Nurturing Win-Win Conflict Resolution Skills Among Selected Early Adolescents Using Conflict Resolution Training Modules

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Abstract

Conflict is a normal and necessary part of healthy relationships. Two people cannot be expected to agree on everything at all times. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. Learning how to resolve conflict, rather than avoiding a conflict or confronting it with a wrong approach (lose-lose approach, win-lose approach) is very crucial. By learning the skills needed for successful conflict resolution, using a win-win approach, disagreements can be overcome with confidence to keep personal and professional relationships strong and growing.

Adolescence is a malleable phase. If, at this phase, adolescents are guided to nurture win-win conflict resolution skills it will help them tide over the conflicts they come across successfully. This in turn will enable us to have a generation of population which is non-violent, prioritizing peace over aggression and disharmony.

Therefore, the present study was taken up to assess the conflict resolution patterns of early adolescents and to develop appropriate conflict resolution training modules to impart skills for resolving conflicts in a win-win way. 54 early adolescents in the age group of 12-13 years participated in the training for one academic year**.** Analysis of the data indicated that the developed modules influenced adolescents to adopt win-win conflict negotiation skills while resolving conflicts.

Key Words: Adolescents, Conflicts, negotiation, Win-Win, Modules

Introduction

Conflict is an inevitable part of relationships. Although conflict often is perceived as negative, conflict has the potential to positively contribute to both relationship quality and personal development (Cited by Scott, D.). Effective conflict resolution is associated with overall social competence in adolescents through the component skills of problem solving, decision making, communication, and coping (Van Slyck, Stern & Zak-Place, 1996).

Adolescence is the period of transition between childhood to adulthood. It is a period when rapid physiological changes and demands for new social roles take place. The adolescents, due to these changes often face a number of conflicts and dilemmas (Anonymous, Adolescence).

Conflicts reflect the complex and sometimes inconsistent wants values and expectations of individuals and groups. Conflicts can occur on different levels. Interpersonal conflicts occur between strangers, acquaintances, friends, parents and children. Intrapersonal conflicts occur within oneself (Cited by Wenden, A.).

When conflict is poorly managed it has a negative impact on adolescent's relationships. However, teaching adolescents the skills for resolving conflict can help significantly. By learning to manage conflict effectively adolescent's skills for getting along with others can be improved. Adolescents are much happier, will have better interpersonal relationships and intrapersonal attitudes when they know how to manage conflict well (Anonymous).

Effective conflict resolution involves managing the emotion evoked in a conflict situation using a negotiation or problem-solving process to determine a mutually acceptable solution (Katz & Lawyer, 1993).

According to the "Conflict Resolution Education" report (2003, Education World), the purposes of conflict resolution are to provide an environment in which "each learner can feel physically and psychologically free from threats and danger and can find opportunities to work and learn with others for the mutual achievement of all".

Most conflict resolution programs teach skills relevant to negotiation and peer mediation. Raider (1995) suggests that for conflict resolution programs to be effective, three areas must be addressed: knowledge, skills, and attitude. Long-term benefits of conflict resolution training are more likely with both behavioral and attitudinal changes. A comprehensive approach to teaching conflict resolution skills includes education, training and the opportunity to practice what is learned in real world situations (Van Slyck et al., 1996).

Educators like Van Slyck & Stern, (1991) believe competence in conflict resolution skills can lead to increased social and academic achievement in the short run and a more harmonious world in the long run. Therefore, Conflict resolution programs are best used as part of a long-range comprehensive plan to improve the learning climate at a school and to teach students alternatives to violence. Conflict resolution should be included as a regular part of the school programs and curricula.

Therefore this study was taken up to try and nurture win-win conflict resolution skills in early adolescents to help them to understand and resolve conflicts effectively using the conflict resolution training module developed by the researchers.

Objectives

- To assess the conflict resolution pattern adopted by early adolescents.

- To develop appropriate conflict resolution training modules (CRTM) to impart skills for resolving conflicts using a win-win approach.

- To introduce the developed conflict resolution training modules (CRTM) for one academic year (intervention) to selected early adolescents (experimental group).

- To assess the conflict resolution patterns adopted by early adolescents after exposure to the CRTM.

Hypothesis

- Adolescents do not have the ability to resolve conflicts constructively using a win-win approach.
- Nurturing the development of conflict resolution skills in adolescents will not help them to resolve conflicts using a win-win approach.

