Thesis

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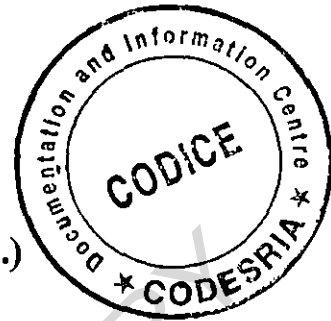
AN INVESTIGATION INTO CONFLICTS BETWEEN PARENTS AND THEIR ADOLESCENT CHILDREN IN KADUNA STATE: IMPLICATIONS FOR SOCIAL STUDIES EDUCATION.

OCTOBER 2001

AN INVESTIGATION INTO CONFLICTS BETWEEN PARENTS AND THEIR ADOLESCENT CHILDREN IN KADUNA STATE: IMPLICATIONS FOR SOCIAL STUDIES EDUCATION.

BY

LYDIA K. K. UMAR (MRS.)

BEING A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN EDUCATION (SOCIAL STUDIES)

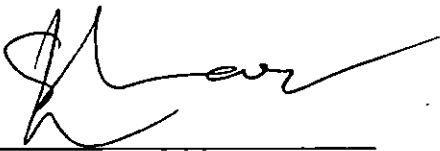DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY

ZARIA

OCTOBER 2001

DECLARATION

I hereby declare that this dissertation is a record of my personal research work. It has not been presented partially or wholly in any previous application for a higher degree or published in a book.

In the course of writing this dissertation, references were made to various sources of information. These were duly acknowledged.

_____   27th December, 2001

Umar Lydia K. K.   Date

CERTIFICATION

The undersigned certifies that the dissertation entitled "AN INVESTIGATION INTO CONFLICTS BETWEEN PARENTS AND THEIR ADOLESCENT CHILDREN IN KADUNA STATE: IMPLICATIONS FOR SOCIAL STUDIES EDUCATION" by Umar Lydia K.K., meets the regulations governing the award of Doctor of Philosophy (Ph.D) of Ahmadu Bello University, Zaria and is approved for it's contribution to knowledge and literary presentation.

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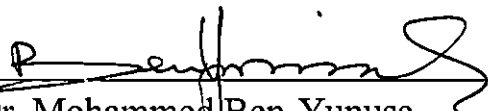
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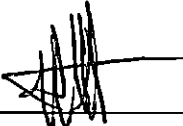Chairman, Supervisory Committee

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DEDICATION

This dissertation is dedicated to Almighty God. Also, my late son Ibrahim, mother Ladi Yammai, and brothers Bulus Aba Yammai and Haruna Yammai who only saw afar off what God had begun to do, and rejoiced before departure.

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My appreciation will be incomplete without mention of my husband Dr. S.S. Umar and my God- sent mother of nearly ten (10) years Aunty Ann. A Ph.D would have been impossible without your love, understanding and endless sacrifice. I remain eternally grateful to you. Finally, my thanks go to my children Abdulrashid, Esther and Samuel (Jnr.), for bearing my absences when they needed me most. "THEY WILL ALL EXCEL IN JESUS' NAME".

ABSTRACT

This study was carried out to investigate the nature of conflict between parents and their adolescent children despite the students exposure to Social Studies Curriculum for not less than eight years of Primary and Junior Secondary School. The investigation involved identifying the concept and areas of conflicts. It was also to ascertain individual and home factors that cause such conflicts as well as the conventional approaches used by parents in an attempt to resolve them.

The population of the study was third year students of Government secondary schools in Kaduna State and their parents. At the time, the students were between 15 and 17 years old.

Out of a total of 3,050 students from 12 schools (10 Day and 2 Boarding Schools) each representing the 12 Educational Zones of Kaduna State, 300 were picked as study sample. The proportionate stratified random sampling technique was used.

The instrument used comprised of 2 sets of questionnaires, titled:

1. Parenting Effectiveness Questionnaire (PEQ), made up of three (3) sections, was administered to the students.

2. Adolescent Discipline Study Questionnaire (ADSQ), made up of four (4) sections, was administered to the parents .

The reliability of the instruments of r= 0.6985 was established using the split half method and simple correlation. The validity of the questionnaires was also determined through adaptation of items from three (3) fully validated and used instruments, experts' scrutiny and a pilot study.

Ten (10) hypotheses were stated for testing at 0.05 level of significance (Table 5.2).

The data collected was analysed using statistical tools of T-Test, Correlation- Coefficient and One-way Analysis of Variance (ANOVA). The results show that 7 out of 10 hypotheses were rejected, while hypotheses 5,6 and 8 were accepted. and retained because of the non-significant relationship or differences existing between the two variables tested .

In general terms, the study established that significant differences exist between parents and their adolescent children as follows:

- Parents' views and choice/ recognition of areas of conflict differed from those of their adolescent children.

- Girls tended to have fewer areas of conflict with parents than boys.

- Boarding school adolescent children tended to have fewer conflicts with their parents than adolescent students in Day schools.

- The socio-economic status of parents did not really influence the areas or rates of conflict.

- The style of discipline did not influence the frequency of parent – adolescent conflict.

- Parents' gender has no bearing on their choice of approaches to resolving conflict.

- Parents' level of education had significant impact on the control and prevention of conflict with their adolescent children.

- Intact and single families probably experience the same types of conflicts with their adolescent children.

- Parent-adolescent conflicts had negative effect on the students' performance in social studies.

- Respondents in urban areas had more conflicts than their counterparts in rural areas.

Based on the findings a proposed Social Studies Syllabus is provided as a tool for fostering harmonious relationship at home through the school (Appendix E).

Replicating this research in other States, longitudinal study over the entire period of adolescence and research involving non-literate parents and adolescents were also recommended.

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DEFINITION OF TERMS

Conflict refers to some severe feelings of friction, stress, anxiety and helplessness that arise between parents and adolescents as each attempt to negotiate their rights and duties in the family, culminating in prolonged disagreement, hatred, hostility resentment and in extreme cases violence.

Conflict Prevention refers to concrete action or measures, consciously taken to stop negative feelings against others from developing or growing.

Conflict Resolution - Actions taken by an individual or group to regulate a tensed conflict situation with the intent of bringing about fairness and peace rather than suppressing avoiding or containing it.

Conflict Management – refers to a system comprising of stages of learnt responses that make up a cycle of conflict prevention, control and resolution. The acquired skills aim at ways to minimising conflict situations by reducing feelings of hurt and anger through enhancing and understanding of the issues and facing them.

Education – Western style of learning, acquired through schooling

Literacy - in the context of this work means the ability to write and read in English.

Adolescents in the study refer to boys and girls within the 15-17 age bracket in J.S.S. III of the schools under study.

Parents as used in this study refer to married couples with whom adolescents live. They (male and females) may be biological or social parents.

Single families refer to families where adolescents live permanently with one parent (mother of father) who performs the roles of parenting in the absence of the other spouse.

Intact families refer to homes where adolescents live together with both father and mother as parents.

Parental socio-economic status refers to incomes of parents, classified in this work into low, medium and high categories.

Parental disciplinary style refers to the various approaches used by parents in dealing with adolescents' problems.

Parents' educational status means parents' formal educational qualification, categorized in this work into non – formal, primary, secondary and tertiary levels.

Family type refers to the constitution and organisation of the family, distinguished by whether father and mother are living together with their children (if any) or not.

School type refers to the nature of residency of students in school, whether boarding or day.

Home environment describes the location of homes of respondents whether rural or urban.

Social Studies is an applied field of knowledge that has the potentials for inculcating the right type of knowledge, skills, values and attitudes through an integrated approach to the study of man in his social and physical environment.

CHAPTER 1

1.1 <u>Introduction</u>

This chapter introduces the study titled "Conflict between parents and adolescents in Kaduna State: Implications to Social Studies". It covers the background to the study, statement of the problem, objectives of the study, research questions, the hypotheses and assumptions.

Of recent, the Nigerian society is facing variety of problems which include juvenile delinquencies, drug abuse, rape, theft, prostitution, cocaine pushing, smuggling, armed robbery, economic sabotage, vandalization, alcoholism, examination malpractice, impersonation, cultism, foreign exchange fraud (419) school drop out, teenage parenthood, political, religious, ethnic and communal conflicts, and many other crimes. (Makinde, 1999)

Majority of the above listed problems are not only found among adults but also among adolescents, within the school system. Studies by Baba (1992), Fafunwa (1983) and Okon (1988) have focused on problems related to adolescents' behaviour, relationships, adjustment and performance in school. However, there's a need to also focus on problems that arise due to faulty relationships at home especially with their parents. The fact that much of what obtains in the home influences what obtains in school whether negative or positive cannot be overlooked.

This study was directed to finding out causes of conflict between parents and adolescents and its implication on Social Studies education. This is with specific reference to parents and Junior Secondary School Three (JSS III) students in Kaduna State. The study was geared towards understanding the phenomenon of conflict at the parent-adolescent level. Consequently, it sets out to identify areas of interaction that most often lead to conflict and

the extent to which variables such as gender, location, school type, parents' socio-economic and educational status, family type and mode of discipline influence conflict between parents and adolescents. Approaches often used by parents to deal with such conflicts were also identified. One of the major goals behind the teaching of Social Studies is to "foster affective concern among learnings". This means that the students who are exposed to Social Studies education are expected to demonstrate affection in practical ways towards other members of their families, communities and society at large. Efforts towards achieving this goal, authorities in Social Studies Engle (1977); Banks and Clegg (1973); Okobiah, (1985); Uche, (1980); Adedoyin, (1977) endorse that the subject should be concerned with preparing the learners to becoming responsible and effective citizens. This means that learners affected by Social Studies education and development ought to acquire and display desirable attributes, competencies, skills, moral values and reasoned judgement to effectively live, interact and contribute positively to economic, social, cultural and political development of Nigerian society.

From the above consideration, it follows that these students who have been exposed to Social Studies in the Primary and Junior Secondary School should have been equipped with to put in practice the ideals of human relations. This is hoped to be the foundation for positive relationship with their parents and others who may hold conflicting views and alternatives. According to Okam (1998), examples of such social attitudes and values include, cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthiness, diligence, obedience and respect for others.

Failure of the adolescent children studied to cultivate thought processes associated with the above ideals could be associated with a relegation of the important aspect of values to the background in Social

Studies classrooms. Hence, the impact of Social Studies education on the behavioral patterns of these adolescents involved in conflicts with their parents leaves much to be desired.

It is in view of the failure of the teaching and learning process of to impact positive social attitudes and values of human relationship that this study was directed to.

Conflicts between parents and their adolescent children posed a challenge to the survey to critically look at practice of Social Studies education, impact or the lack of it.

1.2   Background Of The Study

Psychology has proved that definite physical and mental changes take place during adolescence. Observation also points to the fact that during the period, relationship between parents and adolescents cease to be cordial. A question arises thus: What is it that promotes a harmonious relationship at childhood only to become conflictual at adolescence? For instance, it could be observed that blind obedience and conformity gradually give way to argument and disagreement over just any issue. The relationship between parents and adolescents could be described as often tending towards conflict, since it is characterized by adolescents ' rejection of parental authority and a striving towards independence .A look through the print and electronic media shows a kind of blame sharing for this situation thus, some have blamed parents, others the school and yet others totally blame adolescents' peers.

Studies such as those by Adzenga (1986), Musseun (1946), Barwa (1984) and Sunmou (1981) have shown that much of what obtains at home has an influence on the adolescent behaviour, ability to adjust and perform well in school. In cases where conflict between parents and their adolescent

children at home, negatively affect the adolescents in school remain largely unresolved, some adolescents have been found to drop out of school, leave home to become destitutes. Fafunwa (1973) put the interplay of an effect of the factors when he submitted that "the school does not educate in isolation". This phenomenon is not strange in Kaduna State as it is common to find on major streets, petrol stations, market places and motor parks. This is an omission, in the sense that the school adolescent is from a home. The probability of carrying over negative and positive traits from their backgrounds to school is high as found out by Baba's case study (1992) on the relationship between self-concept and academic performance in senior secondary schools. This is to be expected even more in Kaduna State, where about 80% of adolescents in government secondary schools attend as day students hence interact with their parents on a daily basis.

Conflict between parents and adolescents which is characterized by constant argument, stress, hassle, anger and bitterness ought to be of interest to any Social Studies educator This is because Social Studies, by nature, concerned with the family and its values and should aim at preparing adolescents for a peaceful life style. Meziobi (1992).

In conclusion, the present study which aims at identifying individual and home factors that lead to conflict between parents and adolescents has its background in what obtains in the home and school. The study has been able to explore ,analyse and document findings that are able to correct the general misconceptions surrounding the causes of conflict between parents and adolescents. Furthermore , the work has explored and suggested ways by which Social Studies education could be used to intervene specifically in resolving and or preventing the escalation of conflict between parents and adolescents .

1.3 <u>Statement Of The Problem</u>

Although Social Studies derives it's content from Social Sciences, it has a different orientation. It represents a relevant curriculum package which aims at integrating many related subject areas and disciplines which ought to offer to the young learner a wholistic portrait of man and his knowledge of society. One of the major claims of Social Studies for a place in the curriculum of schools is that it represents an applied field of knowledge with ethical, philosophical, religious and social considerations which arise in the process of decision- making as practiced by the citizen (Engle, 1977).

According to Okam, (2001), the philosophy behind the teaching of Social Studies in schools is the development of good citizens. This philosophy presupposes that the Social Studies package has to be "functional". This functionality principle demands that Social Studies Education needs to be problem- solving, possessing not only retentive and transfer value but be related to life. In other words Social Studies education ought to be meaningful and relevant to the learner's personal life, with a curriculum that is organised to meet the needs and problems of the learner and society.

It is in recognition of the potentialities of Social Studies for inculcating the right types of knowledge, skills, values, attitudes and virtues, through unified and integrated interdisciplinary studies of man that it has been accepted as a major tool for citizenship education in Nigeria (Dubey and Barth, 1980; Okobiah, 1985). If the purpose of teaching Social Studies as a reflective inquiry is to create citizens who can identify problems, analyse and take rational decisions. then there should be a display of skills of analytical reasoning rather than mere rote learning.

Studies by Furhman and Holmbeck (1995); Yau and Smetana (1996); Salihu (1990); Umar (1979); Tyon (1986); Adzenga (1986) and others have

shown that the physical and economic environment of the home affect students' self-concept, behaviour, school adjustment and performance. However, little or no attention was paid to the effect of Social Studies education on interpersonal relationships in the home such as that between parents and their adolescent children and the conflicts that ensue.

This is likely due to the following assumptions:-

• Relationship of parents and their children is natural and founded on love, hence, could be conflict-free.

• Parental influence is sufficiently strong on their children, that it transcends beyond childhood, through adolescence and into adulthood. In other words, early years socialization have lasting effect and remain unaffected by extraneous factors.

• All parents are positive models and are in good control of all their children. This explains why Campbell (1969) posited that children tend to be like their parents and knowing a parent's score on any factor allows a correct prediction of his /her child's score.

These assumptions apparently look correct, but they do not present the real and complete picture of the changes that occur in the relationship between parents and their adolescent children as a result of exposure to Social Studies education.

The problem of this study therefore centres on identifying the reasons why adolescent children despite their 6 years of primary school and 2 years of secondary school exposure to sound Social Studies curriculum are still involved in conflicts with their parents. It shows that Social Studies curriculum have not been effectively taught in the classrooms resulting in the failure of students to imbibe the skills and values of Social Studies that are prerequisites to producing good citizens.

This is the problem that this work addressed by exploring, identifying, analyzing and documenting its findings on the following :

i. Individual, home and school factors that cause conflicts between parents and adolescents in Kaduna State.

ii. The implications of such conflicts on adolescents' performance in Social Studies, as regards achieving its objectives.

iii. The common areas of conflicts between parents and adolescents.

iv. Parents' conventional approaches to preventing and resolving conflicts with adolescents.

v. How Social Studies curriculum and practice can be more relevant in preventing and resolving conflicts between parents and adolescents, consequently improving interpersonal relationship with their parents.

1.4   Objectives Of The Study

The objectives of the study which aim at exploring why the Social Studies curriculum has failed in reducing the prevalence of conflicts between adolescent children and their parents are:-

1 To establish if parents and adolescents have a common understanding of the concept of conflict as it exists between them.

2 To identify areas of conflict and possible causes of conflict between parents and adolescents.

3 To assess the impact of gender and school type on the frequency and areas of conflict adolescents have with their parents.

4 To evaluate the effect of home location and family type on the types of conflict between parents and adolescents.

5 To explore the extent to which parents' educational and socio-economic status influence conflict with adolescents.

6   To establish the relationship between quality of care and discipline and conflict between parents and adolescents.

7   To identify ways by which parents attempt to resolve conflict with adolescents.

8   To see how current JSS III Social Studies Curriculum can be enhanced to provide peace education for conflict prevention and resolution.

1.5   <u>Research Questions</u>

In specific terms, the study attempted to find answers to the following questions:

1.   Do parents and adolescent children perceive the areas of conflict between them alike?

2.   Do adolescents' sex determine the areas and frequency of conflict with parents?

3.   Do adolescent children type of school influence the totality of conflicts experienced with parents?

4.   Do parents' socio-economic status influence areas of conflict between parents and their adolescent children?

5.   Is there a significant relationship between parental style of discipline and frequency of conflicts with adolescents?

6.   Do male parents differ from female parents in their approaches to resolving conflicts with adolescents?

7.   Do parents' educational levels have any impact on their ability to prevent conflict with adolescents?

8.   Does family structure determine the types of conflict between parents and adolescents?

9. Does conflict between parents and their adolescent children affect the adolescents' performance in Social Studies?

10. Do types and frequency of conflict between parents and their adolescent children differ by home location?

1.6 The Hypotheses

1. There is no significant difference in the opinion of parents and those of their adolescent children regarding areas of conflict.

2. There is no significant difference between adolescent boys and girls in their perception of areas of conflict when compared to those of their parents.

3. There is no significant difference in the totality of conflicts between parents and their boarding and day school adolescent children.

4. There is no significant difference prevailing amongst parents of various socio-economic statuses regarding their opinions about areas of conflict with their adolescent children in schools.

5. There is no significant relationship between parents' styles of discipline and the frequency of conflicts with their adolescent children in schools.

6. There is no significant difference between male and female parents with regards the approaches employed in resolving conflicts with their adolescent children in schools.

7. There is no significant difference in the methods employed by parents of various educational levels in the prevention of conflicts with their adolescent children in schools.

8. There is no significant difference in the types of parent-adolescent conflicts prevailing in single and intact families.

9.   There is no significant relationship between the performance of adolescent children in social studies education and conflict with their parents.

10. There is no significant difference in the rate of parent- adolescent conflicts experienced by rural and urban parents respectively.

1.7   <u>Significance Of The Study</u>

The last few years have witnessed a rise in conflicts of different dimensions, religious, ethnic and communal. The current trend has forced government, schools, religious institutions, traditional institutions, non-governmental organizations within and outside Nigeria to become pre-occupied with finding solutions to all types of conflict.

This is for the obvious reason that without peace there can be no real development and democracy. However, concentrating all efforts towards resolving "macro" conflicts at the expense of "micro" conflicts is an omission. In other words, interpersonal conflicts such as those between parents and adolescents are as important as those between groups or institutions because their effects can be equally destructive on individuals and society.

The conflict that is referred to in this study is not the usual day-to-day disagreements between parents and adolescents over routine activities in the home. Such conflicts are an inevitable part of relationships and adolescents are expected to eventually grow out of them. The conflicts that are of concern to this study are those prolonged disagreements that have potential danger of escalation, to a point of ruining the home and the future of the adolescents.

Social Studies by it's nature, content and methodology has the potential to help control and manage such conflicts between parents and adolescents.

This calls for learning relevant skills and values in the Social Studies for a transfer to the home. Social Studies as a discipline is a problem-solving approach designed to offer knowledge, skills and values in inquiry, problem-solving and decision- making. The significance of Social Studies in this respect is well captured by Adaralegbe (1980) when he states that "Social Studies is the modern attempt at an interdisciplinary study of a topic, a problem, a issue, a concern or an aspiration."

This makes Social Studies a problem- solving approach through which man studies and learns about problems of survival in his or her environment. This is unique to Social Studies as other disciplines aim at knowledge for addressing only specific issues relevant to their fields. For example Geography aims at solving problems restricted to it's structural area only and not viewing problems wholistically. The integrative and wholistic nature of the Social Studies with special focus on the needs and problems of living implies an interest in finding solutions to the conflicts.

The fact that the failure of the Social Studies teachers and classrooms to employ effectively the tenets of the discipline to produce good adolescents who are able to control and manage conflicts with their parents is not structural makes this study imperative. Other needs that justify the significance of this study include:

i. The general outcry over increased adolescents' social vices.

ii. The call for a return to moral values through "Sharia" and the "Code of Righteousness" by some Moslems and Christians respectively. ·

iii. The increased rate of school dropouts and home leaving by adolescents.

iv. The failure of the Social Studies teachers to employ effectively the tenets of Social Studies in schools.

v. Lack of adequate research work on faulty relationships between parents and adolescents in schools and its effect on teaching and learning situations in schools.

The present study therefore is significant in the following dimensions:-

1. It will provide documented basic information and knowledge on the phenomena of conflict between parents and their adolescent children in schools especially the factors responsible for such conflicts and their negative effects. Studies in other countries such as those on conflict between siblings, between parents and toddlers and between husbands and wives as found in Canary et al (1995) have led to better understanding and concern over adolescents, in the United States of America and China.

2. Practically, the home and school will be brought closer through meetings for the benefit of the adolescent and when teachers and parents are harmonized in dealing with conflicts, the society will be better for it.

3. Suggested skills to be acquired both by parents and adolescents towards conflict prevention peace promotion and conflict resolution will improve the quality of relationship. This will in turn affect the adolescents' performance in Social Studies.

4. Educationally, curriculum innovation in Social Studies to incorporate skills in the area of conflict prevention, resolution and management would be concrete contributions. The study will further serve as a springboard for further research work in Social Studies Education and

education generally to meet the National Policy on Education Polices at all levels.

5. In consequence, the quality of instruction using the new syllabus will foster the inculcation of the following values as contained in the National Policy on Education.(1981)

   ➢ Respect for the worth and dignity of the individuals

   ➢ Faith in man's ability to make rational decisions

   ➢ Moral and spiritual values in inter-personal and human relations

   ➢ Share responsibility for the common good of society.

   ➢ Respect for the dignity of labour and

   ➢ Promotion of the emotional, physical and psychological health of all children.

1.8   Assumptions

The basic premise upon which this study is based is that conflict is inevitable in all close relationships. In the light of the above, the following assumptions are made for this study.

1   That conflict between parents and adolescents can be found in every family.

2   That adolescents may not deliberately set out to create conflict with their parents.

3   That parents who are more strict in controlling their adolescents have more serious conflict with them than those who are not as strict.

4   That respondents from sampled schools and their parents are a good representation of families in Kaduna State.

5   That parents and adolescents in our study would give precise and honest answers while completing the questionnaire.

6. That Social Studies education can be geared towards conflict prevention and resolution between parents and adolescents.

1.9 Delimitation

This study is delimitated in the following ways:-

a. The subjects comprised of Junior Secondary School III (JSS III) students of some day and boarding secondary schools and their parents only.

b. Only one school was purposefully selected from each of the twelve educational zones.

c. Only JSS III students within the 15- 17age bracket were involved. This selection was informed by the fact that the group has been exposed to Social Studies Education for longer number of years than those in JSS I and II especially since Social Studies is not offered in Senior Secondary School classes.

Another advantage in using students of JSS III is the fact that they are in their mid- adolescence period which most behavioral characteristics of adolescents are at their peak. This gives equal chances of participation in the study for both early and late developers.

1.10 Summary

This chapter is concerned essentially with the background of the problem of the study, the nature, scope, status and characteristics of conflicts between parents and their adolescent children. The chapter establishes that the nature, content and pedagogy of Social Studies as an integrative problem- solving approach discipline can be effectively used to control, prevent, manage and resolve conflicts between parents and their adolescent children.

The objectives of the study, as stated, include the following among others:

1.   To determine the extent to which parents' educational status, style of discipline and quality of care are related to conflicts prevailing between parents and their adolescent children.

2.   To identify differences in opinion from parents and adolescents on the phenomenon of conflict between them.

The significance of the study lies in the fact that what goes on in the Social Studies classroom affects the relationship between adolescent children and their parents at home and vice versa. Social Studies teachers and educators, social workers, parents and adolescents will have a deeper understanding of the phenomenon of conflict at the family level. In specific terms, issues related to discipline and care of adolescents that lead to conflict have been brought to light as well as the areas of conflict. Ineffective approaches to resolving conflict have been revealed and replaced by effective techniques. Social Studies Curriculum package centred on peace building, conflict prevention and skills in conflict resolution are proposed for Social Studies classroom use. The objective is to improve harmony in relationship between parents and adolescents and subsequently create conducive conditions for engendering better performance in Social Studies by students.

Ten hypotheses were drawn from the research questions for testing. They impinge on the opinion of parents and adolescents. They are designed to test some certain variables related to parent- adolescent conflicts. Some of the variables include gender, location, school type, family type, educational and socioeconomic status, style of discipline quality of care and social studies performance.

The (15- 17 years) age bracket of adolescent respondents was one of the delimitations. This selection was informed by the fact that the group has

been exposed to Social Studies Education for longer number of years than those in JSS I and II, especially since Social Studies is not offered in Senior Secondary School classes. Another advantage in using students of JSS III is the fact that they are in their mid- adolescence period which most behavioral characteristics of adolescents are at their peak. This gives equal chances of participation in the study for both early and late developers.

