The mediating role of perceived stress in relationship between mindfulness and conflict management styles of pre-service teachers

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Abstract. The aim of this research is to examine whether perceived stress has a mediating role in the relationship between mindfulness and conflict management styles. 330 senior students who enrolled Faculty of Education participated in this study. Mindfulness Attention Awareness Scale, The Rahim Organizational Conflict Inventory-II, Perceived Stress Scale, and Personal Information Form were used in this study. Pearson product-moment correlation coefficient and path analysis which is one of the structural equation model technics were used for data analysis. To determine the suitability of data set for path analysis, Pearson product-moment correlation analysis was applied, and it was found that there isn't any relationship between mindfulness and obliging style, mindfulness and dominating style, perceived stress and avoiding style. Therefore, path analysis was performed for integrating and compromising styles. According to results, perceived stress fully mediates in the relationship between mindfulness and compromising style and perceived stress partially mediates in the relationship between mindfulness and integrating style. The study was concluded with limitations and suggestions for future studies.

Keywords: Mindfulness, conflict management, stress, pre-service teacher, path analysis

INTRODUCTION

Having its origins from eastern meditation and Buddhism teachings and beliefs (Baer, 2003; Wachs & Cordova, 2007) and of which fundamental philosophy is defined as "improving attention and awareness effectively" (Baer, 2003; Brown & Ryan, 2003), mindfulness has been a trendy topic of research in psychology literature recently (Bao, Xue, & Kong, 2015; Cohen & Miller, 2009; Duncan, Coatsworth, & Greenberg, 2009; Jones, Welton, Oliver, & Thoburn, 2011; Lenger, Gordon, & Nguyen, 2017; McCaffrey, 2015; McCaffrey, Reitman, & Black, 2017; Parent, McKee, Rough, & Forehand, 2016; Pratscher, Wood, King, & Bettencourt, 2019; Wachs & Cordova, 2007). It is, in fact, difficult to define this concept (Bishop et al., 2004), which is inherently multi-dimensional (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006; Çatak & Ögel, 2010; Griebel, 2015). Therefore, there is not a commonly agreed definition in the literature yet (Griebel, 2015; McCaffrey, 2015; Kozlowski, 2013). Despite the presence of definitions dealing with different dimensions of mindfulness (Bishop et al., 2004; Çatak & Ögel, 2010; Griebel, 2015), according to Kabat-Zinn (2003), who defines the concept in functional terms, mindfulness is the awareness that surfaces following deliberate attention in the present moment without being nonjudgmental about current experiences.

In addition to helping individuals with their psychological and physiological health problems (Wiggins, 2012), mindfulness is also known to enhance psychological well-being and happiness (Brown & Ryan, 2003; Erus, 2019; Karremans, Schellekens, & Kappen, 2017), improve self-regulation skills (Brown, Ryan, & Creswell, 2007; Pepping & Halford, 2016), contribute to emotional regulation (Bao et al., 2015; Cenkseven Önder & Utkan, 2018; Gambrel & Piercy, 2015; Gillespie, Davey, & Flemke, 2015; Hill & Updegraff, 2012; Koole, 2009; Uygur, 2017), and improve empathy (Pepping & Halford, 2016). Similarly, reducing stress is one of the most important benefits of mindfulness when individuals' daily lives are concerned.

Stress does not emerge out of anything (Pehlivan, 2008); in contrast, it occurs when life experiences force and threat the physical and mental limits of individuals, and it considerably affects individuals' lives (Baltaş & Baltaş, 2002). In other words, it suggests that some daily life events affect individuals, which in turn results in some bio-chemical changes that trigger some reactions of the body (Pehlivan, 2008). Coping with stress is crucial to increase the life quality of individuals. When an individual attempt to alleviate this negative feeling and regulate his/her reactions, such an attempt is called *stress management* (Güçlü, 2001). This type of management involves the control of personal habits as well as physical, psychological and behavioral patterns. It has been reported that some techniques are useful in coping with stress such as physical exercises, breathing exercises, bio-feedback, participating in sport activities, relaxation, balanced nutrition and diet, receiving social support, attending cultural and social activities, praying and time management as well as meditation (Pehlivan, 2008). Meditation plays an important role in the emergence of mindfulness as a recent concept (Baer, 2003; Wachs & Cordova, 2007). In addition, many studies concluded that mindfulness reduces stress level (Bao et al., 2015; Birnie, Garland, & Carlson, 2010; Cenkseven Önder & Utkan, 2018; Chu, 2010; Özyeşil, Arslan, Kesici, & Deniz, 2011; Pratscher et al., 2019; Ülev, 2014; Wachs & Cordova, 2007). These studies clearly reveal a direct relationship between mindfulness and stress. The current study examines the relationship between conflict management styles and mindfulness when stress is the mediating variable.

