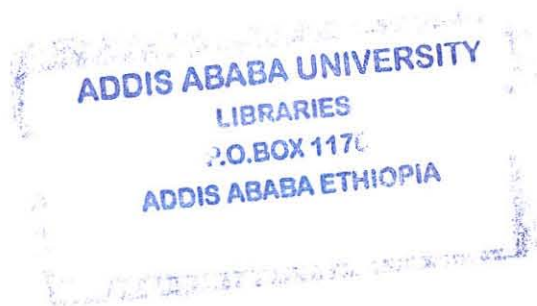
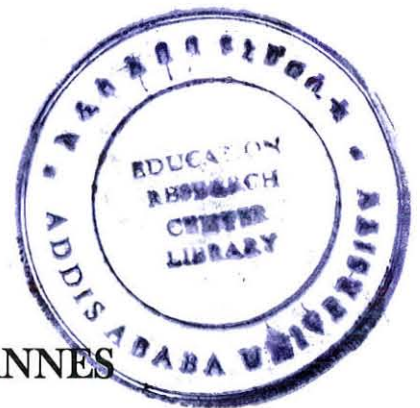


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF PSYCHOLOGY

ADOLESCENTS' INTERPERSONAL CONFLICTS
AND RESOLUTION STRATEGIES:
THE CASE OF SODDO HIGH SCHOOL

BY

DIRITA ABRAHA WOLDEYOHANNES



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**A Thesis Submitted to Addis Ababa University
School of Graduate Studies, Institute of Psychology in
Partial Fulfillment of the Requirements for the Master of
Arts Degree in Social Psychology**

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SCHOOL OF GRADUATE STUDIES
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Approved by the Board of Examiners

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ACRONYMS AND ABBREVIATIONS

CRI	Conflict Resolution Inventory
CTS	Conflict Tactics Scale
CSA	Central Statistical Agency
FGD	Focus Group Discussion
SNNPR	Southern Nations, Nationalities and Peoples Region
UNESCO	United Nations Educational, Scientific, and Cultural Organization

ABSTRACT

This research was conducted to investigate causes of conflicts, types of conflict manifestations, conflict resolution strategies, and gender difference in conflict resolution techniques employed by adolescents. The study was conducted on 350 adolescents (173 females and 177 males) selected from Soddo High School using simple random sampling technique. The data were collected using a questionnaire, interview and focus group discussion. To analyse the collected data, descriptive and inferential statistics were employed (such as percentage, mean, standard deviation and t – test). Moreover, the data obtained through interview and FGD were qualitatively analysed so as to triangulate the findings. The findings indicate that the main sources of conflicts in order of magnitude were misbehaviour, relational issues and competition. Regarding the types of conflict manifestations, the results show that verbal aggression is the most common type of conflict followed by minor physical aggression. With respect to conflict resolution strategies, the finding shows that most of the participants resolve conflict through positive problem solving strategy. On the other hand, FGD showed that the participants resolved conflict through conflict engagement strategy. In respect to gender difference in resolving conflicts, the findings showed no statistically significant difference in all types of conflict resolution strategies. However, the data obtained through FGD revealed that there is some difference. Females, more than males were observed to employ conflict engagement strategy in resolving disagreements. Based on these findings it is concluded that the main sources of conflicts among adolescents are misbehaviour. Regarding the types of conflict, adolescents use mostly verbal aggression. From the finding it is also concluded that most adolescents resolve conflicts by using positive problem solving strategy. The recommendations which are forwarded include introducing peer – mediation programs to schools, incorporating into curriculum lessons on conflict and on its constructive strategies, designing group activities for students to work cooperatively for mutual success .

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In all societies, adolescence is a time of growing up, of moving from the immaturity of childhood into the maturity of adulthood, of preparation for the future (Larson & Wilson, 2004, cited in Steinberg, 2005). Adolescence is also referred to as a period of transitions: biological, psychological, social, and economic (Steinberg, 2005).

Furthermore, Lerner and Galambos (1998) contend that adolescence is a time of excitement and of anxiety; of happiness and of troubles; of discovery and of bewilderment; of breaks with the past and of links with the future. Adolescence can be a confusing time for the adolescent experiencing this phase of life. According to the aforementioned authors, for the adolescents, this period is a dramatic challenge, one requiring adjustment to changes in the self, in the family, and in the peer group. In addition, it was emphasised that adolescence is an especially critical period in the development of conflict- management skills, because it is during these years that advances in the ability to negotiate are accompanied by a growing appreciation of the important role mitigation plays in preserving interpersonal bonds (Adams & Laursen, 2001).

According to Habtamu (1998), people have some instincts, self-interest, values, commitments, orientations, misperceptions and individual differences. Hence, the possibilities for conflict are very high in day to day interaction and living. In this regard, it was assumed that adolescent relationships in particular were fraught with conflicts as well as disruption of personal and social behaviour (Laursen & Collins, 1994). Physiologically speaking, during adolescence, hormonal changes leading to the greater irritability and to negative emotionality may intensify conflict (Brooks, 2004). With all these physical changes, children may assume that they are now mature and demand more freedom. Furthermore, adolescents begin to explore who they are, what they believe, and what they want. They are in the process of forming what Erik Erikson (1980) cited in Brooks (2004) called a sense of identity, a sense

of a differentiated and distinct self. While adolescents explore new experiences and ideas, form new friendships, and make a commitment to values, goals, and behaviour; they might be exposed to conflict and crisis as their choices are worked out (Brooks, 2004).

Conflict is pervasive in human social interaction, apparently across cultures, across time, and across the life course (Larson & Richards, 1994). Few aspects of our lives are more distressing, yet more consistent than our interpersonal conflicts. We often find ourselves in conflict with our peers, our superiors at work, our children, and practically everyone with whom we come into more than passing contact. Because of their frequency and occasional intensity, conflicts can become a major, and in some cases crippling aspect of our lives (Stenberg & Diane, 1987).

The study of interpersonal conflict has burgeoned in recent years, as theorists and researchers have examined the processes and outcomes of children's and adolescents' everyday disagreements and quarrels (Raffaelli, 1997). Perhaps no other stage of life in human development is more prone to conflict than that of adolescence and thus relevant to research. Several theorists argue that disagreements between peers represent a critical developmental challenge. Important social skills are acquired in interactions with age mates, one of which is the ability to amicably resolve disputes (Dunn, 1993 as cited in Laursen et al., 2001). Furthermore, it was stated that children who lack this ability are at risk for maladjustment and social rejection (New-Com, Bukowski, & Pattee, 1993, as cited in Laursen et al., 2001).

A meta-analysis showed that conflicts are most frequent during early adolescence and decline gradually thereafter (Laursen et al., 1998). Moreover, the same meta-analysis found that conflicts seem to be more intense during middle adolescence than during early adolescence. This latter findings has been confirmed by other researchers (e.g. Jensen – Campbell & Graziano, 2000). Furthermore, experiences with relationships in this period of life may be formative for later relationships and in support of this, recent researches have identified this as a period in which diverse patterns of interpersonal conflict occur among adolescents (Laursen et al., 1998).

Schools as social institutions are charged with the responsibility of educating children of a country and have specific goals to achieve. The attainment of these desired objectives necessitates the creation and maintenance of certain conditions both in the classroom as well as the school. Good discipline is among these conditions. In order to realize these goals not only must students adjust to the existing culture and institutions within which they participate, but also live up to the expected degree of cooperativeness, conformity and consistency of behaviour (Hoover, 1972, cited in Ayalew Shibeshi, 1996). By and large, the future of the society is shaped at schools, thus discipline, tolerance, constructive way of resolving conflict by imparting esteemed values of our culture is of utmost importance. However, literature reveals that school conflicts pose a negative impact on the success of the students. In line with this, Amster & Sadalla (1987) contends that classroom teachers spend an inordinate amount of time and energy managing classroom conflicts, which are often not managed well by students. Further, Johnson & Johnson (1996) emphasise that there are potentially numerous negative outcomes of poorly managed conflicts, including lower achievement and detrimental effects on individual students such as stress and challenges to self-esteem and self-efficacy.

In order to deal effectively with adolescent- peer conflicts at school, it is of crucial importance to know its origin. To this end, Johnson & Johnson (1996) show that among the sources are gossip, stolen property, boyfriend-girlfriend issue and class room behaviours.

The nature of conflict is another important component to note in adolescent- peer conflict. Accordingly, Johnson et al. (1995) in their study of conflict and its nature in schools found that 81% of the conflicts involved relationship problems characterized by physical aggression of hitting, kicking, scratching and pushing and that of verbal aggression, name calling, insults, and threats.

Several scholars in the field of Psychology emphasise the developmental importance of conflict resolution strategies in the life course of the young.

To this end, Nucci et al. (1996) noted that conflict resolutions are of particular interest to developmental scholars, because they provide a framework within which children acquire principles of justice, master the regulation of affect and define personal autonomy. Even though constructive conflict resolutions are the most essential in the lives of adolescents, researchers reveal that adolescents are in dire need for this skill. To this effect, the most comprehensive study about conflict resolution strategies was carried out by DeCecco and Richards (1974, cited in Johnson & Johnson, 1996). Over 8,000 students and 500 faculty members were interviewed in more than 60 middle and high schools in New York, Philadelphia, and San Francisco. Greater than 90% of students conflicts were reported to be either unresolved or resolved in destructive ways such as avoiding the conflict or overpowering the opposition. ✓

Several studies have demonstrated gender differences in responding to interpersonal conflicts and found a predominance of aggressive responses among boys and pro-social responses among girls in dealing with conflict situations in a school context. Similarly, Haar & Krahe (1999) showed that boys were more likely to use threats and physical violence, whereas girls tried to mitigate the conflict. Thus, researches attest that a confrontational approach to conflict resolution is more frequent among males, whereas girls show a preference for strategies aimed at avoiding or minimizing conflict.

In the Ethiopian context, the study by Habtamu (1998) reveals how widely aggression is employed as a means of solving problems. In this respect, Habtamu reported the findings of the study conducted in high schools of Addis Ababa (9th to 10th grades) in which over 50% of the respondents indicated that they have been hit or attacked by other students, been punched by someone (82.7%), been hit by parents or guardians (62.7%), and been hit by teachers (68%). Therefore, Habtamu, concludes abusing others and being abused seems to be the accepted way of daily life in schools and in the communities at large. Similarly, Ayalew (1996) stated that in many government schools, it is common to see children whipped by guards when they come late; in the class teachers carry out all forms of punishments on children such as slapping, pinching and whipping. Moreover, when children are brutalized in

schools it is hardly surprising that they begin to interact with their fellow students and later with their fellow citizens in a violent manner.

Besides, it is indicated that schools are thought to be a microcosm of society and that the violence in society is brought into schools. In this view, schools reflect what is occurring in our culture and that because certain communities are filled with violence while almost all communities are touched by violence, both physical and verbal violence in the form of name calling, insults, pushing, shoving and fighting will be a common daily occurrence in schools (Johnson & Johnson, 1996).

Moreover, the family being the first school for the child, in many of our cultures reinforces violence through encouraging the child to defeat his or her peer by aggressive means. These and many others in our culture encourage the adolescents to resolve conflict by a violent means. The researcher's age-old observation and curiosity is what urges the carrying out of this study in the area of interpersonal conflict. The researcher hopes that the study will shed some light on the strategies that will help overcome the aforementioned problems.

Taking into account these and other factors is the basis for this study. As far as the knowledge of the researcher is concerned, there are only meagre studies conducted in this regard which attempted to delve into adolescents' interpersonal conflicts in Ethiopia.

1.2 Statement of the problem

Some scholars termed the period of adolescence as a "double edged sword", to emphasise the crucial importance of the period which requires handling with the utmost care, attention, prudence and professional guidance in order to manage their over stated inner and outer conflicts, thus facilitate successful transition of the period.

Researchers stress that conflict during the period of adolescence is destructive, high in frequency and particularly intense in middle adolescence. Therefore, it is indisputably critical and relevant period for research for evident reasons. Research findings indicate that destructive conflicts in the school settings cause lower

academic achievement as well as undermine the adolescents' self-esteem, self-confidence and self-efficacy; all of which can have a life long detrimental impacts on the success of adolescents. Concerning issues that aggravate conflicts in schools, the norms, values, regulation as well as where the school is situated are crucial. In spite of various policies and regulations to stop corporal punishment of children, as indicated by Habtamu (1998) the old values and habits continue to persist both in the schools and the community. To this effect, teachers and school personnel in general, use corporal punishment as a means of disciplining students. Likewise, students also interact with each other in aggressive manner. Habtamu noted that in the Ethiopian context, aggressors seem to be admired and respected more than tolerant and reasoning individuals. Therefore, these facts strikingly reveal how pervasively aggressive means are employed to resolve problems and disagreements. Moreover, the above stated facts play a big role in perpetuating aggressive means of resolving conflicts in our culture. These calls for urgent attention to tackle the issue.

Furthermore, adolescents are in transitional period from childhood to adulthood: biologically, cognitively, socially and psychologically. The newly unfolding cognitive abilities combined with emerging needs to create interpersonal bonds with peers, makes this period of adolescence especially critical for the development of conflict management. Moreover, with the rapid changes of adolescence comes a heightened potential for both positive and negative outcomes. Hence, for the successful transition of this period, families and schools should provide opportunities that foster effective interpersonal relationship skills for adolescents.

It is crucial to consider the developmental contribution of constructively handled conflict in providing a framework within which children acquire principles of justice, master the regulation of affect, and in general to the overall psychosocially healthy development of independent individuals.

Having worked with adolescents in the school settings, the researcher has observed how much prone adolescents are to destructive conflict. It was also observed that adolescents' interpersonal conflict in the school settings has not received due attention by the concerned stakeholders.

Ethiopia, like many developing nations, has a large adolescent population. It is also true that there is a significant surge in educational coverage in this country. Moreover, it is of crucial importance that, students in secondary education be given due attention for this developmental period which needs careful treatment. They are in a critical point on the ladder of the academic world with heightened emotional conflicts. Therefore, it is only when the period of adolescence and its behavioural manifestations are treated wisely that we can make use of its legacies. More specifically, Soddo High School is one of the schools in SNNPR attended by a large population of adolescents. It is common to see conflicts among peers, often in the school compound and at times in the classrooms. Resolving such conflicts wastes the time of the school administration and teachers' time that could be used for educational purpose. In addition, such conflicts are major concerns for the administration and all those concerned. To cite just one case a student was found with a knife with the intention of harming a fellow student with whom he had a disagreement. Obviously, incidents such as this, cause anxiety and are huge concerns for the school administration as well as students and parents. It is an eye opener for all the concerned bodies including researchers. Due attention must be given and all necessary measures taken to prevent incidents of this nature.

Several researchers have given much weight to the type of interpersonal conflict, but they were limited in seeing the source and conflict resolution techniques in different settings. Hence, it is the keen interest of the researcher to see the above variables in Wolaita adolescents. Taking into consideration all the aforementioned points regarding adolescents, the researcher firmly believes that the period is critical and relevant for research. Research which cannot wait until tomorrow; tomorrow may be too late for some adolescents.

1.3 Objectives of the Study

The major objective of this study was to investigate adolescents' interpersonal conflicts and their resolution strategies.

The specific objectives of the study were the following.

- ❖ To investigate the major sources of conflicts among adolescents.
- ❖ To examine common types of conflicts among adolescents.
- ❖ To identify different strategies adolescents use to resolve interpersonal conflicts.
- ❖ To find out gender difference in conflict resolution strategies used.

1.4 Research Questions

- ❖ What are the major sources of conflicts among adolescents in Soddo High School?
- ❖ What are the common types of conflicts manifested among adolescents?
- ❖ How do these adolescents resolve conflicts among themselves?
- ❖ Is there statistically significant gender difference in the application of conflict resolution strategies?

1.5 Significance of the Study

This research may have social, pedagogical and personal significances. Socially, it will make a good contribution in fostering peaceful and non-violent methods of interpersonal conflict resolutions. As Ethiopia is a multiethnic, multicultural and multilingual country, this study will make humble contribution in creating more tolerance, peaceful and non-violent means of solving problems in our society in the long run.

Pedagogically, schools will benefit a lot from this study. Schools will make use of the results of this research in order to identify those factors that instigate conflicts and disrupt adolescents' active academic engagements; and there by be motivated to find ways and means of working at reducing the destructive conflict among peers. The school administration will utilize the time previously wasted due to destructive conflict on the enrichment of teaching-learning process which will in turn advance

the academic excellence of their students. Furthermore, the researcher hopes that the given study will inspire the concerned stakeholders to make the conflict-management as part of the school curriculum so that schools may produce socially competent citizens who can deal with conflicts in a constructive manner.

The research findings and recommendations will in particular enlighten Soddo High School administration and teachers regarding the source, nature and the resolution strategies of adolescents and consequently may be motivated to take measure to find solutions for the existing situation.

Personally, it will help adolescents to consider their own behaviours and actions that frequently put them in conflict with others and thereby mitigating them. Besides, adolescents will be relieved of the burdens and negative consequences resulting from conflicts.

The researcher also hopes to acquire full-fledged knowledge and awareness of the practices and skills about the nature, extent, and resolution methods of adolescent interpersonal conflict. This enables the researcher to explore her working environment vis-à-vis interpersonal conflicts and apply her knowledge to manage and use appropriate methods for solving similar problems.

Besides, this research will encourage other researchers to carry out further study in the given area which will in the long run make an indispensable contribution to solving one of the problems of our society.

1.6 Delimitation of the Study

This study was delimited in scopes, in terms of area, population, samples and variables in such a way that it could be manageable. Regarding area delimitation, it is restricted to Soddo town because the town is assumed to include many adolescents from different woredas of the zones. With regard to population, it was restricted to grade 9 and 10 adolescents of Soddo High School because the study mainly revolved around middle adolescents. With respect to sample, 350 middle adolescents were considered. In terms of variables of the study, it was restricted to

the sources of conflicts, manifestations of conflict types and the resolution strategies adolescents employ considering gender differences in resolving conflicts.

