

PSYCHOSOCIAL MATURITY AND CONFLICT RESOLUTION MANAGEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Respected sir,

I am Fathima Jaseena MPM, Assistant Professor, Farook Training College, Calicut, Kerala state, As this paper 'Psychological Maturity and Conflict Resolution Management of Higher Secondary School Students' is a bonafide work of both the investigators. We assure that it was not published earlier in any journal. This paper was documented on 20.12.2014. I hope you will consider this article in your esteemed journal. Hoping for your favourite reply.

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ABSTRACT

The aim of the study is to find out the extent of psychological maturity and conflict resolution management of higher secondary school students. Also study tries to know the difference in the scores of psychological maturity and conflict resolution management of higher secondary students among different sub samples. A survey technique was used to conduct the study. The sample consists of 685 higher secondary students from Malabar region of Kerala state. The findings revealed that the level of psychological maturity and conflict resolution management of higher secondary students was at medium level. Also found significant difference in psychological maturity and conflict resolution management of higher secondary students, especially among the sub samples. Hence the findings indicate that school environment and parents should create relaxable atmosphere for the younger generation.

Keywords: *Psychological Maturity, Conflict Resolution Management, Adolescent Students, Higher Secondary School Students, EQ, IQ*

Introduction

Psychosocial means that the stage of a person's life from birth to death are formal by social influences interacting with a physically and psychologically mature organism. Psychosocial maturity is a term used to describe the individual's basic level of adaptive functioning and socio-emotional competence (Galambos & Costigan, 2003). According to Erikson, development proceeds by stages. Adolescent stage must give more emphasis because it is the transition between childhood and adulthood. This stage is considered as the time of a new birth because rapid and marked changes occur in an individual.

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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. The structure of school pattern have been divided into primary, secondary and higher secondary education. Of these Secondary education marks the first turning point in the academic life of an individual. At this stage children are equipped with necessary skills and information required to manipulate in the next higher stage of human development. Adolescence is the next turning point. Adolescence is the crucial stage of an individual in contemporary society. It is the age of discovery and dreams. Adolescence is a period of physical change and biological change which may lead to confusions, tensions, frustrations and feelings of insecurity. Of all life-stages, except childhood, adolescence is the one most marked by rapid and potentially tumultuous transition (Williams, Holmbeck, & Greenly, 2002). This is to be seen in the domain of biological development where the changes are physically externally manifest as well as in the progression of both cognitive and psychosocial maturity from 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(IndiaToday,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. There is an association between desistance from antisocial behavior and normative increases in psychosocial maturity is found by Monahan(2013) while studying about psychosocial immaturity from adolescence to early adulthood. From the above facts we can assess that psychosocial maturity is an important aspect . Therefore a clear understanding of the psychosocial maturity of adolescents is the need of the hour since they are going to constitute the mainstream of the society. The development of psychosocial maturity is a promising comprehensive nonacademic goal for educational institutions. 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.

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 .According to Erikson, adolescence have to struggle for their identity and identity crisis. The components of identity are clarity of self concept, consideration of life goals self esteem and internalized values.

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. That is, all individuals must conduct the daily informal work of living

and all individuals must perform formal work situations. Work orientation contributes to adequate individuals functioning by preserving the individual's mental health.

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. This includes communication skills, enlightened trust and knowledge of major roles.

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. The ability to communicate involves skill in sending or encoding verbal and nonverbal message, skill in receiving or decoding verbal and non verbal messages and empathy.

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 reliance on another person or entity is known as enlightened trust. The effectively functioning person is capable of trust but knows that complete trust is not always warranted. He sizes things up and makes an enlightened decision about when, whom and how much to trust. This includes rational dependence, rejection of simplistic views of human nature and awareness of constraints on trustworthiness.

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 adequacy includes social commitment, openness to socio-political change and tolerance of individual and cultural differences.

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. A socially committed person have feelings of their own community, ready to work for social goals and they are ready to form alliances and interested in long term social goals.

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. Since children especially young ones, have limited understanding of social and political realities, the general disposition may be the best available indicator of later attitudes.

Tolerance of individual and cultural differences

In a society composed of individuals of heterogeneous 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.

So the three dimensions of psychosocial maturity are individual adequacy, interpersonal adequacy and social adequacy. Each dimension has three sub components that contribute to each dimension's effective functioning. The investigator identified a total of nine components and based on these components the researcher tried to prepare the tool.

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 occur between two or more groups with opposing views. It is also related to mediatory interference.

