



The Prediction Level of the Students' Conflict Resolution Skills and Their Demographic Characteristics on Their Global Citizenship Perceptions

Nur Leman Balbağ, Assist. Prof. Dr., KütaHYa Dumlupınar University, Türkiye, nur.balbag@dpu.edu.tr

 000-0002-5166-9076

Ömür Gürdoğan-Bayır, Assoc. Prof. Dr., Anadolu University, Türkiye, ogurdogan@anadolu.edu.tr

 0000-0002-7455-7237

Keywords

Global citizenship
Conflict resolution
Regression
Demographic characteristics
Primary education

Article Info:

Received : 04-07-2022
Accepted : 01-06-2023
Published : 10-08-2023

Abstract

In today's world, individuals are expected to be vigilant for many problems in the world, such as environmental problems, war, migration, and poverty and take an active role in solutions to these problems. This responsibility expected of individuals is related to the concept of global citizenship, and for individuals to acquire global citizenship skills, they need to acquire many skills related to conflict resolution. The aim of this study is to first determine the global citizenship perceptions and conflict resolution skill levels of fourth-grade primary school students, and then, to determine to what extent conflict resolution skills and some other variables predict global citizenship perceptions. This is a predictive and correlational study. The quota sampling method was used in this study. The sample of the study consisted of 320 fourth-grade primary school students. A personal information form, the Global Citizenship Perception Scale, and the Conflict Resolution Skills Scale were used to collect the data. In the analysis of the data, Pearson's product-moment correlation analysis and multiple regression analysis were used as well as descriptive statistics. As a result of the analyses, a significant relationship was found between the global citizenship perceptions of the participants and their scores of resorting to reconciliation and violence. Moreover, all the predictive variables used in the multiple regression model were significant, and they collectively explained 20.6% of the total variance in the global citizenship perceptions of the participants.

DOI: 10.52963/PERR_Biruni_V12.N2.9

To cite this article: Balbağ, N. L., & Gürdoğan-Bayır, Ö. (2023). The prediction level of the students' conflict resolution skills and their demographic characteristics on their global citizenship perceptions. *Psycho-Educational Research Reviews*, 12(2), 489-504. doi: 10.52963/PERR_Biruni_V12.N2.9

INTRODUCTION

Many developments in today's world require individuals to be aware of the problems not only in their surroundings but also all over the world. Many reasons such as globalization, migration, the development of information and communication technologies, and the more prevalent coexistence of different cultures have triggered this situation. In today's world, individuals are expected to be vigilant for many problems in the world, such as environmental problems, war, migration, and poverty and take an active role in solutions to these problems. This responsibility expected from individuals is associated with the concept of global citizenship. Global citizenship is closely related to many competencies such as being sensitive to all world problems, caring for all individuals, being free of prejudices, and having a peaceful perspective. It can be stated that individuals who respect differences, are tolerant and care about other individuals also have global citizenship competencies. All these qualities also highlight the importance of conflict resolution skills. In this case, as stated in the literature, some of the characteristics that global citizens should have conflict resolution skills. In this context, it may be stated that the perceptions of individuals regarding global citizenship and their possession of conflict resolution skills are among the issues that need to be examined. Additionally, in the review of the literature on this subject, no study examining the relationship between global citizenship perceptions and conflict resolution skills was encountered.

CONCEPTUAL FRAMEWORK

Nowadays, in light of global developments, individuals face not only problems around them but also developments and problems around the world. Therefore, for individuals to be able to live in a society harmoniously, they need to have global citizenship characteristics. The concept of global citizenship is based on the acceptance of the unity of nations around the world and refers to unity within diversity (Yaşar, 2008). The foundations of global citizenship may be listed as the elimination of geographical dependencies, increased importance of a universal identity, sensitivity towards global issues, and the prominence of activism (Falk, 1994).

A global citizen is not only a citizen of their country, but of a world for which they take responsibility. A global citizen is a universal personality who considers events from the perspective of humanity and tries to leave a sustainable life to future generations (Kan, 2009). Being a global citizen requires having a universal perspective. In other words, the global citizen has characteristics such as thinking universally, evaluating the problems occurring all over the world from a universal perspective, and being vigilant regarding both natural and social environments (Laszlo, 2004; Balbağ, 2016). Oxfam (2014) listed the characteristics of global citizens as awareness of one's own role as a citizen of the wider world, valuing and respecting diversity, understanding the working mechanisms of the world, opposing social injustice, engaging in communities locally and globally, being prepared for any action to make the world fairer, and taking responsibility for own behaviors.

The fact that global events and issues affect the entire world makes it important for individuals to have global citizenship characteristics. The possession of these characteristics by individuals is undoubtedly closely related to education-teaching processes. In this context, it is necessary to give importance to global citizenship education in schools where planned and regular education is carried out, to raise vigilant citizens (Banks, 2008). UNESCO (2014) stated the elements of global citizenship education as follows:

- Critically examining real-life problems and creating innovative solutions to these problems
- Enabling students to re-evaluate their views
- Consideration of groups that are considered marginal in society
- Inclusion of multiple stakeholders outside the learning environment
- To ensure the realization of the desired changes by focusing on individual and social goals

Education on global citizenship should be founded upon strong relationships in society (Parker, 2002). This education should cover the development of inquiry and critical thinking skills, equipping students with the knowledge, skills, and values that are necessary to become active citizens, providing them with knowledge of global issues, and having them understand that they are a part of the global world (Oxfam, 2006). The main focus of global citizenship education is the individual. This is because it is important to raise individuals who can overcome problems such as war, poverty, injustice, and environmental pollution with global citizenship education, think about the whole world as well as their country without losing their own identity, acknowledge intercultural differences, and approach these differences with tolerance. Additionally, raising individuals with global responsibility is among the objectives of this form of education (Çolak, 2019). In addition to these, it may be stated that there are some skills that should be gained to individuals in global citizenship education. These skills, which were also stated by Oxfam (2014), are shown in Table 1.

Table 1. *Global Citizenship Skills*

<i>Knowledge and understanding</i>	<i>Skills</i>	<i>Values and attitudes</i>
Social justice and equality	Critical thinking	Identity and self-esteem
Diversity	Effective discussion	Empathy
Globalization and dependency	Fighting against injustice and inequality	Responsibility for social justice and equality
A sustainable future	Respect for people and goods	Respect and value for differences
<i>Peace and conflict</i>	<i>Cooperation and conflict resolution</i>	Taking care of the environment and taking responsibility for sustainable development
		Believing that people can make a difference

As seen in Table 1, the skills that global citizens should possess have been discussed in three dimensions: knowledge and understanding, skills, and values and attitudes. Accordingly, equality, peace, and conflict under the dimension of knowledge and understanding, critical thinking, effective discussion, respect, cooperation, and conflict resolution under the dimension of skills, and variables such as empathy and respect for differences under the dimension of values and attitudes are directly related to conflict resolution skills. In this case, for individuals to develop global citizenship skills, they need to develop many skills related to conflict resolution. In this context, it is possible to state that there is a relationship between conflict resolution skills and global citizenship.

