THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, INTERPERSONAL CONFLICT RESOLUTION STRATEGIES AND COPING SKILLS AMONG X, Y, Z GENERATIONS

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ABSTRACT

THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, INTERPERSONAL CONFLICT RESOLUTION STRATEGIES AND COPING SKILLS AMONG X, Y, Z GENERATIONS

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The aim of this study was to determine whether personality traits, interpersonal conflict resolution strategies, and coping skills differ from one another according to the generations (X, Y, Z). Hence, how generations (X, Y, Z) differentiate according to personality traits, conflict resolution approaches, and coping skills was explored. The sample of the study consisted of 433 participants (257 female and 176 male) which are composed of Generation X (n = 141), Generation Y (n = 165), Generation Z (n = 127). The data was obtained by the Demographic Information Form, The Big Five Inventory (BFI), Conflict Communication Scale (CCS) and Coping Skills Scale (The Brief-COPE). Multiple variance analysis (MANOVA) was used to see whether there is a significant difference between BFI, CCS, and the Brief-COPE in terms of Generation X, Generation Y, and Generation Z. The study results demonstrated that there was a statistically significant difference in personality traits according to Generation X, Generation Y, Generation Z. Moreover, Generation X, Generation Y, Generation Z differentiated according to confrontation, emotional expression, and self-disclosure subscale of CCS. However, Generation X, Generation Y, Generation Z did not differentiate in terms of conflict approach/avoidance and public/private behavior level. Furthermore, Generation X, Generation Y, Generation Z differentiated according to substance use, suppression of competing activities, denial, restraint, positive reinterpretation, and planning subscale of the Brief-COPE. In addition, Generation X,

Generation Y, Generation Z did not differentiate in terms of instrumental social support, acceptance, humor, venting of emotions, religion, behavioral disengagement, mental disengagement**,** emotional social support levels.

Keywords: Generations, Generation X, Generation Y, Generation Z, Five Factor Personality Traits, Interpersonal Conflict Resolution Approaches, Coping Skills

ÖZ

X, Y, Z KUŞAKLARININ KİŞİLİK ÖZELLİKLERİ, KİŞİLERARASI ÇATIŞMA ÇÖZME YAKLAŞIMLARI VE BAŞA ÇIKMA BECERİLERİNİN İNCELENMESİ

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Bu çalışmada kişilik özelliklerinin, kişilerarası çatışma çözme stratejilerinin ve başa çıkma becerilerinin kuşaklara (X, Y, Z) göre farklılık gösterip göstermediğini incelenmiştir. Çalışmanın örneklemini, X kuşağı (n = 141), Y kuşağı (n = 165), Z kuşağı (n = 127) olmak üzere 433 katılımcı (257 kadın ve 176 erkek) oluşturmaktadır. Araştırmada veri toplama aracı olarak Kişisel Bilgi Formu, Beş Faktörlü Kişilik Özellikleri Envanteri (BFKÖE), Kişilerarası Çatışma Çözme Yaklaşımları Ölçeği (KÇÇYÖ) ve Başa Çıkma Becerileri Ölçeği (BÇBÖ) uygulanmıştır. X, Y, Z kuşakları arasında kişilik özellikleri, kişilerarası çatışma çözme stratejileri ve başa çıkma becerileri arasında anlamlı bir fark olup olmadığı Çoklu Varyans Analizi (MANOVA) ile sınanmıştır. Araştırmanın bulguları, X kuşağı, Y kuşağı, Z kuşağı beş faktörlü kişilik özellikleri alt boyutlarına göre istatistiksel olarak anlamlı bir fark olduğunu göstermiştir. Dahası, X kuşağı, Y kuşağı, Z kuşağı yüzleşme, duygusal ifade ve kendini açma kişilerarası çatışma çözüm yaklaşımları ölçeği alt boyutlarına göre farklılık göstermiştir. Ancak, X kuşağı, Y kuşağı ve Z kuşağı çatışmaya yaklaşma/kaçınma ve genel/özel davranış alt boyutuna göre farklılaşmamıştır. Ayrıca, X kuşağı, Y kuşağı, Z kuşağı, madde kullanımı, aktiviteleri bırakma, yadsıma, kendini sınırlandırma, olumlu tarzda yeniden yorumlama ve planlama başa çıkma becerileri ölçeğinin alt boyutlarına göre farklılık göstermiştir. Bunun yanında, X kuşağı, Y kuşağı, Z kuşağı, araçsal sosyal destek arama, kabullenme, mizahi yaklaşım,

duygulara odaklanma, dine yönelme, davranışsal olarak ilgiyi kesme, zihinsel olarak ilgiye kesme ve duygusal sosyal destek arama bakımından farklılık göstermemiştir.

Anahtar Sözcükler: Kuşaklar, X Kuşağı, Y Kuşağı, Z Kuşağı, Beş Faktörlü Kişilik Özellikleri, Kişilerarası Çatışma Çözme Yaklaşımları, Başa Çıkma Becerileri

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Introduction

1.1 Problem Statement

In modern life, many phenomena are changing and developing every day. It is seen that technology has come first among these phenomena in recent years. Technology has a great impact on people, and it has changed people's family, social, business lives and affected many fields such as economy, politics, culture, art and science (Türk, 2013). In the rapidly changing and developing world, it has become obligatory for individuals to accept the existence of change and adapt to technology in every stage of life. This situation leads to differences in the perceptions, expectations and perspectives of individuals and affects their behavior. Generation classifications emerge as a result of these interactions (Başgözde & Bayar, 2015). Research on approximately 1.5 million people living in the United States has revealed important findings on generations. The findings indicated that the time periods in which people were born affect for the determination of the characteristics of the individuals rather than the environment (Twenge, 2018).

The concept of generation, which is the general name of the age groups formed by people who are born in the same time period, refers to people who have similar knowledge and experiences, live in similar conditions, have similar responsibilities, suffer from the problems of the same period and those who have been affected by similar social, economic, cultural and political events (Akduman & Yüksekbilgili, 2015). Individuals in the same generation have similar lifestyles, ways of thinking, attitudes and behaviors, perceptions and judgments (Çetinkaya, 2019). In other words, each generation has its own characteristics. The fact that the large number of individuals belong to Generation X (%26,43), Generation Y (%32,91) and Generation Z (%24,27) formed this population (http://tuikapp.tuik.gov.tr/adnksdagitapp/adnks.zul, 22 Mart 2015) emphasized the importance of understanding the personal traits of these generations.

Individuals of Generation X (those born between 1965 and 1979) can be defined as intelligent, mobile and highly educated thanks to technological developments. The individuals of this generation are generally characterized as hardworking, independent and skeptical. They have qualifications such as being frugal, cautious, entertaining, competing and dynamic (Fox, 2011; Reilly, 2012). Individuals of Generation Y (those born between 1980 and 2000) have naturally superior skills in using new technologies compared to previous generations. They have the opportunity to achieve new standards in achieving the goals both in their relationships and communication ways. They are open to change and innovation, extraverted, impatient, but have high sense of trust (Gabriel, da Silva, & Moretti, 2014; Tarçalır, 2015). Generation Z (those born between 2000 and after) has been described as "New Silent Generation" because of their extreme individualization and living on their own (Strauss & Howe, 1991). They are known with their characteristics that are being fond of world tastes, can quickly grasp technology and finish their work in a very short time (Berkman, 2009; Williams, 2010).

Personality can be defined as the dynamic organization within the individual of those psychophysical systems that determine his/her unique adjustments to his/her environment (Allport, 1937). Allport (1961) also stated that people have different personality traits and these traits make a person unique. Goldberg (1981) was the first researcher to have used the concept of five factors to measure personality traits. Lately, McCrea and Costa (1985) indicated that the "Big Five Model" distinguishes five main personality traits, which are Extraversion (E), Openness to Experience (O), Agreeableness (A), Conscientiousness (C) and Neuroticism (N). Each of these personalities has their own sub-trait that makes people distinguished from another. According to Barrick and Mount (1991), extraversion includes traits such as being active, ambitious, assertive, sociable, expressive and talkative. Neuroticism includes traits such as being ashamed, emotional, anxious, worried, insecure, depressed, and angry. Conscientiousness includes features such as being careful, hardworking, responsible, organized, and persevering. Agreeableness includes traits like being good natured, forgiving, soft hearted, cooperative, courteous, flexible, and trusting. Openness to Experience includes traits such as being curious, artistically sensitive, original, imaginative, cultured, broad minded, and intelligent. Schmitt, Allık, McCrae, and Benet-Martinez (2007) conducted a research to test whether the "Big Five"

Inventory (BFI) is reliable across the world regions. It was concluded that BFI traits are generally applicable in all cultures. Accordingly, Big Five Personality Model was to use defining personality traits among Generation X, Generation Y, Generation Z and to find out which personality traits dominate these generations. Lastly, personality can be defined as mechanism that explain the behaviors and attitudes of individuals in the conflicts. Understanding these systems is important not only for knowing the personality traits that have a significant place in interpersonal conflict resolutions positively, but also for determining which personality structure will be more successful in interpersonal conflict resolution (Basım, Çetin, & Tabak, 2009).

Conflict can be described as a disagreement between two people or parties, each with different interests, needs, ideas, beliefs, or occurring ones in a situation where people have limited access to resources, or one person prevents the other from achieving his/her goal (Hocker & Wilmot, 1995). Interpersonal conflicts which occur in all kinds of groups in social life can have many reasons such as the background of the person or conflict, the structure in which the conflict is experienced, personal values, communicative processes, mutual obstacles, feelings of incompatibility and tension, anxiety, hostility or negative expressions (Barki & Hartwick, 2001; Cahn, 1990; Canary, Cupach, & Messman, 1995; Cupach & Canary, 2000; Dökmen, 1994; Mayer, 2000; Wall & Callister, 1995). Conflict is generally seen as negative and destructive, and thought to contain emotions such as anger and hostility. However, when the conflict is managed properly, conflict can have positive outcomes such as the development of interpersonal relations, the emergence of new thoughts and ideas, the development of healthy decision making and mutual understanding, and contributing (Pelled, Eisenhardt, & Xin, 1999; Rahim, 2002; Kurtzberg & Muller, 2005; Chen, Liu, & Tjosvold, 2005; Pitt, 2005; Chen, 2006). The positive or negative results of conflict are related to how the conflict is perceived and which conflict resolution strategies are used in conflict situations.

The concept of conflict resolution can be defined as a process where strategies are used to end the conflict and problems are resolved through compromise (Jandt & Pedersen, 1996; Rahim, Garrett, & Buntzman, 1992). There are many strategies to resolve conflict in the literature. When these strategies are examined, it is seen that the communication process or the interests of the parties in conflict are emphasized (Blake

& Mouton, 1964; Deutsch, 1973; Sillars, 1980; Putnam & Wilson, 1982; Phillips & Cheston, 1979; Rahim, 1983).

Goldstein (1999) focused on the communication styles of the individual which consist of strategies such as Confrontation, Public/Private Behavior, Conflict Approach/Avoidance, Self-disclosure, and Emotional Expression. The first important step to resolve the conflict is the confrontation of the parties. Confrontation, which plays an important role in effective and positive conflict resolution, shows the degree of confrontation of individuals during conflict. Public/private behavior refers to the degree in which people are comfortable in their behavior during the conflict process. While some people are uncomfortable with the presence of third parties in a conflict environment, they limit their behavior, others are comfortable in conflict situations, without worrying about other individuals. Conflict approach/avoidance is directly related to how people perceive conflict in general. While some people welcome the conflict as constructive, positive and tolerant, on the contrary, some people escape from it as they consider it destructive and negative. Self-disclosure shows the degree to which people reveal information about themselves to another such as their needs, aspirations, goals, fears in conflict resolution processes. Lastly, emotional expression, which shows the degree to which people express their feelings, emphasizes that people express their emotions comfortably in conflict processes.

Personality is an important factor that affects individual's conflict resolution strategies (Ejaz, Iqbal, & Ara, 2012; Anwar, Shahzad, & Ijaz-ul-Rehman, 2012). Many researchers concluded that personality traits have various effects on explaining which strategies are preferred in interpersonal conflict resolution process (Antonioni, 1998; Barry & Friedman, 1998; Bono, Boles, Judge, & Lauver, 2002; Chanin & Schneer, 1984; Jensen-Campbell, Gleason, Adams, & Malcolm, 2004; Moberg, 2001; Park & Antonioni, 2007; Piedmont, McCrae, & Costa, 1991). Basım, Çetin, and Tabak (2009) conducted a research to understand how locus of control as personality characteristics plays a role in conflict resolution strategies. They indicated that internal control-oriented people who are defined as effective, assertive, entrepreneur use the self-disclosure strategy more than external control-oriented people in conflict resolution processes. While individuals focused on internal control tend to express their feelings more, individuals focused on external control tend to hide their feelings in conflict

resolution processes (Loosemore & Lam, 2004; Silvester, Anderson-Gough, Anderson, & Mohamed, 2002). Snyder (1979) concluded that individuals who have passive, dependent and obedient personality traits avoid conflict with others. Individuals who trust people, generally have a positive attitude towards others, use abstract thinking, tolerate uncertainties, and they are open to thoughts, and are expected to show more cooperation. Individuals who are authoritarian, aggressive, defensive, biased, ambitious, formal, pay attention to status, and are unable to tolerate stress are expected to engage in conflict, and avoid cooperation in conflict. Lastly, conflict is basically a difficult situation. Therefore, the conflict resolution strategies used by individuals are related to how they cope when faced with a difficult situation.

Coping can be described as adaptation or adjustment that reveals in ordinary individuals under unusually challenging conditions (Costa, Somerfield, & McCrae, 1996). Individuals develop various styles or strategies to deal with taxing events in their lives (Folkman & Lazarus, 1986). Lazarus (1998) claimed that coping occurs depending on the personality traits of individuals and their assessment of the stressful events. Lazarus and Folkman (1984) emphasized that coping constantly changes cognitive and behavioral efforts that individuals undertake to deal with extremely demanding and possibly beyond their resources.

Coping skills are generally divided into categories such as problem-focused versus emotion-focused, functional versus dysfunctional, and approach versus avoidance (Garcia, Barraza-Pena, Wlodarczyk, Alvear-Carrasco, & Reyes, 2018). Problem-focused coping can be defined as actions aimed to eliminate the stressor or reduce its effectiveness. On the other hand, emotion-focused coping refers to behaviors aiming to prevent, diminish, or reduce the emotional suffering caused by the stressful situation (Garcia et al., 2018). Cox and Ferguson (1991) explained functional coping in four dimensions as follows: Approach coping lets people to deal with the stressor directly. Avoidance coping permits people to ignore the existence of the problem. Emotional regulation coping tolerates individuals to deal with the emotional results of a stressor. Reappraisal coping allows the person to change the meaning of the stressor. However, dysfunctional coping is associated with avoidance, self-blame, or detrimental ways of coping such as alcohol or drug abuse (Crocker & Park, 2004) and the absence of reconstructive coping (Ekedahl & Wengström, 2006).

To conclude, interpersonal conflict resolution strategies and coping skills are related to personality traits of Generation X, Generation Y, Generation Z. As research findings indicated that conflict can have positive consequences such as growth of interpersonal relationships and shared understanding, contribution and balanced decision making (Chen, 2006; Kurtzberg & Muller, 2005; Pelled, Eisenhardt, & Xin, 1999; Pitt, 2005) and coping skills are the key determinants of the psychological adjustment and well-being (Monzani, Steca, Greco, D'Addario, Cappelletti, & Pancani, 2015), these significant variables will be examined in the current study.

1.2 The Purpose of the Study

The purpose of the current study was to investigate the relationship among personality traits, interpersonal conflict resolution strategies, and coping skills of Generation X, Generation Y, Generation Z.

1.3 Hypotheses

The hypotheses of the study are as follows:

1) Is there any significant difference among Generation X, Generation Y, and Generation Z in terms of the mean total scores of Big Five Inventory (BFI) and subscales scores of BFI (agreeableness, extraversion, openness to experience, conscientiousness, neuroticism)?

2) Is there any significant difference among Generation X, Generation Y, and Generation Z in terms of the mean total scores of Conflict Communication Scale (CCS) and subscales scores of CCS (confrontation, private/public behavior, emotional expression, conflict approach/avoidance, self-disclosure)?

3) Is there any significant difference among Generation X, Generation Y, and Generation Z in terms of the mean total score of Coping Skills Scale (Brief-COPE) and subscales scores of Brief-COPE (suppression of competing activities, planning, instrumental social support, emotional social support, venting of emotions, behavioral disengagement, mental disengagement, positive reinterpretation, denial, acceptance, religion, substance use, humor, restraint)?

1.4 The Importance of the Study

People, who are social entities, live together with many individuals naturally. Therefore, it is in a continuous interpersonal relationship. Individuals from different generations live together in the society. In the literature, generation can be considered as groups of people with common values, beliefs, expectations and behaviors, born at certain date intervals, affected by similar social, political and economic events, assigned similar responsibilities under the circumstances (Akduman & Yüksekbilgili, 2015). Although there are various factors that make a difference between generations, one of the main factors has been considered as personality traits in the current study.

Personality is one of the concepts that has broad scope in the field of psychology. Individual differences have made it important to define the concept of personality and to evaluate its effects. The five-factor model is a hierarchical organization of five independent and constant personality traits that determine the difference between people (Störmer & Fahr, 2010). Furthermore, the five factors of personality have been accepted worldwide. However, this system is purely descriptive, not explanatory.

While Generation X, Generation Y, Generation Z live together in society, conflicts from different personality traits are likely to occur. Interpersonal conflicts may arise due to unmet psychological needs, limited resources and different values (Arslan, 2005; Öğülmüş, 2006). If conflicts are handled appropriately, it can further strengthen relationships, help the group or organization re-evaluate and clarify its purpose and mission, as well as lead to a social change to address injustice and inequality (Folger, Poole, & Stutman, 2013). How the conflict is evaluated by the person and which approaches to conflict resolution are preferred by people affect the positive or negative consequences of the conflict. The fact that the conflict has positive and constructive consequences is related to the concept of conflict resolution. Conflict resolution is the elimination of conflict or disagreement between two or more parties (Arslan, 2005). Conflict resolution aims to provide solutions through compromise by highlighting the strategies to end an existing conflict (Hisli Şahin, Basım, & Çetin, 2009; Jandt & Pedersen 1996; Rahim, Garrett, & Buntzman, 1992).

Coping can be defined as the process of managing the internal and external demands of the person-environment interaction, which is highly demanding or goes

beyond one's resources by making cognitive and behavioral efforts (Folkman, Lazarus, Gruen, & DeLongis, 1986). In other words, coping skills are used to manage internal and external situation that create problems for an individual. If individuals become aware of what coping skills they use when faced with difficult situations, they can use or develop these styles effectively.

Finally, the findings of this study will be useful for psychological counselors and school counselors, university instructors, administrators, supervisors, mentors and institutions, associations, communities and organizations that coexist Generation X, Generation Y, Generation Z.

To conclude, the importance of the current study was to emphasize the differences between Generation X, Generation Y, Generation Z scientifically in a Turkish context. In the literature, it is observed that systematic research on generational differences is both very limited and most of them are of US origin (Urick & Arslantas, 2018). Moreover, the psychology-based studies on generations are at the beginner level and the studies on generations are generally based on business field. In other words, the studies about Generation X, Y, and Z are generally in the context of business life and technology, and it has been noticed that there are no studies have been examined personality traits, interpersonal conflict resolution strategies, and coping skills together. The findings of this study will be important to draw attention to the distinctive personality traits, to understand the differences between the generations, to recognize the members of different generations and to establish a healthier communication with them.

1.5 Definitions

The terms frequently used throughout this research can be defined as follows:

Generation: A cohort of people born at about the same time, most of them are approximately at the same age and have similar ideas, problems, and attitudes (Çetinkaya, 2019).

Generation X. Individuals who were born between 1965 and 1979 (Adıgüzel, Batur, & Ekşili, 2014).

Generation Y. Individuals who were born between 1980 and 2000 (Adıgüzel, Batur, & Ekşili, 2014).

Generation Z. Individuals who were born after 2000 (Adıgüzel, Batur, & Ekşili, 2014).

Personality. It can be defined as consistent behavior patterns and intrapersonal processes originating within the individual (Burger, 2006).

Personality Traits. It reflects the tendency of individuals to behave, think, and feel in a certain way (Wong, 2016).

Five Factor Personality Model. Five broad dimensions and the number of traits that are used to define personality (McCrae & Costa, 1987).

Extraversion. A trait that is related to adjectives such as activeness or energetic, warm heartedness, thrill-seeking, positive emotions, and tend to be more open for self-disclosure (McCrae & Costa, 1985).

Agreeableness. A trait refers to individuals who are likely to be sociable, warm-hearted, trusting, friendly, whereas others scoring low in agreeableness are liable to be harsh, argumentative, uncooperative, and less pleasant to others (Moore & McElroy, 2012).

Conscientiousness. A trait that refers organized, hard-working, careful, and self-disciplined individuals who control over their impulses (John, Naumann, & Soto, 2010).

Neuroticism. A trait that is often identified as emotional stability and emotional fluctuation (Barrick & Mount, 1991).

Openness to experience. A trait refers to individuals who are adventurous, original, creative, curious, orientated to their own thoughts and feelings, whereas low-level ones are described as traditional, conservative, and indifferent (Costa & McCrae, 1995).

Conflict. It is seen as interaction process where interpersonal or internal inconsistency based on opposing goals, needs, desires, values, beliefs, and attitudes occur (Ting-Toomey, 1985).

Interpersonal conflict. It is a phenomenon that occurs as a result of interdependent parties; blocking the achievement of the goals (behavioral), perceiving the conflicts (cognitive), feeling negative emotional reactions (emotional) (Barki & Hartwick, 2004).

Coping. It is an effort used internally to tolerate and reduce the conflict between internal and external demands that exceed the individual's resources (Lazarus & Launier, 1978).

Chapter 2

Literature Review

2.1 The Concept of Generation

The literature on generations and their characteristics is comprehensive. The definitions of generation should be provided clearly before going into details about generations.

The concept of generation that emerges from the interpersonal differences has been addressed in different areas such as history, psychology, sociology, as well as other fields (Adıgüzel, Batur, & Ekşili, 2014). People who were born in the same time period have similar experiences and responsibilities, experience the parallel life conditions, and also deal with the related issues with the others. They are affected by similar social, economic, cultural and political cases. Therefore, individuals in the same generation have lifestyles, ways of thinking, attitudes and behaviors, and perceptions and judgments which are alike (Çetinkaya, 2019).