The study also assumes that parent-adolescent conflict is found in every family and that the sample used is a good representation of families in Kaduna State.

Chapter 2

2.1   Review Of Literature

2.2   Introduction

This chapter sets out to review some relevant literature and studies on conflict generally and conflict between parents and adolescents specifically. The rationale is to establish a solid foundation from which the present research will take off. The review is focused on:

➢ Conceptual framework

➢ Theoretical reviews

➢ Causes of conflict

➢ Forms of parent and adolescent conflicts

➢ Social Studies as problem solving and citizenship education

➢ Empirical studies and their bearing on the present study

➢ Summary

2.3   Conceptual Framework

A proper understanding of the concepts of conflict, parent, adolescent and Social Studies is crucial for this study.

2.3.1   Conflict

Everyday use of the term 'conflict' implies a situation of interaction involving two or more individuals or parties in which the pursuit of incompatible goals or interests result in varying degrees of discord. By this usage, conflict occurs within the home, family, community, and among nations. It is perhaps because of its ubiquity that many consider the phenomenon as a normal and inevitable part of human interaction. This is perhaps so, considering that the grounds for conflict exist in normal human relations. However, some authorities have also argued against this opinion.

For example, Gyong (1998) states that population heterogeneity is not necessarily accompanied by conflict except where resource scarcity and inequality are acute. This means that from a lay man's point of view there are two schools of thought with regard the concept of conflict.

The first school visualizes conflict as a normal phenomenon that should allow free expression from individuals. The second school visualizes conflict as abnormal and exceptionally destructive, hence mechanisms for dealing with conflicts must be developed to ensure consensus. This study is of the opinion that conflict can be viewed from either of the above perspective, but because any position taken dictates what one does with conflict, it is imperative to state the premise on which our position is based;

a. There is possibility of conflict in all interpersonal relationships

b. Families that can survive today and inherit tomorrow are not those that have no conflicts but those that prevent and handle conflicts more proactively and constructively.

Parents and adolescents can uphold a more positive perception of conflicts.

Conflicts can be constructive if well managed.

Specialists in the various fields of the Social Sciences have also conceptualized the term conflict from different perspectives. A few are reviewed below:

• **Psychological Perspective**

Psychology generally conceptualizes conflict as a situation in which a person is motivated to engage in two or more mutually exclusive activities. Miller (1959) defined conflict as a state that occurs when two or more incompatible motivations or behavioural impulses compete for expression.

Conflict occurs when the reduction of one motivating stimulus involves an encroachment on another, such that a new adjustment is demanded. In psychology motives are important in conflict, hence, the use of the term "motivational conflict". Cole (1984) emphasised the importance of motives when he defined conflict as the arousal of two or more strong motives that cannot be solved together. According to Lewin (1971), conflict is a situation of intense threat or fear which is not solved readily but makes the person feel helpless and anxious for a solution to the problem. From a slightly different angle though, Coleman (1980) said conflict is personality disturbance i.e a struggle by an individual to learn about himself and what he hopes to believe about himself. Yet, Conflict according to Dollard and Miller (1980), is when drives or responses compete significantly with one another thus creating an inhibition to a satisfying state of affairs for a relatively prolonged period of time. In Lewin's (1993) work, cited earlier, he contends that little data available on conflicts show that parent-child conflict peaks at pubescence, justifying the decision to make the adolescents the main focus of this work.

Correct as these psychological perspectives are, the researcher does not intend to conceptualize conflict between parents and adolescents purely from a psychological perspective. This is because interpersonal conflict such as between parents and adolescents arises more than from attempting to play two or more exclusive roles to include numerous stresses and strains that perpetually act upon all organism and relationships .

- **Political Perspective**

Political scientists conceptualize conflict at two levels

a.   Inner conflict which involves a confrontation by the individual of a difficult choice between incompatible values

b.   Outer conflict is concerned with incompatibility between the individual and another or even groups. Michael (1971) explains, "it is when two actors in a social system hold logically and mutually exclusive values". Conflict in this regard, may be a struggle or fight over ideology or claims to status, power and scarce resources. The aims of the conflicting parties are not only to gain the desired value but also to neutralize injure or eliminate their opponents. Although it cannot be denied that there is some power play in parent-adolescent relationship that may even lead to conflict, it should not be equated with conflict between political opponents. Subjects of this study, namely, parents and adolescents are not opposing rivals, struggling over power or status in their relationship. Thus, conflict for this study will not be conceptualized from a purely political perspective.

• **Anthropologists**

Anthropologists conceptualize conflict as a multi-dimensional social process that operates in many different contexts, and results in a variety of consequences. While not denying the biological and social aspects of conflict they maintain that conflict is in great part a cultural product. To them, conflict is discord, with harmony as its opposite. They recognise that the underlying contradictions may culminate in the transformation of society itself. Studies on conflict for example, those by Montemayor, (1983); Paikoff and Brooks-Gunn, (1991) and Prinz, (1976) have maintained consistent cultural issues and values. This justifies the need for the present study in a different cultural milieu.

• **Sociologists**

Sociologists conceptualize conflict as an important element of social interaction. Michael (1971) define conflict as "A condition in which any two

actors in a social system hold logically incompatible or mutually exclusive values".

While conflict, for the purpose of this study is conceptualised from a sociological view point, the case of holding mutually exclusive values is not necessarily the case between parents and adolescents. They may, in fact have the same commitment to issues of common interest but may disagree on some simple day to day moral behaviours. Afterall, conflict occurs at several levels of interaction and Salem, (1993) outlined the following four:

a. Within self (intra personal)

b. Between individuals (interpersonal)

c. Between groups (intra group)

d. Between nations (inter group).

Hence this study which is restricted to conflict at the interpersonal level shall perceive conflict to be much more than the usual, casual, day-to-day non-conformity of adolescents to parents. Rather conflict in this study shall mean severe feelings of friction, stress, anxiety and helplessness that arise between parents and adolescents as each attempt to negotiate their rights and duties in the family, culminating in prolonged disagreement, hatred, hostility resentment and in extreme cases violence.

From the above review I have learnt that:

i. Conflict is inevitable in all relationships.

ii. Conflict could be viewed from a negative and from a positive perspective though in differing degrees.

iii. Effective teaching of Social Studies curriculum as a problem- solving and citizenship training discipline can minimize conflict between parents and their adolescent children in school.

Theories of perception also offer a clear link between perception and conflict. That perception is based on one's interpretation of what he/she sees goes further to confirm the inevitability of conflict even between parents and adolescents. More importantly, the way one perceives conflict (real or imagined) dictates how one reacts to it. For example, if one sees conflict as a negative experience, reacting to it would differ from one who perceives it as part of life, hence opportunity to learn and improve on relationships.

Chris Mitchell's Triangle presents the role of perception in conflict Analysis

Context issues

Behaviour   Attitude
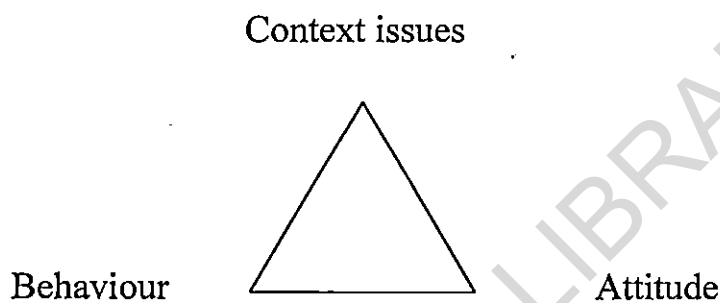
He explained that in any given conflict situation, different individuals or parties have different experiences and perceptions. As a result, they are likely to attribute the conflict to different causes. This is critical in understanding conflict between parents who have variety of experiences and adolescents whose experiences are limited. The implication is that they are not likely to see things and issues the same way.

- **Religious Perspective**

Nigerians are highly religious, yet, Nigeria especially the north has had a fair share of religious conflict over the years. Majority have been between Muslims and Christians while a few have been within the same religion. At the family level how is conflict between parents and adolescents perceived from a religious point of view? First, Islam is said to mean

"peace" and "Christ the prince of peace". (Quaran 2 :256-257 ;Matthew 10:12- 15). Furthermore, both Islam and Christianity preach tolerance, for example, Prophet Mohammed (S.A.W) is said to have lived harmoniously with adherents of Christianity and pagans, and the Bible in Matthew 5 : 9 says "Blessed are the peace makers for they shall be called children of God.

However both Islam and Christianity teach the concept of justice and war. (the highest form of conflict against injustice). The Quran 60: 8, 9 : 4; 74 : 76; 42 : 4 – 42 Leviticus 19 : 15 – 16, Isaiah 1 :17; Luke 18 : 5 – 8). The implication of the above is that, Islam and Christianity believe that conflict is inevitable where there is injustice, be it in a Nation, Community or family.

Furthermore, that the adherence of the 2 religions are commanded in the Quran and Bible to reason and dialogue in the face of disagreement or conflict support the fact that conflict exist but can be resolved through dialogue. (The Quran 16-125; Isaiah 1 : 18.)

That Muslims and Christians are called to forgiveness and reconciliation (The Quran 42 : 37, 40 – 43) and Matthew 5 : 43 – 48; 6 : 14 – 15) also show that any conflict can be resolved and the parties involved forgive themselves and create a new environment of love for stronger relationships. In summary, the 2 major religions in Nigeria, namely, Islam and Christianity have similar concept of conflict within and between different religions (intra and inter religious conflict) However, conflict between parents and adolescents is hardly discussed in the Holy books. This is likely for 2 reasons

(1)   Conflict prevention is possible if parents will "parent" children effectively from early years. Any conflict arising thereafter is seen as unusual and viewed as a failure on the part of parents.

(2) Both Islam and Christianity talk of discipline and love of the children rather than adolescents. This implies preventing conflict before it ensues in adolescence.

In other words, where parents love and discipline their children and the children in turn honor and obey their parents as taught in the holy books, there should not be conflict. Logical as this may sound, experience has shown that the onset of puberty and the increase of relationship networks outside the home has negatively affected even well trained children consequently resulting in conflict between parents and adolescents.

With regards conflict, Christianity believes in prevention thus:

Proverbs 22 : 6 "Train a child in the way he should go" and when he is old he will not turn from it".

Proverbs 13 : 24 "He who spares the rod, hates his son but he who loves him is careful to discipline him.

Proverbs 22 : 15 "Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him.

Proverbs 29 : 15 "The rod of correction imparts wisdom. But a child left to himself disgraces his mother.

The degree of parents' responsibility to their children is well summarized in Deuteronomy 11 : 18 – 19. ".. . . Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. ....."

The other side of the coin of training however is to love, care and provide for the children, while the children reciprocate by honoring and obeying parents as stated in Ephesians 6: 1 – 2, 4.

"Children, obey your parents in the Lord, for this is right. Honour your father and mother – which is the first commandment with a promise.

Fathers do not exasperate your children instead bring them up in the training and instruction of the Lord."

These commandments if kept, are expected to prevent conflict between parents and children generally.

Don Odunze in his hand book 'Family Life Education 'suggests that prayers be said for children right from pregnancy through adolescence if they are to become what parents want them to become.

Islam also has the same emphasis on training and discipline of the child to avoid him becoming despondent, Tirmizi (1992) in the making of a Muslim child writes "No gift will a parent give a child better than virtue. Parents are warned on their negligence in giving their children Islamic discipline and spirit as clearly stated in Quran 66 : 6 "Oh believers, protect yourselves and your family from a fire whose fuel are mankind and stones over it are huge and staunch Angels, they do not disobey Allah on what he commands them and they do what they are commanded".

Abdullahi (1992) attributed juvenile delinquency in our society to lack of practicing and lack of instilling Islamic discipline early enough. He asserted that if faith and good conducts have pre occupied the minds of the children from early childhood, the product will be future responsible parents, responsible workers and capable leaders, building happy homes and happy nations.

What is worth noting here is that both Christianity and Islam forget that the child does not live with his parents alone, he lives in a neighbourhood with other peers, other adults, other socializing agents like the media, Television, the school, knowledge in general and teachers. These other sources of socialization have influence on the adolescent. These influences when powerful may undo all the religious training that has been

given from early years and the adolescent behaves contrary, this in itself serves as a point of conflict with parents.

Abdullahi (1992) categorizes discipline into 2 levels. The 1st is for erring children and the 2nd for adolescents. The use of advise rather than blame is preferred. In Islam obedience to parents comes next to the worship of Allah. Quran chapter 17 verses 23 and 24 states. "The Lord hath decreed that ye worship none but him and that ye be kind to parents. Whether one or both of them attain old age in thy life, say not to them a word of contempt, nor repel them but address them in terms of honor.

From the foregoing, conflict from a religious' perspective between parents and adolescents should not arise. Discipline and love from parents, respect and obedience from children are adequate preventive measures

2.3.2 Parents

New reproductive technologies have given rise to new concepts like surrogacy. Ainsworth (1991) points out how possible it is for a child to have five parents thus: The egg donor, the sperm donor, the birth mother, and the two social parents whom the child knows as mother and father. Although this concept may sound new in Nigeria, polygamy and the extended family system makes it similar in that it is common to find a child living almost all his life with father and mother, that are not genetically related to him/her. This necessitated the involvement of both social and biological parents of adolescents in the present study .

2.3.3 Adolescence

The word "adolescence" comes from a Latin verb "adolesecre" which means 'to grow into maturity'. This implies that adolescence is more of a process than a period, which lies broadly between childhood and adulthood

(Duck, 1988). The period begins with puberty and a spurt of growth. Physical changes in body build, hormone activity and appearance of secondary sexual characteristics occur rapidly in early adolescence and can inspire both joy and anxiety. While this biological maturation is often taken as a definition of adolescence, cultural or psychological characteristics also mark this stage of development. This lengthened transition to adulthood has provoked special problems of identity and social role-taking of adolescents.

Siann and Ugwuegbu (1988) present the concept of adolescence as socio-culturally based, thus, adolescent behaviour should only be considered within a social and cultural context.

Freud (1956) presents a long-standing Western stereotype concept of adolescence. She refers to the period as that of "storm and stress" This means the period is characterised by emotional turbulence and fluctuation in moods. Hall (1916), usually called the father of child study in America, calls it a period of "new birth".

Campbell, (1969) writing on modern American society defines adolescence as "a system of rights and duties." This sociological perspective sees the adolescent's social roles in terms of social expectancies. He further explained that most societies accept adolescents to be boys and girls in their tens. (13-19 years). The use of age as a single index to defining adolescence is misleading in most cultures. For example, in the United States the individual is said to legally mature only at 18. Before that age, he/she is not allowed to vote, go into bars and buy liquor, marry or enter into parenthood. This is because he/she is still dependent on parents.

With particular reference to parent -adolescent conflict, Dorothy (1962) presented two extreme conceptual stereotypes of the American adolescent. One view is that which sees the adolescent as a teenager who contradicts his/her parents, and has utter disregard for honour, truth and

piety. A second view sees the adolescent as an over-sentimentalized picture of a scape goat whose basic crime consists in the fact that he/she is over twelve and under twenty. They are however stronger, smarter, more self-sufficient and constructive than any other generation. ..

Okon (1988) uses the terms "teenagers" and "adolescents" inter changeably. However, he acknowledges that the adolescent status in Nigeria is fairly vague. This is because of the confusion on the part of the adolescent, parents and society on how to handle the adolescent and the behaviour expected of him/her. He therefore warns against the strict use of age to conceptualize the term adolescent.

As against the American view, Okon (1988) refers to the typical African adolescent as one who is ready to be initiated into adult roles. Such initiations were usually accompanied by sacrifice and ceremonies such as filing of teeth, facial marks and hair cutting.

Neither of the above two conceptions is entirely wrong nor is any entirely correct for all adolescents. Majority of adolescents include every possible type and combination of types in between , the adolescent can thus be conceptualized to be all sort, every kind, shape, colour and temperament. It can safely be said that any criteria used in defining the term is necessarily arbitrary   For this study, the adolescents refer to boys and girls in mid-adolescence   (15-17).   A period when rapid physical, emotional and psychological changes are at their peak. Society ceases to regard them as children but does not yet accord them full adult status, roles and functions. Educationally, they are in their third year of secondary schools.

2.3.4 Social Studies as Problem- solving and Citizenship Education

Although relatively new (1970's) in the school curriculum in Nigeria, Social Studies has come to stay as an examinable, core-subject in all Junior Secondary School (JSS) classrooms.

Historically, the concept of Social Studies had different definitions. This is understandable as most definitions were by experts whose backgrounds were in the different social sciences. A combination of their different definitions was taken to mean the new Social Studies. However, this misconception of the subject has been overcome as observed by Oluwafoise, (1999) when he wrote. "Social Studies is not the study of history, political science, psychology, geography, civics, economics, sociology or philosophy, nor is it simply an amalgamation of these subjects, although they provide the foundation of the subject". Rather Social Studies is an integration of concepts that are problem- solving oriented with emphasis on the enquiry method and instilling effective citizenship skills such as co- operation, honesty and so on and so forth. It is in view of this meaningful amalgamation of knowledge for the learner that Adaralegbe, (1980) defined Social Studies as "the totality of experiences a child goes through in the subject that studies man's total existence, his interactions with his social and physical environment and society at large". In other words, it is learning the practice of living effectively and efficiently within one's immediate, cultural and modern community. It is in consonance with the above that the Comparative Education Study Adaptation Centre (CESAC) summarises all the key elements of what social studies is, as follows:

"a study of man in society with all the interplay between him, his environments and the effects of science and technology. The usefulness of social studies is enhanced when it is seen as a way of looking at society in

order to understand social problems and thereby help to seek solutions to them".

Through Social Studies, Credo (1969) states "the learner is expected to develop perspectives, insights, understanding, values and skills necessary to the conduct of affairs in society".

The purpose of teaching Social Studies, therefore, according to Dubey and Barth (1980) should be to train citizens who can identify problems, analyze them correctly and take correct decisions to remedy them.

The above concept of Social Studies is further enhanced by its aims at producing citizens with skills, competencies, moral values and reasoned judgments to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian Society (Okobiah, 1985).

Considering the above conceptions of Social Studies Curriculum in the light of understanding human relationships, the subject is best suited to dealing with issues of conflicts such as those between parents and their adolescent children.

This is because the subjects' concern primarily is man's total existence, his interactions with the immediate social and physical environment. In this case, the students' interaction with parents becomes the focus. It does not make for effective living to focus on problems in the larger society, leaving those in the immediate home environment staring at the school in the face. The root of most social problems can be traced to faulty relationship with parents or home generally.

That Social Studies as a discipline aims at imparting positive values, knowledge and skills for harmonious living, is in no doubt a panacea for conflict prevention in homes. And when conflict inevitably occurs Social Studies according to Dubey and Barth (1980) is there to "train young

learners who can identify problems, analyze them correctly and take correct decisions to remedy them. "He further stressed that through Social Studies, students should develop to understand themselves and their fellow human beings. To ensure that Social Studies instruction is geared towards character training of the young, he cautions", it must not be another reading lesson rather, Social Studies teachers should utilize the practical application approach for instruction.

The effect of all these, if taught properly is improvement in quality of relationship between adolescents and parents which should result in reducing the frequency of conflict.

"The inability to visualize the subject as an integration of experience and knowledge concerning human relations has been an obstacle to progress and attainment of its goals", Okam (1998). The implication has been in the rampant occurances of conflict between parents and adolescents which is the concern of this study.

One of the major claims of social studies for a place in the curriculum of schools is that it represents an applied field of knowledge. (Engle, 1977). It is, perhaps, for the recognition of the potentialities of social studies for inculcating the right type of knowledge, skills, values and attitudes through an integrated approach to the study of man that it has been accepted as a major tool for citizenship education in Nigeria. Du Bey and Barth (1980); (Okobiah, 1985).

Social Studies curriculum is intended to offer that which is both meaningful and relevant to the learner's personal life especially as it affects problem- solving and becoming an effective citizen at home and in the larger community.

2.4   Theoretical Framework

The presumed connection between theory and research in the area of conflict has been doubted. For example, Montemayor (1983) reviewed research on parent - adolescent conflict and concluded that there was virtually no connection between theories and   research in this area. Similarly, in their comprehensive study on child conflict, Shantz and Hartup (1992) decried a " lack of fit" between what theorists mean by conflict and how researchers actually study conflict .Despite these   observations, theoretical developments have emerged from parent - social sciences such as Sociology, Psychology, Economics and Political Science to provide theories that conveniently   fit in.

Hall   (1987)   reviewed   three   theoretical   approaches,   namely, psychoanalytic, systems and social learning. A review of marital conflict distinguished systems- interactionist , cognitive- exchange, and rule- based approaches. Weises and Dehle's (1994) review emphasized cognitive and behavioural models. Other conflict models include the physiological - affect model by Gohman and the behavioural exchange and attribution models by Levenson.

The objective of this section is not to exhaust perceptual reviews of conflict theories,   but rather to show how and why   the study in question has chosen and   used one model to do its work.. To select a suitable model a number of them had to be reviewed. Three are presented below to highlight reasons for their unsuitability for the present study.

- Developmental Models

Although most researches on conflict use the developmental perspective, because cognitive and affective changes become particularly clear, it has been found to be more so on children's behaviour and not

adolescents'. Dunn and Munn (1985). Shantz (1987) attested to the divergent views regarding individual development.

The Social Exchange Theories

These explain people's disagreement from a financial perspective .Their view is that conflict occurs in close relationships because independent parties share scarce resources. Relationships therefore lacking in personal rewards or those characterised by inequity experience more frequent conflicts. This position however has been challenged. For example, Edwards and Brouburger (1973) argued that adolescents increase their reward systems outside the family thereby becoming less reliant on resources of exchange within the family. This argument, renders the Social Exchange theory per se inadequate to explain the causes of conflict between parents and adolescents of the current study. However, some aspects of the theory especially as pertaining parental disciplinary approach and care will be relevant .

- Attribution Theory

Most researchers that have depended on this model approach are those working on husband-wife relationships. The works of Harvey, Orbuch and Weber (1990); Harvey and Orbuch (1992) have relied on the attribution theory to examine accounts that people offer for relational problems. They revealed seven phases of traumatic relationships, which implied that interpersonal conflict escapes the confines of the dyad to involve outsiders e.g. friends and other family members.

This study is not strictly about examining emotions experienced during conflict, rather it is about identifying the causes and areas of conflict between parents and adolescents. Hence, the use of attribution theory for this study becomes unsuitable.

- Interactional Approaches

Researches based on interactional approaches have focused on conflict by analyzing observed behavioral sequences and comparing satisfied/adjusted couples to dissatisfied/ maladjusted couples . Gottman (1982) identified and described four (4) patterns that characterized dysfunctional couples, namely, cross-complaining, counter proposal , negative mental communication and negative mind reading. This interactional approach is not quite suitable for the present study because the observational technique on both verbal and non - verbal messages, coding and interpreting them will be too cumbersome for the sample of six hundred (parents and adolescents)

Having reviewed some of the strengths and weaknesses of the three alternative approaches to the study of conflict as presented by Canary, Cupach and Messman (1995), this study opted to use an "eclectic" approach named " behavioural –family systems model " by Robin and Foster (1989). It was chosen because as Canary et al (1995) cited it as an excellent example of a combination of two theoretical approaches to explain adolescent conflict. These are social learning and systems theories . They have been found suitable in the study of perverse concepts which are experienced and perceived differently by all e.g. conflict. The approach recognizes that conflict processes are so complex as to require multiple perspectives especially in the desire to explain individual as well as system activities.

The difficulty of most eclectic models to offer a coherent, well synthesised account of more than one focus was not over looked, rather much care was taken to ensure that coherence of understanding is not sacrificed for breath Robin and Foster (1989) in an attempt to account for

the most crucial factors surrounding parent- adolescent conflict merged social learning and systems theory and came up with four components.

(a) Developmental factors in the adolescent, including biological changes during puberty and a desire for increased independence.

(b) Skills, including problem solving and communication behaviours.

(c) Cognition, including expectation of upcoming actions and irritation beliefs.

(d) structure of family relationships, such as coalitions and degree of cohesion.