Methodology

Phase 1: Development of Tools

The researchers self developed two tools in English for the present study.

Tool 1: Hypothetical Conflict Situations Response Test (HCSRT) was developed to assess the adolescents' ability to identify, understand and resolve conflict. The tool comprised of five hypothetical conflict situations with both open and closed ended questions. HCSRT covered the 5 areas of conflict identified for the present study viz *conflict with parents, conflict with siblings, conflict with friends, conflict with self and conflict in school*.

The tool is divided into three components as indicated below:

The first component of this tool focused on testing the ability of the respondent to identify the type of conflict presented in the hypothetical situation. The respondents were required to read the situation carefully and identify the type of conflict that the hypothetical situations presented. Responses were choice based where the respondents were presented with five different types of conflicts and had to identify the type of conflict presented in the situation.

The second component of this tool focused on testing the ability of the respondent to understand and resolve the conflict presented in the hypothetical situation. The respondents were required to read the situation carefully, understand the conflict situation being presented and choose the most appropriate solution for the conflict from the given responses. The responses obtained for this component was classified into viz., *win-win; win-lose; lose-win and lose-lose* responses and then quantified into scores.

The third component of this tool focused on obtaining responses from the respondents when the situation was personalized. This component of the tool was designed to assess the respondent's overall ability to identify, understand and resolve conflicts. The responses obtained for this component was first classified into qualitative responses viz., *win-win; win-lose; lose-win and lose-lose* responses and then quantified into scores.

The scoring of all the three components were classified as *Poor conflict identifying, understanding and resolving skills, Satisfactory conflict identifying, understanding and resolving skills*, and *Good conflict identifying, understanding and resolving skills*.

Tool 2 was the **Conflict Resolution pattern inventory (CRPI)** developed to assess the adolescents' ability to resolve conflicts constructively (win win approach).

The CRPI was statement based, with open ended responses focusing on assessing the respondents' ability to resolve conflicts.

CRPI consisted of 48 open-ended statements covering 5 areas of conflict.

➢ Conflict with parents (12 statements)
➢ Conflict with siblings (7 statements)
➢ Conflict with friends (12 statements)
➢ Conflict with self (10 statements)

➢ Conflict in school (7 statements)

The statements were jumbled to overcome random/routine/monotonous responses by the respondents. The responses obtained for these statements were designed to be classified under *win-win, win-lose; lose-win and lose-lose*.

The scoring were classified as *Lose – lose conflict resolution pattern, Lose- win/ win – lose conflict resolution pattern* and *Win – win conflict resolution pattern*.

Phase 2: Standardization of tools

Standardization of tools was carried out in the following stages;

Stage 1: Item generation and face validation

Stage 2: Scale development

Construct validity – reliability and internal consistency:

The reliability of the scale was established by applying the split-half reliability analysis. The reliability co-efficient obtained was 0.831 for CRPI, indicating that the inventory has excellent reliability. Cronbach's Alpha demonstrates the internal consistency. Internal consistency of CRPI is 0.972 indicating good internal consistency for the scale.

Phase 3: Identification of Schools.

A total of 50 schools were shortlisted for the present study from which schools were drawn for different purposes of sampling as indicated below;