1.7 Limitation of the Study

The current study was conducted only in Soddo High School. Had it been carried out in more high schools of different regions the findings of the study would have been more representative of the adolescents in Ethiopia hence more applicable. Thus the findings are more pertinent to adolescents who are living in Wolaita area. Further, the findings of this research would have been more inclusive if data had been collected on gender regarding sources and types of conflict manifestations. However, the researcher was limited by scope, time and finance.

1.8 Operational Definitions of Key Terms

Adolescence

Several researchers have grouped adolescence into three developmental periods, these are, early adolescence (ages 10-13), middle adolescence (ages 14-17), and late adolescence (18 until the early twenties) (Arnett, 2004). In this study adolescent refers, mostly to the middle groups. This is because; according to some findings middle adolescents are more intensely involved in risky and destructive conflicts than the other age groups.

Peers

According to Laursen et al. (2001) peer relationships were divided into four categories: acquaintances, friends, romantic partners, and siblings. Acquaintances include dormitory roommates, non friends, and classmates not otherwise specified as friends.

For the purpose of this study peers, are defined as acquaintances at school and classmates who are not specified as friends.

Conflict

Conflict is defined as a dyadic, interpersonal event involving overt behavioural opposition (Shantz, 1987). More expressly, in this study, conflict is the

disagreement, discord, and friction between individuals. Such conflicts mostly involve emotions which end up with disruptive effects.

Aggression

For the purpose of this study, the definition of aggression is adapted from Aronson, Wilson and Akert (1994 cited in Habtamu, 1998) as an intentional action aimed at doing harm or causing physical or psychological pain to another person.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 An Overview of Adolescents' Interpersonal Conflict

According to Laursen & Collins (1994) both formal theory and popular wisdom portray adolescence as a period of heightened interpersonal conflict. Furthermore, Santrock (2003) contended that, G. Stanley Hall (1844- 1924) who is considered to be the father of the scientific study of adolescence stated that adolescence is the period filled with storm and stress. Further, the same author indicated that the storm- and – stress view is Hall's concept that adolescence is a turbulent time charged with conflict and mood swings. Although contemporary formulations are somewhat at odds with common views of adolescence as a period of disrupted personal and social behavior, the stereotype persists (Steinberg, 1990, cited in Laursen & Collins, 1994).

Similarly, Buchanan et al. (1992) noted that adolescents are often portrayed as moody. They can be happy and friendly one moment, and angry or sad the next. It is difficult to identify one single source for these mood changes, because adolescents are experiencing so many changes such as physical development, school transitions, new cognitive abilities, as well as increased concentration of hormones at the same time. Further, the authors indicated that adolescents are viewed as rebellious and uncontrollable.

In addition, Steinberg (2005) stated that the development occurring around the time of puberty can upset interpersonal balances that are established during childhood. The same author further noted that puberty may have an effect on relationships in the peer group.

Similarly, Johnson & Johnson (1996) point out that conflicts among students do occur frequently in schools and that students by and large use conflict strategies that create destructive outcomes by ignoring the importance of their ongoing relationships. In line with this, Adams & Laursen (2001) outline, that over the course of a given day, most adolescents find themselves involved in one or more conflicts with family and peers. In addition, Laursen et al. (1996) show that because

disagreements are a microcosm of larger patterns of social interaction, conflicts usually are managed in a manner that reflects salient properties of a relationship.

According to Berndt & Keefe (1992) there is evidence that the destructive management of conflict may lower achievement; increase conflict between friends, longitudinally predict detachment from school and lower grades. Opatow (1991) concluded from her study that as the stress created by conflicts with peers increases, attendance and academic work often suffer. Furthermore, the ability to manage conflicts constructively is an essential aspect of psychosocial health and adjustment; without the ability to manage conflicts, children can easily become socially isolated, which is associated with behavioral maladjustment (Johnson & Norem-Hebeisen, 1977, cited in Johnson & Johnson, 1996).

Reese- Weber & Marchlan (2002) indicate that in addition to identity development in adolescence, there are two other developmental tasks of adolescence. These include building skills and developing intimacy with the opposite sex. The same authors further noted that, conflict that occurs in adolescents' romantic relationships has been linked to mental health concerns such as anxiety and depression. Further, it was indicated that beginning in mid-adolescence, conflict with romantic friends increased (Furman & Buhrmester, 1992; Miller, 1993, as cited in Laursen & Collins, 1994).

According to Steinberg (1990) conflicts are thought to contribute to the development of autonomy and independence and teach adolescents to consider alternative or opposing points of view. Indeed, research indicated that adolescents' identity development and interpersonal skills are more advanced in families wherein family members express their own point of view and allow disagreements to arise.

Similarly, Youniss & Smollar (1985) indicated that during adolescence, youngsters face the dual challenge of forging an individual identity while maintaining interpersonal connections. Furthermore, the same authors noted conflict interactions which permit frank expression of differences and self-interest are thought to foster a sense of uniqueness and individuality. Further, it was stated that,

various theories of conflict posit that conflict is a necessary and positive condition for development and growth of children and adolescents, and schools should therefore encourage and promote conflict and be conflict-positive rather than conflict-negative organizations.

According to Englund et al. (2000) an important issue in adolescent social competency is functioning effectively within peer relationships, including tasks such as working cooperatively with and considering perspectives of others, collaboratively solving problems, and constructively negotiating conflict. In addition, peer adolescent interactions provide opportunity to learn new social skills and generalize social skills learned in the family.

2.2 Theoretical Perspectives

Although conflict has a powerful role in fostering social development, research regarding interpersonal conflict within adolescence has been hindered due to theoretical neglect (Laursen & Koplas, 1995). There are, however, several specific theories that can be examined in relation to adolescents' interpersonal conflict and resolution strategies. In this respect the main research theory adopted to guide this research is social relational model. This is because the model deals with conflict and its resolution in various social contexts.

2.2.1 Social Relational Model

In this model, adolescents' behavior varies more as a function of a relationship in which conflict arises and the setting in which it takes place than as a function of the age or maturation level of the conflict participants (Laursen & Collins, 1994).

According to Collins & Laursen (1992) variation in conflict behavior should be evident as a function of the ease with which an interdependent relationship may be dissolved. The same authors further state that closed relationships (parent-child and sibling bonds) are constrained by kinship, norms, and laws. They change slowly and are not easily disrupted. Open relationships such as romantic partners and friends are voluntary and more fluid. They are formed and transformed with greater frequency.

Laursen & Collins (1994) noted that the characteristics of closeness and relationship stability are presumed to interact to determine adolescent conflict behavior. The aforementioned authors further stated that in close peer relationships, adolescents should minimize the frequency of disagreements, and compromise in those that do arise so as not to disrupt the relationship. Such precautions are not necessary to preserve family ties, so more conflict and submission are expected. Relationships with neighbors, employers, teachers, and classmates are not characterized by closeness and, consequently, should involve relatively little conflict. When conflicts arise, less compromise and more negative outcomes are expected as individuals constrained by neither closeness nor kinship resort to tactics that damage affiliations.

Clark & Grote (1998) noted that when persons are dependent on each other for outcomes, such as in close relationships winning an immediate conflict may not be as important as maintaining continuing rewards from the relationships. Further, the same authors indicated that in relationships that are not interdependent for instance strangers, when conflicts occur, participants may find their own immediate outcomes more salient than some unspecified future rewards or the outcomes of the other person.

The social relational model suggests that open settings in which participants are free to leave may involve more constructive conflict behaviors. In contrast, participants in closed settings who are “stuck” with one another are less likely to become anxious about the interaction ending and may allow themselves to become more negative during conflicts (Laursen & Collins, 1994).

2.2.2 Social Interdependence Theory

Social interdependence theory posits that conflicts are inherent in all social relationships, and the way in which they are managed depends on the nature of the social interdependence existing in the situation (Deutsch, 1949, 1962, 1973; D.W. Johnson, 1970, 1974; D.W. Johnson & R. Johnson, 1979, 1989; Tjosvold, 1986, cited in Johnson & Johnson 1996). The aforementioned authors further indicate that structuring a situation cooperatively individuals working together to achieve mutual

goals result in promotive interaction. Hence individuals acting to promote each other's goal achievement, create constructive and healthy resolutions of conflict.

However, the above stated authors further noted that structuring a situation competitively such as, individuals working against each other to achieve an exclusive goal results in contrient or oppositional interaction; for instance individuals acting to obstruct each other's goal achievement, which creates destructive and unhealthy resolutions of conflicts.

According to Johnson & Johnson (1996) cooperative structure results in promotive interaction. The structure and the interaction patterns tend to be consistent. What determines whether promotive or oppositional patterns of interaction occur is the perception of the context of the conflict, not the actual context, two individuals can perceive themselves to be in competition and act accordingly when in fact they are not.

2.2.3 Social Perspective Taking

Peer relationships and friendships become more intense and important during adolescence, and social demands become increasingly complex. The ability to meet the increasingly complex demands of social interactions during adolescence has been explained through various developmental theories. Selman et al. (1986) presented a structural-developmental approach to understanding social perspective taking and its relation to social competence. According to Selman's theory, the manner in which children and adolescents resolve peer conflicts changes over time as increased skills in social- perspective taking develop. Because of these developmental changes, adolescents' abilities should be examined separately from children's. Selman's approach, which focuses on a four – stages of social understanding in which one becomes increasingly sophisticated in social perspective taking interpersonal negotiation strategies (Johnson & Johnson 1996; Selman et al., 1986) will be briefly reviewed.

Level 0 – strategies are primarily impulsive, physical strategies in which conflicts are resolved through a “fight or flight” perspective. For example, a child might utilize a simplistic “out of sight, out of mind, here and now” solution such as exiting

conflict situation to go to play with another toy or using physical force to solve a disagreement (Shantz, 1987). Those strategies lack coordination of the perspective of the protagonist and the other person involved in the problem (Selman et al., 1986).

Level 1 – strategies, however, involve recognition that the significant other and protagonist may have different perspectives within a particular context. Recognition of the subjective and psychological effects of conflict occur, but are seen as applying to only one party in the conflict (unilateral orientation); conflict is not understood as a mutual disagreement. Resolution strategies include one-way commands and assertions or accommodation to the significant other. Shantz (1987) elaborated that resolution with Level 1 strategies essentially involves one party stopping their action and compensating so that the other party will feel better. For example, prototypic strategies include negating or compensating to undo the conflict: “give him back what you took or take back what you called him,” or whoever started the fight should “just say he’s sorry” (p.295).

Level 2 – strategies involve a bilateral notion of conflict; a mutual perspective regarding conflict is still not present. Shantz (1987) described assessment protocols from children ages 8 – 14 that indicated children suggested both parties to the conflict must agree that the conflict is over, but do not appreciate that those agreements must be mutually satisfying. Children at this level of social perspective taking see conflict as arising outside the relationship, and therefore solution should make each person happy. Solutions used by children at this stage include taking turns, convincing a friend that one’s own viewpoint is the correct one, or suggesting other behaviours that protect one’s own interests (Selman et al., 1986). The advancement in understanding the effects of conflict at this stage over previous stages is a distinction between appearance (words) and reality (truth). That is, it is not enough to “take back” hurtful words; one must also be sincere (Shantz, 1987).

According to Selman et al. (1986) theory, **Level 3** – strategies are evidenced during adolescence and beyond. In this is an awareness that certain conflicts may reside within the relationship itself; thus, the only real solutions would be those that are

mutually satisfying (Shantz, 1987). Typical strategies at this stage involve dialogue, process analysis, compromise, and development of shared goals. Those strategies involve an understanding of concern for continuity of the relationship over time (Selman et al., 1986).

2.2.4 Cognitive-Developmental Models

According to Selman (1981), Smetana (1989) and Youniss (1980) cited in Johnson & Johnson (1996) state that conflict is the mechanism by which children and adolescents acquiring new cognitive structures, developing new perspectives and stage like shifts in patterns of reasoning which result in changes in behavior toward parents and peers. The new behavior patterns create new conflicts, as roles and normative expectations are renegotiated.

According to Laursen & Collins (1994) adolescents' cognitive advances also imply changing patterns of conflict resolution. Further, researches show that compromise and negotiation, are the most cognitively sophisticated resolution tactics, requiring advanced stages of reasoning (Selman, 1981; Smetana, 1988 and Youniss, 1980, cited in Laursen & Collins, 1994). Furthermore, the above stated researchers indicate that, as mental abilities improve, so too should rates of compromise. Consistent with Piaget's (1932/1965) as cited in Laursen & Collins (1994) original depiction of social relations, friends, not parents, foster initial cognitive advances. Similarly, the same researchers show that, adolescents would be expected to compromise more frequently with peers than with adults.

According to Laursen et al. (2001) the argument is often made that peer relationships provide children with opportunities to hone conflict resolution skills that are unavailable in other relationships. According to different developmental accounts, peers increasingly resolve disagreements through negotiation and compromise as the nature of their conflicts change and as they become more adept at avoiding coercive exchanges. Several theorists, elaborating on Piaget's (1932/1965) cited in Laursen et al. (2001) assertion that peer relationships alter the child's understanding of the social world and subsequent behavior in it, have suggested that conflict resolutions are a product of social cognitive maturity (Dunn,

1993; Selman, 1980; Smetana, 1988; Youniss & Smollar, 1985 as cited in Laursen et al., 2001). Similarly, Laursen & Collins (1994) outlined that cognitive development prompts advances in social understanding that permit self-interests to be subordinated to the interests of the partner and the relationship. Thus, social cognitive gains encourage a preference for negotiated resolutions that spurs the mastery of compromise skills. Scholars adopting an experiential perspective agree that coercion gives way to negotiation, although the purported mechanisms of developmental change differ. Furthermore, Laursen et al. (2001) indicated that tuition and practice promote the social skills necessary to resolve conflict in a manner that avoids disrupting the relationship. Thus, advances in interpersonal skills enable more sophisticated compromise behaviors which foster a social cognitive appreciation for relationship distinctions.

2.2.5 Psychoanalytic Models

Psychoanalytic theory posits that conflicts with and detachment from parents are a healthy necessity for encouraging individuation, realigning relationships, and reducing anxieties (Boos, 1979; Freud, 1958, as cited in Johnson & Johnson, 1996). According to Johnson & Johnson (1996) as the person matures, family relationships are disrupted, conflicts ensue, and the person withdraws and establishes alternative caring and committed relationships with peers that replace the close ties with parents.

Neo-Freudian views as described by Laursen & Collins (1994) state that psychological and behavioral realignment results from physiological maturation. Further, the same authors noted that biological changes at puberty reawaken oedipal desires. Unlike the phallic period, these urges produce intrapsychic conflict with and detachment from parents are normative pathways for adolescents to realign relationships and reduce anxieties. In addition, the same authors state that libidinal urges flood the adolescent, erupting into conflict with parents. To cope, the adolescent withdraws, provoking more disputes. Generational conflict subsides with the establishment of alternative love objects. Neoanalytic theorists differ on the rate of change. Blos (1979) cited in Laursen & Collins (1994) posits more gradual alterations than A. Freud, but agree that the incidence and intensity of parent-child

conflict peak with the onset of pubertal maturation and decline as peers become the focus of sexual attraction.

2.2.6 Moral Development

Moral development is an important dimension of human development. It can be defined as the “*development of values and rules a person uses for balancing or adjudicating the conflicting interests of the self and others*”(Westen, 1996). However, differing schools of thought offer very different perspectives on this definition and on how children develop moral reasoning and or moral behaviours. Behaviourists believe that moral behaviour, like other behaviour, is learned through processes of conditioning and modelling. Cognitive theorists, on the other hand, argue that moral development proceeds through a sequence just as a child’s cognition develops. Kohlberg described stages of development that move from a child’s preoccupation with the consequences of behaviour on oneself to moral judgements that incorporate the rights of others, and eventually incorporate universal principles of ethics (Newman and Newman, 1998; Kohlberg, 1976, as cited in Mangrulkar et al., 2001).

According to Eccles (1999) cited in Mangrulkar et al. (2001) there are critical changes that take place from middle childhood to adolescence. The biological transformations of puberty, the psychological changes that accompany an emerging sexuality, changing relationships with peers and family, and the growing ability for early adolescents to think abstractly, to consider multiple dimensions of problems, and to reflect on themselves and others represent a critical moment in human development. The aforementioned author further noted that whether young people move through these changes acquiring the requisite skills to make a healthy transition to adulthood, depends in large part upon the opportunities afforded them from their environment. With rapid change comes a heightened potential for both positive and negative outcomes, creating important opportunities for families, schools, and out-of-school programs to interact with adolescents in a way that fosters growth and development.

2.2.7 Developing Social Skills

The adolescent years represent a very challenging time as relationships with parents, peers and other become more complex. Effective social interactions are a critical factor for successful functioning in the home, school and work (Mangrulkar et al., 2001). The same authors further noted that one perspective on social skills, linking them directly to behavioural outcomes, is the social skills deficit model. This model hypothesizes that children who fail to develop the skills for interacting with others in a socially acceptable manner early in life are rejected by their peers and engage in unhealthy behaviours (violence, the abuse of alcohol and other drugs, etc.). According to Sadowski (1998) cited in Mangrulkar (2001) one of the best predictors of chronic delinquent offending and violence in adolescence is antisocial behaviour in childhood. Deffenbacher et al. (1996) cited in Mangrulkar et al. (2001) states social skills training increases positive social skills with which to handle inevitable social disagreement and conflict. As they employ these skills, anger is reduced through improved communication, and the consequences of uncontrolled anger are therefore reduced.

