

**CONFLICT RESOLUTION BEHAVIOUR OF ADOLESCENTS
IN KANYAKUMARI DISTRICT**

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By

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DECLARATION

I, J.SHEEMA do hereby declare that this thesis entitled “CONFLICT RESOLUTION BEHAVIOUR OF ADOLESCENTS IN KANYAKUMARI DISTRICT” has not been submitted by me for the award of a degree, diploma, title or recognition before.

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This is to certify that the thesis entitled “CONFLICT RESOLUTION BEHAVIOUR OF ADOLESCENTS IN KANYAKUMARI DISTRICT”, submitted for the Master of Education degree by J.Sheema is a record of research work done by her under my guidance and supervision. It is further certified that the work is an original one free from any duplication.

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CHAPTER I

INTRODUCTION

Need and significance of the study

Statement of the problem

Operational definitions of terms

Objectives of the study

Hypotheses framed

Methodology

Delimitations of the study

Organization of the report

Conflict is a normal part of any healthy relationship. One of the most important causes of disintegration of personality is conflict. Most of man's activities result from motives. Often more than one motives arise in the person simultaneously which originate a doubt in his mind and cause tension. He finds it difficult to decide on the mode of action, this state being psychologically designated as 'conflict'.

Interpersonal conflict is inevitable at all stages in life. It is common to find adolescents experiencing conflicts with their peers. Mostly, conflicts among adolescents are very rampant. Often these adolescents used violence as away to solve their conflicts. In order to solve the interpersonal conflicts it is necessary to use an appropriate strategy in the form of a constructive conflict resolution. In the early to mid 1980's the concept of conflict resolution (CR) was developed.

Conflict resolution is the process of attempting to resolve a conflict or a dispute. Successful conflict resolution occurs by listening to and providing opportunities to meet each sides needs and adequately address their interests so that they are satisfied with the outcome. Conflict resolution aims to end conflict before they start or lead to verbal, physical, or legal conflicts. Psychological abilities help the

individual for effective confrontation of conflicts and stressful situations so that individuals acts positively and compatible in relation with other people in society.

The major purpose of this investigation was to study the conflict resolution strategies used by adolescents in their interpersonal conflicts.

Need and significance of the study

Conflict resolution is an important skill for every human being to cope effectively with the challenges of daily life. Pupils live through a long and challenging transitional period from childhood to maturity. During adolescence, children 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 helps the adolescents to create a constructive conflict resolution. Conflict resolution skill reduces severity of conflict among adolescents.

The country's success in various fields of life depends to a large extent on the proper education, guidance and training of adolescents. Adolescents around the world are facing many challenging situations and encounter conflict by themselves as well as with classmates and family. Negative 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 is a need of the hour.

Conflict resolution behaviour is of great relevance for the assessment of adolescence behaviour. By reviewing the related studies, it is observed that only limited studies have been conducted in India in this area.

Considering all these facts an attempt is made by the investigator to study the conflict resolution behaviour of the adolescents.

Statement of the problem

Conflicts are inevitable in the life of every individual. Conflicts are high during the period of adolescents. This study is an attempt to study the type of conflict resolution strategies adopted by adolescents and is titled as “CONFLICT RESOLUTION BEHAVIOUR OF ADOLESCENTS IN KANYAKUMARI DISTRICT”.

Operational definitions of the terms

Conflict resolution behaviour

Conflict resolution is a process that empowers people to build mutually beneficial relationships and to resolve conflict effectively. In this study conflict resolution behaviour refers to a) competing b) avoiding c) accommodating d) compromising e) collaborating.

Adolescents

Adolescence is a period in human development occurring between puberty and maturity and extending roughly from 13 to 14 years of age into the early 20's. In this study adolescents refers to the students from 7th to 12th standards.

Objectives

1. To construct and validate a tool to measure the conflict resolution behaviour in adolescents.
2. To study the level of conflict resolution behaviour of adolescents and its dimensions
3. To study the conflict resolution mechanism adopted by adolescents.
4. To compare the mean scores of conflict resolution behaviour of adolescents with respect to the personal variables namely, gender, community and religion.
5. To compare the mean scores of conflict resolution behaviour of adolescents with respect to the educational variables namely, class of study, type of school, locale of school and type of management.
6. To compare the mean scores of conflict resolution behaviour of adolescents with respect to the familial variables namely, type of family, number of children in the family and parental occupation.

Null hypotheses framed

1. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the personal variable - gender.

2. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the personal variable - religion.
3. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the personal variable - community.
4. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - class of study.
5. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - type of school.
6. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - locale of the school.
7. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - type of management of the school.
8. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable - type of family.
9. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable - number of children in the family.
10. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable-father's occupation.
11. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable-mother's occupation.

Methodology in brief

a) Method

Normative survey method was used for this study.

b) Tools

- 1) Conflict Resolution Behaviour Scale (CRBS) constructed and validated by the investigator. (Sheema.J and Sreelatha.S - 2013)
- 2) General information schedule.

c) Sample

The study was conducted on a sample of 400 adolescent students studying in 7th to 12th standard in various schools in kanyakumari district. The students selected for the investigation differed in terms of gender, religion, community, type of school, locale of school, type of management, type of family, number of children in the family and parental occupation.

Statistical techniques

For the present study the following statistical techniques was used,

- a) Percentage
- b) Arithmetic mean
- c) Standard deviation
- d) t-test
- e) ANOVA followed by Scheffe procedure

Delimitations

The scope of the study is limited in the following manner,

- a) The study is limited to school going adolescents only.
- b) The sample size is limited to 500 students.

Organization of the report

Chapter I deals with the introduction, need and significance of the study, statement of the problem, operational definitions of terms, objectives of the study, hypotheses framed, methodology of the study, and delimitations of the study.

Chapter II deals with the theoretical concepts related with the variable and review of related literature.

Chapter III deals with the methodology of the present study. This chapter consists of the test development and research design.

Chapter IV deals with analysis and interpretation of collected data.

Chapter V deals with findings, conclusions, educational implications of the study and suggestions for the future study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical overview

Review of related literature

Critical review

Study of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the investigators' planned research. According to Mouly (1964) "The survey of the literature is a crucial aspect of the planning of the study and time spent in such a survey invariably is a wise investment".

The researcher in any field of investigation requires the knowledge of the previous studies undertaken in India and abroad. The researcher should be aware of the latest trends and investigations going on this field of research.

The objective of the present study is to find out the "Conflict resolution behaviour of adolescents". So the investigator made an attempt to collect the relevant studies and theories which points out the issues involved in the present investigation. This chapter is divided into two sections.

- A) Theoretical overview
- B) Review of related literature

SECTION – A THEORETICAL OVERVIEW

Conflict – Meaning

Conflict is a disagreement and an indecision to select one goal between the two goals. Conflict is a natural phenomenon. It is a painful or unhappy state of consciousness resulting from a clash or contest of incompatible desires, aims, drives.

Conflict – Definition

Conflict as a form of disagreements in an establishment between two individuals or groups who have cause to interact formally or informally. Fadip (2000)

Conflict as basically a disagreement between two or more individuals or groups over compatible goals. Conflict therefore is a process of incompatible behaviours. It may involve the inference or disruption by one person or group of persons or in some way or ways which make another action less likely to be effective. Miller and King (2005)

Conflict can be described as “an interactive process manifested in compatibility, disagreements, or dissonance within or between social entities i.e., individual group and organization.” Rahim (2001)

A conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources and interference from others in achieving their goals. Wilmot and Hocker (1998)

Conflict resolution

Conflict, arguments and change are natural parts of our lives as well as the lives of every agency, organization and nation. The modern use of the term conflict resolution covers a range of methods, techniques and strategies to analyze conflicts and find an appropriate method of resolving them.

Conflict resolution is a set of ideas and ways to reduce sources of conflict. The term conflict resolution way also be used interchangeably with the term dispute resolution.

Conflict resolution is the way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political or environmental.

Conflict resolution - Definition

Conflict resolution is a relational approach to handling conflicts. It is a process in which interpersonal communication is used to get the parties to a conflict to reach an amicable and satisfactory point of argument.(Omoluabi 2001)

The concept of the conflict settlement aims definite end of the direct violence without necessarily coping with the basic causes of the conflict.(Reimann 2005)

Conflict resolution is the process of resolving a dispute or a conflict, by providing each sides needs and adequately addressing their interests. So that they are satisfied with the outcome. Conflict resolution aims to end conflicts before they start or lead to physical fighting (Harip 1999). It is the process of ending a disagreement between two or more people in a constructive fashion for all parties involved.

Theories and models of conflict resolution behaviour

Dual concern model of conflict resolution

The dual concern model of conflict resolution is a conceptual perspective that assumes individual's preferred method of dealing with conflict. It is based on two underlying themes or dimensions

- A concern for self (i.e. assertiveness)
- A concern for others (i.e. empathy)

According to the model, group members balance their concern for satisfying personal needs and interests with their concern for satisfying the needs and interests of others in different ways. The intersection point between these two dimensions ultimately lead individuals towards exhibiting different styles of conflict resolution (Goldfien & Robbennolt, 2007). Depending on their intention in a given situation the behaviour of conflicting parties can range from full cooperation to complete confrontation. The dual model identifies five types of conflict handling behaviour.

Competing

Competition is a win or lose style of handling conflicts. Competing or forcing has high concern for personal goals and low concern for relationships. It is appropriate in dealing with conflicts which have no disagreements.

Avoiding

Avoidance strategy has low co-operation and low confrontation by avoiding direct confrontation, parties in conflict get time to cool down.

Accommodating

Accommodation involves high cooperation and confrontation. Accommodating can be a good strategy when one party accepts that it is wrong and has a lot to lose and little to gain. Consequently, they are willing to accommodate the wishes of the other party.

Compromising

It is based on the belief that a middle route should be found to resolve the conflict situation, with concern for personal goals as well as relationships.

Collaborating

Collaboration aims at finding some solution that can satisfy the conflicting parties. This strategy has high cooperation and low confrontation. Collaboration is the best method of handling conflicts as it strives to satisfy the needs of both parties. It is integrative and has high concern for personal goals as well as relationship.

The conflict resolution process

The seven essential steps in conflict resolution process as presented by Dudley week (1992) are

1. Create an effective atmosphere
2. Clarify perceptions
3. Focus on individual and shared needs
4. Build shared positive power
5. Look to the future, then learn from the past
6. Generate options
7. Make mutual benefit agreement.

Step 1 create an effective atmosphere

Creating an effective atmosphere is a very important step in the conflict resolution process. It is more likely for mutual agreements be reached when atmosphere is given careful consideration. When thinking about atmosphere, remember these ideas.

Personal preparation – doing all one can to ready himself in positive ways to approach issues honestly and openly.

Timing – choosing a time that is best for all parties involved. A time in which no one is feeling pressed to move on or pressure in other ways.

Location – it is best to pick a place where all parties can feel comfortable and at ease.

Opening statements – try to start out on a good note. Good opening are ones that let others know the person is ready and willing to approach conflict with a team like attitude that focuses on positive ends. They should also ensure the trust and confidentiality of the parties involved.

Step 2 Clarify perceptions

Individual perceptions involved in the conflict. One cannot solve a problem if he does not know what it is about.

1. Sort the parts of the conflict ask what it is about
2. Avoid ghost conflicts – get to the heart of the matter and avoid side issues.
3. Clarify what, if any, values are involved
4. Recognize that the parties involved need each other to be most effective.
5. Avoid stereotyping

6. Listen carefully
7. Recognize the others needs and values
8. Empathize – ask why feel the way they do
9. Clear up misconceptions you may of them.

Step 3 Focus on individuals and shared needs

Expand on shared needs. Realize that a person need one another in order to successfully resolve conflict. Be concerned about meeting others needs as well as one's own.

Step 4 Build shared positive power

Power is made up of people's outlooks, ideas, convictions, and actions. A positive view of power enables people to be most effective. A negative outlook on power proves disempowering. Instead of "power with" it encourages "power over." Positive power promotes building together and strengthening partnerships. When parties in conflict have this outlook, they can encourage each other to use shared positive power. This gives an ultimate advantage to all involved because each person's positive energy is being drawn upon for a worthwhile solution.

Step 5 Look to the future, then learn from the past

Do not dwell on negative past conflicts, a person will not be able to deal positively in the present or the future. Try to understand what happened in the past, and avoid repeating the same mistakes over.

Step 6 Generate options

- Beware of preconceived answers.
- Look for common threads.
- Make sure options are workable for all parties.
- Set aside disagreements and focus on options that seem most workable.
- Avoid spin-off conflicts by passing options that will not work for all involved.

Step 7 make mutual benefit agreements

Mutual – benefit agreement should give a person lasting solutions to specific conflicts.

- Instead of demands, focus on developing agreement and find shared goals and needs.
- Build Doable things by working on the smaller stepping – stones solutions.
- Pay attention to the needs of the other person in addition to your own interests.
- Recognize the given basic things that cannot be altered or compromised.
- Clarify exactly what is expected of a person in the agreement.
- Keep the conflict partnership processes going by using and sharing these skills with others.

How to improve conflict resolution behaviour

Managing and resolving conflict requires emotional maturity, self-control, and empathy. It can be tricky, frustrating, and even frightening.

- **Make the relationship one's priority.** Maintaining and strengthening the relationship, rather than “winning” the argument, should always be the first priority. Be respectful of the other person and his or her viewpoint.
- **Focus on the present.** If anyone is holding on to old hurts and resentments, his ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what one can do in the here-and-now to solve the problem.
- **Pick ones battles.** Conflicts can be draining, so it is important to consider whether the issue is really worthy of one's time and energy. May be a person don't want to surrender a parking space if he has been circling for 15 minutes. But if there are dozens of spots, arguing over a single space just isn't worth it.
- **Be willing to forgive.** Resolving conflict is impossible if one is unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.
- **Know when to let something go.** If one cannot come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, one can choose to disengage and move on.

SECTION – B REVIEW OF RELATED STUDIES

The present study is an attempt to find out the conflict resolution behaviour of adolescents. So the investigator has gone through the studies related to the area conflict resolution behaviour of adolescents. These studies are categorized under two headings.

- a) Studies conducted in India
- b) Studies conducted Abroad.

a) Studies conducted in India

Bindhu (2012) made a study to find out the extent of conflict resolution management skills of prospective teachers. The sample consisted of 100 prospective teachers. The data were collected by survey method. Conflict management scale (Bindhu and Divya-2012) was used to collect data. The major finding revealed that there was significant difference between male and female student teachers in their extent of conflict resolution management skills. But no significant difference was noted in the conflict resolution management of rural and urban student teachers.

Dheven (2004) made an empirical study to study the resolution of conflicts by heads of schools. A five point scale has been administered to a random sample of 150 teachers working in Cudalore education district of Tamilnadu. The major findings of the study was that heads of the schools use different methods for resolving conflicts though the frequency of using them varies. Negotiation is the most frequently used method for resolving conflicts and silencing is the least frequently used method for resolving conflicts by heads of schools.

Joshua (2010) made a study based on conflict management and social adjustment of secondary school students. The study was carried on a sample of 300 students from various secondary schools of Alappuzha district. Conflict management scale and social adjustment scale were used to collect data. The study revealed that the secondary school students in urban area exhibit high conflict management than rural area. The study also reveals that there is positive significant relationship between conflict management and social adjustment of secondary school students.

Lekshmi, Mathew & Kutty (2010) made a study related to influence of emotional maturity on conflict management ability. The sample consisted of 100 higher secondary school students. Conflict management ability scale and emotional maturity scale were used to collect data. The findings of the study indicated that there exists significant positive correlation between emotional maturity and conflict management ability of higher secondary school students.

Pandey(1998) examined the relationship between conflict management style and stress among teachers. The sample of this study consisted of 40 primary teachers randomly selected from various schools of Bhubaneswar city. Rahim Organizational Conflict Inventory II(ROCI – II) and Teacher Stress Inventory (TSI) were used to collect data. The major finding revealed significant relationship between conflict management style and stress among teachers.

Shanimol (2010) examined the relationship between spiritual intelligence in relation to conflict resolution behaviour of adolescents. The sample consisted of 300 post graduate students. Roquan spiritual intelligence test and conflict resolution questionnaire (CRQ) were used to collect data. The major findings revealed that there was no significant difference between male and female students in their conflict

resolution behaviour. The study also reveals that there is significant positive correlation between spiritual intelligence and conflict resolution behaviour.