Generation is defined in many different ways in the literature. According to the traditional biological definition, the concept of generation, which expresses the average time interval between the births of parents and their children, refers to a cohort of people who were born in almost the same years, living in the conditions of the same period; hence, having similar behavior patterns that have been affected by similar economic and social movements (Akduman & Yüksekbilgili, 2015).

Auguste Comte, who is regarded as the founder of the academic discipline of sociology, has demonstrated that generation changes are movements within the historical process and Comte (1974) stated that social changes are only possible when one generation will transfer its knowledge to the next generation. Moreover, he considered the generational changes as the forces which move in the historical process.

Based on the work that August Comte and Karl Mannheim have done on generations, Strauss and Howe (1991) set out the three following criteria to describe the generations:

- Individuals of the same generation share the same age period. The social tendencies and historical events faced by individuals sharing a common age show no distinction.
- The individuals belonging to the generation are permanently shaped according to the stage of their life, and the characteristics of the period in which they sustain their lives. Individuals belonging to the same generation tend to share common behaviors and beliefs, culture, values, family life, risk taking, civic engagement, and attitudes.
- They are aware of the fact that their skills and experiences are in common with their peers. Therefore, they share a sense of belonging with one another.

Başgözde and Bayar (2015) claimed that the reactions of a group to the events, the way they express themselves, dreams, aspirations, goals and sources of motivation create generations. Zemke, Raines and Filipczak (2013) also pointed the attention to the identification of the thoughts, feelings, and experiences of the community that make up the generations when the classification is made.

Türk (2013) believed that generation cannot be explained only by having been born in the same year. Generations are also defined as time intervals formed by economic and social movements on a global scale. While each generation has been separated according to the year of birth, music movements, inventions, new interests, and wars are effective in determining the characteristics of the generations. The events of the period are used to express the human community shaped by their tendencies (Keleş, 2011).

Strauss and Howe (1991) stated that generation covers a period of 20-25 years. Yet, today, communities are changing rapidly due to new technology and differentiating social values. Thus, this time period is an extremely long one for generations.

They are generally referred to as the Silent Generation, the Baby Boomers, Generation X, Generation Y, and Generation Z. The studies that show the distinct classification determined by the researchers are shown in Table 1.

Table 1

Generations and Their Period Ranges

Source	Silent Generation	Baby Boomers	Generation X	Generation Y	Generation Z
Howe and Strauss (2000)	1925 – 1942	1943 – 1960	1961 – 1981	1982 – 2000	–
Zemke et al. (2000)	1922 – 1943	1943 – 1960	1960 – 1980	1980 – 1999	–
Lancaster and Stillman (2002)	1900 – 1945	1946 – 1964	1965 – 1980	1981 – 1999	–
Martin and Tulgan (2002)	1925 – 1942	1946 – 1960	1965 – 1977	1978 – 2000	–
Oblinger and Oblinger (2005)	< 1946	1947 – 1964	1965 – 1980	1981 – 1995	1995 and after
Kyles (2005)	1900 – 1945	1946 – 1954	1965 – 1979	1980 – 1999	–
Crumpacker and Crumpacker (2007)	1929 – 1945	1946 – 1964	1965 – 1979	1980 – 1999	–
Keleş (2011)	–	1946 – 1964	1965 – 1979	1980 – 1999	–
Adıgüzel, Batur, and Ekşili (2014)	1925 – 1945	1946 – 1964	1965 – 1979	1980 – 1999	2000 and after
Koçel (2015)	1925 – 1945	1946 – 1964	1965 – 1979	1980 – 1999	2000 and after

As can be seen from Table 1, there is no unity between researchers to define the generations in a chronological order. Urick and Arslantas (2018) stated that since generational cohorts could also be influenced by the historical development of each country, generation classifications are applicable in various countries around the world. In this study, generation classification was evaluated in a Turkish context, and

it was decided to implement the classification by Adıgüzel, Batur, and Ekşili (2014). According to this categorization, those born between 1923 and 1945 were considered as the Silent Generation or Traditionalists, those born between 1946 and 1964 as the Baby Boomers Generation, those born between 1965 and 1979 as Generation X, those born between 1980 and 1999 as Generation Y, and those born after 2000 were considered as Generation Z.

Great events, scientific and technological developments, culture, and globalization have caused considerable behavioral differences between the generations. These behavioral differences deeply influenced the intergenerational communication, and they have created quite distinguished impacts with their characteristics (Demirdöğmez, Küçükoğlu, & Taş, 2017). Each generation has their own characteristics, expectations, lives and conditions, values, perceptions, views, perspectives, judgments, attitudes and behaviors, and strengths and weaknesses (Albayrak & Özkul, 2013). Generations and their general characteristics can be summarized as in Table 2.

Table 2

Classification of Generations by General Characteristics

Generations		General Characteristics
Those born between 1923 and 1945	Silent Generation/ Traditionalists	Obedience
Those born between 1946 and 1964	Baby Boomers	Normative
Those born between 1965 and 1979	Generation X	Competitive
Those born between 1980 and 1999	Generation Y	Creative
Those born between after 2000	Generation Z	Sensibility

Source: (Koçel, 2015).

2.1.1 Silent generation/traditionalists. Individuals born between 1925 and 1945 can be defined as Silent Generation. The number of the members of the Silent Generation continues to exist, although in a small number (Adıgüzel, Batur, & Ekşili, 2014). They are also known as the Traditionalists and the War Generation (Kyles,

2005). In those years, the World War II and the Great Depression were experienced throughout the world. It was a time of financial restrictions, ongoing difficulties due to economic uncertainty. These are the most important incidents that could have an effect on the generations (Akdemir et al., 2013). These individuals witnessed the burden and cruel face of the war even if they are not involved in it itself (Levickaite, 2010). As they were children at the time of World War II, they did not participate in the war. However, they lost their relatives or grew up in financially difficult situations. The extended families and the close neighbor relations are the most crucial cultural structure of these children. These relations have caused an intense influence on the acceptance of the authority in terms of upholding of values, attachment, overworking, and dedication to the homeland (Akdemir et al., 2013).

In Turkey, the members of the Silent Generation, who witnessed the formation of the Republic of Turkey first time, are considered as "compatible" by the researchers. Living in a difficult period of war has transformed most of them into introverted and more conservative individuals compared to other generations (Türk, 2013). Members of the Silent Generation do not seek adventure; they have a weak imagination, instead (Serçemeli, Kurnaz, & Özcan, 2015). They have difficulty in making decisions and wait for the authority to make them. In other words, they prefer to rely on the authority to protect themselves against uncertain events. They are loyal to their leaders and obey their orders unconditionally (Demirkaya, Akdemir, Karaman, & Atan, 2015). They have limited interest in technology. They prefer simple sources of information such as mail, telegraph, or other forms of written communication (Adıgüzel, Batur, & Ekşili, 2014). The key characteristics of the Silent Generation are discipline, honor, gratitude, and an appreciation the little things in life. Being attached to their jobs, their bosses, and their spouses is also among the important features of the Silent Generation (Türk, 2013).

2.1.2 Baby boomers. People born between 1946-1964 are called the Baby Boomers. It was named as Baby Boom Generation because of the number of babies born in the population explosion that occurred just after the Second World War and the number reached to 1 billion. Although the reason for the extraordinary increase in the fertility rate is not known, the disappearance of the war conditions that make it difficult to have children and positive changes in economic, social and psychological factors are considered to have led to this increase (Aka, 2017). The Cold War, The

Vietnam War, the launch of the first satellite into space, the sexual revolution, the murder of the US president, while the first month's walk took place in the world; the transition to multiparty governance and events such as the first military coup occurred in Turkey. For many baby boomers living in Turkey growth, wealth and accessing to new products, and services were desirable. Moreover, they are fond of entertainment as they left the war period (Adıgüzel, Batur, & Ekşili, 2014). According to Strauss and Howe (1991), the general characteristics of the 1960s have become part of the cultural development of the generation members. The values that the Baby Boomers added to the world are "equality between women and men", "fighting against racial discrimination" and "being sensitive to the environment". The fundamental characteristics of the Baby Boom Generation are showing their emotions, commitment to the authority and their traditions, and using technology if need be. They gave importance to communication, shared responsibilities, and autonomy (Toruntay, 2011).

2.1.3 Generation X. People who were born between 1965 and 1979 are considered as Generation X. The term "Generation X" became widespread in 1991 with the book "Generation X: Tales for An Accelerated Culture" which was written by Douglas Coupland (Ceylan, 2014). Generation X is also called the Shadow Generation as it is located between the Baby Boomers and Generation Y, which are claimed to be bright and impressive among the generations, and had to remain in the shadow of these two generations (Kılıç, 2019).

They are also defined as the Transition Generation because they were born and raised in the years that various economic and social changes emerged in the world such as the fall of the Berlin Wall and the oil crisis. Generation X is a generation that sees itself as opposed to society, makes sharp political outlets, creates its own style of clothing, and has different styles of living such as harder music and punk. According to Coupland (1989), they try to explain their existence by having themselves a respectable status, money, and high socialization. In Turkey, they witnessed to historical events such as the 68 Generation, and political violence (left-right conflict). They also witnessed the stable domestic market, the shrinkage of institutions, and limited labor mobility. They were the first generation to have earned less than their parents (Karp, Fuller, & Sirias, 2002).

They are familiar with technology because the sale of personal computers was in their generation for the first time. It has created an environment for people to develop technology habits (Adıgüzel, Batur, & Ekşili, 2014). In this period, women started to participate in business life and wanted to have fewer children because they wanted to advance in their careers (Aydın & Başol, 2014). The children of Generation X lived with a single parent because the divorce rate was high or both parents were working.

Thus, they learned to cope with their own problems. They have a higher level of self-esteem than the Baby Boomers that needs the support of others (Serçemeli, Kurnaz, & Özcan, 2015). The members of Generation X make a great effort to keep up with the changing world conditions. However, they feel excluded because this effort and race create the impression of not being able to catch up with the times and be in line with these generations (Adıgüzel et al., 2014).

2.1.4 Generation Y. Individuals born between 1980 and 1999 are generally referred to as “Generation Y”. It is also known as the Internet Generation, Echo-boomers, Millenials, or Nexters (Broadbridge, Maxwell, & Ogden, 2007). Unlike their parents, they grew up in an environment surrounded by modern technologies. They are naturally prepared and superior in using new technologies compared to previous generations. The letter Y, which derives from the English word "why" due to the questioning structures of its members, named this generation (Altuntuğ, 2012). Generation Y individuals have grown up in a protective and safe environment created by their families. The children of this generation are very desirable by their parents and they are very valuable to their parents, since the period of their birth has come to a time when divorce rates have increased and birth control has become widespread. Due to their upbringing, the members of the Y Generation are egoistic and self-centered individuals (Çemberci, Sudak, Aşçı, Öz, & Civelek, 2014).

Although they grew up in an environment where economic conditions are much better than previous generations, they live at a time when worldwide terrorist attacks and natural disasters have taken place. Many researchers consider Generation Y is completely different from previous generations and perceived as the generation of firsts by researchers. It has been observed that they can be impatient because they do not meet poverty and they live fast lifestyle (Acılıoğlu, 2015). They can do more than

one job at the same time (Başgözde & Bayar, 2015). They care more about making money than contributing to society. This generation that lives fast, consumes fast, has low endurance thresholds, and desires that things should be done as soon as possible (Özdemir, 2017).

Alan (2012) claimed that members of Generation Y spend most of the day online with social media and communication technologies. Türk (2013) stated that interactivity has taken place in this generation with innovation and technology gaining importance. Moreover, it is the generation with the highest daily interaction with individuals from different ethnic backgrounds and cultures, and its members have much more cultural diversity than previous generations. They are thought to be the diverse generation that has grown with technology, computers, mobile phones, and the Internet by the researcher (Yüksekbilgili, 2013). They attach importance to the concepts such as sustainability, ethics, and social responsibility.

2.1.5 Generation Z. People born in 2000 and after can be defined as Generation Z. It is also known as iGeneration (iGen), Gen Tech, Gen Wii, Net Gen, Digital Natives, and Plurals. Since they were born in a technological era, they live a life dominated by technology (Levickaite, 2010). The biggest difference of Generation Z from Generation Y is that they never knew a world without the Internet (Özdemir, 2017). Generation Z can easily access all kinds of information with several portable technological devices at any given time. In other words, they have full access to the information they need to get. In this context, it can be stated that it is the luckiest generation (Demirkaya et al., 2015). They can be educated at early ages and can grow and develop more rapidly due to the diversity of materials and developing physical and hardware facilities (Akdemir et al., 2013). Generation Z, unlike previous generations, is also referred to as "network youth" since they are able to communicate online, they do not need personal meetings with their friends that may lead to relationships; hence, most of them live alone. When they need to feel to be effective communicators; it is clear that they need to communicate online (Dewanti & Indrajit, 2018). Strauss and Howe (1991) defined these people as a generation that will experience extreme individualization and loneliness.

Traditional education methods are not suitable for Generation Z (Mengi, 2016). They can focus on many different subjects at the same time. That is why their motor

skills synchronization is seen as the most advanced generation compared to all previous generations (Toruntay, 2011). On the other hand, they have a short time to focus on a subject. Since they can simply access to what they want, they cannot tolerate waiting for a long time for any subject and lose their interest easily (Güler, 2016).

Generation Z is collaborative and creative. It is believed that it will cause radical social changes in the future in terms of the working areas, styles, and expectations (Deneçli, 2014). The members of this generation do not accept passivity; they tend to make their own choices. They are also expected to be more successful than other generations in terms of creativity, seeking rights, and relations with varied sociological groups (Başol & Aydın, 2014).

2.2 Personality

When the word "personality" is considered from the etymological point of view, the word in French is "*personalite*", in German is "*personlichkeit*", and in Latin is "*persona*" (Gümüş, 2009). It was seen that these expressions were used to define personality in different languages. According to Feist and Feist (2002), the word "*persona*", derived from the Latin, was a theatrical mask worn by actors. Nelson (2011) stated that the mask was used for the facial expressions in order to express the roles they represent more clearly in Classical Roman Theater due to the distance between the stage and the audience.

Kittisopee (2001) found personality as such a complex concept that cannot be defined simply because of its complication and it can also be described in more than one possible case due to distinct approaches. Allport (1937) stated that in order to express the content of the concept of personality, more than fifty definitions that are not very close to each other might be used from the perspective of many different disciplines such as philosophy, theology, sociology, psychology, and law.

Somer (1998) believed that personality traits were studied because a classification to cover the personality structure was needed based on the hypothesis that people's individual differences are coded in all languages in the world and reflected in words.

Mount, Barrick, Scullen, and Rounds (2005) stated that although each researcher has worked on his/her own theoretical basis, most researchers have agreed that personality is “the whole of behaviors that are constantly displayed”.

Yanbastı (1990) viewed personality as relatively coherent characteristics of the individual and it helps to make predictions about the future behavior of the individual. In other words, personality gives information about the individuals and personality traits are also the main determinant of human behavior.

Köknel (2005) described personality as the whole part of traits that include a person’s interest, ability, attitude towards events or situations, communication styles on daily basis, and relationships with his/her environment. These traits are personal and compatible with each other; hence, he found personality unique and harmonious.

Eroğlu (1998) considered personality as the behavioral aspect, reflecting all of the mental, physical and spiritual differences of the person to his/her own behavior and lifestyle.

As a result, many different scientists from different fields have discussed and tried to define the concept of personality in different ways.

2.2.1 Factors affecting of personality. In the literature review, many different scientists revealed several factors in the formation and development of the concept of personality. Çetin and Beceren (2007) listed the factors of affecting personality as the following four factors:

2.2.1.1 Biological and genetic (hereditary) factors. Heredity has a certain influence on the physical development and personality development of the person. Heredity is related to the intelligence and mobility, physical appearance, the nervous system structure, and gender of people (Türe, 2017).

Eysenck (1967) stated that human behaviors are shaped by the biological structures of the individuals. In other words, he suggested that individual differences on personality are the results from biological differences among individuals. However, it is not appropriate to say that hereditary characteristics have a significant effect on personality formation and development alone. The legacy inherited from the ancestors of the person affects the physical characteristics of him/her such as gender,

intelligence, hair color, skin color, mobility, and the nervous system structure, and etc. Whereas physical properties only give an internal effect to the personality development of the individual, other contributing factors such as familial, social and cultural ones, which are also affected by hereditary characteristics, are effective in the attitudes that she/he prefers in terms of expressing herself/himself and directing her/his behaviors. Briefly, it can be suggested that an individual's personality is formed and developed as a result of the interaction of hereditary factors with other factors that affect this concept at a certain rate (Tekin, Turan, Özmen, Turhan, & Kökçü, 2012).

2.2.1.2 Geographical and physical factors. Geographical and physical characteristics are one of the influential factors in the development of personality. The climate conditions of the geography of the individual affect daily life (Eroğlu, 2006).

In the literature, the view that the physical structure of personality is an important determinant on personality development has been accepted, but there is no consensus to what extent it affects personality development of the individual.

Zel (2006) stated that people who live in coastal areas, inland areas, mountainous areas, on the plains, in warm or cold climates will have different personality characteristics. According to Çetin and Beceren (2007), individuals in regions with cold climates show cold and solid, and those who live in warm climates and regions show more warm and sincere characteristics. Girgin (2007) also found that people in cold climates have a firmer and duller temperament and people in hot climates have more emotional attitudes and they are calm and relax. Eroğlu (2016) claimed that the continuity and intimacy of communication between individuals in the geography they live in differs according to the distinct characteristics of the geographies.

In addition, after the industrial revolution, individuals had to migrate to another region from where they were born or where they lived for a long time due to work. It was observed that individuals' personality traits were affected by this situation. Especially, in adaptation process, the difficulties experienced by individuals shape their personality traits (Develioğlu & Tekin, 2013).

2.2.1.3 Social and cultural factors. The society in which people communicates is another factor that most affected the personality after family. The person has many interactions and communication with his/her social life. People acquire different

cultural features through their communication with other people. Their behaviors are influenced by the cultural traits that they have learned and the goals and hobbies of individuals have become a pattern with the influence of the society in which they live and individuals start to adopt some behaviors or perspectives with this influence. Adopted behavior can be seen as a personality trait in the future (Çetin & Beceren, 2007; Güney, 2000).

Cüceloğlu (1994) emphasized the importance of environmental factors by defining personality as attitudes and behaviors in relation to the environment of the individual. Some environmental factors that have proven to play an important role in personality development include family, culture, social class, and peers (Cervone & Pervin, 2016).

Culture, another environmental factor that affects personality, is "the key determinant of what it means to be a person" (Benet-Martinez & Oishi, 2008). Each individual lives within the cultural structure that he/she has been influenced throughout his/her life. Therefore, culture affects the formation of personality with its social structure and determines many features of personality (Yurtsever, 2009). Individuals include their mores and beliefs, behavioral patterns, and rituals they have learned for their culture into their way of living (Bozkurt, 2007). The unique behaviors, moral level, values, and family relationships of each culture constitute the basis of the raising of the child. Research conducted by Shweder and Bourne (1984) on personality by controlling socio-cultural factors such as education, income level, social class revealed that Oriya in India, unlike Americans, defined the individual not by abstract personality traits but by interpersonal relations.

Furthermore, the social class in which an individual is born and raised or involved lately can significantly have an impact on the individual's thoughts, tendencies, and various individual characteristics. The social class to which the person belongs affects and determines the education, status, lifestyle, social activities, consumption style, thoughts and values that she/he will receive. The material income and expenditure style of an individual living in the high social class will be much more different than a person from the lower class. The social class in which individuals live affects their cognitive and emotional development (Eroğlu, 1996). As there are

different subcultures and social groups within specific cultural structures, distinct personality types will also occur according to the subculture and social class (Yurtsever, 2009).

2.2.1.4 Familial factors. Family is considered among the main factors on personality development (Forman & Forman, 1981). Because an individual's first encounter with the social environment is usually his/her family, many research results indicated a significant relationship between the formation and development of individuals' personality traits and their parents' way of raising children (Benjaminsen, Jorgensen, Kragh-Hansen, & Pedersen, 1984; Jacobsson, LmosmOai, VONKiioaamo, & Psasis, 1980; McCrae & Costa, 1988; Perris, 1983). Therefore, individuals learn social values from family environment first. For example, the child wants to reach something, if he/she makes an effort to reach it, when he/she achieved his goal as a result of this effort, he/she will be content and pleased and ask for the approval of his/her family. However, if the family does not approve his/her accomplishment or they do it themselves instead of letting him/her do, the child may start to develop self-confidence problems and try to reach their goals in an easier way (Dökmen, 2007).

Carter (1954) also stated that the behaviors of the individuals are significant factors for the developing child. Children create many special behaviors by observing their parents. In other words, parents have potentially vital importance in the lives of young children since they are easily affected by the emotions, thoughts, and behaviors of the people they are raised by. For example, it was determined that if parents have a democratic structure, the child grows up comfortably and that is why he or she can express his/her own ideas, and think objectively, act more realistically, establish friendly, and good relations with the people around him/her (Pervin, 1970).

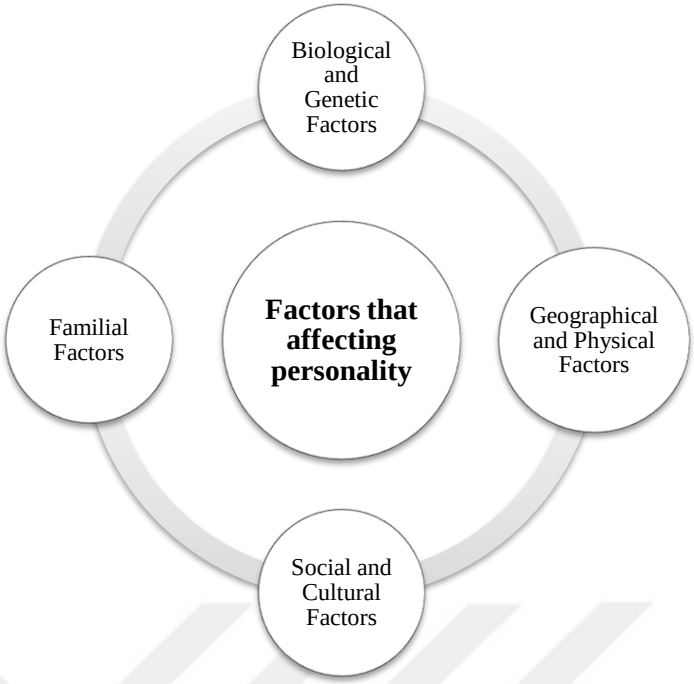

Figure 1. Factors that affecting personality.