Mangrulkar et al. (2001) contended that perspective taking and empathy are two critical social skills. While research has supported the idea that children's social awareness begins from an egocentric perspective, it has also found that even young children have an awareness of others' feelings, and often respond to the distress of others' based on their levels of empathic understanding. Similarly, Slaby & Guerra (1998) state that guiding children to practice these empathic responses within conflict situations can build habits of thinking and caring about other people's perspectives and feelings and help them to come up with non-violent solutions instead of resorting to aggression.

2.3. Adolescents' Interpersonal Conflicts and Resolution Strategies

2.3.1 Sources of Conflicts

Many scholars agree that there are back rooted sources for the incident of conflict and violent behaviors, especially in the family related sources. Some studies indicated that abuse in the early life causes aggressiveness and violence in their later personality. To this respect, Habtamu (1998) contended that those who act violently had also been victims of violence, by others such as by parents, teachers, peers etc. Some of discipline problems or misbehaviors found in Addis Ababa senior secondary schools by Ali Yemer et al. (1997) and Kassaw Ali (1997) cited in Habtamu (1998) which are related to adolescent-peers' conflict include cheating/copying from each other, theft, destroying school properties, snatching property from peers, teasing/mocking, smoking in school/class, talking out of turn in class and making un necessary noises (whistling). Raffaelli (1997) stated that the precipitating action or cause of conflict has been most frequently studied; less is known about the social and activity settings in which conflicts occur. In one study, high school students reported that acting in an "*untrustworthy manner*" was the most frequent cause of conflict with friends, followed by "*disrespectful acts*" (boys) and "*lack of sufficient attention*" girls; (Youniss & Smollar, 1985). At Colombine high School, the killers were viewed as "nerdy losers" and troubled adolescents. One had been rejected by a woman he wanted to take to the prom (Alderfer, 1999, cited in Roy, 2000). On a videotape made by the killers, both men talk about how they felt mistreated by classmates and relatives (Janofsky, 1999, cited in Roy, 2000).

The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively (Johnson & Johnson, 1994).

According to Burrell and Vogl (1990) the cases referred to mediation were rumors, stolen property, or boyfriend-girlfriend issues. In addition, the same authors indicated that in one high school during the 1986-1987 school year, among the cases of conflicts mediated were, gossip, property loss and racial incidents.

Araki (1990) in a 2-year study on a peer mediation project implemented in a high school, in an intermediate school, and an elementary school in the Honolulu school district in Hawaii, found that among the cases of conflicts with the highest occurrences were gossip and class room behavior.

Davison-Aviles et al. (1999) contend that the transition from the family group to other social groups is both the hallmark of adolescence and the bane of existence for many adolescents. A secondary school teacher once said that he believes that adolescents say a prayer each morning when they wake up: "*Don't let me be humiliated, don't let me be alone.*" Furthermore, the same authors state that Latino students who had dropped out of high school reported themes of alienation and discrimination in school. However, some were able to withstand those forces and find a way to resolve and come to terms with their situation. A perfect example of this is an editorial in the East Brunswick, New Jersey, Home News Tribune (Sarnak, 2000 cited in Roy, 2000). On the teen science page, a student wrote an editorial with the following title: "Being Popular in School Is No Longer That Important. She wrote about the cliques in middle school and their powerful weapons of humiliation and exclusion.

According to Parker et al. (2005) research has explored the influence of jealousy in early adolescent friendships which may occur when same – sex (typically girls') friends begin to develop romantic interests. Jealousy, as perceived by others, is associated with greater loneliness, aggression, and maladjustment in social relationships.

Allen et al. (2005) noted relationally aggressive behaviors such as excluding, ignoring, and spreading rumors, may allow young girls to control their peers in ways that lend them to be seen as high in status and popular.

Furthermore, Johnson & Johnson (1994) indicated that most schools are dominated not by cooperation but by competition. The same authors further noted in competitive situation, individuals work against each other to achieve a goal that only one or a few can attain. One can attain his or her goal if and only if the other people involved cannot attain their goals. Competition is based on scarcity; students

are often supposed to compete, for example, for rewards that are restricted to only a few who perform best. Competitors, therefore, seek outcomes that are personally beneficial but detrimental to all others in the situation.

According to Deutsch (1962, 1969, 1973), Johnson, (1974), D.W. Johnson & R. Johnson, (1989), cited in Johnson & Johnson (1996) in competitive situations the following are generally true. Communication tends to be avoided or tends to contain misleading information and threats. (a) competitor tends to delude and mislead the other person about his or her interests while striving to obtain information the other is unwilling to disclose. (b) There are frequent and common misperceptions and distortions of the other person's position and motivations; these misperceptions and distortions are difficult to correct. (c) The relationship is characterized by distrust and exploitation. Individuals have a suspicious, hostile attitude toward each other that increases their readiness to refuse each other's requests and exploit each other's wants and needs. (d) Each individual tends to deny the legitimacy of the other person's wants, needs, and feelings and strives to maximize his or her won gain at the other's expense.

Although adolescents in romantic relationships have undoubtedly had experience dealing with conflict in close relationships such as with parents and friends, the interpersonal conflicts that frequently arise in romantic relationships are novel experiences. Adolescents rate negotiating conflict within a romantic relationship as a critical concern and source of angst (Grover & Nangle, 2003).

2.3.2 Types of Conflict

According to Habtamu (1998) some of the main violent (anti-social) behaviors observed in the high schools were: physical attack, kicking, biting, battering, pinching, spitting, scratching, hitting/beating with hands, hitting/beating with objects, insulting/swearing, name calling, and shoving/pushing. Habtamu, further noted that knowingly or unknowingly, parents and teachers use sever physical punishment on children which subsequently, leads adolescent-peers to employ similar aggression on each other. The majority of the conflicts referred to mediation involved verbal disagreements, physical fighting, and rumors. Schumpf et al.

(1991) reported that of 245 conflicts referred to peer mediators in a Midwestern middle school of approximately 1,000 students (25% African American, 70% Caucasian, 5% Asian), 26% involved name calling, 23% involved rumors, 16% involved hitting and fighting, and the other 35% involved a wide variety of issues.

Similarly, MacDonald & Costa (1996) surveyed 231 seventh-, eighth-, and ninth grade students from five central Alberta junior high schools. They found that the conflicts reported, in order of frequency, were (a) teasing, swearing, name calling; (b) verbal threats; (c) things damaged or stolen; (d) pushing, hitting, grabbing; (e) physical fights; (f) bullying; (g) being spat upon; (h) ethnic conflict; (i) sexual harassment; and (j) threats with weapons. They concluded that students may be increasingly accepting violence as part of their schooling experience. In addition, Johnson & Johnson (1996) stated that at least 15 studies on the types of conflicts that students face in schools have been conducted and the results were fairly consistent. Thus the common types of conflicts in schools were found to be verbal harassments such as name calling, insults, verbal arguments, physical fights, and dating or relationship issues. The researchers indicated that physical violence that was documented almost never involved serious altercations or violations of law. Hence, the authors stressed that educators should be concerned about the frequency with which students manage their conflicts in destructive ways.

2.3.3 Conflict Resolution Strategies

The differences in wants, needs, perceptions and aspirations among individuals and among groups, stemming from individual uniqueness, require a constant process of conflict resolution in daily life at every level from the intrapersonal, the family and the community, to the international community (UNESCO, cited in Habtamu, 1998). Although research with children indicates that conflict strategies vary according to the relationship with the other person in the conflict, to date little research of adolescent- peer conflict has examined important variables such as the relationships between peers (Weitzman, 2001).

According to Laursen (1993b) after conducting a meta-analysis of 12 studies of adolescent conflict management styles, he found that adolescents rarely used

problem-solving strategies. Instead, conflict resolution strategies used most often were avoidance or competition.

Moreover, Johnson & Johnson (1996) from naturalistic observations, experimental analogs, and self-reports has concurred that adolescents' conflicts tend to be resolved with power assertion and disengagement, instead of negotiation. Similarly, Weitzman (2001) states that adolescents appear to have a very limited repertoire of possible responses to conflict, primarily engaging in either competition or avoidance strategies. Other strategies such as compromise, collaborative problem-solving, or accommodation rarely appear to be within the realm of responses to deal with their conflicts. Results clearly indicate these students need to be taught that other methods of conflict resolution exist and how to enact them.

Peterson & Peterson (1990) found that both children and adults in schools either avoided conflict or confronted the other person. Avoidance was used twice as often as confrontation.

The study of Opatow (1991) reveals that from her interview students lacked the skills to manage their conflict in constructive ways and were limited to two extreme reactions—fight or flee. The students tended to: (a) engage in ritualized posturing, (b) not explore ways to integrate the interests of disputing parties, and (c) act out their anger rather than describing or explaining it. Ninety-five percent (38) of her respondents engaged in inward retreat such as “*hold anger in,*” or *act like nothing happened,*” “*don't talk with them*” or emotional outbursts such as scream, yell insults, stomp feet”. Opatow concluded that these students were virtually unable to communicate their concerns in a conflict; problem solving, therefore, was practically nonexistent. The strategies students used were typically reactive rather than thoughtfully selected.

Moreover, Johnson & Johnson (1996) indicated that untrained students of all ages rely on withdrawal and suppression of conflicts, the use of aggression for coercive purposes, or telling the teacher so that the teacher will coerce the other into conceding. In almost no case did students use integrative negotiation procedures or strive to solve the problem on which the conflict was based. The researchers further

indicated that untrained sixth –through ninth-grade students used forcing, withdrawing, and smoothing to resolve their conflicts. According to Johnson & Johnson, 1995b, 1995c, cited in Johnson & Johnson (1996) examined the impact of the Peace-maker program on sixth-through ninth-grade students' approach to negotiating. The same researchers found that when given a choice, over 90% of the untrained students chose to negotiate in a distractive way by maximizing their own outcomes at the others' expense. Roderick (1987) stated that most students think their only choices when faced with a conflict are to attack and to withdraw.

Nevertheless, according to Adams & Laursen (2001) peers increasingly resolve disagreements through negotiation and compromise as the nature of their conflicts change and as they become more adept at avoiding coercive exchanges. The same authors further state that their study revealed negotiation to be the predominant means of resolving conflict between peers, but they did not support the assertion that peers refrain from coercion.

In line with this, a meta-analysis on conflict management with close peers which is defined as friends and romantic partners Laursen (1993a) showed that adolescents used more negotiation with close peers than either disengagement (Characterized by withdrawal or standoff) and power assertion (defined as demanding behavior until the other person submits). Further the aforementioned author stated that peers are similar in status and power, hence mutual negotiation is needed to resolve conflicts. In addition, peer relationships are voluntary and partners can opt out, so non coercive strategies for resolving conflicts are likely to predominate. Similarly, Von Salisch & Vogelgesang (2005) contends that adolescents tend to use negotiation strategies to manage conflict more than younger children do.

Moreover, according to Habtamu (1998) the methods of conflict resolutions used in settling various disputes and conflicts, various factors such as ethnicity, religion, education level, culture and other variables will play some role on a strategy a family/ community uses to resolve conflict.

Studies by Johnson & Johnson (1996) as part of their research about the '*Teaching students to be peacemakers*' conflict resolution program, showed that inner-city

students who were untrained in any type of peer mediation or conflict resolution skills invariably utilized a competitive approach that was often physical. The same authors further noted that students in suburban settings likewise most frequently utilized a competitive approach, although often of a verbal nature. Further, the aforementioned authors stated there is evidence that conflict resolution and peer mediation training results in students knowing the negotiation and mediation procedures, being able to use the procedures in actual conflicts, transferring the procedures to non class room conflicts. In addition, the aforementioned researchers indicated that the integration of subject area learning and the learning of the conflict resolution and peer mediation procedures can increase students' academic achievement.

2.3.4 Gender Difference in Conflict Resolution Strategies

According to Maccoby (1990) gender variable has been shown to influence the management of interpersonal conflict; he points out that researchers have found gender differences in communication that may be related to conflict resolution. In addition the same author indicated that practicing social skills within primarily same-sex peer groups, the two sexes form distinctive patterns that carry over into adolescent and adult relationships. In line with this, the aforementioned author contends that gender socialization perspective, females are more likely to use supportive interactive styles because of the extensive exposure to these strategies in their interactions with other females, and males are more likely to use restrictive and controlling interactive styles that work well in larger play groups.

Furthermore Bahr et al. (2002) points out that girls are more likely than boys to use solution oriented conflict resolution strategies, whereas boys are more likely than girls to compete in their disagreements. Lindeman et al. (1997) found a predominance of aggressive responses among boys and prosocial response among girls in dealing with conflict situations in a school context. Further, Black (2002) indicated that during videotaped discussion sessions about unresolved problems in their friendships, females were rated lower in withdrawal and higher in communication skills and supportive validation than were males. Males rated their relationships with best friends higher in conflicts than females. Moreover, research

findings imply that an increasing emphasis on compromise with friends, rather than submission, may be restricted to females (Eder, 1990; Fitzpatric & Winke, 1979; Goodwin, 1987; Krappmann & Oswald,1987; Youniss & Smollar, 1985, as noted by Laursen & Collins, 1994). The same authors also stated that Males of all ages rely almost exclusively on submission to resolve disputes with friends.

According to Maccoby (2000) there is evidence to suggest that a confrontational approach to conflict resolution is more frequent among males, where as women show a preference for strategies aimed at avoiding or minimizing conflict.

Similarly, it is indicated that girls are relatively more compromising, communicative, and supportive with their same-sex friends, where as boys are more insistent, forceful, and antagonistic (Black, 2000, Chung & Asher, 1996; Miller, Danaher, & Forbes, 1986; Rose & Asher, 1999, cited in McIsaac et al., 2008). In addition as part of a larger cross cultural study in investigating sex and developmental differences in aggression, Osterman et al. (1997) cited in Owens et al. (2005) studied the conflict resolution strategies of children and adolescents (8, 11, and 15 years old) in Finland, Italy and Poland. They found that girls tended to use constructive conflict resolution and third party intervention more than boys.

According to Yeates et al. (1991) among younger adolescents, boys tend to see aggression as an effective strategy for getting their way with friends, where as girls use withdrawal or conciliatory measures. Further, the same authors stated that with age, adolescents specially girls use increasingly sophisticated problem-solving skills to resolve conflicts with friends.

✓ Nevertheless, Nadler & Nadler (1984) cited in Johnson & Johnson (1996) contended that most studies on conflict resolution show no gender differences. In addition, Feldman & Gowen (1998) cited in Owens et al. (2005) emphasized that the evidences for sex differences in conflict resolution is inconsistent with a number of studies reporting no or very few sex differences.

In relation to this in the Ethiopian context, according to Habtamu (1998) conflicts or disputes in families are settled by elders who are males. The author further state that mediation involves consultation, gathering of facts, opinions, discussions, reaching to some compromise and setting some conditions.

CHAPTER THREE

METHODS OF THE STUDY

3.1 Research Design

The purpose of this study was to examine the major sources of adolescent-peer conflicts, the types of conflict manifestations, the conflict resolution strategies employed by the adolescents and gender differences that may exist in resolving conflicts.

In order to materialize the purpose of the study, both quantitative and qualitative methods of analysis were employed. Quantitative method was mainly used as a means of analyzing the collected data through the questionnaire. In addition, qualitative method was used for the purpose of supplementing and addressing the gap that may be left unattended and thus to enrich the study by means of data collected through interview and focused group discussion.

3.2 Study Site

The study area was Soddo town, in Woliata Zone which is found in SNNPR, located 390 kilometres South West of Addis Ababa. The Zone consists of 12 Woredas and its total population is estimated to be 1.7 million (CSA, 2007). In the zone, Soddo is the biggest, and is the capital of Wolaita Zone, with the total population of 90, 928. Many adolescents come to the town from different Woredas of the Zone, for further education such as high school, preparatory and colleges as well as looking for job opportunities and for a better life.

This research site was chosen for several reasons. First, to the knowledge of the researcher, most researches are carried out in Addis Ababa and its surroundings hence, the researcher believes that conducting it in Soddo High School adds to the existing knowledge at large. Second, since Wolaita Soddo Zone is one of the most populated (CSA,2007) zones of SNNPR, the High School is attended by a large number of adolescent students which enables the researcher to get relevant information for the success of the study.

3.3 Target Population

The target population of the study was Wolaita Soddo High School, mostly, middle adolescents of 9th and 10th grade regular students. The given age group of the population was chosen on the account of the following reasons: First, the researcher believes that the stated age group of students are mature enough to understand and to respond to the items of the research instruments. Second, researchers have identified conflict to be more intense in middle adolescence rather than early adolescence (Laursen et al. 1998, and later confirmed example by Jensen-Campbell & Graziano, 2000). Third, middle adolescence includes both early maturing and late maturing adolescents which may facilitate rich information for the research.

3.4 Sample and Sampling Technique

The sample was selected first by stratifying the 9th and 10th graders. Then, having classified the population of the study into two grade levels, simple random sampling was employed in order that all the students in the 9th and 10th grades may get equal chance of being included in the study and thereby the sample of the study may be representative of the whole adolescent population of the two stated grades. The sample size was determined by using the method of determining sample size from a given population, developed by Cohen et al., (2005). Their method gives a standard sample size for a given population. Accordingly, the sample size for quantitative analysis was 350 adolescents (173 females and 177 males). The sample was selected from a population of 3164 students of which 1559 were from 9th grade and 1605 were from 10th grade. To obtain the required sample size (350), systematic random sampling technique was employed by taking every 8th student from the total list of 9th and 10th grade students.

Twenty five participants who were articulate, active, confident and willing, were selected for the focus group discussion purposively in consultation with home room teachers. Likewise, twenty participants who were articulate, and outgoing were selected for the interview with the help of home room teachers.

3.5 Instruments of Data Collection

In order to investigate in depth the relevant information for the study, the means of data collection were triangulated. Thus questionnaire, interview and focus group discussion (FGD) were employed as tools of data collection.

3.5.1 Questionnaire

The questionnaire is divided into four sections based on the focus of the questions. The first part is meant to assess the characteristics of the respondents, such as sex, age and grade level. The rest of the three sections are meant to assess adolescents' sources of conflict, types of conflict behaviour manifestations and resolution strategies employed by them.