Sibichen (2010) made a study related to conflict resolution strategies of secondary teacher education students. The study used to find out the level of conflict resolution strategies of the secondary teacher education students. The sample consisted of 1000 secondary teacher education students. Conflict resolution strategy scale was used to collect data. The study revealed that male secondary teacher education students are better than female secondary teacher education students in their conflict resolution strategies. The study also revealed that 8.9% of the secondary teacher education students have high level of conflict resolution strategies.

Sundaram and Bala (2011) made a study to find out the effectiveness of conflict resolution techniques in teaching conflict resolution skill to secondary school trainees. The sample consisted of 40 students in control group and 40 students in experimental group. The data was collected using scale of conflict resolution skill and comprehensive scale for social maturity. The major findings revealed that conflict resolution technique is more effective than the conventional method in improving the conflict resolution skill of secondary teacher trainees.

b) Studies conducted abroad

Branje et.al (2009) examined the role of conflict resolution on the association between parent adolescent conflicts and adolescent problematic adjustment. The sample consisted of 1313 Dutch early and middle adolescents. The major finding revealed that when withdrawal was the only strategy used to resolve conflicts with parents, conflict frequency was more strongly related to externalizing problems but

when withdrawal was used in combination with other styles, conflict frequency was more strongly related to internalizing problems.

Ciftci et.al (2008) made a study examined the effect of loneliness on the conflict resolution strategies of adolescents towards their friends mothers and fathers. The sample consisted of 180 high school students from 8 different schools in Ankara. UCLA Loneliness scale and conflict resolution Questionnaire were used to collect data. The major finding indicated no significant interaction among level of loneliness, conflict resolution strategies, and type of relationship.

Colsmann and Wulfert (2002) made a study to examine conflict resolution style as an indicator of adolescents. The sample consisted of 61 adolescents from a public high school. Self-report and video tap behavioural enactment was used as tool. The major findings revealed that the problem adolescents were less co-operative and more contentious in conflict resolutions with peers.

Doorn, Branje Meeus and Wim (2011) made a study to examine changes in three conflict resolution styles in parent-adolescent relationships. The sample consisted of 314 adolescents. Conflict resolution styles Questionnaire was used to collect data. The major finding shows that both adolescents and their parents changed in their use of conflict resolution from early to middle adolescence. These results showed that conflict resolution in parent-adolescent relationships gradually in favour of a more horizontal relationship.

Hamamci and Zeynep (2007) made a study to investigate the role of dysfunctional relationships beliefs on both the perceptions of their relationships with the parents and conflict resolution behaviours of late adolescence. The sample consisted of 372

Turkish university students (248 women and 124 men). Interpersonal cognitive distortions Scale, parents-Adolescents relationships scale were used to collect data. The major finding revealed that dysfunctional relationship beliefs were negatively associated with conflict resolution behaviours, especially about focusing on others needs and anger management during conflict. In addition, individuals with low dysfunctional beliefs had significantly more conflict resolutions behaviours in their relationship than those with high dysfunctional beliefs

Hernandez (2009) examined the effects of mediation training on motherhood conflict resolution. The sample used for this study was mothers and their 4-6 and 7-10 year old children. The tool used for this study was pre/post-test design to assess the effects of mediation training. The major finding showed that mediation training positively affected the outcomes of mother child negotiations and had a significant impact on the conflict resolution strategies they used during negotiations. In the mediation training group, the rate of compromise increased from 22% at pretest to 57% at post-test.

Hosea and Robert (2011) made a study to examine undergraduate students decision making process for seeking or not seeking help from campus based conflict resolution services for resolving interpersonal conflict. Interview data was collected from undergraduate student volunteers from Nova southeastern university. Study findings provide new theoretical implications of students motivations and inhibitors for seeking help to resolve conflict and offer new directions for policy training and marketing initiatives for supporting and enhancing student conflict resolution in the campus setting.

James and Laurence (2004) made a study to examine the peer victimization and conflict resolution experiences of adolescent girls. The sample consisted of 325

students in years 8 toll. A modified version of the Direct and Indirect Aggressions scales (DIAS Djorkqvist Ostermon 1992) and conflict resolution scales (Feldman and Gowen (1998) were used to collect data. The major finding revealed that girls in all year levels experienced more indirect and verbal than physical victimization and the girls used more compromise, avoidance social support and obliging than overt anger.

Joshi and Anupama (2008) made a study to examine conflict resolution strategy between friends during middle childhood. The sample consisted of 74 children between the ages 8 to 12 years. Interview data was collected from the students. The major finding revealed that most frequently used assertion and discussion as conflict resolution strategies and also used more than one strategy in a single conflict.

Kapusuzoglu (2010) conducted an investigation of conflict resolution in educational organization. The purpose of this study was to examine the impact of conflict resolution education in schools on the behaviours of students. The study utilized semi-experimental design. The sample consisted of 203 eight grade secondary school students in one primary education school in Turkey. Evaluation questionnaire by Tayh(2006) was used as tool. The findings showed that peer mediation provider students found the process and effects of the process highly satisfying whereas the peer mediation receiver group found the process moderately satisfying experience in all assessed dimensions.

Kimencu and Linda (2011) examined the relationship between leadership orientations and conflict management styles of academic deans in masters degree institutions. The sample size of this study was 93 academic deans heading business and education colleges in public masters colleges and universities. Conflict Inventory

(ROCI-II) instrument was used for collecting data. The study revealed significant relationship between deans leadership frame styles and conflict management styles.

Kips (2013) made a study to establish the conflict management styles used by principals and their effects on school organizational climate. The sample consisted of 22 teacher counselors and 22 principals. The researcher instrument in their study was the questionnaire. The findings of the study indicated identification of the four types of conflicts which include goal conflict, behaviour conflict, cognitive and affective conflict. Apart from the avoiding styles, the other four styles namely controlling, accommodating, collaborating and compromising are widely used with varying frequencies by principal in the sampled schools. Avoiding was the least used conflict management style. The study established that a positive school climate has been associated with fewer behavioural and emotional problems for members of the school community.

Larussa, Maria, Selman and Robut (2011) examined early adolescents' self-reported health risk behaviours. The objective was this study to find out the relationship between early adolescents' health risk behaviours and conflict resolution strategies and their schools conflict resolution climate. The sample consisted of 323 7th grade students from twelve urban schools. The major finding revealed that conflict resolution climate quality was associated with how well teachers were perceived to respond to students conflicts and how they managed teacher-student conflicts. In addition, many students in less supportive climates exhibited cynical attitudes regarding the viability of the conflict resolution strategies promoted by schools and prevention programs.

Lamia (2011) made a study on theory of conflict handling integration of individual differences and contextual factors. The current study investigated how the number of conflict styles used by an individual in concert with situation specific variation and individual characteristics impacts conflict handling effectiveness. The sample consisted of 223 participants from a large Midwestern university. The study revealed that both individual characteristics and situation specific variation fully mediate the relationship between the number of styles used and conflict handling effectiveness. The observed multiple mediation furthers our understanding of conflict and the levers that impacts its effective handling by explicitly theorizing and modeling both individual level and situation-specific effects.

Lipschutz and Betsy (2010) examined the use of digital storytelling to improve the effectiveness of social and conflict resolution skill training for elementary students. The sample consisted of 66 African American urban elementary school students. The tool Social Behaviour Scales-2(Merrell,2002) was used to assess differences in aggression and pro social skills. The findings revealed that older students had higher pro social behaviour scores and younger students had lower scores on the programmes content assessment. Results indicated that violent prevention curriculum did not affect behaviour.

Missotten et.al(2011) examined the associations between adolescent identity processing styles and adolescent conflict resolution styles in the mother adolescent dyad. The sample consisted of 796 adolescents and their mothers. Conflict Frequency and resolution Questions were used as tool. The major finding showed that the information oriented identity style was positively associated with positive problem solving and negatively with conflict engagement and withdrawal and the normative

style was positively associated with compliance. The results demonstrated that the way in which adolescents tackle identity-relevant issues is related to the way in which they deal with conflicts with their mothers

Oboegbulem (2013) made a study to investigate perceived CRSs (Conflict resolution strategies) for the resolution of conflicts in non-government secondary schools in Benue state. The sample consisted of 500 respondents. CRSs questionnaire was used to collect data. The major findings of the study are unnecessary interferences with the administration of the school by the proprietors and arbitrary increase of school fees by the school management, among others, constitute major sources of conflict, Findings on strategies for resolving conflicts include agreeing on the procedure taken for the resolution of conflicts, encouraging parties to work together, taking staff and students comments and suggestions, and involvement of school disciplinary committee and public complaint commission among others.

Puranik and Parashar (2011) made a study to examine conflict management styles among non academicians in B- schools. The sample consisted of 100 non-teaching staff members of B-schools. For collection of data opening survey of organizational conflict (Udai & pareek) was used. The major findings revealed withdrawal as the major style adopted by people of non academic staff.

Ruiz et.al (2013) made a study to examine whether adolescents attachment and the perceived quality of the communication with their parents relate to effective resolution of parent–child conflicts. The sample consisted of 295 adolescents. The major finding revealed anxious attachment was related to high levels of criticism and disputes with parents, which in turn, predicted the use of all conflict resolution styles. Avoidant attachment was not related to any of the conflict resolution styles.

Salami (2009) examined the relationship between conflict resolution strategies and organizational citizenship behaviour. The sample consisted of 320 public servants (male-180, female-140). Measures of trait EI, OCB, conflict resolution strategies were administered to the respondents. The major findings revealed that forcing and withdrawing strategies negatively and significantly predicted OCB. Confronting, compromising and smoothing strategies significantly predicted OCB. Trait EI moderated the relationship between OCB and forcing and withdrawing strategies.

Shawna et.al (2008) made a study to describe the conflict resolution practices used in Mexican American adolescents friendships, to explore the role of cultural orientations and values and gender-typed personality qualities in conflict resolution use, and to assess the connections between conflict resolution and friendship quality. The sample consisted of 246 Mexican American adolescents and their older siblings. Results indicated that adolescents used solution-oriented strategies most frequently, followed by non confrontation and control strategies. Familistic values and gender-typed personality qualities were associated with solution-oriented conflict resolution strategies. Finally, conflict resolution strategies were related to overall friendship quality

Vestal and Dean (2011) made a study to examine the preferred conflict management behaviours in small-school principals. The sample consisted of 90 small school principals. Thomas killmann instrument was used to collect data. The major findings revealed that experience had a significant positive relationship to a preference for competing behaviours and experience also had a significant negative relationship to a preference for compromising behaviours in the group of small campus principals.

Williams and Ana (2011) made a study on conflict management styles and job satisfaction by organizational level and status in a private university. A random sample of 113 employees within a private university in Texas to perform this non experimental quantitative study. The major finding revealed that there was no significant relationship between the conflict management style used by the individual and their level of job satisfaction.

SECTION – C

CRITICAL REVIEW

The investigator reviewed 31 studies related to conflict resolution behaviour. Among which 8 were Indian studies and 23 were foreign studies. Out of these 7 studies were conducted on adolescents. Majority of the studies employed survey method. In many of the studies random sampling technique has been used for selecting sample.

The present study differs from the previous studies in terms of area population and sample. It is also clear from the above study of the literature that only limited number of studies were conducted in India and especially in adolescents. In the present study, the researcher tried to find out the conflict resolution behaviour of adolescents in Kanyakumari district.

CHAPTER III

METHODOLOGY

SECTION – A

Test development

Conflict resolution behaviour scale

SECTION - B

The research design

Plan and procedure

Tools used for the study

Sampling technique used

Details of the sample

Administration of the tools

Scoring and tabulation

Statistical techniques used

Research methodology is the science of appropriate modes and orders of procedure. Methodology refers to the principle of organized investigation, the norms by means of which procedures and techniques are selected and articulated. The role of the methodology is to carry on the research work in a scientific and valid manner. Methodology helps the investigator to draw the required conclusion in order to achieve the objectives of the study. By indicating the significance of methodology, koul (1997) pointed out that research methodology described the various steps of the plan of action to be adopted in solving the research problem such as the definition of the terms the choice of subjects for investigation, the validation of data gathering tools, collection of data, analysis and interpretation of data and the process of inferences and generalizations.

The methodology of the present investigation has been presented in this chapter under two sections.

Section A deals with the details of development of tool used for the study namely conflict resolution behaviour rating scale.

Section B deals with the details of research design, plan and procedure including the sample selected, data collection procedure and statistical techniques used.

SECTION A TEST DEVELOPMENT

Collection of relevant data is one of the most important steps in any research especially in the field of education. An appropriate instrument or tool is very essential to serve this purpose. In certain research, the investigator carries out of the study using readymade tools. But in some other cases such tools may not work suitable with the variable selected for the study. In such cases the investigator has to prepare suitable scales, which will work adequately with the subject selected for the study. This study necessitates the development of, Conflict Resolution Behaviour Scale (CRBS) for adolescents.

The details of procedure followed in the development of the tool are presented below.

a) Collection of statements

The first step that the investigator had to follow in the test development is the collection of as many statements regarding the problem under study. The statements were collected on the basis of a detailed review of literature related to the problem. The investigator collected ideas from magazines, journals, newspapers, educational reports, text books etc. consultations and discussions were made with experts in the field of education, psychology and sociology. In addition to this, scales used in the previous studies were also referred. An initial pool of 60 items were prepared.

b) Screening of the statements

The scale was then submitted to the guide and experts in the field of education, psychology, and sociology to judge the suitability of the statements. All the statements were then thoroughly screened and edited according to the suggestions given by them. The statements which seemed overlap with one another were critically examined and revised. The statements covering the idea quite clearly were retained and vague statements were either modified or replaced by new ones. With the revised items, the scale consists of 45 statements. All the 45 statements were of positive polarity.

c) Pre-try out

After preliminary screening and editing of items, the scale was pre tried out on 30 adolescent students in order to find out the accuracy and relevance of each statement. Difficulties in responding the items were found out. After this minor changes were made out in the language and sentence construction in some of the items.

d) The draft scale and its administrations

The draft form of Conflict Resolution Behaviour scale consisted of 5 dimensions, each dimension having 9 items. Totally the Conflict Resolution Scale contains 45 statements.

Table 3.1 Dimensions of Draft CRBS

Sl. No	Item Number	Nature of Dimensions
1.	1,6,11,16,21,26,31,36,41	Competing
2.	2,7,12,17,22,27,32,37,42	Avoiding
3.	3,8,13,18,23,28,33,38,43	Accomodating
4.	4,9,14,19,24,29,34,39,44	Compromising
5.	5,10,15,20,25,30,35,40,45	Collaborating

The investigator visited selected schools in Kanyakumari district. The tool was distributed individually to the adolescents. Proper instructions were given about the tool. After marking their responses, the investigator collected the tool. The data was collected from a sample of 500 adolescents.

e) Instructions for scoring

The scoring was done as follows, In conflict resolution behaviour scale, a score of '2' for 'True', '1' for 'Tends to be true', '0' for 'Not true' responses was given.

f) Item Analysis

Items can be analyzed qualitatively in terms of their content and quantitatively in terms of their statistical properties. Item analysis is a statistical technique which is used for selecting and rejecting the items of a test on the basis of their difficulty value

and discriminative power. Item analysis is concerned basically with the two characteristics of an item—difficulty value and discriminative power.

According to Guilford (1965) ‘the difficulty value of an item is defined as the proportion or percentage of the examinees who have answered the item correctly’.

Item analysis of conflict resolution behaviour scale was done as per the instructions given in Mathew Item Analysis Table (Mathew, 1982). The items were scored with the help of a scoring key. Items are scored carefully, then the response sheets were arranged in the descending order based on the criterion score. From the selected 400 sheets one hundred response sheets having the highest criterion score were counted. These response sheets constitute the upper tail. Similarly one hundred response sheets having the lowest score, constitute the lower tail. The P_L and P_U values were then obtained.

P_L is the percentage of individuals in the lower tail marking the keyed answer and P_U is the percentage of individuals in the upper tail marking the keyed answer.

In the Mathew Item Analysis Table, all indices for the same value of P_L have been grouped together. So to read indices of an item, locate first P_L value of the item given as heading. Then in that section, locate the P_U value of the item along the left margin and read the responding Phi and P values. If the P_L value is larger than P_U value for any item, interchange P_L and P_U values in reading the indices and then attach a negative sign to the Phi coefficient. Phi is zero when P_L and P_U are equal.

g) Item Selection

The required numbers of items were selected from the items with Phi values above the 5 percent level of significance (0.14). Items with Phi values below 5 percent level of significance are not usually considered for selection.