Individuals with high levels of mindfulness have a low level of anxiety during conflicts, while low-level mindfulness results in a hostile attitude and even verbal assaults (Barnes, Brown, Krusemark, Campbell, & Rogge, 2007). Mindful individuals do not act thoughtlessly and inattentively during conflicts (Burpee & Langer, 2005); in contrast they constructively react with appropriate behaviors (Pepping & Halford, 2016). Thanks to mindfulness, it is possible to reduce the destructive effects of conflicts by regulating emotions and enhancing communication and tolerance to stress (Erus, 2019). In this respect, it can be concluded that mindfulness reduces stress level and helps individuals solve conflicts accordingly.

Conflict, in a broad sense, is a dynamic process that emerges between groups or in a group due to various reasons. It leads to disparity and oppositions (Rahim, 1985), and it harms individuals unless it is managed effectively (Gümüşeli, 1994). There are different classifications of conflict management in the related literature. The classification developed by Blake and Mouton (1964) and finalized by Rahim (1983) is the most commonly agreed one. According to the initial model proposed by Blake and Mouton (1964), there are five types of conflict management styles: problem-solving, smoothing, forcing, withdrawal, and sharing. Later, *concern for self* and *concern for others* were added to this classification by Thomas and Kilmann (1978) and finalized by Rahim (1983) through some revisions. The first conflict management style, *obliging style,* suggests low levels of concern for self and high levels of concern for others and it involves harmony, avoiding oppositions, flexibility, or win-lose strategy. Referring to a high level of concern for self and low level of concern for others, *dominating style* is expressed in the forms of competition, dispute or zero-sum style (Rahim, Magner, & Shapiro, 2000). Dominating individuals act in order to achieve their own goals and try to win at all costs by ignoring others' needs (Rahim, 1992). Another style, called *avoiding style*, refers to low levels of concern for self and concern for others, and it involves inactivity, withdrawal, and ignoring (Rahim, et al., 2000). In this style, individuals defer the problem for a more suitable time. As a result, both the person who ignores the problem and the other parties are dissatisfied in terms of concerning. Defined as high levels of concern for self and concern for others, *integrating style* involves certain collaboration processes such as transparency between the parties, information share, and analyzing differences to come up with an agreeable solution (Rahim, 1992). Similar to integrating style, *compromising style* is based on medium levels of concern for self and concern for others and both parties mutually agree to opt out making an acceptable decision (Rahim et al., 2000). While using this style, both parties do not analyze the problem as detailed as they do while using the integrating style (Rahim, 1992).

It is essential to manage conflicts so that they will not harm individuals and organizations (Gümüşeli, 1994). Therefore, it might be concluded that individuals with low levels of stress solve

conflicts more effectively. Despite the lack of studies focusing on the relationship between conflict management styles used by teachers or pre-service teachers and their stress levels, there are some research findings on a relationship between conflict management styles used by principals and stress levels of teachers (Övün, 2007; Polat, 2008; Sözen, 2002). The current study aims to determine the mediating role of stress in the relationship between conflict management styles and mindfulness of pre-service teachers. The reason why fourth-year pre-service teachers were selected as the participants of the study is that teaching is one of the most stressful jobs due to increasing responsibilities in the education system (Zoraloğlu, 1998). Moreover, fourth-year pre-service teachers have to fulfill many tasks so that they can be employed in state schools (Gündoğdu, Çimen, & Turan, 2008). When we consider the literature, students in Faculty of Education have to prepare for the nation-wide exam for employment, which negatively affects their academic achievement, financial status, and participation in social activities (Gündoğdu et al., 2008; Semerci & Özer, 2005). We can conclude that this situation is an important source of stress for pre-service teachers. Therefore, it is useful to examine the effects of mindfulness and stress to help pre-service teachers manage conflicts effectively when they have problems with their future students and other people they will interact with throughout this stressful process. In conclusion, the aim of the study is to examine whether perceived stress mediates in the relationship between mindfulness and conflict management styles of pre-service teachers.