3.5.1.1 Adolescents' Conflict Source Assessment Questionnaire

A questionnaire was developed by the researcher based on the literature and on the information obtained from the interview prior to the development of the instrument. The questionnaire consisted of 16 items to assess possible sources of adolescent-peer conflict. After obtaining the informed consent from the participants, the respondents were asked to indicate their response to the source of conflict on a four-point Likert Scale ranging from 1 (strongly agree) to 4 (strongly disagree).

3.5.1.2 Types of Adolescent-peer Conflict Assessment Questionnaire

This is a standardized questionnaire based on the revised conflict tactics scales (CTS2), which was developed by Straus et al., (1996). The questionnaire was used to measure and categorize adolescents' conflict into three categories of verbal aggression, minor physical aggression and severe physical aggression. The CTS2 has 39 items. For the purpose of this study, 23 items were used with some modifications. After obtaining informed consent of the participants, they were asked to indicate their response on a four-point Likert Scale ranging from 1 (never) to 4 (always), which shows how frequently they had experienced each conflict type.

3.5.1.3 Adolescent-Peer Conflict Resolution Strategies Assessment

Questionnaire

In order to assess the adolescents' conflict resolution strategies; the following four strategies were considered. The strategies are conflict engagement, positive problem solving, withdrawal and compliance. Conflict engagement involved behaviours such as, launching personal attacks, insults, exploding and getting out of control; Positive-problem solving involved for instance, discussing differences constructively and finding alternatives; withdrawal involves such behaviours as, tuning the other person out and acting distant; and compliance for instance involves behaviours such as, not defending one's position and being too compliant. Conflict Resolution Inventory (CRSI), which was developed by Kurdek (1994) was employed. CRSI has 16 items measuring the four conflict resolution strategies. For the purpose of this study, 20 items were developed with modifications. The participants rated their responses on a four - point Likert Scale ranging from 1(never) to 4(always).

3.5.2 Interview

Semi-structured interview was conducted to probe in detail the sources of the adolescents' conflict and types of conflict manifestations in school setting. To this effect a group of twenty students who were articulate and confident to give the needed information were selected with the help of the home room teachers. Ten students from 9th grade and another ten from 10th grade, regarding gender composition, half from each grade level represented each gender. After obtaining the consent of the participants, the interview was conducted with ten close-ended and one open-ended guiding questions prepared based on the literature. The interview was conducted on one to one base by the researcher. It was implemented in view of enriching the information obtained through the questionnaire by providing more information. The information was recorded both manually and by tape recorder and later transcribed.

3.5.3 Focus Group Discussion

To gather more information on how adolescents resolve conflicts in different conflict situations, four groups of focus group discussion was held with 25 students.

Those students who were believed to give relevant information were selected from 9th and 10th grades with the help of home room teachers. The group for girls and boys were formed separately so that the participants may feel free in sharing and in discussing their ideas and as well as to observe gender differences on the issues of conflict resolutions. After obtaining the participants consent the researcher introduced the topic for discussion (hypothetical conflict situation) and facilitated it. Hypothetical conflict situation was told to the discussants in the form of a story. There were three hypothetical conflict situations that helped to motivate adolescents of different backgrounds to actively participate in the discussion and thus reveal their nature of resolving conflict. The researcher has facilitated the discussion by leading the group towards the focal points of the issue, thereby allowing significant points of view to be presented in a real, emotional and spontaneous form of expression which has given valuable information for the study. Meanwhile, the researcher together with the research assistant had recorded the information manually and by tape recorder and later it was transcribed.

3.6 The Pre-Pilot Work

In the pre pilot work, first the questionnaires were prepared in English. Then, it was translated into Amharic by a language expert. Subsequently, forward and backward examination of the translation was made in order to avoid the meaning difference. Then, in order to ascertain the effectiveness of the instrument, it was submitted to two senior psychology professionals in the Department of Psychology, Addis Ababa University to comment on the content appropriateness. Subsequently, the necessary corrections and modifications were made on the instruments. Finally, the Amharic version of the questionnaire was made ready for pilot administration.

3.7 Pilot Study

For the pilot study, Ligaba Beyene primary and secondary school in Soddo town was selected which is different from the one for the main study. Different school was selected in order to avoid some biases due to repeated exposure to the issue. The study was carried out on 30 students (15 from 9th and 15 from 10th grade). The pilot study was conducted for several purposes. One purpose was to estimate the length of time it takes to complete the measure. The other purposes were to obtain

feedback about the readability and applicability of the items and also to determine reliability of the tests. The feedback provided enabled the researcher to make the necessary modifications with a view to having quality instrument for the study. The cronbach's alpha internal consistency of items of the scales obtained in the pilot study was reported as follows.

Table 1: Reliability Coefficient of the Instrument

Scale	Reliability	Remark
Sources of Adolescent –Peer Conflict	0.70	Four items were omitted due to redundancy and similarity
Adolescent – Peer Conflict Types	0.93	Two items were discarded due to similarity
Adolescent Peer Conflict Resolution Strategies	0.74	8 items were discarded, due to repetition and ambiguity

As the result of pilot test, it was observed that the time required to complete the questionnaire was too long, hence the items were reduced in order to maintain the quality of the data. The items reduced were from sources of conflict four, from adolescence-peer conflict types two, from adolescent -peer conflict resolution strategies eight items were reduced. The items were reduced on the account of redundancy, similarity and ambiguity.

3.8 Procedure of Data Collection

After obtaining the collaboration letter from the Department of Psychology, the administration of Soddo High School was debriefed on the objectives of the research. The researcher secured their consent and collaboration which was crucial for the success of the study. Subsequently, the researcher contacted three assistants for collecting data and gave them training on the procedures of data collection. Thereafter, participants were first debriefed on the purpose of the study, and were asked for their consent. They were ensured that participation was voluntary. The participants were also told not to write their names or make any personal remarks

on the questionnaire in order to ensure anonymity. Further, they were encouraged for their honest responses. In order to make up for the questionnaires that may not be properly completed and for those that may not be returned 10% of the sample size (35) extra questionnaire were distributed for the participants.

3.9 Method of Data Analysis

The data gathered through the questionnaire were analyzed using the Statistical Package for the Social Sciences for windows version seventeen (SPSS 17.0). In order to obtain demographic information of the participants, descriptive statistics were employed. Further, descriptive statistics such as frequency and percentage were employed to check conflict sources. In addition, percentages, means and standard deviations were used to measure the prevalent types of conflict and the resolution strategies among the adolescent and his/her peers. To test gender differences in adolescents' conflict resolution strategies, independent sample t-test was employed. Finally, after similar responses of the interview were rated together, content analysis of the responses were carried out on the information provided by the participants. The data generated using the focused group discussion were qualitatively analyzed in terms of detailed information obtained from the participants.

CHAPTER FOUR

RESULTS

This study examined adolescent peer conflict sources, types of their conflict manifestations, resolution strategies they employ and gender differences in resolving conflicts. Below are the analysis of the data which are divided into three parts, the analysis of the questionnaire findings, interview and FGD results.

4.1. Demographic Characteristics of the Respondents

Table 2: Background Characteristics of the Respondents

Characteristics		Response		Mean Age	Standard Deviation
		Number	Percentage		
Sex	Male	177	50.6	–	–
	Female	173	49.4	–	–
	Total	350	100		
Age	14 -22	350	100	16.5	1.69
	Total	350	100		
Grade	9	177	50.6	–	–
	10	173	49.4	–	–
	Total	350	100		

As can be observed from Table 2, the total number of the sample was 350 adolescents. Out of which 177 were males and 173 were females, which were 50.6% and 49.4% respectively. Further, when considered by grades, 9th grade respondents were 89 males and 88 females. Whereas 10th graders were 88 males and 85 females. The age range of the participants was between 14 and 22. The mean age of the sample was 16.5 because of large number of the respondents who were 16 years old. This indicates that most of the respondents are regarded as being in middle adolescence.

4.2 Sources of Adolescent –Peer Conflict

One of the major objectives of this study was to investigate adolescent-peer conflict sources in school settings. The results are presented as follows in frequencies and percentages.

Table 3: Sources of Adolescents' Conflicts in Frequencies and Percentages

No	Sources of Conflicts	Responses							
		S. Agree		Agree		Disagree		S. Disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Misbehavior in the school setting: shouting, whistling, singing	159	45.4	64	18.3	39	11.1	88	25.1
2	Exclusion from sports, friendship and information	92	26.3	105	30.0	90	25.7	63	18.0
3	Jealousy on others performance and popularity	107	30.6	88	25.1	90	25.7	65	18.6
4	Academic competition	68	19.4	70	20.0	90	25.7	122	34.9
5	Hiding academic materials	108	30.9	100	28.6	79	22.6	63	18.0
6	Property damage	168	48.0	86	24.6	36	10.3	60	17.1
7	Stealing materials	170	48.6	85	24.3	38	10.9	57	16.3
8	Teasing on others	73	20.9	107	30.6	107	30.6	63	18.0
9	Boy or girl friend issues	95	27.1	84	24.0	80	22.9	91	26.0
10	Being untrustworthy	142	40.6	106	30.3	54	15.4	48	13.7
11	Religious differences	63	18.0	64	18.3	92	26.3	131	37.4
12	Ethnic difference	73	20.9	55	15.7	93	26.6	129	36.9
13	Competition on play ground	70	20.0	85	24.3	100	28.6	95	27.1
14	Shortage of educational materials	90	25.7	106	30.3	87	24.9	67	19.1
15	Family socio-economic status	77	22.0	86	24.6	108	30.9	79	22.6
16	Disturbing in classroom by talking, listening to music on mobile phone, showing funny actions	178	50.9	84	24.0	44	12.6	44	12.6

Key: S. Agree= Strongly agree, S. Disagree= Strongly disagree Fr.= Frequency

As Table 3 shows, there are 16 items on which adolescents' sources of conflict were assessed. The corresponding responses of the participants were indicated on four point scale as 1=strongly agree, 2= Agree, 3=Disagree and 4=strongly disagree. The scale was employed by assuming strongly agree and agree as positive response (yes) and strongly disagree and disagree as negative response (no). Besides, using the scale was assumed to facilitate to see the degree of the responses on each source of conflict in detail. Analysis of these responses are presented in frequencies and percentage as follows.

As can be observed from the same table, classroom disturbance was observed to be the highest source of conflict among adolescent-peers. To the question of classroom disturbance, as the source of conflict, 178 (50.9%) of the participants indicated to strongly agree and 84 (24%) of the respondents also agreed that it is the source of conflict in the daily interaction of the students in the school. Hence subsequently, classroom disturbance which involves, various distracting behaviours such as talking, loudly showing funny acts and actions has appeared to be the highest source of adolescent-peer conflict in the school settings. This could be so, because some students would be serious in keeping discipline and concentrate on their study so as to peruse their education effectively.

The second main source of adolescents' conflict observed is stealing of educational materials and other properties. To this question 170(48.6%) of the participants indicated their strong agreement and 85(24.3%) of them stated stealing instigates conflict among the students. The responses of the participants show that stealing of educational materials, which could include such items as text books, exercise books, writing instruments, other related materials and personal properties to be one of the main causes of conflicts in the interpersonal interactions of adolescent – peers in the school.

The third main source of adolescent–peer conflict was found to be property damage, such as tearing pages from reference books, exercise books. This was confirmed by 168(48%) of the respondents expressing their strong agreement and 86 (24.6%) of them also showing to be a source of their conflict in their interpersonal

relationships. This could understandably be so that spoiling and damaging the stated items could disrupt the students' educational progress which could in turn cause conflict in their interaction.

The fourth main source of conflict was reported to be misbehaviour in the school setting such as shouting, whistling and singing. This was evidenced by the response of 159 (45.4%) of the participants showing their strong agreement and by 64 (18.3%) also indicating their agreement to it as being an instigator of their quarrel. It follows that manifesting such disturbing behaviours as shouting, whistling and singing while students are concentrating on their study obviously triggered disagreement among the students.

As can be seen from Table 3, the fifth main source of adolescent-peers' conflict was found to be, being untrustworthy, such as disclosing secrets and spreading rumours. This was illustrated by 142(40.6%) of the participants stating their strong agreement and 106 (30.3%) of the respondents showing their agreement to it being a trigger of disagreements in the adolescents' interpersonal relationship. This means that adolescents-peers share their personal secrets with their school friends trusting they will be kept confidential but finding disclosure and betrayal of their trust, this apparently initiates disagreement in the adolescents' relationship.

The sixth source of conflict among the adolescents was observed to be hiding of academic materials, such as reference books and handouts. This was indicated by 108(30.9%) of the participants reporting their strong agreement and 100 (28.8%) of the respondents manifesting their agreement to it as being the instigator of conflict in the course adolescent-peers daily school interaction. Obviously, having access to the stated academic materials are crucial to the students success in academic performance. Being deprived of them would be detrimental to the students in perusing their study effectively; for serious students this is bound to lead to conflict with others in the school.

The seventh source of adolescents conflict was found to be jealousy, for instance regarding someone's grades, friends, award and popularity. This was verified by 107 (30.6%) of the participants stating their strong agreement and 88 (25%) of them

also showing their agreement to it being the cause of conflict in their relationship. Hence, it could be gathered from the responses of the participants that the adolescents get jealous of each others academic performance as well as their popularity and these are evidenced to cause disagreements in the adolescents' interpersonal relationships in the school settings.

As can be observed from Table 3, the eighth source of adolescent-peer conflict was found to be exclusion from sports, friendships and information. This was evidenced by 92 (26.3%) of the participants stating their strong agreement and 105 (30%) of them also indicating agreement to it, as the cause of adolescent-peers' disagreement, in their day to day school interaction. It is important for adolescents to take part in various activities in the school as well as being part of their peers' social life. Being excluded from such events naturally causes conflict in the adolescent-peers interpersonal relationships.

The ninth source of adolescent-peers conflict indicated was the shortage of educational materials. This is confirmed by 90(25.7%) of participants stating their strong agreement and 106 (30.3%) of them showing their agreement to it as being the cause of disagreement in their interaction with each other. This means that with the scarcity of the academic materials some dominant students may get the benefit of the limited materials while depriving others of their use. This behaviour could obviously cause conflict.

In addition, as can be observed from Table 3, the tenth source of conflict was teasing, regarding one's ability, appearance or family background. This is verified by 73(20.9%) of the respondents indicating their strong agreement and 107 (30.6) of the participants also reporting as being the cause of disagreement in the adolescent-peers' interpersonal relationship in school settings. Teasing which involves ridiculing and belittling the individual on the account of one's appearance, ability or family background is degrading the person and their family.

The eleventh source of adolescent-peers interpersonal conflict was appeared to be boy friend- girl friend issues. This is evidenced by 95(27.1%) of the respondents showing their strong agreement and 84 (24%) of them indicating their agreement.

This may be because adolescence is the period in which individuals initiate establishing relationships with the opposite sex. The unfolding changes that takes place within this period, combined with their lack of experience in how to relate to each other causes conflict in the adolescent-peers interpersonal relationships.

On the question of competition on the play ground, 70(20%) of the respondents strongly agreed and 85(24.3) of them agreed it to be another source of conflict. However, 28.6% and 27.1% disagree and strongly disagree that competition on the play ground is a source of conflict respectively. On the other hand, to the question of family socio-economic status 77(22%) of the participants indicated their strong agreement and 86(24.6%) of them agreed. But, 30.9% and 22.6% disagree and strongly disagree that family socio-economic status is the source of their conflict. Based on these data, it is possible to infer that competition on play ground and family socio-economic status are relatively less potential causes for adolescents' conflict.

Similarly to religion, ethnicity and competition in academic performance, the respondents revealed that these elements are the least causes of conflict among adolescent-peers' interpersonal relationship in the school settings. Accordingly, to the question of religion 131(37.4%) indicated their strong disagreement and 92(26.3%) of them also showed to disagree that it is a cause of conflict among them. Regarding ethnicity, 129(36.9%) of the participants reported their strong disagreement while 93(26.6%) of them disagree that it causes conflict among the students' interpersonal relationship in the school. As to the competition of academic performance, 122(34.9%) of the respondents indicated their strong disagreement and 90(25.7%) also stated their disagreement that it initiates conflict among the adolescents daily interaction.

4.2.1 Semi-Structured Interview

In order to probe in depth, the source of adolescent-peer conflict in the school settings, semi-structured interviews were conducted (Appendix B) and the results are presented as follows. For the purpose of the interview ten close-ended and one open-ended questionnaire were prepared. Through the open-ended question it was

assumed that additional information other than those obtained through close-ended questionnaire may be brought forth by the participants.

First, the participants were asked whether misbehaviour in the class such as disturbing by speaking loudly, singing, listening to music on mobile phone causes conflict among the students. Consistent to the findings of the questionnaire, the majority of the respondents expressed that the aforementioned behaviours indeed causes conflict in the students' daily school interaction, such behaviours makes it impossible to concentrate and study is disrupted for the interested students. On this point the respondents indicated that those who are most disruptive are the ones who have more facilities at home and this specially angers those who depend on the school facilities.

On the question of exclusion from sports, friendships, etc, a few respondent boys indicated that exclusion from sport triggers disagreement among the boys. Some interviewed girls have stated that they have observed exclusion from friendship to initiate disagreement in the adolescent-peers interpersonal relationships.

Another question posed to the interviewees was whether jealousy for grades, rank, friends' popularity etc is the source of conflict in the adolescents' relationship in the school settings. Similar to the findings of the questionnaire, most of the interviewees expressed that they have witnessed jealousy to be a source of conflict among students. A particular point that the respondents made in this regard was that, the partial treatment of the teachers towards some students causes them to be jealous. The interviewees reported that such partial treatments included, teachers giving handouts to particular students, giving a word of encouragement and praise and even passing information and educational materials through them causes conflict among the peers.