Conflict resolution is one of the important skills that individuals should have because conflicts are inevitable in the lives of individuals. Individuals experience conflict both within themselves and with others. The prevention of individuals from not harming other individuals to achieve their own goals depends on resolving their conflicts in a constructive manner. Resolving conflicts in a constructive manner requires individuals to have skills to communicate, discuss, and cooperate (Gürdoğan-Bayır, 2015). Conflict resolution is a collection of knowledge and practices that change the perspectives of individuals on the world (Snyder, 2007) and a process in which the parties come to an agreement (Sadri, 2013). It may be stated that the resolution of the conflicts of parties by reaching a compromise is related to their acquisition of conflict resolution skills.

The development of conflict resolution skills is required for taking lessons from the potential situations that can arise due to conflicts and mitigating their harmful effects (Karip, 2013). When they are addressed correctly, conflicts provide opportunities for learning and contribute to the development of children (Andrews, 2000; Schrupf, Crawford, & Bodine, 1997/2007). Therefore, conflict resolution education should be given in schools as schools should be places of peace and quality education. Additionally, conflict resolution skills support educational objectives such as cognitive curiosity, motivation to learn, and creative problem-solving. This aspect of education will

ensure that conflicts are resolved through constructive processes on national, international, family, and community scales (Johnson & Johnson, 1994).

Teaching conflict resolution skills not only provides trust and peace at schools but also increases the quality of instruction. This situation encourages students to attend school eagerly and motivates them (Bilgin, 2008a). Learning takes place in a safe environment. Thus, at schools, students should be taught about peaceful methods and educated for the development of their conflict resolution skills (Öner, 2006). For students to become able to resolve conflicts effectively when they encounter them, they should be taught skills such as effective listening, collaboration, awareness regarding prejudice, and problem-solving skills in the context of skill-based activities (Collins, 2002). Furthermore, it is also considered important for school administrators to realize that conflict resolution is an instrument for eliminating violence (Schumpf, Crawford, & Bodine, 1997/2007). Providing education on conflict resolution at the stage of primary school will contribute significantly to the prevention of violence in further steps of education (Akgün & Araz, 2010).

Primary schools cover the critical years of the lives of students for them to adopt several different values, skills, attitudes, and habits. These schools aim to ensure that children adapt to social life and become qualified citizens. This is because they aim to raise responsible citizens and successful individuals (Güler, Demir, Kılıç, & Demir, 2020 cited in Özben 1997). Similarly, raising students as global citizens will be possible by equipping them with global citizenship knowledge, skills, values, and attitudes at early ages (Balbağ, 2016). Hence, this study, which discusses the concept of global citizenship and different variables linked with this concept, was carried out with primary school students.

Many variables that affect the perceptions of students regarding global citizenship can be addressed. There are studies in the literature that have examined whether global citizenship perceptions vary according to gender (Balbağ, 2016; Çakmak, Bulut, & Taşkıran, 2015; Çermik, 2015; Göl, 2013; Gül, 2020; Karaca & Çoban, 2015; Kaya & Kaya, 2012; Şahin, Şahin, & Gökebakan Yıldız, 2016). There are also studies (Balbağ, 2016; Çermik, 2015; Durualp, 2016; Göl, 2013; Göz, Balbağ, & Çermik, 2015; Sağlam, 2000) that have investigated the citizenship perceptions of students in terms of the number of their siblings, their parental education levels, and their income status. Having access to or using the internet, reading newspapers, and going abroad are among other variables investigated in this regard (Balbağ, 2016; Çakmak, Bulut, & Taşkıran, 2015; Engin & Sarsar, 2015; Kaya & Kaya, 2012). In this study, taking the literature into account as well, gender, socioeconomic characteristics (number of residents at home, number of siblings, educational status of parents, income status of the family), internet access status at home, status of reading newspapers, and status of going abroad were considered as predictive independent variables. In this context, in this study, the variables in question were discussed based on the literature. Accordingly, the aim of this study is to first determine the global citizenship perceptions and conflict resolution skill levels of fourth-grade primary school students, and then, to determine to what extent conflict resolution skills and some other variables predict their global citizenship perceptions. Thus, the following questions were addressed in the study:

1. What are the global citizenship perceptions and conflict resolution skill levels of fourth-grade primary school students?
2. Are the global citizenship perceptions of fourth-grade primary school students predicted by their
 - Conflict resolution skills
 - Gender
 - Number of residents in the house
 - Number of siblings
 - Mother's Education Level

- Father's Education Level
- Level of internet access at home
- Newspaper reading status
- Average monthly income
- Status of going abroad?

METHOD

RESEARCH DESIGN

This is a predictive study that was carried out with a correlational design as a quantitative research method. In a correlational design, the researchers use correlation analyses to measure the degree of or describe the relationship between two or more variables. There are two main correlational designs, namely explanatory and predictive designs (Creswell, 2012). In this study, it was aimed to investigate the global citizenship perceptions and conflict resolution skill levels of fourth-grade primary school students and determine the extent to which their conflict resolution skills and some other variables predicted their perceptions of global citizenship. The dependent variable of the study was the perceptions of the participants on global citizenship, and the predictive variables were conflict resolution skills, gender, number of residents at home, number of siblings, education levels of parents, internet access levels at home, newspaper reading status, average monthly income, and some demographic variables in regard to going abroad.

POPULATION AND SAMPLE

The population of this study consisted of fourth-grade primary school students in the central districts of Eskişehir, Turkey. The demographic characteristics of the participants are given in Table 2.

Table 2. Demographic Characteristics of the Participants

	<i>n</i>	<i>%</i>		<i>n</i>	<i>%</i>
<i>Gender</i>			<i>Internet at Home</i>		
Female	158	49.4%	Yes	287	89.7%
Male	162	50.6%	No	33	10.3%
<i>Mother's Education Level</i>			<i>Average Monthly Income</i>		
Illiterate	3	1.0%	1001-2000	67	22.9%
Primary School	44	14.2%	2001-3000	77	26.4%
Secondary School	45	14.6%	3001-4000	63	21.6%
High School	104	33.7%	4000 or above	85	29.1%
University	113	36.6%	<i>Number of residents in the house</i>		
<i>Father's Education Level</i>			2	5	1.6%
Illiterate	1	0.3%	3	47	14.9 %
Primary School	34	11.0%	4	178	56.3%
Secondary School	25	8.1%	5 or above	86	27.2%
High School	111	36,0%	<i>Number of Siblings</i>		
University	137	44.5%	1	63	19.9%
<i>Has Been Abroad</i>			2	184	58.2%
Yes	60	18.8%	3	60	19,0%
No	260	81.2%	4 or above	9	2.8%
<i>Newspaper Reading</i>					
Yes	60	18.8%			
No	260	81.2%			

The quota sampling method was used in this study to select participants from the population. In this method, the researchers divide the population into predetermined categories, and they select participants from each category by convenience sampling as a non-probability sampling method (Özen & Gül, 2007). Considering the socioeconomic conditions of the schools, the lower, middle, and upper

socioeconomic levels were determined as the strata. When sampling from each stratum, schools that the researchers could easily reach were taken into consideration. Accordingly, 320 fourth-grade primary school students constituted the sample of the study. As seen in Table 2, 50.6% of the participants were male, and 49.4% were female. The mothers of 33.6% of the participants and the fathers of 44.5% were university graduates. It was found that 81.2% of the participants had not been abroad and did not read newspapers, and 89.7% did not have an internet connection at home. While 29.1% of the participants had an average household income of 4000 or above, 56.3% had 4 people in their families, and 58.2% had 2 siblings.