PART A: SCHOOL SELECTION FOR TOOL STANDARDISATION

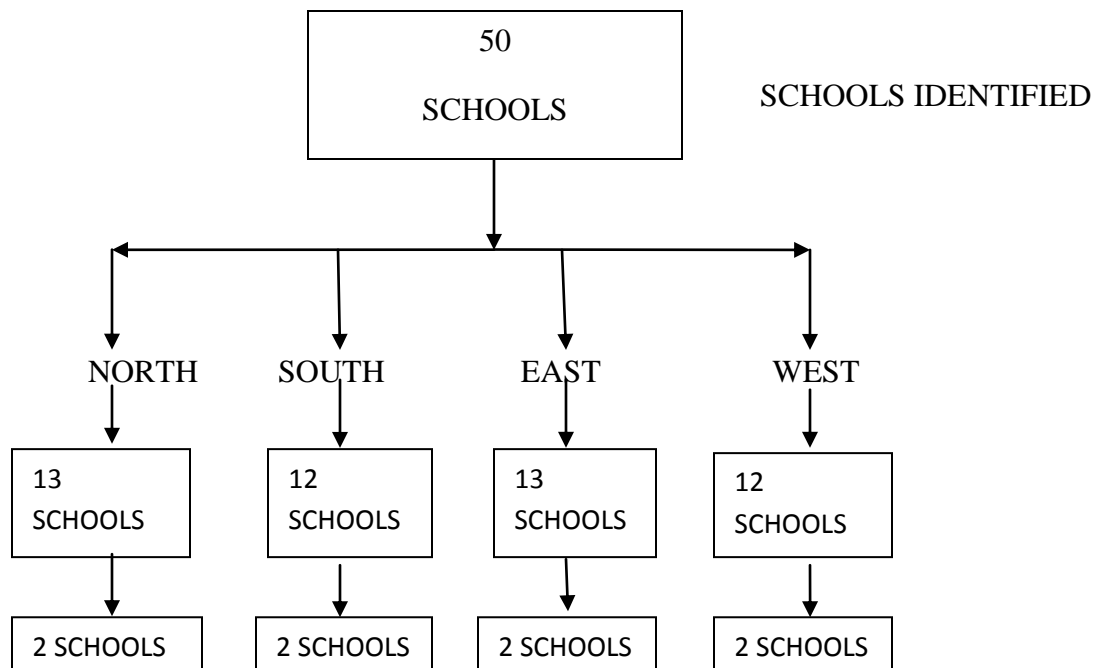A survey of the different schools in Bangalore city, which would be open to this experimental study for one whole academic year as a part of its curriculum was carried out. From this survey, 50 schools were shortlisted using cluster sampling method from the four zones of Bangalore city. Using the lottery method 2 schools from each zone was identified for the study. The breakups of the 50 schools were as follows:

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PART B: SCHOOL SELECTION FOR RESEARCH PROGRAMME (INTERVENTION)

For selecting schools for the research programme (intervention) the researcher established certain norms. Namely,

- Schools must be offering English medium of instruction as the tool was developed in English.

- Schools must be offering the CBSE syllabus.

- Schools must be situated in an urban area

- Students must come from similar background (middle class families).

- Willingness and cooperation of the schools to participate in the study.

From the 50 schools identified in the previous phase, 4 schools conforming to the norms established for the study was identified (one school from each zone). 2 schools were shortlisted for classifying into the experimental and control schools.

Thus Titan School situated at Mathigiri, Hosur was identified as the experimental school and JSS Public School the control school for the research study.

Phase 4: Identification of samples

PART A: SAMPLES FOR TOOL DEVELOPMENT

For selecting samples for tool development a total of 500 respondents were identified THROUGH CLUSTER SAMPLING as indicated below:

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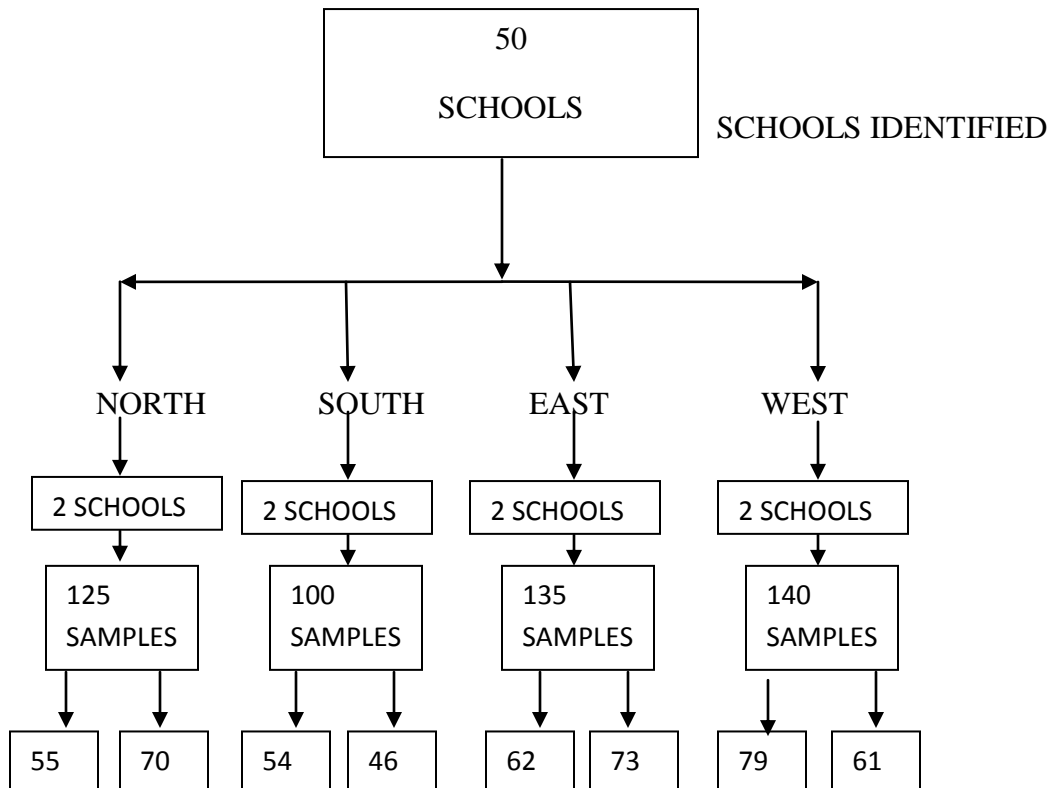
PART B: SAMPLE FOR RESEARCH PROGRAMME