Another question asked to the respondents was if competition in academic performance for instance for the best grades, rank etc is the source of conflict. Consistent with the findings of the questionnaire, only a few of the participants indicated that disagreement could arise among the students due to academic competition. The interviewees further pointed out that such behaviour of

competition may be manifested in students stealing textbooks and or exercise books from the clever ones so as to detrimentally affect his/her performance.

The following question asked was whether the shortage of academic materials, hiding and damaging them by tearing pages of them are sources of conflict. Similar to the findings of the questionnaire, most of the interviewees expressed that this is the main causes of conflict in the students' interpersonal relationships at school. With regard to this, the respondents pointed out that because of the shortage of books some students hide them at home and get benefits at the expense of other students. The respondents indicated such behaviours among others as a major source of friction and disagreements in the students' interaction at school.

In addition, the respondents were asked to indicate other sources which they have observed to instigate disagreements among the students. The main cause of disagreement reported by the respondents was the shortages of chairs and tables. All the interviewees expressed that the shortage of the above stated materials cause conflict among the students. Since there are not enough chairs, the students who come late quarrel over them. The participants further pointed that those students who come early reserve chairs for their friends and for the dominant students.

Further the respondents were asked, whether being untrustworthy, such as disclosing secrets, spreading rumours etc instigate conflict among the students' interaction. The interviewees revealed that for boys this issue is not a cause of disagreement in their relationships. But the majority of the respondent girls indicated that it causes disagreements in their interpersonal relationships. The respondent girls revealed that they share very personal secrets with their friends which they expect to be kept confidential; if they discover betrayal it could mean the end of that friendship.

A 10th grade (17 years old) girl talking:

She said, "We are facing a lot of new changes we have never known before, new feelings, new school, new friends all of which are difficult for us to handle because we have no experience. For instance, we want to appear attractive to others, when other girls are more beautiful and attract attention we feel jealous. We get into conflict with each other over boy friends. You know, people do not understand us, they judge us, they laugh at us and ask us, how we get into quarrel over such small things. But these are serious matters to us. I think every body has passed through our experience but they do not understand us!"

In relation to this the next question that was posed to the interviewees was if boy friend-girlfriend issues cause them conflict. Different to the findings of the questionnaire, all the interviewees expressed that boy friend-girlfriend issue is one of the main causes of conflict in the students' interpersonal relationship in the school settings. Due to romantic relationship and the competition that it involves, the participants expressed that boys beat boys and girls beat girls. In relation to this, the respondents reported, that one girl was beaten by another girl in the class due to the competition over the romantic relationship. Furthermore, the interviewees indicated that girls face more problems in that if they refuse to be friends with the boys who request their friendship, then they get threatened, verbally abused, intimidated and at times beaten.

Participants were asked if religion and ethnic differences cause conflict among them in the school setting. Consistent with the findings of the questionnaire a few participants indicated that religion causes conflict. It was reported that disagreements arise when some students get together, listen to their religious songs and start to discuss issues. In the course of that discussion, opposing opinions may be voiced which can lead to disagreements at times. On the other hand, regarding ethnicity, most of the interviewees reported that ethnic difference does not cause conflict in the peers' interpersonal relationships in the school settings. Perhaps, this could be because most of the participants were from the same ethnic group.

In addition, the participants were asked to indicate other points that they have observed to cause conflict in the adolescent-peers' interaction. In response, most of the interviewees reported that copying from one another during exam was one of the main causes of conflict. The respondents further expressed that if by chance the clever student does not let others copy from him/her during the exam, he/she gets into trouble. Those students, who do not let others copy, get verbally abused, threatened and at times beaten. The respondents also indicated that the students do not only copy exam, but at times they also snatch exam papers from the clever ones.

Another point that the respondents came up with as causing disagreement among the students, was snatching properties from one another. More than half of the participants, expressed that snatching properties such as text books, exercise books and mobile phones occurs and such behaviours instigate conflict in the students' relationship.

Consistent with the findings of the questionnaire, the interviewees reported that academic competition, religion and ethnic differences to be the least cause in the students' interpersonal relationships in school settings.

4.3 Adolescent – Peer Conflict Manifestations

The other objective of the study was to explore the types of conflict behavioural manifestations among adolescent-peers. Thus in order to determine the common types of conflicts manifested among adolescent –peers, descriptive statistics such as means and standard deviations were employed and presented as follows.

Table 4: Adolescent- Peer Conflict Manifestation in Means, Standard Deviations and Percentages.

Conflict Subscales	N	Never	Sometimes	Often	Always	Mean	Standard Deviation
Verbal aggression	349	49.18%	29.68%	11%	10.02%	14.561	4.984
Minor Physical aggression	349	58.12%	22.36%	10.1%	9.3%	13.636	5.320
Severe Physical aggression	349	59.84%	20.2%	10.75%	9.2%	11.839	4.987

As can be observed from Table 4, the percentage of those respondents who always engage in verbal aggression is higher (10.02%) than those who involve in minor physical aggression (9.3%) and sever physical aggression (9.2%). The computed mean score also indicate that verbal aggression (M=14.561) is higher than the mean score of minor physical aggression (M = 13.636) and sever physical aggression (M= 11.839). This implies that adolescents use more verbal aggression than minor physical aggression and sever physical aggression. Such verbal aggression involves insults, swearing, saying something to annoy and the like. Perhaps, the possible explanations for the more frequent involvement of adolescents in verbal aggression could be that, the manifestation of verbal aggression could be more accepted by peers and other adults relative to minor physical aggression and sever physical aggression. In addition, the manifestation of verbal aggression makes less observable harm on those involved in the disagreement than the other two types of conflict manifestations. In general, the result shows that school conflict is not that serious.

On the other hand, sever physical aggression (M= 11.839) is the least employed in adolescents- peer interaction. As can be seen from the same table also, 59.84% of the respondents reported that they never use sever physical aggression where as 49.18% and 58.12% said that they are never involved in verbal aggression and minor physical aggression respectively. Thus, sever physical aggression is the one

that is least practiced among adolescents when compared with the remaining two. Such behaviours include: chocking, beating, biting etc. Adolescents rare involvement in sever physical aggression, perhaps could be due to fear of jeopardizing their future relationship with their peers, as such acts could cause physical harm also there could be the added fear of being dismissed from school and fear of their parents. As can be seen from Table 3, minor physical aggression (M=13.636) is moderately manifested in the interaction among adolescent peers, that is between verbal aggression and sever physical aggression. Perhaps, because minor physical aggression is not as harmful as sever physical aggression, it is more frequent among the adolescent peers than server physical aggression. The behaviours of such minor physical aggressions are manifested by, pushing, slapping, hitting etc.

Regarding the participants' response variations across the three types of conflict manifestations, Table 3 illustrates that the distribution of responses are more varied in the case of minor physical aggression (Standard Deviation= 5.320) than verbal aggression (standard Deviation = 4.984) and sever physical aggression (Standard Deviation = 4.987). In the case of verbal aggression and sever physical aggression the response variation is similar. This may specify that adolescents tend to have similar ways of conflict manifestation on both verbal aggression and sever physical aggression.

4.3.1 Semi – Structured Interview on Conflict Type Manifestation

In order to obtain more detailed information on the types of conflict behaviour manifestations, semi-structured interview was conducted.

The interviewees were asked, what types of conflict they have witnessed most from among the following: insults, swearing, hitting, pushing, beating, biting etc. Consistent with the findings of the questionnaire, most of the respondents indicated that they have mostly observed verbal aggression. In this respect the interviewees expressed that it is common to hear students, insulting, swearing, calling each other all sorts of names so as to annoy one another.

They further pointed out that such behaviours are manifested in the class, in the school compound, on the way to and from the school and more generally anywhere in the students' day to day school interaction.

Next to verbal aggression a big number of the participants reported seeing minor physical aggression frequently used among the students. This finding supports the findings of the questionnaire. They added that behaviours such as pushing and hitting takes place among the students in the course of daily school interaction. Such behaviours could be observed in class, in the school compound and anywhere as students interact with one another.

Consistent with the findings of the questionnaire only a few interviewees indicated that severe physical aggression is common among the students. Severe physical aggression included such behaviours as beating, biting and choking. However, most of the respondents expressed that, severe physical aggression happens a rare occasions. To this effect, the participants reported that there were a few cases of a severe fight, as a result of which some students were suspended from school for up to a year, and on some cases also dismissed completely. A case in point was a student who was caught in possession of a knife with the intent to harm his fellow student with whom he had a disagreement. Therefore, the interviewees expressed that, even though, severe physical aggressions are infrequent or few in number, when it occurs, it causes so much anxiety to the students and to the whole school administration. Moreover, such violence spreads and escalates outside the school setting.

4.4 Adolescent-Peer Conflict Resolution Strategies

The third objective of the study was investigation of the conflict resolution strategies that adolescent-peers employ in their interaction. In order to know the extent to which adolescents use the four conflict resolution strategies (Conflict engagement, positive problem solving, withdrawal, and compliance) over the other, the responses were analyzed using descriptive statistics of means, standard deviations and percentages. Comparison between the four strategies were stated based on the descriptive statistics. The results are presented as follows.

Table 5: Adolescent-Peer Conflict Resolution Strategies in Means, Standard Deviations and percentages

Conflict Resolution strategies	N	Never	Sometimes	Often	Always	Mean	Standard Deviation
Conflict Engagement	349	47.8%	27.95%	12.9%	11.34%	9.389	3.174
Positive Problem Solving	349	29.19%	34.67%	19.42%	16.72%	11.186	2.931
Withdrawal	349	37.2%	32.25%	17.7%	12.84%	10.309	2.861
Compliance	349	32.68%	32.43%	18.17%	16.72%	10.948	2.981

As can be observed from Table 5, positive problem solving strategy is more predominantly used (19.42% = often and 16.72% = always) followed by compliance (18.17% = often and 16.72% = always). While withdrawal strategy (17.7% = often and 12.84% = always) moderately used next to compliance. On the other hand, conflict engagement (12.9% = often and 11.34% = always) was least used by adolescents among the four resolution strategies.

This is also supported by descriptive statistics of means and standard deviations respectively. From the obtained data in Table 5, the mean score of positive problem solving (M = 11.186, Sd= 2.931) is higher than other strategies, followed by compliance (M= 10.948, Sd= 2.981). While withdrawal strategy (M= 10.309, Sd= 2.861) moderately used next to compliance, and conflict engagement (M= 9.389, Sd= 3.174) was the least used resolution strategy.

The results presented in Table 5 portray that adolescents among their peers, appear to use positive problem solving strategy (36.14%) more than the other 3 strategies in resolving conflicts. This implies the use of peaceful means such as discussion, negotiation and compromise. It should also be noted that according to the results

obtained, conflict engagement strategy is the least used strategy among the others. In total (24.24%) of the respondents used conflict engagement strategy. This figure is relatively lower than the other types of strategies. The implication being that adolescents would be less likely to use such strategies as, attack, insults, exploding and losing control as a means of resolving the conflicts that occur among them.

Regarding the variability of the responses across the four conflict resolution strategies, Table 54 indicates that adolescents' responses are least varied in withdrawal (Sd=2.861) followed by positive problem solving (Sd=2.931). This made clear that the opinions of adolescents are close to each other in these two conflict resolution strategies. On the other hand the most dispersed response is seen with conflict engagement resolution strategy (Sd = 3.174). With this conflict resolution strategy measuring items adolescents' responses are more varied than the other strategies. The responses of the adolescents on compliance conflict resolutions strategy (Sd=2.981), measuring items are moderately varied.

4.4.1 Results of Focus Group Discussion (FGD)

In order to supplement and enrich the findings of the questionnaire on conflict resolution strategies, focus group discussion (FGD) was conducted with four groups; two groups from 9th and the other two from 10th grade. The four groups were composed of : Group one, were 6 boys from grade 9, group two, 7 girls from grade 9, group three, 6 boys from grade 10 and group four 6 girls from grade 10.

Three hypothetical conflict situations, which were very relevant to the adolescents' age and context, were designed. In order to facilitate effective discussion, the homogeneity of the groups was maintained by sex and by grade level.

The three hypothetical conflict situations (Appendix C) were presented to the groups one at a time in the form of a story. The groups were exhaustively exposed to the conflict situations with which they were able to associate themselves with and were fully motivated to tackle the conflict situations for a solution.

The discussion of each group on each hypothetical conflict situations are presented as follows.

Hypothetical Conflict Situation One

The essence of hypothetical conflict situation one was that, after agreeing to watch a movie together one of the boys/girls changed his/her mind at a critical time to watch a football match.

The boys in group one were observed to discuss on the first hypothetical conflict situation with full of emotion, which reflected that they could associate themselves with the situation. Some of the boys were observed to discuss on the issue with full of anger and indicated that they would stop the boy by force who changed his mind from watching football. On the other hand, a few of them reached consensus to find alternative means that considers each party's interest. Still some of the boys discussed that they would try to convince the boy who changed his mind, to keep the previous agreement and watch a movie together; if he refused to change his mind, the boys indicated to agree and go along with the boy to watch whatever he chooses.

The majority of the girls from group two were emotionally charged and discussed that they would stop the girl by force from watching her choice as she broke the agreement to watch the movie. On the other hand, a few of the girls expressed that if the girl would not agree to keep the agreement they had made together, then they would join her and watch whatever the other girl chooses. Still some of the girls expressed that they would let the girl watch her choice but would neither talk to her again nor consider her as a friend.

Half of the boys in group three reached consensus to discuss the matter and try to find solution by considering each others views and interests. However, they expressed if the boy is not willing to listen and to discuss with them, then they indicated that they would use force to prevent him from watching his choice. While a few other boys discussed and agreed to find someone such as a friend or a neighbour to intervene to help them reach an agreement that suit both parties. Still

some of the boys forwarded their opinion that they would let the boy watch whatever he wishes but would never talk to him in the future.

A few of the girls in group four discussed that they would stop by force the girl who refused to keep their agreement from watching her choice. On the other hand, less than half of the girls reached consensus to solve the problem through discussion by forwarding solutions that could suit both sides. Still some of the girls were observed to discuss to let the girl watch her choice but expressed that they would have nothing to do with her in the future.

Hypothetical Conflict Situation Two

The essence of hypothetical conflict situation two is that one of the students spent the money that was sent through him/her for his /her classmate.

To the hypothetical conflict situation two, half of the boys in group one discussed that they would get their money through the intervention of other people such as through friends, parents or police. Whereas a few of the boys discussed that if the boy refused to give them the money at their request then they indicated that they would physically attack him in order to obtain their money. One particular boy expressed that even if he has to die he would do anything to get his money from the boy. Moreover, some of the boys forwarded their view that they would let their family take the responsibility.

The girls in group two were particularly emotional about hypothetical conflict situation two and discussed the issue as though it were real. Most of the girls discussed that if the girl refused to give them the money, they expressed that they would physically attack her in order to get their money. In line with this one particular girl expressed that, she would beat the girl who refused to give her the money and would only stop beating her when she sees her bleeding. On the other hand a few of the girls agreed to get the money through alternative means such as through the intervention of friends, family or by legal means rather than getting into fight.

Most of the boys in group three discussed and reached consensus to solve the problem through the intervention of friends, parents or elders and finally by legal means. On the other hand a few of the boys discussed that they would physically attack the boy as a means of getting their money.

The majority of the girls in group four discussed that if the girl refused to give them the money, then they would find ways of hurting her by taking revenge on her; for instance by destroying her belongings such as her educational materials and others. While some of the girls indicated that they would ask their friends, parents or elders to mediate and get them their money.

Hypothetical Conflict Situation Three

Hypothetical conflict situation three entails where a classmate agreed to help his/her classmate to study for the exam but let her/him down at the last minute.

Most of the boys in group one discussed that they would study hard for the exam on their own. But latter on they expressed that they would take revenge by annoying him and by purposefully getting him into a fight. While a few of the boys forwarded their view that they would discuss with the boy and try to understand the reason behind what he has done. Yet some of the boys discussed that it would be the end of their friendship with the boy.

The majority of the girls in group two discussed that after the exam, they would find ways of annoying and irritating the girl so as to trap her and get her to fight with them. While a few of the girls expressed their view that in the future they would totally ignore the girl and distance themselves from her. On the other hand some of the girls discussed and agreed that they would solve the problem by studying hard on their own and also by finding someone else to help them.

Most of the boys in group three discussed and reached consensus that they would ignore the boy and distant themselves from him on the account of what he did to them. One the other hand a few of the boys expressed that they would look for an excuse to pick a fight with him.

While some of the boys discussed that the incident offers itself as an opportunity and a lesson to depend on their own knowledge and ability rather than on someone else.

The majority of the girls in group four were observed to discuss and decide to solve the problem by peaceful means through discussion by taking time to understand what happened to the girl. Besides, a few of the girls indicated that after the exam, they would look for an excuse to fight with the girl who let them down. Moreover, the other few of the girls expressed that they would never have anything to do with the girl in the future who refused to help them.

4.5 Gender Difference in Adolescent-Peer Conflict Resolution Strategies

The fourth objective of this study was to examine whether or not there is gender difference in the strategies employed in resolving conflicts among female and male adolescents. Thus, in order to determine gender difference in conflict resolution strategies, mean differences between male and female adolescents on four conflict resolution strategies were computed using an independent sample t-test. The results are presented as follows.