DATA COLLECTION INSTRUMENTS

A personal information form, the Global Citizenship Perception Scale, and the Conflict Resolution Skills scale were used to collect the data.

PERSONAL INFORMATION FORM

This form that was developed by the researchers was used to collect information on the personal characteristics and some predictive variables of the participants. The examined variables included gender, educational status of parents, internet access at home, reading newspapers, going abroad, average monthly income, number of people in the house, and number of siblings.

GLOBAL CITIZENSHIP PERCEPTION SCALE

The Global Citizenship Perception Scale, which was developed by Balbağ (2016), was used to determine the global citizenship perceptions of the participants. The unidimensional scale, which consists of a total of 18 items, is graded as a 4-point Likert-type scale where each item has the response options of strongly disagree, disagree, agree, and strongly agree. In the analyses of the scale that were conducted by Balbağ (2016) with the participation of 288 students, the Keiser-Meyer-Olkin (KMO) statistic of the scale was found as 0.95. The result of the Bartlett's test of sphericity was significant ($\chi^2=2247.775$; $df=153$; $p<0.001$). As a result of the exploratory factor analysis (EFA), the factor loads of the items of the scale were found to be in the range of 0.48 to 0.84. Additionally, the single factor of the scale items explained 45.41% of the total variance in the scale scores. The internal consistency coefficient of the scale was reported as 0.92, which indicated high reliability. According to the results of the confirmatory factor analysis (CFA), the χ^2/df statistic that was smaller than 2 showed an excellent fit, the RMSEA value of 0.038 showed an excellent fit, the standardized SRMR value of 0.062 showed a good fit, the NNFI value of 0.97 showed an excellent fit, the CFI value of 0.98 showed an excellent fit, the GFI value of 0.58 showed a moderate fit, and the AGFI value of 0.88 showed a moderate fit (Çokluk et al., 2010). In this context, the factor structure of the scale was confirmed by the author.

In this study, the scale was subjected to an EFA again. According to the results of the EFA, the factor load values of the items in the single-factor scale varied between 0.729 and 0.345, and the single factor of the scale explained 35.9% of the total variance in the scale scores. The internal consistency coefficient of the scale, obtained from the responses of the 320 participants of this study, was calculated as $\alpha=0.88$. According to the results of the KMO-MSA tests and Bartlett's test of sphericity, which were conducted to determine the suitability of the sample for factor analysis, the data collected with the Global Citizenship Perception Scale met the appropriate requirements for modeling with the factor analytical model (KMO-MSA: 0.915; Bartlett's $p<0.05$).

To confirm the factor structure of the scale in this study, another CFA was conducted using the data of 217 of the participants who were randomly selected. Accordingly, it was determined that the χ^2/df goodness of fit index that was lower than 2 showed an excellent fit, the RMSEA value of 0.065 showed an acceptable fit, the SRMR value of 0.057 showed a good fit, the NNFI value of 0.96 showed an excellent fit, and the CFI value of 0.97 showed an excellent fit (Çokluk et al., 2010). Hence, it may

be stated that the factor structure of the Global Citizenship Perception Scale was confirmed in the sample of this study.

CONFLICT RESOLUTION SKILLS SCALE

The Conflict Resolution Skills Scale developed by Gürdoğan-Bayır (2015) was used to determine the conflict resolution skill levels of the participants. The scale, which consists of a total of 22 items, is scored as a 4-point Likert-type scale in which each item has the response options of strongly disagree, disagree, agree, and strongly agree. It consists of two dimensions, 'Resorting to Reconciliation' and 'Resorting to Violence'. In the analyses conducted by Gürdoğan-Bayır (2015) with the participation of 277 students, the KMO statistic of the scale was found as 0.94. The result of the Bartlett's test of sphericity was also found significant ($\chi^2=5787,383$; $df=703$; $p<0.001$). According to the EFA results, the two factors of the scale explained 49.60% of the total variance in the scale score. Therefore, in the analyses of the author, the 'Resorting to Reconciliation' factor consisted of 14 items and explained 32.42% of the total variance in scores. The factor load values of the items in this dimension varied between 0.53 and 0.74. The 'Resorting to Violence' factor consisted of 8 items and explained 17.18% of the total variance. The factor load values of the items in this dimension varied between 0.66 and 0.55. Based on an internal consistency coefficient of 0.92, the scale was found highly reliable. In the CFA conducted by the author, the χ^2/df goodness of fit index value that was lower than 2 showed an excellent fit, the RMSEA value of 0.033 showed an excellent fit, the standardized RMR value of 0.062 showed a good fit, the NNFI value of 0.97 showed an excellent fit, the CFI value of 0.98 showed an excellent fit, and the GFI value of 0.87 showed a moderate fit (Çokluk et al., 2010). In this context, the factor structure of the scale was confirmed by the author.

In this study, the scale was used after performing another EFA. According to the EFA results, the factor load values of the items of the two-factor scale consisting of 22 items varied between 0.465 and 0.802, while the two factors explained 37.9% of the total variance in the scale scores. The internal consistency coefficient obtained from the responses of the 320 students in the sample of this study was calculated as 0.94 for the dimension of resorting to reconciliation and 0.89 for the dimension of resorting to violence. According to the results of the KMO-MSA tests and Bartlett's test of sphericity, which were conducted to determine the suitability of the sample for factor analysis, the data collected with the Conflict Resolution Skills Scale met the appropriate requirements for modeling with the factor analytical model (KMO-MSA: 0.944; Bartlett's $p<0.05$).

To confirm the factor structure of the scale in this study, another CFA was conducted using the data of 264 of the participants who were randomly selected. Accordingly, it was determined that the χ^2/df goodness of fit index that was lower than 2 showed an excellent fit, the RMSEA value of 0.063 showed an acceptable fit, the SRMR value of 0.052 showed a good fit, the NNFI value of 0.98 showed an excellent fit, and the CFI value of 0.98 showed an excellent fit (Çokluk et al., 2010). Hence, it may be stated that the factor structure of the Conflict Resolution Skills Scale was confirmed in the sample of this study.

DATA ANALYSIS

The data collection forms were administered by the researchers based on voluntary participation at schools in the provincial center of Eskişehir. The collected data were coded in the digital environment and analyzed using the IBM SPSS 21 program. Before data analysis, the forms that were filled out incompletely or incorrectly were identified and removed. Moreover, to determine whether the data on the scale scores of the participants were normally distributed, skewness and kurtosis values were calculated. These values are presented in Table 3.