2.2.2 Personality theories. Although many researchers have agreed on different approaches to understand and explain personality, five main personality theories have emerged from these approaches. These are defined as:

1. Biological and physiological theory

2. Trait theory

3. Psychoanalytic theory

4. Phenomenological (human personality theory) theory

5. Social learning theory

In this study, Five Factor Personality Model is accepted as the fundamental model of Trait Theory in order to explain personality.

2.2.2.1 Trait theory. Many approaches have been proposed to explain personality traits in the literature. Even though there are some similarities among people, the concept of personality is a phenomenon based on the differences among people (Allport, 1961). Because the distinctive trait classifies the personality to what

extent person shows certain personality traits, trait theorists focus on how individuals' personalities differentiate from one another.

Trait theory is a theoretical structure based on research to examine personality traits, and it accepts the continuity of personality, and argues that characteristics are the determinant of personality (Allport, 1961). In other words, there are assumptions that personality does not change over time and these traits show stability in trait theory. It can be indicated that personality traits reflect the tendency of individuals to behave, think, and feel in a certain way. In this regard, trait theorists aim to understand personality, explain human behavior, and make predictions about a person's behavior (Burger, 2014).

Trait theory has become one of the major approaches to the study of personality development with the researchers conducted by Allport (1961), Cattell (1949), Eysenck (1975), Costa and McCrea (1985).

2.2.2.1.2 Allport's Trait Theory of Personality. Allport was the first person to have used the concept of personality traits in the field of personality psychology (Burger, 2006). He started to work on personality traits by claiming that personality could be evaluated with measurable, visible, consistent-constant, and generalizable features. Allport (1961) stated that the most distinguishing trait of people is her/his individuality and found personality unique. In other words, each person's behavior is not exactly the same. The levels of characteristics differ from people to people. Traits are the basic units of the personality and he explained individual differences as the concept of trait.

Allport (1961) defined trait concept with two basic assumptions as follows:

- Traits are relatively continuous; hence, they are predictable and do not change over time.
- Traits are continuous from situation to situation.

For example, a person who is introverted or silent will continue to show these characteristics at home and in his/her workplace and that is the reason why they remain continuous.

Allport and Odbert (1936) claimed that main personality traits can be assessed by scientific measurement and they conducted the first study to determine personality traits. They emphasized the biological foundations of personality traits and explained that the descriptive words should be used in order to examine these foundations. Therefore, they examined "Webster's New International Dictionary" and created a list of terms that they claim to distinguish one person's behavior from others. After eliminating general behaviors from this list, they produced a list of approximately 18,000 words used to describe personality. Following this, they identified a list of around 4,500 trait terms in the dictionary. Although the study has an important place in determining personality traits, it has not been enough to uncover personality traits in full sense (Shaye, 2009).

2.2.2.1.3 Cattell's 16 PF Trait Theory. Cattell (1979, 1980) claimed that the characteristics of personality theory should determine the relationship of the personality with heredity and the environment, and the interaction of these characteristics with behavior should be able to disclose. Cattell (1978) preferred to use more systematic research methods and analysis techniques to examine the personality. Cattell (1946) stated that personality could be determined by grouping concepts which are close and related to each other and by separating the concepts that are independent. For this reason, he decided to use factor analysis to examine nearly five thousand traits listed by Allport and Odbert (1936) and identify basic personality traits (Digman, 1990; John & Srivastava, 1999; Smith, Hoeksema, Fredrickson, & Loftus, 2012). In the light of this work, Cattell (1949) developed a personality assessment, which is called as the 16PF, based on these 16 factors as listed in Table 3.

Table 3

Cattell's 16 Personality Factor

Reserved	Outgoing
Less Intelligent	More intelligent
Stable, ego strength	Emotionality/neuroticism
Humble	Assertive
Sober	Happy-go-lucky
Expedient	Conscientious
Shy	Venturesome
Tough-minded	Tender-minded
Trusting	Suspicious
Practical	Imaginative
Forthright	Shrewd
Placid	Apprehensive
Conservative	Experimenting
Group dependent	Self-sufficient
Undisciplined	Controlled
Relaxed	Tense

Cattell (1993) proposed a personality model that includes 16 personality factors of the personality which has been revised and updated over time. Moreover, his study has guided other researchers to examine the dimensional structure of the personality traits.

2.2.2.1.4 Eysenck's Three-Factor Model of Personality. Eysenck (1967) claimed that personality differences are caused by biological differences between individuals. According to Eysenck (1997), personality is characterized by the "Conceptual Nervous System" which is associated with the brain processes caused the difference between extroverts and introverts; hence, while introverts avoid entering the social environment, because they are more stimulated by the effect of this system, extraverts feel the need of entering new social settings because they perceive the stimuli at a low level.

Eysenck (1997), like Cattell, argued that factor analysis should be used to examine personality traits. Behavioral variables called "factor" are determined by multi-dimensional measurement and numerical scoring of human groups. Factor analysis, which is the most important of these methods obtained by numerical methods, is a statistical method that measures the relationships between factors (Eysenck, 1994).

Eysenck and Eysenck (1975) revealed that all features can be handled in 2 basic personality dimensions: extraversion vs. introversion, and neuroticism vs. emotionally stability. According to Eysenck, personality structures are somewhere between these two dimensions for all individuals. Later, Eysenck (1976) added a third personality dimension to his theory, which is called as "psychoticism". Eysenck and Eysenck (1985) considered extroversion as the most important of these three personality dimensions.

It has been found that these three main personality traits are related to certain emotions and behaviors. According to Eysenck and Eysenck (1975), extroverted people are aggressive, active, talkative, friendly, and generally social. Introverted people, on the other hand, are shy, silent, and anti-social people who are bored when they have others rather than their close friends in the environment. People who are in the neuroticism dimension become emotional, pessimistic, anxious, restless, and indecisive. These people show more emotional reactions than usual, even when they face minor problems. People who are in the psychoticism dimension are described as aggressive, selfish, distant, cold, insensitive, not interested in others, generally insensitive to the rights and well-being of others (Eysenck, 1976).

2.2.2.1.5 Costa and McCrae's Five Factor Personality Model. Using Cattell's (1949) list, Fiske in 1949, Norman in 1963 and 1967, Borgatta in 1964 and Digman and Takemoto-Chock in 1981, McCrea and Costa (2008) found evidence that 16 factors could actually be explained by five primary factors as extraversion, neuroticism, agreeableness, conscientiousness, openness to experience, which became known as the Big Five Factors. In other words, Cattell's 16-factor personality theory is the basis of the five-factor personality theory developed by McCrae and Costa (Cattell, 1957, 1973).

Goldberg (1981) is the first researcher to have used the concept of five factors. He indicated that personality traits could be handled around five factors based on the adjectives of individual traits. This approach is based on the analysis of the words that people use to describe themselves and others, and the behaviors of individuals are consistent and these behaviors are inherited (McCrae, Jang, Livesley, Riemann, & Angleitner, 2001) and they maintain their continuity against time (Caspi, Roberts, & Shiner, 2005).

Costa and McRae (1985) developed the Five Factor Personality Model to examine the personality dimensions. Costa and McCrae (1992) stated that these five factors representing the basic dimensions of personality are based on four important points:

a) Longitudinal studies and inter-observer reliability show that there are five factors that maintain their power and effect of revealing behavioral patterns for a long time.

b) The characteristics associated with each factor were found in the language and personality systems of the society, in which these characteristics were discovered.

c) These five factors were found in different age, gender, race, and language groups. However, they can be expressed in different ways in different cultures.

d) Evidence of heredity was discussed.

Although the Five Factor Personality Model has been criticized by a number of researchers (Brigss & Peat, 1989; Burger, 2006), this model has been implemented by many researchers (Digman, 1990; Goldberg, 1993; McCrae & Costa, 2003). In addition, Five-factor personality model consists of a hierarchical classification of universal and complete personality traits (McCrae & Costa, 2003). In other words, intercultural studies support the generalizability of this structure (Goldberg, 1990; McCrae, 2001; Schmitt, Allik, McCrae, & Benet-Martinez, 2007). The contents of the dimensions in the five-factor personality traits approach are as follows:

2.2.3.1 Extraversion vs. Introversion. Extraverted people are friendly, social, sympathetic, dominant, talkative, optimistic, friendly, and they are able to communicate with others easily (Johnson & Ostendorf, 1993). Caligiuri (2000) stated

that individuals with extrovert personality traits are more open to share, and more successful in cultural adaptation to different cultures than other individuals. They are positive, energetic, cheerful, assertive, and caring for others. Merdan (2013) stated that extroverted individuals are easygoing, and they establish comfortable dialogue with the people they meet for the first time and express themselves easily. Furthermore, extroverted people have a higher tendency to engage in self-disclosure behavior (McCrae & Costa, 1985). On the other hand, introverted people are individuals that remain very distant, cold, unfriendly, and they prefer loneliness and having low life energy. They are serious and cautious people, who think more and talk little in daily life, take things seriously and who prefer to focus on the inside of themselves (Tatlıoğlu, 2014). According to Somer (1998), introverts are sad, passive, they do not like movement, and they prefer inactivity, and happen to turn towards themselves. Whereas extroverted individuals show positive emotions and behaviors, introverted individuals experience more negative emotions and behaviors. However, Costa and McCrea (1992) believe that introverts are shy, not cold, observer, not independent, chary, not lazy. According to the Piedmont, McCrae, and Costa (1991), extraversion has six defining characteristics as follows:

a) Assertiveness (she/he is joyful and has many friends if she/he is extroverted - cold and has fewer relationships if not)

b) Active (she/he can move energetically and quickly and walk fast if she/he is extroverted - slow and thoughtful if not)

c) Ambitious (she/he is bossy and strong if she/he is extroverted - modest and shy if not)

d) Adventurous - excited (she/he is showy if she/he is extroverted - cautious if not)

e) Optimistic (friendly and brave if she/he is extroverted - unwilling and calm if not)

f) Friendly (sympathetic and talkative if she/he is extroverted – cold and isolating people from herself/himself if not)

2.2.3.2 Neuroticism vs. Emotional Stability. Neuroticism, also called emotional balance, is related to the individual's ability to cope with difficult experiences. According to Costa and McCrae (1992), it signs emotional instability. It

is the tendency to experience negative emotions such as guilt, irritability, sadness, and fear. Individuals who have high score in neuroticism are anxious, insecure, withdrawn, and irritable; on the other hand, individuals with low neuroticism scores are comfortable, confident, and patient (Costa & McCrae, 1995). Emotional imbalance is defined in 6 basic adjectives as follows (Piedmont, McCrae, & Costa, 1991):

a) Worried
b) Having hostile feelings
c) Thoughtless
d) Depressed
e) Having low self-consciousness
f) Fragile

Neuroticism is associated with various mental health problems such as depression (Abrams, Young, Alexopoulos, & Holt, 1991; Christensen & Kessing, 2006; Jylha & Isometsa, 2006), and anxiety (Bardavit, 2007; Gallagher, 1990). Neurotic individuals have difficulty to control their emotions and they experience emotional fluctuations (Burger, 2006). They resist changes and consider innovations as risks; this situation may also cause anxiety for them. They tend to abandon the environment or move away from these conditions when they face with challenging situations, because these individuals are more easily affected by tension in cases that cause stress (Puher, 2009).

2.2.3.3 Agreeableness. It includes traits such as sympathy, respectfulness, sincerity, and understanding (Morsünbül, 2014). According to Lounsbury et al. (2001), individuals with a high score in agreeableness traits are more noticeable with their charitable qualities. They are defined as reliable, compliant, outspoken, altruistic, modest individuals (Bono, Boles, Judge, & Lauver, 2002) whereas others with weak agreeableness traits are constantly opposed to the events, have a critical perspective, incompatible, controversial, hostile, competitive, unreliable, stubborn, rude, and skeptical persons (Graziano, Jensen-Campbell, & Hair, 1996). Individuals with a high level of agreeableness are forgiving, kind, respect different thoughts in their relationships (Bacanlı, İlhan, & Aslan, 2009), whereas individuals with low level of agreeableness are nervous, anxious, self-centered, skeptical, and do not value their

relationship (Ulusoy & Durmuş, 2011). The agreeableness factor is defined with five sub-adjectives as follows (Piedmont, McCrae, & Costa, 1991):

a) Honesty
b) Compliance
c) Humility
d) Trust
e) Mercy

2.2.3.4 Conscientiousness. Individuals who have a high score in "conscientiousness" traits are considered as determined, ambitious, hardworking, careful, controlled, cautious, stable, and principled (Somer, 1998). They tend to be committed, and organized, care about their responsibilities, can control themselves, and have a sense of accomplishment. Individuals who have the opposite characteristics of this personality trait can be defined as irregular, disorganized, unplanned, postponed, undisciplined, irresponsible, unreliable, lazy, forgetful, insensitive, and careless (Costa & McCrae, 1995). Individuals who have a high level of "conscientiousness" tend to be disciplined, prepared to cope up with problems, obviously bound to the ethics and values, have the ability to finish an initiated job, and think carefully before taking any action (Neuman & Wright, 1999). In addition, conscientious persons have better friendship relationships due to their success-driven structure (Jensen-Campbell & Malcolm, 2007). Conscientiousness factor is defined with five sub-adjectives as follows (Piedmont et al., 1991):

a) Determined
b) Ambitious
c) Success oriented
d) Systematic
e) Meticulous

2.2.3.5 Openness to Experience. There is no consensus among researchers regarding the name of the last factor of the five-factor personality traits. This factor was named as openness in some studies and openness to experience in other studies. Openness to experience is the most cognitive aspect of the five-factor personality structure. In this regard, individuals who have a high level of "openness to experience"

are curious, adventurous, creative, have a broad imagination and original ideas, open to new mindsets and involvements, directed to their own thoughts and feelings; individuals with low levels, on the other hand, are traditional, conservative, unrelated (Bono et al., 2002; Costa & McCrae, 1995; Liebert & Spiegler, 1990). They are closed to innovations and for this reason, they have a limited viewpoint to the events (Burger, 2006). Openness to experience trait is defined as follows (Piedmont et al., 1991):

a) Analytical
b) Complex
c) Curious
d) Independent
e) Creative
f) Liberal
g) Unconventional
h) Original
i) Having a strong imagination
j) Wide range of interests
k) Flexible

As a result, this model defined in five broad dimensions and each of five factors integrate many narrow traits as in Figure 2.

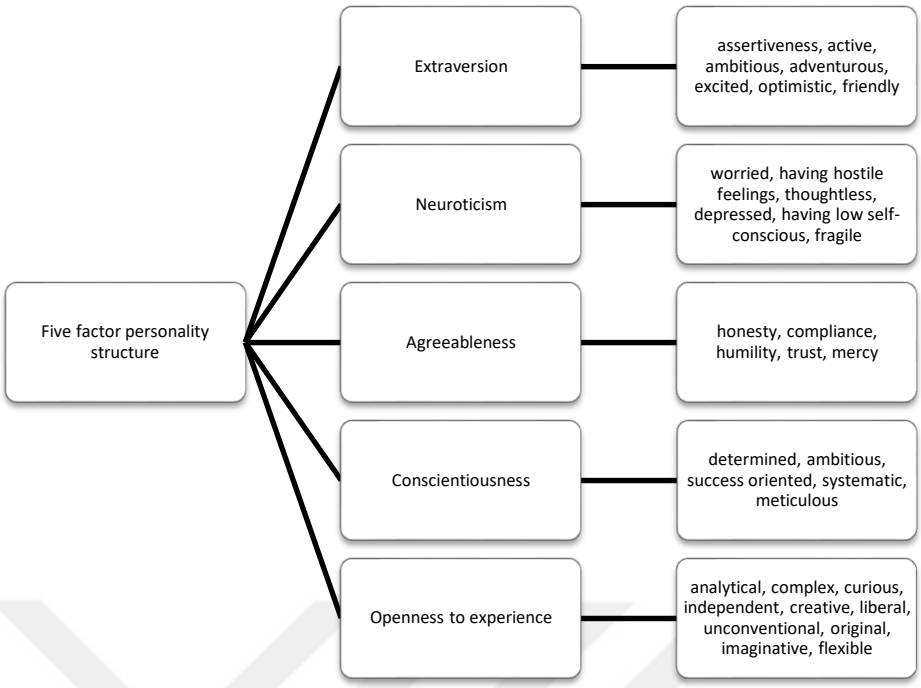

Figure 2. The five factor personality traits and their characteristics (Piedmont, McCrae, & Costa, 1991).

2.3 Interpersonal Conflict Resolution Strategies

In this section, conflict and interpersonal conflict, factors that cause conflict and interpersonal conflict, types of conflict, and interpersonal conflict resolution approaches will be discussed.

2.3.1 The definition of conflict. Conflict is an inevitable part of human life and relationships. As a social being, an individual interacts with many people throughout her/his life. People face many conflicting situations at home, work, school, or with a total stranger on the street throughout their lives (Arslan, 2005). In other words, conflicts occur in any setting where interpersonal relationships take place.

There are many definitions of conflict that occurred in different environments for different reasons. There are also similarities and differences between these definitions.

Deutsch (1973) described conflict as a disagreement where one behavior interferes with another; stops, prevents, disrupts, or sometimes neutralizes the behavior.

Kelley (1987) defined conflict as "interpersonal and intrapersonal processes". While intrapersonal processes are the psychological ones of the person; her/his rational and irrational thoughts, emotions and reactions, interpersonal processes are interpersonal relationships.

Maurer (1991) defined conflict as the situation of disagreement due to the incompatibility of the desires of the parties consisting of two or more individuals.

Mayer (2000) viewed conflict as consisting of three dimensions as emotional, cognitive and behavioral. The emotional dimension includes the emotional reactions of the individual when she/he faces conflict such as anger, hopelessness, sadness and fear. The cognitive dimension consists of the thoughts of the individual that her/his needs, interests and desires contradict with other parties. The behavioral dimension of conflict is the situation where the person tries to meet her/his own wishes by transferring her/his thoughts and emotions to the other person and trying to prevent the other individual from reaching her/his goal.

Aydın (2013) believed that conflict occurs in the case of encountering any obstacle and not meeting the need.

Bilgin (2008) stated that conflict is a natural disagreement arising from different interests, thoughts, beliefs, and needs of people.

Korkmaz (1996) defined conflict as a difficulty in decision making, inadequate communication, incompatibility of thoughts, violence and disagreement, and not having the same views, as well as being a source of creative and constructive movement, innovation, development, tolerance, and existence.

To conclude, conflict is a process of struggle between at least two parties, with limited resources and incompatible goals, where another party interferes with the aims that one party is trying to achieve (Deutsch, 1973; Hocker & Wilmot, 2001; Rahim, 2002). This process involves environmental, cognitive, behavioral, and emotional factors in the context of interpersonal conflicts (Mayer, 2000) and is a result of

interdependent parties feeling negative emotional reactions to each other (Barki & Hartwick, 2004).

2.3.2 The types of conflict. In the literature, conflicts are divided into 4 groups such as intergroup, intragroup, intrapersonal, and interpersonal conflicts (Rahim, 2001).

1. Intergroup conflict is the conflict between two or more groups with contradicting thoughts, goals, and interests.
2. Intragroup conflicts are the situations in which members of a group merging around the same goal are divided into subgroups within the group in relation to goals and tasks.
3. Intrapersonal conflicts are conflicts that a person experiences in herself/himself when she/he has to choose any of the positive/negative options. According to Lewin (1935), there are three types of intrapersonal conflicts and these are state below:
    a. Approach-approach conflict: This conflict occurs when the individual has to choose one of the two positive options.
    b. Approach-avoidance conflict: This conflict arises when someone has to choose one of the positive and negative options.
    c. Avoiding-avoidance conflict: This conflict is the conflict that the individual experiences when she/he has to choose one of the two negative situations (Yates, 1962).
4. Interpersonal conflict is the conflict that arises between two or more people, and the confrontation between individuals' different wishes and goals (Arslan, 2005). In this current study, interpersonal conflicts will be emphasized.

2.3.3 The causes of conflict. There are many different perspectives on the classification of causes of conflict.

Mayer (2000) argued that communication, emotions, values, structure, and history are the causes of interpersonal conflicts. Dökmen (2009) stated that there are 11 factors that cause interpersonal conflicts. These are cognition, perception, emotion, unconsciousness, needs, communication skills, personal factors, cultural factors, roles, social and physical environment, and the quality of the message.

Crawford and Bodine (1996) defined three factors that lead to conflict. These are "basic psychological needs", "limited resources" and "different values" which are briefly described below.

2.3.3.1 Basic psychological needs. All individuals are motivated by their needs. The motive is a driving force that includes the needs and impulses of the organism and enables the organism to act. Motives are also important factors in individuals' communication and conflict situations, as they can guide human behavior (Dökmen, 2009).

Interpersonal conflicts emerge as a result of an interactive process. When the person's own needs, interests, or aspirations are incompatible with other people, reactions such as fear, anger, hopelessness or sadness can be seen towards the situation (Mayer, 2000). If one of the parties chooses the way which they know the best to meet his/her basic needs, it may cause other parties' choice to be limited or distorted (Demir, 2009).

Glasser (1984) defined four basic psychological needs. These are:

- Belonging: The need for love, participation and cooperation with other people.
- Strength: The need to accomplish something, to be appreciated, to be recognized, and to be respected.
- Freedom: The need to make choices.
- Having fun: The need to play and laugh.

People can try to meet these needs occurring from the desire to survive in varied ways. If individuals' attempts to meet these needs are prevented, an interpersonal problem may arise (Öğülmüş, 2001).

2.3.3.2 Limited resources. Conflicts between people often arise from limited resources. According to Crawford, and Bodine (2007), these limited resources can include money, property, time, position, amount of information and etc. In order to resolve these conflicts, basic needs should be determined and tried to meet. Compared to other conflicts, they are the easiest ones to deal with. Öner (2000) emphasized that

if people try to increase limited sources by cooperation approach rather than competitive attitude, it would be the most convenient way to solve the conflict.

***2.3.3.3 Different values*.** Conflicts can include different values that are much more difficult to resolve. These values are beliefs, priorities, and principles (Crawford & Bodine, 1996). Having different values, beliefs, priorities, and principles will create conflict certainly. According to Ateş (2014), this is the most difficult conflict to resolve within the three bases. Because individuals' principles, beliefs, and priorities may differ from one another and these differences may cause people to react differently to an event due to giving different meanings to those. Since each person has a tendency to protect their own values, resistance becomes intense in these conflicts and makes the conflict resolution difficult. In conflict resolution, individuals do not give up their own values and adopt the values of the other person, but if the parties learn to reject each other due to disagreement in their values, they can approach the conflict constructively.

