

Adolescents' interpretation of conflict in the society

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Abstract

Conflict is the most mis-interpreted word in the history of peace talks. It is attributed synonymously with violence on the contrary conflict is the most inevitable part of life. Despite the best practices of UNESCO on Nonviolent conflict resolution in and out of school, it still is a distant dream. In the current paper the researcher makes an attempt to identify the adolescents' awareness about conflict and its sources, using qualitative approach. The data was collected in textual form and was analyzed on the basis of dominant theme, context in which it was interpreted and the words related to the theme. The findings of the study reflect that students interpret conflict synonymously to violence and depict the source of conflict as narrow mindedness of people. The final pages propose programs and strategies for nurturing peace value among the students.

Keywords: Adoloscents', conflict, peace, sources of conflict

1. Introduction

"The ability to handle conflict by peaceful means brings peace"

Conflict can be due to opposing, ideas, views or opinions between one or more persons of a group or of different group. If it is tackled positively it can help in the progress of oneself or of community but if the reaction to it involves resistance and intolerance then it evolves into violence. Violence results in heinous bloodshed and crimes. Our history is full of evidences of Wars and violence. Conflict which results in violence has become increasingly interpersonal and related to criminal activities, particularly in urban areas. A recent study on Homicide, intentional homicide cause the deaths of almost half a million people across the world in 2012. More than a third of those occurred in the Americas, 31% in Africa and 28% in Asia (UNODC Global Homicide Report, 2013). In order to save the world from this growing plight proper measures should be taken to prevent the negative image of conflict from causing destruction and the best prevention to bring revolutionary changes in the society without violent revolution is through education.

2. Methodology of the present study

The present study is descriptive dealing with the students' present level of awareness about peace. Here qualitative approach is used as the data collected is in textual form which expresses students' viewpoints, feelings and understanding.

2.1 Description of population

Out of the total population, the researcher selects English Medium Students' of Std IX by using some scientific technique.

2.2 Sampling Technique of the Present Study

In the present study two stage sampling technique is used. Where at first stage- 10 co-education English Medium schools were randomly selected from greater Mumbai area and at second stage students of standard IX were randomly selected.

2.3 The sample its size & nature

Table 1: Gender-wise distribution of the sample

Gender	Sample Size
Girls	35
Boys	35
Total	70

The table 3 indicates that total no. of students was 70 out of which thirty five were girls and thirty five were boys.

2.4 Tool

Essay

Here the major concern was to capture the adolescent students understanding about conflicts. Since adolescence age is on the verge of adulthood, the researcher's concern is to identify how favorable is their understanding to prevail harmonious atmosphere in the society.

2.5 Pilot-study

The pilot study was conducted on the standard IX students of Rosary School Dockyard.

2.6 Data collection

Data was randomly collected from 10 co-ed English Medium Schools from greater Mumbai area.

2.7 Analysis of the Data

Content Analysis was done for the present study where the communication content was essay, which was executed on the cohort of 70 adoloscent students of Std IX of Rosary school Dockyard.

1. Coding Schedule

Following is the coding schedule for the present study
 Coding Schedule:

- Theme
- Context

- Words
- Sentences
- Dominant Word

The description of the codes is as follows.

2. Theme

The Theme identified in the present study is Sources of Conflict. Identification of the present study enabled the researcher to enumerate the thoughts and views of the students.

3. Context

It refers to the setting in which the theme is reflected. For example Individual, Social, Global. This code enabled helped in the analysis of the context in which the theme was occurred.

4. Words

This code was used in grouping the words relating to themes and context in which it emerged.

For Example:

Threat, harm, jealousy, violence, blame, worry, hypocrisy etc.

5. Sentences

This code is referred to the codes and sentences which the students quoted in their essays, which were either composed by them or of others.

For example:

- People fight with each other on small matters they take tension and die.
- Ego, attitude and rudeness, makes the problem more difficult.

This code helped the researcher to identify the metacognitive and creative domain of students’ understanding about the sources of conflict in the society.

6. Dominant word

This code refers to the recurring repetition of a word in the essays of the students. This helped the researcher in the analysis of the students thought process. For example in the present study the word- *thinking and no thinking* of students has occurred in Individual, social and global context.

7. Analysis

The theme, Source of Conflict is interpreted in terms of

context in which it was stated and words related to the theme and the most dominant words found in the data.