Table 3. Skewness and Kurtosis Values of Scale Scores

<i>Dimension</i>	<i>Kurtosis (S. Error: 0.271)</i>	<i>Skewness (S. Error: 0.136)</i>
Global Citizenship Perception Scale	1.781	-1.462
Resorting to Reconciliation	1.273	-1.354
Resorting to Violence	-0.285	0.844

As seen in Table 3, because the skewness and kurtosis values of the scale scores were between -2 and +2, it was decided to conduct parametric analyses (Tabachnick & Fidell, 2012). After these procedures, the data were analyzed for a total of 320 participants. In addition to descriptive statistics (percentages, frequencies), the analyses included Pearson’s product-moment correlation analysis and multiple regression analysis. The regression analysis was conducted by including all independent variables together as a single block. Dummy variable coding was performed for the variables of gender, internet connection at home, regular newspaper reading, and experience going abroad. To test the presence of a multicollinearity problem in the regression analysis, tolerance and variance inflation factor (VIF) values were calculated (Table 6), and it was found that these values were within acceptable ranges (Büyüköztürk, 2002). In the interpretations of the mean scores of the scales, while determining their cut-off points, the formula $(n-1)/n$ was used as the scales were in a Likert-type form. According to these calculations, these ranges were determined as 1-1.75=very low, 1.76-2.50=low, 2.51-3.,25=high, and 3.26-4.00=very high.

FINDINGS

In this section, the findings obtained in the study are presented in sub-headings in accordance with the objectives.

FINDINGS ON GLOBAL CITIZENSHIP PERCEPTIONS AND CONFLICT RESOLUTION SKILL LEVELS

In this study, which was conducted to determine the conflict resolution skills of fourth-grade primary school students and identify the extent to which some variables predicted their perceptions of global citizenship, the results regarding the mean, standard deviation, and percentile values of global citizenship perceptions and conflict resolution skill levels were as given in Table 4.

Table 4. Mean, Standard Deviation, and Percentile Values of Scale Scores

<i>Scales</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	\bar{X}	<i>SD</i>
Global Citizenship Perception	320	1.44	4.00	3.4872	0.40880
Conflict Resolution Skills					
Resorting to Reconciliation	320	1.00	4.00	3.2260	0.77723
Resorting to Violence	320	1.00	4.00	1.9551	0.85179

As seen in Table 4, the mean scores of the participants were found as 3.48 in the Global Citizenship Perception Scale, 3.22 in the dimension of resorting to reconciliation in the Conflict Resolution Skills Scale, and 1.95 in the dimension of resorting to violence in the Conflict Resolution Skills Scale. Accordingly, the global citizenship perceptions of the participants were 'very good'. While the scores of the participants in terms of resorting to reconciliation, which is one of the dimensions of the Conflict Resolution Skills Scale, were 'very good', it was seen that their scores were 'low' in the dimension of resorting to violence. This leads to the conclusion that the participants did not prefer to resort to violence in conflict situations, while instead, they preferred to resort to reconciliation.

FINDINGS ON THE CORRELATIONS OF THE PREDICTIVE VARIABLES OF GLOBAL CITIZENSHIP PERCEPTIONS

The correlation coefficients between the predicted and predictive variables in the study are given in Table 5.

Table 5. Correlations between Variables

	<i>Global Citizenship</i>
Resorting to Reconciliation	0.482**
Resorting to Violence	-0.316**
Number of residents in the house	-0.093
Number of siblings	-0.084
Mother's Education Level	0.136*
Father's Education Level	0.140*
Average monthly income	0.019

** . significance at 0.01 level; * . significance at 0.05 level

It is seen in Table 5 that there were significant relationships between the global citizenship perception scores of the participants and their scores of resorting to reconciliation and violence, as well as between their global perception scores and some other variables. The highest correlation coefficient between' the global citizenship perception scores of the participants and the other variables was found for the resorting to reconciliation variable, followed by the variable of resorting to violence in the negative direction, the education levels of the father and mother in the positive direction, the number of people in the house, and the number of siblings in the negative direction. As the number of people and siblings in the houses of the participants increased, there was a decrease in their positive perceptions of global citizenship. Additionally, as the education levels of the parents of the participants increased, their positive perceptions of global citizenship also increased.

While the correlation between the students' Global Citizenship perception scores and the dimension of Resorting to Reconciliation was calculated in the positive direction ($r=.48$), it was calculated in the negative direction ($r=.31$) in the dimension of Resorting to Violence. Moreover, it was seen that while the tendency of the participants to resort to reconciliation while resolving conflict situations increased, their positive perceptions of global citizenship also increased. It was also revealed that while the tendency of the participants to resort to violence while resolving conflict situations increased, their positive perceptions of global citizenship tended to decrease.

REGRESSION ANALYSIS ON PREDICTING THE GLOBAL CITIZENSHIP PERCEPTION SCORES OF THE PARTICIPANTS

The results of the regression analysis regarding the prediction of the global citizenship perception scores of the participants are given in Table 6.

Table 6. The Extent to Which the Conflict Resolution Skills and Some Demographic Variables of the Participants Predicted Their Global Citizenship Perceptions

<i>Model</i>	<i>Non-standardized Coefficients</i>		<i>Standard. Coefficients</i>	<i>T</i>	<i>p</i>	<i>Paired r</i>	<i>Partial r</i>
	<i>B</i>	<i>Std. Err.</i>	<i>β</i>				
(Constant)	3.360	0.306		10.963	0.000		
Resorting to Reconciliation	0.196	0.032	0.367	6.133	0.000	0.357	0.341
Resorting to Violence	-0.030	0.030	-0.061	-0.999	0.319	-0.062	-0.056
Gender	-0.104	0.047	-0.129	-2.227	0.027	-0.138	-0.124
Number of people in the house	-0.028	0.039	-0.059	-0.725	0.469	-0.045	-0.040
Number of siblings	0.001	0.046	0.002	0.029	0.977	0.002	0.002
Mother's Education Level	0.010	0.027	0.027	0.379	0.705	0.024	0.021
Father's Education Level	0.017	0.028	0.042	0.613	0.540	0.038	0.034
Internet Availability at Home	-0.126	0.078	-0.092	-1.621	0.106	-0.101	-0.090
Newspaper Reading	-0.054	0.061	-0.050	-0.883	0.378	-0.055	-0.049
Average monthly income	0.008	0.022	0.022	0.353	0.724	0.022	0.020
Going abroad	-0.032	0.062	-0.032	-0.515	0.607	-0.032	-0.029

a. Dependent Variable: perception of global citizenship

R: 0.454 R²: 0.206 F₍₁₁₋₂₅₇₎: 6.060 p:0.000

In Table 6, along with the scores of the participants on the scales and subscales, the results of the multiple regression analysis showing the extent to which demographic variables such as gender, number of people in the house, number of siblings, mother's education level, father's education level, internet availability at home, regular newspaper reading, average monthly income, and experience of going abroad predicted their global citizenship perceptions are presented. According to the analysis results, when all predictive variables used in the multiple regression model were examined, they collectively predicted 20.6% of the total variance in the perceptions of the participants regarding global citizenship ($R^2: 0.206$, $F(11-257):6.060$, $p<0.001$). The variables that significantly predicted the global citizenship perceptions of the participants were their scores in the reconciliation subscale ($\beta:0.367$, $t: 6.133$, $p<0.001$) and gender ($\beta:-0.129$, $t: -2.227$, $p<0.05$). Based on these results, it can be stated that an increase in the reconciliation skills of the participants predicted a significant increase in their positive perceptions of global citizenship. Additionally, considering the predictive effect of the gender variable (girl: 0, boy: 1), which was introduced in the model by dummy variable coding, it was seen that the female participants had a significantly more positive global citizenship perception.