For the pre-post experimental design in the study 100 early adolescents aged 12-13 yrs studying in 7th standard from the schools selected were identified. 54 respondents were drawn from the Titan School (experimental group), and 46 respondents were draw from JSS Public School (control group).

The researcher opined that a participative audience would yield better results than a captive audience. Therefore, before commencing data collection and intervention programme the

researcher held an interactive session with the participants of both the groups separately. An outline of the research programme was given to the participants and then the students were given a choice to either participate or not participate in the programme.

Phase 5: Pre-test data collection

The developed HCSRT and CRPI were administered to the experimental and control group.

Phase 6: Development of training modules

Based on inputs received from the pre-test data and discussions held with experts in the field, the researcher developed modules to nurture in adolescents the ability to identify, understand and resolve conflict. A total of 55 Modules consisting of 90 sessions was planned for the intervention programme. Modules were designed to first hone in adolescents the ability to identify and understand conflict, and this was followed by teaching appropriate resolution strategies. The modules were activity based.

Theoretical foundations considered for the module design

- Multiple intelligences theory
- Social learning or social cognitive theory
- Cognitive problem solving theory
- Resilience theory
- Theory of reasoned action
- Stages of change theory or trans-theoretical model
- Gerhard Schwarz's conflict theory

For the intervention programme the researcher developed the following modules.

Sl.No	CONTENT	NUMBER OF MODULES	NUMBER OF SESSIONS
I	**ICE BREAKER**		
1.	Breaking the ice	1	2
2.	Value clarification	1	2
II	**INTRODUCTION (IDENTIFYING CONFLICT)**		
1.	What is conflict?	1	2

2.	Types of conflict.	4	6
II A.	**UNDERSTANDING CONFLICT**		
1.	Causes of conflict		
	a. Opposing viewpoints or opinions	1	1
	b. emotions	1	2
	c. selfishness	1	1
	d. miscommunication or misunderstanding	1	2
	e. assumptions	1	2
III	**RESOLVING CONFLICTS CONSTRUCTIVELY**		
1.	Cooperative context.	3	4
2.	Using academic controversy in the classroom	1	2
3.	a. Negotiate	2	2
	b. Mediate	2	3
	c. Arbitrate	2	2
1V	**SKILLS FOR IDENTIFYING, UNDERSTANDING AND RESOLVING CONFLICTS USING APPROPRIATE NEGOTIATION STRATEGIES**		
1.	Orientation	7	10
2.	Perception	4	7
3.	Emotion	3	5
4.	Communication	3	5
5.	Creative thinking	2	4
6.	Critical thinking	2	4

V	CONFLICT RESOLUTION EDUCATION (identify, understand and resolve conflicts)		
1.	**Problem solving principles;**		
	a. Separate the people from the problem	1	1
	b. Focus on interests not positions	1	2
	c. Invent options for mutual gain	1	2
	d. Use objective criteria.	1	1
2.	**Structured problem solving process ;**		
	(a) Set the stage	1	1
	(b) Gather perspectives	1	2
	(c) Identify interests	1	2
	(d) Create options	1	1
	(e) Evaluate options	1	2
	(f) Generate agreement by negotiation, mediation and consensus decision making	1	2
VI	**RECAPITULATION**	1	4
VII	**SUMMARIZE**	1	2
	TOTAL	55	90

Phase 7: Intervention programme

The developed modules were introduced to the experimental group in a phased manner for a period of one academic year. Each of the given modules was meticulously planned, keeping the age range of the respondents in mind. To sustain interest throughout the programme the modules were designed to include various communication strategies like **drama, role play, puzzles, games, group discussions, drawing on personal experiences, showing video clips, music, power point presentations, flip charts and posters.** To motivate the respondents and to capture

their attention throughout the session small rewards were handed out to the respondents during each session.