Analysis of the data is diagrammatically represented in the figure:

2.8 Analysis of the data

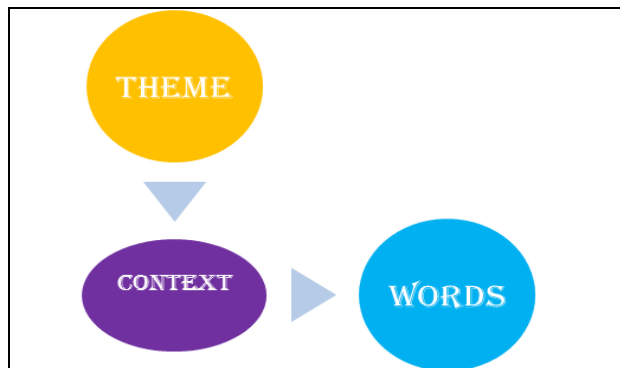


Fig 1

2.9 Analysis of the Theme

After the analysis of the data. The researcher identified the predominant theme, Sources of Conflict was interpreted as thinking and no thinking by the students. Here the students have attributed the word to the narrow minded thinking of the people.

1. Theme emerged: Sources of Conflict

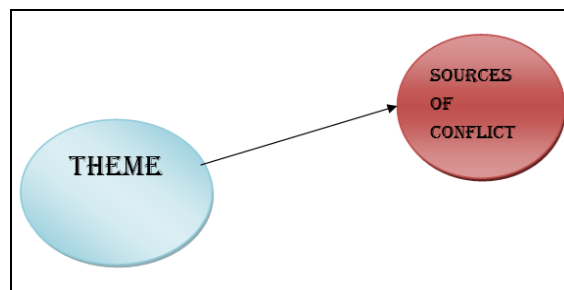


Fig 2

2. Context related to Theme

The researcher interprets the theme according to the context in which it was stated by the students.

The Dominant Context in which the Theme was interpreted

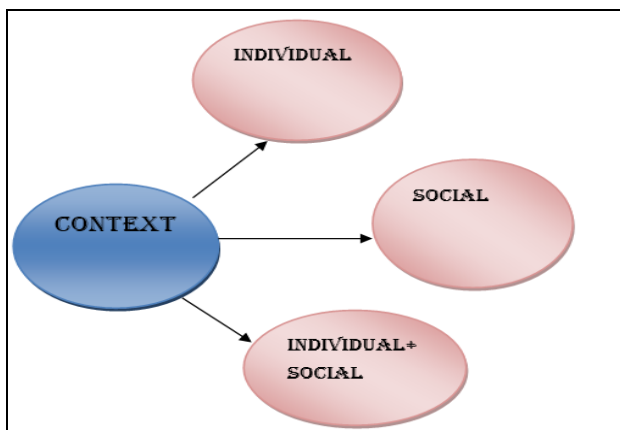


Fig 3

Table 2: Context related to the Theme: Sources of Conflict

Boys		48.57%
Girls		54.28%
Individual	Boys	2.85%
	Girls	2.85%
Social	Boys	11.42%
	Girls	14.28%
Individual+ Social	Boys	14.28%
	Girls	22.85%
Individual+ Social+ International	Boys	8.57%
	Girls	2.85%
International + Social	Boys	2.85%
	Girls	2.85%
Social+ Political	Boys	2.85%
	Girls	2.85%
Social + Political+ International	Boys	-

Interpretation: The above table reflect that more no of girls have interpreted the theme as compared to the boys. It also depicts that the theme was represented more in Individual+ Social context.

2.10 Word related to theme Source of Conflict

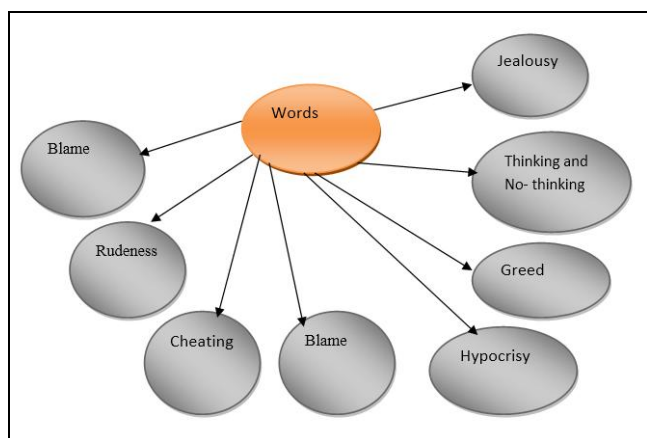


Fig 4

2.11 Interpretation

The above table indicates the various Sources of conflict and students are keen enough to know the origin of conflict is nowhere but in mind. They have enlisted various sources and depicted it in diverse contexts. For example *students have stated revenge, discrimination, anger, lack of employment in the statements such as:*