Other independent variables in the multiple regression model, including resorting to violence, number of people in the house, number of siblings, mother's education level, father's education level, internet availability at home, regular newspaper reading, monthly average income, and experience going abroad were not found to have a significant predictive effect on their own ($p>0.05$). According to the findings, the regression equation for global citizenship perceptions was as follows:

$$\text{Perceptions of global citizenship} = 3.360 + [(\text{Reconciliation}) \times (0.196)] + [(\text{Resorting to violence}) \times (-0.030)] + [(\text{Gender}) \times (-0.104)] + [(\text{Number of people at home}) \times (-0.028)] + [(\text{number of siblings}) \times (0.001)] + [(\text{Mother's education level}) \times (0.010)] + [(\text{Father's education level}) \times (0.017)] + [(\text{Internet availability at home}) \times (-0.126)] + [(\text{Newspaper reading}) \times (-0.054)] + [(\text{Average monthly income}) \times (0.008)] + [(\text{Experience going abroad}) \times (-0.032)].$$

DISCUSSION, CONCLUSION, AND IMPLICATIONS

In this study, which was conducted to determine the extent to which the conflict resolution skills of fourth-grade primary school students and some other variables predicted their perceptions of global citizenship, it was concluded that the global citizenship perceptions of the participants were "very good". The highly positive perceptions of the participants of this study regarding global citizenship may have been influenced by their gains from the Social Studies course. This is because this course covers values such as respect for differences, getting to know different cultures, and respecting these cultures (MEB, 2018). Again, in the study conducted by Balbağ (2016) with primary school students, it was determined that the perceptions of the participants regarding global citizenship were very good. Similarly, in the study conducted by Gül (2020) with university students, it was determined that the perceptions of the participants regarding global citizenship were highly positive, similar to the results of this study. However, in studies in the literature with prospective teachers and university students studying in different fields, moderate global citizenship perceptions have been reported (Alabay & Yağan Güder, 2019; Çermik, 2015; Douglass, 2020; Engin & Sarsar, 2015; Kayışoğlu, 2016; Şahin, Şahin, & Gögebakan Yıldız, 2016; Temel, 2016). In qualitative studies conducted with prospective teachers, it has also been determined that prospective teachers cannot define global citizenship in depth (Bruce, North, & Fitzpatrick, 2019; Egüz, 2016; Günel & Pehlivan, 2016). As seen here, it was determined that both quantitative and qualitative studies conducted with teachers, prospective teachers, and university students in the literature did not show any similarity to the results of this study. It can be stated that this situation may be due to the differences between the samples of different studies. The fact that the participants of this study, who were primary school students, were not on a developmental level adequate to comprehend the issue in depth may have led them to have more positive perceptions. This is because primary school students are in the concrete operational stage in terms of their cognitive and developmental characteristics.

In this study, the conflict resolution skills of the participants were demonstrated within the scope of the factors of resorting to reconciliation and resorting to violence. Based on these analyses, it was concluded that the participants were "very good" in the dimension of resorting to reconciliation for conflict resolution and "moderate" in the dimension of resorting to violence. It was previously reported that the conflicts experienced by children originate from limited sources in general, that is, they experience a set of conflicts during queuing at the cafeteria or for computer usage (Ergül, 2008). Such conflicts are considered the easiest conflicts to resolve (Schumpf, Crawford, & Bodine, 1997/2007). Therefore, it may be stated that children have good conflict resolution skills. In the literature, experimental studies have aimed at improving the conflict resolution skills of students. In such studies, using different approaches and methods, the conflict resolution skills of students have been improved (Bilgin, 2008b; Bortner, 2004; Burnes, 2007; Catterall, 2007; Ergül, 2008; Gündoğdu, 2009; Gürdoğan-Bayır, 2015; Mutluoğlu & Serin, 2012; Sarı, 2005; Tapan, 2006; Taştan, 2004; Warner, 2005). Therefore, with the appropriate activities to be organized, the acquisition of competencies by students in this regard can be facilitated. In addition to these studies in the literature, there are also studies that have examined how individuals in different age groups resolve their conflicts. While some of these studies have supported the results of this study with regard to the ways that students prefer to resolve conflicts, some of them have contradicted the results of this study. For example, in a study conducted with university students, it was determined that the students generally resolved their conflicts through compromise (Dinçyürek & Civelek, 2010). In another study, it was revealed that prospective teachers used avoidance and verbal aggression more frequently compared to physical aggression (Keleş & Alisinanoğlu, 2012). In a study conducted with teachers by Jenkins, Ritblatt, and McDonald (2008), it was found that teachers resolved their conflicts with cooperative strategies. In a study conducted with children and adolescents, it was concluded that adolescents resolved their conflicts with devastating methods such as physical violence and name-calling (Ayaş et al., 2010; Leventhal, 2007; Türnüklü & Şahin, 2004; Yavuzer, Karataş, & Gündoğdu, 2013). As seen here, the results of studies conducted with adolescents generally contradict with the results of this study in terms of resorting to reconciliation. It can be stated that this may be caused by some developmental changes experienced by adolescents.

As a result of this study, a significant relationship was observed between the perceptions of the participants regarding global citizenship and their scores of resorting to reconciliation and violence. The closest relationship of the citizenship perceptions of the participants was with their scores in the dimension of resorting to reconciliation. Likewise, a negative significant relationship was determined between the global citizenship perceptions of the participants and their scores in the dimension of resorting to violence. Accordingly, while the tendency of the participants to resort to reconciliation while resolving conflict situations increased, their positive perceptions of global citizenship also increased, and it was concluded that while their tendency to resort to violence while resolving conflict situations increased, their positive perceptions of global citizenship decreased. Studies in the literature that have investigated global citizenship characteristics have determined some attributed that could support peaceful conflict resolution. For example, Oxfam (2014) reported that qualities such as communication, conflict resolution, respect for differences, and peace are among the characteristics that global citizens should have. In the study conducted by Gürdoğan-Bayır, Göz, and Bozkurt (2014) with prospective teachers, it was seen that the prospective teachers specified characteristics such as empathy, problem-solving, and being peaceful among their perceived global citizenship characteristics. Lima and Brown (2007) included respect for differences, benevolence, and responsibility for different cultures while elaborating on the characteristics of global citizens (cited in Baysal and Tanrıseven, 2020). Considering reports in the relevant literature, individuals with high levels of positive perceptions of global citizenship are those who are respectful to differences, can empathize and solve their problems in peaceful ways. Therefore, the results revealed in this study that the positive perceptions of the participants regarding global citizenship increased as their use of reconciliation in the conflict resolution process increased was supported by the literature.