METHODS

Research Design

This study, which was conducted by using correlational design, examines to what extent mindfulness is related to conflict management styles through perceived stress. Figure 1 displays the model suggested to explain conflict management styles.
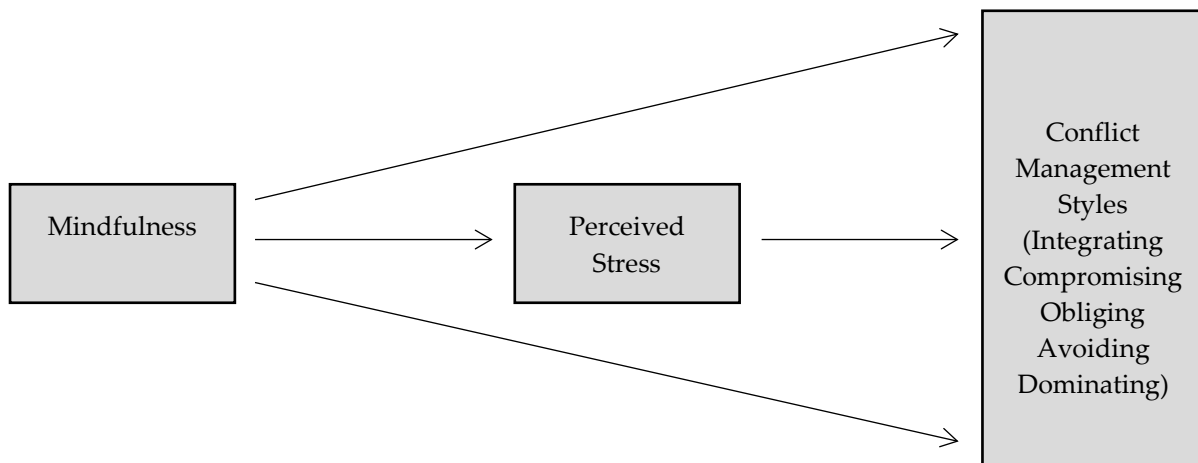

FIGURE 1. *Modelling conflict management styles with mindfulness and perceived stress*

Population and Sample

The population of the study consists of 1379 senior students studying at the Faculty of Education in two state universities in the fall semester of 2018-2019. The sample of the study consists of 330 students determined by simple random sampling method. It can be said that the sample size enough for the population (Krejcie & Morgan, 1970). Demographic information of the participants in the sample is presented in Table 1.

Table 1. *Demographic information of the participants*

Variables	Categories	*f*	*%*
	Female	236	71,5
Gender	Male	94	28,5
	Total	330	100
	Elementary Mathematics Education	69	20.9
	Primary Teacher Education	57	17.3
	Science Education	48	14.5
	Turkish Language Education	44	13.3
Department	Physical Education Teaching	43	13.1
	English Language Teaching	40	12.1
	Pre-School Education	20	6.1
	Computer Education and Instructional Technology	9	2.7
	Total	330	100
	20-21 age	175	53
	22-23 age	131	39.7
Age	24 age and above	24	7.3
	Total	330	100

Table 1 displays frequencies and percentages of demographic information about pre-service teachers who participated in the study. Accordingly, 236 (71.5%) of pre-service teachers are female and 94 (28.5%) male. Therefore, most of the participants are female. As for the department, 69 (20.9%) pre-service teachers are from Elementary Mathematics Education, 57 (17.3%) are from Primary Teacher Education, 48 (14.5%) are from Science Education, 44 (13.3%) are from Turkish Language Education, 43 (13.1%) are from Physical Education Teaching, 40 (12.1%) are from English Language Teaching, 20 (6.1%) are from Pre-School Education, and 9 (2.7%) are from Computer Education and Instructional Technology.

Data Collection Tools

Personal Information Form

The researchers prepared Personal Information Form in order to collect demographic information about the pre-service teachers who participated in the study. The form includes information about gender, age, and departments of the faculty.