The final conflict resolution behaviour scale consisted of 40 items. The least and highest Phi values of selected items were 0.15 and 0.50 respectively. Similarly, the least and highest P value of the selected items were 38 and 88 respectively.

h) Selecting the final list of statements

The draft form of conflict resolution behaviour scale contains 45 items. After the item analysis, five items were omitted and the final CRBS consisted of 40 items. The researcher has taken all statements without any change but personal care taken for item selection in the final list of selected items.

Establishing Reliability and Validity of the scale

Reliability of the test

There are two essential characteristics of a good measuring instrument - its reliability and validity. Reliability is one of the important characteristics of any test and measuring instrument. Reliability refers to the accuracy to the measurements. It also refers to the extent to which a test is internally consistent that is, consistency of scores obtained throughout the test when administrated once. A test is reliable to the extent that it measures whatever it is measuring consistently. In tests, that have a high coefficient of reliability errors of measurements have been reduced to a minimum.

Reliable tests are stable in whatever they measure and yield comparable scores on repeated administrations.

For calculating the split half reliability of the test, the scores obtained by a sample of 100 students were used. The coefficient of correlation was calculated for two halves of scores. The obtained scores of odd items and even items were taken separately and correlation was calculated. The coefficient of correlation indicates the reliability of half test. The self-correlation coefficient of whole test is then estimated by using Spearman-Brown prophecy formula. The reliability of coefficient was found to be 0.78

Table 3.2 Reliability coefficient of conflict resolution behaviour scale

Reliability coefficient of the conflict resolution behaviour scale			
Sl. No	Variable	Correlation between odd half and even half	Reliability coefficient of the whole test
1.	Conflict resolution behaviour	0.65	0.78

Validity of the test

The validity of a test means the degree to which the test actually measures what it purports to measure. The validity provides a direct check on how well the test fulfills its functions. The empirical definition of validity refers to the extent of

correlation. The theoretical meaning of validity refers to the purposiveness or truthfulness of test scores.

The two types of validity established for this tool were face validity and content validity.

Face Validity

Face validity means that the given tool appears or seems to measure what it measure. The tool was submitted to a panel of experts and in their opinion it appeared to measure the relevant objectives of the tool. A close look on the items of the scale reveals that each and every items capable of measuring the conflict resolution behaviour. This provided the face validity of the tool.

Content Validity

Content validity of the test was also established by verifying the comprehensiveness of coverage of the content of the tests using authentic literature and opinion of experts. These ascertained that the tool has moderate content validity of the scale.

SECTION-B THE RESEARCH DESIGN

Plan and procedure

The various aspects of the procedure followed in the present investigation are

- Method adopted
- Tools used
- Sample

- Administrations of tools
- Scoring and Tabulation
- Statistical techniques used

a) Method adopted for the study

The investigator used normative survey method to collect data, as it can clearly tell what exists at present by determining the nature and degree of existing condition.

b) Sample selected for the study

A sample is a small portion of a population selected for observation and analysis. The sample consisted of 500 adolescents who are studying in schools in three educational districts in Kanyakumari district.

c) Tools used for the study

The data are necessary for carrying out research. It must be collected with some special instruments or devices. The successful outcome of research mainly depends upon the proper selection of the research tools. The nature of the tool depends on the variable included in this study. So the investigator used the following tools in the present study.

i) Conflict Resolution Behaviour Scale developed and validated by J.Sheema and S.Sreelatha (2013)

ii) Personal Information Schedule

Personal information schedule used for collecting personal information regarding name, sex, class of study, religion, community, type of school, local of school, type of management, type of family, number of children in the family, parental occupation of Father and Mother.

d) Sampling technique used

The sample for the present investigation was selected by using the method of stratified random sampling technique to ensure representativeness. This technique is applicable when the population is composed of subgroups or strata of different size, sample contains individual drawn from each stratum.

The sample for the present study comprised of adolescent students selected from different schools of three educational districts of Kanyakumari revenue district namely Kuzhithurai, Thuckalay and Nagercoil. From each of the above educational districts twelve schools were selected. From these schools students from VII-XII were selected at random as the sample.

The data was collected initially from 520 adolescent students. The scoring of the response sheets indicated that a few of them were incomplete and they were rejected and a final sample of 500 was used for this study.

e) Details of Sample

a) Gender wise distribution of the sample

The sample consisted of 248 male students and 252 female students which are shown in the table. The percentages are also given in the table.

Table 3.3 Gender wise distribution of the sample

Gender wise distribution of adolescents			
Category	Division	Count	Percentage
Gender	Male	248	49.60
	Female	252	50.40

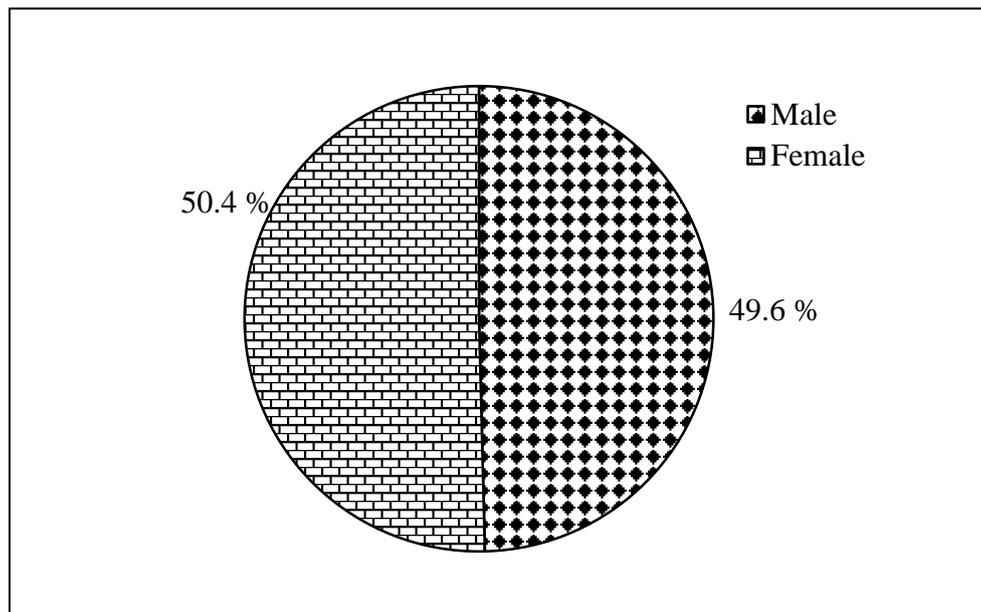


Figure 3.3 Gender wise distribution of sample

b) Religion wise distribution of the sample

The sample consisted of 259 Hindu students, 189 Christian students and 52 Muslim students. The percentages are also given in the table.

Table 3.4 Religion wise distribution of the sample

Religion wise distribution of adolescents			
Category	Division	count	Percentage
Religion	Hindu	259	51.80
	Christian	189	37.80
	Muslim	52	10.40

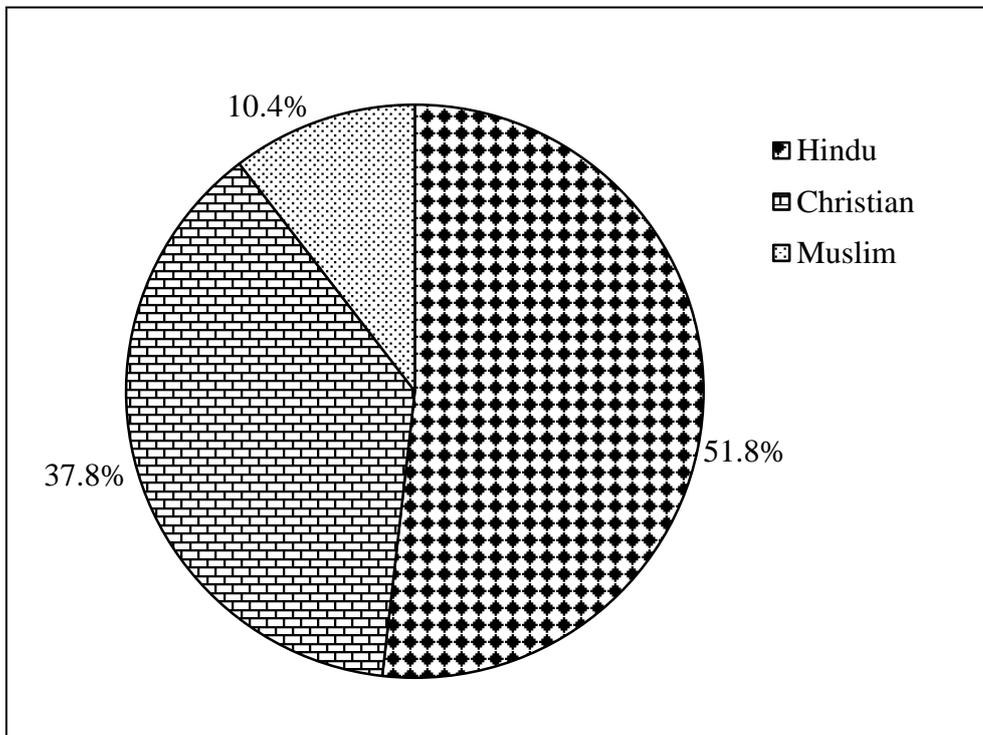


Figure 3.4 Religion wise distribution of the sample

c) Community wise distribution of the sample

The sample consisted of 67 OC students, 391 BC students and 43 SC/ST students. The percentages are also given in the table.

Table 3.5 Community wise distribution of the sample

Community wise distribution of adolescents			
Category	Division	Count	percentage
Community	OC	67	13.40
	BC	391	78.20
	SC/ST	42	8.40

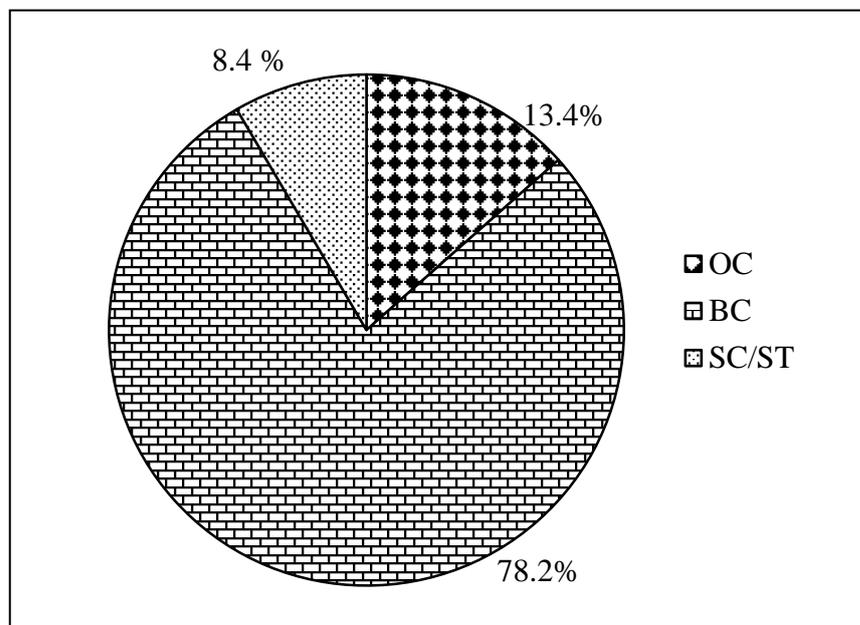


Figure 3.5 Community wise distribution of the sample

d) Class of study wise distribution of adolescents

The sample consisted of 114 students from secondary school, 150 students from high school and 236 students from higher secondary school. The percentages are also given in the table.

Table 3.6 Class of study wise distribution of adolescents

Class of study wise distribution of adolescents			
Category	Division	Count	Percentage
Class of study	Secondary	114	22.80
	High school	150	30.00
	Higher secondary	236	47.20

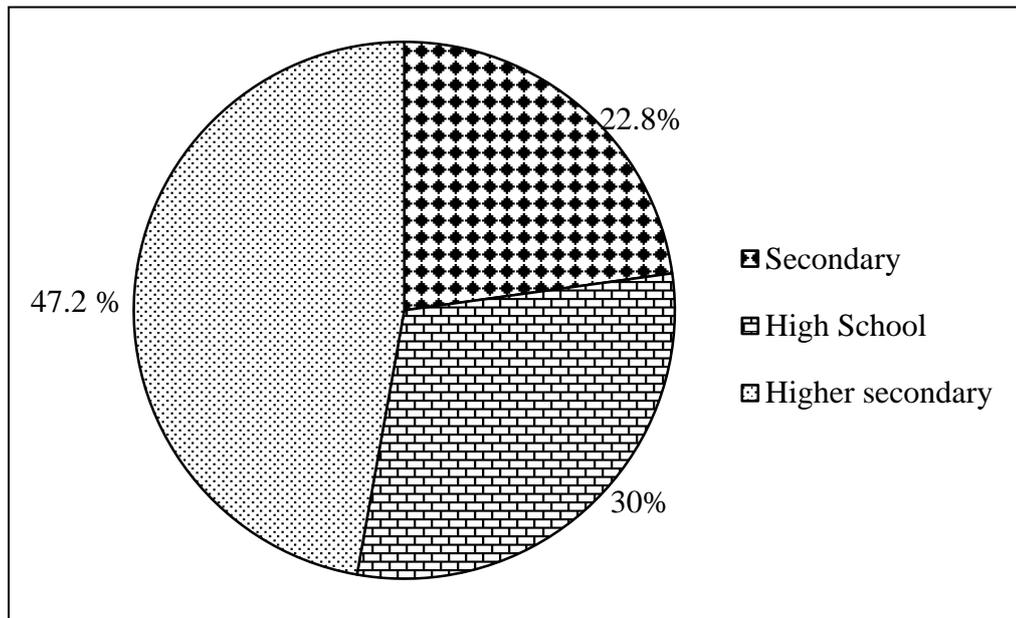


Figure 3.6 Class of study wise distribution of adolescents

e) Locality wise distribution of the sample

The sample consisted of 293 rural students and 207 urban students.

Table 3.7 Locality wise distribution of the sample

Locality wise distribution of adolescents			
Category	Division	Count	Percentage
Locality	Rural	293	58.60
	Urban	207	41.40

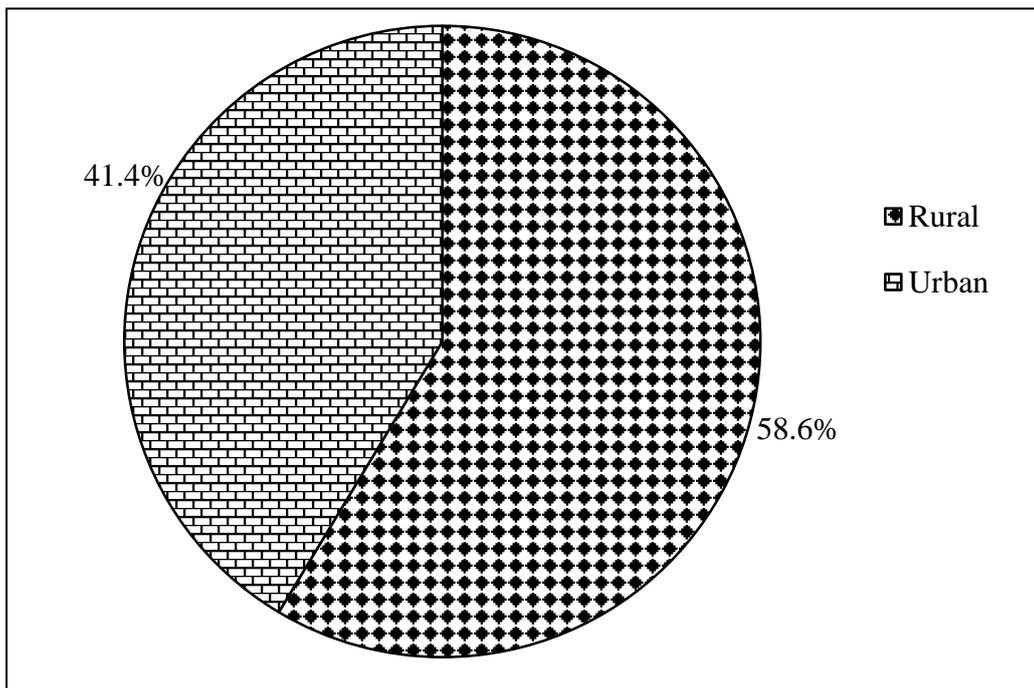


Figure 3.7 Locality wise distribution of the sample

f) Type of school wise distribution of sample

The sample consisted of 93 students from Boys school, 108 students from Girls school and 299 students from coeducation.