- *Now a day's people are killing one another just for revenge*
- *Nowadays due to work tension, lack of employment exploitation etc there is lot of frustration and fight all over the world.*
- *Now a day's there is crowd there is also angry crowd.*
 - *“If you want world peace, we should be free from greed.*

Such kind of statements elucidate that students have perceived conflict in a negative image.

Further in other sentences *Ego, Tension, Anger, Blame, Attitude, and Rudeness* are stated as the sources of conflict in the statements such as:

- *Ego, attitude and rudeness makes the problem more difficult,*
- *People fight with each other on small matters they take tension and suffer mentally.*

Here sources of conflict have been clearly stated as frustration, jealousy, anger, and threat etc all these are feelings which first emerges in the persons mind and then its effects are seen through the actions, which the person employs as the mode to convey one's feelings.

Table 3: Dominant word of the theme: Gender Wise distribution of the Sources of Conflict - Thinking and No Thinking (Students have interpreted it as NARROW MINDEDNESS of people)

Boys		2.85%
Girls		11.42%
Ind	Boys	-
	Girls	-
Soci	Boys	2.85%
	Girls	2.85%
Indi+Soci	Boys	2.85
	Girls	8.57%

The statements listed below indicate the student's perception about the people around them. The word *thinking and no thinking* has been interpreted by 2.85% of boys and 8.57% in Social + Individual context.

- *In today's life everyday riots occur or terrorist attack on our country by our people. They are not thinking of our country or our people.*
- *The main reason for it is psychological thinking of people we see many news flashing saying bombblast and so people think about not paying taxes.*
- *All people don't think that we all should put a step forward for maintaining peace.*

From the above statements clearly depict that the students have identified the source of conflict emerges first in the mind which sprouts when the situation arises.

3. Discussion

Table 9.6.2 reflects that more no. of girls have given the Source of Conflict, *Thinking and No* From the above tables of the Theme it can be depicted that students might've framed such kind of perception because of their:

- Home atmosphere where they might've heard from their parents or teachers or from their neighbors to not to trust or believe in others.
- From the activities in school/ reading books/personal experiences.
- Things happening in their surroundings, media exposure or with them where they would have faced humiliation for belonging to backward caste or lower class.
- They might've experienced some violent scenes in the surrounding where the violence. must've been inflicted on the innocents or watching violent movies, listening from elders, family or friends that if one want to live upright then one must be violent.

3.1 Findings of the study

After careful examination it was found that students' awareness about conflict is lopsided. To them conflict means disturbances, fights and clashes. This indicates that students take conflict in a negative way considering it as the source of

disturbance in the peaceful atmosphere of the society. However they have rightly depicted that frustration, anger, misunderstanding, jealousy are the sources from where the conflict emerges but are not able to depict the ways in which these sources of conflicts can be dealt positively in order to foster growth and competition and harmony in the right manner for peaceful coexistence.

3.2 Recommendations

In order to boost students' knowledge of conflict school can organize various programs in curricular and co-curricular activities. Teachers can organize debates on the topics violence and peace and other peace related topics, which would depict students understanding and thereby help teachers to direct them on the right path whenever required. The understanding of conflict can foster when it is interlinked with various school subjects and in co-curricular the significance of conflict can be emphasized through various creative art forms, drama, theatre, sports, yoga, music, field visits which would enable the students to understand the importance of conflict in one's life.

Also one can organize training for students in Conflict Management Strategies. Further conflict could be taught in the context of peace. Educational institutes should make deliberate attempts to sensitize students towards the role of conflicts in managing peace. It should be made clear that for progress some amount of conflict is important, difference of opinion is not always wrong. It helps one to put forth his/her view their by enabling the other person to think on terms of the views expressed.

While conducting activities on conflict care should be taken that students doesn't get carried away by pursuing violence as the meaning of conflict. Taking this into consideration different programs and workshops should be conducted to spread the awareness among students about the necessity of conflict and induce in them the ability to manage the conflict as today's youth is tomorrow's future.

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