Table 6: Gender Difference on Conflict Resolution Strategies

Strategies	Respondents	N	Mean	SD	DF	T-value	Sig. (2 tailed)
<i>Conflict engagement</i>	Male	176	9.477	3.158	347	0.519	0.604
	Female	173	9.300	3.195			
<i>Positive Problem Solving</i>	Males	176	11.465	3.053	347	1.77	0.77
	Females	173	10.907	2.886			
<i>Withdrawal</i>	Males	176	10.329	2.696	347	0.032	0.89
	Females	173	10.289	3.026			
<i>Compliance</i>	Males	176	11.193	3.077	347	1.58	0.116
	Females	173	10.699	2.760			

***P>0.05**

Key: SD= Standard Deviation, DF = degree of freedom

Table 6 shows that there is no statistically significant difference between male and female adolescents in using conflict engagement resolution strategy. In other words, the t-test shows that there is no statistically significance difference between the two means ($t(347) = 0.519$, $P=0.604$, $P > 0.05$). That is the mean score of males (9.477) is not significantly different from that of females (9.300), implying that girls and boys employ conflict engagement resolution strategy in a similar way when resolving disagreements.

As can be observed from Table 6, a t-test result reveals that there is no statistically significant difference between male and female adolescents in employing positive problem solving strategy in resolving conflicts ($t(347) = 1.77$, $P=0.77$, $P > 0.05$). This suggests that the mean score of males (11.465) is not significantly different from that of females (10.907). This indicates that both boys and girls, use positive problem solving strategy in a similar manner in resolving conflicts that may occur in their day to day interaction.

As Table 6 shows, the t-test result indicates that there is no statistically significant difference between boys and girls, in a manner they use withdrawal strategy in resolving conflicts that may arise in their day to day interaction ($t(347) = 0.032$, $P=0.89$, $P > 0.05$). This implies that the mean score of males (10.329) is not significantly different from that of females (10.289). This in turn suggests that boys and girls both use withdrawal strategy in a similar manner in resolving conflicts.

As can be observed from Table 6 there is no statistically significant difference between boys and girls in using compliance strategy in resolving disagreements that may arise in the course of their interaction ($t(347) = 1.58$, $P= 0.116$, $P > 0.05$). This in turn implies that the mean score of males (11.193) is not significantly different from that of females (10.699), which again indicates that both sexes use compliance strategy in a similar manner in resolving disagreements.

4.5.1 Analysis of Data Obtained through FGD

Different from the findings of the questionnaire, FGD reveals the difference between boys and girls in the manner, they resolve conflict that may arise in their interaction. The results of FGD showed that more girls than boys resolve disagreements by means of conflict engagement. Conflict engagement strategy includes such behaviours as launching personal attacks, throwing insults, exploding and getting out of control by both perpetrator and victim.

On the other hand, more boys than girls were observed to employ positive problem solving strategy in resolving disagreements. During the focused group discussion, girls were observed to employ less mediation than boys, as well as fewer girls than boys would look for alternative solutions.

With regard to withdrawal strategy, more boys than girls were observed to use the strategy as a means of resolving conflict. The least difference was observed among the boys and girls in the manner they employed compliance in resolving conflict. However, FGD revealed that boys were observed to use compliance strategy a little more than girls. In considering gender difference in conflict resolution strategies, perhaps, the results of inferential statistics could be more reliable to abide by it.

CHAPTER FIVE

DISCUSSION

This section of the research concerns discussing the results in light of the objectives of the study.

5.1 Sources of Conflict Among Adolescents

One of the major issues investigated in this study was the sources of conflict among adolescents. The findings of the questionnaire and interview are rated under the three main findings of misbehaviour, relational issues and competition. These findings are discussed as follows.

The findings of the questionnaire and semi – structured interview both revealed that misbehaviour is the most frequent of conflict among adolescents. Misbehaviour includes such actions of disturbing others in the classroom (74.9%), stealing materials (72.9%), property damage (72.6%) and general misbehaviour in school setting (63.7%). Hence misbehaviour accounts for 71.02%. Consistent with the findings of the questionnaire, misbehaviour was also found through the interview to be the highest cause of conflict. Previous studies indicate that physiologically speaking, during adolescence, hormonal change leading to greater irritability and to negative emotionality may intensify misbehaviour and conflicts become more frequent among adolescents (Brooks, 2004).

Additional elements of misbehaviour discovered through the interview was copying from each other during exams. Most of the participants indicated it to be the cause of conflict. Also a big number of the participants indicated that snatching of properties and exam papers to be the cause of conflict. In line with this findings, Araki (1990) shows through his study of elementary, intermediate and high school students, that classroom behaviour is one of the highest causes of conflict among the adolescent-peers.

Furthermore, the current findings are also supported by Ali Yimer et al. (1997) and Kassaw Ali (1997), cited in Habtamu (1998) in which their study reveals such misbehaviours as; making unnecessary noises in the class, theft, and destroying school properties as major causes of conflict in the interpersonal relationships of students in the school settings.

Another cause of conflict reported by the participants was relational issues. Such issues involved being untrustworthy (70.9%), exclusion (56.3%), jealousy (55.6%), teasing on others (51.5%), boy friend –girlfriend issues (51.1%) and family socio-economic status (46.6%). Therefore relational issues account for (55.35%)

In respect to relational issues, Mangrulkar et al. (2001) states that social interactions are critical factors for successful functioning, and those adolescents who fail to develop the skills for interacting with others, in a socially acceptable manner, are rejected by their peers may resort to engage in unhealthy behaviours such as violence.

In relational issues from the findings of the questionnaire, untrustworthiness is the top cause of conflicts. To this effect, Youniss and Smollar cited in Raffaelli (1997) indicated that in their study of high school students acting in an untrustworthy manner was the most frequent cause of conflict with friends. In addition, all interviewees revealed that boy friend – girlfriend issues to be the main cause of conflict in the interpersonal relationships of the adolescents in the school settings. The interview report of 17 years old girl on page 46 indicates the inner and outer changes that the adolescents of her age experience, the value they give to appearing attractive to others and being jealous if others who are more attractive. She also expressed about establishing relationship with the opposite sex and getting into conflict on its account. She puts in a nutshell, all the changes adolescents encounter, lack of experience in handling them, which subsequently get them into conflict with others. Consistent with the current findings, Grover & Nangle (2003) indicated that romantic relationships could be a source of anxiety among adolescents' interpersonal relationships. Similarly, Furman & Buhrmester (1992); Miller (1993) cited in Laursen & Collins (1994) contended that beginning in mid-adolescence,

conflict with romantic friends increased. Another source of conflict in relational issues reported by the most interviewees was jealousy. With regard to this point previous studies illustrate that jealousy and exclusion to be sources of anxiety and disagreements in the adolescents' interaction. Sarnak (2000), cited in Roy (2000), Parker et al. (2005), Allen et al. (2005), all show that, jealousy, exclusion, ignoring, rejection, and spreading rumours to be the sources of anxiety and disagreement in the relationship of students.

The third source of conflicts according to the participants was competition. This includes competition in academic performance, for scarce educational materials (such as textbooks), hiding of academic materials and competition on play ground. The participants reported that the sources of conflict they experienced include the following competition elements as hiding academic materials (59.8%), and shortage of educational materials (56%). Competition in academic and play ground were observed as least causes of conflict in the daily interaction of students to which total respondent show (39.4%) and (44.3%) respectively. Hence competition accounts for (49.88%)

In a similar manner all of the interviewees reported that the shortages of educational materials such a textbooks, chairs and tables to be the major causes of conflict in the daily interaction of the students in the school.

These findings are supported by previous studies. In this respect, Johnson & Johnson (1994) stated that most schools are dominated not by cooperation but by competition. Further, Deutsch & Johnson (1996) stated that competition is based on scarcity and that competitors seek out what helps them personally without thinking of all others in the situation.

In addition, Deutsch, (1962, 1969,1973), Johnson (1974), Johnson & Johnson (1989) cited in Johnson & Johnson (1996) reported that in competitive situations, communications contain misleading information, relationship is characterized by distrust and exploitation, rejecting each others' requests and exploiting each others' wants and needs, the legitimacy of these wants and needs is ignored.

In considering religion and ethnic differences, the descriptive result of the study disclosed that these issues do not instigate that much conflict in the daily interaction of the students in the school settings. To religion the total respondents (63.7%) indicated their disagreement to it being a source of conflict among them. Ethnic differences (63.5%) of the participants also disagreed that it was the cause of conflict in their interpersonal relationships. Likewise, most of the interviewees reported that religion was not the source of conflict. To ethnic differences, most of the participants reported that it was not the source of conflict among the adolescent-peers' interaction in the school settings. Similar to the findings of the current study MacDonald & Costa (1996) show ethnic conflict as one of the last to be manifested among the adolescents. In addition, probably because most of the adolescents are from the same ethnic group. Also, perhaps ethnic issue may not represent that much concern for the middle adolescence who are undergoing through inner and outer change that may require a lot of adjustment on their part.

5.2 Adolescent – Peer Conflict Types

One of the objectives of the study examined was the types of conflict behaviours manifested among adolescent-peers.

The findings of the study revealed that verbal aggression is the one that is most exercised among the adolescent-peers. The mean score and percentages respectively reveal: verbal aggression (14.56, 21.02%) is higher than that of minor physical aggression (13.64, 19.4%) and sever physical aggression (11.84, 19.95%). Likewise, most of the interviewees reported that verbal aggression followed by minor physical and severe physical aggression to be exercised in their respective order among adolescent-peers.

The above stated findings are supported by previous studies; in line with this, Habtamu (1998) illustrates similar findings of conflict behaviours manifested among the senior secondary schools of Addis Ababa. Such behaviours were: insulting, swearing, hitting, beatings and the like. In a similar manner, Macdonald & Costa (1996) also show that the nature of conflict in school settings to be verbal aggression, such as name calling, insults, and physical aggression such as hitting,

kicking, scratching, and beating. Furthermore, the study of Johnson et al.(1995) support the results of the current study by showing conflict behaviour manifestations in a similar order of manifestations to the present study.

5.3 Adolescent-Peer Conflict Resolution Strategies

One of the main focus of the current study was, to investigate the conflict resolution strategies that adolescent-peers employ in their daily interaction; in resolving the disagreements that are bound to occur among them.

It is vital to note that, conflict is an inevitable part of social relationships and potentially good for individuals, psychological development. However, what is crucial is how conflict is resolved (Habtam, 1998).

The findings of the present study reveals that adolescent-peers resolve conflict that arise among them through positive problem solving strategy. Relative to the other three conflict resolution strategies of: conflict engagement, withdrawal, and compliance strategies, positive problem solving strategies reveal to be the highest percentage and mean score. Positive problem solving (36.14%), compliance (34.89), withdrawal (30.54%) and conflict engagement (24.24%) were often used. Also the computed means show similar pattern of ranks; positive problem solving ($M= 11.19$), compliance ($M= 10.95$), withdrawal ($M= 10.31$), and conflict engagement ($M= 9.39$). The current finding is supported by different theories and by the findings of several previous studies.

In line with this cognitive developmental theories, elaborating on Piaget's (1932/1965 cited in Laursen et al. 2001) assert that peer relationships alter the child's understanding of the social world and subsequent behaviour in it, suggest that conflict resolutions are a product of social cognitive maturity (Dunn, 1993, Selman, 1980, Smetana, 1988, Youniss & Smollar, 1985, cited in Laursen et al., 2001). The same authors argue that compromise and negotiation are the most cognitively sophisticated resolution tactics, requiring advanced stages of reasoning. The aforementioned authors believe that as mental abilities improve, so too, rates of compromise and hence state that adolescents are expected to compromise more frequently with peers. Similarly, Laursen & Collins (1994) outlined that cognitive

development prompts advances in social understanding that permit self-interests to be subordinated to the interests of the partner and the relationship.

In line with this Selman's theory, indicates that the manner in which children and adolescents resolve peer conflict changes over time as increased skills in social perspective taking develop. The theory illustrates that the concept of children regarding conflict develops with age from a unilateral orientation conflict to bilateral orientation. Thus, the same theory, pointed out that adolescents mainly employ positive problem solving strategy when resolving conflicts using dialogue and compromise. Likewise, Adams & Laursen (2001) showed that negotiation is the predominant means of resolving conflict between peers. On the other hand, social relational model states that adolescents' behaviour in resolving conflicts varies as a function of a relationship in which conflict arises and the settings in which it takes place (Laursen & Collins, 1994). The same authors further indicate that the characteristics of closeness and relationship stability are presumed to interact to determine adolescent conflict behaviour; for instance, it is noted that conflict among family members is more frequent and could be resolved in a non constructive manner because it is closed relationship. The above stated authors indicated that relationships with neighbours, employers, teachers, and classmates are not characterized by closeness, and consequently, relatively little conflict could occur among them. Further more, the social relational model suggests that open settings such as similar to the current study in which participants are free to leave may involve more constructive conflict behaviours.

Likewise, Crockett et al. (2006) also support the current findings, that adolescents resolve disagreements by means of positive problem solving strategy. To this end, the same authors argue that peer relationships are voluntary and partners can opt out, so non coercive strategies for resolving conflicts are likely to occur.

Contrary to the findings of the questionnaire, FGD results revealed adolescent-peers to resolve conflict by conflict engagement strategy. The FGD discussion showed the main strategies that adolescent-peers employ to conflict engagement strategy, followed by positive problem solving, withdrawal, and compliance strategy

respectively. Several previous studies also back up and confirm the current findings of FDG. In line with this, Weitzman (2001) indicates that adolescents primarily engage in either competition or avoidance strategies. The same author further states that compromise, collaborative problem solving, or accommodation rarely appear to be within the realm of adolescents' responses to deal with their conflicts. In a similar manner, Roderick (1987) stresses that, most students think that their only choices when faced with a conflict are to attack or to withdraw. Similarly, Opotow (1990) concluded that students were unable to communicate their concerns in a conflict. The same author further noted that problem solving was practically nonexistent among the students in resolving disagreements and showed that students were reactive rather than being thoughtfully selective in resolving disagreements.

Both the findings of the questionnaire and FGD revealed withdrawal strategy to be employed moderately among the adolescent – peers as a means of resolving their differences which is (M=10.31, 30.54%). Likewise, previous studies of Opotow (1991) show that students lacked the skills to manage their conflicts in a constructive manner and were limited to two extreme reactions of fight or flee. The same author found that ninety-five percent of her respondents engaged in inward retreat such as hold anger in, act like as nothing happened, refusing to talk with those involved in disagreements or showing emotional out bursts.

Similarly, Laursen (1993b) after conducting a meta-analysis of 12 studies, argues that the conflict resolution strategies most used by adolescents to be avoidance or competition.

On the other hand, the findings from the questionnaire revealed conflict engagement strategy (M= 9.93, 24.24%) to be the least utilized means for resolving disagreements. While the results of FGD indicated compliance strategy to be the least employed means of resolving disagreements.

Similar to the findings of FGD, on compliance, Weithzman (2001) indicates that accommodation is rarely employed by the adolescents in resolving disagreements. However, the results of the questionnaire are assumed to be more representative and thus reliable to draw a general conclusion from it. Hence, it could be concluded that the adolescents resolve conflicts through positive problem solving strategy.

5.4 Gender Difference in Adolescent – Peer Conflict

Resolution Strategies

Another important issue for investigation was examining whether or not there could be gender differences in resolving conflict in adolescent-peers' day to day interaction. In light of its objective, each conflict resolution strategy (conflict engagement, positive problem solving, withdrawal and compliance) strategies were examined in detail.

An independent sample two-tailed t-test analysis showed that, there was no significant gender differences between males and females, in the manner in which they employed the aforementioned four conflict resolution strategies, in resolving conflicts.

In this respect the results of the questionnaire shows that there is no significant difference in conflict engagement of the group mean of males (9.477) from that of females (9.300). Rather, both males and females employ conflict engagement resolution strategy in a similar way in resolving disagreements. Similarly, for positive problem solving strategy, there was no significant difference between boys and girls. This implies that the group mean of males (11.465) is not significantly different than that of females (10.907). This in turn suggests that boys and girls employ a positive problem solving strategy in a similar way. For withdrawal strategy, there was no significant difference between boys and girls in utilizing the strategy. It means that the group mean of males (10.329), is not significantly different from the group mean of females (10.289). This again shows that, boys and girls both appear to employ the strategy in a similar way in resolving disagreements that are bound to arise among their peers. Similarly, for compliance strategy, the independent t-test result reveals that there was no significant difference between

boys and girls in the manner they utilize compliance strategy in resolving conflicts. This suggests that the group mean of males (11.193) is not significantly different than that of females (10.699).

Although several studies reveal gender differences in the strategies that conflicts are resolved; there are some studies consistent with the present findings indicating no gender differences and some that state inconsistent findings regarding this issue. To this end, Nadler & Nadler (1984) cited in Johnson & Johnson (1996) stated that most studies on conflict resolution, showed that there was no gender differences in the strategies employed in resolving disagreements. Similarly, Feldman & Gowens (1998) cited in Owens et al. (2005) pointed out that the evidence for sex difference in conflict resolution is inconsistent with a number of studies reporting no or very few sex differences.

Contrary to the findings of the questionnaire, gender differences in the strategies employed resolving conflicts were observed during FGD. These differences in four conflict resolution strategies of: conflict engagement, positive problem solving, withdrawal and compliance strategies are presented as follows: During FGD more girls than boys were observed to employ conflict engagement strategy in resolving conflicts. More than half of the girls were observed to employ the above stated strategy as a means of resolving disagreements. On the other hand more boys than girls were observed to use positive problem solving strategy to resolve disagreements. Likewise, more boys than girls employed withdrawal strategy to settle the differences among themselves. The least difference was observed among boys and girls in the manner they utilized compliance strategy. However, boys were observed to use compliance strategy a little more than girls.

Perhaps, the following explanations could help in understanding the present findings. According to Habtamu (1998) the way people resolve conflict could be affected by ethnicity, religion, education level and culture. Besides, Habtamu further shows that in the Ethiopian culture, the majority or all the cases in family conflict are mediated by elders who are males. This, the researcher believes would have an impact on the girls to exercise less the strategy of employing mediation in

resolving disagreements. In addition, perhaps for the girls to have an environment where they could freely express their feelings in the same sex group could have encouraged the expression of their authentic emotions.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is devoted to summarizing the major findings of the study, making conclusions, and forwarding recommendations based on the findings.