Table 3.8 Type of school wise distribution of sample

Type of school wise distribution of adolescents			
Category	Division	Count	Percentage
Type of school	Boys	93	18.60
	Girls	108	21.60
	Coeducation	299	59.80

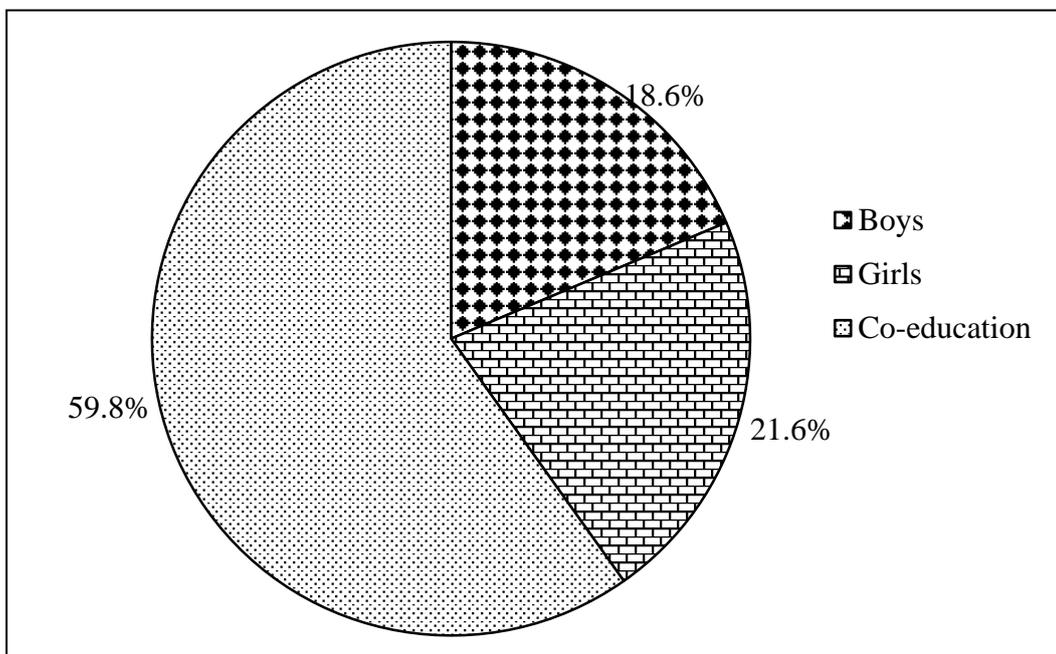


Figure 3.8 Type of school wise distribution of sample

g) Type of Management wise distribution of sample

The sample consisted of 191 students from Government school, 187 students from Aided school and 122 students from private school.

Table 3.9 Type of Management wise distribution of sample

Type of management wise distribution of adolescents			
Category	Division	Count	Percentage
Type of management	Government	191	38.20
	Aided	187	37.40
	Private	122	24.40

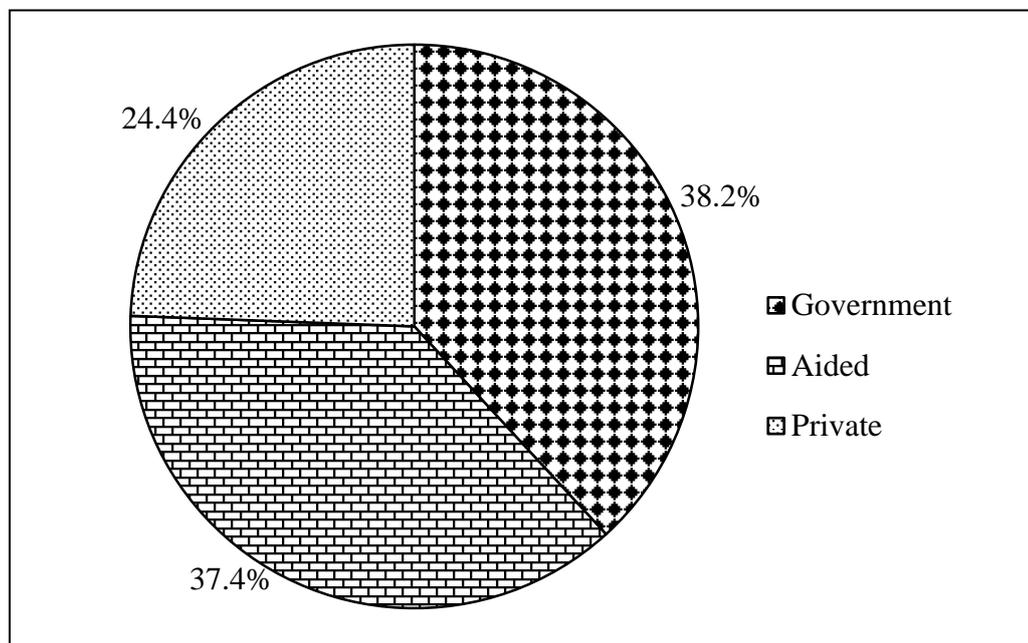


Figure 3.9 Type of Management wise distribution of sample

h) Type of family wise distribution of sample

The sample includes students from 408 Nuclear family and 98 students from Joint family.

Table 3.10 Type of family wise distribution of sample

Type of family wise distribution of adolescents			
Category	Division	Count	Percentage
Type of Family	Nuclear	408	81.60
	Joint	92	18.40

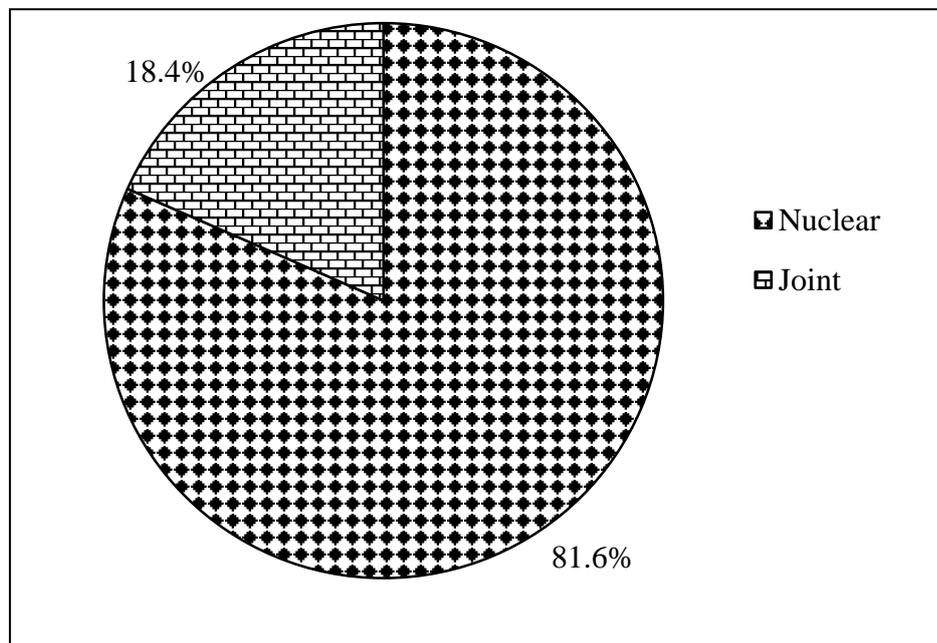


Figure 3.10 Type of family wise distribution of sample

i) Number of children in the family wise distribution of sample

The sample consisted of 53 students who are single child, 447 who are from more than one child family.

Table 3.11 Number of children in the family wise distribution of sample

Number of children wise distribution of adolescents			
Category	Division	Count	Percentage
Number of children in the family	Single	53	10.60
	More than one	447	89.40

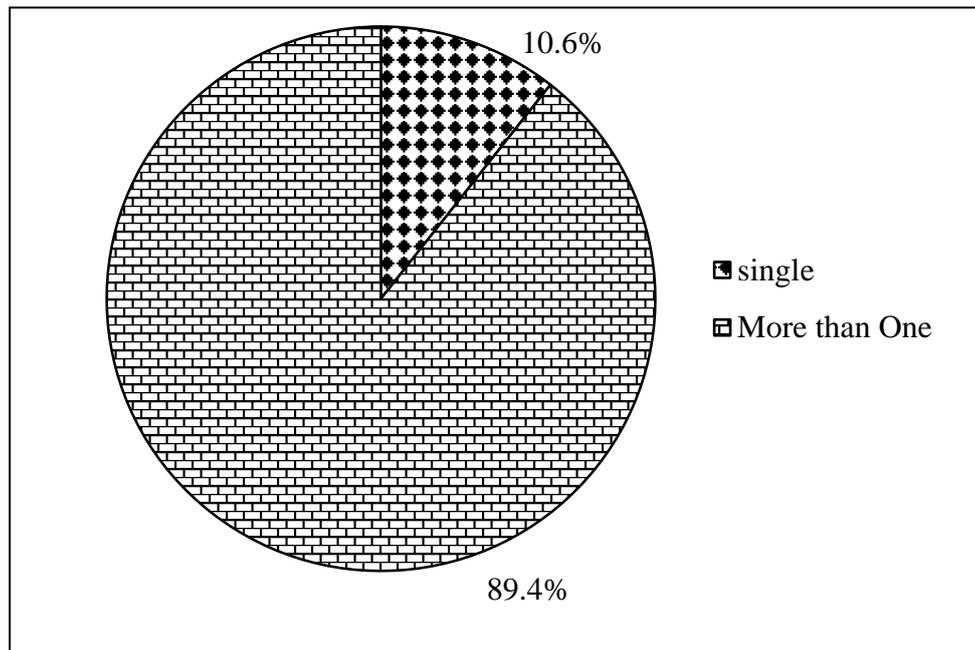


Figure 3.11 Number of children in the family wise distribution of sample

j) Parental occupation wise distribution of sample

The sample consisted of 400 students Fathers are employed and 100 fathers are unemployed and 156 students mothers are employed and 344 mothers are unemployed.

Table 3.12 Parental occupation (Father) wise distribution of sample

Parental occupation (Father) wise distribution of sample			
Category	Division	Count	Percentage
Parental occupation (father)	Employed	400	80.00
	Unemployed	100	20.00

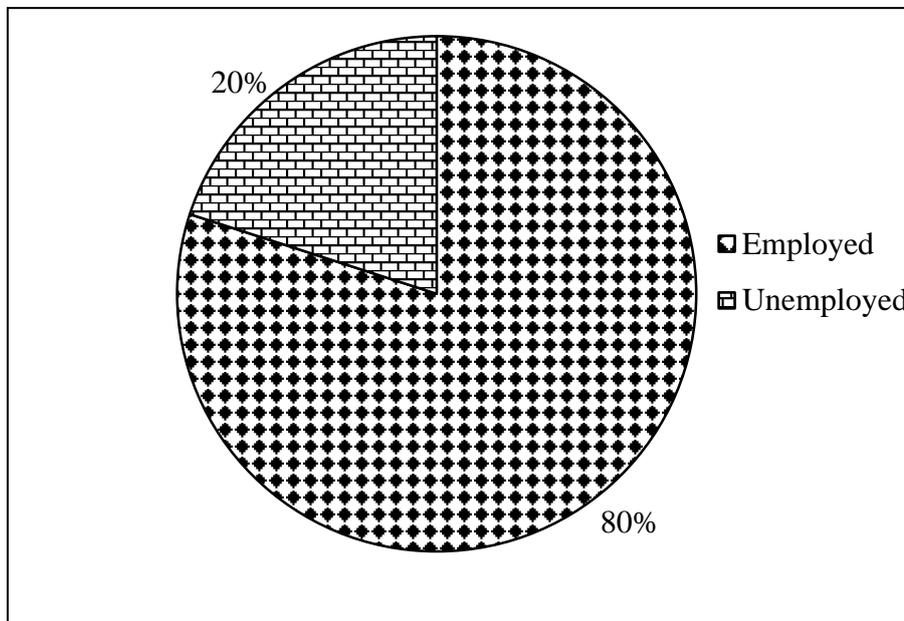


Figure 3.12 Parental occupation (Father) wise distribution of sample

Table 3.13 Parental occupation (Mother) wise distribution of sample

Parental occupation(Mother) wise distribution of sample			
Category	Division	Count	Percentage
Parental occupation (mother)	Employed	156	31.20
	Unemployed	344	68.80

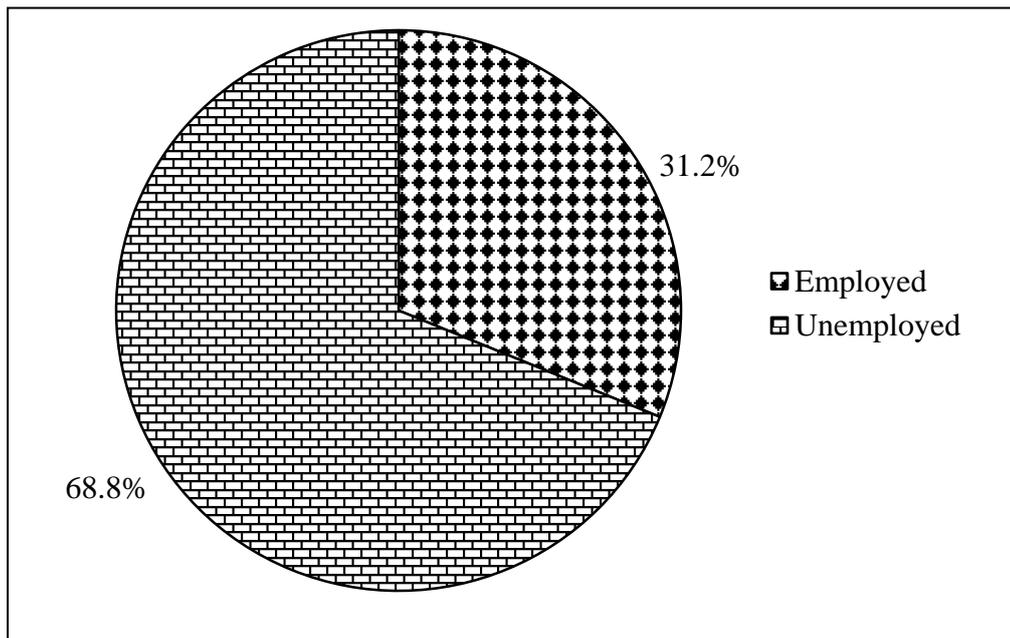


Figure 3.13 Parental occupation (Mother) wise distribution of sample

f) Administration of the tools

For administration of the tools, the investigator visited different schools of Kanyakumari district. Before administering the tools, the investigator explained the purpose of the study. Then the investigator gave conflict resolution behaviour rating scale and gave enough time to respond, after marking the responses the tools were collected from the sample and were carefully evaluated by the investigator and the scores of all samples were used for this study.

g) Scoring and tabulation

The data collected from the subjects were scored systematically using scoring key. In conflict resolution behaviour rating scale a score of '2' for 'True', '1' for 'Tends to be true' and '0' for 'Not true' were given. After completion of scoring, the data were organized and tabulated for analysis and interpretation.

h) Statistical techniques used

Considering the hypotheses, the collected data were analyzed by using the appropriate statistical techniques.

The statistical techniques used for the present study were

- Percentage
- t-test
- Standard deviation
- Anova followed by Scheffé's Procedure

Percentage

Percentage is used in the comparative study on fraction. It always mean per hundred and hence it is always calculated on 100.

Arithmetic Mean

Mean is the simplest measurement of central tendency and is a widely used measure. Its chief use consists in summarizing the essential features of a series and in enabling data to be compared. It is more stable and suitable for further calculation.

Standard deviation

The standard deviation is by far the most important and most widely used index of the variability. This is used to find out the dispersion of scores.

i) Test of significance (t-test)

't'-test is used to find out the significant difference between the means of different variable for different subgroups and it is calculated by the formula

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

ii) ANOVA (F-test)

Analysis of variance is an effective technique that is used to compare the mean of more than two groups of samples at a time and check whether they differ significantly from each other.

$$F = \frac{\text{Mean square variance between groups}}{\text{Mean square variance with in groups}}$$

Scheffé's Procedure

This is a test of post hoc analysis. A significant F obtained as a result of ANOVA does not indicate which of the groups differ among themselves. In such cases the comparison of the differences between means for any two groups is done during Scheffé's Procedure (Scheffé's 1957). Scheffé test is one of the well known multiple group comparison tests.