Mindful Attention Awareness Scale (MAAS)

Mindful Attention Awareness Scale was developed by Brown and Ryan (2003) and was adapted to Turkish by Özyeşil et al. (2011). MAAS is a 6-point Likert and consists of 15 items. The highest score of the scale is 90 and the lowest is 15. MAAS measures individuals' level of mindfulness in daily lives. The validity and reliability studies of the Turkish version were conducted with university students. Significant positive correlations between Turkish and English version scores were found for linguistic equivalence. Explanatory factor analysis revealed that 58% of the total variance was explained and confirmatory factor analysis showed a strong single factor solution. Item total correlation analysis found above .40, the test-retest correlation was .86, and Cronbach's alpha internal consistency of the scale was .80 (Özyeşil et al., 2011). Cronbach's alpha internal consistency of MAAS was found .84 in the current study.

The Rahim Organizational Conflict Inventory-II (ROC-II)

The Rahim Organizational Conflict Inventory-II was developed by Rahim (1983) and was adapted to Turkish by Şirin and Yetim (2009). ROC II is a 5 -point Likert and consists of 28 items and 5 factors as integrating, dominating, obliging, avoiding, and compromising styles. The inventory examined conflict management styles which individuals use during disputes. Explanatory factor analysis of the adaptation study revealed that ROC-II consisted of five factors as in original form and also the Turkish form explained 68% of the total variance. Cronbach's alpha internal consistency of integrating style was .97, obliging style .92, dominating style .85, avoiding style .55,

and compromising style .74 (Şirin & Yetim, 2009). Cronbach's alpha internal consistency of integrating style was found .82, dominating style .81, obliging style .80, avoiding style .75, and compromising style .49 in the current study.

Perceived Stress Scale (PSS)

Perceived Stress Scale was developed by Cohen, Kamarck, and Mermelstein (1983) and was adapted to Turkish by Eskin, Harlak, Demirkıran, and Dereboy (2013). PSS has the long and short versions. 14 items in long form is used for this research. PSS measure individuals' perceived stress level of their lives. The scale is a 5-point Likert. The highest score of the scale is 56 and the lowest is 0. The validity and reliability studies of the Turkish version were conducted with university students. Explanatory factor analysis revealed that 46.50% of the total variance was explained and 14 items load on two factors called *perceived insufficient self-efficacy* and *perceived stress*. For the total score of the scale test-retest correlation was .84 and Cronbach's alpha internal consistency of the scale was .87 (Eskin et al., 2013). Cronbach's alpha internal consistency of PSS was found .85 in the current study.

Process

Data is collected in electronic form through Google Forms. Data collection tools includes informed consent which includes information about the purpose of the research, brief information about the researchers, the statement that data will not be shared with third parties and will be used only for the purposes of the study, instructions about data collection tools and procedures. Data was collected from pre-service teachers who were in senior class. Researchers visited the students' classrooms and gave information about the research and shared the link with the students who volunteered to participate in the study. Students filled the form via their cell phones. It took approximately 15 minutes to fill the forms.

Data Analysis

The mediating role of perceived stress in the relationship between mindfulness and conflict management styles was examined through path analysis, which is a component of structural equation model (SEM). AMOS 20 software was used for the analysis. SPSS 22 software was performed for preparing the data for path analysis. To determine the suitability of the data for path analysis, extreme values, multi-variable normality, and multicollinearity analysis were performed.

Single variable extreme values were tested with box plots. According to the results, 13 extreme values were excluded from the data set. After that, extreme values with multiple variables were examined by Mahalanobis distance (Kline, 2011; Tabachnick & Fidell 2013). A value below p<.001 for chi-square (χ^2) was excluded as Tabachnick and Fidell (2013) suggest. According to the results of the analysis, 10 units were excluded from the data set. Skewness and kurtosis values of variables were examined for multivariable normality in the data set. The skewness and kurtosis values of the variables are between -2 and +2. It can be said that the data set meets normal distribution (Bachman, 2004; George & Mallery, 2016). In addition, it was examined whether there is any multicollinearity between the variables. Multicollinearity arises if there is a correlation of .90 and above between variables (Palant, 2011; Tabacknick & Fidell, 2013). Pearson product-moment correlation analysis result showed that there is no correlation coefficient above .90.
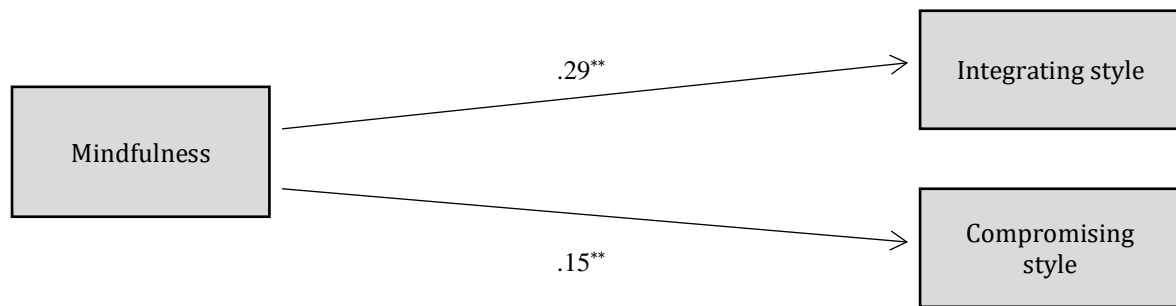
RESULTS