6.1 Summary

The major purpose of this study was to investigate the source of adolescent-peers' conflict, types of conflict manifestations, conflict resolution strategies employed and gender differences in resolving conflict.

In order to achieve the aforementioned objectives the following basic research questions were formulated:

- ❖ What are the major sources of conflicts among adolescents in Soddo High School?
- ❖ What are the common types of conflicts manifested among adolescent-peers?
- ❖ How do these adolescents resolve conflicts among themselves?
- ❖ Is there statistically significant gender difference in the application of conflict resolution strategies?

To find out answers for the above research questions, 350 participants were randomly selected from Soddo High School to fill out a questionnaire that consisted 62 items. In order to study in depth the issue under investigation, the method of data collection was triangulated. Hence, the data was also collected by means of focused group discussion and interview.

In line with these basic research questions, current findings of this study are summarized as follows:

The findings of the questionnaire and the interview revealed that the major sources of adolescent-peer conflict are misbehaviour, relational issues and competition in their respective orders from major to minor causes of conflict.

Misbehaviour includes disturbing the class, stealing, damaging properties and copying from each other during exam. This was evidenced by the responses of the questionnaire; as follows: disturbing in class (79.9%), stealing (72.9%) and property damage (72.6%). In a similar manner most of the interviewees responded that disturbance in the class, stealing and damaging property as well as copying from each other during exam are the major sources of conflict.

Relational issues were observed to be the second major instigator of conflict. In this regard the questionnaire response revealed disclosing secrets and spreading rumours (70.9%) followed by exclusion (56.3%). Similarly the majority of the interviewees reported that boy friend-girl friend issues and jealousy as the main cause of conflict in the interpersonal relationships of the students.

Additional points of conflict sources were observed to be competition for scarce materials; the questionnaire response indicated (59.7%) and all the interviewees reported that competition for such things as text books, chairs and tables to be the major sources of conflict.

It was interesting to find both through the questionnaire and interview that religion, ethnic difference and academic competition to be the least causes of conflict in the adolescent-peers' interpersonal relationships in the school settings (36.3%, 36.6%, and 39.4% respectively).

Concerning types of adolescent-peer conflict manifestations, the findings of the study by means of the questionnaire and the interview revealed that adolescents among their peers manifest in order of their occurrence; verbal aggression, minor physical aggression and severe physical aggression.

The participants reported through the questionnaire to: verbal aggression (Mean = 14.561), minor physical aggression (Mean = 13.636), and severe physical aggression (Mean = 11.839). To confirm this, the obtained percentage from the questionnaire also shows 21.02%, 19.4% and 19.95% respectively. In a similar manner most of the interviewees revealed that verbal aggression, minor physical aggression and severe physical aggression to be exercised among adolescent-peers respectively.

Regarding adolescent-peer conflict resolution strategies, the study through the questionnaire showed that adolescent-peers employed positive problem solving strategy (Mean = 11.186, 36.14%) as a means of resolving conflicts followed by compliance (Mean = 10.948, 34.89%), withdrawal (Mean = 10.309, 30.54%) and conflict engagement (Mean = 9.389, 24.24%). From the given data, it can be seen that positive problem solving strategy is the most commonly practiced strategy, followed by compliance conflict resolution strategy. Withdrawal and conflict engagement are least used strategies.

Contrary to the findings of the questionnaire, focused group discussion revealed that the majority of the participants resolved conflict by means of conflict engagement strategy followed by, positive problem solving, withdrawal and compliance.

When we see these conflict resolution strategies in gender behaviour, an independent sample t-test revealed that there is no significant gender difference in the utilization of these four types of conflict resolution strategies. Thus, there is no significant gender difference in the mean scores of males and females. Contrary to the findings of the questionnaire, the focused group discussion revealed that most of the girls resolved conflict through conflict engagement strategy. While more boys than girls employed positive problem solving strategy in resolving disagreements. Therefore, gender difference in resolving conflict is reflected through focused group discussion with females using more frequently than males the conflict engagement strategy to resolve disagreements.

In summary, the following major findings were obtained.

- ❖ Concerning to causes of conflict, the obtained finding reveals that the highest sources of conflict are misbehaviour, relational issues and competition in their respective orders.
- ❖ Concerning types of adolescent-peer conflict manifestations, the findings of the study illustrates that adolescents use more verbal aggression, followed by minor physical aggression and lastly severe physical aggression.

- ❖ Regarding adolescent-peer conflict resolution strategies, the study through the questionnaire showed that adolescent-peers employed positive problem solving strategy. But the finding that is obtained from focused group discussion indicates that many adolescents resolved conflict by means of conflict engagement strategy followed by, positive problem solving, withdrawal and compliance strategy.
- ❖ In regard to gender differences in resolving conflicts, the findings obtained from the questionnaire disclosed that there is no significant difference in the strategies that boys and girls employ in resolving conflicts. However, the focused group discussion showed that conflict engagement strategy was employed more by girls than boys in resolving conflicts.

6.2 Conclusions

The studies carried out in the Ethiopian context by Habtamu (1998) and Ayalew (1996) shed light on how widely corporal punishment is used, by parents, guardians, teachers, school guards and other adults as a means of resolving problems. Therefore, aggression, violence and conflicts are deep-rooted in the life of adolescents. Based on the stated reality, to observe students interacting in a similar manner, using aggressive means for resolving disagreements is hardly surprising. Based on the findings of the study the following conclusions are made.

From the findings of the study, it can be concluded that the main sources of conflict among adolescents are misbehaviour, relational issues and competition in their relative order. More specifically, misbehaviour, disturbing the class, stealing and damaging properties (in their relative rank) are the main causes for adolescents' conflicts. Concerning relational issues, untrustworthiness was reported as the foremost cause followed by exclusion, jealousy and teasing of others in their relative position.

Regarding the types of conflict manifestations, the study indicates that verbal aggression is more used by the adolescents. This is followed by minor-physical aggressions and severe-physical aggressions respectively. Perhaps, this is due to the

fact that verbal aggression does not involve overt observable harm such as physical harm. Hence, it would possibly be more easily tolerated than the other two types of conflict manifestations.

The findings of the questionnaire revealed that adolescent-peers resolve conflict by means of positive problem solving followed by compliance strategy. On the other hand focused group discussion conducted with 25 participants of four groups, showed that adolescents resolve conflict mainly by means of conflict engagement strategy followed by positive problem solving strategy. Further, the least utilized resolution strategy with respect to the questionnaire was revealed to be conflict engagement strategy. Hence, it could be concluded that adolescents resolve conflicts through positive problem solving strategy. This is because the findings of the questionnaire is representative and reliable thus more suitable to draw generalization from it rather than from the FGD.

In respect to gender difference in conflict resolution strategies, the findings of the questionnaire revealed that there is no significant gender difference in resolving conflict. Yet, focus group discussion shows that gender difference do exist in resolving conflicts. However, based on the findings of the questionnaire, it could be concluded that there is no statistically significant gender difference in resolving conflict. This is because, the findings of inferential statistics is assumed to be more reliable to draw generalization.

Previous studies reveal that, poorly managed conflicts have a detrimental impact on the individual students' academic achievement as well as on their self-esteem and self-efficacy. Hence, although effective social interactions are essential for successful functioning in every walk of life, it is more critical in the period of adolescence. This is because adolescents are in the transitional period preparing to take responsibilities that adults assume in the social world; all of which requiring from them adjusting themselves to the changes within and to the social world that surrounds them.

Perhaps then, no other period of life would be more important than the period of adolescence to foster such important values as appreciation and respect for differences, tolerance, negotiation, compromise and peaceful means of resolving disagreements.

6.3 Recommendations

Based on the findings of the study, the following recommendations are forwarded for the concerned bodies.

- ❖ We live in a world surrounded by aggressive means of resolving conflicts, and this reality in our Ethiopian culture of families and schools is evident. Schools are ideal places to provide students with an education that encompasses all aspects of development: intellectual, social, physical, emotional, spiritual, ethical and moral values. Hence, in order to produce socially competent, responsible and productive citizens, it is essential to incorporate into curriculum a set of lessons and values, that fosters the relevant values of our society, building the students capacity in perspective taking and empathy; as well as to train them in gaining deeper understanding of conflict and on its constructive resolution strategies. All of which can empower the students with the needed skills for effective interpersonal relationships.
- ❖ Families and schools need to set clear examples of resolving disagreements and conflict by using peaceful means like discussion, negotiation and compromise. In relation to this, previous findings in Ethiopia indicate that males are more advantaged in conflict resolution and socialisation through attending meetings in which elders resolve conflicts in traditional ways. The whole family and society would benefit if females attended such meetings and develop positive conflict resolution skills.
- ❖ School administration and teachers need to be trained on conflict and resolution strategies so that they in turn may know how to guide their students effectively.

- ❖ Teachers need to design more group activities where students work cooperatively for mutual success in view of reducing sources of conflict.
- ❖ Peer-mediation programs should be introduced to schools so that students will have the opportunity to practice resolving disagreements by peaceful means subsequently transferring these skills to non school settings.
- ❖ Ethiopia is a country where people of various ethnic, culture, education, and religious background reside; all of which would have an impact on the manner people resolve disagreements. Therefore, a similar study in the different cultural settings might shed greater light on the adolescent-peers' conflict and resolution strategies that adolescents employ in Ethiopia.
- ❖ Further research should be conducted on how adolescents resolve conflict between the same sex.

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Appendix A

Addis Ababa University

School of Graduate Studies

Institute of Psychology

Questionnaire to be filled by Soddo High school students

General Direction

The purpose of this questionnaire is to survey the nature of conflict you experience and the resolution strategies that you use to resolve in your day to day living.

Information you give will be very crucial for the success of the study.

Therefore, you are kindly requested to be honest towards all the items provided in the questionnaire. Your response to the questionnaire will be kept confidential.

Note: Do not write your name on the questionnaire

Thank you for your kind cooperation

Part I – Demographic Information

1. Sex Male Female

2. Age

3. Grade level

Part 2 – Adolescent – School Peer Conflict Sources

Direction: Below are lists of statements that could be sources of conflicts between you and your peer. Please circle the number with which you agree.

Use the following rating scale

1= Strongly Agree

2= Agree

3= Disagree

4= Strongly Disagree

- | | | | | |
|---|---|---|---|---|
| 1. Misbehaviour in the school setting such as shouting, whistling and singing are the sources of conflicts. | 1 | 2 | 3 | 4 |
| 2. Exclusion such as from sports, friendship and information are sources of conflicts. | 1 | 2 | 3 | 4 |
| 3. Jealousy for instance regarding someone's grades, friends, award, popularity are sources of conflicts | 1 | 2 | 3 | 4 |
| 4. Competition in academic performance for instance for grades and rank are sources of conflicts, | 1 | 2 | 3 | 4 |
| 5. Hiding of academic materials such as reference books handouts are the sources of conflicts. | 1 | 2 | 3 | 4 |
| 6. Property damage such as tearing pages from reference books, exercise books are sources of conflicts. | 1 | 2 | 3 | 4 |
| 7. Stealing of educational materials and other properties are sources of conflicts. | 1 | 2 | 3 | 4 |
| 8. Teasing of one's ability, appearance and family backgrounds are sources of conflicts. | 1 | 2 | 3 | 4 |
| 9. Issues of boy friend /girl friend are sources of conflicts. | 1 | 2 | 3 | 4 |
| 10. Being untrustworthy such as disclosing secrets and spreading rumours are sources of conflicts | 1 | 2 | 3 | 4 |
| 11. Religious differences in the school is a source of conflict. | 1 | 2 | 3 | 4 |
| 12. Ethnic differences in the school is the source of conflict. | 1 | 2 | 3 | 4 |
| 13. Competition on play ground is source of conflict. | 1 | 2 | 3 | 4 |

- | | | | | |
|--|---|---|---|---|
| 14. Shortage of educational materials is the source of conflict. | 1 | 2 | 3 | 4 |
| 15. Peer family socio-economic status difference is the source of conflict. | 1 | 2 | 3 | 4 |
| 16. Disturbing in classroom by talking, listening to music on mobile phone and showing funny actions are causes of conflict. | 1 | 2 | 3 | 4 |

Part 3- Adolescent – School Peer Conflict Situation Behaviour *J*

Direction: Below are lists of statements describing various things that might happen in conflict situation. Please circle how often you did each of these things in the past.

Use the following rating scale

1= Never

2= Sometimes

3= Often

4= Always

When conflicts occur between me and my school peers:-

- | | | | | |
|--|---|---|---|---|
| 1. I insulted him/her | 1 | 2 | 3 | 4 |
| 2. I threw an object at him/her | 1 | 2 | 3 | 4 |
| 3. I stomped out of the room | 1 | 2 | 3 | 4 |
| 4. I punched him/her with a fist | 1 | 2 | 3 | 4 |
| 5. I refused to talk about an issue | 1 | 2 | 3 | 4 |
| 6. I pushed him/her | 1 | 2 | 3 | 4 |
| 7. I swore at him/her | 1 | 2 | 3 | 4 |
| 8. I slapped him/her | 1 | 2 | 3 | 4 |
| 9. I did something to annoy him/her | 1 | 2 | 3 | 4 |
| 10. I beat him/her | 1 | 2 | 3 | 4 |
| 11. I threatened to hit him/her | 1 | 2 | 3 | 4 |
| 12. I choked him/her | 1 | 2 | 3 | 4 |
| 13. I said something to annoy him/her | 1 | 2 | 3 | 4 |
| 14. I threatened him/her with a stick/stone | 1 | 2 | 3 | 4 |
| 15. I kicked something | 1 | 2 | 3 | 4 |
| 16. I used a stick/stone to hit him/her | 1 | 2 | 3 | 4 |
| 17. I threatened to throw an object at him/her | 1 | 2 | 3 | 4 |
| 18. I twisted his/her arm | 1 | 2 | 3 | 4 |
| 19. I threw or smashed something | 1 | 2 | 3 | 4 |

20. I spat at him/her	1	2	3	4
21. I scratched him/her	1	2	3	4
22. I bite him/her	1	2	3	4
23. I tore his/her educational materials	1	2	3	4

Part 4 – Adolescent – School Peer Conflict Resolution Strategies

Direction: Below are lists of statements describing various strategies you may use when conflicts happen between you and your school peer. Please circle the number that indicates how much you agree with each statement that fits your relationships.

Use the following rating scale

1= Never

2= Sometimes

3= Often

4= Always

When conflicts occur between me and my school peers:-

1. I get involved in personal attack with him/her	1	2	3	4
2. I focus on the problem at hand with him/her	1	2	3	4
3. I remain silent for a long period of time	1	2	3	4
4. I accommodate his/her needs	1	2	3	4
5. I explode and get out of control	1	2	3	4
6. I sit down and discuss differences constructively	1	2	3	4
7. I complain about him/her to others	1	2	3	4
8. I give in to his/her wishes too much	1	2	3	4
9. I use my influence to get my ideas accepted	1	2	3	4
10. I find alternatives that are acceptable to each of us	1	2	3	4
11. I ignore him/her	1	2	3	4
12. I do not defend my position	1	2	3	4
13. I throw insults at him/her	1	2	3	4
14. I put forward middle positions to break deadlocks	1	2	3	4
15. I act distant and disinterested	1	2	3	4
16. I try to fulfill his /her expectations	1	2	3	4
17. I say things to annoy him/her	1	2	3	4
18. I try to reach compromise through negotiation	1	2	3	4
19. I avoid discussing my differences with him/her	1	2	3	4
20. I often go with his/her suggestions	1	2	3	4

አዲስ አበባ ዩኒቨርሲቲ
የድኅረ ምረቃ ትምህርት ቤት
የሥነልቦና ተቋም

በወላይታ ሶዶ ከፍተኛ ሁለተኛ ደረጃ ት/ቤት ተማሪዎች የሚሞላ መጠይቅ

አጠቃላይ መመሪያ

የዚህ መጠይቅ ዋና ዓላማ በዕለት ተዕለት የኑሮ መስተጋብር ውስጥ የሚያጋጥሙዎ ግጭቶችንና ግጭቶቹን ለመፍታት የሚጠቀሙባቸውን አቀራረቦች መዳሰስ ነው።

የሚሰጡን መረጃ ለጥናቱ መሳካት የሚያበረክተው ሚና በእጅግ የጎላ ነው።

ስለሆነም በመጠይቁ ውስጥ የተካተቱትን ነጥቦች በሙሉ በታማኝነትና ሀቀኝነት እንዲመልሱ በትህትና እንጠይቃለን።

የሚሰጡንም መረጃ በሙሉ ምስጢራዊነቱ የተጠበቀ ይሆናል።

በመጠይቁ ላይ ስምዎን መጻፍ አይኖርብዎትም

ለቀና ትብብርዎ በጣም እናመሰግናለን።

ክፍል 1 የግል መረጃ

1. የታ ወንድ ሴት

2. ዕድሜ

3. የትምህርት ደረጃ (ክፍል)

ክፍል 2: በጉርምስና እድሜ ክልል ውስጥ ባሉ አብረው በሚማሩ ተማሪዎች መካከል የግጭት መንስኤዎች

መመሪያ: ከዚህ ቀጥሎ የቀረቡ ሀሳቦች አብሮ በሚማሩ ተማሪዎች መካከል ሊከሰቱ የሚችሉ የግጭት መንስኤ ይሆናሉ ተብሎ ይገመታሉ። ስለዚህ እርስዎ ከተጠቀሱት ውስጥ ይበልጥ የሚስማሙበት ከዚህ በታች የተመለከተውን መለኪያ በመጠቀም በሀሳቡ ትይዩ ያለውን ቁጥር በመክበብ ይመልሱ።