Conflict, in terms of social learning theory provides both positive and negative reinforcements to behaviour. as indicated in the figure below:-

Biological Changes of Puberty

↓

Teenagers begin to demand
increased independence

↓

Increased perturbation in parent-
adolescent relationship

↓

Family reacts to normal
conflict of early adolescence

| Problem solving Ability | Communication patterns | Belief System | Family Structure |

Degree, duration, pervasiveness
and affective intensity of family conflict
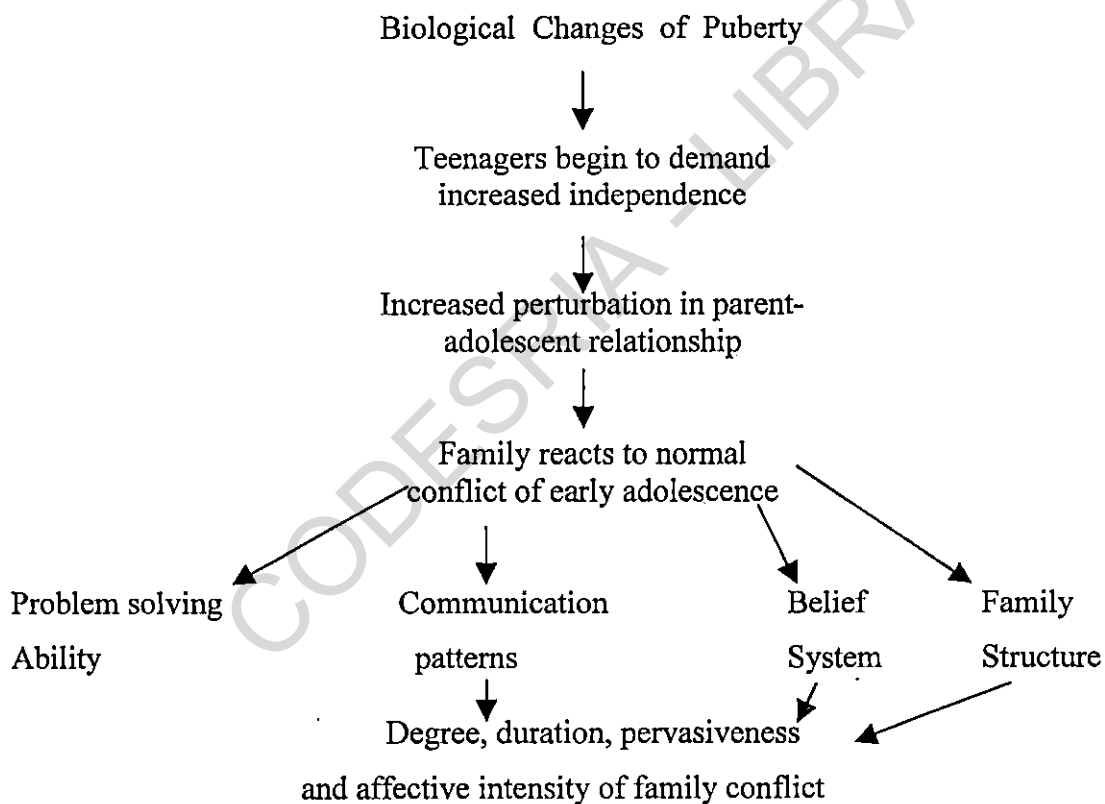
Robin and Foster's Model of Parent- Adolescents Conflict

source : Foster and Robin (1988) copyright © 1988 by Guildford Publications.

As shown in the figure , biological changes during adolescence, trigger a desire for increased independence which in turn results in relational turbulence. To explain the effect of puberty on parent-adolescent interaction, Paikoff and Brooks Gunn (1991) presented 3 models.

Model A has to do with adolescent's hormonal, physical and glandular changes which bring about increased emotional tension, stress, fear, uncertainties and insecurity. The adolescent comes under social pressures and faces new conditions calling for behavioural adjustment.

Model B. centres on how puberty affects interaction in the form of secondary sex characteristics. Steinberg and Hill (1978) assessed how male physical development was tied to conflict behaviours. They concluded that the more adolescents developed physically, the less they explained themselves to their parents and this attitude affect communication and prepare ground for conflict between parents and adolescents. While the adolescent physique means so much to him/her, giving it much attention may lead to disagreement with parents. This is more so ,given the fact that the adolescent is unable to satisfy the thirst for beauty and fashion since he/ she is still largely dependent on parents financially.

Model C indicate a complex interplay of social, cognitive, physical and psychological factors that moderate the link between puberty and parent adolescent interaction. Thus conflict stems from issues more complex than Model A or Model B reveal. The family's reaction to these changes is manifested in problem-solving skills, communication patterns, beliefs and family structure, and so on and so forth .This in turn affect the nature and intensity of family conflict .

Robin and Foster (1989) offered five research assumptions derived from the model, for which they provided empirical support.

1. Because families are homeostatic systems, members engage in conflict in the face of disruptions caused by puberty and a desire for independence, to restore the system to homeostatic.

2. Deficits in problem solving and communication skills during conflict lead to unreasonable beliefs about family life.

3. Adherence to unreasonable beliefs about family life further exacerbates conflict.

4. Reciprocity of negative emotions is more prevalent in distressed families than it is with non- distressed families.

5. Marital discord associated with parent – adolescent conflict.
   (This was omitted in this work)

Their findings concluded that puberty requires both parents and adolescents develop as individuals. Smetana, (1988) in support , argued that parent- adolescent relationship change because of two persons' development not just one .While adolescents deal with the psychological peaks and valleys of puberty, their parents traverse middle age. In the same vein, Paikoff and Brooks-Gunn (1991) concluded that while the adolescent involves in the acceptance of higher levels of reasoning about social conventions the parents' task include accepting the adolescent's desire for personal control. For this study however, Robin and Foster (1988) eclectic model was used as a guide to study and understand parent- adolescent conflict with slight modifications.

a) The component dealing with developmental factors specifically the biological changes was not emphasized . This is because age was held constant as all student respondents fell into the same age range of 15-17. However, the other aspect of increased desire for

independence was taken care of in section A of the Adolescents' questionnaire. (PEQ), see (Appendix B).

b) The component on skills including problem solving and communication were obtained from parents and adolescents' responses in section C of both questionnaires.

c) Irrational beliefs under cognitions were also looked at as they manifested in responses of section A of both questionnaires.

d) The component of the structure of family relationships referencing degree of cohesion was modified to reflect structure or types of families, thus: .Single parents vs intact parents, highly educated vs low educated parents; low, medium and high socio-economic parents as they relate to frequency of conflict . They were taken care of in section B of the 2 questionnaires.

The 5th assumption of Robin and Foster's Model was left out not because it has no impact on parent adolescent relationship but because marital discord is outside the scope of this study.

2.5   Causes Of Conflict

Salem (1996) presented three general theories that represent broad views of the causes of conflict. These are:

1. Realism: This is an ancient view based on the idea that human beings and groups by nature struggle for domination. This in itself causes conflict.

2. Structuralism is more economic in nature and its proponents hold the view that conflict may be caused by the unequal ways by which groups and people are treated in society. Any exploitative condition is therefore seen as capable of causing conflict.

3.   Liberal pluralism views human needs, communication and perception as important causes of conflict. Muriel and Dorothy (1991) found out that conflicts may break out over the distribution of scarce values and goods. Examples of these, according to them, may be income, status, power, control over territory or ecological positions.

Correct as these theories are, they are too general. Theories that are more specific to conflict between parents and adolescents are more relevant to this study the following are a few.

Freud (1959) theorized that conflict is sexual motivation and the prohibitions against sexual wishes, thoughts and actions imposed by society. Although, other psychoanalysts did not agree with him as to the nature of conflict, they all agreed that at the root of personality disturbance, is conflict. Rose's (1979) view, states that personality disturbance is an aftermath of conflict between what an individual learn about self and what he/she hopes to believe about self.

In another view, modern stimulus response theorists such as Dollard and Miller (1980) among others, hold the view that conflict results whenever drives compete significantly with one another. In other words personality-maladjustment is the result of conflicting drives.

Jersild (1978), states that conflict may arise if parents are autocratic and unreasonable. This view is in line with Freud's (1956) position that children who have extremely punitive parents may not identify with them and in fact may grow to hate those parents.

The social exchange theory states that conflict occurs most frequently in relationships lacking in personal rewards or equity. Edwards and Brouburger (1973) argue that adolescents increase their reward systems outside the family, thereby becoming less reliant on resources of exchange within the family.

In their contribution, Canary, et al (1995), asserted that intergenerational conflict revolves around the issues of music, art social injustices, sexual behaviour and values. Relatively, issues related to the broader social changes that are occurring within society were found to be conflict generating . Supporting Conger's (1971) view, Canary, et al (1995) maintain that adolescents' views tend to be more liberal than those of their parents hence the conflicts. Yankelovich (1989), Steinberg and Hill (1986) and Jersild (1978) assert that conflicts between parents and adolescents occur as a result of adolescent's desire to be independent which Campbell (1969) associated with the adolescent sexual maturity. Stone (1980) said students who had excellent relationship with their parents are found to be active in high school, while the reverse is the case with adolescents who come from conflict-ridden homes. Jersild's (1978) view is that children who feel free to confide in their parents, show better adjustment than those who do not. This happens when adjustment is determined by such criteria as social compliance, emotional stability, desirable character traits and obedience in the classroom.

Straus, (1979), Burgess and Richardson (1981) attributed such conflict to the fact that adolescents are often neglected or taken for granted in terms of parental care . They are assumed to be coping well, when in actual fact they are not.

Staton (1974) stated that manner of dressing, moral believes, dating partners and choice of friends are areas that may generate conflict between parents and their adolescents.

Hassan (1986) commenting on the situation in families, concluded that if conflicts between identity formation and social demand are handled in a reasonable and loving manner, the individual will be able to show love and concern for others, to avoid losing his identity.

2.6 Types Of Conflict Between Parents And Adolescents

There are various types of conflicts with their attendant implications and ways of resolutions. According to Griggs (1988), conflicts are classified into three major types:

- Approach- avoidance conflicts.
- Approach - approach conflicts .
- Avoidance - avoidance conflicts.

In approach-avoidance conflict, the individual experiences both the desire to have and the desire to avoid a certain object or goal. This is a situation in which a choice must be made about whether to pursue a single goal that has both attractive and unattractive aspects. For example, an adolescent who wants to depend on his parents economically but does not want to be told how to spend his money.

Approach- approach conflict, is a situation in which a choice must be made between two attractive goals. The individual is torn between a desire to gain two equally attractive but mentally exclusive goals.

Avoidance-avoidance conflict, refers to a situation in which a choice must be made between two undesirable goals. For example, a student who does not want to study hard but does not want to fail his/her exams.

2.7 Strategies For Coping With Conflicts

Conflicts differ in their complexity and importance. For example, conflict at the interpersonal, inter-group, inter-organisational and international level are clearly not the same, yet they have much in common.

Zubin et al (1995) argues that despite these differences it is possible to develop generalisations that cut across most or all conflicts. Therefore

regardless the segment of society in which conflicts occur and the forms they take there are common strategies for dealing with them.

Three common coping strategies include contending, yielding and problem solving which Wuye and Ashafa (1998) refer to as withdrawal, suppression and compromise respectively.

1. Contending entails trying to impose one's preferred solution on the other party.

2. Yielding means lowering one's aspirations and settling for less than one would have liked.

3. Problem solving involves pursuing an alternative that satisfies the aspirations of both parties e.g. identifying respective underlying interests and satisfying them by developing mutually acceptable solutions.

Each of these coping strategies involves a relatively consistent effort to settle conflict by taking something away, giving something up or working jointly to solve the problem at hand. The above strategies can either escalate or douse conflict especially where one party remains aggrieved.

The problem solving approach has been found to be more balanced and yielding more positive results. It can be applied effectively at the inter-personal, inter-group and the international levels. The problem– solving approach as a means to coping with conflict makes Social Studies classrooms ideal for dealing with conflicts between parents and adolescents.

2.7.1 Conflict Prevention

Preventive action includes measures taken to prevent conflict from arising and escalating. The concept of prevention presupposes the existence of early warnings of impending conflict. Ocaya- likita (1992) states, "to detect conflict at an early stage is relatively cost effective to development".

He suggests that preventive measures be emphasized over and above resolution. Some preventive actions could be:

i.   Character training by parents setting clear limits for children and serving as role models because the children get their first lessons on how to deal with conflict at home.

ii. Teaching skills in peace education for conflict transformation, mediation, dispute resolution and negotiation.

iii. Keeping communication lines open. It allows disputants to explain disagreements and generate alternative solutions together. Parents to encourage adolescents to provide relevant information.

iv. Avoiding communication killers e.g. threats, orders, criticism, indifference, name calling etc.

v.   Learn to listen actively as a trust building process.

2.7.2 Conflict Resolution

Is a formal expression of an individual or organisation on actions to be taken to regulate negative internal feelings. Imobighe (1993).

Although conflict might be inevitable, there are different views as to its usefulness. While some people believe that conflict is destructive, and abnormal and therefore must be avoided, others believe that conflict is not necessarily bad, abnormal or dysfunctional, and that, in fact, conflict can be productive. Burton (1989) for instance, regard conflict as "an essential creative element in human relations and the means by which change and personal development can be achieved, hence, conflict should not be suppressed. Wuye and Ashafa [1993] opine that it is possible to turn a crisis situation into opportunities through creative response. They present the following as steps towards conflict resolution:

- ❑ Manage your emotion.
- ❑ Be willing to resolve conflict.
- ❑ Map out the conflict.
  Develop solutions/ options.
- ❑ Negotiate.
- ❑ Broaden perspective.

Neal (1959) made a detailed analysis of how to resolve three kinds of conflicts:

1.   Approach-approach conflict. .This is the easiest type of conflict to resolve in that anything that increases the desirability of either goal will pull the person towards that goal and resolve the conflict in its favour.

2.   Avoidance-avoidance conflict: To resolve this type of conflict, some other factor must present itself determining for you in favour of one of the goals. Teachers of Social Studies can take advantage of this approach to intervene in conflicts between adolescents and their parents.

3.   Approach-avoidance conflict: This presents the most difficult dilemma. The closer to the goal where the dilemma is concentrated, the more the avoidance begin to outweigh the approach. One way to resolve this is to raise the approach gradient, i.e. the attraction of the goal. This is a skill that need to be taught in Social Studies classrooms, to enable students know that no position in relationship is non-negotiable.

2.7.3 Conflict Management

Bohanan (1967) noted that conflict is useful as a growing point of culture and peace, if adequately managed. It is in the same vein that Ataguba

(1997) observed, that whether or not conflict would play a functional   role in human relations would depend on the manner such conflict is managed. If well managed, it could lead to qualitative development in relationship, but if badly managed, conflict could escalate, become harmful and lead to a break down of the relationship. It is therefore possible to learn how to manage conflict situations. This is possible because every conflict according to Ataguba (1997) has three dimensions to it.

a.   the situation on the ground

b.   the behaviour of the parties involved

c.   the attitudes of the parties

Each of these, affect the other. For example, a parent's behaviour and attitude towards an adolescent could either aggravate or minimise a conflict situation.

Academic   Associates,   an   International   Non-Governmental Organisation working on conflict resolution among various ethnic groups in Nigeria, recognized that conflict management by individuals could be by Avoidance, Confrontation or Problem-Solving / Collaboration.

The avoidance approach involves one of the conflict parties avoiding the other or the problem. It could also mean delaying action, with the hope that the situation will pass or resolve itself. Some other times it might mean pretending that the conflict does not exist, even though there is hurt and anger. This approach is also referred to as "sweeping under the carpet approach", Aderinwale and Asuni (1993).

The Confrontational Approach entails the one who feels strongly right in the conflict situation, trying to help self by the use of force or coercion.

The Problem-Solving or Collaboration Approach involves a process of dialogue with an intent to understand the underlying elements in the conflict and face the issues. This approach views conflict as a natural way

of life which can be resolved with respect to fairness and practicability. The problem-solving and collaborative approach is the Social Studies approach. The intent is to maintain the relationship.

Imobighe (1993) sees an integrated conflict management system as comprising three stages of responses that make up the circle These are :-
- conflict prevention or peace promotion.
- conflict control or abatement.
- conflict resolution

The measure needed at stage-one include the establishment of behavioural code, confidence-building and cooperation ventures or integrative activities. The measures used at stage- two include appeal for restraint and settlement through some neutral individuals, while the 3rd stage demands various forms of conciliatory moves, intensive negotiations and the use of mediation.

Gyong [1998] in discussing traditional methods of conflict management,first, presented the adverse consequences of conflicts both at the inter and intra level of relationships as reasons that make conflict management imperative .Although the tripatriate system he advocated had to do with a return to compensation, restitution, restoration, reconciliation and dialogue may apparently seem irrelevant to managing conflicts between parents and adolescents, it offers approaches worth considering.

2.8   Relevance Of Social Studies Curriculum In Conflict Resolution

One of the objectives of secondary school education in Nigeria among others is " to socialize the adolescent into roles and attitudes considered essential for their future and adult life (FRN 1981). This means that Social Studies Education and the school have the potential of affecting the conflict situations of adolescents and their parents.

Adaralegbe (1980) with specific reference to the role of Social Studies in problem-solving defines it as a modern attempt at an interdisciplinary study of a topic, a problem, an issue, a concern or an aspiration.

Mezieobi (1992) categorically states that, Social Studies as a subject has the capacity to prepare adolescents for a peaceful life style within a framework of our diverse nature ,both at home and in school.

The implication of the above statements is that Social Studies classrooms have the potential of building peaceful lifestyles in the learners. Where Social Studies curriculum concepts are problem oriented and the enquiry method is emphasized, learners become trained to be interested in finding solutions to problems. Social Studies education is effective when it is made functionally relevant to the cognitive, affective and psychomotor needs of the learners.

Fisher (1978) sees the role of Social Studies educators in terms of what he calls "issue control", that is preventing conflict from taking a destructive course. This particularly will involve dealing with practices, norms and values that may lead to misunderstandings, stereotypes and prejudices. In this respect, peace education serves as an antidote to conflict escalation between parents and adolescents. Abdulkareem (1988) defended the possibility of this through Social Studies education when he presented the following argument "Most human attitudes and behaviours are learnt. For example, years of formal and informal socialization teach us to respond positively to real or imagined threats, fear, dislike or disrespect to certain things. If this is so, then, we can also be socialized to trust, appreciate, co-operate and respect others. We can learn to negotiate, mediate, compromise, share and bargain in conflict situations."

Furthermore, peace education concepts should be infused into the Social Studies curriculum for pre-service and in-service teachers' education.

Teachers in turn, could draw out specific classroom activities and exercises for use to emphasize peace at home, with parents. This is feasible since Social Studies curriculum is hinged on the problem- solving approach.

Peace Education within Social Studies curriculum might include:

a. Increasing objective knowledge about the diversity of people; viewpoints and ideologies in our country and of the tension between them.

b. Helping learners understand the influence of attitude and feelings on human behaviour in situation of conflict and co-operation

c. Teaching the dynamics of power, conflict and their patterns of escalation in interpersonal, family, inter group, organisational and community settings.

d. Helping learners to take part in simulations and other participatory learning situations in order to master some skills and techniques in conflict resolution and

e. Bringing about constructive encounter-meetings and other forms of communication between parents and adolescents in order to challenge stereotypes; develop trust relationships, self awareness and search for projects of mutual benefits, (Abdulkareem 1998).

Social Studies educators also need to internalise skills and orientations similar to those of skilled mediators. Funding and control of schools are increasingly becoming a cooperative venture, parents could be brought under the umbrella of the Parent Teachers Association (P.T.A) to participate as resource persons in Social Studies classrooms where conflict management techniques are discussed. They could also be invited to workshops on conflict resolution organised by the school where various forms of intervention into conflicts are focussed on.

2.9   Empirical Studies And Their Relevance To The Present Study

Yau and Smetana (1996) studied Adolescent-Parent Conflict among Chinese Adolescents in Hong Kong. Their focus was on how conflict is experienced in other cultures outside the American-European culture. Their sample was made up of 120 early, mid and late adolescents and their corresponding parents.   The interview method was used as well as the questionnaire, while Analysis of variance (ANOVA) was used to analyse data.   To obtain internal rate reliability, 10% of the interviews were translated into English. Subjects rated fathers and mothers separately on a 5-point Likert Scale, ranging from never (1) to very often (4) using a 9-item questionnaire to assess their parenting styles. Subjects also listed and described actual conflicts they had with parents and the issues involved. They categorised them ranging from minor day to day disagreements to more serious habits.

Conflict frequency and intensity were rated also on a 5-point Likert scale for each issue, adolescents and parents were allowed to justify and counter argue their positions in the conflict. Whether the issues have been resolved, yes/no responses were coded binomially.

Fairness of the solution were rated 3-point scale ranging from not fair (1) to very fair (3). Their findings were among others:

-      Parent-adolescent conflict rated moderate

-      Conflicts were over everyday issues as hypothesized.

-      Gender differences were significant in frequency of conflict (girls more than boys), similarly, gender was found to be strong in reasoning about conflicts and counter arguments.

-      On conflict resolution, mid-adolescents felt they ought to be able to make more solutions and maintain greater autonomy while early and late adolescents felt resolutions were fair.

- Parents styles of discipline were significantly related to adolescent-parent conflict.

Unlike in European-American families, conflict primarily was more with mothers, depicting role-differentiation.

Although this study was in far away Hong-Kong, nevertheless it has confirmed that parent - adolescent conflict study is possible, even in our context. Culturally, we share common values. For example, as with the Chinese, problems between parents and their children in Nigeria are rather covered. If they must be uncovered they must be approached subtly and indirectly to avoid embarrassment, since group harmony is highly valued. While Americans emphasize independence and individuality Chinese and Africans treasure co-operation, sharing, children obligations and self-less service for the collective existence of the family. The situation with some tribes in Nigeria is that open communication is forbidden between parents and adolescents making this study imperative.

The Hong Kong study also highlighted the negative effect of poor socio-economic background on the frequency and intensity of parent-adolescent conflict. This study also focussed on parental socio-economic status among other variables. While their subjects were all taken from the urban centre, this study involved both rural and urban families.

Fuhrman and Holmbeck (1995), investigated the relationship between emotional autonomy, and adolescent adjustment, using Steinberg and Silverberg's Emotional Autonomy scale (EA).Subjects were 96 adolescents (10-18 years old), their mothers and teachers. The research centred on the process through which adolescents relinquish childish dependence on parents, that is "detachment". Its findings indicated that:

1. When the affective nature of the parent-adolescent relationship is positive adolescent adjustment is easier.

2. On the other hand ,when the family environment is more stressful, adolescent adjustment is more difficult.

Emotional autonomy is in other words, positively associated with adolescent adjustment. These findings suggest that heightened emotional autonomy which is the same as detachment from family can be detrimental to a supportive family, while high emotional autonomy is adaptive in a less supportive familial environment. They proved that adaptiveness is best understood when examined within familial and cultural contexts. This makes the present study imperative. In some of Nigerian culture it is wrong for adolescents to demand for autonomy while yet dependent on parents financially. The extended family system in Nigeria, views the adolescent within the context of values that encourage dependency of adolescents on almost all adult members of the immediate community.

The following eight variables were employed as moderators: gender, family structure, ethnicity, socio-economic status, family cohesion , material wealth, parental control and intensity of parent adolescent conflict. Some were used with moderation in meaning and application to suit the emphasis of the present study. For example, rather than use ages 10-18, the present study used only mid adolescents (15 - 17 years) because it is expected that characteristics are at their peak. Issues regarding education, discipline and care were given special attention in this study. This was necessary because in our environment they play important roles in determining the quality of relationship between parents and adolescents.

While teachers were part of their sample, this research did not include teachers as this could have affected the focus of study, which is identifying areas of conflict between parents and adolescents.

Adzenga (1986) carried out a study on the influence of the home on children's behaviour in a local government area of Benue State, Nigeria.

The researcher found out that the quality of relationship between parents and adolescents is of great influence on the behaviour of the adolescents.

The subjects of study were 120 final year secondary school students of ages 15-18. The present study included parents, because views of the two groups were needed for test of relationship and differences.

The instrument used was the questionnaire. Items were designed to elicit data on the following 4 aspects of home environment:

- Parent-child relationship
- Parental disharmony
- Sibling rivalry
- economic constraints

All responses were on a 5- point Likert scale. Subjects were classified using four variables believed to have the potential of affecting adolescent behaviour in the home . These are, sex, income of parents, educational status of parents and size of families. The present study supported and used three out of the four variables because behaviour is an important factor in conflict.

Barwa (1984) explored in a study, the causes of student's unrest. Subjects were 120 boys, 120 girls with an age range of 15 to 19.They were from 5 secondary schools in Kaduna State.

Causes of crisis were grouped into the following 4 categories :

Material resources

Human resources

Administrative problems

External influence

Person Product Moment Correlation Co-efficient (PPMC) and ANOVA were the statistics used to analyse data. The relationship of these perceived variables were tested and findings showed that:

1	Inadequate learning material was a leading cause of students' unrest

2	External influence as a factor in causing of unrest in secondary schools was found to rate last.

The relationships of all the variables were tested. Result was a high correlation (r. 99) between human resources and external influence. This means that interactive processes within and outside of school are very significant. This finding support Fafunwa's (1973) submission, that the schools do not educate in isolation of other socializing agents in its immediate community. The implication is that students' inter relationships outside the school as also in the school can be factors in causing unrest.

Mussen (1946) linked aggressive behaviours such as unrest in school to students' academic achievement. He argued that emotional conflicts in the form of unrest could lead to lack of concentration in school work. This is significant to the present study as it justifies the concern over a stable relationship at home, for proper academic achievement.

Sunmou (1981) carried out a survey on personal and social problems of adolescents in Kano State, using six post-primary schools. The primary objective of the survey was to study the nature of adolescents' problems with specific reference to those they find difficult to relate with and how they find solutions to their problems.

Three hundred and sixty (360) students were subjects of study with half coming from Forms 1 and 2 and the other half from Form 4. Three of the schools were located from the urban area of Kano while the remaining three were from rural areas. All respondents were randomly selected using the hat and draw method. Three of the schools were exclusively for boys, while girls were drawn from two schools, and the third school was co-educational. The ratio was 210: 150 for boys and girls respectively, because there were more schools for boys than for girls.

Among the many recommendations made by the re-researcher, the provision of personal and social education in school is relevant to helping the adolescent understand himself as well as improve on his/her interpersonal relationships with parents and other significant others.

This study on conflict between parents and adolescents will provide valid and adequate information on the adolescent relationship with parents as well as proffer suggestions on how Social Studies can be used in the classrooms to improve on conflict management.

Okam (1998) carried out a survey on "Using Social Studies as an instrument for Citizenship Education. The study set out to elicit from students their reactions as to the extent their exposure to the educological processes associated with teaching – learning situations in social studies have enabled them to cultivate patriotic feelings and attitude compatible with the growth and development of Nigeria as a nation.

The subjects for the study consisted of 2,950 randomly selected final year secondary school students from 59 Grade II teachers' colleges of randomly selected states. To ensure national representation the states included Anambra, Bauchi, Kaduna, Niger, Borno, Ondo and Plateau.

The instrument used for the survey was a 30-item questionnaire titled "Students' perception of the content of social studies".