The sessions were held twice a week, each session lasting for about 2 hours approximately. In order to impact each and every individual in the experimental group, and address issues on a one on one basis, it was decided to have a small group for each interaction session. Thus the 54 students of the experimental group were further divided into two groups of 27 and 26 participants. The researcher met both the groups on the same day but at different times, ie after concluding with one group, the other group was met with almost immediately, thereby minimizing the spillover effect of the session from one group to another.

DATA COLLECTION DURING INTERVENTION

- ➢ Participants dairies
- ➢ Participants feedback form
- ➢ Observation made by the researcher during intervention
- ➢ Informal discussion with teachers on any noticeable changes as a result of the intervention.
- ➢ Feedback from parents obtained through feedback forms and informal discussion.

Phase 8: Post-test.

After the end of an academic year, the HCST and CRPI were re-administered to both the groups for post-test data collection.

Phase 9: Statistical analysis of data

Descriptive statistical analysis was carried out in the present study. Significance was assessed at 5 % level of significance. Student t test (two tailed, independent) was used to find the significance of study parameters. P values were obtained by paired proportion test.

Table 1: Baseline information of adolescent studied

Baseline information	Experimental group		Control group		P value
	No	%	No	%	
Age in years					
• 11 years	0	0.0	4	8.7	
• 12 years	22	39.3	35	76.1	<0.001**
• 13 years	28	50.0	7	15.2	

• 14 years	4	7.1	0	0.0	
Gender					
• Male	23	41.1	23	50.0	0.459+
• Female	31	55.4	23	50.0	
Religion					
• Hindu	49	87.5	46	100.0	
• Muslim	3	5.4	0	0.0	0.123+
• Christian	2	3.6	0	0.0	
Income (Rs)					
• <5000	3	5.4	0	0.0	
• 5001-10000	2	3.6	1	2.2	0.176+
• 10001-15000	11	19.6	5	10.9	
• >15000	38	67.9	40	87.0	
Ordinal position					
• 1st born	40	71.4	33	71.7	
• 2nd born	12	21.4	12	26.1	0.640+
• 3rd born	0	0.0	1	2.2	
Total	**54**	**96.4**	**46**	**100.0**	

Adolescence is the period of transition between childhood to adulthood. It is a period when rapid physiological changes and demands for new social roles take place. The adolescents, due to these changes often face a number of conflicts and dilemmas. The early years of adolescence are the period which especially sees an escalation of conflicts. Thus early adolescents between the age group of 11-14 were considered for the study.

It can be inferred from the table that a majority of the respondents in the experimental group (50%) belong to the age group of 13 years, whereas a majority of respondents from control group (76.1%) belong to the age group of 12 years. Majority of the respondents follow the Hindu religion, have a monthly income of more than rupees 15,000 and are first born in both the experimental and control group.

Table 2: Comparison of significance of CRTM on HCSRT (Hypothetical conflict situation response test) in adolescents studied

HCST	Group	Pre	Post1	Significance Pre-post1	Effect size
CONFLICT WITH PARENTS	EXPT	12.2±3.08	13.78±2.74	t= -2.754 P=0.008*	0.23(S)
	CONTROL	12.15±2.93	12.83±2.56	P= 0.174	-
	P value	.932	.077	-	
CONFLICT WITH SIBLINGS	EXPT	11.85±3.52	13.48±2.86	T= -3.387 P=0.001**	0.61(M)
	CONTROL	11.91±2.79	11.61±2.07	P= 0.426	-
	P value	.924	.000	-	
CONFLICT WITH FRIENDS	EXPT	11.94±3.59	13.89±2.42	T = -3-694 P=0.001**	0.60(M)
	CONTROL	12.54±2.47	12.46±2.7	P=0.837	-
	P value	.343	.006	-	
CONFLICT WITH SELF	EXPT	11.78±3.43	13.48±1.82	T = -3.269 P=0.002**	0.56(M)
	CONTROL	13.33±2.07	13.28±2.12	P=0.880	-