CHAPTER IV

ANALYSIS AND INTERPRETATION

Percentage wise analysis

Differential analysis

Tenability of hypotheses

This chapter gives the analysis and interpretation of the data collected using conflict behaviour rating scale. Analysis and interpretation of data is essential for the formulation of conclusions and generalizations to get a meaningful picture out of the raw information collected. Analysis and interpretation are the basic components of research process. It is an important step in total procedure of research.

According to Wikinson and Bhardarkar (1977) analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answer to the research questions.

Interpretation of data refers to that important part of the investigation which is associated with the drawing of inference from the collected facts after an analytic study. It is extremely useful and important part of the body because it makes possible of collected data. The usefulness of collected data lies in its proper interpretation. It provides certain conclusions about the problem under study.

The data collected from the sample were analysed using appropriate statistical techniques like arithmetic mean, standard deviation, t-test, ANOVA followed by scheffee's procedure and result of the analysis are presented under the following sections.

- I) Assessment of the level of conflict resolution behaviour of adolescents
- II) Differential analysis

I) ASSESSMENT OF THE LEVEL OF CONFLICT RESOLUTION BEHAVIOUR OF ADOLESCENTS

The purpose of this analysis is to find out the level of conflict resolution behaviour of adolescents for this purpose adolescents were grouped in to three levels via... average and low based on their scores in conflict resolution behaviour scale. The mean and standard deviation of the total scores were calculated.

Those getting scores at or above $M + \sigma/2$ was grouped high conflict resolution behaviour group, those getting score below $M - \sigma/2$ were grouped as low conflict resolution behaviour group and those getting score between $M + \sigma/2$ and $M - \sigma/2$ were grouped as moderate conflict resolution behaviour group.

Table 4.1 Percentage wise distribution of conflict resolution behaviour and its dimensions.

Dimensions	Levels of conflict resolution	Count	Percentage
D1 Competing	Low	72	14.40
	Medium	335	67.00
	High	93	18.60
	Total	500	100.00
D2 Avoiding	Low	58	11.60
	Medium	370	74.00
	High	72	14.40
	Total	500	100.00
D3 Accomodating	Low	75	15.00
	Medium	334	66.80
	High	91	18.20
	Total	500	100.00
D4 compromising	Low	76	15.20
	Medium	349	69.80
	High	75	15.00
	Total	500	100.00
D5 collaborating	Low	78	15.60
	Medium	332	66.40
	High	90	18.00
	Total	500	100.00
Total conflict resolution behaviour	Low	85	17.00
	Medium	339	67.80
	High	76	15.20
	Total	500	100.00

The results given in table 4.1 revealed that majority of the adolescents (67.80%) have average level of conflict resolution behaviour. Among the dimensions of conflict resolution behaviour competing, avoiding, accommodating, compromising and collaborating also adolescents possess average level of conflict resolution behaviour. Hence the conflict resolution behaviour of adolescents in Kanyakumari district is medium.

II DIFFERENTIAL ANALYSIS

A) Personal variable wise comparison of conflict resolution behaviour and its dimensions.

a) Gender wise comparison of conflict resolution behaviour and its dimensions

Two groups of adolescents namely male and female have been subjected for study as per the analysis given in the table 4.2

Table 4.2 Comparison of conflict resolution behaviour of male and female adolescent students

Dimensions	Gender	Mean	SD	N	t	P
D1 Competing	M	11.49	2.45	248	2.31*	0.021
	F	11.00	2.29	252		
D2 Avoiding	M	8.89	2.77	248	3.50**	0.000
	F	8.08	2.38	252		
D3 Accomodating	M	12.02	2.59	248	2.80**	0.005
	F	12.63	2.26	252		
D4 compromising	M	11.86	2.56	248	1.20	0.229
	F	12.13	2.45	252		
D5 collaborating	M	11.96	2.49	248	2.33*	0.020
	F	12.47	2.41	252		
Total conflict resolution behaviour	M	56.21	8.97	248	0.13	0.894
	F	56.31	7.72	252		

Note - ** denotes significant at 0.01 level.

* denotes significant at 0.05 level.

The results given in table 4.2 for each dimension are discussed below.

1. Competing

The results presented in table 4.2 ($t=2.31$, $P \leq 0.05$) indicated that there existed significant difference in the mean scores of male and female adolescent students in the dimension competing. Mean values showed that male adolescents used competing as a conflict resolution mechanism compared to their counterparts.

2. Avoiding

The results presented in table 4.2 ($t=3.50$, $P \leq 0.01$) indicated that there existed significant difference in the mean scores of male and female adolescent students in the dimension avoiding. Mean values showed that male adolescents used avoiding as a conflict resolution mechanism compared to their counterparts.

3. Accommodating

The results presented in table 4.2 ($t=2.80$; $P \leq 0.01$) indicated that there existed significant difference in the mean scores of male and female adolescent students in the dimension accommodating. Mean values showed that male adolescents used accommodating as a conflict resolution mechanism compared to their counterparts.

4. Compromising

The results presented in table 4.2 ($t=1.20$; $P \geq 0.05$) indicated that there existed no significant difference in the mean scores of male and female adolescent students in the dimension compromising.

5. Collaborating

The results presented in table 4.2 ($t=2.33$, $P \leq 0.05$) indicated that there existed significant difference in the mean scores of male and female adolescent students in the dimension collaborating. Mean values showed that female adolescents used collaborating as a conflict resolution mechanism compared to their counterparts.

6. Conflict resolution behaviour

Results of table 4.2 ($t=0.13$, $P \geq 0.05$) indicated that there existed no significant difference in the mean scores of male and female adolescents students in their conflict resolution behaviour. Even though there existed significant difference between male and female adolescents in four dimensions of Conflict resolution behaviour the difference between the two groups is not significant for total conflict resolution behaviour.

This result is in agreement with the result obtained by shanimol(2010), which indicates that there is no significant difference between two groups in their conflict resolution behaviour.

b) Comparison of conflict resolution behaviour and its dimensions based on the personal variable – ‘Religion’

Three groups of adolescents namely Hindu, Christian and Muslim have been subjected for study as per the analysis given in table 4.3.

Table 4.3 Comparison of conflict resolution behaviour and its dimensions based on the personal variable – ‘Religion’.

Dimensions	Religion	Mean	SD	Source	Sum of Squares	df	Mean square	F	P
D1 Competing	Hindu	11.03	2.51	Between Group	56.4	2	28.18	5.06**	0.007
	Christian	11.27	2.17	Within Group	2769.4	497	5.57		
	Muslim	12.17	2.26	Total	2825.7	499			
D2 Avoiding	Hindu	8.46	2.76	Between Group	19.3	2	9.67	1.42	0.242
	Christian	8.35	2.35	Within Group	3383.4	497	6.81		
	Muslim	9.04	2.71	Total	3402.7	499			
D3 Accomodating	Hindu	12.22	2.43	Between Group	8.7	2	4.36	0.73	0.483
	Christian	12.41	2.47	Within Group	2969.8	497	5.98		
	Muslim	12.62	2.4	Total	2978.6	499			
D4 compromising	Hindu	11.88	2.57	Between Group	18.6	2	9.28	1.48	0.229
	Christian	12.01	2.48	Within Group	3122.44	497	6.28		
	Muslim	12.54	2.27	Total	3140.9	499			
D5 collaborating	Hindu	12.05	2.39	Between Group	47.2	2	23.60	3.94 *	0.020
	Christian	12.19	2.6	Within Group	2974.9	497	5.99		
	Muslim	13.1	2.1	Total	3022.1	499			
Conflict resolution behaviour	Hindu	55.64	8.57	Between Group	631.2	2	315.6	4.58 *	0.011
	Christian	56.23	7.98	Within Group	34239.4	497	68.89		
	Muslim	59.46	8.05	Total	34870.6	499			

Note - ** denotes significant at 0.01 level.

* denotes significant at 0.05 level.

The results given in table 4.3 for each dimension are discussed below.

1. Competing

The results presented in table 4.3 (F-5.06; $P \leq 0.01$) indicated that there existed significant difference in the mean scores of Hindu, Christian and Muslim adolescent students.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.3.1 Result of post hoc analysis for the scores of adolescents belonging to various religions on the dimension ‘Competing’.

Religion	N	Pair	P(scheffe)
Hindu (A)	259	A Vs B	0.569
Christian(B)	189	B Vs C	0.053
Muslim(C)	52	A Vs C	0.007 **

Note: ** denotes significant at 0.01 level.

The result showed that there existed significant difference between Hindu and Muslim adolescents in their competing conflict resolution behaviour. The other pairs Hindu and Christian adolescents and Christian and Muslim adolescents do not differ in their competing conflict resolution behaviour. Mean values showed that Muslim adolescent students used competing as conflict resolution mechanism compared to Hindu and Christian adolescents.

2. Avoiding

The results presented in table 4.3 (F-1.42; $P>0.05$) indicated that there existed no significant difference in the mean scores of Hindu, Christian and Muslim adolescent students in the dimension avoiding.

3. Accommodating

The results presented in table 4.3 (F-0.73; $P>0.05$) indicated that there existed no significant difference in the mean scores of Hindu, Christian and Muslim adolescent students in the dimension accommodating.

4. Compromising

The results presented in table 4.3 (F-1.48; $P>0.05$) indicated that there existed no significant difference in the mean scores of Hindu, Christian and Muslim adolescent students in the dimension compromising.

5. Collaborating

The results presented in table 4.3 (F-3.94; $P<0.05$) indicated that there existed significant difference in the mean scores of Hindu, Christian and Muslim adolescent students.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.3.2 Result of post hoc analysis for the scores of adolescents belonging to various religions on the dimension ‘Collaborating’.

Religion	N	Pair	P(scheffe)
Hindu (A)	259	A Vs B	0.836
Christian(B)	189	B Vs C	0.061
Muslim(C)	52	A Vs C	0.019 *

Note: * denotes significant at 0.05 level

The result showed that there existed significant difference between Hindu and Muslim adolescent in their collaborating conflict resolution behaviour. The other pairs Hindu and Christian adolescents and Christian and Muslim adolescents do not differ in their collaborating conflict resolution behaviour. Mean values showed that Muslim adolescents used collaborating as conflict resolution mechanism compared to Hindu and Christian adolescents.

6. Conflict resolution behaviour

The results presented in table 4.3 (F-4.58; $P < 0.05$) indicated that there existed significant difference in the mean scores of Hindu, Christian and Muslim adolescent in their conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.3.3 Result of post hoc analysis for the scores of adolescents belonging to various religions on ‘conflict resolution behaviour’.

Religion	N	Pair	P (scheffe)
Hindu (A)	259	A Vs B	0.759
Christian(B)	189	B Vs C	0.046 *
Muslim(C)	52	A Vs C	0.011 *

Note: *denotes significant at 0.05 level.

The result showed that there existed significant difference between Christian and Muslim adolescents and Hindu and Muslim adolescents in their conflict resolution behaviour. The other pair Hindu and Christian adolescents do not differ in their conflict resolution behaviour.

This result is in against with the findings of Shanimol(2010).

c) Comparison of conflict resolution behaviour and its dimensions based on the personal variable – ‘community’.

Three groups of adolescents namely OC, BC and SC/ST have been subjected for study as per the analysis given in the Table 4.4

Table 4.4 Comparison of conflict resolution behaviour and its dimensions based on the personal variable – ‘community’

Dimensions	Community	Mean	SD	Source	Sum of squares	df	Mean square	F	P
D1 Competing	OC	10.90	2.49	Between Group	12.15	2	6.07	1.07	0.343
	BC	11.32	2.33	Within Group	2813.57	497	5.66		
	SC/ST	11.05	2.63	Total	2825.72	499			
D2 Avoiding	OC	7.88	2.5	Between Group	27.64	2	13.82	2.03	0.132
	BC	8.57	2.62	Within Group	3375.12	497	6.79		
	SC/ST	8.55	2.62	Total	3402.76	499			
D3 Accomodating	OC	12.01	2.41	Between Group	11.42	2	5.71	0.96	0.385
	BC	12.41	2.46	Within Group	2967.13	497	5.97		
	SC/ST	12.10	2.38	Total	2978.55	499			
D4 compromising	OC	11.30	2.93	Between Group	52.46	2	26.23	4.22*	0.016
	BC	12.05	2.47	Within Group	3088.53	497	6.21		
	SC/ST	12.67	1.88	Total	3141.00	499			
D5 collaborating	OC	11.72	2.25	Between Group	23.09	2	11.55	1.91	0.149
	BC	12.32	2.51	Within Group	2994.01	497	6.03		
	SC/ST	12.00	2.31	Total	3022.1	499			
Conflict resolution behaviour	OC	53.81	8.09	Between Group	470.46	2	235.23	3.40 *	0.034
	BC	56.67	8.38	Within Group	34400.2	497	69.22		
	SC/ST	56.36	8.14	Total	34870.6	499			

Note - * denotes significant at 0.05 level.

The results given in table 4.4 for each dimension are discussed below.

1. Competing

The results presented in table 4.4 (F-1.07; $P > 0.05$) indicated that there existed no significant difference in the mean scores of OC, BC, SC and ST adolescent students in the dimension competing.

2. Avoiding

The results presented in table 4.4 (F-2.03; $P > 0.05$) indicated that there existed no significant difference in the mean scores of OC, BC, SC and ST adolescent students in the dimension avoiding.

3. Accommodating

The results presented in table 4.4 (F-0.96; $P > 0.05$) indicated that there existed no significant difference in the mean scores of OC, BC, SC and ST adolescent students in the dimension accommodating.

4. Compromising

The results presented in table 4.4 (F-4.22; $P < 0.05$) indicated that there existed significant difference in the mean scores of OC, BC, SC and ST adolescent students in the dimension compromising of conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence Scheffee multiple comparison is used for further analysis.

Table 4.4.1 Result of post hoc analysis for the scores of adolescents belonging to various communities on the dimension ‘Compromising’.

Community	N	Pair	P (scheffe)
OC(A)	67	A Vs B	0.076
BC(B)	391	B Vs C	0.310
SC/ST(C)	42	A Vs C	0.021 *

Note: * denotes significant at 0.05 level.

The result showed that there existed significant difference between OC, SC and ST adolescent students in their compromising conflict resolution behaviour. The other two pairs OC, SC and ST do not differ in their compromising conflict resolution behaviour.

4. Collaborating

The results presented in table 4.4 (F-3.94; $P < 0.05$) indicated that there existed no significant difference in the mean scores of OC, BC, SC and ST adolescent students in the dimension collaborating of conflict resolution behaviour.

5. Conflict resolution behaviour

The results presented in table 4.4 (F-3.40; $P < 0.05$) indicated that there existed significant difference in the mean scores of OC, BC, SC and ST adolescent students in their conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffee multiple comparison is used for further analysis.

Table 4.4.2 Result of post hoc analysis for the scores of adolescents belonging to various communities on ‘conflict resolution behaviour’.

Community	N	Pair	P(scheffe)
OC(A)	67	A Vs B	0.035 *
BC(B)	391	B Vs C	0.974
SC/ST(C)	42	A Vs C	0.298

Note: * denotes significant at 0.05 level.

The result showed that there existed significant difference between OC and BC adolescents students in their conflict resolution behaviour.. The other two pairs BC and SC/ST and OC and SC/ST adolescent students do not differ in their conflict resolution behaviour.

It is clear that among the personal variables religion and community of the adolescents influence their conflict resolution behaviour. Gender does not influence their conflict resolution behaviour.

B) Educational variable wise comparison of conflict resolution behaviour and its dimensions.

a) Comparison of conflict resolution behaviour and its dimensions based on the educational variable – ‘class of study’.

Three groups of adolescents namely secondary, high school and higher secondary school adolescents have been subjected for study as per the analysis given in the table 4.5

Table 4.5 Comparison of conflict resolution behaviour and its dimensions based on the educational variable – ‘Class of study’.