Pearson product-moment correlation analysis was applied in order to determine the correlations between pre-service teachers' mindfulness, perceived stress levels, and conflict management styles. The mean and standard deviation values of variable were calculated and the results are presented in Table 2.

Table 2. *Descriptive statistics and correlation coefficients among mindfulness, perceived stress levels, and conflict management styles*

Variables	1	2	3	4	5	6	7
1. Mindfulness	1						
2. Perceived stress	-.46**	1					
3. Integrating style	.29**	-.34**	1				
4. Compromising style	.15**	-.27**	.60**	1			
5. Obliging style	-.02	-.18**	.26**	.44**	1		
6. Avoiding style	-.13*	.01	-.02	.15**	.45**	1	
7. Dominating style	-.06	.01	-.03	.10	.15**	.04	1
$\bar{x}$	61.82	28.19	28.86	14.89	18.40	17.90	14.85
SD	11.01	7.79	3.60	2.08	3.72	4.24	3.87

*$p<.05$, **$p<.01$

As can be seen in Table 2, there are relationships between mindfulness and perceived stress (r=-.46; p<.01), mindfulness and integrating style (r=.29, p<.01), mindfulness and compromising style (r=.15, p<.01), mindfulness and avoiding style (r=--.13, p<.05). There is not any relationship between mindfulness and obliging and dominating style. Also there are significant relationships between perceived stress and integrating style (r=-.34, p<.01), perceived stress and compromising style (r=-.27; p<.01); perceived stress and obliging style (r=-.18; p<.01). There is not any relationship between perceived stress and avoiding style and dominating style.

**$p<.01$

FIGURE 2. *The result of regression analysis for the meaningful effect of mindfulness on integrating and compromising styles*

Figure 2 shows that mindfulness has a meaningful effect on integrating and compromising styles. Table 3 below displays the results of regression analysis, regression coefficients, standard errors, critical ratio, and p-values.

Table 3. *The result of regression analysis for the meaningful effect of mindfulness on integrating and compromising styles*

Variables			b	(β)	SE	CR	p
Mindfulness	⟶	Integrating style	.09	.29	.09	5.30	**
Mindfulness	⟶	Compromising style	.03	.15	.01	2.73	**