It was concluded in this study that there are significant relationships between the global citizenship perceptions of the participants and some of their variables. A positive relationship was found between the education levels of the mothers and fathers of the participants and the global citizenship perceptions of the participants, and there was a negative relationship between the variables of number of residents and siblings in the house and their global citizenship perceptions. As the number of people and siblings in the houses of the participants increased, there was a decrease in their positive perceptions of global citizenship. In their study conducted with primary school teachers, Çelikten (2015) examined whether there was a significant difference in global citizenship perceptions based on having a nuclear family or an extended family, and no significant relationship was identified between these variables. As the education levels of the parents of the participants of this study increased, their positive perceptions of global citizenship also increased. However, some studies in the literature have not demonstrated a significant relationship between global citizenship perceptions and parental education levels (Balbağ, 2016; Çermik, 2015; Göl, 2013; Kaya, 2020). As seen here, some studies have supported the results of this study, while some have contradicting results. This may be due to the fact that the studied samples had different ages, lived in different regions, and thus, differed in terms of their experiences.

In this study, to determine the extent to which the global citizenship perceptions of the participants were predicted by their conflict skill scale and subscale scores, as well as other variables, a multiple regression analysis was performed using the variables of gender, number of people at home, number of siblings, mother's education level, father's education level, internet availability at home, regular newspaper reading, monthly average income, and experience going abroad. According to the results, when all predictive variables used in the multiple regression model were examined together, it was determined that they predicted the dependent variable to a statistically significant degree and collectively explained 20.6% of the total variance in the global citizenship perceptions of the participants. In the separate examinations of the variables, it was observed that the scores obtained from the reconciliation subscale and the gender variable were significant predictors. Based on these results, it was determined that an increase in the reconciliation skills of the participants caused a significant increase in their positive perceptions of global citizenship. It was seen that the positive global citizenship perception levels of the female participants were significantly higher than those of the male participants. Other independent variables in the multiple regression model, including resorting to violence, number of people in the house, number of siblings, mother's education level, father's education level, internet availability at home, regular newspaper reading, monthly average income, and experience going abroad were not determined to be significant predictors on their own.

Consequently, in this study, it was determined that there is a relationship between the global citizenship perceptions and conflict resolution skills of fourth-grade primary school students. This situation is supported by the literature considering the characteristics of global citizenship. Additionally, it was concluded that the variables determined by conflict resolution situations predict global citizenship perceptions. While the results of this study coincided with the results of some similar studies in the literature, they did not comply with the results of others. It can be stated that this situation may be due to the differences in the measurement tools used, the samples studied, and the studied regions. In this context, the following recommendations can be made:

- Good, resorting to reconciliation among their conflict resolution skills was very good, and resorting to violence was moderate. In order to maximize the knowledge, skills, and values of students regarding global citizenship, related activities can be organized in classes. It is seen that conflict resolution skills are not among the skills that are taught in the curriculum. For this reason, activities can be carried out in classes, to minimize the use of violence by students in resolving their conflicts in particular, and conflict resolution skills can be directly included in the curriculum.

- In the study, it was determined that female students had higher perceptions of global citizenship. Accordingly, this issue can be further investigated with male students, and studies in this regard can be conducted about their perceptions of global citizenship.

- This study was carried out with primary school students. Therefore, similar studies can be repeated at different stages of education. This is because students at different levels of education have different levels of development. These levels may affect their points of view.

- In this study, the relationship between global citizenship perceptions and conflict resolution skills was discussed. Therefore, other variables that could predict global citizenship perceptions can be examined in future studies.

AUTHOR CONTRIBUTIONS

The authors contributed equally to the article.

REFERENCES

- Alabay, E., & Yağın Güder, S. (2019). The relationship between global citizenship level and attitudes towards children's rights of child development undergraduate students. *Journal of Education for Life*, 33(2), 247-261. <https://doi.org/10.33308/26674874.2019332102>.
- Akgün, S., & Araz, A. (2010). *Anlaşmazlıkları çözebiliriz çatışma çözümü eğitim programı. [We can resolve conflicts conflict resolution training program]*. Nobel Publications.
- Andrews, B. J. (2000). *The early childhood teacher's role in conflict resolution*. (Publication No. 9987981). [Doctoral dissertation, George Mason University]. ProQuest Dissertations and Theses Global.
- Ayas, T., Deniz, M., Kağan, M., & Kenç, M. F. (2010). An investigation of conflict resolution strategies of adolescents. *Procedia- Social and Behavioral Sciences*, 2, 3545-3551. <https://doi.org/10.1016/j.sbspro.2010.03.549>
- Balbağ, N. L. (2016). *İlkokul sosyal bilgiler dersi bağlamında öğrenci ve öğretmenlerin küresel vatandaşlık algıları. [Elementary teachers' and students' perceptions of global citizenship in the social studies course]*. (Publication No. 438240). [Doctoral dissertation, Anadolu University]. Council of Higher Education Thesis Center, Turkey.
- Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129-139.
- Baysal, S., & Tanriseven, I. (2020). Global citizenship: From the lens of the education faculty instructors. *International Journal of Progressive Education*, 16(5), 106-120. <https://doi.org/10.29329/ijpe.2020.277.7>
- Bilgin, A. (2008a). *Okullarda şiddeti önlemede bir yöntem çatışma çözüme. [A method for preventing violence in schools conflict resolution]*. Ezgi Publications.
- Bilgin, A. (2008b). The impact of conflict resolution training on elementary school children. *Elementary Education Online*, 7(3), 541-556.
- Bortner, L. K. B. (2004). *The effect of conflict resolution education on elementary school students*. (Publication No. 3147588). [Doctoral dissertation, Pennsylvania State University]. ProQuest Dissertations and Theses Global.
- Bruce J., North, C., & Fitz Patrick, J. (2019). Preservice teachers' views of global citizenship and implications for global citizenship education. *Globalisation, Societies and Education*, 17(2), 161-176. <https://doi.org/10.1080/14767724.2018.1558049>
- Bulut, B. (2019). Correlation between global citizenship and sustainable development awareness levels of pre-service teachers. *International Online Journal of Educational Sciences*, 11(3), 279-293. <http://dx.doi.org/10.15345/iojes.2019.03.019>
- Burnes, C. (2007). *The effectiveness of a conflict resolution curriculum, too good for violence, for fourth graders*. (Publication No. 3270469). [Doctoral dissertation, Mississippi State University]. ProQuest Dissertations and Theses Global.
- Büyüköztürk, Ş. (2002). *Sosyal bilimler için veri analizi el kitabı. [The data analysis handbook for the social sciences]*. (2th Edith). Pegem Publications.