Data collected was analysed and tested by the use of chi-square and Analysis of Variance (ANOVA). It was basically to determine whether any significant group difference existed in the respondents' perceptions.

The results revealed that:

    i.   Varying proportions of students felt that the teaching and learning of Social Studies had strong positive relevance to their concerns as citizens.

ii.   Most respondents however, perceived the subject as not effectively achieving the major objective that prompted its introduction and teaching in schools and colleges, that is, the inculcation of citizenship norms.

The relevance of this work to the present study is derived from its findings with regards the failure of social studies classroom to essentially prepare young learners towards citizenship norms such as patriotism and nationalism. Linking the home with the school may constitute a bedrock for better achievement. This is based on the principle that students' success is closely linked with their experiences, interests, targets, attitudes and aptitudes. Since needs greatly influence perceptions, the task lies with the teacher to identify such problems as "conflict between parents and adolescents" and aim at doing something about them. This is important because it is what the teacher conceives as relevant and desirable that generally determines his choice of what goes on in the classroom, in terms of subject matter as well as the teaching method. i.e. the actual curriculum.

Baba (1992) carried out a Case Study on the relationship between Adolescents' self-concept and academic performance in Senior Secondary Schools.

The study's objective was to find out whether there is a relationship between adolescents' self-concept and their performances in school.

The subjects under study were 120 male and 80 female students in Senior Secondary School II (SSS II) from two schools. The Pearson Product Moment Correlation Co-efficient statistical tool was used to analyse data collected.

Major findings were:

◻ A negative insignificant relationship was found between total self concept and performances in school subjects.

□ A positive significant correlation of 98% was revealed between non-academic, self-concept and academic, self-concept of the students.

□ No significant relationship was found between self-concept and academic performance.

The reason for this unexpected result, he explained was due to test difficulty and low reading ability. The relevance of Baba's study to the present study is the lack of significant relationship between total self-concept and academic performance. Adolescents' search for behavioural value and emotional autonomy is a potential ground for conflict between parents and adolescents. It is for such incompleteness that the present study set out to identify the areas of conflict between parents and adolescents.

2. 10   Summary

This chapter attempted to review literature in the form of concepts, theories and related empirical studies to conflict in general and that between parents and adolescents. The review was very useful as knowing what is already done helped to sharpen the focus of the work. The different perspectives for example, a search into important concepts like conflict, parent, adolescent and Social Studies have been perceived to enable this research discovering find its operational definitions. For example, conflict to be a pervasive term for cutting across many disciplines, compelled this research to determine its operational meaning

This work thereafter, uses the term conflict to mean a state of severe feeling of friction, stress, anxiety and helplessness between parents and adolescents which culminate into prolonged disagreement, hatred, hostility, resentment and in extreme cases violence.

Similarly after reviews, the term 'parents' are used to refer to married couples with who the adolescents are living. They could be biological or social parents.

Literature review shows that this work has not been done. Adolescents in this study refer to boys and girls in mid-transition between childhood and adulthood. They fall between ages 15-17. As a target group they were found to be in J.S.S III.

Some theoretical reviews were carried out on conflict generally and conflict at the parent - adolescent level. Some of the specific contributions to this work are: The general theories pointed to the causes of conflict as struggle for domination, unequal – exploitative relationship and unmet needs. Theories however related to conflict between parents and adolescents had the following as core causes of conflict:- discomfort, personality disturbance, competition of drives, puberty or sexual maturity, autocratic parents, generational gap, desire for independence, societal values, school culture, negative relationship with parents and lack of free communication. These theoretical causes assisted in the designing of items to identify causes of conflict between parents and adolescents under the present study.

Three forms of conflict between parents and adolescents were also reviewed. These are, approach - avoidance, approach- approach and avoidance- avoidance. This was followed by a review of some conflict resolution approaches such as avoidance, confrontational and problem - solving or collaborational, mediation, negotiation and facilitation .

The literature review on forms of conflict and approaches to conflict resolution were particularly useful in determining the research design as well as the instrument to be used for maximum result of collecting data.

Some major empirical works that have some relevance to the present study were reviewed. In this respect, the works of Yau and Smetana (1996),

Fuhrman & Holmbeck (1995), Adzenga (1986), Barwa (1984). Mussen (1946), Sunmou (1981), Okam (1998) and Baba(1992) were carefully reviewed and findings were highlighted. Each empirical work made specific contributions to this work either by way of giving assurance that this study is possible or by providing some instruments out of which items were selected and used.

Theoretical developments that have emerged from parent Social Sciences such as psychology, sociology, Economics and Political Science provided the strengths and weaknesses that have been used to study conflict between parents and adolescents.

Social learning and system theories were merged and found suitable by Robin and Foster (1989) who came up with 4 components which have been used to study parent- adolescent conflict. They include

    a. Developmental factors in adolescents

    b. Skills in Problem Solving.

    c. Cognitive and irritational beliefs

    d. Structure of family relationships.

Furthermore, the review of many Studies from outside Nigeria on causes of conflict between parents and adolescent motivated this research to establish if their findings are identical to our situation or different due to peculiarities in culture.

Findings from the review highlighted areas already well covered as well as the gaps still existing. Altogether, the reviews influenced major decisions on the scope, subjects, methodology and instrument such that this study avoided their pitfalls while taking advantage of their weakness. This made it possible for this study to make concrete contribution to existing works and knowledge.

CHAPTER 3

3.1   Methodology

3.2   Introduction

This Chapter explains how data relating to the problems of conflict between parents and adolescents was collected and analysed. It focuses on the following aspects of the study:-

- The Research Design
- Population
- Sampling Procedure
- Instrumentation
- Validity of instrument
- Reliability of instrument
- Administration and collection of data
- Practicability/Economy
- Data Analysis
- Summary

3.3   The Research Design

The survey design was used in collecting and analysing data for this study. The nature of the problem under study and the purposes of the research informed the decision. The study sought to establish the similarities of degree of differences that exist in the opinion of parents and adolescents with regards different variables.

Goshin (1969) and other scientists have denied the value of survey studies on the ground that the absence of a control group renders it almost of no scientific value. While this apparent lack of scientific value may be a weakness of the survey design, it surely has significant social value. Findings from survey studies have the potential of being used as foundation to other research works. Be it as it may, improvements in the areas of

sampling, instrumentation and it's administration makes it possible to obtain increased authenticity of data observed Lovel (1970) and Nwankwo (1983). The choice and use of appropriate statistics also lead to reliable and valid findings expectedly for generalisations e.g. using correlation coefficients to analyse data of this study for predictive purposes.

Nworgu (1991) summed up the importance of the survey design thus: "the influence of survey research in education and other social sciences is evidently profound".

3.4   Population

The population of the study is made up of government Junior Secondary School Three (JSS III) students and their parents in Kaduna State. At the time of the study there were three thousand and fifty (3,050) adolescents in JSS III of the twelve (12) selected schools.

3.5   Sample And Sampling Procedure

For this study, sampling was carried out at two levels:

-    The students
-    The schools

• **The Students**

Knowing that the validity of any inference from a study depends on how well the sample selected typifies the population. Proportionate stratified random sampling ensures greater representation of the sample relative to the population and guarantees representative constituents in the sample. The proportionate stratified random sampling method was applied in drawing out students sample. This was possible because both the population of 3,050 and the desired sample of 300 were known. Furthermore it was able to give the same chance of being included in the sample to all. The aim was to ensure

that conclusions reached at the end of the study of the sample could be generalised to the population.

For this study, students in their third year of Secondary School were the subjects of research. They were boys and girls in their mid-adolescence (ages 15-17), with adolescent characteristics at its peak, which is of interest to this study. The students population of 3,050 was stratified by school location (one per educational zone). To draw a predetermined sample of 300 adolescents in relation to the population of 3,050, the proportion of each stratum was found by multiplying the size proportion of each stratum in the population by the desired sample size.

The result is that the relative proportions of the various schools strata in the sample are exactly the same as their relative proportions in the population. Sampling error common with "simple random sampling" was reduced.

- **The schools**

Kaduna State is divided into twelve (12) educational zones with a total of one hundred and seventy-eight (178) Government Day Secondary Schools and five (5) Government Boarding Schools.

Using purposive sampling technique ten (10) Day schools out of 178 and two (2) boarding schools out of five (5) were selected to ensure a fair coverage of the State.

Out of the twelve (12) schools, five (5) were co-educational, four (4) for girls only and the remaining three (3) for boys only. The school used for the pilot study was co-educational.

The two (2) boarding schools were single-sex schools, one for boys and the other for girls. For details of the preliminary questionnaire answered by all,

see Appendix A. The sample is justifiable as Roscoe (1969) suggested a minimum of 10% of the total population.

Table 3.3: Distribution Of Population Of 3,050 JSS III Students Representing Twelve Educational

Zones In Kaduna

Schools	Size of population	Proportion	Sample size	Sex
GSS Ikara	250	0.819	24.5	M
GSS B/Gwari	110	0.360	10.8	M
GSS Giwa	147	0.481	14.4	F
GSS Godogodo	315	0.032	30.9	Co-ed
GSS Kachia	415	0.360	40.8	Co-ed
GGSS Kawo	175	0.573	17.2	F
GSS Kafanchan	250	0.819	24.5	F
GSS Lere	74	0.244	7.3	Co-ed
GSS R/Chikun	204	0.668	20.06	Co-ed
GSS S/ Tasha	665	2.180	65.4	Co-ed
GGJSS Pada, Zaria	200	0.655	19.6	F
GSS Zonkwa	245	0.80	24.0	M
	3,050	9.99	300	

* Boarding School

3.6   Instrumentation

A thirteen –item Preliminary Study Questionnaire (PSQ) was administered to the JSS students of the 12 schools selected for the study. It was to guide the sampling procedure. Subsequently, two (2) questionnaires, which were comprised of negative and positive statements, were employed for data collection; one was for adolescents and the other for their parents.

The Adolescents' instrument referred to as Parenting Effectiveness Questionnaire (PEQ) was made up of three sections (Appendix B)
Section A; Adolescents view on their parents' style of discipline and control.

Twenty (20) statements describing different styles of discipline were adapted and modified from Pitan (1998) instrument. They were designed on a 5-point Likert scale to allow respondents describe their parents' discipline style. Some of the items had to be rephrased because the original instrument was used for university students. The level of students' understanding in this study is much lower being that they are just in Secondary School.

Section B; Adolescents views on parents care and attention.

This section was made up of 20 statements. They describe the quality of care parents ought to give adolescents. Items were also on a 5-points Likert Scale. The instrument attempted to find out how consistent parents actions tended towards adolescents care. Some of the items were also taken and modified from Pitan's (1998) instrument.

Section C; Parents and Adolescents Conflict Areas

Parents and Adolescent Conflict Areas (PACA) was a checklist served to both parents and adolescents under study. It was to identify common

areas of conflict between parents and their adolescent children. This is an instrument made up of 25 items that are possible causes of conflict to be responded to at 2 levels. First, Yes/No answers, secondly, the frequency of occurrence indicated on a 3-level Likert scale. Suitable items were picked out across instruments from Saye (1997), Pitan (1998) and Nsamenang (1983). Much of the amendments made were in terms of simplifying the items grammatically, while maintaining the original idea. This was necessitated by the difference in the educational background of the study groups. While the reference works studied University lecturers and Secondary School teachers, this research focussed on JSS students. Besides items used from the above listed sources, some other items were developed from reviewed literature in Chapter 2.

The Parents instrument; Referred to as Adolescent Discipline Study Questionnaire (ADSQ) was in 4 Sections, (Appendix C). Six items provided personal data relevant to the study.

Section A; Autonomy and Control

Items were adapted from Nsamenang's (1983) instrument. His work "Improving quality of fathering among a group of Cameroonians" sampled parents' views on how adolescents ought to be disciplined and controlled. The twenty two questions were designed in such a way that parents are able to on a 5-point Likert scale indicate their views on what should and should not be done in the discipline of Adolescents. However, while his focus was on children, the items in this study are specific to adolescents.

Section B; Parents care and support

The ten (10) items in this Section were to find out from parents their views on care of adolescents' needs. They were to indicate on a 5-point Likert Scale how much they agree or otherwise, with each statement.

Section C; Parent Adolescent Conflict Areas

Parents and Adolescent Conflict Areas (PACA) was a checklist served to both parents and adolescents under study. It was to identify common areas of conflict between parents and their adolescent children. This is an instrument made up of 25 items that are possible causes of conflict to be responded to at 2 levels. First, Yes/No answers, secondly, the frequency of occurrence indicated on a 3-level Likert scale. Suitable items were picked out across instruments from Saye (1997), Pitan (1998) and Nsamenang (1983). Much of the amendments made were in terms of simplifying the items grammatically, while maintaining the original idea. This was necessitated by the difference in the educational background of the study groups. While the reference works studied University lecturers and Secondary School teachers, this research focussed on JSS students.

Section D; Parents' approaches to resolving conflict with adolescents

A list of 30 possible actions that may be taken by parents in an attempt to resolve conflict with adolescents. Parents are to indicate how often each approach is used on a 3 point level, namely very often, sometimes, and never. Besides items used from the above listed sources, some other items were developed from reviewed literature in Chapter 2.

3.6.1   Validity Of Instruments

Validity of the instruments used was ensured at 3-levels.

The first Level: Items were mainly adapted from three separate but fully validated instruments from the following source

(i)   A post-field work Seminar paper "Communication skills Training and Conflict Management Strategies in improvement of parenting effectiveness in Kano State by Muhammad Suleiman Saye (1997).

(ii)   A Doctoral thesis titled "Communication Skills Training and Contingency Management Technique in the prevention of Parent-child conflict among families in Lagos" by Olayemi Pitan, (1998).

(iii)   "Experimental Improvement of the equality of fathering among a group of Cameroonians" by Augustine Dame Nsamenang, Ph.D. (1983).

Only suitable items were picked across board and amendments made through rephrasing. This was necessary due to the difference in the cultural and educational background of respondents. While all reference researchers worked with University lecturers and Secondary School teachers, this work is with Junior Secondary School Students and their parents. From the preliminary study questionnaire majority of parents though literate were found not to be highly educated.

The second level of validation involved three specialists from the fields of test and measurement, Social Studies and Languages scrutinized the instruments and made useful input.

The third level: Entailed using the instruments to carry out a pilot study to determine the difficulty level of each item prior to the main study.

All items that eventually appeared in the final instruments are those that went through all of the above stages successfully. This ensured that every item measured what it was designed to measure.

3.6.2   Reliability Of The Instruments

Using the split-half (odd-even) method the reliability of the instruments was determined. It was found through simple correlation to be (r =0.6985).

3.7   The Administration and Collection of Data

The researcher, a research assistant and two of the schoolteachers in each school administered the questionnaires to the students and parents. The administration of the Parenting Effectiveness Questionnaire (PEQ) for adolescents their sitting arrangement was by sex that is, boys were seated as under examination conditions in separate classes from girls. This arrangement was deliberate to keep the influence of extraneous variables to the barest minimum. The "Adolescent Discipline Study Questionnaire" (ADSQ) for parents was administered to them at home and all were collected after completion.

At the return of students from a 3-week break, sets of the same questionnaires were re-administered to the same group of students and parents to ensure validity and reliability of the instruments. The same procedure was used.

The administration of the questionnaire was not without problems.

First, some of the students were found to have difficulty in reading and understanding the questionnaire despite its simplicity so the researcher had to find a convenient time when all could come together as under an examination. It was with the assistance of the research assistant and two trained teachers that they were helped to complete the questionnaire. Their long vacation also affected the good timing of the work.

Secondly, the distribution and collection of parents' questionnaires was a difficult task as they are scattered round the state. More than four

(trips) had to be made to some homes before finally collecting the questionnaires. The extra effort made explains why up to 195 were collected out of 200 were collected.

3.8   Data Analysis

Parents socio-economic and educational status which were obtained from their personal information were classified and scored as follows:

Income per annum

Below 1000	Low socio-economic level
Between 1000- 5000	Middle socio-economic level
Above 5000	High socio-economic level

Educational Levels

No formal education

Primary level

Secondary level

Tertiary level

All items on the PEQ and ADSQ instruments that were on a 5-point Likert scale were scored thus:

Positive Statements			Negative Statements		
Strongly Agree	-	5	Strongly Agree	-	1
Agree	-	4	Agree	-	2
Not Sure	-	3	Not Sure	-	3
Disagree	-	2	Disagree.	-	4
Strongly Disagree	-	1	Strongly Disagree	-	5

All items in Section C of both questionnaires and Section D of the parents' questionnaire dealt with the frequency of occurrence of conflict and usage of resolution approaches. Being that they were on a 3-point Likert scale they were scored as follows

Very often -   0

Often   -   1

Not Often   -   2

The Yes/No responses were not scored, but reserved for discussion. The data collected was then analysed using appropriate statistical tools in testing the 10 formulated hypotheses. The statistical techniques used include

T-Test- Hypotheses 1, 2, 3, 6, 8, and 10 were tested using the T-Test. It was selected because ratings were summed up for the two groups and the T-Test applied in order to determine significant differences in the perceptions of the two groups.

Pearson Product Moment Correlation (PPMC)- This tool was applied in testing hypotheses 5 and 9. It was chosen because of the need to establish the extent of relationship (if any) between two continuous variables

One- Way Analysis of Variance (ANOVA)- Was used to test hypotheses 4 and 7 because of the inclusion of categories of independent variables between and within groups. The Likert scale system was used in the rating of expressed perceptions. The mean scores of respondents based on their educational qualification were also calculated to determine which group had the highest scores. This tool was chosen because it is the most accurate and representative measure of central tendency. Furthermore its calculation is based on all scores and frequencies and lends itself more to further statistical treatment.

To determine which level of education is significantly different from the other, a post hoc test on the above means using Schetter procedure was also carried out.

3.9   Practicability

From the outcome of the pilot study it was established that this study is feasible. The sample of 300 students from 12 schools along with 200 parents is a fairly good coverage of the State. The students' instrument was made up of 65 items while that of parents was 87 and these were found to be adequate.

3.10   The Pilot Study

In order to determine the validity and reliability of the instruments a pilot study was conducted. It was also to test for internal consistency of each of the statements of opinion. To do this, Government Day Secondary School, Jaji was used as a pilot school. The School is co-educational located in a semi-urban area with elements of both urban and rural life. The selection of this school was guided by the relevance of important variables such as the students' sex, parents' literacy and home location.

A total of 80 respondents were administered the questionnaires in the pilot study. These were made up of 20 boys, 20 girls and 40 parents. A total of 75 were scored, i.e. approximately 94%. While all the students responses were used, three were not returned and two were disqualified for poor completion from the parents batch.

The set of data from the respondents were used to test the reliability of the instruments by the use of odd-even technique. Spearman Brown formula ($rtd = 2r/1+r$) was used to determine the actual level of correlation coefficient. A correlation coefficient of 0.6985 was recorded. The

implication is that the instruments for both the students and the parents have the probability of yielding similar results of 69%.

3.11 <u>Summary</u>

In this chapter, the research design, population, sampling, instrumentation, validity and reliability, administration and collection of data, scoring and practicability of the instruments and the pilot study have been discussed. The objective was to bring out the main features of the study, particularly the methodology of carrying out the study. It equally highlighted the design of the 2 instruments used for the study. . Using the split-half (odd-even) method, the reliability of the instrument was found through simple correlation to be ($r=0.6985$).

On the whole, the data collected from adolescents and parents through the processes and administration of the questionnaire instrument served to form the basis for discussion and generalisation. This is with a view to determine the role Social Studies education can play with regards conflict between parents and adolescents as it affects performance in the subject.

Chapter 4

4.1   Data Presentation and Analysis

4.2   Introduction

Towards the achievement of the objectives of this study, data collected was statistically analyzed in this chapter. Two groups of respondents were involved in the study namely, adolescents and parents. They were selected by the use of proportionate sampling across 12 government secondary schools in Kaduna State (10 day and 2 boarding). From a total of five hundred [500] respondents, two hundred and ninety eight (298) students and one hundred and ninety five (195) parents responded to the questionnaire. Among the students the sex ratio for male and female was 164:134 respectively. The ratio in the parents group was 107:88 for male and female.

The student respondents were between fifteen and seventeen (15-17) years old and they were all in JSSIII in the various schools selected for this study. The parents on the other hand were randomly selected on the basis of their having children in JSS III of the selected secondary schools.

The questionnaire administered to the students titled 'Parenting Effectiveness Questionnaire' (PEQ). was structured into three sections. These were: Adolescents views of parents' style of discipline and control, their views on parents' quality of care and attention and their perceived areas of conflicts with their parents. Parents' questionnaire titled 'Adolescent Discipline Study Questionnaire' (ADSQ) was divided into four sections, besides the portion on personal information. These included sections on autonomy and control, care and support, areas of conflicts with adolescents and approaches to resolving conflicts with adolescents.

Table 4.0   <u>Graphic Presentations Of The Results</u>

Null Hypothesis	Hypothesis	Group used	Variables	Statistical Method used	Ho accepted or rejected	Findings
Ho 1	There is no significant difference in the opinion of parents and those of their adolescent children regarding areas of conflict.	Parents and Adolescents	Opinions on areas of conflict	T- Test	P< 0.05 Rejected	Parents' views and choice/ recognition of areas of conflict differed from those of their adolescents
Ho 2	There is no significant difference between adolescent boys and girls in their perception of areas of conflict when compared to those of their parents.	Adolescents	Gender	T- Test	P< 0.05 Rejected	Girls tended to have fewer areas of conflict with parents than boys
Ho 3	There is no significant difference in the totality of conflicts between parents and their boarding and day school adolescent children.	Adolescents	School type	T- Test	P< 0.05 Rejected	Boarding school adolescents tend to have fewer conflicts with their parents than those in Day schools
Ho 4	There is no significant difference prevailing amongst parents of various socio-economic statuses	Parents	Socio-economic status or income	- one- way analysis of variance - Likert scale in rating - Post hoc test using	F at 0.05 is 3.00 Rejected	The socio-economic status of parents did not really influence the areas or rates of conflict

	regarding their opinions about areas of conflict with their adolescent children in schools.			Schetter procedures		
Ho 5	There is no significant relationship between parents' styles of discipline and the frequency of conflicts with their adolescent children in schools.	Parents		Pearson Product Moment Correlation	P> 0.05 Accepted	The style of discipline did not influence the frequency of parent-adolescent conflict
Ho 6		Parents	Approaches for resolving conflict	T- Test	P> 0.05 Accepted	Parents' genders have no bearing on their choice of approaches to resolving conflict
Ho 7	There is no significant difference in the prevention of conflicts between parents of various educational levels with adolescents	Parents	Educational levels	-Likert scale system -One- way analysis variance	P< 0.05 Rejected	Parents' level of education had significant impact on the control and prevention of conflict with their adolescents
Ho 8	There is no significant difference in the types of parent-adolescent conflicts prevailing in single and intact families.	Family	-Family types -Areas of conflict between parents and adolescents	T- Test	P> 0.05 Accepted	Intact and single families probably experience the same types of conflicts with their adolescents
Ho 9	There is no significant	Adolescents	- Performanc	Pearson Product	P< 0.05 Rejected	Parent-adolescent

			e in Social Studies - Relationship with parents	Moment Correlation		conflicts had negative effect on the students' performance in Social Studies
	relationship between the performance of adolescent children in social studies education and conflict with their parents.					
Ho 10	There is no significant difference in the rate of parent-adolescent conflicts experienced by rural and urban parents respectively.	Parents	Home address - Rural or Urban	T- Test	P< 0.05 Rejected	Urban respondents tended to experience more conflicts with their adolescents than their rural counterparts

4.3   Results

Some null hypotheses were raised in this study towards the realization of its objectives.   These were concerned with testing respondents' perceptions on some selected demographic characteristics. This was to determine the possible influence of such demographic parameters on both parents and students perceptions with regards their areas of conflicts.   The hypotheses are as follows:

Hypotheses I: There is no significant difference in the opinion of parents and those of their adolescent children regarding areas of conflict.

The items concerned with areas of conflicts are in section C of the two questionnaires (PACA).   Items within the sections were patterned in the same order to determine possible differences in the opinions of the two groups.   Items within the sections (Appendix B and C) include open

criticism by parents of the adolescents, shouting and imposition of views, insistence on sharing household chores, choice of friends and mode and style of dressing . Lack of frequent communication, frequent show of anger on the part of adolescents were also included. Other areas of conflict which the section dwelt on, were money spending habits, controlling of adolescents outings, lack of trust and forgiveness coupled with refusal to listen to parental advice. In each of these items, the respondents rated whether or not such an issue is usually a source of conflict and they also rated the frequency of such conflicts.

In the test of the hypothesis the rating on the areas of conflict between parents and adolescents were summed up for the two groups and T-test was applied in order to determine significant differences in the perceptions of the two groups Steel et al, (1960). The result of the test is shown in table 4.1.

Table 4.1   T-Test on Areas of Conflicts Between Parents and Adolescents in Kaduna State

Groups	Mean	SD	SE	T	Df	P
Adolescents	1.369	0.293	0.017	3.61	492	0.000
Parents	1.4814	0.400	0.029			

The critical value of t at which hypothesis could be rejected or accepted is 1.96 at 492 degree of freedom and at a rejection level of 0.05. The observed t value in the table is higher than the critical value and observed significant level (P) is lower than the accepted level of 0.05 (P<0.05). The hypothesis could therefore be rejected since significant differences exist in the perceptions of the two groups.

The rating used in the test was '1' for agreement and '2' for disagreement. A look at the table would reveal that parents tended to

disagree with certain areas of conflicts in which the adolescents felt were their major areas of conflicts.

Hypothesis II: There is no significant difference between adolescent boys and girls in their perception of areas of conflict when compared to those of their parents.