	P value	.009	.614	-	
CONFLICT IN SCHOOL	EXPT	12.04±3	13.59±2.35	T= -3.590 P=0.001**	0.47(S)
	CONTROL	12.04±2.92	11.96±3.43	P=0.875	-
	P value	.991	.006	-	
OVERALL	EXPT	59.81±10.37	68.22±7.11	T= -6.554 P=0.001**	0.91(L)
	CONTROL	61.98±8.49	62.13±7.29	P=0.902	-
	P value	.262	.000	-	

The conflicts faced during early adolescence can be both interpersonal and intrapersonal. Frequency of conflicts varies with each relationship the adolescent is with. The study concentrates on five areas of conflict, viz conflict with parents, conflict with siblings, conflict with friends, conflict with self and conflict in school. Each area of conflict is unique and needs to be managed effectively for better interpersonal relationships and intrapersonal attitudes.

 Table 2 represents the data of adolescents' ability to identify, understand and resolve conflicts measured using the Hypothetical conflict situation response test.

Adolescence can be very difficult period. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well. Adolescents' and parents' contrasting desires and experiences contribute to increase in conflict resulting in the deterioration of interaction between the adolescent and the parent. Adolescents also experience a decline in the desire for companionship with their parents leading to increase in conflict and distance in relationships with their parents (Cited by Shehata, Ramadan 2010). This chasm will widen if adolescents are not taught t o identify and resolve conflicts. Data from the table 2 reveals that, this assumption is right. It can be observed in the pre test data that adolescents were not able to identify and understand conflicts and therefore resolved them poorly. However, post intervention it can be observed that there has been a small effect of intervention (0.23), on the respondents' ability to identify, understand and resolve conflict with parents using a win-win

approach, indicating that adolescents can be trained in conflict resolution skills using modules such as the one developed by the researchers for the present study.

Siblings represent a significant source of conflict for most children and adolescents (Bank and Kahn, 1982; Buhrmester and Furman, 1990; Dunn, 1985; Furman and Buhrmester, 1992; Lamb and Sutton-Smith, 1982; Montemayor and Hanson, 1985). Data from table 2 reveals that, there has been a moderate effect of intervention (0.61), on the respondents' ability to identify, understand and resolve conflict with siblings.

Adolescence is a period of important physical, social, emotional, and cognitive changes. Peer relationships become more complex and diverse, and adolescents must learn to negotiate varying relationship dynamics, including conflict with their peers. Data from table 2 reveals that, there has been a moderate effect of intervention (0.60), on the respondents' ability to identify, understand and resolve conflict with friends.

At adolescence conflict with self, affects their psyche. Changes occur simultaneously at both the body and psyche level during this stage. Each teenager is an individual with a unique personality, inherent behavior and unique existing circumstances as well as special interests, likes and dislikes. However, there are also numerous conflicting issues that everyone faces during the adolescent years. An adolescent's self identity generally focuses on simple characteristics, such as physical appearance, perception of self by peers, etc along with abstract and multifaceted ideas. Sometimes there is a conflict between the different components of self (Charming Health). Data from table 2 reveals that, there has been a moderate effect of intervention (0.56), on the respondents' ability to identify, understand and resolve conflict with self.

Academic pressures mount during high school, particularly the last two years. Data from the above table reveals that, there has been a small effect of intervention (0.47), on the respondents' ability to identify, understand and resolve conflict in school.

Results obtained in table 2 indicate that, before the respondents were exposed to the CRTM, there is no significant difference in the respondents' ability to identify, understand and resolve conflict situations of both experimental and control group. But after exposure to the CRTM for an academic year, the experimental group recorded a significant difference post intervention in their responses. When the effect size is interpreted it indicates that there has been a moderate to large effect of the intervention for each area of conflict. However, when the overall effect of the intervention is considered, the effect size records a large effect (0.91), indicating that the CRTM has had a significant influence on the respondents of the experimental group.

From the data obtained in table 2 it can be concluded that the adolescents ability to identify, understand and resolve conflicts using a win-win approach can be nurtured using modules such as the one developed by the researchers for the present study.

