

REDEFINING EDUCATIONAL PRACTICES INTEGRATING INDIAN EPISTEMOLOGY AND MODERN COGNITIVE NEUROSCIENCES

COMPENDIUM OF PAPERS

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Abstract

The purpose of this study was to examine adolescents' conflict resolution strategies. The study was carried out on a sample of 400 adolescent students, attending middle, secondary and higher secondary classes in Kanyakumari district. Conflict Resolution Behaviour Scale (CRBS Sheema and Sreelatha – 2013) was used to collect data. Percentage, *t* test, and ANOVA followed by Scheffe procedure were used to analyse the data. The study revealed that a considerable proportion of adolescents used competing as their conflict resolution strategy. No significant difference was noted in the conflict resolution behavior of adolescents with respect to gender and locality. Also, results indicated that the use of conflict resolution strategies significantly differ with respect to class of study.

Introduction

Conflict resolution has been defined as "the style of behaviour used to resolve conflict between individuals interacting in a variety of settings" (Wilson and Gross, 1994). It is an important skill for every human being to cope effectively with the challenges of daily life.

The differences in cultural background, capacities and potentials, need, beliefs and attitude of the students sharing the same environment may naturally cause interpersonal conflicts and disagreements which are natural and inevitable in all settings. For adolescents, immaturity and the quest for independence and autonomy make conflict resolution particularly difficult. As a result, adolescents may resort to violence as a means of resolving conflicts.

Need and significance of the study

Adolescents experience a number of stresses associated with the tremendous developmental stages in physical, cognitive, emotional and social spheres and the consequent adjustment difficulties. The school and peer group experience, development of gender roles and assumption of new roles all become very critical at this stage.

Conflict resolution skill is very important to overcome all the adjustment difficulties for adolescents. It leads to the better interpersonal skill development. It is proven that training of conflict resolution and guidance to communicate in a proper way help the adolescents to create a constructive conflict resolution.

Adolescents around the world are facing many challenging situations and encounter conflicts by themselves as well as with classmates and family.

Destructive resolution approach of adolescents towards others may be terribly affected them and may lead to violence. If they resolve conflict situation in a healthy way with healthy response they will become matured adults. In order to know how the adolescents resolve their conflicts are the need of the hour. By reviewing the related studies, it is observed that only limited studies have been conducted in India in this area and hence the study.

Objectives of the study

- To study the conflict resolution strategies adopted by adolescents.
- To compare the conflict resolution behaviour of adolescents with respect to the background variables namely, gender (male and female), locality (rural and urban), and class of study (middle, high school, and higher secondary)

Hypothesis framed

There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents with respect to (a) gender, (b) locale of the school and (c) class of study

Method

Normative survey method was used for the study. The study was conducted on a sample of 400 adolescent students studying in class 7 to 12 in various schools in Kanyakumari district. Conflict Resolution Behaviour Scale (CRBS) (Sheema and Sreelatha – 2013) was used to collect data. Percentage, *t* test, and ANOVA followed by Scheffe procedure were used to analyse the data.

Table 1
Percentage wise distribution of conflict resolution behavior of adolescents Strategy used

Strategy used	Count	Percentage
Competition strategy	221	55.25
Avoidance strategy	95	23.75
Accommodating strategy	61	15.25
Compromising strategy	72	18
Collaborating strategy	52	13

The results given in table 1 revealed that majority of the adolescents (55.75%) used Competing as their conflict resolution strategy. It is followed by Avoidance strategy (23.75%), Compromise strategy (18%), Accommodating

strategy (15.25%) and Collaborating strategy (13%). It is evident from the results that constructive resolution strategies are not used by majority of adolescents.

Table 2
Comparison of conflict resolution behavior of male and female adolescents

Gender	Mean	SD	N	t	P
M	56.21	8.97	248	0.13	0.894
F	56.31	7.72	252		

Results of table.2 ($t=0.13$, $P > 0.05$) indicated that there existed no significant difference in the mean scores their conflict resolution behaviour of male and female adolescents students. This result is in agreement with the findings of Shanimol (2010),

Harr & MKrahe (1999), and Kurdek (1987) which also indicates no gender differences in the conflict resolution behavior of adolescents. Osterman et al.(1997) indicated gender differences in the conflict resolution behavior of adolescents.

Table 3
Comparison of conflict resolution behaviour of rural and urban adolescents

Locality	Mean	SD	N	t	P
Rural	56.05	8.05	293	0.67	0.50
Urban	56.57	8.79	207		

It is evident from table 1.3 that ($t=0.67$; $p > 0.05$) there existed no significant difference in the mean scores of conflict resolution behavior of rural and urban adolescents. This result is in agreement

with the findings of Shanimol (2010) which indicates no locale wise differences in the conflict resolution behavior of adolescents.

Table 4

Comparison of conflict resolution behaviour of adolescents based on class of study

Dimensions	Class of Study	Mean	SD	Source	Sum of Squares	df	Mean square	F	P
Conflict resolution behaviour	Middle	59.96	8.56	Between Group	640.5919	2	320.03	4.65	.01
	Secondary	54.81	7.9	Within Group	34230.086	497			
	Higher Secondary	57.39	8.48	Total	34870.678	499	68.87		

Results of table 1.4 (F=4.65; Pd^{0.01}) revealed that there existed significant difference in the mean scores of conflict resolution behaviour of adolescents studying in middle, secondary, and higher secondary classes. The result does not help to identify exactly the pairs of groups which differ significantly. Hence the post hoc test Scheffe multiple comparison was used for further analysis. The results showed that there existed significant difference between adolescents studying in a) middle and secondary classes and b) secondary and higher secondary classes in their conflict resolution behaviour. It is evident from the mean scores that middle school students' conflict resolution behaviour is higher than that of their counterparts.

Conclusion

The study revealed that a considerable proportion of adolescents used Competing as their

conflict resolution strategy. Efforts should be made to promote constructive conflict resolution strategies like Accommodating, Compromising and Collaborating among adolescents. In schools, conflict resolution training can be organized in such a way that the students will be well equipped with the knowledge of conflict resolution strategies, become aware of its causes and consequences and develop a positive attitude towards the conflict resolution. A variety of operations can be done in schools for adolescents to live a more healthy life in their adolescence and socialize in an environment of happiness. In the home also, parents can create good home environment to develop the ability of resolving conflicts in day-to-day life activities of their children and it will improve the performance of the students in their educational institutions.

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