



An exploration in psychosocial maturity and conflict resolution management of adolescents in Kerala

Fathima jaseena M.P.M,
Assistant professor, Farook Training College. Farook college-(p.o),calicut,kerala.

Abstract : *The aim of the study is to find out the extent of psychological maturity and conflict resolution management of adolescent students. Also study tries to know the difference in the level of psychosocial maturity based on different subsamples among the adolescents. A survey technique was used to conduct the study. The sample consists of 685 students from Kerala state. The findings revealed that the level of psychological maturity and conflict resolution management of adolescents was at medium level. Also found a significant difference in the scores of psychosocial maturity among different subsamples. The findings indicate that school environment and parents should create relaxable atmosphere for the younger generation.*

Keywords: *Psychological Maturity, Conflict Resolution Management, Adolescent Students, Emotional wellbeing.*

Introduction

Knowledge is the driving force in the rapidly changing globalised economy and society. The most valuable skill we can sell is our knowledge. A good education is no longer just a pathway to opportunity but it is a prerequisite. Governments all over the world insist on value based, skill driven economy and they realize that the first step towards this aim is to have a well-educated quality manpower. Quantity and quality of highly specialized human capital determine human competence in the global market. The quantity and quality of human competence is moulded through education.

The disappearance of the family as a unit of production, the tendency of work to be located away from the home, and the families have weakened the extended family network as the primary agent of the child's socialization. Here comes the importance of schools. The advent of schools which draw on a widely dispersed set of communication contrast

to neighbourhood based schools reinforces effects of the weakened extended family. The school has been considered to have a legitimate responsibility for the child's cognitive power and in the students non-academic development. that of childhood to that of the fully functioning adult (Byrne, Davenport, & Mazanov, 2007).

At individual level, the physiological and psychological changes in this age will turn the adolescent into a dilemma. Depression, anxiety, stress leads to suicide among teenagers are rising across the country (India Today, 2008). In Kerala, the cases reported in the psychiatrists clinic related to the premarital sex among teenagers are increasing and parents are feeling guilty on their helplessness. These will affect the psychosocial development of children. So there is a need of training in schools about the non-academic achievements and other personality factors. Technology is changing rapidly and continuously and learning and keeping pace with these changes requires



not just one competence but a set of competencies. Thus challenges and demands are at individual level as well as society at large. A mature individual is thought to be an asset to the society. So adolescents must realize their own potentials, skills and create a better interpersonal relationship with peers, family members and others. They must also be able to contribute to social welfare of our country because they are our future generation.

Moreover in our society adolescents have to face many conflicts day by day. Conflict must escalate and lead to nonproductive results. So there is a need to resolve effectively these conflicts in a fruitful way. But in another sense, these conflicts may sometimes leads to better results and a final solution to problem. Conflict triggers strong emotions and lead to hurt feelings, disappointment and discomfort. When it is handled in a healthy manner it increases our understanding of one another, builds trust and strengthens our relationship bonds. There are lots of problems such as peer pressure, substance abuse, sexual harassment etc increasing day by day on adolescents that we can see in newspapers everyday. This can be removed by the development of psychosocial maturity and giving training in resolving conflicts. An individual with conflict resolution management can lead a good life. According to Johnson and Johnson (1995), "conflict can increase achievement, motivation to learn, higher-level reasoning, long term retention, healthy social and cognitive development, and the fun students have in school. Conflict can also enrich relationships, clarify personal identity, increase ego strength, promote resilience in the face of adversity, and clarify how one needs to change". Conflict resolution skills are

personal resources that develop over time. The skills cannot be provided by others but parents, educators and caregivers can support development by modeling the skills and being mindful of the developmental process characteristic to conflict resolution. An educator can provide some contributions for the healthy development of adolescents through this study. From the review of related literature it is found that there is limited number of studies done in this area as the same. Hence the investigator realized the importance and need for take up the study. The findings of this study will be helpful to teachers and students to set their educational skill and to create a skilled personnel who can transform our country into a mighty power in this era.

Theoretical Framework

The concept of Psychosocial maturity capture to form effective social relationships and to invest in the survival of society (Greenberger & Sorenson,1974). Psychosocial maturity includes two main components of development; autonomy and social responsibility. Both aspects should be encouraged during youth in order to become an adult with the ability to achieve personal objectives and the goals of society.