2.3.4 The nature of interpersonal conflict. Since humans are social beings, people prefer to be with others rather than being alone. As a natural result of being together and interacting with others, interpersonal conflicts arise (Uysal, 2006). There are different opinions about the causes of interpersonal conflicts.

Kavalcı (2001) defined interpersonal conflict as situations where there are differences between at least two parties in terms of value, idea, belief, interest, perception, cultural factors, social roles, needs, communication skills, tension, frustration, competition, change, and interventions.

The common belief about conflict is that conflicts are threat factors for interpersonal relationships and should be avoided (Bahadır, 2006). However, research findings indicated that conflict can have positive outcomes such as the development of interpersonal relations and mutual understanding, contributing and making healthy decisions (Chen, 2006; Kurtzberg & Muller, 2005; Pelled, Eisenhardt, & Xin, 1999; Pitt, 2005). In other words, conflicts can be functional and beneficial for human life. Moreover, conflicts are not situations to be avoided, on the contrary, they should be seen as desired situations, since conflicts help to create creativity, new thoughts and ideas, and provide resources for positive changes (Basım, Çetin, & Meydan, 2009).

Since the conflict is inevitable, people should focus on managing the process by using the most appropriate behavior, methods and strategies.

2.3.5 Interpersonal Conflict Resolution Strategies. Everyone faces a conflict situation throughout their lives and uses different strategies to deal with it. There are many approaches to resolve conflict in the literature (Blake & Mouton, 1964; Deutsch, 1973; Sillars, 1980; Putnam & Wilson, 1982; Phillips & Cheston, 1979; Rahim, 1983). Mayer (2010) found conflict as natural and necessary situation in human life; he focused on how people deal with it rather than how the conflict arises.

Akbalık (2001) emphasized that conflict resolution is a process based on producing a solution that enables both parties to win and develop with the cooperation based on the communication of the conflicting parties. Bahadır (2006) argued that conflict resolution approaches are the reaction patterns of the individual, which occur in a conflict situation in a repetitive manner. Furthermore, interpersonal conflicts are the process of the interaction between mutual parties and this process is affected by many contexts such as culture, environment or personal structures in which people sustain their life, and the role of communication in this process comes to the front.

Goldstein (1999) believed that the communication process should also be taken seriously in the conflict rather than the result of the conflict. Many researchers proposed binary, triple, quad and quintet models to conceptualize interpersonal conflict resolution approaches. Rahim (2001) summarized the 2 - 5 models used to resolve interpersonal conflicts as shown in Table 4.

Table 4

Models of Interpersonal Conflict Approaches (Rahim, 2001)

Models		Conflict Styles				
		1	**2**	**3**	**4**	**5**
Binary Models	Deutsch (1990)	Cooperation	Competition	-	-	-
	Knudson, Sommers, and Golding (1980)	Engagement	Avoidance	-	-	-
Triple Models	Putnam and Wilson (1982)	Solution-oriented	Avoidance	Control	-	-
	Lawrence and Lorsch (1967)	Confrontation	Compromise	Forcing	-	-
	Billingham and Sack (1987)	Reasoning	Verbal Aggression	Violence	-	-
	Rands, Levinger, and Mellinger (1981)	Avoidance	Attack	Compromise	-	-
Quad Models	Pruitt (1983)	Problem-solving	Yielding	Inaction	Contending	-
	Kurdek (1994)	Positive Problem-solving	Engagement	Withdrawal	Compliance	-
Quintet Models	Follett (1940)	Integration	Suppression	Avoidance	Domination	Compromise
	Blake and Mouton (1964)	Confrontation	Smoothing	Withdrawal	Forcing	Compromise
	Thomas (1976)	Collaboration	Accommodation	Avoidance	Competition	Compromise
	Rahim (1983)	Integrating	Obliging	Avoiding	Dominating	Compromising

The models mentioned above are mostly the ones that emphasize the results of communication during the conflict and the interests of the parties (Basım, Çetin, & Meydan, 2009).

According to Goldstein (1999), conflicts are an interaction process and this process is influenced by many factors such as cultural context or personal processes. He proposed five dimensions to explain interpersonal conflict resolution approaches. These are Confrontation, Private/Public Behavior, Emotional Expression, and Conflict Approach/Avoidance, and Self-Disclosure.

2.3.5.1 Confrontation. Confrontation, which is the first and most important step to resolve the conflict, plays a role in the constructive resolution of conflicts (Goldstein, 1999). Mediation services are used to increase the degree of the individual's confrontation in the conflict resolution process. The aim is to help parties with problems to reach a common solution (Koruklu, 1998). In this mediation process, individuals come face to face. However, confrontation behaviors can be affected by different cultural values (Arslan, 2005). It can be said that this dimension shows the degree of the importance that individuals give to the confrontation.

2.3.5.2 Public/Private Behavior. Some individuals do not feel uncomfortable when someone is with them during the conflict. They do not restrict their reactions and show public behavior. However, some individuals restrict their behaviors because of the presence of another individual during the conflict and show private behavior (Basım, Çetin, & Tabak, 2009). It means the degree of comfort in conflict situations where individuals have experienced.

2.3.5.3 Emotional Expression. The expression of emotions in the conflict process has a positive contribution to the resolution of conflicts (Basım, Çetin, & Meydan, 2009). The degree to which people express their feelings, focusing on the idea of displaying emotions comfortably in conflict situations will contribute to the solution. In this context, emotions can be seen as an integral part of cognitive processes, and many research findings indicated that emotions' effect on conflict transformation can be positive or negative depending on how emotions are handled (Baele, Sterck, & Meur, 2016; Bar-Tal, 2001; Behrendt & Ben-Ari, 2012; Bodtker & Jameson, 2001; Halperin, 2014; Halperin, Pliskin, Saguy, Liberman, & Gross, 2013; Halperin, Russell, Dweck, & Gross, 2011; Jones, 2000; Maiese, 2006; Picard & Siltanen, 2013; Retzingel & Scheff, 2000, Shapiro, 2002, 2010).

2.3.5.4 Conflict Approach/Avoidance. While some individuals view conflict as positive, constructive, and do not avoid conflict, they even approach conflict, some individuals consider conflict as negative and destructive and they ignore and abstain from conflict (Chen, 2006; Kurtzberg & Muller, 2005; Pelled, Eisenhardt, & Xin, 1999; Pitt, 2005;). Goldstein (1999) and Ting-Toomey and Oetzel (2003) stated that the tendency of people to deal with conflict is influenced by their own cultural values and rules. In the high-context culture, conflict avoidance strategies are used before the conflict arises and people prefer to ignore and not to face conflict with a direct attitude towards it. In contrast, in the low-context culture, ideas are clearly expressed and discussed; individuals face conflicts and take steps to resolve them (Gudykunst & Ting-Toomey, 1988).

2.3.5.5 Self-Disclosure. Conflict resolution requires a high degree of self-disclosure for both parties, considering the nature of the conflict, one's own role in the conflict, desires and wishes for the future, and narrative stories. In other words, the parties' opening their own goals and needs to the other party is an important step for the resolution of the conflicts (Basım, Çetin, & Tabak, 2009).

As a result, conflict situations arise with individuals' different needs, wishes, and interests; and effective conflict resolution behaviors are required for the resolution of these conflicts (Arslan, 2005). In addition, when conflicts end constructively, people can experience positive changes and development (Johnson & Johnson, 2000).

2.3.6 The relationship between personality traits and interpersonal conflict resolution strategies. Personality factors that determine interpersonal conflict strategies and people’s behaviors come to the front. There are many researches demonstrated a relationship between personality and interpersonal conflict resolution strategies. Basım, Çetin, and Tabak (2009) examined the relationships between conflict resolution strategies and five-factor personality traits, and stated that people who scored high in openness to experience, agreeableness and extraversion used confrontation approach the most. They also found that people who scored low in openness to experience and extraversion used avoidance approach. Openness to experience and agreeableness traits predicted all conflict resolution behaviors, and the sub-dimension of neuroticism had no relationship with conflict resolution behaviors.

Conscientious people are not likely to use avoidance and compromise approaches that may prevent them from achieving their goals (Antonioni, 1998; Digman & Takemoto-Chock, 1981; Piedmont, McCrae, & Costa, 1991; Chanin & Schneer, 1987).

Hisli-Şahin, Basım, and Çetin (2009) stated that women showed more private behavior, avoidant attitudes in conflicts. They open themselves and express their feelings more. When individuals' self-perception is positive, their confrontation behaviors increase. They stated that women show more private behavior in conflicts, show avoidant attitudes, open themselves more and express their feelings more, as well as individuals' self-perception is positive, and their behaviors increase.

It was concluded that extraversion has a positive relationship with dominance, competition, and negative relationship with avoidance (Antonioni, 1998; Moberg, 2001; Park & Antonioni, 2007; Chanin & Schneer, 1987).

Individuals with neurotic traits may experience a lot of conflicts in their work and family life, and thus may be exposed to much stress (Mete, 2006). These individuals are unable to deal with stress, overcome the difficulties they face in daily life and make healthy decisions (Tekin et al., 2012). Since compromise and cooperation strategies require effort, neurotic individuals use these strategies less and prefer competition or avoidance approaches, instead (Barry & Friedman, 1998) and people with low neuroticism seem to prefer conflict approach and confrontational attitude (Antonioni, 1998; Moberg, 2001).

Agreeable individuals avoid engaging in interpersonal conflicts; even if they do, they are not willing to use force and pressure to resolve these conflicts (Cloninger, 2000). They adopt more constructive conflict resolution strategies than others, due to their soft and calm attitudes (Jensen-Campbell, Gleason, Adams, & Malcolm, 2004; Merdan, 2013). They prefer to compromise rather than competition (Barrick, Stewart, & Piotrowski, 2002). Research results indicated that there is a negative relationship between agreeableness and conflict; and positive relationship between agreeableness and cooperation (Antonioni, 1998; Bono, Boles, Judge, & Lauver, 2002; Jensen-Campbell et al., 2003; Moberg, 2001; Park & Antonioni, 2007).

It was concluded that people who are open to experience tend to experience a lot of conflict due to their argumentative structure (Bono et al., 2002). As they look at things from different point of views, when facing with the problems, they might be able to find distinct ways to cope with them (Barrick & Mount, 1991). They are confronted with conflict while creating conflict resolution strategies (Antonioni, 1998). These individuals have courage (Tekin et al., 2012). For example, where some people consider change as a risk, they prefer to try it because they see these situations as opportunities to improve (Merdan, 2013). Furthermore, people who are open to experience do not adopt compromise and cooperation from conflict resolution strategies as a result of highlighting their own feelings and thoughts (Chanin & Schneer, 1984; Moberg, 2001; Park & Antonioni, 2007).

2.4 Coping Skills

Coping is an attempt to find new ways to gain an individual's effectiveness in life through cognitive and behavioral efforts and cognitive restructuring when she/he feels that the person is ineffective in life (Folkman & Lazarus, 1986). In other words, coping is necessary to protect mental and physical health and it leads to sustainable productivity in life.

Lazarus and Launier (1978) defined coping as an effort used internally to tolerate and reduce the conflict between internal and external demands that exceed the individual's resources.

Furthermore, the coping attitudes of the individual can change depending on various factors such as age, gender, culture, and psychopathology. In other words, individuals' coping attitudes have a specific quality (Holahan & Moos, 1987).

Since people may encounter with stressful situations of different types throughout their lives, each individual develops a strategy he/she thinks works on himself/herself (Burger, 2016). Freud called the strategies which people use for coping as unconscious defense mechanisms. They help individuals at some point until they develop the ability to cope with the stressful situation (Atkinson, Atkinson, Smith, Bem, & Nolen-Hoeksema, 2002).

Many researchers have been designed several scales in order to measure coping strategies such as Ways of Coping Scale by Lazarus and Folkman (1984), the Measure of Affect Regulation Styles by Larsen and Prizmic (2006), Coping Schemas Inventory-Revised by Wong, Reker, and Peacock (2006) and etc.

Folkman and Lazarus (1980) reported that when an individual encounters with stressful life events, she/he can use four different ways of coping; their efforts to change the situation, the effort to gather information that can be useful to manage the situation, and the effort to accept the event, and to understand the expectations of the environment. Moreover, they believed that the individual assesses the source of stress first, and then applies the coping strategies. They identified two major types of appraisal method as primary and secondary appraisals. Primary appraisal is directed the determining the importance of meaning of the stress situation for the person. In the secondary appraisal, the individual determines the options to cope with the consequences of the situation. After the assessment, he/she starts to apply his/her coping strategies.

Baltaş and Baltaş (2008) pointed that coping provides some crucial skills for maintaining psychological and physical integrity, and it improves the quality of life. Therefore, coping helps the person continue to have a psychological well-being in difficult life events (Lazarus & Folkman, 1984).

Coping strategies are mostly classified as "approach-withdrawal" (Hess & Copeland, 2001) and "problem-oriented" and "emotion-oriented" strategies (Folkman & Lazarus, 1986). Coping with stress is also classified as active and avoidance attitudes. Active coping strategies are attempts to change the stressful situation itself or manage emotions that arise. However, avoidant coping strategies are not directly related to the situation or emotions, but they reduce tension by diversion like smoking or eating (Holahan & Moos, 1987).

Holahan, Moos, and Schaefer (1996) grouped coping skills in other two groups as approaching and avoiding coping. In approach coping, individuals encounter stress to reduce or manage unpleasant consequences. In avoiding coping, individuals distract themselves from stress factors and their outcomes.

Folkman and Lazarus (1986) classified the coping styles in two groups: problem-oriented and emotion-oriented coping. Problem-oriented coping is an attempt to do something positive to change the stressful situation related to the solution of the problem. Emotion-oriented coping is an effort to regulate emotional responses to the stress source (Taylor, Peplau, & Sears, 2007). Considering the preferences of coping styles of individuals, it was observed that individuals use problem-oriented strategies in the events they think they can change, and emotion-oriented strategies in the events they think they cannot change (Lazarus & Folkman, 1980). Problem-oriented coping requires defining the problem, developing alternative solutions, evaluating these alternatives, making an action plan and applying one of them. Problem-oriented methods can also go inward (Atkinson et al., 2006). For instance, if the person has a problem with their friends, they can alter something about themselves instead of changing the situation. It can be indicated that emotion-oriented coping is a passive technique, and it aims to eliminate unpleasant emotions with reactions such as venting, instrumental social support, accusation, self-blaming, denial (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001).

Amirkhan (1990) divided coping strategies into three parts, which are avoidance, social support, and problem-solving. Avoidance strategy comes from the individual's desire to move away from the factors that threaten his or her existence. Acceptance and avoidance behaviors are observed when there is no solution to a stressful situation. Amirkhan (1990) claimed that getting social support aims to make people feel more important for others rather than relieving stress. Finally, the problem-solving strategy is directed towards guiding stress factors rather than detecting them.

Baltaş and Baltaş (1993) divided coping skills into three categories: physical, mental, and behavioral. Physical skills involve activities such as doing sports, meditation, and changing nutrition habits. Mental practices include the negative thoughts that he/she will not be able to find a solution for. The behavioral way is aimed at changing the behaviors causing stress and doing some practices to improve self-confidence.

This study is based on The Coping Orientation to Problems Experienced Inventory (COPE) which was developed by Carver, Scheier and Weintraub (1989) and one of the most popular scales to measure coping strategies. They studied some

different coping attitudes such as avoidance, social support, and cognitive behavior. Subsequently, Carver (1997) divided coping strategies into three groups. Acceptance, emotional social support, humor, positive reframing, and religion are grouped as emotion-focused strategies. On the other hand, active coping, instrumental support, and planning are considered as problem-focused strategies. Lastly, behavioral disengagement, denial, restraint, self-blaming, and substance use and venting of emotions are considered as dysfunctional coping strategies.

Meyer (2001) classified two strategies as maladaptive and adaptive coping which are measured by Brief-COPE. Maladaptive coping strategies include venting, denial, substance use, behavioral disengagement, restraint, and self-blaming, while adaptive coping strategies include positive reframing, planning and seeking social support, active coping, use of emotional and instrumental support, acceptance, religion, and humor.

Watson and Walker (1996) found that the relationship between personality traits and attitudes to cope with challenging events was permanent and consistent over time. They claimed that coping strategies are crucial to one's spiritual world and these are subjective, which means that they vary from person to person.

2.4.1 The relationship between coping skills and personality traits. Personality plays a decisive role in experiencing stressful lives (Bolger & Schilling, 1991; Bolger & Zuckerman, 1995), assessing a life as “stressful” (Gunthert, Cohen, & Armeli, 1999), increasing the probability of using some coping attitudes (David & Suls, 1999; McCrae & Costa, 1986; O’Brien & DeLongis, 1996; Rim, 1986; Watson & Hubbard, 1996) and the consequences and benefits of using these coping attitudes (Bolger & Zuckerman, 1995; Gunthert, Cohen & Armeli, 1999).

Many researches have been conducted on how personality traits are associated with coping skills. Based on such findings, it has been suggested that coping strategies are partially influenced by personality factors (McCrae & Costa, 1986; Parkes, 1986; Bolger & Zuckerman, 1995; Gomez, 1997).

In a meta-analytical study, it is stated that emotion-oriented coping skills have a positive relationship with neuroticism (Carver & Connor-Smith, 2010).

A number of studies have reported that neuroticism reveals a positive relationship between personality dimension and dysfunctional coping attitudes such as avoidance (Bolger, 1990; Endler & Parker, 1990; McCrae & Costa, 1986; Parkes, 1986; Rim, 1987).

In a study, it was concluded that people who scored higher on the neuroticism used coping attitudes that could be called immature and neurotic such as hostile reactions, avoidance, self-blaming, deprivation, delusion, passivity, and indecision (Costa & McCrae, 1990). In those with high neuroticism score, their problem-solving skill was lower and their level of conflict was higher than others (O'Brien & DeLongis, 1996). Considering the level of negative effect in these people, it is not surprising that those with high neuroticism score use emotional expression in coping strategies (Newth & DeLongis, 2004).

In a study conducted in Turkey, neuroticism is significantly associated with emotion-oriented coping styles with helpless and submissive approach (Bardavit, 2007).

Parkes (1986) suggested that those who scored higher on the extraversion subscale are more likely to use coping attitudes that can be evaluated as problem-oriented such as rationalism, positive thinking, and silence. It has been concluded that people who scored higher in extraversion prefer more active and problem-oriented coping attitudes rather than less effective coping attitudes such as neurotics.

Kardum and Krapic (2001) found that there is a positive relationship between extraversion and emotion-oriented coping attitudes and neuroticism and avoidant coping attitudes. While psychoticism has a negative relationship with emotion-oriented and problem-oriented coping attitudes, it is observed that there is a positive relationship with avoidant coping attitudes.

In another meta-analytical study, it has been concluded that extraversion is positively correlated with instrumental social support and problem-solving behaviors (Connor-Smith & Flachsbart, 2007).

There are also studies showing that openness to experience and conscientiousness from personality traits are also related to the ways of dealing with problems (Lee-Baggley, Preece & DeLongis, 2005).

3.1 National studies on personality traits, interpersonal conflict resolution strategies, coping skills

Somer (2001) was conducted a study to examine whether the people working in various professions differ according to the Five-Factor Personality Model dimensions. The study was composed of 556 adults (292 women and 264 men). The findings of the study indicated that the "Neuroticism" and "Openness to Experience" subscales of BFI have significant differences in separating professional groups. The subscales of "Conscientiousness" and "Neuroticism" were found to be significantly correlated with perceived business success in almost all professional groups. The "Openness to Experience" subscale appears to be a significant predictor of perceived success for the marketing staff.

A study conducted by Aslan (2012), the relationship between the five-factor personality traits and self-esteem of the late adolescent was examined. The sample of the research was consisted of 122 students (98 female and 24 male). Personality Test Based on Adjectives and Rosenberg Self-Esteem Scale were used as data collection instruments in this study. The findings of this study revealed that there is a positive correlation between self-esteem and extraversion, openness to experience, and conscientiousness.

Basım, Çetin, and Meydan (2009) conducted a research to determine the effect of locus control as personality traits in interpersonal conflict resolution strategies focusing on communication processes. The sample of the study was consisted of 307 university students (180 female and 127 male) aged between 18 and 26 years from universities in Ankara. In the research, the Interpersonal Conflict Resolution Approaches Scale and the Locus of Control Scale were used as measurement tools. The findings of the study indicated that people who have more internal locus of control are likely to use more confrontation, public behaviors, approach and self-disclosure and emotional expression in interpersonal conflict resolution process. Furthermore, it has been revealed that gender, which is one of the demographic variables, plays an

important role in the process. Compared to males, females use more confrontation, emotional expression and self-disclosure strategies in conflict processes. As a result, it can be said that personality and gender variables play an important role in interpersonal conflict resolution processes.

Hisli Şahin, Basım, and Çetin (2009) conducted a study to examine the relationships between self-concept and locus of control in interpersonal conflict resolution approaches. The study was consisted of 345 students aged between 18 and 28 years studying at universities in Ankara. The Interpersonal Conflict Resolution Approaches Scale, the Social Comparison Scale, and the Internal-External Locus of Control Scale were used. The findings of the research indicated that confrontation was predicted by self-concept. Furthermore, it was observed that self-concept was related to self-disclosure and emotional expression approaches. It was also found that the control focus plays an important role to explain interpersonal conflict resolution strategies. In addition, while women were likely to use more self-disclosure and emotional expression; men were likely to use more public behavior in the conflict resolution process.

Çarman (2015) conducted a study to investigate whether university students' resilience and personality traits predict their interpersonal conflict resolution strategies. The population of the study was consisted of students studying in different faculties of Konya Necmettin Erbakan University and Selcuk University. The sample was composed of 494 university students (103 male and 391 female) ranged between 17 and 44 years studying 1st, 2nd, 3rd, and 4th year at different departments of the faculties. Interpersonal Conflict Resolution Approaches Scale, Personality Traits Test Based on Adjectives and Resilience Scale for Adults was used. The results of the study indicated that there is a negative relationship between neuroticism and confrontation, emotional expression and self-disclosure. There is a positive relationship between extraversion and confrontation, emotional expression and self-disclosure. There is positive relationship between openness to experience and confrontation, emotional expression and self-disclosure. While there is positive relationship agreeableness and confrontation, emotional expression and self-disclosure, there is negative relationship between agreeableness and private/public behavior and conflict approach/avoidance. While there is a positive relationship between conscientiousness and confrontation,

emotional expression and self-disclosure, there is a negative relationship between conscientiousness and private/public behavior, conflict approach/avoidance.