Conflict may occur when

1. A party is required to engage in an activity that is incongruent 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.
3. A party wants some mutually desirable resources that is in short supply, such that the wants of all parties involved may not be satisfied fully.
4. Two parties have partially exclusive behavioral preferences regarding their joint actions.
5. Two parties are interdependent in the performance of functions or activities.

Conflict has become a pervasive element within the school environment as well as in the larger community. 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.

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 investigator reviewed the literature and identified the 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. 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 consists of 60 questions out of which 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. The purpose of analysis is to reduce data to intelligible and interpretable form so that the relations of research problems can be studied and tested (Kerlinger, 1995, P.125)

Interpretation is the process of establishing inferences from the collected facts after analytical study. The usefulness of collected data is in its proper interpretation. The task of analysis is incomplete without interpretation. In fact analysis and interpretation are complementary to each other. Analysis and interpretation of data is presented in the following two heads.

1. Preliminary Analysis
2. Major Analysis

Preliminary Analysis

The important statistical properties of the scores on the variables under study were analyzed as a preliminary step. The mean, median mode, standard deviation, skewness and kurtosis were computed for the whole sample. The details of the statistics are presented in the following table.

Table 1 : Descriptive statistics of the variables psychosocial maturity and conflict resolution management for the total sample.

Variables	Total sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Psychosocial maturity	600	271.15	272	266	28.09	-0.251	-0.274
Conflict resolution management	600	196.77	200	198	23.13	-0.428	-0.500

Table1 reveals that in the case of psychosocial maturity the two measures of central tendency viz., mean and median of the variable are almost equal and mode is slightly deviated from the mean. The extent of skewness obtained is -0.251 which shows the distribution is negatively skewed. The measure of kurtosis is -0.274 which is platykurtic. Skewness obtained is nearer to zero indicating that the distribution has the possibility to be normal. Thus it can be concluded that the distribution of psychosocial maturity is not considerably deviating from the normality.

In the case of conflict resolution management of higher secondary school students the three measures of central tendency mean, median and mode for the total sample are almost equal but mode is slightly deviating from the mean. The extent of skewness obtained is -0.428 which shows the distribution is negatively skewed. The measure of kurtosis is -0.500. which shows that the curve is platykurtic. Skewness is nearer to zero indicating that the distribution has the possibility to be normal. Thus the mean score of conflict resolution management of higher secondary school students are not deviating from the normality.

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 2 : 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 2 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 3 : 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 3 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. The data and results of the 't' test are presented in Table 4.

Table 4 : Comparison of psychosocial maturity and conflict resolution management of higher secondary school students for the total sample and subsamples based on gender and locale.

Variables	Subsample	Category	N	Mean	Standard deviation	t value	Level of significance
Psychosocial maturity	Gender	Male	271	260.2	27.05	9.257	0.05
		Female	329	281.01	25.6		
	Locale	Urban	238	268.4	29.6	1.907	NS
		rural	362	272.9	26.9		
Conflict	Gender	Male	271	190.5	23.22	6.202	0.05
		Female	329	201.9	21.77		
resolution management	Locale	Urban	238	196.6	23.54	0.124	NS
		rural	362	196.8	22.89		

Discussion of results

The 't' value obtained in the case of psychosocial maturity of male and female higher secondary school student is 9.257 which is greater than the tabled value. 1.96 at 0.05 level. This suggests that there is a significant difference in the mean scores of psychosocial maturity between male and female higher secondary school students.

The critical ratio 't' obtained in the case of psychosocial maturity of urban and rural higher secondary school students is 1.907. This value is slight less than the tabled value 1.96 at 0.05 level. Therefore it can be inferred that mean difference in psychosocial maturity between rural and urban higher secondary school students is statistically not significant at 0.05 level.

In the case of the mean scores of conflict resolution management of male and female higher secondary school students the calculated 't' value is 6.202. This value is greater than the tabled value 1.96 at 0.05 level. From this it can be inferred that mean difference in conflict resolution management between male and female higher secondary school student is statistically significant at 0.05 level.

The calculated critical ratio for the comparison of mean scores of conflict resolution management of urban and rural higher secondary school students is 0.124. This value is less than the tabled value, 1.96 at 0.05 level. So it can be inferred that mean difference in conflict resolution management between rural and urban higher secondary school student is not significant at 0.05 level.

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. It was found that there exists a high positive relationship between psychosocial

maturity and conflict resolution management of higher secondary school students. 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. The school environment and teachers should promote various programs that may foster free social interaction and relaxable environment among students and with teachers. It could be better to 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 and in our society. 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 around 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. Provisions should be made for strengthening National service scheme and community service scheme to provide life oriented experiences to the

students for attaining stress free enjoying life. 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.

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