*$p<.01$

As seen in Table 3, the direct effects of mindfulness on integrating and compromising styles were found to be meaningful (p<.01). Afterwards it was examined whether other conditions suggested for mediation by Baron and Kenny (1986) were met or not. These conditions are (*i*) there is a relationship between an independent variable and a mediating variable; (*ii*) there is a relationship between the mediating variable and dependent variables; (*iii*) when mediating and independent variables are included in an analysis, the effect of the independent variable on the dependent variable decreases or totally disappears. Mediating variable was added to path analysis to meet these conditions. The path analysis examined (*i*) the meaningful effect of mindfulness on conflict management styles and perceived stress; (*ii*) the meaningful effect of perceived stress on conflict management styles; (*iii*) the effect of mediating role of perceived stress on the relationship between mindfulness and conflict management styles.
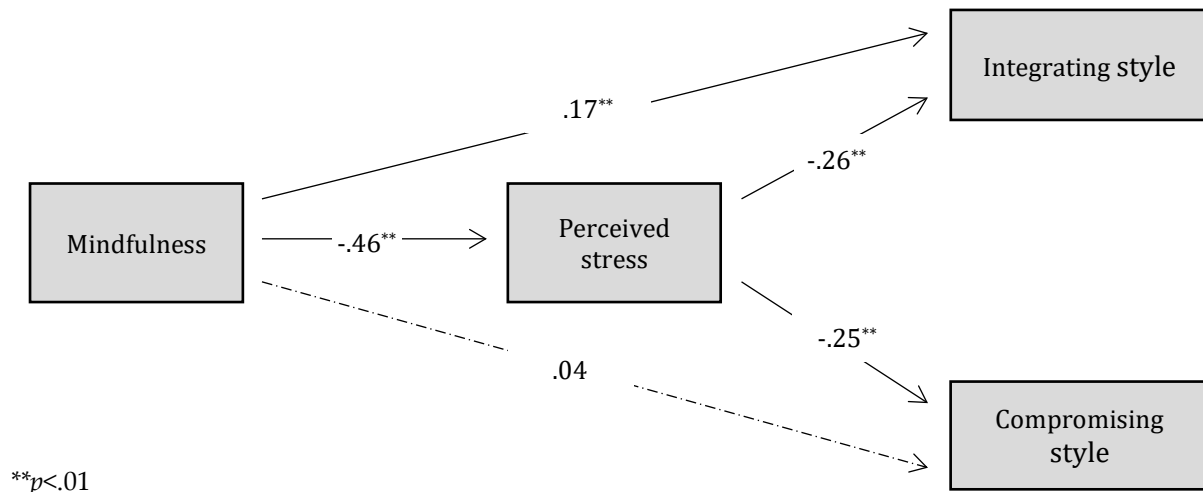

**p<.01

FIGURE 3. *The result of path analysis displaying the mediating role of perceived stress in the relationship between mindfulness, integrating style, and compromising style*

Table 4 below represents non-standardized regression coefficients (b), standardized regression coefficients (β), standard errors, critical ratio, and p-values obtained in the model.

Table 4. *Regression analysis results of the variables in the model*

Variables			b	(β)	SE	CR	p
Mindfulness	⟶	Stress	-.33	-.46	.04	-9.06	**
Stress	⟶	Integrating style	-.12	-.26	.03	-4.32	**
Stress	⟶	Compromising style	-.08	-.25	.02	-4.07	**
Mindfulness	⟶	Integrating style	.06	.17	.02	2.86	**
Mindfulness	⟶	Compromising style	.01	.04	.01	.62	.53

**p<.01

Table 4 presents path coefficients and p-values of variables obtained in the path analysis. It was found that mindfulness meaningfully and negatively predicted stress (β=-.46; p<.01); stress meaningfully and negatively predicted integrating style (β=-.26; p<.01) and compromising style (β=-.25; p<.01). Mindfulness meaningfully and positively predicted integrating style (β=.17; p<.01) and mindfulness did not predict compromising style (p>.05).

When mediation effects were examined, it was found that perceived stress fully mediates in the relationship between mindfulness and compromising style. According to Figure 2, the direct effect of mindfulness on compromising style is .15; however, when stress was added to the model, this effect decreased to .04 and p-value became insignificant (p>.05) which indicates a full mediation (see Figure 3).

In addition, perceived stress partially mediates in the relationship between mindfulness and integrating style. Figure 2 shows that direct effect of mindfulness on integrating style is .29. However, Figure 3 shows that this effect decreases to .17 and p-value is meaningful (p<.01). This

result indicates a partial mediation. The model explains 14% of integrating style and 7% of compromising style.

In Table 5, the χ^2, χ^2/df values, and goodness of fit values obtained from the model in path analysis are demonstrated. The values were evaluated through criteria suggested by Schermelleh-Engel, Moosbrugger, and Müller (2003). Goodness of fit index and acceptable fit index were presented in Table 5 and the model goodness of fit was evaluated according to these criteria.

Table 5. *Goodness of fit index values of the model*

Fit Measure	Good Fit	Acceptable Fit	Values for the Model
χ^2	$.05 < p \leq 1.00$	$.01 < p \leq .05$	p=.53
χ^2 /df	$0 \leq \chi^2$ /df ≤ 2	$2 < \chi^2$ /df ≤ 3	.39/1=.39
RMSEA	$0 \leq$ RMSEA $\leq .05$	$.05 <$ RMSEA $\leq .08$	.01
CFI	$.97 \leq$ CFI ≤ 1.00	$.95 \leq$ CFI $< .97$	.99
NFI	$.95 \leq$ NFI ≤ 1.00	$.90 \leq$ NFI $< .95$	.99
AGFI	$.90 \leq$ AGFI ≤ 1.00	$.85 \leq$ AGFI $<.90$	.99
GFI	$.95 \leq$ GFI ≤ 1.00	$.90 \leq$ GFI $< .95$	.99