Psychosocial maturity includes acquisitions in several areas of development that are consistent with the three dimensions of maturity. These acquisitions include

- (a) The ability to function independently (individual adequacy).
- (b) The ability to communicate and interact with others (interpersonal adequacy)



(c) The ability of social responsibility and the formation and maintenance of effective social relationships. (social adequacy).

Thus psychosocial maturity includes individual adequacy, interpersonal adequacy and social adequacy.

Individual adequacy

Individual adequacy means the capacity of an individual to function adequately on one's own. Individual adequacy consists of three components. They are self reliance, work orientation and identity.

Self reliance

Self reliance is defined as a person's willingness to take the initiative without allowing others to exercise excessive control. The excessive need for social validation is absent.

Interpersonal adequacy

Interpersonal adequacy means the capacity of an individual to interact adequately with others. Indicators of this capacity are attributes that contribute to an individual's stability, predictability, and trust in others.

Communication skills

It is an ability to express ourselves both verbally and non verbally in ways that are appropriate to our cultures and situations. It enables us to express opinions desires, needs and fears appropriately.

Enlightened trust

The capacity to rely on others when necessary is perhaps the most fundamental aspect of trust. An intellectual or factual or well informed

Identity

Identity is defined as the adolescent's knowledge of himself or herself. Individuals who know who they are, what they believe, what they want and who have a sense of their worth as person then that person have a stable identity .

Work orientation

The individual's willingness to fulfill his or her own obligations is known as work orientation. Work orientation can be used to describe the following traits of an individual. They are general task or work skills, standards of competent task performance and the capacity to experience pleasure in work. Work orientation plays a role in some aspects of adequate individual functioning.

reliance on another person or entity is known as enlightened trust.

Knowledge of major roles

Knowledge of social norms concerning role performance is likely to stabilize social relationships and to render them more predictable than they otherwise would be .Knowledge of roles involves awareness of obligations inherent in current definitions of major roles and the awareness of priorities that govern the management of role conflicts.

Social adequacy

Social adequacy is the capacity to contribute to social cohesion. Social cohesion is defined as the capacity of citizens living under different social and economic circumstances to live together in harmony with a sense of mutual



commitment (Canadian senate). It is an indicator of a developed and interactive society and is perceived as a helping agent in the achievement of economic growth, good governance, health and social security.

Social commitment

It is the capacity of individuals to work for objectives that may not bring substantial social or personal benefits for a long period of time. These long term investments of effort are investments in the survival of the society.

Openness to sociopolitical change

Mature individuals will have openness to social and political change consisting of general openness to change, recognition of the costs of the status quo and recognitions of the costs of change. Social and political change are often sparked by the disaffection of large groups within the society.

Tolerance of individual and cultural differences

In a society composed of individuals of heterogenous national origins and varied customs and beliefs, tolerance of individual and cultural differences contributes to social cohesion. Tolerance involves willingness to interact with individuals and groups who differ from the norm, sensitivity to the rights of individuals and groups who differ from the norm and awareness of the costs and benefits of tolerance.

Conflict Resolution Management.

Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Conflict is more than just a disagreement. Or it is a situation in which one or both parties perceive a

threat. Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal and relational need is at the core of the problem—a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy. There are several causes of conflict. Conflicts usually occurs two or more groups in opposing views. It also related to mediatory interference.

Conflict may occur when

1. A party is required to engage in an activity that is in congruent with his or her needs or interests.
2. A party holds behavioral preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences.

Conflicts has be completely eliminated through the following three steps. (Holmes, 1997)

1. Understand the cause of the conflict.
Most important process is to clearly understand the specific cause of the conflict.
2. Understand the intensity of conflict.
After getting idea of the conflict, we need to understand its level of intensity.
3. Selection of strategy for resolving the conflict.

The best way of managing the conflict is to select the strategies according to the situation.

An awareness of the nature of the conflict helps a person appreciate the



variety of ways that people can manage or respond to conflict. By learning a range of conflict styles (such as competing, collaborating, accommodating, avoiding and compromising). An effective conflict managers know, no approach to conflict resolution management works all the time, the key is to know which approach is best for the situation at hand.