Sevim (2005) was conducted a study to determine the relationships between university students' gender, gender roles and ways of dealing with conflict. The study was composed of 237 university students studying at different faculties of Ankara University. According to the results of the study, it was found that the way university students deal with conflict differ according to their gender and gender roles. Female students had more positive and constructive conflict resolution skills than male students.

Erkuş and Tabak (2009) conducted a field study to examine the effect of employees' personality traits on the conflict management styles. The study was composed of 304 participants working in defense industry enterprises. Rahim Organizational Conflict Inventory II (ROCI-II) and International Personality Inventory (IPI) were used. The findings of the research revealed that there is a positive and significant relationship between agreeableness and integrating, compromising, obliging and avoiding from conflict resolution styles.

A study was carried out by Öz and Hiçdurmaz (2012) to examine the nursing students' interpersonal conflict resolution strategies and the factors that are thought to affect these approaches. The sample of the study was consisted of 181 students studying in the nursing department in 2009-2010. According to the results of the study, "emotional expression", "confrontation" and "self-disclosure" were the most used conflict resolution strategies by the students, respectively. As students' ages and classes increase, they are more likely to use "emotional expression" as a conflict resolution. Emotional expression, confrontation and public behavior were used by students whose father is literate. Emotional expression and self-disclosure were used more in students from the nuclear family than in the extended family. Unemployed students were more likely to use public behavior in the conflict resolution process.

Tozkoparan (2013) aimed to examine the relationships between personality traits and managers' conflict resolution styles. The sample of the study was consisted of 370 managers working in private enterprises. The Five-Factor Personality Inventory and Organizational Conflict Inventory II were used. According to the findings of the study,

it was revealed that while the most common personality trait in managers is “openness to experience”, the least common personality trait in managers is “neuroticism”. When managers had conflicts with their superiors, subordinates and colleagues; they used integrating, compromising, dominating, obliging and avoiding approaches, respectively.

Karagül (2017) conducted a cross-sectional study to examine the Internet usage of İzmir police officers according to their five-factor personality traits, attachment styles and interpersonal conflict resolution strategies. The study was conducted using a sample of 337 police officers (327 male and 10 male) who get duties in 11 branch offices related to İzmir Provincial Police Directorate. Personal information form, Internet Addiction Scale, Interpersonal Conflict Resolution Approaches Scale, Five-Factor Personality Inventory and Inventory of Experiences in Close Relationships were used. The data obtained as a result of the research revealed that personality traits, attachment styles, interpersonal conflict resolution strategies and demographic features are related to internet use.

Tekin (2017) was conducted a study to evaluate the self-esteem, communication skills and coping strategies of adolescents whose parents were divorced. The study consisted of 190 students aged between 12-15 years studying in secondary school in Istanbul. Rosenberg Self-Esteem Scale, Communication Skills Inventory, Brief Coping Orientation to Problems Experienced Scale (Brief-COPE) and Personal Information Forms were used. The results of the study demonstrated that the adolescents of divorced parents use non-functional coping attitudes whereas the adolescents of married parents use emotion-focused coping attitudes. In addition, the mean scores of instrumental social support, venting of emotion and suppression of competing activities showed a statistically significant difference according to the gender of the adolescents.

3.2 International studies on personality traits, interpersonal conflict resolution strategies, coping skills abroad

Gonzatti et al. (2017) conducted a study to compare the Big Five personality traits among adults and the elderly, and to define the effect of socio-demographic variables (age, schooling, sex and marital status) in their personality traits. The elderly

group was composed of 78 participants aged between 60 and 85 years, and the adult group was consisted of 73 participants aged between 30 and 59 years. A socio-demographic data sheet and the Five-Factor Inventory-short from (NEO-FFI) were used. The results of the study indicated that there is a greater tendency for for participants to score higher on neuroticism, openness to experience and conscientiousness in the adult group. There was a greater tendency for higher score on conscientiousness.

Messarra, Karkoulian, and El-Kasar (2016) conducted a study to investigate the moderating effect of Generation X and Generation Y on the relationship between personality traits and conflict skills. The study was conducted using a sample of 199 employees working in the electronic retail industry in a non-Western culture. The Five-Factor Model and Rahim Organizational Conflict Inventory II were used. The results of the study indicated that Generation X and Generation Y moderate the relationship between certain personality traits and conflict resolution styles.

Antonioni (1998) was conducted a study to investigate the relationship between the five factor personality traits and interpersonal conflict resolution strategies. The results of the study indicated that extraversion, conscientiousness, openness to experience and agreeableness have a positive relationship with the integrating style. Extraversion has a positive relationship with dominating, whereas dominating has a negative relationship with agreeableness and neuroticism. While extraversion, openness to experience and conscientiousness have a negative relationship with avoiding, it has positive relationship with agreeableness and neuroticism.

Ejaz, Iqbal, and Ara (2012) conducted a research to determine the relationship between the conflict styles and personality traits and to evaluate general relationship/conflict resolution styles. The study was consisted of 128 participants working in the telecommunication company. A significant relationship was found between personality traits and conflict styles used by individuals. It was observed that the styles used by participants in conflict are integrating, dominating and avoiding.

Phillips, Chamberlain, and Goreczny (2014) conducted a study to examine the relationship between religious orientation and coping styles among older adults and young adults. The first group consisted of 41 undergraduate female students aged

between 18 to 23 years from a small liberal arts university in Pittsburgh, Pennsylvania. The second group consisted of 20 participants aged between 65-95 years recruiting from two local Jewish faith-based assisted living facilities. The demographic questionnaire, the Coping Skills Scale, and the Religious Orientation Scale were used. The findings of the study indicated that there are significant correlations between extrinsic religious orientation and the coping skills scale for younger adults. There are significant relationships between intrinsic religious orientation and religion, restraint and planning among the younger adults. On the contrary, it was found that extrinsic religious orientation was correlated with several COPE scales for older adults, including mental disengagement, venting of emotions, active coping, behavioral disengagement, restraint, and emotional social support. There were also several significant correlations between intrinsic religious orientation and the COPE scales, including positive reinterpretation, venting of emotions, religion, and suppression of competing activities. In addition, all correlations were found positive.

Maykrantz and Houghton (2020) conducted a research to examine the moderating role of coping skills on the relationship between self-leadership practices and stress among university students. In the sample of 643 undergraduate students, 76% were female, 24% were male. The Abbreviated Self-Leadership Questionnaire, the Brief-COPE Inventory, and the Perceived Stress Scale were used. The results of the study indicated that self-leadership practices reduce student stress levels and this relationship is controlled by student coping skills.

Ciobanu et al. (2020) conducted a study to examine the relationships between coping, anxiety, depression and health-related quality of life in outpatients with substance use disorders. The study was consisted of 244 participants. The sociodemographic and clinical data form, the Brief-COPE Inventory, the Short-Form 12 Questionnaire (SF-12), and the Hospital Anxiety and Depression Scale were used. The findings of the study indicated that acceptance, planning and self-blame are the most used coping skills among outpatients with substance use disorders. Strong correlations were found between anxiety, depression, coping skills and health-related quality of life. On the mental health component of the SF-12, better scores were associated with male gender, lack of anxiety or depression and coping skills based on less self-blame, on positive reinterpretation, acceptance, and behavioral

disengagement. Patients without depression or anxiety, and no comorbidity had better scores on the physical component of the SF-12.

Van der Hallen, Jongerling, and Godor (2020) conducted a research to investigate the relationship between coping and resilience. The study was consisted of 502 participants, aged between 18 and 64 years old. The Brief-COPE and the Scale of Protective Factors were used. The results of the study yielded that coping and resilience are different, but clearly related constructs that likely to influence each other. As a result, instrumental social support, active coping, goal efficacy and planning have been important to establish a link between coping and resilience.

Chapter 3

Methodology

3.1 Research Design

A correlational research model is used to determine the relationship between personality traits, interpersonal conflict resolution strategies, and coping skills of Generation X, Generation Y, Generation Z.

Correlational research is conducted to determine relationships among two or more variables and to investigate to what extent two or more variables differ. As the design describes an existing relationship between variables, this approach requires no manipulation or intervention by the researcher. In general, this type of research is done to look for and identify relationships that may exist between naturally occurring phenomena, without attempting to alter these phenomena in any way (Fraenkel & Wallen, 2005).

In this method, survey technique was used to obtain primary data. In data analysis, the mean score distributions of the responses, the demographic characteristics of the participants were analyzed. In the research, a questionnaire consisting of four parts was used.

3.2 Setting and Participants

In the present study, there were 433 (257 female, 176 male) participants. Generation X was 141 (61 female, 80 male), Generation Y was 165 (107 female, 58 male) and Generation Z was 127 (89 female, 38 male) participants. Regarding the education level of participants, 2.1% of them (n = 9) were graduated from primary school, 2.5% of them (n = 11) were graduated from middle school, 28.9% of them (n = 125) were graduated from high school, 55.4% of them (n = 240) were graduated from university and 11.1% of them (n = 48) had Master's or doctoral degree. Regarding the marital status of participants, 37.6% of them (n = 163) were married, 38.8% of them (n = 168) were single and had relationship, 21.9% of them (n = 95) were single and had no relationship, 1.2% of them (n = 5) were divorced and 0.5% of

them (*n* = 2) were widow. Regarding the socioeconomic level of participants, 4.8% of them (*n* = 21) were in low class, 84.3% of them (*n* = 365) were in middle class, 10.9% of them (*n* = 47) were in high class. Table 5 summarizes the demographic characteristics of the sample.

Table 5

Demographic Characteristics of the Sample

Variables		*N*	%
Gender	Male	257	59.4
	Female	176	40.6
	Total	433	100
Birth Period	1965 – 1979	141	32.6
	1980 – 1999	165	38.1
	2000 – 2005	127	29.3
Educational Level	Primary School	9	2.1
	Middle School	11	2.5
	High School	125	28.9
	University	240	55.4
	Master's or Doctoral Degree	48	11.1
Marital Status	Married	163	37.6
	Single and has relationship	168	38.8
	Single and has no relationship	95	21.9
	Divorced	5	1.2
	Widow	2	.5
Socioeconomic Level	Low Class	21	4.8
	Middle Class	365	84.3
	High Class	47	10.9

3.3 Procedures

This section includes data collection instruments, data collection process, data analysis process, validity and reliability studies of the scales used in the research.

3.3.1 Data Collection Instruments.

This section provides information about the Demographic Form, the Big Five Inventory (BFI), the Conflict Communication Scale (CCS), and the Coping Skills Scale (CSS) which were used in this present study in order to obtain data.

3.3.1.1 Demographic Form. Participants were asked to fill out a demographic form to provide information about their demographic background. Information about gender, birth period, educational level, marital status, and socio-economic status were asked in the form.

3.3.1.2 Big Five Inventory (BFI). Benet-Martinez and John (1998) developed the Big Five Inventory (BFI). BFI consists of 44 items and five subscales in order to measure the five personality factors (Extraversion, Neuroticism, Agreeableness, Conscientiousness, and Openness to Experience). BFI is a five point-Likert type inventory, ranging from 1 = "strongly disagree" to 5 = "strongly agree", and there are 44 items. The high scores obtained from each subscale show that the individual has that personality trait. The five personality dimensions which are focused on by the inventory are extraversion (8 items), agreeableness (9 items), conscientiousness (9 items), neuroticism (8 items), and openness to experience (10 items). Items 1, 6, 11, 16, 21, 26, 31, and 36 measure the extraversion subscale; Items 3, 8, 13, 18, 23, 28, 33, 38, 43 measure the conscientiousness subscale; Items 2, 7, 12, 17, 22, 27, 32, 37, 42 measure the agreeableness subscale. Items 5, 10, 15, 20, 25, 30, 35, 40, 41, and 44 measure the openness to experience subscale, and Items 4, 9, 14, 19, 24, 29, 34, and 39 measure the neuroticism subscale (Schmitt et. al., 2007). In addition, Items 2, 6, 8, 9, 12, 18, 21, 23, 24, 27, 31, 34, 35, 37, 41, and 43 are coded in reverse. The Big Five Inventory was translated from English into 28 languages by Schmitt, Allik, McCrae, and Benet-Martinez (2007). The study consisted of 17.837 individuals from 56 nations and the Turkish validity and reliability study of this inventory was conducted by Sümer and Sümer (2005). The study sample was composed of 412 (206 female, 206 male) college and community students. The reliability analysis for five factors was conducted in the present study, and the Cronbach's α value was found .61 for Agreeableness, .84 for Extraversion, .76 for Openness to Experience, .77 for Conscientiousness and .66 for Neuroticism.

3.3.1.3 Conflict Communication Scale (CCS). Conflict Communication Scale was developed by Goldstein (1999) and the validity and reliability study of the scale was conducted by Arslan (2005). In its adaptation process, it was thought that it would be more appropriate to name the scale as “Interpersonal Conflict Resolution Approaches Scale” in Turkish. The scale consists of five subscales including “Confrontation”, “Public/Private Behavior”, “Emotional Expression”, “Conflict Approach/Avoidance” and “Self-disclosure”. Each subscale constitutes 15 items and there are 75 items in total. The high score from each subscale indicates a higher level of confrontation, self-disclosure, emotional expression, public behavior, and approaching to conflict. CCS is a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree) for each item.

Confrontation subscale: 1*, 8*, 12*, 20, 22, 25*, 29*, 31*, 38, 43, 48, 53, 57*, 61, 67 * items.

Private/public behavior subscale: 2*, 11*, 16, 21, 24, 26*, 30*, 35*, 45, 49, 51*, 59, 63, 70, 74 items.

Emotional expression subscale: 5*, 9*, 14*, 19*, 27*, 37*, 42*, 47, 50*, 54, 58, 62, 64*, 68, 72 items.

Conflict approach/avoidance subscale: 4*, 6*, 15*, 18, 23*, 33, 40, 46, 52, 55, 66, 69, 71, 73*, 75* items.

Self-disclosure subscale: 3*, 7*, 10*, 13*, 17*, 28*, 32*, 34, 36, 39, 41, 44, 56*, 60, 65* items. (Items with * are reverse scored.)

Accordingly, the Cronbach’s α value was found .69 for "Confrontation", .83 for "Public/Private Behavior", .83 for "Emotional Expression", .77 for “Conflict Approach/Avoidance", and .71 for "Self-Disclosure" in the present study.

3.3.1.4 Coping Skills Scale (The Brief-COPE). This scale was developed by Carver, Scheier, and Weintraub (1989) to measure the different behavior styles when people show in situations that will cause stress. This inventory has 14 subscales, and there are 28 items in total. Individuals' responses are “1 = never do anything like this”, “2 = I do very little like this”, “3 = I do this moderately” and “4 = I do it mostly” in

the form. Scores are obtained between 2 and 8 for each subscale. According to Carver (1997), the subscales and features are as follows:

1. Suppression of competing activities is an instinctive strategy for dealing with unwanted thoughts and feelings (e.g., thoughts and urges to smoke) (Litvin, Kovacs, Hayes, and Brandon, 2012).
2. Planning is generating thoughts on how to deal with the stressful situation.
3. Instrumental social support is searching for help, guidance, and advice from other people.
4. Emotional social support is providing moral support, sympathy, and understanding.
5. Venting of emotion is expressing negative emotions about the stressful event.
6. Behavioral disengagement is giving up trying to deal with the conflict or the individual's inability to take any action.
7. Mental disengagement is concentrating his/her attention on another area.
8. Positive reinterpretation is trying to see the situation from a different perspective, looking for something good in it.
9. Denial is not accepting the stressful situation.
10. Acceptance is to acknowledge the presence of the stressful situation.
11. Religion is finding comfort in religious or spiritual beliefs and thoughts.
12. Substance use is using alcohol or drugs to feel better.
13. Humor is making jokes about the stressful situation and making fun of it.
14. Restraint is making critical judgments about one's self.

In the Brief-COPE, scales are computed as follows (with no reversals of coding): mental disengagement, items 1 and 19; suppression of competing activities, items 2 and 7; denial, items 3 and 8, substance use, items 4 and 11; use of emotional social support, items 5 and 15; use of instrumental social support, items 10 and 23; behavioral disengagement, items 6 and 16; venting of emotions, items 9 and 21; positive reinterpretation, items 12 and 17; planning, items 14 and 25; humor, items 18 and 28; acceptance, items 20 and 24; religion, items 22 and 27; and restraint, items 13 and 26.

The Cronbach's α value for the "Instrumental Social Support" subscale was .69, for the "Humor" subscale was .90, for the "Venting of Emotions" subscale was .48,

for the “Substance Use” was .86, for the “Acceptance” subscale was .58, for the “Suppression of Competing Activities” was .53, for the “Religion” subscale was .86, for the “Denial” subscale was .67, for the “Behavioral Disagreement” subscale was .66, for the “Mental Disagreement” subscale was .59, for the “Restraint” subscale was .61, for the “Positive Reinterpretation” subscale was .70, for the “Emotional Social Support” subscale was .52, for the “Planning” subscale was .70 in the present study.

3.3.2 Data collection procedure. The data collection process started after the approval of Bahçeşehir University Ethics Committee (*see Appendix 1*). Since the data were collected online, Informed Consent Form were given online to the participants. In the Informed Consent Form, the purpose of the research, the importance of sincere and honest answers, the information they provide will be kept completely confidential, the individual evaluation will not be made and the results will be evaluated collectively were explained. They also informed that they may withdraw from the study if they encounter a question that bothers them. Individuals who agreed to participate in the study were able to see the scales. Participants completed the Personal Information Form, Big Five Inventory, Conflict Communication Scale, and Coping Skills Scale (The Brief-COPE), respectively.

All four data collection instruments were prepared by using the website https://www.google.com/intl/tr_tr/forms/about/ at Google Forms as an online survey tool and were delivered to the participants via social media platforms such as Whatsapp Groups, Facebook and Instagram. It takes about 25 minutes to answer the scales. Data collection process took 3 months.

3.3.3 Data analysis procedure. In the present study, in order to conduct statistical analyses, Statistical Package for the Social Sciences (SPSS) was employed. First of all, mean, standard deviations, minimum and maximum values were controlled with the purpose to determine descriptive characteristics of the variable. Before conducting any statistical analysis, 6 participants were excluded from the data because they were outliers.

Whether the subdimension scores obtained from personality traits, interpersonal conflict resolution strategies and coping skills scales differ according to Generation X,

Generation Y, and Generation Z has been tested with Multiple Variance Analysis (MANOVA).

In order to use MANOVA, kurtosis and skewness were analyzed to determine suitability of the scores to normal distribution. The skewness indices ranged between -1.06 and 1.52, and kurtosis indices ranged between -1.19 and 1.21. These indices fall within the acceptable range of -3 to 3 for both skewness and kurtosis (Kline, 2011) and indicated that the data was distributed normally.

Another assumption required for the use of MANOVA is to ensure the homogeneity of the variance-covariance matrices. The null hypothesis that the variance-covariance matrices are the same in all three groups was tested by using the Box's *M* test. If the assumption of homogeneity is met, this statistic should be non-significant. The significance of the Box's *M* test is affected by the number of participants. In cases where the number of participants is high, the Box's *M* test can easily be significant (Tabachnick & Fidell, 2007). In this case, the significance level should be taken as .025, .01 (Mertler and Vannatta, 2010) or .001 (Pallant, 2005); if this assumption is also not met, it is suggested to use Pillai's Trace result instead of Wilks' Lambda (Tabachnick & Fidell, 2007). In this study, due to the homogeneity of variance-covariance matrices is not met, Pillai's Trace value was used, and Bonferroni correction was applied to reduce the possibility Type-1 error and the statistical significance value was taken as .0125 instead of .05.

3.3.4 Reliability and validity. The validity and reliability study of Big Five Inventory was conducted by Sümer and Sümer (2005). In the Turkish adaptation study, the Cronbach's α value for the "Extraversion" subscale was .74; for the "Neuroticism" subscale was .76; for the "Openness to Experience" subscale was .75; for the "Conscientiousness" was .77 and for the "Agreeableness" subscale was .67.

The validity and reliability study of Communication Conflict Scale was conducted by Arslan (2005). Since the scale consists of five sub-dimensions, Cronbach's α coefficient was calculated in each sub-dimension and item-test correlations were calculated. It was found that Cronbach's α value in the "Confrontation" subscale varied between .70, in the "Private/Public Behavior" subscale varied between .83, in the "Emotional Expression" subscale varied between

.75, in the “Conflict Approach/Avoidance” subscale varied between .83, and in the “Self-Disclosure” subscale varied between .75. In the reliability study of the scale, test-retest method was used.

The validity and reliability study of Coping Skills Scale was conducted by Bacanlı, Sürücü, and İlhan (2013). They found that the internal consistency coefficients of the subscales are as follows: Emotional Social Support .78, Humor .92, Venting of Emotions .70, Substance Use .84, Acceptance .56, Suppression of Competing Activities .50, Religion .90, Denial .69, Behavioral Disengagement .59, Mental Disengagement .62, Restraint .39, Positive Reinterpretation .76, Emotional Social Support .85, and Planning .70.

3.4. Limitations

Limitations of the study were assessed as internal and external validity threats. Possible internal threats in the study were self-report instruments and the data collection process. Self-report measures only reflect individuals’ perception levels of related subjects, and also social desirability, which is defined as the tendency of some participants to report a response in a way that they want to consider themselves to be more socially acceptable than their “real” responses can also lead to unauthentic answers (Lavrakas, 2008). He stated that people have tendencies to project an ideal image of themselves and to avoid receiving negative evaluation. External threat of the study was considered as the data obtained from the limited sample, and the findings of this study could not be generalized to the people in Turkey.

Chapter 4

Findings

4.1 Preliminary Analysis of the Study

In order to examine descriptive characteristics of the measures used in the present study, means, standard deviations, minimum and maximum values were computed for Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism subscales of Big Five Inventory; Confrontation, Public/Private Behavior, Emotional Expression, Conflict Approach/Avoidance, and Self-Disclosure subscales of Conflict Communication Scale; Instrumental Social Support, Humor, Focus on and Venting of Emotions, Substance Use, Acceptance, Suppression of Competing Activities, Religion, Denial, Behavioral Disengagement, Mental Disengagement, Restraint, Positive Reinterpretation, Emotional Social Support and Planning subscales of Coping Skills Scale. The results were presented in Table 6.