Dimensions	Class of study	Mean	SD	Source	Sum of squares	df	Mean square	F	P
D1 Competing	Secondary	10.4	2.39	Between Group	106.42	2	53.21	9.73**	0.000
	High school	11.39	2.54	Within Group	2719.30	497	5.47		
	Higher secondary	11.56	2.18	Total	2825.72	499			
D2 Avoiding	Secondary	7.98	2.55	Between Group	72.12	2	36.06	5.38**	0.005
	High school	9.01	2.87	Within Group	3330.64	497	6.70		
	Higher secondary	8.38	2.41	Total	3402.76	499			
D3 Accomodating	Secondary	11.82	2.47	Between Group	57.78	2	28.89	4.92**	0.008
	High school	12.19	2.5	Within Group	2920.77	497	5.88		
	Higher secondary	12.66	2.35	Total	2978.55	499			
D4 compromising	Secondary	11.22	2.56	Between Group	89.54	2	44.77	7.29**	0.001
	High school	12.23	2.55	Within Group	3051.45	497	6.14		
	Higher secondary	12.23	2.39	Total	3141.00	499			
D5 collaborating	Secondary	11.33	2.24	Between Group	118.51	2	59.26	10.14**	0.000
	High school	12.35	2.63	Within Group	2903.59	497	5.84		
	Higher secondary	12.56	2.35	Total	3022.10	499			
Conflict resolution behaviour	Secondary	52.76	7.64	Between Group	1812.23	2	906.12	13.62**	0.000
	High school	57.16.	9.08	Within Group	33058.4	497	66.52		
	Higher secondary	57.38	7.76	Total	34870.6	499			

Note - ** denotes significant at 0.01 level

The results given in table 4.5 for each dimension are discussed below.

1. Competing

The results presented in table 4.5 (F-9.73; $P < 0.01$) indicated that there existed significant difference in the mean scores of secondary, high school and higher secondary adolescent students.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.5.1 Result of post hoc analysis for the scores of adolescents belonging to various class of study on the dimension 'Competing'.

Class of study	N	Pair	P(Scheffe)
Secondary(A)	114	A Vs B	0.003 **
High School(B)	150	B Vs C	0.785
Higher Secondary(C)	236	A Vs C	0.000 **

Note - ** denotes significant at 0.01 level.

2. Avoiding

The results presented in table 4.5 (F-5.38; $P < 0.01$) indicated that there existed significant difference in the mean scores of secondary, high school and higher secondary adolescent students in their avoiding conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.5.2 Result of post hoc analysis for the scores of adolescents belonging to various class of study on the dimension ‘Avoiding’.

Class of study	N	Pair	P(Scheffe)
Secondary(A)	114	A Vs B	0.006 **
High School(B)	150	B Vs C	0.067
Higher Secondary(C)	236	A Vs C	0.400

Note: ** denotes significant at 0.01 level.

The result showed that there existed significant difference between secondary and high school adolescents in their avoiding conflict resolution behaviour. The other two pairs of adolescents belongs to high school and higher secondary and secondary and higher secondary adolescents do not differ in their avoiding conflict resolution behaviour.

3. Accommodating

The results presented in table 4.5 (F-4.92; P<0.01) indicated that there existed significant difference in the mean scores of secondary, high school and higher secondary adolescents students in their accommodating conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.5.3 Result of post hoc analysis for the scores of adolescents belonging to various class of study on the dimension ‘Accommodating’.

Class of study	N	Pair	P(Scheffe)
Secondary(A)	114	A Vs B	0.471
High School(B)	150	B Vs C	0.179
Higher Secondary(C)	236	A Vs C	0.010 **

Note: ** denotes significant at 0.01 level.

The result showed that there existed significant difference between secondary and higher secondary adolescents in their accomodating conflict resolution behaviour. The other two pairs secondary and high school and high school and higher secondary adolescents do not differ in their accomodating conflict resolution behaviour.

4. Compromising

The results presented in table 4.5(F-7.29; $P < 0.01$) indicated that there existed significant difference in the mean scores of secondary, high school and higher secondary adolescent students in the dimension compromising of conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffee multiple comparison is used for further analysis.

Table 4.5.4 Result of post hoc analysis for the scores of adolescents belonging to various class of study on the dimension ‘Compromising’.

Class of study	N	Pair	P(Scheffe)
Secondary(A)	114	A Vs B	0.0065 **
High School(B)	150	B Vs C	1.000
Higher Secondary(C)	236	A Vs C	0.002 **

Note: ** denotes significant at 0.01 level.

The result showed that there existed significant difference between secondary and high school adolescents and secondary and higher secondary school adolescents in their compromising conflict resolution behaviour. The other pair high school and higher secondary adolescents do not differ in their compromising conflict resolution behaviour.

5. Collaborating

The results presented in table 4.5(F-10.14; $P < 0.01$) indicated that there existed significant difference in the mean scores of secondary, high school and higher secondary adolescent students in the dimension collaborating of conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffee multiple comparison is used for further analysis.

Table 4.5.5 Result of post hoc analysis for the scores of adolescents belonging to various class of study on the dimension ‘Collaborating’.

Class of study	N	Pair	P(Scheffe)
Secondary(A)	114	A Vs B	0.003 **
High School(B)	150	B Vs C	0.708
Higher Secondary(C)	236	A Vs C	0.000 **

Note: ** denotes significant at 0.01 level.

The result showed that there existed significant difference between secondary and high school adolescents and secondary and higher secondary school adolescents. The other pair high school and higher secondary adolescents do not differ in the dimension collaborating of conflict resolution behaviour.

6. Conflict resolution behaviour

Results of table 4.5(F-13.62; $P \leq 0.01$) indicated that there existed significant difference in the mean scores of secondary, high school and higher secondary school adolescent students in their conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffee multiple comparison is used for further analysis.

Table 4.5.6 Result of post hoc analysis for the scores of adolescents belonging to various class of study on ‘Conflict resolution behaviour’.

Class of study	N	Pair	P(Scheffe)
Secondary(A)	114	A Vs B	0.000 **
High School(B)	150	B Vs C	0.967
Higher Secondary(C)	236	A Vs C	0.000**

Note: ** denotes significant at 0.01 level.

The result showed that there existed significant difference between secondary and high school adolescents and secondary and higher secondary school adolescents in their conflict resolution behaviour. The other pair high school and higher secondary adolescents do not differ in their conflict resolution behaviour.

b) Type of school wise (Educational variable) comparison of conflict resolution behaviour and its dimensions.

Three groups of adolescents namely boys, girls and co-education have been subjected for study as per the analysis given in table 4.6

**Table 4.6 Type of school wise comparison of conflict resolution behaviour
and its dimensions.**

Dimensions	Type of school	Mean	SD	Source	Sum of squares	df	Mean square	F	P
D1 Competing	Boys	11.82	2.3	Between Group	56.06	2	28.03	5.03**	0.007
	Girls	11.46	2.17	Within Group	2769.4	497	5.57		
	Co-education	10.98	2.43	Total	2825.72	499			
D2 Avoiding	Boys	9.18	2.88	Between Group	57.2	2	28.6209	4.25*	0.0147
	Girls	8.26	2.29	Within Group	3345.5162	497	6.73		
	Co-education	8.34	2.61	Total	3402.758	499			
D3 Accomodating	Boys	12.33	2.51	Between Group	1.12	2	0.56	0.09	0.9103
	Girls	12.42	2.45	Within Group	2977.43	497	5.99		
	Co-education	12.30	2.43	Total	2978.55	499			
D4 compromising	Boys	12.03	2.6	Between Group	4.7	2	2.32733	0.37	0.692
	Girls	11.81	2.43	Within Group	3136.3433	497	6.31		
	Co-education	12.05	2.52	Total	3140.998	499			
D5 collaborating	Boys	11.87	2.76	Between Group	13.99	2	6.99	1.16	0.316
	Girls	12.23	2.4	Within Group	3008.11	497	6.05		
	Co-education	12.31	2.38	Total	3022.1	499			
Conflict resolution behaviour	Boys	57.24	9.08	Between Group	111.6	2	55.8196	0.80	0.451
	Girls	56.19	8.06	Within Group	34759.038	497	69.94		
	Co-education	55.99	8.24	Total	34870.678	499			

Note - ** denotes significant at 0.01 level

* denotes significant at 0.05 level

The results given in table 4.7 for each dimension are discussed below.

1. Competing

The results presented in table 4.7 ($F=5.03$; $P \leq 0.01$) indicated that there existed significant difference in the mean scores of boys, girls and co-education adolescent students in the dimension competing of conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.6.1 Result of post hoc analysis for the scores of adolescents belonging to various type of school on the dimension 'Competing'.

Type of school	N	Pair	P(scheffe)
Boys	93	A Vs B	0.560
Girls	108	B Vs C	0.195
Co-education	299	A Vs C	0.012 *

Note: * denotes significant at 0.05 level.

The result showed that there existed significant difference between boys and co-education adolescent students in their competing conflict resolution behaviour. The other pairs boys and girls school adolescents and girls and co-education school adolescents do not differ in their competing conflict resolution behaviour.

2.Avoiding

The results presented in table 4.7 ($F=4.25$; $P < 0.05$) indicated that there existed significant difference in the mean scores of boys, girls and co-education adolescent students in the dimension avoiding of conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.6.2 Result of post hoc analysis for the scores of adolescents belonging to various type of school on the dimension ‘Avoiding’.

Type of school	N	Pair	P(scheffe)
Boys	93	A Vs B	0.044 **
Girls	108	B Vs C	0.963
Co-education	299	A Vs C	0.025 **

Note: ** denotes significant at 0.01 level.

The result showed that there existed significant difference between boys and girls school adolescents and boys and co-education school adolescent students in their avoiding conflict resolution behaviour. The other pair girls and co-education adolescents do not differ in their avoiding conflict resolution behaviour.

3.Accommodating

The results presented in table 4.7 (F-0.09; P> 0.05) indicated that there existed no significant difference in the mean scores of boys, girls and co-education school adolescent students in the dimension accommodating.

4.Compromising

The results presented in table 4.7 (F-0.37; P> 0.05) indicated that there existed no significant difference in the mean scores of boys, girls and co-education school adolescent students in the dimension compromising.

5.Collaborating

The results presented in table 4.7 (F-1.16; P> 0.05) indicated that there existed no significant difference in the mean scores of boys, girls and co-education school adolescent students in the dimension collaborating.

6. Conflict resolution behaviour

Results of table 4.7(F-0.80; P>0.05) revealed that there existed no significant difference in the mean scores of boy's, girl's and co-education school adolescents in their conflict resolution behaviour.

b) Locality (Educational variable) wise comparison of conflict resolution behaviour and its components

Two groups of adolescents namely rural and urban have been subjected for study as per the analysis given in the table 4.7

Table 4.7 Comparison of conflict resolution behaviour of rural and urban adolescent students

Dimensions	Locality	Mean	SD	N	t	P
D1 Competing	Rural	10.97	2.44	293	3.13 **	0.002
	Urban	11.63	2.23	207		
D2 Avoiding	Rural	8.33	2.57	293	1.51	0.13
	Urban	8.69	2.66	207		
D3 Accomodating	Rural	12.31	2.39	293	0.18	0.859
	Urban	12.35	2.53	207		
D4 compromising	Rural	12.11	2.39	293	1.12	0.26
	Urban	11.85	2.67	207		
D5 collaborating	Rural	12.33	2.36	293	1.28	0.203
	Urban	12.04	2.60	207		
Total conflict resolution behaviour	Rural	56.05	8.05	293	0.67	0.50
	Urban	56.57	8.79	207		

Note - ** denotes significant at 0.01 level

The results given in table 4.6 for each dimension are discussed below.

1.Competing

The results presented in table 4.6 (t-3.13, $p \leq 0.05$) indicated that there existed significant difference in the mean scores of rural and urban adolescent students in the dimension competing. Mean values showed that urban adolescents used competing as a conflict resolution mechanism compared to their counterparts.

2. Avoiding

The results presented in table 4.6 (t 1.51, $p > 0.05$) indicated that there existed no significant difference between rural and urban adolescent students in the dimension avoiding.

3. Accommodating

The results presented in table 4.6 (t-0.18; $p > 0.05$) indicated that there existed no significant difference between rural and urban adolescent students in the dimension accommodating.

4. Compromising

The results presented in table 4.6 (t-0.18, $p > 0.05$) indicated that there existed no significant difference between rural and urban adolescent students in the dimension compromising.

5. Collaborating

The results presented in table 4.2 (t-1.28; $p > 0.05$) indicated that there existed no significant difference between rural and urban adolescent students in the dimension collaborating.

6. Conflict resolution behaviour

Results of table 4.6 (t-0.67; $p > 0.05$) revealed that there existed no significant difference in the mean scores of rural and urban adolescents students in their conflict resolution behaviour. The difference between the two groups is not significant for total conflict resolution behaviour.

This result is in agreement with the findings of Shanimol (2010).

c) Type of management (Educational variable) wise comparison of conflict resolution behaviour and its dimensions.

Three groups of adolescents namely boys, girls and co-education have been subjected for study as per the analysis given in table 4.8.

Table 4.8 Comparison of conflict resolution behaviour and its dimensions based on the personal variable – ‘Type of management’.

Dimensions	Type of management	Mean	SD	Source	Sum of squares	df	Mean square	F	P
D1 Competing	Government	11.72	2.27	Between Group	228.72	2	114.36	21.89**	0.00
	Aided	10.37	2.2	Within Group	2596.99	497	5.23		
	Private	11.84	2.44	Total	2825.72	499			
D2 Avoiding	Government	8.78	2.68	Between Group	43.376481	2	21.69	3.21*	0.04
	Aided	8.11	2.44	Within Group	3359.3815	497	6.76		
	Private	8.57	2.71	Total	3402.758	499			
D3 Accomodating	Government	12.34	2.56	Between Group	11.05	2	5.52	0.93	0.40
	Aided	12.17	2.23	Within Group	2967.5	497	5.97		
	Private	12.56	2.57	Total	2978.55	499			
D4 compromising	Government	11.97	2.56	Between Group	1.947291	2	0.97	0.15	0.86
	Aided	11.95	2.35	Within Group	3139.0507	497	6.32		
	Private	12.11	2.68	Total	3140.998	499			
D5 collaborating	Government	12.15	2.54	Between Group	2.11	2	1.05	0.17	0.84
	Aided	12.21	2.43	Within Group	3020	497	6.08		
	Private	12.32	2.41	Total	3022.1	499			
Conflict resolution behaviour	Government	59.96	8.56	Between Group	640.5919	2	320.30	4.65**	0.01
	Aided	54.81	7.9	Within Group	34230.086	497	68.87		
	Private	57.39	8.48	Total	34870.678	499			

Note - ** denotes significant at 0.01 level

* denotes significant at 0.05 level

The results given in table 4.8 for each dimension are discussed below.

1. Competing

The results presented in table 4.8 (F=21.89; $P \leq 0.01$) indicated that there existed significant difference in the mean scores of government, aided and private adolescent students in the dimension competing of conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.8.1 Result of post hoc analysis for the scores of adolescents belonging to various type of management on the dimension ‘Competing’.

Type of management	N	Pair	P
Government(A)	191	A Vs B	0.000**
Aided(B)	187	B Vs C	0.000**
Private (C)	122	A Vs C	0.903

Note - ** denotes significant at 0.01 level

The result showed that there existed significant difference between government and aided school adolescent students in their competing conflict resolution behaviour. The other pair government and private school adolescents do not differ in their competing conflict resolution behaviour.

2.Avoiding

The results presented in table 4.8 (F-3.21; $P < 0.05$) indicated that there existed significant difference in the mean scores of government, aided and private school adolescent students in the dimension avoiding of conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.8.2 Result of post hoc analysis for the scores of adolescents belonging to various type of management on the dimension ‘Avoiding’.

Type of management	N	Pair	(scheffe)
Government (A)	191	A Vs B	0.044*
Aided (B)	187	B Vs C	0.316
Private(C)	122	A Vs C	0.784

Note - * denotes significant at 0.05 level.

The result showed that there existed significant difference between government and aided school adolescents in their avoiding conflict resolution behaviour. The other pairs aided and private school adolescents, government and private school adolescents do not differ in their avoiding conflict resolution behaviour.

3.Accommodating

The results presented in table 4.8 (F-0.93; $P > 0.05$) indicated that there existed no significant difference in the mean scores of government, aided and private school adolescent students in the dimension accommodating.

4.Compromising

The results presented in table 4.8 (F-0.15; $P > 0.05$) indicated that there existed no significant difference in the mean scores of government, aided and private school adolescent students in the dimension compromising.