- Catterall, J. S. (2007). Enhancing peer conflict resolution skills through drama: an experimental study. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 12(2), 163-178. <https://doi.org/10.1080/13569780701321013>
- Çakmak, Z., Bulut, B., & Taşkıran, C. (2015). A study on the relationship between global citizenship perceptions and internet use of social studies pre-service teachers. *Adıyaman University Journal of Educational Sciences*, 5(1), 99-102. <https://doi.org/10.17984/adyuebd.34905>
- Çelikten, L. (2015). *Sınıf öğretmenlerinin küresel vatandaşlık düzeyleri ile öğrencilere aktarmak istedikleri değerlere ilişkin görüşleri arasındaki ilişki*. [The association between primary school teachers' global citizenship levels and their views on the values they want to pass on to their students]. (Publication No. 395305). [Master's thesis, Niğde University]. Council of Higher Education Thesis Center, Turkey.
- Çermik, F. (2015). *Sosyal girişimcilik, küresel vatandaşlık ve çevre davranışı arasındaki ilişki: Yapısal eşitlik modellemesi*. [The relationship between social entrepreneurship, global citizenship and environmental behavior: Structural Equation Modelling]. (Publication No. 394783). [Doctoral dissertation, Atatürk University]. Council of Higher Education Thesis Center, Turkey.
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2010). *Sosyal bilimler için çok değişkenli istatistik. SPSS VE LISREL uygulamaları*. [Multivariate statistics for the social sciences. SPSS and LISREL applications.] Pegem Publications.
- Çolak, K. (2019). Küresel vatandaşlık ve küresel vatandaşlık eğitimi. [Global citizenship and global citizenship education] In C. Öztürk, Z. İbrahimoglu & G. Yıldırım (Eds.), *Kuramsal temeller ve güncel tartışmalar ışığında 21. yüzyılda vatandaşlık ve vatandaşlık eğitimi [Citizenship and citizenship education in the 21st century in the light of theoretical foundations and current debates]*. (pp. 35-59). Pegem Publications.
- Collins, L. (2002). Teaching conflict resolution through literature. *The Delta Kappa Gamma Bulletin*, 69(1), 15-18.
- Dinçyürek, S., & Civelek, A. H. (2008). The determination of the conflict resolution strategies of university students that they use when they have conflicts with people. *Behavior Analyst Today*, 9, 215-233. <https://doi.org/10.1037/h0100660>
- Douglass, M. (2020). *Examining teacher global citizenship through the lens of Bandura's triadic reciprocity*. [Doctoral Dissertation, Texas Tech University]. Retrieved October, 15, 2022, from <https://ttu-ir.tdl.org/bitstream/handle/2346/85741/DOUGLASS-DISSERTATION-2020.pdf?sequence=1&isAllowed=y>
- Durualp, E. (2016). *Ortaokul öğrencilerinin vatandaşlık algılarının bazı sosyolojik değişkenler açısından incelenmesi*. [Investigation of citizenship perception of middle school students from the point of some sociological variables]. (Publication No. 432658). [Doctoral dissertation, Ankara University]. Council of Higher Education Thesis Center, Turkey.
- Egüz, Ş. (2016). Sosyal bilgiler öğretmen adaylarının küresel vatandaşlık eğitimine yönelik algıları. [Prospective Social Studies Teachers' Perceptions of Global Citizenship Education]. *International Journal of Eurasia Social Sciences*, 7(24), 30-49.
- Ekiz, D. (2009). *Bilimsel araştırma yöntemleri*. [Scientific research methods]. Anı Publications.
- Engin, G., & Sarsar, F. (2015). Sınıf öğretmenleri adaylarının küresel vatandaşlık düzeylerinin incelenmesi. [Investigation of primary school teacher candidates' global citizenship levels]. *International Journal of Human Sciences*, 12(1), 150-161. <http://dx.doi.org/10.14687/ijhs.v12i1.3159>
- Eren Bana, P. (2020). Evaluation of the relationship between global citizenship behavior and justice perception. *International Journal of Social Sciences Academy*, 3(3), 481-494.
- Ergül, H. (2008). *Müzakere (problem çözme) ve arabuluculuk eğitim programının ortaöğretim 9. sınıf öğrencilerinin çatışma çözüm becerileri, atılganlık becerileri ile saldırganlık düzeyleri üzerindeki etkisinin incelenmesi*. [Searching the effects of conflict resolution skills, assertiveness skills and aggressiveness level on 9th grade students in high school of negotiation (problem solving) and mediation education programme]. (Publication No. 230954). [Master's thesis, Dokuz Eylül University]. Council of Higher Education Thesis Center, Turkey.
- Falk, R. (1994). The making of global citizenship. In Van, Stenberg B. (Ed.), *The conditions of citizenship*. Sage Publications.
- Göl, E. (2013). *Sosyal bilgiler öğretmen adaylarının küresel vatandaşlık tutum düzeylerinin farklı değişkenler açısından incelenmesi*. [The examination of global citizenship attitude levels of social studies nominee