Table 3: Comparison of frequency (%) of response of adolescents on the scale for CRPI

Dimensions	Group	Pre-assessment				Post-assessment			
		LL	WL/LW	WW	P value	LL	WL/LW	WW	P value
Parents	EXPT	39.83(73.75%)	1.25(2.31%)	12.33(22.83%)	0.047	18.33(33.94%)	3.33(6.16%)	31.67(58.65%)	0.181
	Control	23.58(51.26%)	2.75(5.97%)	18.67(40.58%)		20.5(44.56%)	5(10.86%)	19.41(42.19%)	
Siblings	Expt	40.86(75.66%)	1(1.85%)	6.28(11.62%)	0.036	18.86(34.92%)	1.43(2.64%)	26.86(49.74%)	0.001 **
	Control	20.86(45.34%)	3.57(7.76%)	9.14(19.86%)		18(39.13%)	8.14(17.69%)	8.28(18%)	
Friends	EXPT	47.66(88.25%)	0.75(1.38%)	5.58(10.33%)	0.229	28.16(52.14%)	2.83(5.24%)	23(48.15%)	0.147
	Control	34.08(74.08%)	2(4.34%)	9.92(21.56%)		23.25(50%)	7.75(16.84%)	15(32.16%)	
Self	Expt	38.9(72.04%)	0.2(0.37%)	14.9(27.59%)	0.100	23.1(42.77%)	0.5(0.92%)	30.4(56.29%)	0.160
	Control	24.8(53.91%)	0.5(1.08%)	20.7(45%)		20.6(45%)	2.8(6.08%)	22.5(48.91%)	
School	Expt	40.85(75.64%)	0.57(1.05%)	12.57(23.27%)	0.345	20.85(38.61%)	0.85(1.57%)	32.28(57.77%)	0.032
	Control	29.57(64.26%)	2.57(5.58%)	13.85(30.11%)		24.28(52.78%)	4.85(10.54%)	16.57(36.02%)	

LL –lose- lose; WL/LW – win-lose/lose-win; WW – win-win

The above table 3 shows the data of, adolescent's ability to resolve conflict using win-win approach before and after intervention programme.

Adolescents who are able to resolve conflict also tend to have good peer relationships and a fulfilled family life (Johnson & Johnson, 2004).

Haar (1999), Laursen & Collins (1994) and Laursen, Hartup, & Koplas (1996) point out that adolescents' use of conflict strategies changes in terms of type of relationship.

Laursen (1993) found high level of submission and disengagement, and low level of compromise in parent-adolescent conflict yet considerable compromise and little disengagements with close friend. Data presented in table 3 indicates that a small number of the respondents of experimental (22.83%) & (10.33%), and control (40.58%) & (21.56%) group use win-win conflict resolution strategy with both parents and friends.

However, after exposure to the intervention programme, majority of the respondents of experimental group (58.65%) & (48.15%) used win-win conflict resolution strategy, to solve conflicts with parents and friends. A surprising outcome of the intervention programme observed was that the use of win-win strategy for resolving conflicts recorded higher with parents than with friends. Response of control group remained almost the same (42.19%) & (32.16%). This leads to the conclusion that the CRTM has had an influence on the experimental group.
Research also has shown that if parents and adolescents learn skills to resolve conflict, parent-adolescent disputes can be prevented from escalating into severe relationship difficulties (Riesch et al., 2000).

The sibling relationship has been described as the most enduring of all familial relations, and, despite its secondary significance, it remains unique and influential (Bank&Kahn, 1997; Goetting, 1986).

Early adolescents reported less companionship and less conflict with their siblings than did younger children (Cole & Kerns, 2001), and their relationships became less intensive (Buhrmester & Furman, 1990). The data obtained in the present study contradicts the findings of Cole & Kerns, 2001. As table 3, data indicates, even before the intervention programme, the respondents reported that their conflicts with siblings was high, in both experimental and control groups. They also reported that they were not able to resolve it using a win win approach in the pre test[(11.62%) & (19.86%)]. However after exposure to the CRTM, data obtained post intervention indicate that there is a high incidence of win- win conflict resolution pattern in the experimental group (49.74%), while the control group's data remained almost the same (18%).

Adolescence represents a time during which the self-concept undergoes significant change and is a time of conflict (Erikson, 1968; Harter, 1999a,b; Marcia, 1999). It can be inferred from the table 3 that, in pre assessment the respondents of both groups were not able to resolve conflicts

with self-using a win-win approach, (27.59%) & (45%), although the control group reported to having fewer conflicts with self.