Note. RMSEA= Root Mean Square Error of Approximation, CFI = Comparative Fit Index, NFI = Normed Fit Index, AGFI = Adjusted Goodness-of-Fit-Index, GFI = Goodness-of-Fit Index

According to Table 5, chi-square value which belongs to the model was found to be insignificant (p>.05) that indicates a goodness fit of the model. In addition, fit index values of the model meet goodness fit criteria.

DISCUSSION and CONCLUSIONS

In this study, the mediating role of perceived stress in the relationship between mindfulness and conflict management styles were examined. According to Baron and Kenny (1986) precondition of performing mediating role is the meaningful relationship between dependent and independent variables. According to results, there is no relationship between dominating style and mindfulness. Dominating style, which represents high interest to himself/herself and low interest to the other side means control, win-lose or zero result. The individual acts to achieve his or her goals and consequently ignores the needs of the other person (Rahim et al., 2000). In short, the dominating style expresses the opposite of mindfulness. Since mindfulness improves empathy, prevents individuals from reacting quickly and without thinking in interpersonal interaction and improves their ability to respond more responsibly and regularly (Kozlowski, 2013). Mindfulness is related to empathy (Pratscher et al., 2019; Wachs & Cordova, 2007) and it increases empathy (Pepping & Halford, 2016). In other words, considering the needs of the other party can be evaluated as an indicator of the reason why there is no relationship between mindfulness and dominating style.

According to another finding of the study, there is no significant relationship between mindfulness and obliging style. The individual who uses obliging style during the conflict has a high interest to the other party and low interest to himself/herself (Rahim et al., 2000). On the contrary, mindful individuals are aware of the events taking place around them as well as experiences in themselves (Ögel, 2015). Acting with mindfulness can enable the individual to regulate his / her behavior and may reduce habitually automatic movement without being aware (Bishop et al., 2004). In other words, the mindful person pays attention to the events taking place in the present moment, his inner experiences and the outside world (Baer, 2003; Brown & Ryan, 2003; Brown et al., 2007). The absence of a meaningful relationship between obliging style and mindfulness can be evaluated in this context.

In addition, there is a negative relationship between avoiding style and mindfulness, however there is no relationship between avoiding style and stress. Avoiding style can be referred to as inaction, withdrawal or ignoring (Rahim et al., 2000). In other words, for individuals who use avoiding style there is a situation like "see no evil, hear no evil, speak no evil" (Rahim, 1992). On the other hand, mindfulness is the radar in the background of mind that constantly observes

internal and external environments (Brown & Ryan, 2003). Therefore, individuals can improve his/her relations through mindfulness even in the most difficult interaction processes such as feeling angry, fearful, and threatened (Stahl & Goldstein, 2010). It can be said that mindful individuals prefer using less frequently avoiding style in a conflict situation. The individuals who use avoiding style do not perceive conflict situation need to be managed (Rahim, 1992). In consequence, it can be said that individuals do not feel any stress.