- instructors according to different variants*] (Publication No. 34889). [Master's thesis, Ahi Evran University]. Council of Higher Education Thesis Center, Turkey.
- Göz, N. L., Balbağ, M. Z., & Çermik, F. (2015, May 12-15). Öğretmen adaylarının küresel vatandaşlık düzeylerinin incelenmesi. [Examining the global citizenship levels of pre-service teachers]. [Conference presentation]. 14. *Uluslararası Katılımlı Sınıf Öğretmenliği Eğitimi Sempozyumu*. Bartın, Turkey.
- Gül, Y. E. (2020). Investigation of global citizenship and civilization levels of university students. *Diyalektolog Ulusal Sosyal Bilimler Dergisi*, 25, 191-202. <http://dx.doi.org/10.29228/diyalektolog.46072>
- Güler, T., Demir, S., Kılıç, L., & Demir, B. (2020). Sınıf öğretmenlerinin karşılaştığı problemler ve öğretmenlerin bu problemlerin üstesinden gelebilmek için yaptığı uygulamalar. [The problems faced by primary education teachers and the practices teachers do to overcome these problems]. *Yıldız Journal of Educational Research*, 5(2), 51-83. <https://dx.doi.org/10.51280/yjer.2020.008>
- Gündoğdu, R. (2009). *Yaratıcı drama temelli çatışma çözme programının ergenlerde öfke, saldırganlık ve çatışma çözme becerisine etkisi*. [Effect of the creative drama based conflict resolution programme on the anger, aggression and conflict resolution skills in adolescents]. (Publication No. 249948). [Doctoral dissertation, Selçuk University]. Council of Higher Education Thesis Center, Turkey.
- Gürdoğan Bayır, Ö. (2015). *İlkokul dördüncü sınıf sosyal bilgiler dersinde çatışma çözme becerilerinin gelişiminin incelenmesi*. [Examining the improvement of conflict resolution skills in the elementary fourth grade Social Studies course]. (Publication No. 395189). [Doctoral dissertation, Anadolu University]. Council of Higher Education Thesis Center, Turkey.
- Gürdoğan Bayır, Ö., Göz, N. L., & Bozkurt, M. (2014). Elementary teacher candidates' views on global citizenship in social studies course. *Journal of Educational Sciences Research*, 4(2), 145-162. <http://dx.doi.org/10.12973/jesr.2014.42.9>
- Jenkins, S., Ritblatt, S., & McDonald, J. S. (2008). Conflict resolution among early childhood educators. *Conflict Resolution Quarterly*, 25(4), 429-450. <https://doi.org/10.1002/crq.216>
- Johnson, D. W., & Johnson, R. T. (1994). Constructive conflict in the schools. *Journal of Social Issues*, 50(1), 117-137. <https://doi.org/10.1111/j.1540-4560.1994.tb02401.x>
- Kan, Ç. (2009). Sosyal bilgiler eğitiminde küresel vatandaşlık. [Global Citizenship in Social Studies Education] *Pamukkale University Journal of Education*, 26, 25-30.
- Karaca, S., & Çoban, A. (2015). Global citizenship social studies teachers' attitudes level examination in terms of different variables. *The Journal of Academic Social Science*, 3(17), 10-22. <http://dx.doi.org/10.16992/ASOS.819>.
- Karip, E. (2013). *Çatışma yönetimi*. [Conflict Management] (5th Edition) Ankara: Pegem Publications.
- Kaya, B. (2020). *Ön lisans ve lisans öğrencilerinin vatandaşlık duygusu ile küresel vatandaşlığa ilişkin görüşlerinin karşılaştırmalı analizi*. [Comparative analysis of the approach of undergraduate and undergraduate students about the sensitivity of citizenship and global citizenship]. (Publication No. 624952). [Master's thesis, İnönü University]. Council of Higher Education Thesis Center, Turkey.
- Kaya, B., & Kaya, A. (2012). Teacher candidates' perceptions of global citizenship in the age of technology. *Sakarya University Journal of Education*, 2(3), 81-95.
- Kayıoğlu, N. B. (2016). Investigation of global citizenship levels of pre-service physical education teachers. *Educational Research and Reviews*, 11(6), 299-306. <https://doi.org/10.5897/ERR2015.2661>
- Keleş, S., & Alisinanoğlu, F. (2012). The examination of preschool teacher candidates' peer conflict resolution suggestions during picture storybook reading. *Educational Sciences: Theory & Practice*, 12, 3075-3081.
- Leventhal, J. E. (2007). *Conflict resolution strategies in young children: do they do what they say?* (Publication No. 1452015). [Master's thesis, University of North Texas]. ProQuest Dissertations and Theses Global.
- MEB. (2018). *Social Studies Teaching Curriculum*. Retrived <http://mufredat.meb.gov.tr/Dosyalar/201812103847686-SOSYAL%20B%C4%B0LG%C4%B0LER%20%C3%96%C4%9ERET%C4%B0M%20PROGRAMI%20.pdf>.
- Mutluoğlu, S., & Serin, O. (2012). A programme of solving conflict within education in 5th year primary school children the skills of the effects of solving conflict. *Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG)*, 1(1), 25-34.

- Öner, U. (2006). Çatışma çözme ve arabuluculuk eğitimi. [Conflict resolution and mediation training] In Y. Kuzgun (Ed.), *İlköğretimde rehberlik [Counseling in primary education]* (pp. 189-234). (6th Edition). Nobel Publications.
- OXFAM. (2006). Developing global citizens within curriculum for excellence. Learning and Teaching in Scotland.
- OXFAM. (2014). *Education for global citizenship: a guide for schools*. Retrieved from <http://globalcitizen.nctu.edu.tw/wp-content/uploads/2016/12/1.-Education-for-Global-Citizenship-A-Guide-for-Schools.pdf>
- Sadri, G. (2013). Choosing conflict resolution by culture. *Industrial Management*, 55(5), 10-15. Retrieved from <https://www.proquest.com/docview/1445477644/fulltextPDF/216F76E19CD7410EPQ/1?accountid=7181>
- Sarı, S. (2005). *İlköğretim 5. sınıf öğrencilerine çatışma çözümü becerilerinin kazandırılmasında, akademik çelişki değer çizgisi ve güdümlü tartışma yöntemlerinin etkisi. [The effect of academical controversy, value line and directed discussion methods in gaining conflict resolution skills on elementary school fifth grade students]* (Publication No. 205732). [Master's thesis, Çukurova University]. Council of Higher Education Thesis Center, Turkey.
- Schrumpf, F., Crawford, D. K., & Bodine, R. J. (2007). *Okulda çatışma çözme ve akran arabuluculuk program rehberi. [Conflict resolution and peer mediation program guide at school]* (G. F. Akbalık & D. Karaduman, Trans.). İmge Publications. (Original work published 1997).
- Snyder, P. A. (2007). *Conflict resolution education: a middle school experience*. (Publication No. 1458760). [Master's thesis, American University]. ProQuest Dissertations and Theses Global.
- Şahin, M., Şahin, S., & Gögebakan Yıldız, D. (2016). The curriculum of social studies education and world citizenship: From perspective of prospective teachers. *Hacettepe University Journal of Education*, 31(2), 369-390. <http://doi.org/10.16986/huje.2016015386>
- Tabachnick, B. G., & Fidell, L. S. (2012). *Using multivariate statistics* (6th Edition). Pearson Publications.
- Tapan, Ç. (2006). *Bariş eğitimi programının öğrencilerin çatışma çözme becerileri üzerindeki etkilerinin incelenmesi. [Examination of the peace education programme's effects on the conflict resolution skills of students]* (Publication No. 189835). [Master's thesis, Dokuz Eylül University]. Council of Higher Education Thesis Center, Turkey.
- Taştan, N. (2004). *Çatışma çözme ve akran arabuluculuğu eğitimi programlarının ilköğretim altıncı sınıf öğrencilerinin çatışma çözme ve akran arabuluculuğu becerilerine etkisi. [The effect of the conflict resolution and peer mediation programs on the conflict resolution and peer mediation skills of sixth grade students]*. (Publication No. 205190). [Doctoral dissertation, Ankara University]. Council of Higher Education Thesis Center, Turkey.
- Temel, C. (2016). A study of global citizenship levels of Turkish university students according to different variables (youth camp leaders' sample). *Educational Research and Reviews*, 11(17), 1689-1695. 10.5897/err2016.2972
- Türnüklü, A., & Şahin, İ. (2004). Examining 13-14th years old students' conflict resolution strategies. *Türk Psikoloji Yazıları*, 7(13), 45-61.
- UNESCO. (2014). Global Citizenship Education: Preparing learners for the challenges of the twenty-first century. Retrieved <https://www.gcedclearinghouse.org/sites/default/files/resources/170053eng.pdf>
- Warner, S. L. (2005). *The effects of peer mediation on conflict resolution in elementary school students*. (Publication No. 3199312). [Doctoral dissertation, Northcentral University]. ProQuest Dissertations and Theses Global.
- Yaşar, Ş. (2008). Sosyal bilgiler ve dünya vatandaşlığı. [Social studies and global citizenship] In Ş. Yaşar (Ed.), *Hayat bilgisi ve sosyal bilgiler öğretimi [Life science and social studies teaching]* (pp. 229-245). Anadolu Üniversitesi Açıköğretim Fakültesi Publications.