Table 6

Descriptive Statistics for the Variables in the Study

Measures	Subscales	*N*	*Min*	*Max*	*M*	*SD*
BFI	OPEN	433	16.00	50.00	37.75	5.78
	CONSC	433	15.00	45.00	33.98	5.82
	EXTRA	433	9.00	40.00	28.68	6.22
	AGREE	433	14.00	45.00	34.14	4.60
	NEURO	433	9.00	39.00	23.32	5.28
CCS	CONF	433	48.00	96.00	75.00	9.32
	PUB	433	21.00	88.00	48.00	12.74
	EMO	433	38.00	99.00	76.29	11.39
	APP	433	27.00	91.00	51.69	11.17
	SELF	433	44.00	97.00	71.97	9.74

Table 6 (cont.d)

Measures	Subscales	*N*	*Min*	*Max*	*M*	*SD*
The Brief-COPE	ISS	433	2.00	8.00	6.42	1.42
	HUM	433	2.00	8.00	5.06	1.95
	VENT	433	2.00	8.00	5.70	1.53
	SUSE	433	2.00	8.00	3.00	1.63
	ACCEPT	433	2.00	8.00	6.10	1.48
	SUPP	433	2.00	8.00	5.42	1.45
	REL	433	2.00	8.00	5.46	2.11
	DEN	433	2.00	8.00	3.78	1.66
	BDIS	433	2.00	8.00	3.49	1.55
	MDIS	433	2.00	8.00	5.35	1.61
	REST	433	2.00	8.00	5.69	1.40
	POR	433	2.00	8.00	6.33	1.43
	ESS	433	2.00	8.00	5.66	1.43
	PLAN	433	2.00	8.00	6.80	1.28

Note. OPEN: Openness to experience, CONSC: Conscientiousness, EXTRA: Extraversion, AGREE: Agreeableness, NEURO: Neuroticism; CONF: Confrontation, PUB: Public/Private Behavior, EMO: Emotional Expression, APP: Conflict Approach/Avoidance, SELF: Self-disclosure, ISS: Instrumental Social Support, HUM: Humor, VENT: Focus on and Venting of Emotions, SUSE: Substance Use, ACCEPT: Acceptance, SUPP: Suppression of Competing Activities, REL: Religion, DEN: Denial, BDIS: Behavioral Disengagement, MDIS: Mental Disengagement, REST: Restraint, POR: Positive Reinterpretation, ESS: Emotional Social Support, and PLAN: Planning.

As can be seen Table 6, the mean score of the individuals with Openness to Experience is 37.75 ± 5.78, Conscientiousness is 33.98 ± 5.82, Extraversion is 28.68 ± 6.22, Agreeableness is 34.14 ± 4.60, Neuroticism is 23.32 ± 5.28 as the subscales of Big Five Inventory was founded.

The mean score of the individuals with Confrontation is 75.00 ± 9.32, Public/Private Behavior is 48.00 ± 12.7, Emotional Expression is 76.29 ± 11.39, Conflict Approach/Avoidance is 51.69 ± 11.17, Self-Disclosure is 71.97 ± 9.74 as the subscales of Conflict Communication Scale was yielded.

The mean of the individuals with Instrumental Social Support is 6.42 ± 1.42, Humor is 5.06 ± 195, Venting of Emotions is 5.70 ± 3.00, Substance Use is 3.00 ± 1.63, Acceptance is 6.10 ± 1.48, Suppression of Competing Activities is 5.42 ± 1.45, Religion is 5.46 ± 2.11, Denial is 3.78 ± 1.66, Behavioral Disengagement is 3.49 ± 1.55, Mental Disengagement 5.35 ± 1.61, Restraint is 5.69 ± 1.40, Positive Reinterpretation is 6.33 ± 1.43, Emotional Social Support is 5.66 ± 1.43 and Planning is 6.80 ± 1.28 as the subscales of the Brief-Cope Scale was founded.

4.2 Results Concerning the Differences in Personality Traits as a Function of Generation X, Generation Y and Generation Z

The problem statement "Are Generation X, Generation Y, Generation Z different according to personality traits?" was analyzed by using MANOVA to see whether there was a difference among more than two independent groups due to the normal distribution of the dependent variables. Box's *M* Test indicated that the variance-covariance matrices are not homogeneous [Box's $M = 65.20$; F (30, 539031.13) = 2.137, $p = .000$]. It was seen that there is a significant difference between the three groups on the linear combination of dependent variables ($p < .05$). The fact that the Box's *M* results revealed a significant difference between Generation X, Generation Y, Generation Z, the criterion of Pillai's Trace was seen as more robust when the group sizes were unequal (Pillai, 1955).

Table 7

Distribution of the Subscales of Personality Traits by Generations

	Group	*M*	*SD*	*N*
AGREE	Generation X	35.68	4.13	141
	Generation Y	34.48	4.19	165
	Generation Z	31.98	4.82	127
	Total	34.14	4.60	433
EXTRA	Generation X	29.78	5.30	141
	Generation Y	29.15	6.16	165
	Generation Z	26.84	6.84	127
	Total	28.68	6.22	433
OPEN	Generation X	38.68	5.01	141
	Generation Y	38.63	5.77	165
	Generation Z	35.58	6.05	127
	Total	37.75	5.78	433

Table 7 (cont.d)

	Group	*M*	*SD*	*N*
CONS	Generation X	37.28	4.58	141
	Generation Y	33.91	5.11	165
	Generation Z	30.40	5.82	127
	Total	33.98	5.82	433
NEURO	Generation X	22.00	4.86	141
	Generation Y	23.67	5.04	165
	Generation Z	24.34	5.76	127
	Total	23.32	5.28	433

Table 7 shows the mean scores, standard deviations and number of participants according to the subscales of personality traits of the individuals in Generation X, Generation Y, and Generation Z.

Table 8

Comparison of Generation X, Y, Z According to the Subscales of Personality Traits

Source	Dependent Variable	$\bar{X}$	*F*	*p**	η^2	Observed Power[f]
Corrected Model	AGREE	473.836	24.825	.000	.104	1.000
	EXTRA	318.540	8.516	.000	.038	.966
	OPEN	424.174	13.404	.000	.059	.998
	CONSC	1582.934	59.106	.000	.216	1.000
	NEURO	200.001	7.370	.001	.033	.939
Intercept	AGREE	496321.431	26002.987	.000	.984	1.000
	EXTRA	349945.877	9355.133	.000	.956	1.000
	OPEN	606196.531	19155.660	.000	.978	1.000
	CONSC	490927.491	18330.940	.000	.977	1.000
	NEURO	233163.457	8591.959	.000	.952	1.000
Generation	AGREE	473.836	24.825	.000	.104	1.000
	EXTRA	318.540	8.516	.000	.038	.966
	OPEN	424.174	13.404	.000	.059	.998
	CONSC	1582.934	59.106	.000	.216	1.000
	NEURO	200.001	7.370	.001	.033	.939

** $p < .125$*

MANOVA results, which were applied to test whether the scores obtained of Agreeableness, Extraversion, Openness to Experience, Conscientiousness, Neuroticism subscales of personality traits are differentiated according to Generation

X, Generation Y, Generation Z yielded that there was a statistically significant difference in personality traits according to the generations [Pillai's $\wedge$ = .268, F (10, 854) = 13.24, $p < .001$, $\eta^2 = .134$].

Table 9

Post-Hoc Scheffe Test Results to Determine Which Generation Differentiate According to the Subscales of Personality Traits

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
AGREE	1965 – 1979	1980 – 1999	.50	.057
		2000 and after	.53	.000
	1980 – 1999	1965 – 1979	.50	.057
		2000 and after	.51	.000
	2000 and after	1965 – 1979	.53	.000
		1980 – 1999	.51	.000
EXTRA	1965 – 1979	1980 – 1999	.70	.675
		2000 and after	.74	.001
	1980 – 1999	1965 – 1979	.70	.675
		2000 and after	.72	.006
	2000 and after	1965 – 1979	.74	.001
		1980 – 1999	.72	.006
OPEN	1965 – 1979	1980 – 1999	.64	.998
		2000 and after	.68	.000
	1980 – 1999	1965 – 1979	.64	.998
		2000 and after	.66	.000
	2000 and after	1965 – 1979	.68	.000
		1980 – 1999	.66	.000

Table 9 (cont.d)

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
CONSC	1965 – 1979	1980 – 1999	.59	.000
		2000 and after	.63	.000
	1980 – 1999	1965 – 1979	.59	.000
		2000 and after	.61	.000
	2000 and after	1965 – 1979	.63	.000
		1980 – 1999	.61	.000
NEURO	1965 – 1979	1980 – 1999	.59	.021
		2000 and after	.63	.001
	1980 – 1999	1965 – 1979	.59	.021
		2000 and after	.61	.549
	2000 and after	1965 – 1979	.63	.001
		1980 – 1999	.61	.549

** $p < .125$*

As can be seen in Table 9, as a result of the Scheffe test conducted to determine between which groups are significantly different from one another according to the sub-dimension scores of personality traits revealed that agreeableness level of Generation X (M = 35.68) is higher than Generation Z (M = 31.98) ($p < .125$). Moreover, agreeableness level of Generation Y (M = 34.48) is higher than Generation Z ($p < .125$).

Extraversion level of Generation X (M = 29.78) is higher than Generation Z (M = 26.84) ($p < .125$). Moreover, extraversion level of Generation Y (M = 29.15) is higher than Generation Z ($p < .125$).

Openness to experience level of Generation X (M = 38.68) is higher than Generation Z (M = 35.58) ($p < .125$). Furthermore, openness to experience level of Generation Y (M = 38.63) is higher than Generation Z ($p < .125$).

Conscientiousness level of Generation X (M = 37.28) is higher than Generation Y (M = 33.91) and Generation Z (M = 30.40) (p < .125). Furthermore, conscientiousness level of Generation Y is higher than Generation Z.

Neuroticism level of Generation X (M = 22) is lower than Generation Y (M = 23.67) and Generation Z (M = 24.34) (p < .125). Moreover, neuroticism level of Generation Y is lower than Generation Z.

4.3 Results Concerning the Differences in Interpersonal Conflict Resolution Strategies as a Function of Generation X, Generation Y and Generation Z

The problem statement "Are the interpersonal conflict resolution strategies differentiated according to Generation X, Generation Y, Generation Z?" was analyzed by using MANOVA to see whether there was a difference among more than two independent groups due to the normal distribution of the dependent variables. Box's M Test indicated that the variance-covariance matrices are not homogeneous [Box's M = 52.82; F (30, 539031.13) = 1.731, p = .000]. It was seen that there is a significant difference between the three groups on the linear combination of dependent variables (p < .05). The fact that the Box's M results revealed a significant difference between Generation X, Generation Y, Generation Z, the criterion of Pillai's Trace was seen as more robust when the group sizes were unequal (Pillai, 1955).

Table 10

Distribution of the Subscales of Interpersonal Conflict Resolution Strategies by Generations

	Group	*M*	*SD*	*N*
CONF	Generation X	76.89	8.83	141
	Generation Y	75.10	9.21	165
	Generation Z	72.78	9.59	127
	Total	75.00	9.32	433
PUB	Generation X	48.31	12.04	141
	Generation Y	47.60	12.89	165
	Generation Z	48.15	13.36	127
	Total	48.00	12.74	433
EMO	Generation X	76.53	9.75	141
	Generation Y	78.61	11.47	165
	Generation Z	73.00	12.23	127
	Total	76.29	11.39	433

Table 10 (cont.d)

Distribution of the Subscales of Interpersonal Conflict Resolution Strategies by Generations

	Group	*M*	*SD*	*N*
APP	Generation X	49.46	11.01	141
	Generation Y	52.68	11.71	165
	Generation Z	52.89	10.31	127
	Total	51.69	11.17	433
SELF	Generation X	70.64	8.54	141
	Generation Y	74.23	10.01	165
	Generation Z	70.51	10.14	127
	Total	71.97	9.74	433

Table 10 shows the mean scores, standard deviations and number of participants according to the subscales of interpersonal conflict resolution strategies of the individuals in Generation X, Generation Y, and Generation Z.

Table 11

Comparison of Generation X, Y, Z According to the Subscales of Interpersonal Conflict Resolution Strategies

Source	Dependent Variable	$\bar{X}$	*F*	*p**	η^2	Observed Power[f]
Corrected Model	CONF	564.533	6.662	.001	.030	.913
	PUB	21.559	.132	.876	.001	.070
	EMO	1133.030	9.058	.000	.040	.974
	APP	522.291	4.245	.015	.019	.741
	SELF	682.468	7.404	.001	.033	.940
Intercept	CONF	2403019.938	28357.787	.000	.985	1.000
	PUB	987301.985	6058.201	.000	.934	1.000
	EMO	2475566.592	19791.544	.000	.979	1.000
	APP	1143334.049	9291.817	.000	.956	1.000
	SELF	2206438.580	23935.965	.000	.982	1.000
Generation	CONF	564.533	6.662	.001	.030	.913
	PUB	21.559	.132	.876	.001	.070
	EMO	1133.030	9.058	.000	.040	.974
	APP	522.291	4.245	.015	.019	.741
	SELF	682.468	7.404	.001	.033	.940

** $p < .125$*

According to MANOVA results, it was indicated that Generation X, Generation Y, Generation Z differentiated according to confrontation, emotional expression, and

self-disclosure subscale [Pillai's $\wedge$ = .125, F (10, 854) = 5.704, $p < .001$, $\eta^2 = .063$]. However, Generation X, Generation Y, Generation Z did not differentiate in terms of conflict approach/avoidance and public/private behavior level ($p > .125$).

Table 12

Post-Hoc Scheffe Test Results to Determine Which Generation Differentiate According to the Subscales of Interpersonal Conflict Resolution Strategies

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
CONF	1965 – 1979	1980 – 1999	1.05	.238
		2000 and after	1.12	.001
	1980 – 1999	1965 – 1979	1.05	.238
		2000 and after	1.08	.104
	2000 and after	1965 – 1979	1.12	.001
		1980 – 1999	1.08	.104
PUB	1965-1979	1980 – 1999	1.46	.888
		2000 and after	1.56	.995
	1980-1999	1965 – 1979	1.46	.888
		2000 and after	1.50	.935
	2000 and after	1965 – 1979	1.56	.995
		1980 – 1999	1.50	.935
EMO	1965 – 1979	1980 – 1999	1.28	.270
		2000 and after	1.36	.037
	1980 – 1999	1965 – 1979	1.28	.270
		2000 and after	1.32	.000
	2000 and after	1965 – 1979	1.36	.037
		1980 – 1999	1.32	.000

Table 12 (cont.d)

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
APP	1965 – 1979	1980 – 1999	1.27	.042
		2000 and after	1.35	.042
	1980 – 1999	1965 – 1979	1.27	.042
		2000 and after	1.30	.987
	2000 and after	1965 – 1979	1.35	.042
		1980 – 1999	1.30	.987
SELF	1965 – 1979	1980 – 1999	1.10	.005
		2000 and after	1.17	.994
	1980 – 1999	1965 – 1979	1.10	.005
		2000 and after	1.13	.005
	2000 and after	1965 – 1979	1.17	.994
		1980 – 1999	1.13	.005

** $p < .125$*

As can be seen in Table 12, as a result of the Scheffe test conducted to determine between which groups are significantly different from one another according to the sub-dimension scores of interpersonal conflict resolution strategies revealed that confrontation level of Generation X (M = 76.89) is higher than Generation Z (M = 72.78) ($p < .125$).

Emotional expression level of Generation X (M = 76.53) is higher than Generation Z (M = 73.00) ($p < .125$). Moreover, emotional expression level of Generation Y (M = 78.61) is higher than Generation Z ($p < .125$).

Self-disclosure level of Generation X (M = 70.64) is lower than Generation Y (M = 74.23) ($p < .125$). Furthermore, self-disclosure level of Generation Y is higher than Generation Z (M = 70.51) ($p < .125$).

4.4 Results Concerning the Differences in Coping Skills as a Function of Generation X, Generation Y and Generation Z

The problem statement "Are the coping ways differentiated according to Generation X, Generation Y, Generation Z?" was analyzed by using MANOVA to see whether there was a difference among more than two independent groups due to the normal distribution of the dependent variables. Box's M Test indicated that the variance-covariance matrices are not homogeneous [Box's M = 311; F (210, 450656.71) = 1.413, p = .000]. It was seen that there is a significant difference between the three groups on the linear combination of dependent variables ($p < .05$). The fact that the Box's M results revealed a significant difference between Generation X, Generation Y, Generation Z, the criterion of Pillai's Trace was seen as more robust when the group sizes were unequal (Pillai, 1955).

Table 13

Distribution of the Subscales of Coping Skills by Generations

	Group	*M*	*SD*	*N*
ISS	Generation X	6.60	1.33	141
	Generation Y	6.48	1.41	165
	Generation Z	6.14	1.49	127
	Total	6.42	1.42	433
HUM	Generation X	4.84	1.82	141
	Generation Y	5.03	2.00	165
	Generation Z	5.33	2.00	127
	Total	5.06	1.95	433
VENT	Generation X	5.59	1.56	141
	Generation Y	5.84	1.46	165
	Generation Z	5.64	1.58	127

Table 13 (cont.d)

Distribution of the Subscales of Coping Skills by Generations

	Group	*M*	*SD*	*N*
SUSE	Generation X	2.72	1.39	141
	Generation Y	3.00	1.57	165
	Generation Z	3.32	1.90	127
	Total	3.00	1.63	433
ACCEPT	Generation X	5.83	1.55	141
	Generation Y	6.23	1.39	165
	Generation Z	6.23	1.50	127
	Total	6.10	1.48	433
SUPP	Generation X	5.74	1.38	141
	Generation Y	5.15	1.41	165
	Generation Z	5.40	1.52	127
	Total	5.42	1.45	433
REL	Generation X	5.77	2.03	141
	Generation Y	5.21	2.20	165
	Generation Z	5.44	2.03	127
	Total	5.46	2.11	433
DEN	Generation X	3.84	1.74	141
	Generation Y	3.48	1.46	165
	Generation Z	4.11	1.74	127
	Total	3.78	1.66	433
BDIS	Generation X	3.40	1.51	141
	Generation Y	3.36	1.48	165
	Generation Z	3.76	1.65	127
	Total	3.49	1.55	433

Table 13 (cont.d)

Distribution of the Subscales of Coping Skills by Generations

	Group	*M*	*SD*	*N*
MDIS	Generation X	5.25	1.62	141
	Generation Y	5.26	1.63	165
	Generation Z	5.57	1.56	127
	Total	5.35	1.61	433
REST	Generation X	6.08	1.27	141
	Generation Y	5.44	1.38	165
	Generation Z	5.59	1.50	127
	Total	5.69	1.40	433
POR	Generation X	6.64	1.20	141
	Generation Y	6.49	1.35	165
	Generation Z	5.79	1.60	127
	Total	6.33	1.43	433
ESS	Generation X	5.81	1.50	141
	Generation Y	5.61	1.40	165
	Generation Z	5.57	1.38	127
	Total	5.66	1.43	433
PLAN	Generation X	7.09	1.09	141
	Generation Y	6.85	1.18	165
	Generation Z	6.40	1.49	127
	Total	6.80	1.28	433

Table 13 shows the mean scores, standard deviations and number of participants according to the subscales of coping skills of the individuals in Generation X, Generation Y, and Generation Z.

Table 14

Comparison of Generation X, Y, Z According to the Subscales of Coping Skills

Source	Dependent Variable	$\bar{X}$	*F*	*p**	η^2	Observed Power[f]
Corrected	ISS	7.521	3.774	.024	.017	.687
Model	HUM	7.990	2.110	.123	.010	.433
	VENT	2.763	1.174	.310	.005	.257
	SUSE	12.007	4.545	.011	.021	.772
	ACCEPT	7.457	3.413	.034	.016	.640
	SUPP	13.135	6.337	.002	029	.898
	REL	11.753	2.660	.071	.012	.527
	DEN	14.722	5.443	.005	.025	.846
	BDIS	6.591	2.754	.065	.013	.543
	MDIS	4.412	1.700	.184	.008	.357
	REST	16.434	8.571	.000	.038	.967
	POR	27.450	14.218	.000	.062	.999
	ESS	2.345	1.144	.320	.005	.252
	PLAN	16.640	10.559	.000	.047	.989
Intercept	ISS	17613.044	8838.219	.000	.954	1.000
	HUM	11003.844	2905.601	.000	.871	1.000
	VENT	13890.100	5900.610	.000	.932	1.000
	SUSE	3891.907	1473.200	.000	.774	1.000
	ACCEPT	15932.726	7292.951	.000	.944	1.000
	SUPP	12641.708	6099.354	.000	.934	1.000
	REL	12841.524	2905.949	.000	.871	1.000
	DEN	6231.670	2304.041	.000	.843	1.000
	BDIS	5274.982	2204.204	.000	837	1.000
	MDIS	12322.672	4747.496	.000	.917	1.000
	REST	13945.820	7273.143	.000	.944	1.000

Table 14 (cont.d)

Source	Dependent Variable	$\bar{X}$	*F*	*p**	η^2	Observed Power[f]
Intercept	POR	17056.028	8834.178	.000	.954	1.000
	ESS	13748.438	6707.158	.000	.940	1.000
	PLAN	19705.441	12504.214	.000	.967	1.000
Generation	ISS	7.521	3.774	.024	.017	.687
	HUM	7.990	2.110	.123	.010	.433
	VENT	2.763	1.174	.310	.005	.257
	SUSE	12.007	4.545	.011	.021	.772
	ACCEPT	7.457	3.413	.034	.016	.640
	SUPP	13.135	6.337	.002	.029	.898
	REL	11.753	2.660	.071	.012	.527
	DEN	14.722	5.443	.005	.025	.846
	BDIS	6.591	2.754	.065	.013	.543
	MDIS	4.412	1.700	.184	.008	.357
	REST	16.434	8.571	.000	.038	.967
	POR	27.450	14.218	.000	.062	.999
	ESS	2.345	1.144	.320	.005	.252
	PLAN	16.640	10.559	.000	.047	.989

** $p < .125$*

According to MANOVA results, it was yielded that Generation X, Generation Y, Generation Z differentiated according to substance use, suppression of competing activities, denial, restraint, positive reinterpretation, and planning subscale [Pillai's Trace = .205, F (28, 836) = 3.406, $p < .001$, $\eta^2 = .102$]. However, Generation X, Generation Y, Generation Z did not differentiate in terms of instrumental social support, acceptance, humor, venting of emotions, religion, behavioral disengagement, mental disengagement**,** emotional social support levels ($p > .125$).