This hypothesis was also tested from the perceptions expressed on the areas of conflict between adolescents and parents. However, only the perceptions of the adolescents were used here. The independent variable in the test was sex. Table 4.2 shows the result of the T-test used in determining significant differences between the perceptions of the male adolescents and their female counterparts.

Table 4.2: T-Test on Areas of Conflicts between Parents and Adolescents by Adolescents' Sex

Sex	Mean	SD	SE	T	DF	P
Male	1.338	0.306	0.024	1.99	296	0.047
Female	1.4057	0.272	0.023			

The observed t- value in the table is higher than the critical value and observed level of significance shown in the table is 0.045. This is an indication of significant differences between the two groups, thus prompting the rejection of the null hypothesis. Basing decision on the rating used in the section, it could be concluded from the means that the girls tended to have less areas of conflicts with parents than the boys. It could then be said that male adolescents have more areas of conflict with their parents than their female counterparts.

Hypothesis III: There is no significant difference in the totality of conflicts between parents and their boarding and day school adolescent children.

This hypothesis took into consideration the type of school in which the adolescents were selected from. Two types of schools were involved in the study. These were Day and Boarding Government Secondary Schools. Thirty-nine adolescents were selected from the two Boarding schools that were involved in the study while two hundred and fifty nine of the adolescents were from Day secondary schools. Table 4.3 shows the result of t-test procedure used for the test of the hypothesis.

Table 4.3: T-Test on Total scores of Conflicts Between Parents and Adolescents by Type of Schools

Type of	Mean	SD	SE	T	Df	P
Schools	1.3571	0.550	0.034	2.60	296	0.010
Boarding	1.5933	0.359	0.058			

Great differences exist between the frequencies of conflicts between adolescents from Day and Boarding secondary schools in the expressed perception on the issue of conflict with parents. The null hypothesis could be rejected since significant differences exist between the students from the different schools ($P<0.05$). A look at the mean based on the rating will reveal that Boarding school adolescents tended to have less frequent conflicts with their parents than adolescents in Day secondary schools.

Hypothesis IV: There is no significant difference prevailing amongst parents of various socio-economic statuses regarding their opinions about areas of conflict with their adolescent children in schools.

Parents' socio-economic status were grouped into low, middle, and high income earners in the society. The parent respondents were used in this hypothesis because they provided adequate information on their socio-economic status. One-way analysis of variance (ANOVA) was used in the test of determining significant differences between the socio-economic categories of respondents. Table 4.4 shows the analysis of variance conducted for the test.

Table 4.4: One Way Analysis of Variance on Areas of Conflicts Between Parents and Adolescents By Socio-Economic Status of Parents

Source of variation	DF	Sum of Squares	Mean Squares	f	P
Between groups	2	0.7144	0.3572	2.2645	0.1067
Within groups	192	30.2856	0.1577		
TOTAL	194	31.0000			

The critical value for F at 0.05 is 3.00 at 2.192 degree of freedom. The observed value of F in the table (2.2645) is less than the critical value and P is greater than the accepted level of 0.05 (P>0.05). The null hypothesis could not be rejected since no significant difference was found to exist between the parents perceptions based on their socio-economic status.

By implication, it means that parents common areas of conflicts with adolescents is not influenced by socio-economic status of the parents. Whether parents are rich or poor, their conflicts with adolescents almost and always have the same characteristics. Table 4.4.1 Shows the mean score of the groups on their areas of conflicts with adolescents.

Table 4.4.1: Mean Scores on Areas of Conflicts with Adolescents

Socio- Economic Status	Mean	SD	SE
Low Income group	1.5062	0.3729	0.0395
Middle Income group	1.4240	0.4422	0.0477
High Income group	1.6185	0.2745	0.0614
Total	1.4814	0.3997	0.0286

The mean for the individual groups could be seen to have the same magnitude except the middle income level among the respondents. Even this observed difference of the middle income group was not found to be statistically significant in the test.

Hypothesis V: There is no significant relationship between parents' styles of discipline and the frequency of conflicts with their adolescent children in schools.

The approaches of parents to resolving conflicts with their adolescents and the frequencies of conflicts were the two variables used in this test. The style of discipline included beating, scolding, starving and reduced allowance (see section A&B of PEQ). Other items under these approaches included withdrawal of love, outing rights etc. Other forms of discipline involved the seeking of advice from friends, talking with love, petting and such along these lines as stated .

The Person Product Monument Correlation Coefficient (PPMCC) procedure was used in this test of relationship. The result is shown in table .

Table 4.5: Relationship Between Style of Discipline and

Frequency of Conflicts

Variables	Mean	SD	r	Df	P
Style of Discipline	1.6367	0.5264	0.0360	193	0.617
Frequency of Conflicts	1.9269	0.3567			

The observed correlation coefficient in the table is not significant (P> 0.05). The null hypothesis could not be rejected because of this non-significant relationship between the two variables.

This non-significant relationship between style of discipline and frequency of conflicts could probably be a direct result of the multiple approaches that most parents adopt in resolving adolescent issues and conflicts.

Hypothesis VI: There is no significant difference between male and female parents with regards the approaches employed in resolving conflicts with their adolescent children in schools.

The approaches used for resolving conflicts with adolescents was used as the dependent variable in this test. The t-test was the statistical tool used in testing the differences between male and female parents. The result is shown in table 4.6.

Table 4.6: T-Test on approaches for Conflict Resolution with Adolescents by Parents Sex

Sex	Mean	SD	SE	T	DF	P

Male	1.8900	0.421	0.041	1.60	193	0.112
Female	1.9717	0.252	0.027			

The result of the T-test did not reveal any significant difference between the male and female parents in their approaches to resolution of conflicts with their adolescents. The null hypothesis could therefore not be rejected since no significant difference was observed (P>0.05).

Hypothesis VII: There is no significant difference in the methods employed by parents of various educational levels in the prevention of conflicts with their adolescent children in schools.

Educational attainment was classified into four categories for the purpose of this test. The classes were: those without any formal education, those with primary education, those with secondary education and it's equivalent and those with tertiary education. The Section A (ADSQ) of the questionnaire was used in this test. Twenty two items were involved in this section. Among the items were that adolescents should be trained to recognize parental authority. Other items related to authority of the parents were also listed, (Appendix B). Non interference of parents in adolescents personal concerns, close monitoring of adolescent activities and giving them the freedom to explain themselves when they misbehave were also part of the items included in the section. Appendix B gives the full item-description used for this test. The Likert scale system was used in the rating of expressed perceptions of respondents in this section. The inclusion of the four categories of the independent variables necessitated the application of the one way analysis of variance (ANOVA) used in the test. The result is shown in table 4.7.

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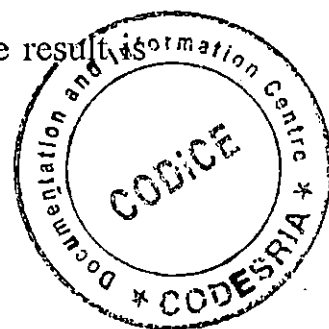
Table 4.7:One way Analysis of Variances on Prevention of

Conflict with Adolescents By Parents Educational Status

Source	DF	SS	MS	F	P
Between Groups	3	0.9113	0.3038	3.0271	0.0307
Within Groups	191	19.1662	0.1003		
Total	194	20.0774			

The result shows that significant differences exist in the rank of educational attainment of the respondents in their approaches to prevention of conflicts with their adolescents. The null hypothesis is thus rejected (P<0.05).

In table 4.7.1 the mean scores of the respondents based on the status of their educational attainment is shown.

Table 4.7.1 Mean Scores on Prevention of Conflict by Parent Educational Status

Educational Status	Mean	SD	SE
No Formal education	3.6242	0.2834	0.0556
Primary level	3.5449	0.2992	0.0328
Secondary level	3.6004	0.2609	0.0377
Tertiary level	3.7308	0.4230	0.0686
Total	3.6054	0.3217	0.0230

The mean distribution in the table shows that respondents with tertiary education had the highest score among the groups. In order to determine which level of education is significantly different from the other, a post hoc test was carried out on the above means using Scheff procedure. The result of the scheffe test is shown in table 4.7.2.

Table 4.7.2: Result of Scheffe Procedure

Levels of Education	F	Decision
No Formal Education vs. Primary	3.0271	Not significant
No Formal Education vs. Secondary	3.0271	Not significant
No Formal Education vs. Tertiary	3.0271	Not significant
Primary vs. Secondary	3.0271	Not significant
Primary vs. Tertiary	3.0271	Not significant
Secondary vs. Tertiary	3.0271	Not significant

The result of the mean separation using the scheffe procedure in table 4.7.2 indicate significant difference between respondents with tertiary educational level and those with no formal education in their prevention of conflicts among adolescents. Those with tertiary qualifications tended to restrict their adolescents more than those respondents with no formal education. However, no significant difference was observed between respondents with primary, secondary and tertiary qualifications in the prevention of conflicts with their adolescents.

Hypothesis VIII: There is no significant difference in the types of parent-adolescent conflicts prevailing in single and intact families.

In the classification of families, adolescents whose parents were not living together at the time of this survey either because of divorce, separation or not married at all were classified as single parents. Those who were living together as husbands and wives were regarded as intact families. These two categories formed the independent variable used for this test. The areas of conflict between parents and adolescents were used as the dependent variable. The result of the test is shown in table 4.8.

Table 4.8 T-Test on Areas of Conflicts by Single and Intact Parents

Variables	Mean	SD	SE	T	DF	P
Single Parents	3.3390	0.517	0.044	1.63	296	0.104
Intact Parents	3.4322	0.469	0.037			

The result as shown in table 4.8 did not show any significant difference between the two groups' perceptions on areas of conflicts with adolescents (P> 0.05). The null hypothesis could not be rejected in this case because no significant difference was observed between the groups.

Hypothesis IX: There is no significant relationship between the performance of adolescent children in social studies education and conflict with their parents.

Performance in social studies was obtained for each of the respondents' last examination results. This was then related to their

expected perception of conflicts with their parents. The Pearson Product Moment Correlation Procedure (PPMC) was the statistical tool used in this test. Table 4.9 shows the result of the test of relationship between the two variables.

Table 4. 9 : Relationship Between Performance In Social Studies And Conflicts With Parents.

Variables	Mean	SD	R	DF	P
Performance	57.9191	9.4757	0.5604	296	0.000
Conflicts	1.3881	0.5345			

The table shows a significant relationship between performance in Social Studies and rate of conflicts with parents (P< 0.05). The null hypothesis is therefore rejected. The observed correlation coefficient in Table 4.9 is negative. This implies that frequent conflicts between the respondent (adolescents) with parents has adverse significant effect on students' performance in social studies in the affected schools involved in this study.

Hypotheses X: There is no significant difference in the rate of parent-adolescent conflicts experienced by rural and urban parents respectively.

The location of all respondents was taken into consideration in the test of this hypothesis. Table 4. 10 shows the result of the t- test procedure used in the test of significant difference in the perceptions of the two groups on the rate of conflicts with adolescent

Table 4.10: T-Test Between Urban And Rural Respondents On The Rate Of Conflict With Adolescent.

Variables	Mean	SD	SE	T	DF	P
Rural Respondents	1.3704	0.50	0.046	3.18	492	0.002
Urban Respondents	1.5505	0.552	0.029			

The result shows that significant difference exists between the two groups in the frequency rate of conflicts experienced between parents and adolescents (P. < 0.05).

The null hypothesis would be rejected because of the obtained significant difference between the two groups. The table shows that urban respondents tended to experience more conflict between parents and their adolescents than their rural counterparts.

4.4 Discussions

Among the objects of this study is the need to establish if common understanding of the concept of conflict exists between parents and adolescents and the possible causes of such conflicts. Other factors the study aimed to examine are the effects of certain demographic variables on these conflicts. Series questions raised along this line were as follows:-

Do parents and adolescents perceive conflict alike?

The test of hypothesis one in table 4. 1 revealed that parents tended to view the causes of conflicts between them and adolescents differently from the way the adolescent see and perceive such causes and the resulting conflicts. The test in the hypothesis shows that the difference between them is statistically significant as shown in table 4.1.1

Table 4. 1. 1.   Perceptions of Conflicts Areas Ranked According To Respondents Rating

ADOLESCENTS'RATING				PARENTS' RATING			
ITEM	DESCRIPTION	RATING	RANK	ITEM	DESCRIPTION	RATING	RANK
24	Not keeping hygiene rules	69.6	1	16	Failure/refusal to listen	70.1	1
21	Not showing appreciation	67.6	2	8	Choice of friends	66.5	2
10	Controlling outings	67.2	3	10	Controlling outings	63.4	3
16	Failure/refusal to listen	66.6	4	20	Expecting too much from one another	60.3	4
23	Nagging	64.9	5	5	Lack of frequent communication	58.8	5
22	Absence from home most of the time	64.2	6	21	Not showing appreciation	56.7	6
7	Frequent show of anger	63.9	7	27	Refusal to participate in religious activities	56.2	7
27	Refusal to participate in religious activities	63.9	7	26	Lack of trust	55.7	8
20	Expecting too much from one another	62.5	8	2	Shouting	54.6	9
17	Failure to apologize	61.2	9	24	Not keeping hygiene rules	54.1	10
2	Shouting	60.2	10	15	Violent threats	53.1	11
18	Forgetting birth dates	60.2	10	12	Loose money-spending habit	51.0	12
26	Lack of trust	57.9	11	22	Absence from home most of the time	50.5	13
5	Lack of frequent Communication	57.5	12	7	Frequent show of anger	50.0	14
1	Open criticism	53.2	13	25	Calling one by the first name	49.1	15

12	Loose money-spending habit	51.6	14	23	Nagging	49.0	15
19	Not exchanging presents/gifts	49.8	15	18	Forgetting birth dates	47.9	16
14	Inability to forgive and forget	46.5	16	4	Insistence on sharing household chores	47.4	17
3	Imposing views	45.8	17	17	Failure to apologize	44.8	18
4	Insistence on sharing household chores	45.5	18	3	Imposing views	43.8	19
25	Calling one by the first name	40.8	19	6	Taking strong stands on issues	40.7	20
8	Choice of friends	37.5	20	1	Open criticism	39.2	21
6	Taking strong stands on issues	33.4	21	14	Inability to forgive and forget	38.1	22
9	Mode and style of dressing	31.4	22	11	Over participation in religious activities	38.1	22
15	Violent threats	31.1	23	13	Expecting too much from one another	33.5	23
11	Over participation in religious activities	28.8	24	9	Mode and style of dressing	31.4	24
13	Leaking out family secrets	24.9	25	20	Expecting too much from one another	21.1	25

The table shows that failure or refusal to listen to instruction ranked first among the parents' perceptions of conflict areas with adolescents. Choice of friends and controlling of adolescent outing came second and third respectively among the parents rating of conflicts areas. On the part of the adolescents, not weeping hygiene rules and lack of appreciation were ranked as the two most frequent areas of conflicts with parents. The controlling of outing came third to these two.

The lack of appreciation that was ranked second by the adolescents could be attributed to the too much expectation on the parents' side. This could affect the feelings of the adolescent that their achievements were not appreciated inspite of the effort they put into it.

This perceptual difference between parents and adolescents have been defended by some researchers in Psychology, as follows:

The fact that adolescence is a transition to adulthood and obviously different from parenthood is bound to influence how each group sees and views things. Carlson (1965) citing Dewey (1938) described learning as "being dependent on experience and experience as the interaction between the organism and the environment. In any conflict situation different individuals will see and interpret differently based on their background experience. Despite the observed narrow gap in age between parents and adolescents under study, the experiences parents have gone through could explain the differences in perception. Roediger et al (1984) sum it up nicely when writing on development, thus "by about twenty years of age, these different facets of development have meshed to yield adults with distinctive identities and moral principles. Another possible explanation for parental and adolescents differences in perception of conflict is that behaviour has changed dramatically during this century, spurred by movies, television, magazines and an atmosphere of permissiveness .

Selman's five levels of social perspective taking in Canary et al (1995) clearly show that each age group views conflict differently.

Sunmou's (1992) work on the improvement of parent-adolescent relationship in Kano also found that adolescents find it difficult to relate and share with parents, rather they open up more to peers. This lack of communication could be responsible for lack of perceiving conflict in similar issues.

Does gender of adolescents determine the areas of conflict with parents?

In the test of hypothesis II (Table 4.2), it was observed that adolescents' gender has significant effect on their conflicts with parents. Significant difference was observed between male and female adolescents in the areas of conflict with their parents.

Generally girls begin rapid growth around eleven, boys at thirteen and attain adult height and weight by sixteen and eighteen respectively. The implication of this differential growth rate is reflected in problems of self-concept and dating in the adolescents which leads to potential conflict with their parents.

The results showed that girls tended to have less conflict with parents than boys. Some explanations for this gender disparity in the frequency and intensity of conflict include those by:

Jacob (1974), during adolescence, sons became more influential and assertive (at the expense of mothers but not fathers) because puberty, as shown by Model B of the effect of puberty on Parent-Adolescent Conflict affects interaction.

Mussen & Jones (1957) stated that physical maturation influences personality and sense of identity. Late maturing of boys is more likely to make them feel rebellious against parents, rejected and socially immature. Girls, on the other hand, tend to be less affected by the rate of maturation.

Steinberg (1981) provided convincing evidence that physical changes in male adolescents dramatically affect conflict interaction. He observed the conflict was most frequent at the height of male puberty.

Comstock's (1994) findings suggest that relatively late physical maturity of males also makes sons to rebuff attempts by the father to control them.

- **Is the frequency of occurrence of conflict between parents and adolescents affected by the type of the school they attend?**

In the result of hypothesis III, it was observed that adolescents in boarding schools have less conflict with their parents than those in day secondary schools. This difference was statistically significant. This implies that adolescents in boarding school have less frequent conflict.

Salihu's (1990) case study supports this finding when he also found out that the root cause of children's behaviour could be traced to the pattern of interaction at home.

The finding supports a general belief that the potential for conflict resided in the act of relating. As interdependence increases, the potential areas for conflict increase (Braiker and Kelley, 1979). As Hinde (1976) noted, to describe a relationship as conflictual, it is necessary to describe the interactions that occur that is, their context and quality. Adolescents who attend Day schools have constant and continuous interaction, which may lead to conflict.

The finding can be explained considering that the conflicts under study are those that involve specific communication behaviours enacted on a daily basis in particular episodes involving disagreement, which is different from opposition, hostility and aggressive behaviours. However, this does not wipe out conflict between parents and adolescents in boarding houses, which may just differ in nature, and duration and intensity.

Another possible explanation for less frequency in conflicts between parents and adolescents in boarding schools could be the quality of school discipline and brief teaching of social studies for interaction with parents during holidays, effective family living, citizenship education and problem solving.

-   Do parents socio-economic status have direct bearing on conflicts with adolescents:

No significant difference was observed in the test carried out in this regard. The result of the test was shown in table 4. 4. This in effect means that socio-economic status of parents does not really influence the concepts in the areas of this study.

A Hong Kong study by Yau and Smetana (1996) among Chinese parents and adolescents however highlighted the existence of negative effect of poor socio-economic background in the frequency and intensity of parent-adolescent conflict.

Researches have consistently shown a positive relationship between parents' socio-economic status (education and occupation) and academic performance of their children (Unoh 1968; Bolarin 1977; Bysenck 1969; Aboh 1974). Lavin (1965) even categorically showed that socio-economic status of parents accounts for somewhere between 6% and 25% of value in IQ and academic measures of children. Other studies like Pitan (1993) and Onyabe (1970) have even shown that socio-economic status is related to parental values and expectations of parents in their children though they failed to prove a direct link to areas of conflict between parents and adolescents.

The findings of this study disagree with Adzenga's (1986) findings, which rated socio-economic constraints highly for causing conflict between parents and adolescents. A possible explanation for retaining the hypothesis is that a parent's level of income does not affect the love parents have for their children. Some adolescents from low-income parents homes are found not to have different conflicts with parents from those experienced by adolescents from middle and high-income homes. Adolescents' developmental tasks and pattern of interaction are fairly similar, so any

differences in areas of conflict may not be statistically significant. Level of income also failed to show a specific pattern in providing care for adolescents. Hence areas of conflict were common to parents of the different socio-economic status. Where differences were found, they were not attributed to parents level of income.

How much do parents style of discipline lead to conflict with adolescents?

A test of relationship was carried out on the possible effects of style of discipline on conflict with adolescents in table 4. 5. The result did not indicate that style of discipline has significant relationship on the conflict between parents and adolescents.

This would mean that style of discipline could not be considered as the main factor of parental conflicts with adolescents. This finding can be explained by the fact that most parents used many different approaches in resolving inherent adolescent issues and conflicts, considering that conflicts between parents and adolescents were a day-to-day relational issue over variety of issues. Choice of the approach depended not only on the issue at stake but many other factors such as the mood of the parents and the terms of the prevailing circumstances. The dyad's maturity, perception, importance of need and a willingness to understand each others position determine to a large extent what style will be used, though not likely to determine the frequency of conflict.

This finding is also supported by Bandura's theory of observational learning. For example, it explains why physical punishment (a form of discipline) tends to increase aggressive behaviour in children, when it is intended t do just the opposite. Among juvenile delinquents, this has led to hardening their negative behaviours.

Do female parents resolve conflicts with adolescents differently from male parents?

A test of difference in approaches used by both female and male parents was carried out in table 4. 6. The result did not indicate significant differences in the perceptions of the males from that of the females in their approaches to resolving conflict with their adolescents. This implies that their approaches could be classified in the same categories as they tend to share the same views with regards 'appropriate approaches' to resolving conflict with adolescents.

Table 4:12 shows the ranked different approaches used by parents on their resolution of conflicts with their adolescents.

Table 4.12   Ranked Approaches To Resolution of Conflicts With Adolescents By Parents.

ITEM	DESCRIPTION	PERCENTAGE	RANK
22	Correction	93.7	1
24	Advice	71.1	2
23	Communication	66.5	3
17	Talk with love	59.3	4
8	Calm discussion	52.1	5
20	Co-operation	46.9	6
19	Express disappointment	45.4	7
15	Insistence	43.3	8
14	Repeat messages	41.8	9
16	Warn	36.6	10
25	Seek professional help	35.6	11
6	Punishment	26.8	12
5	Report to the school	25.8	13
26	Seek advice from friends	22.7	14

7	Reduce allowances	20.1	15
18	Allow freedom of choice	20.1	15
21	Allow issues to die down naturally	19.1	16
27	Avoidance	16.0	17
29	Petting	15.5	18
12	Report to his/her friend	13.9	19
1	Beating	13.4	20
11	Scolding	11.9	21
30	Stop outings	11.3	22
13	Starve for that day	11.3	22
28	Delay discussion	10.3	23
4	Take to remand home	9.8	24
3	Withdraw love	8.8	25
2	Ignore	8.2	26
10	Send him/ her out of the home	7.7	27
9	Forget about him/ her	5.7	28

The most favoured method of conflict resolution adopted by the parents as could be seen in table 4.12 was correction. This method was agreed to by 73.7% of the parents as the first approach used in resolving conflict with adolescents. Advice and creating enabling communication environment for the adolescent with parents comes second and third respectively. 71.1% and 66.5% of the respondents as could be seen in the table favoured these methods. Only few (26.8%) of the respondents adopted method of punishment and very few, 16.0% felt they should avoid such adolescents.

While this study agrees with Adzenga's (1986) study that sex of parents like many other factors influences adolescents' behavior it does not

find such influence extended to the approaches used in resolving conflicts between parents and adolescents.

Jacob, (1974) found that during adolescence sons become more forceful over time, and mothers tended to compliment those control attempts by being less dominant, while fathers become more dominant with their sons. The irony is that mothers teach their children how to manage conflict (social rules, reasoning and bargaining), only for the children to turn round and use them against the mothers. Cultural inhibitions could also account for the insignificant gender differentiation in parents approaches to resolving conflict with adolescents.

Does level of educational attainment of parents affect their method of conflict prevention with their adolescents?

The different categories of educational attainments of parents were tested with regards to conflicts prevention in table 4.7.1 and 4.7.2. In the results from the two tables, no significant difference was obtained between the different levels of parents' educational attainment, except between those with tertiary education, like degree holders, HND etc, and those who did not have formal education. It could therefore be said that education has significant impact on the control and prevention of adolescent' conflict with parents, especially when the gap between the groups compared is significant. However, this study sees a possible link between conflict control and the strong relationship evidenced between parents educational attainment and students academic performance.

Fadahunsi's findings have shown that the academic performance of children was significantly influenced by relationships among family members.

It can be inferred that where adolescent' performance is good, and positive interaction exist in the home among members, then, there is the likelihood that conflict between parents and adolescents can be prevented or controlled.

.Is there any difference in the type of conflict observed between parents and adolescents in single parent and intact parents homes?

Single and intact parents' responses were analysed in the test of hypothesis VIII. In that test, it was observed that the difference between single parents and intact parents was not statistically significant. This could imply that the two groups probably experience the same type of conflicts with adolescents.

A possible explanation for this is in the proposition of Erickson in Bandura(1997) that it is possible to build from birth to age twelve the foundation of a sound adolescent identity rather than role confusion which is capable of fueling conflicts between parents and adolescents. The adolescent can now think abstractly, hence, learn to appreciate other people's thoughts and feelings. Piaget's theory in refers to this as a shift from concrete to formal operations of thinking. The implication of all these is that their thinking becomes more adult-like. They can also understand the social and physical environment of their parents which helps them react more responsibly, thus closing the gap between family types and possible conflict.