Post assessment data reveals that (56.29%) respondents of the experimental group were able to resolve conflicts using win-win approach, whereas the control group data remained almost the same (48.91%), indicating that the CRTM had influenced the respondents of the experimental group.

Data from table 3 indicates that both the groups were facing conflicts at school to a very large extent. (75.64% and 64.24%) and were predominantly using lose-lose conflict resolution approaches to resolve these conflicts. The school environment, teachers, the way academics is dealt, student-teacher expectation, all play an important role in handling conflicts at school.

It can be observed that post intervention a majority of the respondents in the experimental group were gradually able to handle conflicts at school, using win-win approach. Comparatively 38.61% of respondents used lose-lose approach in the experimental group; while 52.78% of respondents in the control group used lose-lose approach post intervention.

Conflict during early adolescence is rampant. Nurturing adolescents' ability to resolve conflicts using win win approach, will also empower them to resolve the conflicts that they are likely to face in the later stages of their development successfully.

Table 4: Comparison of significance of CRTM on CRPI (conflict resolution pattern inventory) in adolescents studied

CRPI	Group	Pre	Post1	Significance Pre-post1	Effect size
CONFLICT WITH PARENTS	EXPT	23.96±6.36	38.62±9.65	T= -10.309 P=0.001**	1.47(VL)
	CONTROL	34±12.69	32.71±8.66	P=0.574	-
	P value	<0.001**	0.006**	-	
CONFLICT WITH SIBLINGS	EXPT	10.87±3.76	15.43±5.44	T= -4.728 P=0.001**	1.18(L)
	CONTROL	15.91±7.07	12.18±6.01	P=0.007**	-

	P value	.001**	.013*	-	
CONFLICT WITH FRIENDS	EXPT	17.3±4.47	37.08±10.63	T=-13.422 P=0.000**	0.76(M)
	CONTROL	23.39±10.05	34.83±11.2	P=0.001**	-
	P value	.000	.308	-	
CONFLICT WITH SELF	EXPT	21.11±5.78	32.7±10.01	T=-8.339 P=0.001**	0.84(L)
	CONTROL	28.22±9.46	30.93±7.9	P=0.061	-
	P value	.000	.338	-	
CONFLICT IN SCHOOL	EXPT	13.67±5.51	23.96±7.51	T=8.562 P=0.001**	0.93(L)
	CONTROL	16.22±7.12	18.56±6.22	P=0.040	-
	P value	.046	.000	-	
OVERALL	EXPT	81.74±14.92	148.98±37.37	T= -12.845 P=0.001**	1.36(VL)
	CONTROL	112.3±36.69	129.12±29.25	P=0.018	-
	P value	.000	.012	-	

Analysis of the pre post test results, of both the experimental and control groups indicate that, the intervention programme has had a significant influence on the experimental group. When the effect size is computed it is observed that conflicts with siblings, self and school record a large effect size (1.18, 0.84 & 0.93), conflict with friends records a moderate effect (0.76) and conflict with parents a very large effect (1.47). The overall effect of the intervention is also very large (1.36), indicating that the CRTM has had an influence on the respondents.

VALIDATION OF HYPOTHESIS

It was hypothesized that;

- Adolescents do not have the ability resolve conflicts constructively (win-win approach).

- Interpretation of pre test data of both the experimental and control groups presented in tables 2, 3 and 4 indicate that adolescents do not have the ability resolve conflicts constructively (win-win approach). This leads to the acceptance of the hypothesis.

- Nurturing the development of conflict resolution skills in adolescents will not help them to resolve conflicts using a win-win approach.

- Interpretation of pre post test data of both the experimental and control groups after exposure to an year long intervention programme presented in tables 2, 3 and 4 indicate that conflict resolution skills can be nurtured in the adolescents to resolve conflicts using a win win approach. This leads to the rejection of the hypothesis and the conclusion that nurturing the development of conflict resolution skills in adolescents will help them to resolve conflicts using a win-win approach.

Conclusion

Conflict resolution skills are skills that everybody needs, including people who would never think of pulling out a gun or punching somebody. These are skills that can help every young person relate better to others thereby leading to a more productive and happy life. Teaching adolescents conflict resolutions skills can affect society as well. Democracy depends on people working well together and respecting differences and respecting people of different cultures. If we're going to have a democratic society, conflict resolution has to be a part of everyone's education.

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