5.Collaborating

The results presented in table 4.8 (F-0.17; $P > 0.05$) indicated that there existed no significant difference in the mean scores of government, aided and private school adolescent students in the dimension collaborating.

6. Conflict resolution behaviour

Results of table 4.8 (F-4.65; $P \leq 0.01$) revealed that there existed significant difference in the mean scores of government, aided and private school adolescents in their conflict resolution behaviour.

The result does not help to identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

Table 4.8.3 Result of post hoc analysis for the scores of adolescents belonging to various type of management on ‘conflict resolution behaviour’.

Type of management	N	Pair	P
Government (A)	191	A Vs B	0.043 *
Aided (B)	187	B Vs C	0.029 *
Private(C)	122	A Vs C	0.905

Note - * denotes significant at 0.05 level.

The result showed that there existed significant difference between government and aided school adolescents, aided and private school adolescents in their conflict resolution behaviour. The other pair government and private school adolescents do not differ in their conflict resolution behaviour.

It is clear that among the educational variables class of study and type of management of the adolescents influence their conflict resolution behaviour. Type of school and locality not influence their conflict resolution behaviour.

C) Familial variable wise comparison of conflict resolution behaviour and its dimensions

a) Comparison of conflict resolution behaviour and its dimensions on the familial variable – ‘Type of family’

Two groups of adolescents namely nuclear and joint have been subjected for study as per the analysis given in the table 4.9

Table 4.9 comparison of conflict resolution behaviour and its dimensions on the familial variable – ‘Type of family’.

Dimensions	Type of family	Mean	SD	N	t	P
D1 Competing	Nuclear	11.24	2.37	408	0.04	0.97
	Joint	11.25	2.43	92		
D2 Avoiding	Nuclear	8.55	2.62	408	1.28	0.20
	Joint	8.17	2.56	92		
D3 Accommodating	Nuclear	12.39	2.45	408	1.15	0.25
	Joint	12.07	2.39	92		
D4 compromising	Nuclear	11.96	2.5	408	0.64	0.52
	Joint	12.15	2.57	92		
D5 collaborating	Nuclear	12.18	2.51	408	0.75	0.45
	Joint	12.38	2.26	92		
Total conflict resolution behaviour	Nuclear	56.32	8.45	408	0.32	0.75
	Joint	56.02	7.97	92		

The results given in table 4.9 for each dimension are discussed below.

1. Competing

The results presented in table 4.9 ($t=0.04$; $P>0.05$) indicated that there existed no significant difference in the mean scores of nuclear and joint family adolescent students in the dimension competing.

2. Avoiding

The results presented in table 4.9 ($t=1.28$; $P>0.05$) indicated that there existed no significant difference in the mean scores of nuclear and joint family adolescent students in the dimension avoiding.

3. Accommodating

The results presented in table 4.9 ($t=1.15$; $P>0.05$) indicated that there existed no significant difference in the mean scores of nuclear and joint family adolescent students in the dimension accommodating.

4. Compromising

The results presented in table 4.9 ($t=0.64$; $P>0.05$) indicated that there existed no significant difference in the mean scores of nuclear and joint family adolescent students in the dimension compromising.

5. Collaborating

The results presented in table 4.9 ($t=0.75$; $P>0.05$) indicated that there existed no significant difference in the mean scores of nuclear and joint family adolescent students in the dimension collaborating.

6. Conflict resolution behaviour

Results of table 4.9 ($t=0.32$; $P>0.05$) revealed that there existed no significant difference in the mean scores of nuclear and joint family adolescent students in their conflict resolution behaviour. The difference between the two groups is not significant for total conflict resolution behaviour

b) Comparison of conflict resolution behaviour and its dimensions based on the familial variable – Number of children in the family.

Two groups of adolescents namely single one children and more than one children have been subjected for study as per the analysis given in the table 4.10

Table 4.10 Comparison of conflict resolution behaviour and its dimensions based on the familial variable –‘Number of children in the family’.

Dimensions	Number of children	Mean	SD	N	t	P
D1 Competing	Single	11.17	2.23	53	0.24	0.81
	More than one	11.25	2.4	447		
D2 Avoiding	Single	8.00	2.09	53	1.69	0.09
	More than one	8.53	2.66	447		
D3 Accomodating	Single	12.75	2.42	53	1.34	0.18
	More than one	12.28	2.44	447		
D4 compromising	Single	11.70	2.67	53	0.86	0.39
	More than one	12.03	2.49	447		
D5 collaborating	Single	12.19	2.65	53	0.08	0.94
	More than one	12.22	2.44	447		
Total conflict resolution behaviour	Single	55.81	6.7	53	0.51	0.61
	More than one	56.32	8.54	447		

The results given in table 4.10 for each dimension are discussed below.

1. Competing

The results presented in table 4.10 ($t=0.24$; $P>0.05$) indicated that there existed no significant difference in the mean scores of adolescents belonging to single and more than one child family students in the dimension competing.

2. Avoiding

The results presented in table 4.10 ($t=1.69$; $P>0.05$) indicated that there existed no significant difference in the mean scores of adolescents belonging to single and more than one child family students in the dimension avoiding.

3. Accommodating

The results presented in table 4.10 ($t=1.34$; $P>0.05$) indicated that there existed no significant difference in the mean scores of adolescents belonging to single and more than one child family students in the dimension accommodating.

4. Compromising

The results presented in table 4.10 ($t=0.86$; $P>0.05$) indicated that there existed no significant difference in the mean scores of adolescents belonging to single and more than one child family students in the dimension compromising.

5. Collaborating

The results presented in table 4.10 ($t=0.08$; $P>0.05$) indicated that there existed no significant difference in the mean scores of adolescents belonging to single and more than one child family students in the dimension collaborating.

6. Conflict resolution behaviour

Results of table 4.10 ($t=0.51$; $P>0.05$) revealed that there existed no significant difference in the mean scores of adolescents belonging to single and more than one child family students in their conflict resolution behaviour. The difference between the two groups is not significant for total conflict resolution behaviour.

c) Comparison of conflict resolution behaviour and its dimensions based on the familial variable – ‘Father’s occupation’.

Two groups of adolescents namely employed and unemployed fathers have been subjected for study as per the analysis given in the table 4.11

Table 4.11 Comparison of conflict resolution behaviour and its dimensions based on the familial variable – ‘Father’s occupation’.

Dimensions	Occupation of father	Mean	SD	N	t	P
D1 Competing	Employed	11.18	2.38	400	1.13	0.26
	Unemployed	11.48	2.38	100		
D2 Avoiding	Employed	8.50	2.61	400	0.38	0.71
	Unemployed	8.39	2.61	100		
D3 Accomodating	Employed	12.25	2.49	400	1.58	0.12
	Unemployed	12.65	2.21	100		
D4 compromising	Employed	11.84	2.55	400	3.09 **	0.00
	Unemployed	12.63	2.22	100		
D5 collaborating	Employed	12.04	2.46	400	3.34 **	0.00
	Unemployed	12.92	2.33	100		
Total conflict resolution behaviour	Employed	55.81	8.51	400	2.62**	0.01
	Unemployed	58.07	7.51	100		

Note - ** denotes significant at 0.01 level

The results given in table 4.11 for each dimension are discussed below.

1. Competing

The results presented in table 4.11 ($t=1.13$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed fathers of the adolescents students in the dimension competing.

2. Avoiding

The results presented in table 4.11 ($t=0.38$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed fathers of the adolescents students in the dimension avoiding.

3. Accommodating

The results presented in table 4.11 ($t=1.58$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed fathers of the adolescents students in the dimension accommodating.

4. Compromising

The results presented in table 4.11 ($t=3.09$; $P<0.01$) indicated that there existed significant difference in the mean scores of employed and unemployed fathers of the adolescents students in the dimension compromising. Mean values showed that adolescents whose fathers are unemployed used compromising as a conflict resolution mechanism compared to their counterparts.

5. Collaborating

The results presented in table 4.11 ($t=3.34$; $P\leq 0.01$) indicated that there existed significant difference in the mean scores of employed and unemployed fathers of the

adolescents students in the dimension collaborating. Mean values showed that adolescents whose fathers are unemployed used collaborating as conflict resolution mechanism compared to their counterparts.

6. Conflict resolution behaviour

Results of table 4.11 ($t=2.62$; $P\leq 0.01$) revealed that there existed no significant difference in the mean scores of employed and unemployed fathers of the adolescents students in their conflict resolution behaviour.

Mean values showed that adolescents whose fathers are unemployed obtained better results in conflict resolution behaviour than the adolescents whose fathers are employed.

d) Comparison of conflict resolution behaviour and its components based on the familial variable –Mother's occupation.

Two groups of adolescents namely employed and unemployed mothers have been subjected for study as per the analysis given in the table 4.12

Table 4.12 Comparison of conflict resolution behaviour and its components based on the familial variable – ‘Mother’s occupation’.

Dimensions	Occupation of mother	Mean	SD	N	t	P
D1 Competing	Employed	11.16	2.36	156	0.52	0.60
	Unemployed	11.28	2.39	344		
D2 Avoiding	Employed	8.32	2.61	156	0.91	0.36
	Unemployed	8.55	2.61	344		
D3 Accomodating	Employed	12.19	2.65	156	0.81	0.42
	Unemployed	12.39	2.34	344		
D4 compromising	Employed	11.79	2.68	156	1.19	0.23
	Unemployed	12.09	2.43	344		
D5 collaborating	Employed	11.94	2.52	156	1.66	0.10
	Unemployed	12.34	2.43	344		
Total conflict resolution behaviour	Employed	55.40	8.51	156	1.54	0.13
	Unemployed	56.65	8.27	344		

The results given in table 4.12 for each dimension are discussed below.

1. Competing

The results presented in table 4.12($t=0.52$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed mothers of adolescent students in the dimension competing.

2. Avoiding

The results presented in table 4.12($t=0.91$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed mothers of adolescent students in the dimension avoiding.

3. Accommodating

The results presented in table 4.12 ($t=0.81$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed mothers of adolescent students in the dimension accommodating.

4. Compromising

The results presented in table 4.12 ($t=1.19$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed mothers of adolescent students in the dimension compromising.

5. Collaborating

The results presented in table 4.12($t=1.66$; $P>0.05$) indicated that there existed no significant difference in the mean scores of employed and unemployed mothers of the adolescent students in the dimension collaborating.

6. Conflict resolution behaviour

Results of table 4.12($t=1.54$; $P > 0.05$) revealed that there existed no significant difference in the mean scores of employed and unemployed mothers of the adolescent students in their conflict resolution behaviour. The difference between the two groups is not significant for total conflict resolution behaviour. Mother's employment has no impact in the conflict resolution behaviour of adolescents.

It is clear that among the familial variables Fathers occupation of the adolescents influence their conflict resolution behavior. Type of family, number of children in the family and mother's occupation did not influence their conflict resolution behaviour.

Results and discussion

The study revealed that male and female adolescent students do not differ significantly in their conflict resolution behaviour. This result is in agreement with the result of Shanimol(2010).

High school and higher secondary school adolescents exhibits better conflict resolution behaviour. This may be due to the progressing maturity level of the adolescents.

The results indicated that rural and urban adolescent students do not differ significantly in their conflict resolution behaviour. This result is in agreement with the result of Shanimol(2010).

Government school adolescents possess better conflict resolution behaviour. This may be due to the free environment in school atmosphere and freedom of interaction, received.

Adolescents whose fathers are unemployed possess high conflict resolution behaviour. This may be due to free home environment and getting more freedom to take decisions.

Tenability of hypotheses

The first hypothesis “There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the personal variable – gender” is partially accepted.

The second hypothesis “ There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the personal variable – religion” is rejected.

The third hypothesis “There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the personal variable – community” is rejected.

The fourth hypothesis “There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the educational variable – class of study” is rejected.

The fifth hypothesis “There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the educational variable – type of school” is accepted.

The sixth hypothesis “There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the educational variable – locale of school” is accepted.

The seventh hypothesis “ There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the educational variable – type of management” is rejected.

The eighth hypothesis “ There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the familial variable –type of family” is accepted.

The ninth hypothesis “ There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the familial variable –number of children in the family” is accepted.

The ninth hypothesis “ There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the familial variable –number of children in the family” is accepted.

The tenth hypothesis “ There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the familial variable –occupation of father” is rejected.

The eleventh hypothesis “There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents and its five dimensions based on the familial variable –occupation of mother” is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Study in retrospect

Objectives of the study

Hypotheses framed

Tools used

Procedure of the present study

Major findings and conclusions

Educational implications of the study

Suggestion for further research

The study in retrospect

A study under investigation is entitled as “conflict resolution behaviour of adolescents”. This chapter attempts to summarize all the findings and conclusions drawn from the present investigation. The educational implications of the study and suggestions for further research also given.

Objectives of the study

1. To construct and validate a tool to measure the conflict resolution behaviour in adolescents.
2. To study the level of conflict resolution behaviour of adolescents and its dimensions
3. To study the conflict resolution mechanism adopted by adolescents.
4. To compare the mean scores of conflict resolution behaviour of adolescents with respect to their personal variables namely, gender, community and religion.

5. To compare the mean scores of conflict resolution behaviour of adolescents with respect to their educational variables namely, class of study, type of school, locale of school and type of management.
6. To compare the mean scores of conflict resolution behaviour of adolescents with respect to their familial variables namely, type of family, number of children in the family and parental occupation.

Hypotheses framed

1. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the personal variable - gender.
2. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the personal variable – religion.
3. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the personal variable – community.
4. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - class of study.
5. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - type of school.
6. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - locale of the school.
7. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the educational variable - type of management of the school.

8. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable - type of family.
9. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable - number of children in the family.
10. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable-Father's occupation.
11. There exists no significant difference in the mean scores of conflict resolution behaviour of adolescents based on the familial variable- Mother's occupation.

Methodology in brief

a) Method

Normative survey method was used for this study.

b) Sample

The study was conducted on a sample of 500 adolescents studying in VII to XII standard.

c) Tools used

- i) Conflict Resolution Behaviour Scale (CRBS) constructed and validated by the investigator. (Sheema.J and Sreelatha.S - 2013)
- ii) Personal Information Schedule.

d) Data collection procedure

The investigator visited selected schools in Kanyakumari district. The conflict resolution behaviour scale was administered individually to the adolescents.

Proper instructions were given by the investigator. Teachers were instructed to read the statements carefully and mark their responses in the response sheet.

e) Scoring and tabulation

The collected data were scored systematically using scoring keys. In conflict resolution behaviour scales scores were 0,1 and 2. After completion of scoring, the data were organized and tabulated for analysis and interpretation of conflict resolution behaviour of adolescents.

f) Statistical techniques

For the analysis of the data, the following statistical techniques will be used,

- a. Percentage
- b. Arithmetic mean
- c. Standard deviation
- d. t-test
- e. ANOVA followed by Scheffe procedure

Major findings and conclusions

Following are the major findings of the present investigation

- 1) There exists no significant difference in the mean scores of male and female adolescents in their conflict resolution behaviour. This finding is supported by the following result.
($t=0.13$; $P>0.05$ which is not significant at any level).
- 2) There exists significant difference among Hindu, Christian and Muslim adolescents in their conflict resolution behaviour. This finding is supported by the following result.

(F-4.58; $P < 0.05$ which is significant at 0.05 level).

- 3) There exists significant difference in the mean scores of OC, BC, SC and ST adolescents in their conflict resolution behaviour. This finding is supported by the following result.

(F-3.40; $P < 0.05$ which is significant at 0.05 level).

- 4) There exists significant difference in the mean scores of Secondary, High school and High secondary adolescents in their conflict resolution behaviour. This finding is supported by the following result.

(F-13.62; $P < 0.01$ which is significant at 0.05 level).

- 5) There exists no significant difference in the mean scores of urban and rural adolescents in their conflict resolution behaviour. This finding is supported by the following result.

($t = 0.67$; $P > 0.05$ which is not significant at any level).

- 6) There exists no significant difference in the mean scores of Boys, Girls and Co-education adolescents in their conflict resolution behaviour. This finding is supported by the following result.

(F-0.80; $P > 0.05$ which is not significant at any level).

- 7) There exists significant difference in the mean scores of Government, Aided and Private school adolescents in their conflict resolution behaviour. This finding is supported by the following result.

(F-4.65; $P \leq 0.01$ which is significant at 0.01 level).

- 8) There exists no significant difference in the mean scores of Nuclear and Joint family adolescents in their conflict resolution behaviour. This finding is supported by the following result.