Society tend to rate lack of meeting adolescents' needs by single parents as having high probability to causing conflict. As Aboh (1974) claimed that psychological disturbance is more frequently observed among the lower income families which have many more survival problems of day-to-day life to cope with. This may not necessarily be the case as adolescents

may view social needs as strong inhibition to their need satisfaction. They therefore, identify with parental conditions. This understanding tend to make love between them conquer conflict that could have accompanied shortage of material needs. This calls for deeper understanding of how adolescents rate their needs as against the conventional Hierarchy of needs posited by Abraham Maslow, (1954)

Does conflict with parents affect the performance of adolescents in social studies?

Performance scores in Social Studies of students under study were obtained for this test and a test of relationship was carried out on the expressed perception of conflicts with parents. The result indicated significant relationship between performance in Social Studies and conflicts of adolescents with parents. However, the coefficient of relationship obtained was negative. This is an indication that such conflicts have adverse effects on students' performance in Social Studies.

This result lends support to other studies with findings on the effects of the home environment on students' performance generally. For example, Fadahunsi's (1993) work showed clearly that parents play a vital role in influencing the educational attainment of their wards especially mother – child relationship. Similarly, Aboh's (1994) survey on the relationship between family social factors in academic performance of Secondary III students found out that students from emotionally well-adjusted families perform better than those from psychologically disturbed families. This implies the effect of home conflict on school performance. In other words, students' intelligence was enhanced by parental acceptance, but diminished by their rejection. The sum of it is that parent and adolescent interpersonal experiences can either negatively or positively influence students'

performance. Bolarin (1977) also found out that there is a direct carry-over of children's behaviour from home to school. The adverse effect of conflict between parents and adolescents on performance will be more on a subject like Social Studies whose emphasis is on instilling values rather than acquisition of facts. Kadaura's finding (1992) when he worked with 650 students in Zaria is in line with our finding that conflict has a negative effect on adolescents' performance. He summarized it thus, "Children from cohesive homes where general stability, harmony and emotional balance are generated, will be better adjusted in school than those from homes that lack harmony emphasized by chaotic situations".

- Does home location affect frequency of conflict between parents and adolescent?

In the test that was carried out based on the home location of respondents, the difference was discovered to be statistically significant. The urban residents were discovered to have higher rate of conflict than those in the rural areas. These differences could be explained by the fact that socialization of children in the rural areas tend towards instilling, maintaining and supporting irrational beliefs, such as "elders are always right" and "age is wisdom". This form of child rearing brings up children that are likely to agree with all that parents say without asking questions.

Urban children on the other hand tend to be socialized towards modern values. They are also exposed to western values through the electronic and print media. As a result, urban adolescents tend to ask questions and would often disagree with their parents.

Another possible explanation for the differences could be that conflict itself is conceived differently between rural and urban dwellers.

4.5   <u>Summary</u>

Among the objectives of this study are the identification of conflict areas between adolescents and their parents and the methods adopted by parents in resolving such conflicts. The effects of such conflicts on the adolescents' performance in Social Studies were also investigated. Hypothesis raised along these lines were tested and the results were as follows: -

Hypothesis I: Adolescents have different perception of areas of conflicts with parents. This could further be emphasized by looking at the rated areas of conflict in table 4:1.1 where the adolescents (69.6%) rated the problem of hygiene as the commonest cause of conflict between them and their parents while parents (70.1%) rated failure to listen to instruction as the most common cause of conflict. Adolescents rated the second most common cause of conflict as lack of appreciation of their efforts by their parents while the parents (66.5%) felt that the choice of friends is the second most common cause of conflicts.

Hypothesis II: The result of this hypothesis showed that the areas of conflicts between adolescent boys and parents are significantly different from those areas between girls and their parents .

Hypothesis III: Tested the frequency of conflict between Day School and Boarding School adolescents with their parents. Significant difference was observed between the two groups. The Day School adolescents were discovered to have higher rate of conflicts with parents than those in the boarding schools.

Hypothesis IV: Tested the impact of socio-economic status of parents on areas of conflict. No significant difference was observed between the different socio-economic status of the respondents and their expressed areas of conflict with adolescents. This could be an indication that parent and adolescent conflicts may not be influenced by the socio-economic status of the parents.

Hypothesis V: The style of discipline of parents was tested in relation to the frequency of their conflicts with adolescents. The two were not discovered to be significantly related thus implying that the style of discipline could not really be attributed to the frequency of conflicts between parents and adolescents.

Hypothesis VI: The different approaches used by male and female parents in resolving conflicts with their adolescents were tested in hypothesis IV. No significant difference was observed between the two.

Hypothesis VII: The effects of parents educational qualification on areas of conflict with adolescents was tested in hypothesis VII. It was discovered that perceptions of areas of conflict vary with education attainment of respondents. Those who had lower education tend to have more areas of conflicts than those with higher levels of education.

Hypothesis VIII: The effects of parental marital status were measured against parents and adolescents' conflicts. No significant difference was observed between single and intact parents in their conflicts with adolescents.

Hypothesis IX: This hypothesis tested the impact of adolescents' conflicts in their performance in social studies. The result showed significant relationship between parent- adolescent conflict and their Social Studies performance. It was discovered that increased rate of conflicts correspondingly reduces performance of adolescents in Social Studies.

Hypothesis X: This hypothesis tested the difference between rural and urban perceptions of respondents. The result showed that urban respondents tended to experience more conflict between parents and adolescents than their rural counterparts did.

In conclusion, the implication of this study on Social Science Education is profound considering the contributions of Social Studies as a subject that helps students to develop the ability to make rational decisions and act intelligently. Banks, (1974).

Besides, by it's very interdisciplinary nature, Social Studies offers opportunities for examining the needs, assets and problems of society. The significance of problem- solving and decision- making cannot be underestimated in the building of democratic and healthy families which are the foundation of a progressive society. That the work targeted adolescents and not any other group offers us an opportunity to work with an important segment of society on whose shoulders the fortune of Nigeria depends.

Chapter 5

5.1   Summary, Conclusion, Limitation And Recommendations

5.2   Introduction

This chapter presents the summary of the work. It is subdivided into summary of findings, conclusions based on findings, limitations and recommendations.

5.3   Summary of findings

The motivation and purpose of the study was to identify the factors and causes of conflicts between parents and adolescents and implications of such unresolved conflicts on JSSIII adolescents' performance in social studies. In line with this, the study specifically had to understand the nature, the common areas and the frequency of conflicts between parents and adolescents. The Robin and Foster's Model of Parent-Adolescent conflict (1989) was used to explain the most crucial factors surrounding conflicts between parents and adolescents.

Consequently the study:

- ➤ Established that conflicts between parents and adolescents exist in reality, as is the case in all other close relationships.
- ➤ Identified some specific areas of conflicts between parents and adolescents.
- ➤ Identified some individual and home factors that potentially create room for conflicts.
- ➤ Established the fact that in terms of social interaction, conflict provides both positive and negative reinforcements to adolescent behaviour.

> Identified the consequences of conflicts between parents and adolescents on students' performance in social studies.

The purpose and significance of the study resided in the identification of factors that cause conflicts between parents and adolescents and how the quality of relationship between parents and adolescents have direct implications on adolescents' performance. The ultimate goal is to profer approaches to dealing with such factors with the intent of enhancing meaningful learning to the achievement of social studies objectives.

Consequently, literature review was extensively done in the area of conflict ringing out what specialists in other disciplines like Psychology, Religion, Political Science, Economics and Sociology say.

The study was a survey in nature using two hundred and ninety eight (298) students drawn from fourteen (14) Junior Secondary Schools (JSSIII) and one hundred and ninety five (195) parents drawn across communities in Kaduna State.

The sex ratio was 164:134 and 107:88 for male Female among students and parents respectively. The students were drawn from JSSIII and hence fell between 14 and 17 years, while parents were randomly selected with no age barrier.

The survey was carried out using the questionnaire. The questionnaire administered to the adolescents were structured into 3 sections referred to as

- Adolescents views of parents style of discipline and control
- Adolescents views on parents quality of care and attention
- Areas of conflict with parents

Parents questionnaire was divided into 4 sections

- Adolescents Autonomy and control
- Adolescents care and support
- Areas of conflicts with Adolescents
- Approaches to resolving conflicts

To effectively carry out the research, 10 hypotheses were stated. Data collected was analysed for testing at 0.05 using T-test, one-way ANOVA and PPMCC were used as described in chapter 4.

At the end of the study the following results were obtained:

Hypothesis 1; Parents tended to disagree with certain areas of conflicts which the adolescents felt were their major areas of conflicts. There was significance difference in the rating of the areas of conflict by the two groups though parents and adolescents response agreed there are areas of conflict.

Hypothesis 2; Girls tended to have less areas of conflicts with parents than Boys.

Hypothesis 3; Boarding school adolescents tended to have less frequency in conflicts with their parents than adolescents in Day Secondary Schools.

Hypothesis 4; Parents common areas of conflicts with adolescents appeared not to be influenced by socio-economic status of the parents.

Hypothesis 5; The relationship between style of discipline and frequency of conflicts tended to be non-significant.

Hypothesis 6; Sex of parents was not significant in dealing on appropriate approaches to use in resolving conflicts with their adolescents.

Hypothesis 7; There was significant difference in conflict prevention between parents of tertiary education level and those with no formal education.

Hypothesis 8; Family structures like socio-economic status of parents do not determine significantly the types of conflicts adolescents experience with parents. Where adolescents of single parents identify with parental conditions Love and understanding conquers other possible factors causing conflicts.

Hypothesis 9; Home environment has direct effect on students' performance in school generally, while harmonious relationship between parents and adolescents enhances the acquisition of knowledge, skills and values taught in social studies, thus increasing performance.

Hypothesis 10; Location of home- Rural vs Urban. Respondents in urban areas had more conflicts than their counterparts in rural areas.

5.4 Conclusion

In this study types, causes, areas frequency and implications of conflicts between parents and adolescents on social studies performance were identified.

Results were analysed using T-test, One-way analysis of variance and Pearson Product Monument Correlation Coefficient. Based on the findings of the Research the following conclusion were drawn:

Conflict is inevitable in all inter-personal relationships

1. Conflict is a reality between parents and adolescents.

2. Changes in maturation is largely responsible, but not the only cause for conflicts between parents and adolescents.

3. While education of parents was found to be a positive factor in the prevention of conflicts with adolescents, their socio-economic and style of discipline were not found to have significance influences on the frequency nor areas of conflict.

4. Conflicts appears to be sex-related, among the adolescents but not among parents where the differences were not glaring in this study.

5. While types of school adolescents attend affect frequency of occurrences of conflicts with parents, it also depends on the nature of the family, whether single or intact.

6. Much of what happens at home has some implications on the adolescent behaviour, adjustment and performance at school.

7. The fewer the conflict adolescents have with parents, the better their performances in social studies.

5.5 Limitations of the Study

A few limitations are apparent from the method and literature review.

1. The limited number of studies in Social Studies Education relating to conflict at the family level.

2. This study was carried out with adolescents in conventional schools, the findings of this work may therefore not be applicable to non-literate adolescents homes.

3. It is possible that not all factors that can lead to conflict between parents and adolescents were identified e.g. the role of religion.

4. The study centred on conflict between parents and adolescents while leaving out other closely linked conflict in the home e.g. conflict between siblings.

5. The use of research assistance to go round parents could possibly be a limitation.

6. Age of parents was a major factor that was not considered.

7. Adolescents and parents are not single homogenous groups as treated in the study.

5.6   <u>Recommendations</u>

Inspite of the limitations of this study, the overall results appear to have important implications for education, social studies teachers, curriculum developers and parents.   It is against this programme that the following recommendations are proposed.

i.   Curriculum planners should consider the introduction of peace education and related concepts early in the Secondary School Social Studies Curriculum. This will enable students acquire appropriate skills for peaceful living as prevention is better than cure.

ii.   Teachers of social studies must endeavour to consciously probe into their students' background especially because the family constitutes the core of social studies curriculum. This will enable them identify and deal professionally with any carry-over problems from home to school.

iii.   Professional bodies such as Social Studies of Nigeria (SOSAN) and Association for the Promotion of Quality Education in Nigeria. (APQEN) should carry out

research, organize conferences, seminars and workshops that would incorporate and popularize adolescent issues and conflict at the family level. This is in view of the fact that much research efforts have concentrated on conflict at other levels e.g. ethnic and religious conflicts.

iv.   Examination bodies like NTI should set social studies questions that can evaluate skills that promote positive values for practical living in relationship e.g. communication and conflict resolution skills rather than recall of facts like mediation.

v.   Teachers should involve parents more into their social studies classrooms. They can serve as guest discussants on topics that boarder on students' behaviour and conflict resolution approaches.

vi.   In view of the fact that many parents do not freely discuss with their adolescents, there is a need for school Parent Teacher's Associations (PTAs) to arrange occasional regular meetings whereby conducive atmosphere is created for parents and adolescents to interact on possible solutions to conflict at the home level.

5.7   Suggestions for Further Research

Although the causes and areas of conflicts between parents and adolescents have been identified along with some approaches parents often use to resolve such conflicts, it would appear that further research would be helpful to confirm and support the negative implications of such conflicts on

adolescents' behaviour, adjustment and performance in school. Moreover, results bordering around some variables are not clear cut in the study, thus need further attention and clarification. Some of the important areas for further work include the examination of:

1. How other forms of conflicts within the family, such as, conflicts between husband and wife, conflict between siblings affect relationship between parents and adolescents.

2. The effect of family size on parents and adolescents' relationship.

3. Gender perspectives in the perception and handling of conflicts between parents and adolescents.

4. A longitudinal study over the entire period of adolescents, which might present some general pattern of conflicts between parents and adolescents.

5. A study that classifies and relates the age of parents to those of adolescents, this may provide an opportunity to see inter-generational gap effects on conflict.

6. A study on conflict between illiterate parents and school adolescents as well as illiterate parents and non-school adolescents.

7. Further work on the specific of conflict between parents and adolescents on citizenship training, an important objective of social studies education.

8. Replicate the study using different methods of collecting data, e.g. observation.

9. Replicate study in a different state or area and possibly a comparative study, say, between educationally backwards and educationally advances areas. This will strengthen the validity of the findings of this study, as well as clarify doubtful issues.

10. The location of a home and school influences behaviour by the power
    of observational learning. There is significant difference in the types
    and rate of conflicts between parents and adolescents of urban vs.
    rural areas.

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- Sometimes ☐ ☐

- Often ☐ ☐

- Always ☐ ☐

APPENDIX B

ADOLESCENTS QUESTIONNAIRE

PARENTING EFFECTIVENESS QUESTIONNAIRE (PEQ)

The main purpose of this questionnaire is to find out your views on parents discipline and care for adolescents. It is to explore the extent to which parental discipline and care relate to conflict between parents and adolescents. The instrument is made up of Sections, A, B and C. Kindly answer all.

Your identity is NOT needed.

PERSONAL INFORMATION

Instruction: Kindly tick as appropriate

1. Sex: MALE ☐   FEMALE ☐

4. Type of school: BOARDING ☐   DAY ☐

SECTION A: ADOLESCENTS' VIEWS OF PARENTS' STYLE OF DISCIPLINE & CONTROL.

16	My parents' discipline helps me stay out of trouble					
17	My parents do not allow me go out often enough					
18	My parents force me to do too many things against my will					
19	My parents always find fault with me.					
20	My parents are carefree about what I do					

SECTION B: ADOLESCENTS' VIEWS OF PARENTS CARE AND ATTENTION.

Instructions: The following twenty (20) statements describe the quality of care parents give to adolescents. Read carefully and tick the appropriate answer that closely describes your view using the following format. Remember, no answer is wrong.

Key: VO   -   Very Often

OF   -   Often

SO   -   Sometimes

NO   -   Not Often

NE   -   Never

S/NO	ITEMS	RATING				
		VO	OF	SO	NO	NE
1	My parents are warm and loving					
2	My parents are responsible for my happiness					
3	My parents make effort to satisfy my needs					
4	My parents are no sufficiently interested in whatever I do					
5	My parents do not care about my welfare					
6	I feel comfortable in the presence of my parents					
7	My parents handle my problems loosely					
8	My parents do not give me the freedom to express my opinions to them					

9	I am not comfortable to relax with my parents					
10	My parents are not proud of having me as their child					
11	My parents are good and friendly to me					
12	I like the way my parents care for me					
13	My parents often praise and reward me when I do something good or behave well					
14	My parents beat me with cane					
15	My parents advise me on life					
16	My parents discuss with me and I feel very happy					
17	My parent s are good and friendly with me					
18	My parents criticize and find fault with me for all that goes wrong in the home					
19	My parents sacrifice much time and money to make me happy					
20	My parents should not have a say in the kind of music I listen to					

SECTION C: PARENT AND ADOLESCENT CONFLICT AREAS (PACA).

This questionnaire seeks to identify areas of living that lead to arguments and eventually quarrels between parents and their adolescents.

Instructions: First tick Yes   or No   as each item applies to you.

Secondly, tick how frequently   that item leads to argument.

Key: VO   -   Very Often

             SO   -   Sometimes

             NE   -   Never

S/NO	ITEMS	RATING				
		YES/NO		FREQUENCY		
		YES	NO	VO	SO	NE
1	Open criticism					
2	Shouting					

3	Imposing views					
4	Insistence on sharing household chores					
5	Lack of frequent communication					
6	Taking strong stand on issues					
7	Frequent show of anger					
8	Choice of friends					
9	Mode and style of dressing					
10	Controlling outings					
11	Over- participation in religious activities					
12	Loose money spending habit					
13	Leaking out family secrets					
14	Inability to forgive and forget past offences					
15	Violent threats					
16	Failure and refusal to listen					
17	Failure to apologize					
18	Forgetting birth dates					
19	Not exchanging presents or gifts					
20	Expecting too much from one another					
21	Not showing appreciation					
22	Absence from home most of the time					
23	Nagging					
24	Not keeping hygiene rules					
25	Calling one by the first name					
26	Lack of trust					
27	Refusal to participate in religious activities					

APPENDIX C

PARENTS' QUESTIONNAIRE

ADOLESCENT DISCIPLINE STUDY QUESTIONNAIRE (ADSQ).

This questionnaire, in Section A, and B is designed to elicit responses on how parents discipline and care for their adolescents. Sections C and D aim at identifying common areas of conflict and approaches used in resolving such conflicts between parents and adolescents. Kindly answer all questions.

Your identity is NOT needed.

PERSONAL INFORMATION

1. Sex: Male [ ] Female [ ]

2. Occupation...

3. Highest educational qualification...

4. Father's highest educational qualification................................

5. Income per annum: Below N1,000 [ ] N1,001- 5,000 [ ] N5,00-above [ ]

SECTION A: AUTONOMY AND CONTROL

Instruction: Kindly indicate your opinion on each of the statements regarding what should or should not be done by ticking any of the five (5) alternatives.

No answer is wrong.

Key:

SA	-	Strongly Agree
AG	-	Agree
UD	-	Undecided
DA	-	Disagree
SD	-	Strongly Disagree

S/NO	IEMS	RATINGS				
		SA	AG	UD	DA	SD
1	Adolescents should be trained to recognize parents' authority					
2	Obedience to parents is good preparation for later life					
3	Parents should maintain authority over their children till they get married					
4	Adolescents should be given freedom to express their opinions					
5	Adolescents should be allowed to use their time as they wish					
6	Parents should not dictate to their adolescents					
7	Adolescents should be forced to do what parents feel is good for them					
8	Parents should tell their adolescents where they may or may not go					
9	Adolescents who question authority of their parents grow up as good citizens					
10	Adolescents who disobey their parents should be called to order					
11	Parents should not force adolescents to go against their wish					

12	Adolescents' activities should be closely monitored by parents					
13	Parents should not interfere with their adolescents personal concerns					
14	Adolescents who misbehave should be given opportunity to explain					
15	Parents should have a say on what kind of movies or films their adolescents watch					
16	Adolescents should be free to eat what they want					
17	Adolescents should take permission from parents before going out					
18	Adolescents should go out only with friends approved by their parents					
19	Parents spoil their children when they do not punish them					
20	Adolescents should not talk back to their parents					
21	Parents should have a say on what kind of music their adolescents listen to					
22	Children should be free to obey their parents if they wish					

SECTION B: PARENTS' CARE AND SUPPORT.

Instruction: This Section mainly wants to know how you care about your adolescents' needs. Kindly tick one of the options that best describes how you feel about each of the ten statements

Key: SA   -   Strongly Agree

AG   -   Agree

UD   -   Undecided

DA   -   Disagree

SD   -   Strongly Disagree

S/NO	ITEMS	RATINGS				
		SA	AG	UD	SA	SA
1	Adolescents should not be allowed to go hungry at all cost					
2	Parents should control what their adolescents eat					
3	Adolescents should not be over- fed					
4	Hunger is good punishment for disobedient adolescents					
5	Adolescents should be escorted to and from school					
6	Adolescents should be discouraged from playing with the opposite sex					
7	Adolescents should not be allowed to go about in the night					
8	Parents should care for adolescent boys and girls alike					
9	Adolescents should not be allowed to shop for themselves					
10	Parents should allow adolescents to wear dress and their hairstyles like their friends					

SECTION C: PARENT AND ADOLESCENT CONFLICT AREAS (PACA).

This questionnaire seeks to identify areas of living that lead to disagreements and the frequency between parents and adolescents.

Instructions:

1.   Tick 'Yes' or ' No' as each item applies to you in (A).

2.   Tick how frequently that item leads to disagreement in (B).

Key: VO   -   Very Often

SO   -   Sometimes

NE   -   Never

S/NO	ITEMS	RATINGS				
		(A)		(B)		
		YES	NO	VO	SO	NE
1	Open criticism					
2	Shouting					
3	Imposing views					
4	Insistence on sharing household chores					
5	Lack of frequent communication					
6	Taking strong stand on issues					
7	Frequent show of anger					
8	Choice of friends					
9	Mode and style of dressing					
10	Controlling outings					
11	Over- participation in religious activities					
12	Loose money spending habit					
13	Leaking out family secrets					
14	Inability to forgive and forget past offences					
15	Violent threats					
16	Failure and refusal to listen					
17	Failure to apologize when at fault					
18	Forgetting birth dates					
19	Not exchanging presents or gifts					
20	Expecting too much from one another					
21	Not showing appreciation					
22	Absence from home most of the time					
23	Nagging					
24	Not keeping hygiene rules					
25	Calling one by the first name					
26	Lack of trust					
27	Refusal to participate in religious activities					

SECTION D: PARENTS' APPROACHES TO RESOLVING CONFLICT WITH ADOLESCENTS.

When parents have conflict with adolescents, the following thirty (30) actions are some of the ways parents attempt to solve such problems.

Instructions: Indicate how often you use each of the techniques or methods by ticking one of the options that best describe your choice of action.

Key: VO   -   Very Often

            SO   -   Sometimes

            NE   -   Never

S/NO	ITEMS	RATINGS		
1	Beating			
2	Ignore			
3	Withdraw love			
4	Take him/ her to a remand home			
5	Report to the school			
6	Punishment			
7	Reduce allowances			
8	Calm discussion			
9	Forget about him/ her			
10	Send him/ her out of the home			
11	Scolding			
12	Report to his/ her friend			
13	Starve him/ her for that day			
14	Repeat messages			
15	Insist			
16	Warn him/ her			
17	Talk with love			
18	Allow freedom of choice			
19	Express your disappointment			
20	Co- operate with him/ her			
21	Allow issues to die down naturally			
22	Correction			

23	Communication			
24	Advice him/ her			
25	Seek professional help			
26	Seek advice from friends			
27	Avoid			
28	Delay discussion			
29	Petting			
30	Stop outings			

APPENDIX D

J.S.S III Social Studies Scheme of Work

1st Term

WEEK	
1	Introduction to the Origins of Man Religious beliefs about man's origins. The Biblical Story of creation. The Quranic story of creation
2	Myths and legends about man's origins- the Igbo, the Bendel, and Yoruba creation stories. Scientific evidence about man's origins
3	Evidence that Africa was the earliest home of man-Imaginary Dialogue with Dr. Leakey. Man in the animal kingdom. Man's ability to adapt to different environments
4	Racial groups and the practice of racism. Race classification finding out and discussions on racial groups in our midst. Apartheid in south Africa
5	The universal man. Unit summary and continuous assessment (Unit 1)
6	What a community is. Discussions about how a community works. How a community develops. Discussions about how your own community develops
7	How the Nigerian community evolved. Finding out and discussions on how some groups of Nigerians evolved
8	How the Nigerian society is stratified or graded. Discussions about what stratification does to a society inter-community relationships
9	International relations- unit summary and continuous assessment (unit 2)
10	The meaning and objectives of institutions Legal Institutions: structure and functions. Political institutions. Its structure and functions
11	Pressure groups, their functions in society. Revision
12	Exams
13	Exams

2nd Term

WEEK	
1	Economic Institutions: Types of economic activities, functions, structure
2	Religious Institutions, meaning functions, structure
3	Traditional institutions, structure and functions
4	What socialization means. Socialization process
5	Socialization agents. The family. The role of a family as a socialization agent. The school discussion on how our behaviour in society influence by the school. The role played by co-curricular activities in the socialization process
6	Peer and age groups as agents of socialization. Religious institutions as agent of socialization. The media as an agent of socialization
7	The social rights and responsibilities of individuals in society. The role of the individuals in social institutions
8	The social rights and responsibilities of individuals in society. The role of the individuals in social institutions
9	Meaning of social instability. Causes of social instability:- selfishness, ethnicity etc.
10	Crime and punishment. In efficiency as a cause of social instability

3rd Term

WEEK	
1	Introduction to national economic life. Sources of basic economic commodities. Contributions of agriculture to National Economic life
2	Soil climate, vegetation and farming, arable
3	Plantation, irrigation, types of animal farming, pastoral fish, poultry farming
4	Contributions of mineral resources contributions of energy resources. Contribution of the manufacture sector
5	Contributions of imports and exports . How trading is carried out. The importance of trade. The development of human resources
6	Population and economic development factors of populations charges. Migration migration to rural areas. Migration to the cities and towns. The effects of migration
7	The continents and countries of the world. The people and resources of Africa. Africa's physical features
8	Climate, vegetation and agricultural resources. Mineral and other resources
9	The races and major cultures of the World locations and physical characteristics. Cultural co-operation
10	Introduction to World transport and communication. Railway systems of the world. Water transportation system
11	Transport by road. Transport by air

Proposed Syllabus On The Use Of Social Studies In Peace Building And Conflict Resolution

General Aim

The syllabus is designed to enable students to acquire positive attitudes, skills and strategies towards conflict resolution and peace building by the use of Social Studies education.