1= በጣም እስማማለሁ

2= እስማማለሁ

3= አልስማማም

4= ፈጽሞ አልስማማም

1. በትምህርት ቤት ቅጥር ግቢ ውስጥ ተማሪዎች ሊያንጸባርቁቸው የሚችሏቸው እንደ መዘፈን፣ መጮህ፣ ማፈጨት የመሳሰሉት ሥርዓት አልበኛ ባህርያት የግጭት መንስኤ ይሆናሉ። 1 2 3 4
2. በትምህርት ቤት ውስጥ ከአንዳንድ እንቅስቃሴዎች መገለል፣ ለምሳሌ ከስፖርታዊ እንቅስቃሴዎች፣ ከመረጃ እንዲሁም ከጓደኝነት መገለል የግጭት መንስኤ ይሆናሉ። 1 2 3 4
3. በሌሎች ውጤት፣ ደረጃ፣ ጓደኛ፣ ሽልማት፣ ዝና፣ ወዘተ መቅናት የግጭት መንስኤ ይሆናል። 1 2 3 4
4. በትምህት ቤት ውስጥ ለደረጃና ለውጤት የሚደረግ ፉክክር የግጭት መነሻ ይሆናል። 1 2 3 4
5. እንደ መግለጫና በመምህራን ተዘጋጅተው የሚሰጡ ኖቶችን የመሳሰሉ የትምህርት መሳሪያዎችን መደባበቅ የግጭት መንስኤ ይሆናሉ። 1 2 3 4
6. የመጻሕፍትን ወይም የደብተር ገጾችን መቅደድና በሌሎች የተማሪ ንብረቶች ላይ ጉዳት ማድረስ የግጭት መንስኤዎች ይሆናሉ። 1 2 3 4
7. የትምህርት መሳሪያዎችና ንብረቶች መስረቅ የግጭት መንስኤ ይሆናሉ። 1 2 3 4
8. በአንድ ተማሪ ችሎታ፣ መልክ፣ የቤተሰብ ሁኔታ ላይ ያነጣጠረ ተረብ የግጭት መንስኤ ይሆናል። 1 2 3 4
9. ከፍቅር ጓደኝነት ጋር የተያያዙ ጉዳዮች ለግጭት መንስኤ ይሆናል። 1 2 3 4
10. ምስጢር አለመጠበቅና አሉባልታን መንዛት የግጭት መንስኤ ይሆናሉ። 1 2 3 4

11. በትምህርት ቤት የእምነት ልዩነት የግጭት መንስኤ ይሆናል:	1	2	3	4
12. በትምህርት ቤት የጎሳ ልዩነት የግጭት መንስኤ ይሆናል::	1	2	3	4
13. በጫወታ ሜዳ የሚከሰት ስፖርታዊ ፉክክር የግጭት መንስኤ ይሆናል::	1	2	3	4
14. በትምህርት ቤት የትምህርት መሳሪያዎች እጥረት የግጭት መንስኤ ይሆናል::	1	2	3	4
15. የትምህርት ቤት ባልደረባ የቤተሰብ ማህበራዊና ኢኮኖሚያዊ ልዩነት ለግጭት መንስኤ ይሆናል::	1	2	3	4
16. በክፍል ውስጥ በመናገር፣ ሙዚቃን በሞባይል ስልክ በማዳመጥ እንዲሁም አስቂኝ እንቅስቃሴዎችን በማሳየት መረበሽ የግጭት መንስኤ ይሆናል::	1	2	3	4

ክፍል 3 - በጉርምስና የዕድሜ ክልል ውስጥ ያሉ አብረው የሚማሩ ተማሪዎች የሚያሳዩአቸው የግጭት ባህሪያት

መመሪያ:- ከዚህ ቀጥሎ የቀረቡት ሀሳቦች በግጭት ወቅት ሊያጋጥሙ የሚችሉ ሁኔታዎችን የሚገልጹ ናቸው:: የድግግሞሽ መጠኑን ለማመልከት ከዚህ በታች የተመለከተውን መለኪያ በመጠቀም በድግግሞሽ ገላጩ ትይዩ የተጻፈውን ቁጥር ያክብቡ::

1= በፍጹም	2= አንዳንዴ	3= በብዛት	4= ሁልጊዜ
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በራሴና አብሮኝ በሚማር ተማሪ መካከል ግጭት ሲከሰት:-

1. ሰድቤዋለሁ/ሰድቤያታለሁ::	1	2	3	4
2. አንዳች ነገር ወርውሬበታለሁ/ወርውሬባታለሁ::	1	2	3	4
3. ተመናጭቄ ከነበርንበት ክፍል ወጥቻለሁ::	1	2	3	4
4. በቡጢ/በቦክስ መትቼዋለሁ/መትቻታለሁ::	1	2	3	4
5. በጉዳዩ ዙሪያ ለመነጋገር ፈቃደኛ አልነበርኩም::	1	2	3	4
6. ገፍትሬዋለሁ/ገፍትሬያታለሁ::	1	2	3	4
7. በጣም መራር ቃላት ተናግራለሁ/ተናግራያታለሁ::	1	2	3	4
8. በጥሬ መትቼዋለሁ/መትቼያታለሁ::	1	2	3	4
9. ለማናደድ የሆነ ነገር አድርጌያለሁ	1	2	3	4
10. መትቼዋለሁ/መትቻታለሁ::	1	2	3	4
11. አስፈራርቼዋለሁ/ አስፈራርቻታለሁ::	1	2	3	4
12. አንቁዋለሁ/አንቁያታለሁ::	1	2	3	4

13. ለማናደድ የሆነ ነገር ብያለሁ።	1	2	3	4
14. በድንጋይ/በዱላ አስፈራርቼዋለሁ/አስፈራርቻታለሁ።	1	2	3	4
15. በእግሬ የሆነ ነገር መትቻታለሁ።	1	2	3	4
16. በድንጋይ/በዱላ መትቼዋለሁ/መትቻታለሁ።	1	2	3	4
17. አንዳች ነገር ልወረወርባት አስፈራርቻታለሁ/አስፈራርቼዋለሁ።	1	2	3	4
18. እጁን/እጇን ጠምዝዣለሁ።	1	2	3	4
19. የሆነ ነገር ወርውራያለሁ/ሰብሬያለሁ።	1	2	3	4
20. ተፍቼበታለሁ/ተፍቼባታለሁ።	1	2	3	4
21. ቧጨርኩት/ቧጨርኳት	1	2	3	4
22. ነክስኩት/ነክስኳት	1	2	3	4
23. የትምህርት መሣሪያዎቼን /መሣሪያዎቿን ቀደድኩበት/ባት	1	2	3	4

ክፍል - 4 በጉርምስና የእድሜ ክልል ውስጥ የሚገኙና አብረው የሚማሩ ተማሪዎች የሚጠቀሙባቸው የግጭት አፈታት ዘዴዎች

መመሪያ፡- ቀጥሎ የቀረቡትን ዐረፍተነገሮች በርስዎና አብሮዎት በሚማር ተማሪ መካከል ግጭቶች ሁኔታ ጋር ተዛማጅ የሆነውን ሀሳብ የያዘውን ቁጥር ያክብቡ።

1= በፍጹም	2= አንዳንዴ	3= በብዛት	4= ሁልጊዜ
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ቀጥሎ የተመለከተውን የንጽጽር ልክ ይጠቀሙ

አብሮኝ ከሚማር ተማሪ ጋር ስጋጭ፡-

1. ጥቃት አደርስበታለሁ/አደርስባታለሁ።	1	2	3	4
2. ትኩረቴን በተከሰተው ችግር ላይ አደርጋለሁ።	1	2	3	4
3. ለረጅም ጊዜ ዝም ብዬ እቆያለሁ።	1	2	3	4
4. ፍላጎቶቼን/ፍላጎቶቿን አስተናግዳለሁ።	1	2	3	4
5. ከቁጥጥር ውጭ እስክሆን እናደዳለሁ።	1	2	3	4
6. አብሬ ቁጭ በማለት በተከሰቱ ችግሮች ዙሪያ ገንቢ የሆነ ውይይት አደርጋለሁ።	1	2	3	4
7. እሱን/እሷን በሚመለከት ሌሎች ስምታ አስማለሁ።	1	2	3	4
8. መሆን ካለበት በላይ ለፍላጎቶቼ/ቿ ተገዥ እሆናለሁ።	1	2	3	4
9. ሀሳቤ ተቀባይነት እንዲኖረው የተለያዩ ተጽዕኖዎችን እጠቀማለሁ።	1	2	3	4

10. የሁለታችንንም ጥቅም ሊያስጠብቁ የሚችሉ አማራጮችን እፈልጋለሁ።	1	2	3	4
11. በፍጹም አላናግረውም/አላናግራትም።	1	2	3	4
12. የራሴን አቋም አላስጠብቅም።	1	2	3	4
13. አንዳንድ ስድቦችን እወረውርበታለሁ/እወረውርባታለሁ።	1	2	3	4
14. ጽንፍ ከመያዝ ይልቅ ሁለታችንም ወደምንስማማበት ማዕከላዊ አቋም እንድንመጣ አደርጋለሁ።	1	2	3	4
15. የመራቅና የፍላጎት አልባነት ስሜት ያድርብኛል።	1	2	3	4
16. ከእኔ የሚጠብቃቸውን/የምትጠብቃቸውን ነገሮች ለሟሟላት እሞክራለሁ።	1	2	3	4
17. እሱን/እሷን ለማናደድ እንዳንድ ነገሮችን እላለሁ።	1	2	3	4
18. ልዩነቶችን በማቻቻል ለመደራደር እመክራለሁ።	1	2	3	4
19. ባሉን ልዩነቶች ላይ ከእሱ/ከእሷ ጋር በግልጽ አልወያይም።	1	2	3	3
20. በአብዛኛው ጊዜ እሱ/እሷ በሚሰጠው/በምትሰጠው ሀሳብ ላይ እስማማለሁ።	1	2	3	4

Appendix B

Semi – Structured Interview

1. Do you think misbehaviour in the class such as speaking loudly, singing, listening to music on mobile phone etc. causes conflict?
2. Has exclusion from sports, friendships etc been the source of conflicts?
3. Have you witnessed jealousy for grades, rank, friendships, popularity etc to be the source of conflict?
4. Is competition in academic performance for instance for the best grades, rank, etc the sources of conflict?
5. Do shortage of academic materials and hiding of text books etc. cause conflict?
6. Do stealing and damaging of academic materials such as tearing pages from them cause conflict?
7. Have you observed being untrustworthy, such as disclosing secrets, spreading rumours etc. to be the source of conflict?
8. Do you think boy friend – girl friend issues cause conflict?
9. Do you think religion and ethnic differences cause conflict?
10. How frequently have you observed the following types of conflicts such as insult, swearing, name calling; pushing, hitting, grabbing; beating, biting, chocking etc..?
11. Could you suggest other sources of adolescent peer conflicts?

በክፍል የተዋቀረ ቃለመጠይቅ

1. በክፍል ውስጥ ተማሪዎች ሊያንጸባርቋቸው የሚችሉዋቸው እንደ መዝፈን፣ ጮክ ብሎ መናገር በሞባይል ሙዚቃ ማዳመጥ ያሉና የመሳሰሉት የሥነ ሥርዓት ጉድለቶች በተማሪዎች መካከል የርስበርስ ግጭት መንስኤ ሊሆኑ ይችላሉ ብለው ያስባሉ?
2. በትምህርት ቤት ውስጥ ከስፖርታዊ እንቅስቃሴዎችና ከጓደኝነት መገለል የግጭት መንስኤ ሲሆን አጋጥሞዎት ያውቃል?
3. በሌሎች ውጤት፣ ደረጃ፣ ጓደኛ ወዘተ ላይ በመቅናት ግጭት ውስጥ ገብተው አልያም ሌሎች ሲጋጩ አጋጥሞዎት ያውቃል?
4. በትምህርት ቤት ውስጥ ለደረጃና ለውጤት የሚደረግ ፉክክር የግጭት መነሻ ሊሆን ይችላል?
5. የትምህርት መሣሪያዎች እጥረትና የመጻሕፍት መደባበቅ ወዘተ ግጭትን የሚያስነሳበት ጊዜ አለ?
6. ስርቆትና የትምህርት መሣሪያዎች ማበላሸት፣ የመጻሕፍት ገጾች መቅደድ ግጭትን ያስከትላሉ?
7. ታማኝነትን ማጓደል፣ ምስጢር አለመጠበቅ፣ አሉባልታ መንዛት ወዘተ የመሳሰሉት የግጭት መንስኤ ሲሆኑ ታዝበዋል?
8. የወንድ ወይም የሴት ፍቅረኛ ጉዳይ የግጭት መንስኤ የሚሆን ይመስልዎታል?
9. የሃይማኖትና የብሔረሰብ ልዩነት የግጭት መንስኤ ሊሆኑ ይችላሉ?
10. የሚከተሉት የግጭት መንስኤዎችን ምን ያህል ጊዜ ታዝበዋል
ስድብ፣ መራር ቃላትን መናገር፣ ስም ማጥፋት፣ መገፍተር፣
መምታት፣ ድንገት መያዝ፣ መደብደብ፣ መንከስ፣ ማነቅ
11. በጉርምስና ወቅት የግጭት መንስኤ የሚሆኑ ሌሎች ጉዳዮችን ቢዘረዝሩልን፡፡

Appendix C

Hypothetical Conflict Situations

Hypothetical conflict 1

Imagine that you and your school peer have planned to watch a very good movie which takes two hours to watch together at 3:00 pm. You have to return the movie video cassette at 5:30 to the owner and you will not be able to see it again if you miss the chance of watching right at the stated time. When you came to watch the film, your friend, all of a sudden told you that s/he wants to watch football match exactly at the same time that you planned to watch the film. How would you solve the problem in this situation?

Hypothetical Conflict 2

Imagine that you are studying away from home in Soddo town in a rented house. It is your family who supplies for your needs who live back at home in a small village town 150 kilometers away from Soddo. Your neighbour, who is also your school peer at the same school, went back to the village and your family sent you 200 birr through him for house rent and for school stationery. He tells you that your family sent you money but he lost it. However, through your friends, you come to know that he didn't lose the money, but rather he has been spending it with his friends on different things and having a wonderful time together with them. How would you deal with your peer?

Hypothetical Conflict 3

Imagine you have a Mathematics test to study for and need your peer's help because s/he is very good at it and has previously agreed to help you; you relied on his help. However, all of a sudden, s/he tells you s/he has another appointment and refused to help you. What would you do in this situation?

ምናባዊ የግጭት አጋጣሚዎች

ምናባዊ የግጭት አጋጣሚ - 1

አብሮዎት ከሚማር ተማሪ ጋር በጣም ምርጥ የሆነና ለሁለት ሰዓታት የሚዘልቅ ፊልም ከቀኑ 9:00 ሰዓት ጀምሮ አብራችሁ ልታዩ ተስማማችሁ እንበል። ፊልሙን ልክ 11:30 ሲሆን ለባለቤቱ መመለስ አለባችሁ። ይህንን ጊዜ ተጠቅማችሁ ሳታዩ ብትቀሩ ሌላጊዜ ፊልሙን የማየት ዕድል አይኖራችሁም። ፊልሙን ለማየት ወደተቀጣጠራችሁበት ቦታ ሲመጡ ግን ባልጠበቁት ሁኔታ ያ አብሮዎት ፊልሙን ለማየት የተስማማው ተማሪ በተባባላችሁበት ሰዓት እግር ኳስ ማየት ይኖርብኛል ብሎ ይወስናል። ይህን ችግር በምን መልኩ ይቀርፋታል?

ምናባዊ የግጭት አጋጣሚ - 2

ቤት ተከራይተው፣ ከቤተሰብዎ ርቀው ሶዶ ከተማ እየተማሩ ነው ብለን እናስብ። የወር ቀለብዎትንም ሆነ ሌሎች የሚያስፈልጉዎትን ነገሮች በሙሉ የሚያሟሉልዎ ከሶዶ ከተማ በ150 ኪ.ሜ ርቀት ላይ በምትገኝ አነስተኛ መንደር ውስጥ የሚኖሩ ቤተሰቦችዎ ናቸው። ለቤት ኪራይና ለትምህርት መሣሪያ መግዣ የሚያገለግልዎትን 200 ብር ጎረቤትዎትና አብሮዎት በሚማር ተማሪ በኩል ቤተሰብዎ ይልክሎታል። ይሁንና ይኸው ጎረቤትዎና አብሮዎት አንድ ትምህርት ቤት ተማሪ የሆነ ሰው ብሩ እንደጠፋበት ይነገርዎታል። ብሩ ጠፋብኝ ይበልዎት እንጂ እርስዎ በሚያደርጉት ማጣሪያ ለራሱ እንዳንድ ነገሮችን ሲገዛበትና ከጓደኞቹ ጋር ሲዘናናበት መቆየቱን ይደርሱበታል። ከዚህ ከትምህርት ቤት አቻዎ ጋር የተፈጠረውን ሁኔታ በምን ዓይነት መልኩ ይፈቱታል?

ምናባዊ የግጭት አጋጣሚ - 3

የሂሳብ ፈተና ለመፈተን እየተዘጋጁ ነው እንበል። አብሮዎት የሚማርና በዚሁ የትምህርት መስክ ጥሩ ችሎታ ያለው ተማሪ እንዲያስጠናዎት ተነጋግራችሁ በመስማማቱ በዚሁ በሚደረግልዎት እርዳታ ተማምነው ተቀምጠዋል። ሆኖም ባልጠበቁት ሁኔታ ያው/ያቸው ተማሪ ሌላ ቀጠሮ አለብኝ ብሎ/ብላ ይገልፀልዎታል/ትገልጽልዎታለች። እንዲህ ዓይነት ሁኔታ ሲያጋጥምዎ ምን ያደርጋሉ?

DECLARATION

I, the undersigned, confirm that this thesis is my original work. All Sources of materials used in this thesis are duly acknowledged.

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This thesis has been submitted for examination with my approval as a university advisor.

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