Since there is not any relationship between obliging style and mindfulness; dominating style and mindfulness; and avoiding style and perceived stress, the mediating role of perceived stress was only examined between mindfulness and integrating style; mindfulness and compromising style. The study revealed that perceived stress fully mediates in the relationship between mindfulness and compromising style. In this direction, mindfulness decreases perceived stress, which in turn increases compromising style. It can be said that the components of mindfulness considerably contribute to stress, so it has a full mediating role between mindfulness and compromising style. According to Baron and Kenny (1986) when the mediating variable was included in the model, insignificant of the relationship between the dependent and independent variables is a strong evidence of mediating effect. In full mediation, the effect of independent variable on dependent variable occurs through the mediating variable (Pardo & Román, 2013). In other words, since mindfulness decreases stress, using compromising style increases. Mindfulness helps to reduce stress, express emotions and control anger (Wachs & Cordova, 2007). Individuals who have high levels of mindfulness have low emotional stress levels in conflicts. Due to mindfulness, individuals become less anxious and exhibit low hostile attitudes and verbal assaults in the conflicts (Barnes et al., 2007). The individual responds with constructive and appropriate behaviors instead of reactive and impulsive responses in his/her relationship while experiencing intense emotions (Pepping & Halford, 2016). Similarly, mindfulness contributes to reducing emotional stress and incompatible behaviors (Bishop et al., 2004). The fact that the parties use the compromising style in the conflict means that the parties reach a fast, harmonious, and common-way decision. This style, where the parties' interest in themselves and the other side is moderate, is also known as *mixed motive style* in game theory. In this theory, there is the idea of exchange or sharing. However, both parties give up the idea of making a mutually acceptable decision (Rahim et al., 2000). In short, the parties who use the compromising style are not satisfied with the decision even if they meet in the common way. This style is used when a quick and temporary but acceptable solution is required for both parties (Rahim, 1992). The role of stress in this process becomes important as there is no satisfaction of the parties regarding the outcome reached. According to studies which were conducted on teachers and school principals, while principals use compromising style in conflicts teachers' stress levels are getting lower (Övün, 2007; Polat, 2008; Sözen, 2002). Briefly, it can be said that mindfulness has no direct effect on compromising style, but mindfulness has an effect on compromising style through perceived stress.

According to other results of the study, perceived stress partially mediates in the relationship between mindfulness and integrating style. According to Civelek (2018) the decreased relationship between the dependent and independent variable when mediating variable was included in the model indicates partially mediators. When perceived stress was included in the analysis, the relationship between mindfulness and integrating style was still meaningful but decreased. In other words, mindfulness has a direct effect on integrating style and also an indirect effect on integrating style through stress. Mindfulness allows the individual to accept and cope with the intense emotions, her/his experiences, and reflects this in interpersonal relationships. Mindfulness individuals do not react thoughtlessly and carelessly in this process, consider the others' perspective and become open-minded (Burpee & Langer, 2005). This was supported by an experimental study conducted by Gambrel and Piercy (2015) who developed a mindful transition to parenthood program for couples expecting their first baby. It was stated by the participants that this training program contributed to seeing the spouse's point of view in social interaction, being in the moment during communication, being less governed by emotions and being able to look at conflicts from a wide angle. At the same time, it has enabled individuals to understand and support each other's perspectives and to resolve conflicts effectively. Similarly,

Barnes et al. (2007), in a two-stage study in which they examined the role of mindfulness on satisfaction, a significant positive relationship was found between mindfulness and positive conflict resolution. Effective and positive management of conflict means that both sides are satisfied with the outcome. The conflict management styles in which both parties are satisfied with the outcome is the integrating style. The individuals who use the integrating style have a high interest in both the other party and the self. This process is seen as problem solving, cooperation, solution-oriented and finally a positive result (Rahim et al., 2000). The parties have openness and they examine the differences (Rahim, 1992). There is also a relationship between integrating style and stress. Baron (1989) divided the personality as Type A and Type B according to the stress level of individuals. Type A behavior is characterized as being ambitious, competitive, impatient, and aggressive or hostile (Spence, Helmreich, & Pred, 1987). Since Type A individuals are more likely to be overcommitted than Type B, they are more likely to be involved in conflict with coworkers (Baron, 1989). Individuals lacking these characteristics are relaxed and patient are named as Type B (Spence et al., 1987). Type A has weaker preferences for cooperative modes of conflict resolution than Type B (Baron, 1989). Similarly, according to a study conducted by Nuh (2004), the dominating and avoiding styles are preferred by types A while type B with low stress level mostly used integrating style. The findings of the research support the fact that there is a meaningful relationship between mindfulness and integrating style, and stress and integrating style. Therefore, perceived stress is a partial mediator in the relationship between mindfulness and integrating style.

Although this research provides essential findings for literature there are some limitations which can be addressed for future research. The first limitation is that 71.5% of the participants are females. Similar research can be conducted on a sample which includes equally male and female participants. Since attitudes to conflict management styles can be changed according to gender. Another limitation is that the mediating role of stress in the relationship between mindfulness and conflict management styles was demonstrated in this research, but on senior students in the Faculty of Education. Future research can investigate whether this model fits on other sample groups like university students, teachers and etc. which strengthen the model. In addition, one mediating variable was assessed in this research and future studies should assess other potential mediating variables (e.g. self-compassion, empathy, communication skills, and personality). Lastly, this research is findings can be supported by qualitative research methods.

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