Objectives

The major objectives of the study are:

- ❑ To study the extent of psychosocial maturity, and conflict management of higher secondary school students.
- ❑ To find out if there exists any significant difference in the scores of psychosocial maturity and conflict resolution management of higher secondary school students for the total sample and the relevant subsamples, based on gender, religion, type of management of institution, and subject of specialization.

Methodology

Survey technique was involved to conduct this study.

Participants

In the present study population is the higher secondary school students. The initial sample for the present study consist of 685 higher secondary school students which were selected from 12 higher secondary schools in Malappuram, Kozhikode and Thrissur districts. The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the pupils, locale of the school, religion, type of the school management and subject of specialization.

Instrument

For the purpose of collection of data related to the present study, the following tools were employed.

1. Psychosocial maturity scale (Jaseena & Divya, 2014)
2. Conflict resolution management scale (Bindu & Divya, 2011)

Psychosocial Maturity Scale

The identified nine components viz., self-reliance, identity, work orientation, communication skills, enlightened trust, knowledge of major roles, social commitment, openness to sociopolitical change and tolerance of individual and cultural differences as the core components of the variable psychosocial maturity used for preparing the scale. It is a five point scale which include 67 questions out of 40 items were positive and 29 items were negative. The reliability of the scale was done through cronbachs alpha, it was found 0.903 and it suggest the scale was highly reliable.

Conflict Resolution Management Scale

In the present study, conflict resolution management scale was adopted which is developed by Bindu and Divya (2011). This scale developed on the basis of five components such as Communication, Problems solving, Empathy, Emotional management and Effective Decision making. It consist of 60 questions out of 35 were positive and the rest are negative.

Data Analysis



The collected data was analysed through the statistical techniques – preliminary analysis, percentile, and t-test.

Result and Discussion

Analysis of data means studying the organized material in order to discover inherent facts. It involves a number of closely interrelated operations that are performed to get an answer to research objectives. Interpretation is the process of establishing inferences from the collected facts after analytical study.

The usefulness of collected data is in its proper interpretation. .

Extent of Psychosocial Maturity

The maximum score obtainable for psychosocial maturity in the scale is 345 and the minimum score is 69. The obtained maximum score for the investigator is 338 and the minimum score is 175. The obtained mean score is 271.15 which is greater than the medium value 207 on the scale. So it can be interpreted that the extent of psychosocial maturity is above average among higher secondary school students.

Table 1 : Percentile norm of psychosocial maturity for the total sample

Percentile	Value
P ₁₀	233
P ₂₀	247.2
P ₃₀	257.2
P ₄₀	265
P ₅₀	272
P ₆₀	281
P ₇₀	288
P ₈₀	296
P ₉₀	306

Table 1 reveals that the 10th percentile of the psychosocial maturity score of total sample is 233. That means the psychosocial maturity scores of 10 percent of students lies below the score 233. P50 is 272 which means below and above psychosocial maturity score 272 an equal number of students lie. In similar

way we can interpret all other percentiles.

Extent of Conflict resolution Management



The maximum score obtainable for conflict resolution management in the scale is 250 and the minimum score is 50. The obtained maximum score for the scale is 246 and the minimum score is 129. The obtained mean score is 196.7

which is greater than the medium value 150 of the scale. So it can be interpreted that the extent of conflict resolution management of higher secondary school students are above average.

Table 2 : Percentile norm of conflict resolution management for the total sample

Percentile	Value
P ₁₀	162.1
P ₂₀	176.2
P ₃₀	185.3
P ₄₀	194
P ₅₀	200
P ₆₀	206
P ₇₀	212
P ₈₀	217
P ₉₀	225

Table 2 shows that the 10th percentile of the conflict resolution management scores of the total sample is 162.1. It means that the conflict resolution management scores of 10 percent of students lies below the score 162.1. Also from the table P50=200 that means below and above of the score of conflict resolution management(200), an equal number of students lie. In similar way we can interpret all other percentiles.

Major Analysis

In this section mean scores of the variable psychosocial maturity and conflict resolution measures of higher

secondary school students were tested for comparison. Two tailed test of significance of difference in variables on the basis of gender and locale ere studied. Mean and standard deviation of the variables is subjected to 't' test and results were examined. Then use

.. **One way ANOVA**, the technique of one way ANOVA to find out whether these exists any significant difference in psychosocial maturity among the sub groups based on the subject of study, type of management and religion of higher secondary school students,which was given in the following tables.