Specific Objectives

At the end of the course students should be able to:

a. Check their understanding of the meaning of conflict, whether positive or negative.

b. Identify different types of conflict and their causes.

c. Analyse and map conflict situations graphically to represent relationships between parties involved.

d. Identify stages of conflict and the various handling styles in dealing with them.

e. Acquire and appropriately use the various Communication, Problem-solving, Negotiation, Peace building and Alternative Dispute Resolution skills/ techniques in Conflict Management.

f. Assess the devastating effect of anger in conflict situations and demonstrate how to control anger and thus manage conflict and build peace .

g. Internalise the ingredients and process of reconciliation, forgiveness and mediation.

Proposed Syllabus on the Use of Social Studies in Peace Building and Conflict Resolution

	Topic/Subject matter	Content Units	Behavioral objectives	Students' activities	Methodology	Evaluation techniques
1	Conflict dynamics: An overview	1. The meaning of conflict (positive or negative depending on our response to it). 2. The inevitability and universality of conflict 3. The cost of conflicts. 4. Conflict as an opportunity for positive change and development.	Students should be able to; 1. Check and explain their individual perception of conflict. 2. Explain why conflict is normal in all relationships (individual differences) and cite examples of conflict situations. 3. List and discuss the cost of conflicts. 4. Suggest ways by which our responses could turn negative conflicts into constructive opportunities.	1. Make a list of all that came to mind at the word "conflict". 2. Classify into negative and positive and explain what is responsible. 3. Discuss in groups and present to the class, conflicts known to them and the cost to both parties. 4. Demonstrate how a conflicting scenario can be turned into a positive situation.	1. Class discussion with all responses listed on the board. 2. Individual work and class discussion. 3. Lead class discussions. 4. Group role-plays depicting different conflict situations that were responded to positively.	1. Assess students' ability to think of conflict from a positive perspective. 2. Evaluate from the role-plays how appropriate their responses are to resolving inevitable conflict as peace agents. 3. Students should write a short essay on " the costliest peace is cheaper than the cheapest conflict/war ".

2	Causes of Conflict	1. Conflicts over scarce resources. 2. Conflicts over psychological needs. 3. Conflicts involving values and differences in perception.	1. Identify the different causes of conflict at various levels of society. - home - school - workplace - community - nation. 2. Match identified conflicts against Maslow's Hierarchy of Needs. 3. Appreciate the various factors that influence our perceptions leading to conflict. - culture - experience - information - belief system	1. In groups representing various levels of society, students to identify and write down causes of conflict. 2. Matching exercise. 3. Individual students to look and describe an all points of view picture to show how perception can generate conflict.	1. Group work. 2. Matching exercise. 3. Perception exercise using an all points of view picture.	1. Asses the spread of experiences over all levels of the society. 2. Call on any two (2) students to summarize the causes of conflicts discussed. 3. Draw out some generalizations on causes of conflict. 4. Assess suggestions on how to deal with different perceptions of a problem to arrive at a common ground for peace.
3	Types of Conflict	1. Intrapersonal conflicts. 2. Interpersonal conflicts. 3. Intra-group conflicts. 4. Inter-group	1. Get acquainted with different types of conflicts. 2. Identify the categories of conflicts.	1. students to identify and name conflicts they have experienced or know. 2. Identify the	1. Brainstorming. 2. Matching the list to the different categories presented in groups.	1. Involve all students to share by participating in the discussions. 2. Assess students ability to cooperate and work in groups.

		conflicts. 5. Intra-national conflicts. 6. International conflicts.		category/ies under which the conflicts they identified fall.		
4	Stages of Conflict	1. Formation stage. 2. Escalation stage. 3. Crisis stage. 4. De-escalation stage. 5. Improvement stage. 6. Transformation stage.	1. Identify early warning signs at the formation stage of conflict for quick action. 2. Explain the various steps required to mve conflict from the formation to the transformation stage. 3. Describe the characteristics of each stage.	1. Students are to describe early warning signs of conflict with parents. 2. In smaller groups, they discuss steps that can lead from improvement to transformation e.g. -trust building -healing process - reconciliation and report back to the class. 3. Draw and use a diagram showing the stages of conflict.	1. Facilitate and guide class discussions. 2. Form small groups to carry out activities and report back. 3. Lead discussions using a diagram on the board.	1. Ask oral questions to assess students understanding of stages of conflict and early warning signs. 2. Observe students readiness and willingness to participate in the assigned work and the ability to report well. 3. Assess students' diagrams.
5	Conflict Handling styles	Model 1 Behaviour based -Dominating/	1. Identify and use various handling styles in dealing	1. Role play in groups depicting the	1. Role play. 2. Question and answer.	1. Assess how accurately other students are able to

		competing -Accomodating -Avoiding -Collaborating -Compromising Model 2 Approach based -Avoidance/ denial. -Confrontation/ fighting. -Problem solving	with conflict. 2. Analyse the advantages and disadvantages of using any of the handling styles. 3. Ident ify the most usful style and the possibility of combining different styled in handling a particular conflict.	various handling styles for others to identify. 2. What would your reaction be? Exercise to raise a list of many reactions. 3. Break down the given reactions given into avoidance, confrontation and problem solving. 4. Discuss the implications of using each style in handling a particular conflict.	3. Lead class to categorize reactions using Model 2. 4. Lead class discussion on implications of each handling style. 5. Debate	identify the handling style role-played. 2. Evaluate students' understanding of the concepts from the role plays. 3. Assess the arguments for and against each of the styles presented by the students. 4. Two volunteers to debate on the most useful handling style.
6	Anger Management and Mind Control	1. Meaning of anger and mind control. 2. Actions that make the students angry and how they react. 3. Physical,	1. Assess how the individually deal with anger. 2. Demonstrate the devastating effect of anger in conflict situations. 3. Learn how to control volatile	1. Discuss freely words and actions that make them angry (say, from parents) and how they respond. 2. Demonstrate	1. Class discussion. 2. Role play. 3. Drawing up a table of reactions to anger into physical, emotional and spiritual	1. Observe the extent to which students open up to discussions. 2. Ask questions on the role plays and summarize key issues. 3.Assess by asking

		emotional and spiritual manifestations of anger. 4. Techniques employed by third parties to create conflict	emotions. 4. Know the various techniques/mischief third parties employ in creating conflict between them and parents or others.	the devastating effect of anger and how to control such. 3. Classify manifestations of anger into physical, emotional and spiritual. 4. Explain how their minds had ever been manipulated by a third party to engage in conflict.	manifestations. 4. Individual sharing.	students to share lessons learnt from the exercises.
7	Conflict Analysis	1. Define the concept of conflict analysis. 2. The importance of conflict analysis. 3. Information required for conflict analysis. -conflict history -context	1. Understand the meaning of Conflict Analysis 2. Identify the parties involved in the conflict. 3. Graphically represent their relationships. 4. Explain the various methods of conflict analysis.	1. Identify all parties involved in a conflict situation. 2. Map the conflict by using the various symbols representing relationships between the conflicting parties.	1. Group work on Conflict Mapping. 2. Class presentation 3. Lead discussions. 4. Use case studies Known to all to explain and describe the various methods of conflict analysis.	1. Question and Answer. 2. Written quiz on the type of information needed for conflict analysis and the different methods used. 3. Mark students assigned work on Conflict Mapping to establish the extent of correct use of symbols.

		-primary and secondary parties -issues and needs -fears -stage of the conflict 4. Different Methods of Analysis. -ABC Triangle method -The Onion/ Doughnut method -Mapping -PPP model (People, Problem and Process)				
8	Communication	1. Meaning 2. Factors affecting communication -values -perception -assumption communication style -active listening.	1. Explain what effective communication is and what it takes. 2. Assess how they listen in everyday real life situations. 3. Identify road blocks to communication.	1. Whisper a short report to one another round the class, the first and last repeat the message i.e. what they heard 2. Identify why and when the	1. Lead class discussions. 2. Simulation game on effective communication. 3.Role-play on bad listening skills.	1. Students should write their own meaning of communication in their notebooks. 2. Ask students to discuss the place of good listening in conflict resolution. 3. After the rol-

		3. Road blocks to communication.	4. Comprehend the relationship between poor listening and conflict. 5. Sharpen their listening skills.	message was altered. 3. Distinguish between effective and bad communication. 4. Role-play on bad listening skills.		plays, encourage observers to comment on them. 4. Also they should suggest ways of improvement.
9	Active Listening Skill.	1. Define listening skills- how or why. 2. Active listening technique i.e. helping the other person to talk -encouraging -clarifying -reinstating -validating 3. The do's and don'ts of active listening. 4. Relationship between listening and conflict.	1. Know and learn the skill of good listening. 2. Distinguish between good and bad listening. 3. Discuss the relationship between listening and conflict.	1. Define active listening. 2. Assess how they listen in everyday life situations. 3. Ask for three volunteers and request two to leave the class, while you narrate a robbery report to the third person. After s/he narrates the same story to the second person who in turn narrates it to the first	1. Probe and encourage students to share life situations of good and bad listening. 2. Class discussion of the outcome. 3. Act "listening" exercise. Blackboard work. 4. Role-plays.	1. Observe and commend students' willingness to share and participate in discussions. 2. Lead discussion on helping the other person talk. 3. Assess students ability to organize and work in groups.

				person who tells the class, identify lapses in listening and reporting. 4. Distinguish and write on the blackboard characteristics of good and bad listening skills. 5. Role-plays (2) a. On the five (5) ways to help the other person talk. b. On bad listening skills that led to conflict.		
10	Reconciliation	1. Define the concept from religious perspectives. 2. Identify the need for reconciliation and forgiveness. 3. Introduce, define and	1. Appreciate the place of reconciliation in restoring broken relationships and removal of the causes of conflict. 2. Define the four (4) terms used as ingredients of	1. Define and explain the importance of reconciliation in maintaining happy relationships.	1. Brainstorming 2. Break class into four (4) groups each representing an ingredient of reconciliation to discuss and agree on the meaning of the term their	1. Spread call of contributions round the class. 2. Call on leaders of each grou to read out it's agreed definition of terms while others critique.3. Assess how convincingly

		discuss the four (4) principal ingredients of reconciliation -peace -justice -mercy -truth. 4. The negative effects of unforgiveness. 5. Steps to reconciliation -Pain/ loss -Intervention/ healing process trust, tolerance, address feelings. - Acknowledgement/ confession -Remorse -Fogiveness/ acceptance -Restorative justice -Reconciliation	reconciliation. 3. Deliberate on what they could contribute to a reconciliation process in a conflict between them and their parents. 4. Identify issues that could be stumbling blocks to the attainment of reconciliation. 5. Recall religious injunctions on reconciliation and forgiveness.		group represents. 3. Debate on which ingredient is most important to reconciliation. 4. Lead discussion on factors that could contribute or hinder reconciliation between parents and adolescents. 5. Each student to recall and write references from any Holy book that enjoins all to reconcile and forgive.	each group presents it's ingredient as the most important in the reconciliation process. 4. Appoint judges to listen and evaluate the performance of each of the groups on factors that hinder or contribute to reconciliation. 5. Mark and emphasize the injunctions.
11	Negotiation	1. What constitutes negotiation. 2. Types of	1. Define and explain the goals/ necessity of negotiation.	1. Identify from a list of definitions the correct meaning	1. Selection from a checklist. 2. Write in their words.	1. Display on board for all to read and comment. 2. Individual

		negotiation. 3. How to organize the negotiation process.	2. Distinguish between positional bargaining and principled negotiation. 3. Demonstrate how a negotiation process could be organized step by step, hence acquiring the skill. 4. Role-play followed by class discussion focused on -Opportunities offered by a negotiation -Why people find it difficult to negotiate. -what needs to be put in place for parties to become more willing to negotiate with each other.	of negotiation. 2. Write down in their words what positional and principled negotiation stand for. 3. Role-play followed by class discussion focused on -Opportunities offered by a negotiation. -Why people find it difficult to negotiate. -What needs to be put in place for parties to become more willing to negotiate with each other.	3. Role-play. 4. Class discussion. 5. Initiate new ideas.	students to read aloud to fellow students. 3. Summarize ideas presented by the role-plays. 4. Critique discussions on the art of good negotiation. 5. Emphasize new ideas offered by students on how to make conflicting parties more willing to negotiate with one another and follow through on the terms of the agreement.
12	Mediation	1. Define the concept and explain the necessity of	1. Understand and appreciate what constitutes mediation.	1. Draw out he meaning from a conflict story where a third	1. Checklist exercise. 2. reflection on possibilities of	1. Assess answers 2. Evaluate students' ability to reflect.

		mediation. 2. Distinguish between Traditional Dispute Resolution and Mediation as two (2) styles of mediation. 3. Analyse the advantages and disadvantages of each style. 4. Principles of mediation -Impartiality -Confidentiality -Self determination -Voluntarism -Empowerment -Education. 5. Mediation process.	2. Identify the advantages and disadvantages of using mediation in Conflict resolution over the TDR approach. 3. Acquire the skill of mediation and practice it while bearing in mind the principles of mediation.	party mediated successfully. 2. Describe a possible outcome had mediation not taken place. 3. Recall a situation where the TDR approach was used in Conflict Resolution without success as conflict escalated. 4. Describe the mediation process step by step to a partner and vice-versa. 5. Suggest ways of encouraging individuals and parties to be more willing to come before mediators.	reoccurrence of conflict. 3. Narration 4. One to on sharing. 5. Proffer solutions. 6. Role-play.	3. Assess the correct analysis of the TDR approach. 4. A quiz to check on their understanding of the process. 5. Assess and emphasize new ideas. 6. Discuss the role-play in the light of -Opportunities offered by mediation -Some qualities of a mediator.
13	Peace Building	1. Define concept 2. Pre-requisite	1. Know what constitute peace-building.	1. Research. 2. Discuss perceptions of	1. Project 2. Class discussions led by	1. Assess work. 2. Mark take home assignment.

		mediation. 2. Distinguish between Traditional Dispute Resolution and Mediation as two (2) styles of mediation. 3. Analyse the advantages and disadvantages of each style. 4. Principles of mediation -Impartiality -Confidentiality -Self determination -Voluntarism -Empowerment -Education. 5. Mediation process.	2. Identify the advantages and disadvantages of using mediation in Conflict resolution over the TDR approach. 3. Acquire the skill of mediation and practice it while bearing in mind the principles of mediation.	party mediated successfully. 2. Describe a possible outcome had mediation not taken place. 3. Recall a situation where the TDR approach was used in Conflict Resolution without success as conflict escalated. 4. Describe the mediation process step by step to a partner and vice-versa. 5. Suggest ways of encouraging individuals and parties to be more willing to come before mediators.	reoccurrence of conflict. 3. Narration 4. One to on sharing. 5. Proffer solutions. 6. Role-play.	3. Assess the correct analysis of the TDR approach. 4. A quiz to check on their understanding of the process. 5. Assess and emphasize new ideas. 6. Discuss the role-play in the light of -Opportunities offered by mediation -Some qualities of a mediator.
13	Peace Building	1. Define concept 2. Pre-requisite	1. Know what constitute peace-building.	1. Research. 2. Discuss perceptions of	1. Project 2. Class discussions led by	1. Assess work. 2. Mark take home assignment.

					the teacher.	3. Review the peace
		for Peace. 3. Conditions for sustainable peace. 4. Tools/ instruments for insuring Sustainable Social Transformation. -Peace Education -Formal Education. -Informal Education. -Family Education 5. Conflict Transformation Process in communities.	2. Generate ideas about sustaining peace using relevant tools. 3. Discuss the strengths of peace over conflict. 4. Realize they have the power to transform conflict situations in their communities. 5. Recognize the role of "group" in building peace rather than individuals and sing a peace song.	peace sustenance and write an essay titled "the costliest peace is cheaper than the costliest war." 3. Clarify their roles in Social transformation using knowledge gained from Social Studies and write 'peace' poems. 4. Form partnership with others to work on building peace and sing a peace song.	3. Essay writing. 4. Empower them to action. 5. Lead students into forming partnerships.	song. 4. Assess "peace" poems written by students.
14	Collaborative problem solving	1. define problem-solving as a skill for conflict resolution. 2. Steps in making decisions.	1. Learn about and acquire the skill of collaborative problem-solving. 2. Use the skill by following the right steps in taking decisions.	1. Generate ideas 2. Rehearse Practical collaborative problem solving using the "Hear Surgery	1. Class discussion. 2. Group work and presentation	1. Assess students willingness to contribute. 2. Assess the extent to which members of each group interacted to arrive at a decision in the

		3. Skills used in collaborative problem solving. -Listening -Facilitating -Guided comments -Questioning 4. Models of Group Process -Hierarchy -Community	3. Sharpen their skills in collaborative problem solving. 4. Learn to incorporate the two (2) ideal models of Group Process in dealing with changing relationships at all levels particularly in the family.	Exercise" in groups. 3. Present to the class-showing the process more than the final decision. 4. Create hypothetical conflict scenario at the family preferably between parents and adolescents, discuss how the two (2) models would be combined to solve the problem.		role-play. Ask questions
15	Conflict Attitude	1. Define concept. 2. Understand relationship between attitude and conflict. 3. Personal weaknesses and strengths in perceiving and	1. Examine their conflict attitudes. 2. Identify the relationship between attitude and conflict. 3. Score their ability to deal with conflict. 4. Identify hidden	1. Present and analyze an incident of conflict that your attitude dictated your defining the conflict wrongly or rightly.	1. Individual presentation. 2. Assess by scoring self. 3. Question and Answer exercise. 4. Read carefully. 5. Role play.	1. Assess willingness to share. 2. Grade scores orally and comment. 3. Mark exercise. 4. Observe facial reactions and listen to side comments.

		dealing with conflict. 4. Personal qualities and attitudes that help you deal with conflict. 5. Solution finding-attitude -Mental -Emotional preparedness.	undeveloped qualities and attitudes that can be used in dealing with conflict. 5. Use different approaches to resolve conflict. 6. Reflect on their level of preparedness in attitudes to resolve conflicts.	2. Score self on response to last exercise. 3. Answer questions on "Conflict Attitude" presented by the teacher. 4. Read and identify with the five (5) new ways of looking at a conflict situation. 5. Act two (2) scenarios to show how negative attitude can escalate conflict and positive attitude can transform conflict.		5. Evaluate ability to act the two (2) opposite attitudes by different groups and the outcomes.
16	Strengthening Relationships.	1. Different forms of relationships. 2. Issues that can weaken or break	1. Understand the many forms of relationships especially at the family, school and community level.	1.Generate and list the many forms of relationships known to them. 2. Individuals	1. Brainstorming 2. Story telling 3. Letter writing and a few volunteers to read out theirs.	1. Comment on the list and add those left out. 2. Listen carefully and comment. 3. Receive feed

		relationships. -Fear 3. Principles that maintain and strengthen relationships. -Trust -Integrity -Honesty -Maturity -Non-envy	2. Generate issues that have weakened relationships they have known. 3. Practically improve their relationships with others, particularly parents. 4. Learn the technique of trust building.	will recall and share with class incidences of broken relationships and the outcome. 3. Write a letter of appreciation to parents for some special thing they have done for you recently. 4. Exercise carried out to show how trust can be built again.	4. Blind fold exercise.	back. 4. Ask the trust issues that came up during the "blind fold" exercise.

APPENDIX F

Exercises To Be Used Along With The Syllabus On The Use Of Social Studies In Peace Building And Conflict Resolution.

NOTE: Social Studies teachers are free to use the exercises as they are, alter or design their own.

REFERENCES

Conflict Resolution Stakeholders Network (CRESSNET), 2001.

1. Conflict Management Training Manual.

2. Conflict Management Facilitators Manual.

PERCEPTION

Exercise

Once in a neighbouring village, lived an old man. Every night he would sit and enjoy the evening outside of his door. As the sun would go down, he would light his lamp and enter his hut for his evening sleep.

One evening, as he approached his door, the lamp flickered and went out. It was twilight and he could barely see. When he opened the door of his hut and entered the room, suddenly he was seized with terror and cried, "help me, help me, there is a snake in my house. Because of his cry some villagers came running and found the old man in a panic.

"What is the matter Grandfather", they asked. Barely able to talk, he pointed to the floor and said " there is a big snake on the floor over there". One of the young men who had brought a lamp came forward, "let us look at the snake, we will help you Grandfather, don't worry".

By this time many of the villagers had gathered, as all were concerned because the old man was well loved.

As the young man held up his lamp and moved into the hut he saw what the old man had seen – at first he too thought that it was a snake but then as he went closer , the light revealed that the snake was not a snake but a short rope.

What does this story tell you about the nature of perception and it's relationship to conflict and conflict resolution.

HANDLING STYLES

Exercise 1

You are the Class monitor. One morning, one of your classmates rushed into you class and gave you a "dirty slap". What would be your reaction?

Exercise 2 – Role Play

Baku and Kamuru Communities are engaged in a protracted dispute over an expanse of fertile land between them. Both communities hold tight to their ancestral claims to the land and this has resulted to intermittent violent conflicts.

The leaders of both communities are now expected to meet and use one conflict handling style to attempt to transform the conflict. Members of each team representing the communities will include:

- The Chief
- Elders
- Youth leaders
- Women leaders
- Others

MIND CONTROL

Exercise – Role-play

Alhaji Mustapha Olowo is a wealthy businessman in Ogala Kingdom. The kingdom has a population of about 30,000.00 people with the young numbering about 19,000. Alhaji Mustapha loves money, power and influence and also wants to remain relevant in every political dispensation. He was quite influential over the youths of Ogala Kingdom until chief Olopa of Ego village emerged from nowhere with tons of money to throw around. This sudden challenge from Chief Olopa did not go down well with Alhaji Mustapha who vowed to neutralized and cripple this new intruder in his political terrain.

He immediately sent for Tijani, the youth leader in the Kingdom for strategic planning. He got the car dealer, Mallam Osho, to register a new Honda car for Tijani and to also provide a new 28 seater bus for the entire youths.

On hearing this ugly development, Chief Olopa immediately organised a feat for all youths in Ego village an beyond and provided all in attendance with new bicycles – the weapon for winning soft hears.

The youths of Okoko land, in anger and frustration, blocked, blocked the only access road to Ogala land and Ego village, to demonstrate their displeasure over the past actions of Alhaji Mustapha and Chief Olopa, who had not contribute meaningfully to community development projects in neighbouring communities.

Shortly thereafter, a violent confrontation broker out between the youths of Ogala Kingdom, Ego village and Okoko land, wit attendant losses of lives and property.

Identify the elements that influence the mind of the youths and state how he violent confrontation could have been avoided.

