PARENTAL POSITIVE CONFLICT RESOLUTION STRATEGIES

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This research is framed within both the fields of Family Education and the Council of Europe Recommendation (2006)/19 on Promoting Positive Parenting. Both frames look for answers and strategies to prevent and control violence towards children, children's school failure and other social conflicts associated to children’s misbehaviour. To better reach this aim, family-school-community partnerships should be promoted, and useful actions for parents should be organized at school level in order to stimulate parents’ participation and cooperative attitudes between teachers and parents. Thus, the objective of this study is to identify parental needs regarding learning positive conflict resolution strategies to be applied with their children at home according to several socio-demographic variables. The identification of such needs will facilitate schools to organize both parenting actions and teachers-parents meetings to help parents to better cope with their children’s conflicts and studying problems at home. These initiatives link with Area 1 of Epstein’s classification of school-family-community partnership: The school as help resource for parents. Thus, the main questions to be answered are: 1) Do the educational standards of the mother and father make a difference in the needs parents have to find positive answers regarding conflict resolution strategies to be applied with their children at home?; 2) Does the age or academic level of the children makes a difference?; 3) What about the biparental or monoparental structure of the family? To answer these questions, both quantitative and qualitative techniques to gather information were used, namely: a questionnaire with four point Likert scale answers, discussion groups with parents and parents’ self-reports on the variables under research. A sample of 306 parents of children from 3 to 18 years old completed the questionnaire. Data were analysed through descriptive quantitative statistical techniques and qualitative procedures. Results show that there are not significant statistical differences among families in the needs parents have to learn about positive conflict resolutions strategies to be applied with their children at home according to the socio-demographic variables analysed. This leads to the conclusion that parenting programmes on positive conflict resolutions strategies to be applied with children at home are valuable for all parents regardless their educational standards, children’s academic level and family structure.
Thus, parenting programmes should be promoted in community educational contexts, such as schools, which will help to stimulate families and schools partnerships to prevent and control children’s school failure and misbehaviour.

*Keywords:*
Positive Parenting. Conflict Resolution Strategies. School-Family-Community Partnership