Table 3

Results of ANOVA of psychosocial maturity for science, commerce, humanities students are given in the table 3

Variable	Source of variable	Sum of square	df	Mean Square	F	Level of significance
Psychosocial maturity	Between group	1507.825	2	753.913	0.955	0.01
	Within group	471408.135	597	789.628		
	Total	472915.958	599			

From the table it can be seen that the f value obtained is 0.955 which is less than the f value required for significance at 0.01 level with (2,597) degrees of freedom (4.61). It means that psychosocial maturity of students does not differ significantly with respect to science, commerce, humanities subjects. Students belonging to the three subjects of study do not differ significantly in the variable psychosocial maturity.

not differ significantly with respect to science, commerce, humanities subjects. Students belonging to the three subjects of study do not differ significantly in the variable psychosocial maturity.

Table 4

Results of ANOVA psychosocial maturity for students studying in government, aided and unaided schools.

Variable	Source of variable	Sum of square	df	Mean Square	F	Level of significance
Psychosocial maturity	Between group	2272.755	2	1136.378	1.441	0.01
	Within group	470643.203	597	788.347		
	Total	472915.958	599			

From the table, it can be seen that the f value obtained is 1.441 which is less than the F value required for significance at 0.01 level with (2,597)

degrees of freedom 94.61). It means that psychosocial maturity of students does not differ significantly with respect to government aided and unaided schools.



Table 5

Results of ANOVA for psychosocial maturity of students belonging to religious Hindu, Muslim, and Christian.

Variable	Source of variable	Sum of square	df	Mean Square	F	Level of significance
Psychosocial maturity	Between group	532.094	2	2663.047	3.4	0.01
	Within group	467700.24 467589.867	597	783.233		
	Total	472915.958	599			

The F value obtained is 3.4 which is less than the F value (4.71) required for significance at 0.01 level with (2,597) degrees of freedom. It means that psychosocial maturity of students does not differ significantly with respect to religious viz., Hindu, Muslim and Christian.

Table 6

Results of ANOVA for conflict resolution management of higher secondary school students belonging to subject of specializations science, commerce and humanities are given below.

Variable	Source of variable	Sum of square	df	Mean Square	F	Level of significance
Psychosocial maturity	Between group	11430.885	2	5715.443	11.035*	0.01
	Within group	309209.740	597	517.939		
	Total	320640.625	599			

From the Table, it can be seen that, the F value obtained is 11.035 which is greater than the F value (4.61) required for significance at 0.01 level with (2,597) degrees of freedom. It means that conflict resolution management of higher secondary school students belonging to science, commerce and humanities subjects differ significantly. To specify

the which subjects shows the significance is to be obtained by post hoc tests. Scheffe's test is used for this purpose. The following tables describes the post hoc tests.



Table 7

dependent Variable	I	J	Mean difference
Conflict resolution management	science	Commerce Humanities	5.4213 10.5085*
	Commerce	science Humanities	-5.4213 5.0872
	Humanities	Science Commerce	-10.5085* -5.0872

Scheffe's post hoc analysis reveals that the students studying in science and humanities classes differ significantly in their conflict resolution management because their mean difference is 10.5085 which is significant at 0.01 level. ($10.5085 > 4.61$)

Table 8

Results of ANOVA for conflict resolution management of higher secondary school students belonging to the government, aided and unaided schools are given in table .

Variable	Source of variable	Sum of square	df	Mean Square	F
Conflict resolution management	Between group	4643.26	2	2321.63	4.386
	Within group	315997.36	597	529.3	
	Total	320640.6	599		

The F value obtained is 4.386 which is less than the F value (4.61) required for significance at 0.01 level with degrees of freedom (2,597). It means that the higher secondary school students studying in government, aided and unaided schools does not differ significantly in their conflict resolution management.

Table 9

Results of ANOVA for conflict resolution management of higher secondary school students belonging to the religious Hindu, Muslim and Christian.