Table 15

Post-Hoc Scheffe Test Results to Determine Which Generation Differentiate According to the Subscales of Coping Ways

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
ISS	1965 – 1979	1980 – 1999	.16190	.742
		2000 and after	.17270	.030
	1980 – 1999	1965 – 1979	.16190	.742
		2000 and after	.16664	.133
	2000 and after	1965 – 1979	.17270	.030
		1980 – 1999	.16664	.133
HUM	1965 – 1979	1980 – 1999	.22318	.690
		2000 and after	.23807	.125
	1980 – 1999	1965 – 1979	.22318	.690
		2000 and after	.22972	.441
	2000 and after	1965 – 1979	.23807	.125
		1980 – 1999	.22972	.441
VENT	1965 – 1979	1980 – 1999	.17596	.357
		2000 and after	.18770	.965
	1980 – 1999	1965 – 1979	.17596	.357
		2000 and after	.18111	.535
	2000 and after	1965 – 1979	.18770	.965
		1980 – 1999	.18111	.535
SUSE	1965 – 1979	1980 – 1999	.18641	.334
		2000 and after	.19884	.011
	1980 – 1999	1965 – 1979	.18641	.334
		2000 and after	.19187	.244

Table 15 (cont.d)

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
SUSE	2000 and after	1965 – 1979	.19884	.011
		1980 – 1999	.19187	.244
ACCEPT	1965 – 1979	1980 – 1999	.16951	.069
		2000 and after	.18082	.088
	1980 – 1999	1965 – 1979	.16951	.069
		2000 and after	.17448	.999
	2000 and after	1965 – 1979	.18082	.088
		1980 – 1999	.17448	.999
SUPP	1965 – 1979	1980 – 1999	.16511	.002
		2000 and after	.17612	.151
	1980 – 1999	1965 – 1979	.16511	.002
		2000 and after	.16995	.358
	2000 and after	1965 – 1979	.17612	.151
		1980-1999	.16995	.358
REL	1965 – 1979	1980 – 1999	.24109	.072
		2000 and after	.25717	.435
	1980 – 1999	1965 – 1979	.24109	.072
		2000 and after	.24815	.669
	2000 and after	1965 – 1979	.25717	.435
		1980 – 1999	.24815	.669

Table 15 (cont.d)

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
DEN	1965 – 1979	1980 – 1999	.18861	.164
		2000 and after	.20119	.396
	1980 – 1999	1965 – 1979	.18861	.164
		2000 and after	.19414	.005
	2000 and after	1965 – 1979	.20119	.396
		1980 – 1999	.19414	.005
BDIS	1965 – 1979	1980 – 1999	.17742	.974
		2000 and after	.18925	.166
	1980 – 1999	1965 – 1979	.17742	.974
		2000 and after	.18261	.092
	2000 and after	1965 – 1979	.18925	.166
		1980 – 1999	.18261	.092
MDIS	1965 – 1979	1980 – 1999	.18477	.998
		2000 and after	.19710	.270
	1980 – 1999	1965 – 1979	.18477	.998
		2000 and after	.19018	.270
	2000 and after	1965 – 1979	.19710	.270
		1980 – 1999	.19018	.270
REST	1965 – 1979	1980 – 1999	.15881	.000
		2000 and after	.16940	.015
	1980 – 1999	1965 – 1979	.15881	.000
		2000 and after	.16346	.686
	2000 and after	1965 – 1979	.16940	.015
		1980 – 1999	.16346	.686

Table 15 (cont.d)

Dependent Variable	(I) Generation	(J) Generation	*SEM*	*p**
POR	1965 – 1979	1980 – 1999	.15935	.648
		2000 and after	.16999	.000
	1980 – 1999	1965 – 1979	.15935	.648
		2000 and after	.16402	.000
	2000 and after	1965 – 1979	.16999	.000
		1980 – 1999	.16402	.000
ESS	1965 – 1979	1980 – 1999	.16420	.465
		2000 and after	.17515	.389
	1980 – 1999	1965 – 1979	.16420	.465
		2000 and after	.16901	.976
	2000 and after	1965 – 1979	.17515	.389
		1980 – 1999	.16901	.976
PLAN	1965 – 1979	1980 – 1999	.14397	.237
		2000 and after	.15358	.000
	1980 – 1999	1965 – 1979	.14397	.237
		2000 and after	.14819	.010
	2000 and after	1965 – 1979	.15358	.000
		1980 – 1999	.14819	.010

** $p < .125$*

As can be seen in Table 15, as a result of the Scheffe test conducted to determine between which groups are significantly different from one another according to the sub-dimension scores of coping skills revealed that substance use level of Generation X ($M = 2.72$) is lower than Generation Z ($M = 3.32$) ($p < .125$).

Suppression of competing activities level of Generation X ($M = 5.74$) is higher than Generation Y ($M = 5.15$) ($p < .125$).

Denial level of Generation Y (M = 3.48) is lower than Generation Z (M = 4.11) (p < .125).

Restraint level of Generation X (M = 6.08) is higher than Generation Y (M = 5.44) (p < .125). Moreover, restraint level of Generation Z (M = 5.59) is lower than Generation X (p < .125).

Positive reinterpretation level of Generation X (M = 6.64) is higher than Generation Z (M = 5.79) (p < .125). Moreover, positive reinterpretation level of Generation Y (M = 6.49) is higher than Generation Z (p < .125).

Planning level of Generation X (M = 7.09) is higher than generation Z (M = 6.40) (p < .125). Furthermore, planning level of Generation Y (M = 6.85) is higher than Generation Z (p < .125).

Chapter 5

Discussion and Conclusion

In this chapter, results which were obtained by statistical analyses are discussed according to the literature. Moreover, conclusions and recommendations for future research were mentioned.

5.1 Discussion of Findings for Research Questions

The findings of the research questions are discussed in this section.

5.1.1 Discussion of the findings related to differences in personality traits as a function of Generation X, Generation Y and Generation Z. The aim of the present study was to examine the differences in personality traits in as a function of Generation X, Generation Y, Generation Z. It was found that there was a statistically significant difference in personality traits according to Generation X, Generation Y and Generation Z.

Agreeableness level of Generation X is higher than Generation Z. Moreover, Generation Y has higher agreeableness level than Generation Z. In other words, Generation X has the highest score in terms of agreeableness level. However, there is no significant difference between Generation X and Generation Y.

Extraversion level of Generation X is higher than Generation Z. Morever, extraversion level of Generation Y is higher than Generation Z. In other words, Generation Z has the lowest score in terms of extraversion level. However, there is no significant difference between Generation X and Generation Y.

Openness to experience level of Generation X is higher than Generation Z. Furthermore, openness to experience level of Generation Y is higher than Generation Z. In other words, Generation Z has the lowest score in terms of openness to experience level. However, there is no significant difference between Generation X and Generation Y.

Conscientiousness level of Generation X is higher than Generation Y and Generation Z. Moreover, conscientiousness level of Generation Y is higher than

Generation Z. In other words, Generation X has the highest score in terms of conscientiousness level compared to Generation Y and Generation Z.

Neuroticism level of Generation X is lower than Generation Z. Moreover, neuroticism level of Generation Y is lower than Generation Z. In other words, Generation Z has the highest score in terms of neuroticism compared to other generations. However, there is no significant difference between Generation X and Generation Y.

Considering the characteristic features of Generation X, Generation Y, Generation Z in the literature, most of the findings were expected. The members of Generation X take on the responsibilities of their families and respect for authority (Raines, 2002). It is a generation that works hard, like the baby boomers, wants to be successful in their careers and mostly controls the balance of their lives (Çetinkaya, 2019). Therefore, they can be defined as hardworking, self-disciplined, and compatible individuals. Doğan (2013) stated that individuals with a high level of responsibility are considered as individuals who tend to be successful, are determined, planned and think before his/her action. Considering that Generation X is the generation that mostly uses planning coping skill as a result of present study, their compatibility levels were expected to be high. In this regard, it is not surprising that they have the highest score of agreeableness and conscientiousness levels. Similar to the findings of this study, a study conducted with school administrators, they have the highest agreeableness score compared to the sub-dimensions of extraversion, neuroticism, conscientiousness, and openness to experience (Yıldızoğlu, 2013). Considering that school administrators are in Generation X in terms of age and work experience, it can be said that the research results are consistent with prior reports.

Since Generation Z joins various social networks and can communicate remotely, they can be described as a lonely generation (Aydın, 2013). They experience extreme individualization and loneliness (Strauss & Howe, 1991). Moreover, they prefer to communicate online and it is almost impossible to communicate with them face to face (Topçuoğlu, 2007; Türk, 2013). Therefore, it is not surprising that they have the highest neuroticism level and lowest extraversion score compared to Generation X and Generation Y. In addition, Generation Y can be defined as extrovert people who are open to change and innovation (Silva et al., 2014: 35; Tarçalır, 2015).

According to the research conducted with high school students thought to be the members of Generation Z, they have the highest neuroticism level compared to extraversion, agreeableness, conscientiousness, and openness to experience levels (Göktan, 2007). According to the studies conducted by Tozkoparan (2013) and Yıldızoğlu (2013), managers have the lowest neuroticism level compared to extraversion, agreeableness, conscientiousness, and openness to experience levels. Due to their age and work experience, these managers are considered to be in Generation X. Hence, it was observed that there is consistency with previous research findings.

The members of Generation Z have grown more knowledgeable, more equipped and more curious than previous generations. Therefore, they are more independent, innovative, researcher and curious (Kavalcı, 2015). Considering that Generation Z always has full access to all kinds of information with various portable technological devices (Akdemir et al., 2013), they were expected to have more openness to experience score. Contrary to the expectation, Generation Z has lowest openness to experience score compared to other generations. Generation X, on the other hand, represents the process of change in many economic, political and social crises in the world. For example, a person from Generation X probably saw the Vietnam War, the fall of the Berlin Wall, the 1980 military coup, the right-left conflicts, the oil crisis (Türk, 2013). In other words, Generation X has overcome this painful period and stepped into the digital world for the first time. Individuals of Generation X are well-educated and insistent people who want to know everything and have a desire to experience everything (Ware, 2013). They can be defined as extremely competitive, open to innovation and diversity (Yelkikalan, Altın, 2010; Köse, Oral, & Türesin Tetik, 2014). As they make a great effort to keep up with the changing world conditions (Adıgüzel et al., 2014), their openness to experience score may be higher than Generation Z. According to the study of the managers, they have the highest openness to experience level compared to extraversion, agreeableness, conscientiousness, and neuroticism (Tozkoparan, 2013). Considering that managers are in Generation X in terms of age and work experience, it can be said that the research results are consistent with previous reports.

As a result, there is often a significant difference between Generation X and Generation Z or Generation Y and Generation Z, whereas there is mostly no significant difference between Generation X and Generation Y in terms of personality traits. It was thought that the main feature that distinguishes Generation Z from other generations is that they were born in the period when the Internet exists (Kaplan & Çarıkçı, 2018). Furthermore, changes and transformations in living standards caused individuals belonging to Generation Z to grow up in a different world compared to other generations, especially technological developments caused the individual characteristics of the generation to isolate from other generations (Ayhün, 2013). In addition, personal computers started to enter homes in the 1980s (Siyahhan & Gee, 2018). Generation X and Generation Y may not be statistically significant different each other as they also experienced similar technological developments.

5.1.2 Discussion of the findings related to differences in interpersonal conflict resolution strategies as a function of Generation X, Generation Y and Generation Z. The aim of the present study was to examine the differences in interpersonal conflict resolution strategies in as a function of Generation X, Generation Y, Generation Z. It was found that Generation X, Generation Y, Generation Z differentiated according to confrontation, emotional expression, and self-disclosure subscale of interpersonal conflict resolution approaches scale. However, Generation X, Generation Y, Generation Z did not differentiate in terms of conflict approach/avoidance and public/private behavior level.

Confrontation level of Generation X is higher than Generation Z. However, there is no significant difference between Generation X and Generation Y. In addition, there is also no significant difference between Generation Y and Generation Z.

In terms of public/private behavior levels, there is no significant difference between Generation X and Generation Y. Moreover, there is no significant difference between Generation X and Generation Z. There is also no significant difference between Generation Y and Generation Z.

Emotional expression level of Generation X is higher than Generation Z. Moreover, emotional expression level of Generation Y is higher than Generation Z. However, there is no significant difference between Generation X and Generation Y.

In terms of conflict approach/avoidance levels, there is no significant difference between Generation X and Generation Y. Moreover, there is no significant difference between Generation X and Generation Z. There is also no significant difference between Generation Y and Generation Z.

Self-disclosure level of Generation X is lower than Generation Y. Furthermore, self-disclosure level of Generation Y is higher than Generation Z. However, there is no significant difference between Generation X and Generation Z.

Considering the characteristic features of Generation X, Generation Y, Generation Z in the literature, most of the findings were not expected. Individuals of Generation X can be defined as brave people (Atabay et. al, 2011). Accordingly, they may choose to express their feelings and have a confrontation with others when faced with conflict. As individuals of Generation Z do not prefer to face-to-face communication, it was expected that they do not use confrontation and emotional expression as conflict resolution strategies. In a study conducted with executive and instructive nurses, it was determined that the most used conflict resolution strategies were confrontation and avoidance by nurse administrators (Valentine, Richardson, Wood, & Godkin, 1998). When the ages and experiences of nurse managers were examined, they can be considered as Generation X. Another study conducted only with managers, confrontation was the most used conflict resolution strategy by them (Yılmaz & Öztürk, 2011). On the other hand, in a study conducted with adolescents, it was concluded that they mostly use confrontation and emotional expression from interpersonal conflict resolution strategies (Aydınlı, 2014). Since these individuals are adolescents, they should be considered as the members of Generation Z. In the light of this information, the previous research findings are not consistent with the current research results.

Generation Y is sensitive to what is happening around them and are likely to become part of it more than the members of the other generations (Wong et. al, 2008). Therefore, it is not surprising that they have higher emotional expression and self-

disclosure score. According to Öz and Hiçdurmaz (2012), it was yielded that nursing students mostly prefer to use emotional expression, confrontation and self-disclosure respectively. Considering that nursing students going to university are in Generation Y due to their age, there is a consistency with prior reports. According to another study with university students, it was revealed that women have the highest score of emotional expression and self-disclosure levels compared to the other sub-dimensions of interpersonal conflict resolution strategies (Basım, Çetin, & Tabak, 2009).

5.1.3 Discussion of the findings related to differences in coping skills as a function of Generation X, Generation Y and Generation Z. The aim of the present study was to examine the differences in coping skills in as a function of Generation X, Generation Y, Generation Z. It was found that that Generation X, Generation Y, Generation Z differentiated according to substance use, suppression of competing activities, denial, restraint, positive reinterpretation, and planning subscale. However, Generation X, Generation Y, Generation Z did not differentiate in terms of instrumental social support, acceptance, humor, venting of emotions, religion, behavioral disengagement, mental disengagement**,** emotional social support levels.

In terms of instrumental social support levels, there is no significant difference between Generation X and Generation Y. Moreover, there is no significant difference between Generation X and Generation Z. There is also no significant difference between Generation Y and Generation Z.

Substance use level of Generation X is lower than Generation Z. However, there is no significant difference between Generation X and Generation Y. There is also no significant difference between Generation Y and Generation Z.

In terms of acceptance level, Generation X, Generation Y, and Generation Z differentiated one another. However, there is no significant difference between Generation X and Generation Y. There is no significant difference between Generation X and Generation Z. There is also no significant difference between Generation Y and Generation Z.

Suppression of competing activities level of Generation X is higher than Generation Y. However, there is no significant difference between Generation X and Generation Z. There is also no significant difference between Generation Y and Generation Z.

Denial level of Generation Y is lower than Generation Z. However, there is no significant difference between Generation X and Generation Y. There is also no significant difference between Generation X and Generation Z.

Restraint level of Generation X is higher than Generation Y. Moreover, restraint level of Generation Z is lower than Generation X. However, there is no significant difference between Generation Y and Generation Z.

Positive reinterpretation level of Generation X is higher than Generation Z. Moreover, positive reinterpretation level of Generation Y is higher than Generation Z. However, there is no significant difference between Generation X and Generation Y.

Planning level of Generation X is higher than generation Z. Furthermore, planning level of Generation Y is higher than Generation Z. However, there is no significant difference between Generation X and Generation Y.

Considering that substance users were at a young age in the literature (Swendsen, Conway, Rounsaville, & Merikangas, 2002), Generation X was expected to use substance less than Generation Z. According to Altıntoprak, Akgür, Yüncü, Sertöz, and Coşkunol (2008), adolescents started using alcohol at a much earlier age than people living in previous years. Segal, Hook, and Coolidge (2001) found that older adults were less likely to use alcohol or drugs to cope with their problems. Accordingly, it was thought that people may gain new ways of coping as they get older. As a result, the findings of previous studies are consistent with the results of the present study.

Generation X is more likely to pay attention to other activities that the person may be involved in to deal with difficult situations than Generation Y. Perhaps Generation X, with their life experiences, have developed an idea that whether they can effect a change in a situation. If they can, they actively handle it; if not, they disengage and passively accept the situation (Phillips et al., 2014).

Generation Z, who has the highest neurotic level, prefers to denial as a coping style. In other words, they refuse to believe that the stressor exists or is real. Wadsworth and Compas (2002) found that children who are exposed to economic hardships were more likely to use avoidance, denial in coping with stress compared to engagement strategies. Moreover, Couturier and Lock (2006) found that adolescents with anorexia nervosa often use denial and minimization to cope with the challenges. Furthermore, denial coping style is associated with higher levels of substance use in the literature. Similarly, Brechting and Giancola (2006) found that people with a tendency to use avoidance, minimizing, and denial coping has been related to higher frequencies of substance use. Wills, Sany, Yaeger, Cleary, and Shinar (2001) concluded that high use of avoidant coping was associated with higher counts of alcohol problems. Furthermore, a study conducted with adolescents who spent hours playing online games showed that they are tended to use denial coping style (Schneider, King, & Delfabbro, 2017).

Generation X has the highest restraint level compared to Generation Y and Generation Z. They can wait until they get the opportunity to act appropriately. Segal, Hook, and Coolidge (2001) found that older adults were more likely to prefer to use restraint coping. Furthermore, fatalism tendency in the members of Generation X can be effective in choosing their coping styles. Fatalism can be defined as the belief in people that all events are planned in advance and therefore inevitable (Oxford Dictionaries, 2017). Orhan (2017) believed that fatalism tendency is a fundamental phenomenon that can greatly shape people's lives and this effect can be clearly observed in Turkey. In this regard, the phenomenon of fatalism may affect members of Generation X to choose restraint and positive reinterpretation as their ways of coping.

Generation X has the ability to look outside the events in order to make sense of their lives (Keeling, 2003). The fact that Generation X has lots of life experiences compared to other generations, they may evaluate the demanding situations or events in a more positive way. In this regard, it was expected that Generation X has the highest positive reinterpretation level. Consistent with the findings of the current study, Diehl, Coyle, and Labouvie-Vief (1996) found that older adults tended to evaluate difficult situations more positively than younger adults. In addition, Lazarus and Folkman

(1987) also concluded that older adults preferred to use more positive reinterpretation and restraint as coping strategies. In a similar vein, Phillips et al. (2014) also concluded that younger adults evaluated difficult situations less positively than older adults.

Generation X thinks about how to deal with stress and what steps to take and how to address the problem by drawing action strategies. They have the highest planning score compared to other generations. On the contrary, Esia-Donkoh, Yelkpieri, and Esia-Donkoh (2011) indicated that adolescents mostly use planning coping as a strategy. Skinner and Zimmer-Gembeck (2007) showed that planning strategies are the coping styles that mostly used by adolescents. Thuen and Bru (2004) found that planning is the most frequently reported coping style by high school students. Carver et al. (1989) found that the strategy mostly used by undergraduate students for coping is planning. In the present study, Generation Z was less likely to use planning compared to Generation X and Generation Y, the findings of the present study were inconsistent with prior reports.

5.2 Conclusions

The study was an attempt to investigate the relationship among personality traits, interpersonal conflict resolution strategies, and coping skills of Generation X, Generation Y, Generation Z. In accordance with the aim of the current study, it was studied if there was a difference between Generation X, Generation Y, Generation Z in terms of personality traits, interpersonal conflict resolution strategies, coping skills.

It was found that there was a statistically significant difference in agreeableness, extraversion, conscientiousness, openness to experience and neuroticism subscales of personality traits according to Generation X, Generation Y, Generation Z. Moreover, Generation X, Generation Y, Generation Z differentiated according to confrontation, emotional expression, and self-disclosure subscale of interpersonal conflict resolution approaches scale. However, Generation X, Generation Y, Generation Z did not differentiate in terms of conflict approach/avoidance and public/private behavior level. Furthermore, Generation X, Generation Y, Generation Z differentiated according to substance use, suppression of competing activities, denial, restraint, positive re-interpretation, and planning subscale of coping skills scale. However, Generation X, Generation Y, Generation Z did not differentiate in terms of instrumental social

support, acceptance, humor, venting of emotions, religion, behavioral disengagement, mental disengagement**,** emotional social support levels.

5.3 Recommendations

5.3.1 Recommendations for researchers

The research was conducted with individuals who mostly live in larger cities, like Istanbul, in Turkey. The future research can be carried out in different cities, more participants can be reached, and a wider study can be achieved to represent the people who live in Turkey. In other words, it is recommended for further studies to reach a greater number of participants from Generation X, Generation Y, and Generation Z to be able to make generalizations.

Since there was a significant difference between Generation X, Generation Y, and Generation Z in terms of personality traits in this study, the moderation of personality traits between interpersonal conflict strategies and coping skills can be examined.

To see the effect of some other factors on personality traits, interpersonal conflict resolution strategies, coping skills, this study can be replicated with different variables (e. g. self-esteem, resilience, attachment styles).

The effect of familial and cultural factors can be included in further studies. Examining how culture and family structure affect personality traits, interpersonal conflict resolution strategies, coping skills may be meaningful in understanding the role of culture and family in these processes.

Lastly, as there have been limited research studies related to Generation X, Generation Y, Generation Z in a Turkish context, more research needed to have clearer and more ideas about the characteristics of these generations.

5.3.2 Recommendations for practitioners

The findings of this study will be useful for mainly psychological counselors and school counselors, universities, workplaces, institutions, associations, communities and organizations where Generation X, Generation Y, Generation Z are together.

Psychological counselors and school counselors can develop educational models for their students about how personality traits, interpersonal conflict resolution strategies and coping skills differ among the generations. They can also develop activities that can be applied in gudaince lessons about generation differences. In addition, psychological counselors can make workshops on these topics to help parents become aware of generational differences.

Universities are environments where individuals from different generations come together. If the instructors are aware of different personality characteristics of the generations while communicating with their students, they can communicate with them in a healthy, conflict-free way.

Another environment where generations come together is workplaces. Understanding which personality traits an individual has and what conflict resolution and coping styles she/he uses provides great benefits for supervisors and human resources managers. Furthermore, managers can use different leadership methods for their employees by drawing under the differences between generations, or they can get support from psychological counselors or psychological counseling centers to close the gap between the generations in the workplace.