($t = 0.32$; $P > 0.05$ which is not significant at any level).

- 9) There exists no significant difference in the mean scores of Single and more than one child family adolescents in their conflict resolution behaviour. This finding is supported by the following result.
($t=0.51$; $P>0.05$ which is not significant at any level).
- 10) There exists significant difference in the mean scores of employed and unemployed fathers of the adolescents in their conflict resolution behaviour. This finding is supported by the following result.
($t=2.62$; $P\leq 0.01$ which is significant at 0.01 level).
- 11) There exists no significant difference in the mean scores of employed and unemployed mothers of the adolescents in their conflict resolution behaviour. This finding is supported by the following result.
($t=1.54$; $P>0.05$ which is not significant at any level).

Conclusions

The major conclusions drawn from the findings of the study are the following

1. A considerable proportion of the adolescents have moderate level of conflict resolution behaviour and its dimensions.
2. Personal variables viz., religion and community has influence in the conflict resolution behaviour of adolescents.
3. The personal variable gender has no significant effect in the conflict resolution behaviour of adolescents.
4. Educational variable namely class of study and type of management has significant effect in the conflict resolution behaviour of adolescents.
5. Educational variables viz., type of school, locale of school has no significant effect in the conflict resolution behaviour.

6. The familial variable parental occupation (Father) has influence in the conflict resolution behaviour of adolescents.
7. The familial variables viz., type of family, number of children in the family and parental occupation (Mother) has no significant effect in the conflict resolution behaviour of adolescents.

Educational implications of the study

The present investigation aimed at studying the conflict resolution behaviour of adolescents. The findings of the study have certain implications in improving conflict resolution behaviour of adolescents. The study revealed that conflict resolution behaviour of adolescents in Kanyakumari district is moderate. Measures should be taken to improve the conflict resolution behaviour of adolescents. For that guidance and counseling cells may be set up in schools. Programmes should be organized to help the adolescents handle their conflicts in a better way.

In schools, conflict resolution training can be organized in such 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.

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.

The study revealed that secondary school adolescents' exhibits lower conflict resolution behaviour. Measures should be taken to improve secondary school students' conflict resolution behaviour.

The study revealed that adolescents belonging to BC possess higher level of conflict resolution behaviour than OC and SC and ST adolescents. Measures should be taken to improve the conflict resolution behaviour of adolescents belonging to OC and SC and ST adolescent students.

Suggestions for further study

Based on the findings of the present investigation, the investigator suggests the following areas for further research in the field.

- ❖ This topic is heavily researched however, more research can be done in this area. Researchers can extend the study by including other variables like cultural orientation, gender role, organizational status, importance of conflict situation with a wider group for a generalization of conflict styles.
- ❖ Future studies could, carried out with other methods such as interview and focus group discussion techniques for data collection.
- ❖ Research may be conducted on conflict resolution strategies adopted by students of different socio-economic regions.
- ❖ A study can be conducted to find out the factors affecting the conflict resolution behaviour of adolescents.
- ❖ A study needs to be performed to compare different personality characteristics and conflict resolution behaviour.
- ❖ A study can be conducted to study the relationship between conflict resolution behaviour and religiosity of adolescents.

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APPENDICES

APPENDIX – A

DRAFT SCALE

Conflict Resolution Behaviour Rating Scale

Prepared by

J. Sheema & Dr. S. Sreelatha

Directions

Certain statement related to different conflict resolution behaviour is required for my research purpose. Each statement has three choices True, Tents to be true, Not true. Please read each of the statements carefully and answer. Respond all the statements without any omission. Your response will be kept confidential and will be used for research purpose.

Sl. No	Statements	Responses		
		True	Tends to be true	Not true
1.	I try to win my position in conflicts.	True	Tends to be true	Not true
2.	I try to avoid facing conflict situations.	True	Tends to be true	Not true
3.	I often sacrifice my wishes for the benefit of others.	True	Tends to be true	Not true
4.	I use 'give and take' so that a compromise can be made.	True	Tends to be true	Not true
5.	I know how to resolve a conflict problem peacefully.	True	Tends to be true	Not true
6.	I always use forcing strategy to make resolution of conflicts.	True	Tends to be true	Not true
7.	I will make delay or postpone for finding solution to conflict problems.	True	Tends to be true	Not true
8.	I try not to hurt others feelings.	True	Tends to be true	Not true
9.	I try to find a compromise solution.	True	Tends to be true	Not true
10.	I am always willing to listen others opinions, but I also want to give them mine	True	Tends to be true	Not true
11.	I do not tolerate the restriction of my peers while taking decisions on conflicts.	True	Tends to be true	Not true

12.	I won't respond when there is a problem between my close friends.	True	Tends to be true	Not true
13.	I try to adjust my priorities to accommodate other people needs.	True	Tends to be true	Not true
14.	I listen to others to find the best solution possible	True	Tends to be true	Not true
15.	I will look for a mutually satisfactory resolution.	True	Tends to be true	Not true
16.	I stood my ground and fought for what I wanted.	True	Tends to be true	Not true
17.	I ignore the problems in the hope that they will go away.	True	Tends to be true	Not true
18.	I try to considerate other's wishes while solving problems.	True	Tends to be true	Not true
19.	I can negotiate or discuss with other's to resolve conflicts.	True	Tends to be true	Not true
20.	I consistently seek other's help in working out a solution.	True	Tends to be true	Not true
21.	After I have made a decision I defend it strongly.	True	Tends to be true	Not true
22.	I often let others take responsibility of solving problems.	True	Tends to be true	Not true
23.	I like to ask other's for their opinions and try to find ways to cooperate.	True	Tends to be true	Not true

24.	I try to integrate my ideas with the other's to come up with a decision jointly.	True	Tends to be true	Not true
25.	I take necessary actions to avoid unnecessary tensions.	True	Tends to be true	Not true
26.	I try to show other's benefit of my position.	True	Tends to be true	Not true
27.	If other's didn't respect my opinion, I keep it to myself.	True	Tends to be true	Not true
28.	If someone else thinks that they have a good idea, I cooperate and help them to resolve conflicts.	True	Tends to be true	Not true
29.	I am ready to modify my goals to meet other's needs.	True	Tends to be true	Not true
30.	I consider other's opinion, but I make my own decisions.	True	Tends to be true	Not true
31.	I insist my group members to accept my views for resolving conflicts.	True	Tends to be true	Not true
32.	I tend to back out from the conflict situations.	True	Tends to be true	Not true
33.	I try to keep my disagreements to myself in order to avoid hard feelings.	True	Tends to be true	Not true
34.	I usually try to 'split the difference' in order to resolve an issue.	True	Tends to be true	Not true
35.	I try to get everyone's concern's open in a conflict situation.	True	Tends to be true	Not true

36.	I can't change my outlook on the problem and put it in a better perspective.	True	Tends to be true	Not true
37.	While resolving conflicts I do not express my own thoughts and ideas to other's.	True	Tends to be true	Not true
38.	It is more important to get along than to win an argument.	True	Tends to be true	Not true
39.	When viewpoints are opposed, I generally propose a middle ground.	True	Tends to be true	Not true
40.	I try to convince other's the benefit of my position.	True	Tends to be true	Not true
41.	I need to attain better results and cannot be limited by others.	True	Tends to be true	Not true
42.	I usually avoid differences of opinion.	True	Tends to be true	Not true
43.	I try to stress those things on which other's also agree.	True	Tends to be true	Not true
44.	In a conflict situation, I present my views and invite other's opinion.	True	Tends to be true	Not true
45.	I share my positive attitude, hoping they will do the same	True	Tends to be true	Not true

Details of item selection of Conflict Resolution Behaviour Scale

Statements	P _U	P _L	Phi value	P value
1*	83	68	0.17	76
2*	86	70	0.19	78
3*	96	63	0.41	80
4*	89	56	0.37	73
5*	80	53	0.29	67
6*	66	36	0.30	51
7*	46	30	0.17	38
8*	95	74	0.29	85
9*	98	77	0.32	88
10*	93	67	0.33	80
11	48	46	0.02	47
12	34	25	0.10	30
13*	91	63	0.33	77
14	94	78	0.23	86
15*	85	45	0.42	65
16*	89	56	0.37	73
17*	52	37	0.15	45
18*	91	64	0.32	78
19*	97	66	0.40	80
20*	95	65	0.38	80
21*	90	67	0.30	79
22*	48	28	0.21	38
23*	91	65	0.31	78
24*	97	73	0.34	85
25*	91	65	0.31	78
26*	90	65	0.30	78
27*	81	67	0.17	75
28	99	66	0.43	83
29*	81	44	0.38	63
30*	90	60	0.35	75
31*	66	34	0.32	50
32*	70	41	0.29	56
33*	70	38	0.32	54
34*	91	49	0.46	70
35*	92	55	0.42	74
36*	98	56	0.50	77
37*	33	48	0.15	41
38*	96	72	0.33	84
39*	88	56	0.36	72
40	89	63	0.30	76
41*	93	68	0.32	81
42*	90	50	0.44	70
43*	90	50	0.44	70
44*	91	62	0.34	77
45*	97	76	0.31	87

Note : Selected items are marked with asterisks.

FINAL SCALE

Conflict Resolution Behaviour Rating Scale

Prepared by

J. Sheema & Dr. S. Sreelatha

Directions

Certain statement related to different conflict resolution behaviour is required for my research purpose. Each statement has three choices True, Tents to be true, Not true. Please read each of the statements carefully and answer. Respond all the statements without any omission. Your response will be kept confidential and will be used for research purpose.

SL. NO	STATEMENTS	RESPONSES		
1.	I try to win my position in conflicts.	True	Tends to be true	Not true
2.	I try to avoid facing conflict situations.	True	Tends to be true	Not true
3.	I often sacrifice my wishes for the benefit of others.	True	Tends to be true	Not true
4.	I use 'give and take' so that a compromise can be made.	True	Tends to be true	Not true
5.	I know how to resolve a conflict problem peacefully.	True	Tends to be true	Not true
6.	I always use forcing strategy to make resolution of conflicts.	True	Tends to be true	Not true
7.	I will make delay or postpone for finding solution to conflict problems.	True	Tends to be true	Not true
8.	I try not to hurt others feelings.	True	Tends to be true	Not true
9.	I try to find a compromise solution.	True	Tends to be true	Not true
10.	I am always willing to listen others opinions, but I also want to give them mine	True	Tends to be true	Not true
11	I try to adjust my priorities to accommodate other people needs.	True	Tends to be true	Not true
12.	I will look for a mutually satisfactory resolution.	True	Tends to be true	Not true
13.	I stood my ground and fought for what I wanted.	True	Tends to be true	Not true
14.	I ignore the problems in the hope that they will go away.	True	Tends to be true	Not true
15.	I try to considerate other's wishes while solving problems.	True	Tends to be true	Not true

16.	I can negotiate or discuss with other's to resolve conflicts.	True	Tends to be true	Not true
17.	I consistently seek other's help in working out a solution.	True	Tends to be true	Not true
18.	After I have made a decision I defend it strongly.	True	Tends to be true	Not true
19.	I often let others take responsibility of solving problems.	True	Tends to be true	Not true
20.	I like to ask other's for their opinions and try to find ways to cooperate.	True	Tends to be true	Not true
21.	I try to integrate my ideas with the other's to come up with a decision jointly.	True	Tends to be true	Not true
22.	I take necessary actions to avoid unnecessary tensions.	True	Tends to be true	Not true
23.	I try to show other's benefit of my position.	True	Tends to be true	Not true
24.	If other's didn't respect my opinion, I keep it to myself.	True	Tends to be true	Not true
25.	I am ready to modify my goals to meet other's needs.	True	Tends to be true	Not true
26.	I consider other's opinion, but I make my own decisions.	True	Tends to be true	Not true
27.	I insist my group members to accept my views for resolving conflicts.	True	Tends to be true	Not true
28.	I tend to back out from the conflict situations.	True	Tends to be true	Not true
29.	I try to keep my disagreements to myself in order to avoid hard feelings.	True	Tends to be true	Not true
30.	I usually try to 'split the difference' in order to resolve an issue.	True	Tends to be true	Not true
31.	I try to get everyone's concern's open in a conflict situation.	True	Tends to be true	Not true

32.	I can't change my outlook on the problem and put it in a better perspective.	True	Tends to be true	Not true
33.	While resolving conflicts I do not express my own thoughts and ideas to others	True	Tends to be true	Not true
34.	It is more important to get along than to win an argument.	True	Tends to be true	Not true
35.	When viewpoints are opposed, I generally propose a middle ground.	True	Tends to be true	Not true
36.	I need to attain better results and cannot be limited by others.	True	Tends to be true	Not true
37.	I usually avoid differences of opinion.	True	Tends to be true	Not true
38.	I try to stress those things on which others also agree.	True	Tends to be true	Not true
39.	In a conflict situation, I present my views and invite other's opinion.	True	Tends to be true	Not true
40.	I share my positive attitude, hoping they will do the same.	True	Tends to be true	Not true

REQUIREMENTS OF A TEST

The most important requirements of the test are validity, reliability, objectivity and practicability.

Validity: The scale is found to be having both face validity and content validity. The term face validity means whether the tool is in appearance looks valid particularly to those who are in the field. The face validity of the present scale was determined by submitting it to a panel of three experts. By verifying the content of the tool using authentic literature, the content validity of the tool was also established. It was also made sure with the help of the experts in the field.

Reliability: A test is reliable to the extent that it measures whatever it is measuring consistently. In tests that have a high coefficient of reliability, errors of measurements have been reduced to a minimum.

Reliability coefficient of the conflict resolution behaviour scale

Reliability coefficient of the conflict resolution behaviour scale			
Sl. No	Variable	Correlation between odd half and even half	Reliability coefficient of the whole test
1.	Conflict resolution behaviour	0.6517	0.7891

Objectivity: Objectivity is ensured by including objective type items and providing a scoring key.

Practicability: Duration of the test, objective type items and provision of scoring key ensures practicability.

SCORING KEY

Item No	A	B	C
1	2	1	0
2	2	1	0
3	2	1	0
4	2	1	0
5	2	1	0
6	2	1	0
7	2	1	0
8	2	1	0
9	2	1	0
10	2	1	0
11	2	1	0
12	2	1	0
13	2	1	0
14	2	1	0
15	2	1	0
16	2	1	0
17	2	1	0
18	2	1	0
19	2	1	0
20	2	1	0
21	2	1	0

22	2	1	0
23	2	1	0
24	2	1	0
25	2	1	0
26	2	1	0
27	2	1	0
28	2	1	0
29	2	1	0
30	2	1	0
31	2	1	0
32	2	1	0
33	2	1	0
34	2	1	0
35	2	1	0
36	2	1	0
37	2	1	0
38	2	1	0
39	2	1	0
40	2	1	0

SCORING MANUAL

Preparation of test manual

This is a scale to measure conflict resolution behaviour of adolescents. This scale includes 40 items. For each statement there are three responses such as A, B, C. A denotes 'True', B denotes 'Tends to be true', C denotes 'Not true'. The responses are to be marked in separate response sheet by putting a \checkmark mark in the appropriate place. All the statements represent positive polarity. The response of all the statements should be given 2, 1, 0. The sum of scores of all the 40 statements constitutes a total score of the scale. The maximum possible score is 80 and minimum is zero. There is no time limit for providing responses. Answering key provided for scoring purpose.

Distribution of statements in conflict resolution behaviour scale

Sl. No	Dimensions	Serial number of the statements	Total statements
1	Competing	1,6,13,18,23,27,32,36	8
2	Avoiding	2,7,14,19,24,28,33,37	8
3	Accommodating	3,8,11,15,20,29,34,38	8
4	Compromising	4,9,16,21,25,30,35,39	8
5	Collaborating	5,10,12,17,22,26,31,40	8

APPENDIX – C

NVKSD COLLEGE OF EDUCATION

ATTOOR K.K DIST

Personal Information Schedule

2013 - 2014

Dear students,

Kindly give the details as required. The information provided by you will be kept confidential and will be used only for research purpose.

Name :
Gender : Male / Female
Class of study :
Community : OC / BC / SC / ST
Religion : Hindu / Christian / Muslim
Locality : Rural / Urban
Type of school : Boys / Girls / Co-education
Type of management : Government / Aided / Private
Type of family : Nuclear / Joint
Number of children in the family : Single / more than one
Parental occupation : Father - Employed / Non employed
Mother - Employed / Non employed