Variable	Source of variable	Sum of square	df	Mean Square	F	Level of significance
Conflict resolution management	Between group	3026.153	2	1513.077	2.844	0.01
	Within group	317614.472	597	532.018		
	Total	320640.625	599			



From the table , the F value obtained 2.896 which is less than F value required for significance at 0.01 level with (2,597) degrees of freedom (4.61). It means that the higher secondary school students belonging to the religion Hindu, Muslim and Christian does not differ significantly in conflict resolution management.

Conclusion

Analysis In the preliminary analysis is the extent of psychosocial maturity and conflict resolution management are analyzed and found that higher secondary school students above average in their psychosocial maturity and conflict resolution management. The major analysis shows the comparison of the mean scores of psychosocial maturity and conflict resolution management for the total sample and relevant subsamples. This reveals that psychosocial maturity and conflict resolution management differs significantly in male and female students. Locale is not dependent on psychosocial maturity and conflict resolution management of higher secondary school students. Also there is no significant difference in psychosocial maturity of higher secondary school students belonging to different religion, subject of study and type of management. But we can see that there is significant difference occurs in the conflict resolution management of higher secondary school students belonging to government, aided and unaided schools. Adolescence spend most of their time in schools with peer groups, so school environment should have the consideration in the co-scholastic aspects for the complete development of future generation.

Implications.

- The study indicates that it is better to adopt some strategies in the educational context for the upliftment of adolescents.
- It is better for the students to get a clear idea about the nature of peer interaction among them and also in the society.
- Then only they can adjust with the society and solve the current problems prevailing among adolescents .
- Learning experiences should be based on the needs of the students. It will provide a chance to exhibit their talents and emotions. This will develop their confidence and mental maturity.
- Train students to set goals based on their desires and passions, it will give them self confidence to work for their goals and to make a life oriented generation.
- Conduct personality development classes for the alround development of the students. This will help the students to control their immature emotions and to take better decisions without any risk.
- Guidance and counseling zones in each and every school must be more strengthened to develop their maturity level and wiping out the negative outlook prevailing in the minds of children.
- Proper involvement of parents in adolescent's development will help them to achieve mature personality. Workshops should be given to the teachers to understand various conflict resolution strategies.



- Movies and documentaries which bring values will provide the students live classroom experiences.
- Practicing yoga will be helpful for inculcating a positive approach to life so it must be included in co-curricular activities.

References

- Aurelli, F & Waal, FBM (2000). *Natural Conflict Resolution*. California: University of California Press.
- Best, JW & Khan, JV (2012). *Research in Education*. 10th ed. New Delhi: Prentice Hall of India.
- Divya (2011). *Home environment and conflict resolution management of higher secondary school students* (Unpublished M.Ed. Dissertation) University of Calicut, Calicut.
- Frohlick, N, Kaufman, E, Oppenheimer, JA & Assal, V (2001). Understanding modeling and evaluating conflict resolution techniques.
- Garrett, H.E. (2012). *Statistics in psychology and education*. 2nd ed. New Delhi: Surjeet.
- Hall, C.S., Lindrey, G & Campbell, J.B. (2009). *Theories of Personality*. 4th ed. New York: John Wiley & Sons.
- Jackson & Athaki, M (2010). Psychological maturity and attribution : Detained girls' perceptions of their delinquent behaviors. ProQuest Dissertations Retrieved from <http://search.proquest.com/docview/305194362>.
- McElhaney, KB, Allen JP, Stephenson, JC & Hare, AL (2009). Attachment and autonomy during adolescence. In Lerner, R M & Steinberg, L (Eds.). *Handbook of Adolescent Psychology*. 3rd ed. New Jersey: John Wiley & Sons, Inc. 358-403.
- Nizhakahn (2009). Perceived comfort of home environment and conflict management competency of student teachers in teacher training institute of Kerala (Unpublished M.Ed. Dissertation) University of Calicut, Calicut.
- Oboegbulem, A & Alphonsu, A I (2013). Conflict resolution strategies in non-government secondary schools in Benue state, Nigeria. *China Education Review*, 3(2). 91-102. Retrieved from <http://www.tandf.co.uk/journal>.
- Papazova, E (2013). Psychological maturity statuses and social environment in adolescence. *Cognition, Brain, Behavior : An Interdisciplinary Journal*. 17(3). 201-214.