LISTENING SKILL

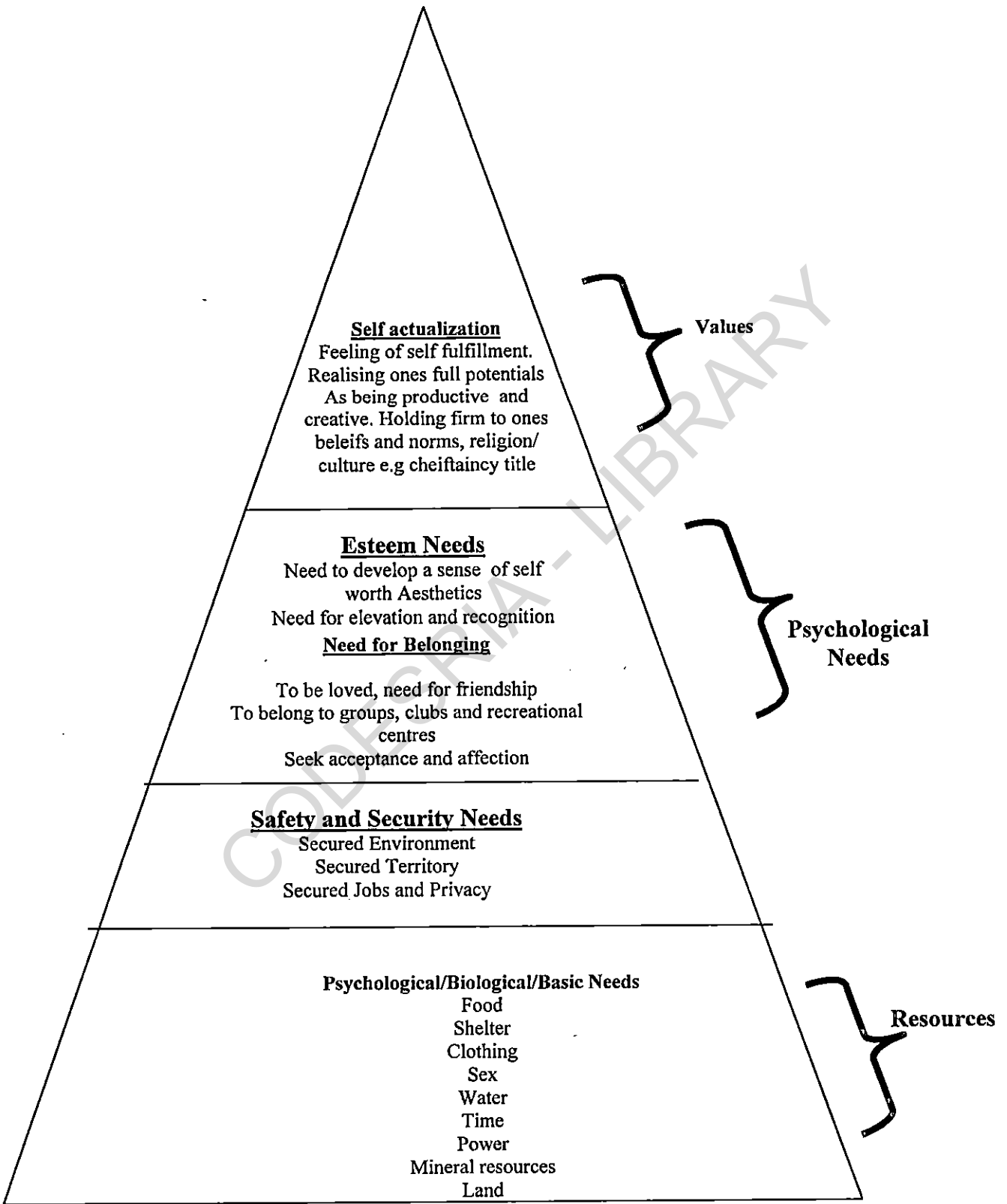**Exercise 1:**

ROBBERY REPORT

Please wit here! I have just phoned the police. They will soon be here. Please give this information to them. As I was passing through Kawạsaki street, I saw a bald-beaded man running out of Amana super market. He nearly knocked me over. The man appeared to be his forties. He seemed to have just complete a robbery operation. He wore a red velvet shit on a pair of blue jeans trousers. The trousers are patched on the left knee and look like the type worn by the "Area boys" of Lagos. He was carrying a "Ghana must go" bag, which appeared to contain a gun.
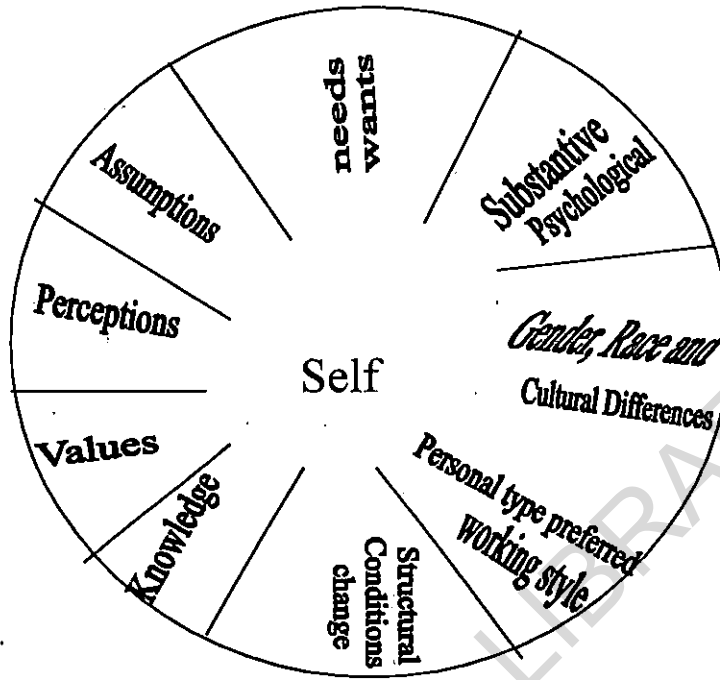
Exercise 2:

BAD REPORT

Ngozie, the secretary, was discussing the minutes of the last meeting with her boss, Mr. James. He was responding to Ngozi, and at the same time searching his files for an important document. Ngozi still went on with the report, although frowning. After a while, the Deputy Manager came in to see Mr. James, who went on to attend to him, and encouraged Ngozi to go on with the report as he was still listening.
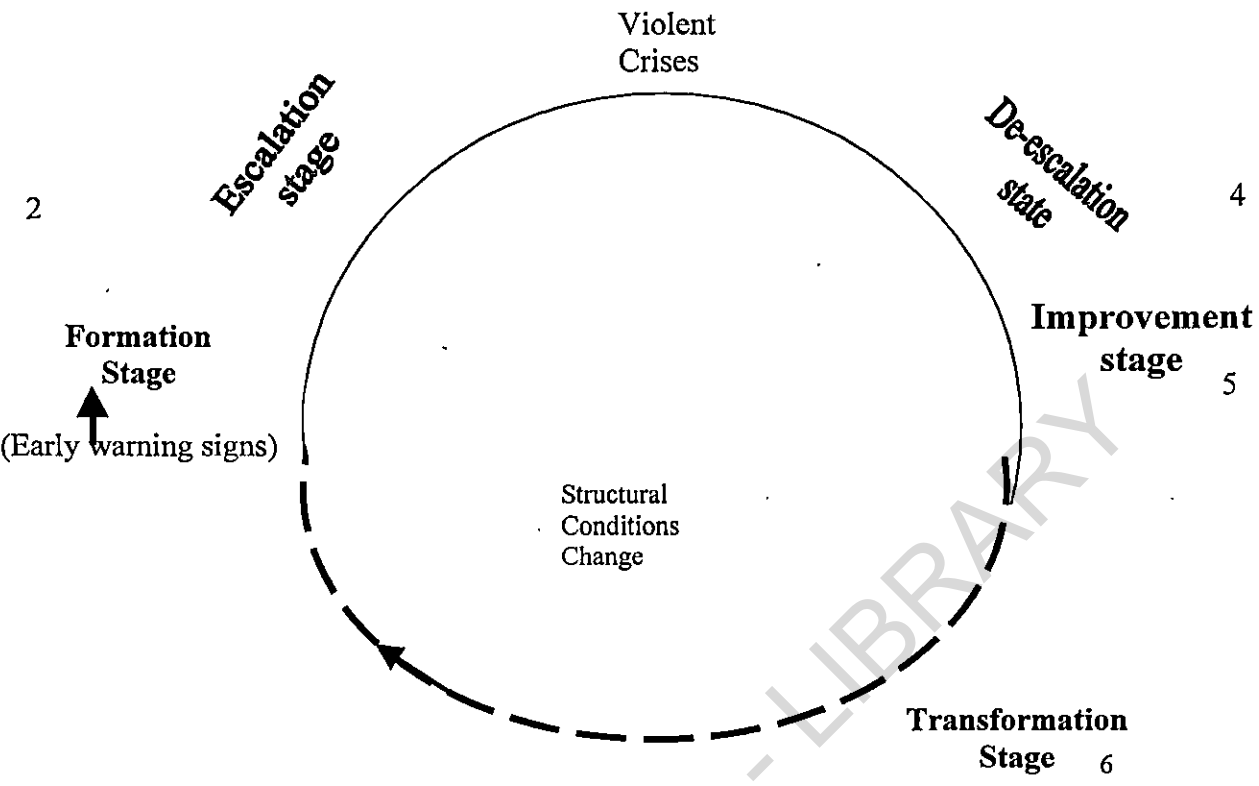
TYPES OF CONFLICT METCHED TO MASLOW HIERARCHY OF NEEDS

Self actualization
Feeling of self fulfillment.
Realising ones full potentials
As being productive and
creative. Holding firm to ones
beleifs and norms, religion/
culture e.g cheiftaincy title

Values

Esteem Needs
Need to develop a sense of self
worth Aesthetics
Need for elevation and recognition
Need for Belonging

To be loved, need for friendship
To belong to groups, clubs and recreational
centres
Seek acceptance and affection

Psychological
Needs

Safety and Security Needs
Secured Environment
Secured Territory
Secured Jobs and Privacy

Psychological/Biological/Basic Needs
Food
Shelter
Clothing
Sex
Water
Time
Power
Mineral resources
Land

Resources

CAUSES OF CONFLICT
(Perceived or Actual)

STAGES OF CONFLICT

Violent
Crises

Escalation
stage

De-escalation
state

2   4

Formation
Stage

Improvement
stage
5

(Early warning signs)

Structural
Conditions
Change

Transformation
Stage   6

LAND DISPUTE

Baku and Kamuru Communities are engaged in a protracted dispute over an expanse of fertile land between them. Both communities hold tight to their ancestral claims to the land and this has resulted to intermittent violent conflicts.

Role Play

The leaders of both communities are now expected to meet and use one conflict handling styles to attempt to transform the conflict.

Members of each team representing the communities will include:

❖ The Chief

❖ Elders

❖ Youth Leaders

❖ Women Leaders

❖ Others

KNOW YOUR CONFLICT RESOLUTION STYLE

Do you have the tendency to "Collaborate", "compromise", "accommodate",

"dominate" or "avoid"? Do you have a prominent style"

	Direction: For each statement write number 5,4,3,2, or 1 in the bold box 5 is most like you and 1 is least like you.	Collaborating	Avoiding	Accommodating	Dominating	Compromising
1.	Generally, I do everything to prevent tension					
2.	I am tense and sometimes explode, if I don't get my way					
3.	I always try to understand the other's point of view					
4.	I say that I am wrong, even though I don't really believe it					
5.	I avoid confrontation and move to the middle ground					
6.	I give in, but like a martyr					
7.	I change the subject					
8.	I attempt to understand the other's feeling					
9.	I use my power to get what I want					
10.	I try to reach a compromise					
11.	I pretend that I agree					
12.	I move towards problem solving					
13.	I get another person to decide what is right					
14.	Generally, I suggest ways so that both parties can gain something					
15.	I threaten the other party					
16.	I try to sooth the other party's feelings					
17.	I stick to my position					
18.	I try to clarify the other's and my goals					
19.	I press to make my point					
20.	I don't mind giving in a little					

21.	I let the other party take responsibility to solve the problem					
22.	Often I give up some points in exchange for others					
23.	I get the best deal I can, regardless					
24.	I postpone dealing with unpleasant feelings					
25.	I sooth things over					
26.	I often seek to understand what I agree with and where I disagree					
27.	I am flexible					
28.	I sacrifice my interests for the relationship					
29.	I split the difference					
30.	I do not bring up issues that create conflict					
	TOTAL each column. What do you find?					

CONFLICT RESOLUTIONS STYLES

ABC Triangle Method

A. (Attitude)

B. (Behaviour)   C. Context Environment)

PPP MODEL

PEOPLE

PROBLEM   PROCESS
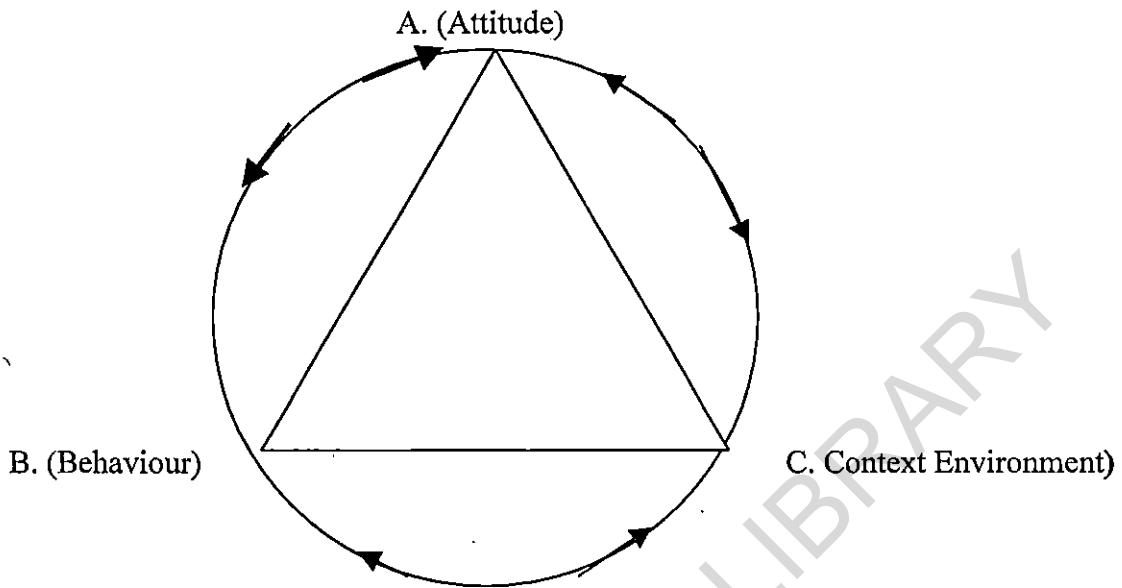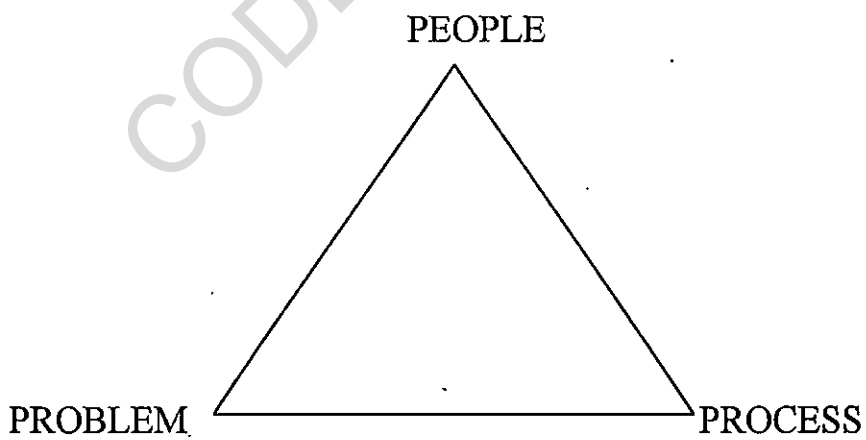
CONFLICT MAPPING

Examples and Component

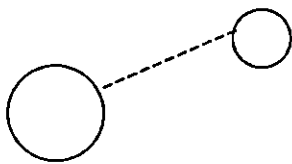*In maps, we use particular conventions. You may want to invent your own.*

- The circles indicate parties to the situation. The size of the circle indicates power relations of the parties.
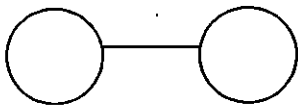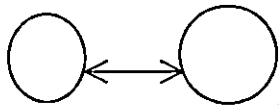
- Straight lines indicate direct relationship between the parties when communication is at its best.
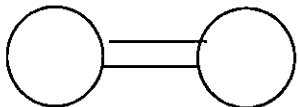
- Double connecting lines indicate an alliance

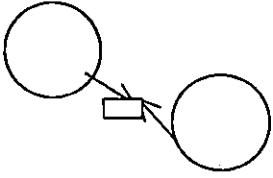- Dotted line indicate informal, weak, or intermittent relationship.

- Arrows indicate the predominant direction of influence or activity.

- Lines like lighting indicate discord, conflict.
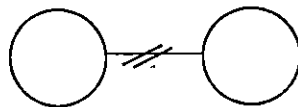
- A double line like a wall across lines indicates a broken relationship.

- A square or rectangle indicates an issue, topic, or some thing other than people.

- Shadows show external parties that have influenced but are not directly involved.

ROAD BLOCKS TO COMMUNICATION

ORDERING: You must...   You have to...   You will...

THREATENING: If you don't then...   You had better or else

PREACHING: It is your duty to...   You should...   You ought

LECTURING: Here is why you are wrong...   Do you realize...

PROVIDING   What I would do is...   It would be best for you

ANSWERS:

JUDGING: You are bad... lazy!   Your hair is too long...

EXCUSING: You'll feel better...   It's not so bad...

DIAGNOSING: You're just trying to get attention.. I know what you need..

PRYING: Why?   What? How?   When?

ACTIVE LISTENING TECHNIQUES

Help the other person talk.

Statement	Purpose	To do this	Examples
Encouraging	1. To convey interest 2. To encourage the other persons to keep talking voice intonations	---don't agree to disagree ---use neutral words	I. "Can you tell me more?... use
Clarifying	1. To help you clarify what is said 2. To get more information 3. To help the speaker see other point of view	...ask questions ...Restate wrong interpretation to force the speaker to explain further	1. "When did this happen?"
Restating	1. To show you are listening understanding what is being said 2. To check your meaning and interpretation	...restate basic ideas and facts	1. "So you want your parents to trust you more, is
Summarizing	1. To review progress 2. Pull together important ideas and facts 3. To establish a basis for further discussion	..restate major ideas expressed including feelings	1. "These seem to the key ideas you've expressed.."
Validating	1. To acknowledge the worthiness of the other persons	...acknowledge value of their issues and feelings ...show appreciation for their efforts and actions	1. "I appreciate your willingness to resolve this matter 2.

Be impartial
Do not take sides

Think in the other person's place to understand

Do not tell your own story, problems, and feelings

Open body language

Active listening *to*

discover
the other person's perspective

Show understanding
Non verbally

Eye contact
Learn the cultural differences

Restate, paraphrase, summarize

Face the speaker
Learn the cultural differences

Do no give advice
Do not suggest solutions

Ask questions to understand
Use open ended questions
Clarify
"Tell me more about..."

CONFLICT ATTITUDE

Examine your own attitudes it helps to understand conflict

? How do you feel about Conflict? Do you like it? Do you fear it?

? Do you handle conflict more discreetly in your family than you to outside your family? What approaches do you use?

? What words would you use to define conflict?

? What does the work you have chosen tell you about your own underlying attitudes regarding conflict?

? How would you assess your own strengths and weaknesses in personally dealing with conflict?

? What personal qualities and attitudes would empower someone, permitting him or her to be of assistance to parties in conflict?

? What approaches to conflict resolution do you rely on?

HELPFUL LANGUAGE:

The " I Feel" Message Vs. The "You Are" Message

Example

Situation: Somebody is frequently late.

Instead of saying   "YOU ARE are so unreliable"

Say: "I FEEL like I cannot depend on you".

    A "YOU ARE" message attacks and blames the other person, or makes the other person feel like he or she has been attacked, even if this was not your intent. The "I FEEL" message helps the other person understand YOU. It opens dialogue, offers explanation, or prompts an apology.

The Magic Formula

- Express how you feel: I feel annoyed

- Describe behaviour: When you come late

- Explain consequence for you: Because I lose time waiting

- Offer your preferred solution: I prefer you come on time

Practice: The "I FEEL" Message

1.   A Co-worker did not finish an important job in time.

"you never finish on time! You are!"…………

Your "I feel" message:

_____

_____

_____

2.   A partner is forgetful

"You always forget what I ask you to do!"

Your "I feel" message:

_____

_____

_____

3.   A team-member is making negative comments

"You are always such a pessimist!"

Your "I feel" message:

_____

_____

HEART SURGERY

Exercise

You are a group of doctors at a major teaching hospital. One of the hospitals specialisation is heart transplant. You have just received a heart which is suitable for transplant. Your task as a group is to choose the best recipient for the heart.

The candidates are:

Ibrahim - middle– aged lecturer with 2 wives and 7 children. He has promising career but comes from a family where the members tend to die early.

Bisi- unmarried avowed spinster and researcher, in her late 30s, who is conducting promising work on a cure for AIDS.

Chuma– a Catholic Priest, in his early30s, who has responsibility for a number of members of his extended family.

Ebele – a 12-year-old girl who has shown great promise as a budding musician.

Aisha – a 42-year-old wife in purdah, mother of 4 children, has marital problems.

Nosa – a 25-year-old bronze caster, who shows artistic talent but has a problem of drug abuse.

PROBLEM SOLVING APPROACHES

VIOLENCE:

Parties have no control over situation

Litigation: parties lose control as the judge decides.

Arbitration: parties agree to submit their "cases" to a neutral party acting like a judge, and to abide by the his or her decision.

(LAST RESORT)

Mediation: parties rely on help of a neutral "mediator" to facilitate communication leading to constructive voluntary agreement by both sides.

Negotiation: parties bargain with one another to satisfy interests/needs.

Collaboration: parties work together to resolve problems through constructive dialogue.

Communication: simply listening to one another can solve many problems.

(FIRST RESORT)

Parties have more control over situation

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THE SINKING BOAT NEGOTIATION

Exercise: Role Play

In the midst of a shark-infested sea, off the 'Airbel' countryside is a congested boatload of people sailing to "Newhopeland". Fleeing from a devastating war and starvation. After sailing halfway, with about 100 more miles to sail, the over loaded boat was becoming a danger to all aboard. To save the boat from sinking into deep and dangerous sea, it must be decongested by half of its passengers.

On board the boat are: 2 priests; 2 children; 1 carpenter; 1 gardener, 3 Upland people; 2 Highland people; 2 Foresland people; 2 people from each of the three ethnic groups in the north, south east and three from West; 2 lawyers; 1 nurse; 2 teachers; 1 judge; 2 ADR experts; 40% females; 2 social workers; 1 psychologist; 1 journalist; 2 physicians; 3 soldiers; 2 police officers; 1 professor; 1 traditional ruler; and 10 elders.

The only way to save the boat from sinking is be decongesting it load half. In the midst of the fear and tension of an imminent danger, the passengers split into two relatively equal groups: one group wanted the boat to sink with all aboard, while the other group wanted a random process of

elimination. However, after much debate, both groups agreed to "negotiate their difference and position".

You have been appointed by your group in the boat to negotiate for them...as an ADR expert.

INGREDIENTS OF RECONCILIATION
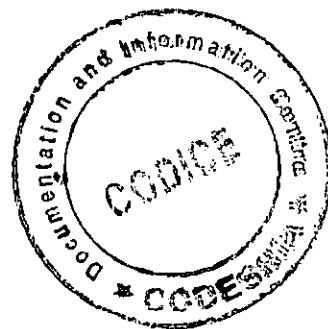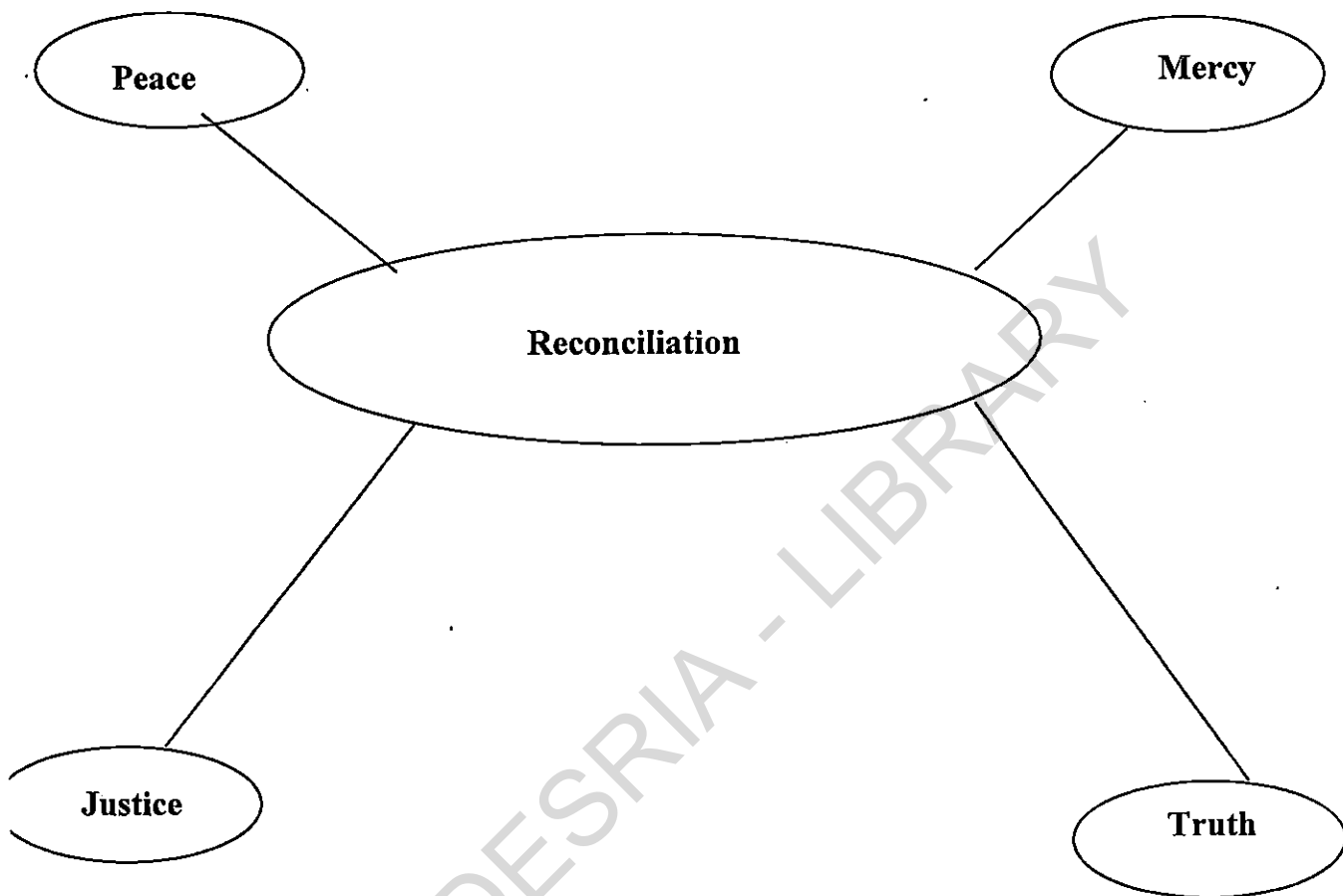
APPENDIX G

CERTIFICATION OF AWARD BY SENATE

AHMADU BELLO UNIVERSITY, ZARIA

THIS THESIS SUBMITTED BY

_____

WAS ACCEPTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF THIS UNIVERSITY.

THE DATE OF THE AWARD IS

_____

DATE   DEAN, POSTGRADUATE SCHOOL