In military institutions where the hierarchy is very strong, while Generation Z enters the army, it is important to understand the transformation of the society and the differences between the generations. The subject of intergenerational differentiation of personality traits, interpersonal conflict resolution strategies and coping styles can be given as lectures or seminars.

If the personality traits, conflict resolution strategies and coping skills of the generations are known to differ, the tolerance and understanding of the members increases. Therefore, experts from municipalities, public education centers can educate citizens on the subject and make public awareness by making seminars and workshops.

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APPENDICIES

A. The Approval of Bahçeşehir University Ethics Committee

Evrak Tarih ve Sayı: 27/12/2019-E.3235

BEND44SR2

HİZMETE ÖZEL

T.C.
BAHÇEŞEHİR ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : 20021704-604.02-

Konu : Proje Başvurusu

SAYIN DOÇ. DR. BERNA GÜLOĞLU
Eğitim Bilimleri Fakültesi
Rehberlik ve Psikolojik Danışmanlık Bölümü

Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulunun 11.12.2019 tarihli 2019/11 sayılı toplantısında; tez danışmanlığını yürütmekte olduğunuz Eğitim Bilimleri Enstitüsü Üstün Zekalılar ve Yetenekliler Yüksek Lisans programı öğrencisi Cansu MAT'ın "X, Y, Z Kuşaklarının Kişilik Özellikleri, Kişilerarası Çatışma Çözme Yaklaşımları ve Başa Çıkma Biçimlerinin İncelenmesi" başlıklı tez araştırması incelenmiş olup, Bilimsel Araştırma ve Yayın Etiği'ne aykırılık içermediği anlaşılmıştır.

Bilgilerinize rica ederim.

Prof.Dr. Faik Tunç BOZBURA
Rektör a.
Rektör Yardımcısı

BELGENİN ASLI ELEKTRONİK İMZALIDIR	
	30/12/2019
Adı Soyadı	Meltem AKKAYA
Unvanı	Yazı İşleri ve Arşiv Birim Yöneticisi
İmza	

/ 1

Evrakı Doğrulamak İçin : http://belge.bau.edu.tr/enVision-Sorgula/belgeDogrulama.aspx?V=BEND44SR2 Pin : 58102

HİZMETE ÖZEL

KEP : bahcesehiruniversitesi@hs01.kep.tr
Telefon:0212 381 01 61 Fax:0212 381 01 44 Ayrıntılı bilgi için irtibat:Meltem AKKAYA
İrtibat Email: meltem.akkaya@bau.edu.tr Elektronik Ağ: www.bahcesehir.edu.tr

Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır.
Evrak sorgulaması http://belge.bau.edu.tr/enVision-Sorgula/belgeDogrulama.aspx?V=BEND44SR2 adresinden yapılabilir. (PIN:58102)

B. Demographic Form

Değerli Katılımcı,

Bu çalışma, Bahçeşehir Üniversitesi Rehberlik ve Psikolojik Danışmanlık Yüksek Lisans Programı kapsamında Cansu MAT tarafından Doç. Dr. Berna GÜLOĞLU danışmanlığında yürütülmektedir. Bu çalışmanın amacı X, Y, Z kuşaklarının kişilik özellikleri, kişilerarası çatışma çözme yaklaşımları ve başa çıkma biçimlerini incelemektir.

Araştırmaya katılım tamamen gönüllülük esasına dayanmaktadır. Sizden bazı sorular cevaplamanız istenmektedir. Bu soruların doğru ya da yanlış cevapları yoktur. Lütfen yönergeleri takip ederek size en uygun olduğunu düşündüğünüz yanıtı vermeye çalışınız. Araştırmanın geçerliği için bütün soruları cevaplamanız gerekmektedir. Vereceğiniz yanıtlar tamamen gizli tutulacak ve sadece bu araştırma kapsamında değerlendirilecektir. Bireysel bir değerlendirme söz konusu olmayacaktır. Sizden belirli demografik bilgiler haricinde herhangi bir kimlik bilgisi istenmemektedir.

Çalışmanın yaklaşık olarak 15 dakikanızı alması beklenmektedir.

Yardımlarınız için teşekkür ederiz.

☐ Bu çalışmaya gönüllü olarak katılmayı kabul ediyorum.

1. Cinsiyet: Kadın ( ) Erkek ( ) Diğer ( )
2. Doğum tarihi: 1965 – 1979 ( ) 1980 – 1999 ( ) 2000 ve sonrası ( )
3. Eğitim durumu: İlkokul ( ) Ortaokul ( ) Lise ( ) Üniversite ( ) Yüksek lisans/Doktora ( )
4. Medeni hal: Evli ( ) Bekar ve şu an ilişkisi var ( ) Bekar ve şu an ilişkisi yok ( )
   Boşanmış ( ) Eşi vefat etmiş ( )
5. Sosyo-ekonomik düzey: Düşük ( ) Orta ( ) Yüksek ( )
6. Hayatınızın geçtiği yerleşim birimin niteliği: Köy ( ) Kasaba/İlçe ( ) Şehir ( )

C. Big Five Inventory (BFI)

Aşağıda sizi kısmen tanımlayan (ya da pek tanımlamayan) bir takım özellikler sunulmaktadır. Lütfen verilen özelliklerin sizi ne oranda yansıttığını ya da yansıtmadığını belirtmek için size en uygun dereceyi işaretleyiniz.

1: Kesinlikle Katılmıyorum

2: Katılmıyorum

3: Ne Katılıyorum Ne Katılmıyorum

4: Katılıyorum

5: Kesinlikle Katılıyorum

1	Konuşkan	**1**	**2**	**3**	**4**	**5**
2	Başkalarında hata arayan	**1**	**2**	**3**	**4**	**5**
3	İşini tam yapan	**1**	**2**	**3**	**4**	**5**
4	Bunalımlı, melankolik	**1**	**2**	**3**	**4**	**5**
5	Orijinal, yeni görüşler ortaya koyan	**1**	**2**	**3**	**4**	**5**
6	Çekingen	**1**	**2**	**3**	**4**	**5**
7	Yardımsever ve çıkarcı olmayan	**1**	**2**	**3**	**4**	**5**
8	Umursamaz	**1**	**2**	**3**	**4**	**5**
9	Rahat, stresle kolay baş eden	**1**	**2**	**3**	**4**	**5**
10	Çok değişik konuları merak eden	**1**	**2**	**3**	**4**	**5**
11	Enerji dolu	**1**	**2**	**3**	**4**	**5**
12	Başkalarıyla sürekli didişen	**1**	**2**	**3**	**4**	**5**

13	Güvenilir bir çalışan	**1**	**2**	**3**	**4**	**5**
14	Gergin olabilen	**1**	**2**	**3**	**4**	**5**
15	Maharetli, derin düşünen	**1**	**2**	**3**	**4**	**5**
16	Heyecan yaratabilen	**1**	**2**	**3**	**4**	**5**
17	Affedici bir yapıya sahip	**1**	**2**	**3**	**4**	**5**
18	Dağınık olma eğiliminde	**1**	**2**	**3**	**4**	**5**
19	Çok endişelenen	**1**	**2**	**3**	**4**	**5**
20	Hayal gücü yüksek	**1**	**2**	**3**	**4**	**5**
21	Sessiz bir yapıda	**1**	**2**	**3**	**4**	**5**
22	Genellikle başkalarına güvenen	**1**	**2**	**3**	**4**	**5**
23	Tembel olma eğiliminde	**1**	**2**	**3**	**4**	**5**
24	Duygusal olarak dengeli, kolayca keyfi kaçmayan	**1**	**2**	**3**	**4**	**5**
25	Keşfeden, icat eden	**1**	**2**	**3**	**4**	**5**
26	Atılgan bir kişiliğe sahip	**1**	**2**	**3**	**4**	**5**
27	Soğuk ve mesafeli olabilen	**1**	**2**	**3**	**4**	**5**
28	Görevi tamamlanıncaya kadar sabır gösterebilen	**1**	**2**	**3**	**4**	**5**
29	Dakikası dakikasına uyan	**1**	**2**	**3**	**4**	**5**
30	Sanata ve estetik değerlere önem veren	**1**	**2**	**3**	**4**	**5**
31	Bazen utangaç, çekingen olan	**1**	**2**	**3**	**4**	**5**
32	Hemen hemen herkese karşı saygılı ve nazik olan	**1**	**2**	**3**	**4**	**5**
33	İşleri verimli yapan	**1**	**2**	**3**	**4**	**5**

34	Gergin ortamlarda sakin kalabilen	**1**	**2**	**3**	**4**	**5**
35	Rutin işleri yapmayı tercih eden	**1**	**2**	**3**	**4**	**5**
36	Sosyal, girişken	**1**	**2**	**3**	**4**	**5**
37	Bazen başkalarına kaba davranabilen	**1**	**2**	**3**	**4**	**5**
38	Planlar yapan ve bunları takip eden	**1**	**2**	**3**	**4**	**5**
39	Kolayca sinirlenen	**1**	**2**	**3**	**4**	**5**
40	Düşünmeyi seven, fikirler geliştirebilen	**1**	**2**	**3**	**4**	**5**
41	Sanata ilgisi çok az olan	**1**	**2**	**3**	**4**	**5**
42	Başkalarıyla işbirliği yapmayı seven	**1**	**2**	**3**	**4**	**5**
43	Kolaylıkla dikkati dağılabilen	**1**	**2**	**3**	**4**	**5**
44	Sanat, müzik ve edebiyatta çok bilgili olan	**1**	**2**	**3**	**4**	**5**

D. Conflict Communication Scale (CCS)

Aşağıda sizi kısmen tanımlayan (ya da pek tanımlamayan) bir takım ifadeler sunulmaktadır. Lütfen aşağıda verilen ifadelerin sizi ne oranda yansıttığını ya da yansıtmadığını belirtmek için size en uygun dereceyi işaretleyiniz.

A) Kesinlikle **Katılmıyorum**

B) Katılmıyorum

C) Biraz Katılmıyorum

D) Kararsızım

E) Biraz Katılıyorum

F) Katılıyorum

G) Kesinlikle Katılıyorum

1	Bir kimse ile telefonda tartışmak benim için, yüz yüze tartışmaktan daha rahattır.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
2	Ailemden birisi ile tartışmamı, komşular duysalardı utanırdım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
3	Tartışma sırasında, benim ne düşündüğümü diğer kişilerin bilmesine izin vermemeye çalışırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
4	Bir tartışmayı çözmek için harekete geçmeden önce, tartışmanın kendi kendine hallolup olmayacağını görmek için beklerim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

5	Bir tartışma sırasında duyguları ifade etmek bir zaman kaybıdır.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
6	Tartışmalardan nefret ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
7	Kendisi ile aynı fikirde olmadığımı rahatça söyleyebileceğim pek fazla insan yoktur.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
8	Bir kimse ile tartışırken, yüz yüze oturmaktan çok yan yana oturmayı daha rahat bulurum.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
9	Duyguları ortaya koymak, sadece çatışmaları daha kötü hale getirir.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
10	Bir tartışmada, kendi bakış açımı mümkün olduğu kadar az açığa vurmaya çalışırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
11	Toplum içinde tartışan diğer insanları gördüğümde rahatsız olurum.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
12	Komşularım çok fazla gürültü yaparlarsa, komşularımla kendim konuşmaktansa, polisi aramayı tercih ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
13	Tartıştığım insan, beni inançlarım ve düşüncelerim hakkında konuşmaya zorladığı zaman sinirlenirim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
14	Sinirliysem, bu kontrolü kaybettiğim içindir.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
15	Arkadaşlarımla nadiren tartışırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
16	Bir lokantada tartışma yapmaktan rahatsız olmam.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

17	Bir tartışmada, kendimle ilgili tartışılmayacak pek çok şey vardır.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
18	Tartışmalar eğlenceli olabilir.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
19	Tartışmada duygularınızı göstermek, güçsüzlüğün işaretidir.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
20	İnsanlarla anlaşmazlık noktalarımı, onlara yazı yazarak ifade etmektense, onlarla doğrudan konuşarak ifade etmeyi tercih ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
21	Halka açık bir yerde bir tartışma içerisine girmekten çekinmem.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
22	Bir arkadaşımın bana borcu olursa, borcunu ödemesini doğrudan kendisine söyleyerek isterim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
23	Tartışmalardan kaçınırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
24	Birisi ile tartışma yaptığımda, etrafta diğerlerinin olup olmadığına dikkat etmem.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
25	Bir tartışma sırasında, tartıştığım insanlarla göz göze gelmekten hoşlanmam.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
26	Benim bulunduğum yerde diğer kişilerin birbirleriyle tartışmasından hoşlanmam.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
27	Diğer kişilerin duygularını ifade etmesi, beni rahatsız eder.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

28	Bir tartışma sırasında diğer insanların kişisel inanç ya da düşüncelerini açıklaması beni rahatsız eder.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
29	Bir arkadaşım beni üzerse, bunu beni üzen arkadaşımdan çok, başka bir arkadaşımla tartışmayı tercih ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
30	Tartıştığım konu hakkında bilgisi olması gerekenlerin dışında hiç kimsenin yanımda bulunmasını istemem.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
31	Bir insanın neden üzgün olduğunu sormak yerine bunu tahmin etmeyi tercih ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
32	Bana sorulmadığı sürece, fikrimi nadiren kendiliğimden açıklarım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
33	Çatışma durumlarında tarafsızımdır.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
34	Tartışma sırasında, görüşlerimi açıkça belirtirim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
35	Halka açık yerlerde tartışmaktan çekinirim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
36	Bir tartışmada, ilgilerimi ve ihtiyaçlarımı ifade etmede rahatımdır.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
37	Bir tartışmada duygularımı saklarım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
38	Bir arkadaşımın yaptığı bir şeyden dolayı üzülürsem, onunla hemen bunu paylaşırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
39	Bir tartışmada diğer kişilerin düşünceleri ve inançları hakkında her şeyi bilmek isterim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

40	Başkalarının, benimle tartışma başlatmasını pek önemsemem.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
41	Bir tartışmada diğer kişiler, bana düşüncelerimi ve fikirlerimi sorduğunda memnun olurum.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
42	Tartışma sırasında insanlar duygularını göstermeye başladığında kaçmak isterim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
43	Bir insanla çatıştığımda, sorunu ona karşı nazik olarak çözmeye çalışırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
44	Çatışma durumunda diğerleri kim olursa olsun düşüncelerimi ifade etmede kendimi rahat hissederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
45	Diğer kişilerin tartıştığı bir çatışma ortamında bulunmak benim canımı sıkmaz.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
46	Diğer kişilerin fikirlerine karşı çıkmaktan hoşlanırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
47	Bana göre, duyguları açıklamak, tartışmaları çözmenin önemli bir bölümüdür.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
48	Tartışmaları, yüz yüze tartışarak çözmeyi tercih ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
49	Bir kişi, diğer kişiler etrafta olduğu için benimle bir anlaşmazlığı tartışmayı reddettiğinde sinirlenirim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
50	Duygularını kolayca ifade eden insanlardan çekinirim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

51	Diğer bir arkadaşın bulunduğu bir yerde başka bir arkadaşla tartışmaktan rahatsız olurum.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
52	Sık sık tartışmaları başlatırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
53	Eğer bir iş arkadaşım, benim yaptığım bir işe karışırsa, durumu patrona anlatmaktansa bunu doğrudan kendisine söylemeyi tercih ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
54	Bir tartışmada, duygularımı açıkça ifade ederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
55	Çatışmaları ilginç bulurum.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
56	İnsanların, bir münakaşa sırasında, duygularımı anlatmamı istemesinden hoşlanmam.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
57	Bir aile üyesinin, ne düşündüğümü ben söylemeden bilmesini umarım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
58	Bir tartışmada, duygular dahil her şey açık olmalı.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
59	Toplum içinde tartışırken özel bir yerde tartıştığım kadar rahat olurum.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
60	Birisinin, bana kızgın olduğu halde konuyu benimle tartışmak istemediğini öğrenince üzülürüm.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
61	Satın aldığım bir şey defolu olduğunda, onu geri veririm.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

62	Duyguları açık bir şekilde ifade etmek gücü gösterir.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
63	Eğer bir arkadaş, yapmış olduğumuz bir tartışmayı, diğer insanlara söylerse bunu önemsemem.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
64	Diğer insanlar, duygularımı ifade etmede cesaretimi kırdığında hayal kırıklığına uğramış hissederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
65	Bir tartışma sırasında genellikle sessiz kalırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
66	Tartışmalar, benim canımı sıkmaz.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
67	Arkadaşlarımla bir tartışmadan sonra, çatışma çözülmüş olsa bile, tekrar arkadaşımı görmek beni rahatsız eder.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
68	İnsanlar kendi duygularını açıkladığında tartışma daha kolay çözülebilir.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
69	Çatışmalar ilişkileri ilginç hale getirir.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
70	Bulunduğum yerde yabancıların tartışmalarını önemsemem.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
71	Diğer insanların fikirlerime meydan okumalarından hoşlanırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
72	Bir tartışma sırasında, diğer insanlar kendi duygularını ifade ettiğinde, kendimi rahat hissederim.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
73	Çatışmadan kaçınırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

74	Toplum içinde tartışırım.	**A**	**B**	**C**	**D**	**E**	**F**	**G**
75	Bir tartışmadan sonra çok üzülürüm.	**A**	**B**	**C**	**D**	**E**	**F**	**G**

E. Coping Skills Scale (The Brief-COPE)

Bu ölçek, kişilerin yaşamlarındaki güçlükler karşısında gösterdikleri tepkileri incelemek için hazırlanmıştır. Sizin için sıkıntı veya stres oluşturan olayları ve bunlar karşısında genellikle neler yaptığınızı düşünerek, aşağıdaki ifadelerin her birinin size uygunluk derecesini belirleyiniz.

Yanıtlarken her bir ifadeyi dikkatle okuyarak, sizi anlatma derecesine göre "Asla böyle bir şey yapmam", "Çok az böyle yaparım", "Orta derecede böyle yaparım", "Çoğunlukla böyle yaparım" seçeneklerinden birini işaretleyiniz.

1) Asla böyle bir şey yapmam
2) Çok az böyle yaparım
3) Orta derecede böyle yaparım
4) Çoğunlukla böyle yaparım

1	Sorunla karşılaştığımda moralim bozulur ve duygularımı dışarıya yansıtırım.	**1**	**2**	**3**	**4**
2	Bu olay hakkında daha az düşünmek için sinemaya giderim ya da TV seyrederim.	**1**	**2**	**3**	**4**
3	Olay hiç olmamış gibi davranırım.	**1**	**2**	**3**	**4**
4	Bununla baş edemeyeceğimi kabul eder ve denemekten vazgeçerim.	**1**	**2**	**3**	**4**
5	Olayın gerçekten olduğu fikrine kendimi alıştırırım.	**1**	**2**	**3**	**4**
6	Allah'tan yardım isterim.	**1**	**2**	**3**	**4**
7	Söz konusu sorunla ilgili şakalar yaparım.	**1**	**2**	**3**	**4**
8	Şartlar uygun olana kadar bu konuda hiçbir şey yapmam.	**1**	**2**	**3**	**4**

9	Ne hissettiğimi birilerine anlatırım.	**1**	**2**	**3**	**4**
10	Amacıma ulaşmaya çabalamaktan hemen vazgeçerim.	**1**	**2**	**3**	**4**
11	Soruna odaklanabilmek için diğer etkinliklerimi bir tarafa bırakırım.	**1**	**2**	**3**	**4**
12	Alkol ya da sakinleştirici alarak bir süre kendimi kaybedip olanları unutmaya çalışırım.	**1**	**2**	**3**	**4**
13	Duygularımı dışarı vururum.	**1**	**2**	**3**	**4**
14	Daha olumlu taraflarını görebilmek için sorunu başka bir açıdan ele almaya çalışırım.	**1**	**2**	**3**	**4**
15	Sorunla ilgili somut bir şeyler yapabilen kişilerle konuşurum.	**1**	**2**	**3**	**4**
16	Ne yapmam gerektiği konusunda bir strateji geliştirmeye çalışırım.	**1**	**2**	**3**	**4**
17	Sorunu çözmeye odaklanır ve eğer gerekirse yapmam gereken diğer şeyleri bir süre kendi haline bırakırım.	**1**	**2**	**3**	**4**
18	Başkasının sempatisini ve anlayışını kazanmaya çalışırım.	**1**	**2**	**3**	**4**
19	Sorunla daha az meşgul olmak için alkol ya da ilaç almaya çalışırım.	**1**	**2**	**3**	**4**
20	Sorunla ilgili şaka yaparım.	**1**	**2**	**3**	**4**
21	Olayların iyi yanını görmeye çalışırım.	**1**	**2**	**3**	**4**
22	Sorunun en iyi nasıl ele alınabileceğini düşünürüm.	**1**	**2**	**3**	**4**
23	Sorun gerçekte olmamış gibi davranırım.	**1**	**2**	**3**	**4**

24	Sorun olan şeyleri aklımdan atmak için bir şeyler yapmaya ya da başka türlü etkinliklere yönelirim.	**1**	**2**	**3**	**4**
25	Böyle bir şeyin olduğu gerçeğini kabul ederim.	**1**	**2**	**3**	**4**
26	Benzer durumlarla karşılaşan kişilere karşı bu durumda ne yaptıklarını sorarım.	**1**	**2**	**3**	**4**
27	Dini inancımda huzur bulmaya çalışırım.	**1**	**2**	**3**	**4**
28	Bir şeyler yapmak konusunda kendimi uygun ve doğru zamanı beklemeye zorlarım.	**1**	**2**	**3**	**4**

F. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Mat, Cansu

Nationality: Turkish

Date and Place of Birth: 1 January 1994, Çankaya

Marital Status: Single

Phone: +90 542 618 3192

E-mail: cansu.mat1@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BS	Bahçeşehir University	2017

WORK EXPERIENCE

Year	Place	Enrollment
2017 – 2018	Bahçeşehir College	Guidance Counselor
2018 – 2019	Canada Schools	Guidance Counselor
2020 – still	Bahçeşehir University	Career Counselor

FOREIGN LANGUAGES

Advanced English, Beginner German

CERTIFICATES

2018 – Training Program on Addiction Prevention of Turkey (TBM)

2018 – Solution-Focused Brief Therapy (by Nevin Dölek)

2018 – Adlerian Early Recollections and Lifestyle Assessment (by Jon Sperry)

2019 – Training Program for Psychological Performance Guidance (TFF)

COMPUTER SKILLS

Word, Excel, Power Point: *Good*

SPSS: *Good*

HOBBIES

Watching festival films, Theatres, Traveling, Yoga.