confronting the other party Is greater than the possible benefits of resolution.

Finally, in relation to the compromised style, this indicates a moderate concern both for oneself and for the other part involved in the conflict according to the model of Rahim (2001). According to this author, the compromised style could be appropriate in situations such as: a) when the objectives of the parties are mutually exclusive, b) when both parties are equally powerful, c) when the consensus can not be reached, d) when Integration or dominant style have not been successful, and (e) when a temporary solution to a complex problem is needed.

Conclusions

In conclusion, the findings obtained in the present research support the idea that it can be fruitful to approach from a multidimensional perspective the study of the role of empathy in conflicts. In particular, the results support the thesis that (a) integrative and accommodating styles may be positively related to dimensions of empathic concern and perspective taking, (b) evasive and compromised styles may be related to perspective taking, and c) The dominant style of the Rahim model is probably unrelated to the dimensions of empathy.

Within the limitations of the present study it is worth mentioning the correlational nature of the obtained data. It restricts the analysis of the causal relationships that may exist between empathic dispositions and conflict management styles. Therefore, it is recommended for future studies to start from the reported findings to design investigations of experimental or observational type that could contribute to study such relationships, as has been done in studies with adults and university students (eg, Ebesu-Hubbard, 2001, Gilin, Maddux, Carpenter & Galinsky, 2013. Richardson, Hammock, Smith, Gardner & Signo, 1994; Richardson, Green & Lake, 1998).

Another limitation of the present study has to do with the fact that the coefficients of correlation obtained were of magnitude between low and moderate, although significant. This may be due to the circumstance pointed out by Davis (1996) that the association between dispositional empathy and interpersonal behavior is probably only of moderate magnitude, because the intervention of other factors that are beyond the scope of the organizational model should be considered, Such as social perceptions of agent behavior, among others. Because of this, it is recommended for future studies to consider the interaction of multidimensional empathy with other variables that could contribute to the explanation of the conflict management styles of adolescents in the school context such as self-esteem, emotional intelligence , Decision-making or awareness of the present, variables that have been evaluated in their relationship with conflict management styles in recent studies (e.g., Garaigordobil et al., 2016; Mejía-Ceballos & Laca-Arocena, 2006; Laca-Arocena & Mejía-Ceballos, 2017).

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