



ANALYSIS OF CONFLICT BETWEEN YOUNG ADULTS IN TERMS OF THEIR ACHIEVEMENT, MOTIVATION, AGGRESSION AND ADJUSTMENT

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ABSTRACT

Conflict of the neo adults with their parents is an aspect of life that one comes across quite frequently. If conflict between young adults & their parents is really a malady that afflicts the home, then the consequences of it must also be considered. Since conflict can lead to aggression and disbalance the mind set of young adults, the cause and extent of conflict is grievous for the wellbeing of the society. The investigator therefore, attempted to find out the origin and extent of young adults' conflict with their parents. She also found out whether these conflicts affect students' achievement motivation, aggression and adjustment with life. The investigation finds that conflict does affect the young adult's psyche. Conflict with parents increases anger, both in its expression and in pent up resentment and, may be, even violence. As a consequence, conflict affects the young adult's adjustment- socially, educationally, as well as emotionally. The anger that wells up in the young adult's mind sometimes breaks down restraint and leads to angry expressions. With this state of mind, the adolescent's concentration in studies often deteriorates.

Keywords: *conflict, young adults, achievement, motivation, aggression and adjustment*

INTRODUCTION

In general, five ways to analyzing our aggressiveness may be identified: ethological, psychotherapy, social learning, frustration-aggression, and cultural. The biological approach investigates the origins of aggressiveness in our evolutionary nature, primarily through ethological research on humans as members of the animal world. The prominent scientist connected with this approach is Konrad Lorenz, the author of *On aggressiveness* (1966), which helped restore the instinctive perspective of human behavior to legitimacy, promoted ethology, and created a counter-literature on aggressiveness. To summarize, for Lorenz, aggressiveness is a "driving power," an instinct for the preservation of life, and consequently of species. It underpins numerous forms of behavior that appear to have nothing to do with hostility and serves not just to conserve but also to equally disperse a species over the environment, select the strongest, and protect the young.

Aggressiveness is classified into two types: hostile aggressiveness and instrumental aggression. While instrumental aggression is used to attain an external purpose, hostile



aggression is used to do harm to others and consists of two types of explicit violence (physical and verbal hostility) as well as social aggression. Connor, D.F. (2012)

Physical aggressiveness is defined as intentionally injuring someone in order to create suffering, such as beating, shoving, hurling things, and so on. Verbal aggressiveness is defined as the use of violent words, such as yelling and screaming, that generates hurtful feelings and diminishes a person's value. (Shachar K. et al. 2016, Allen JJ et al., 2017)

Social aggression is defined as activities meant to harm the social standings and friendships of others. Some forms of social aggressiveness include prolonged silence and neglect. Children and teenagers are prone to aggression. (Works DM 2015)

ADJUSTMENT AND CONFLICT

The young adult has to make many adjustments in life (Elliot, 2000). This adjustment can be physical, emotional, social and educational. Conflict and resultant aggression deranges the balance of life. It results in issues that require to be resolved. The girl who is suddenly made conscious of the need to cover up her sexual characteristics feels resentment. She has to adjust both physically and emotionally. The college goer, whose ego has been stamped on feels the needs to assert himself/ herself and restore self-confidence. The student who is stumbled in the academic milieu feels the need to maintain the balance between studies and his/her abilities.

Research has shown that adolescents who have been victims of corporal punishment at home are at greater risk of developing problem behaviours such as depressive symptoms, thoughts of suicide, addiction towards drugs and alcohol etc. (Straus and Kantor, 1994).

Thus conflict has malevolent outcomes. It builds up aggression and upsets the adjustment scaffolding of the young adult (Choi, He and Harachi, 2008). It leaves parents grieving and breaks up the tranquillity of the home, and ultimately the peace and wellbeing of the society.

ACHIEVEMENT MOTIVATION

Achievement motivation is affected in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland et al., 1953). Achievement motivation is defined as a tendency to struggle for success and /or the capacity to experience pleasure dependent upon success. (Acharya and Joshi, 2009). McClelland's theory of Achievement Motivation- McClelland stated that there are 3 primary needs- need for achievement, need for power and need for affiliation.

OBJECTIVES OF THE STUDY

1. To determine whether disagreement between young people and their parents has an impact on their achievement motivation, aggression, and adjustment.



LITERATURE REVIEW

Johal and Kaur (2015) conducted a study to find out the relation between aggression among adolescents and parental behavior. Sample consisted of 155 adolescent students from different senior secondary schools of Gurdaspur. Results showed that positive correlation exists between aggression of adolescents and deviant parenting is shown by parents towards girls than boys.

Onongha (2015) carried out this study in Nigeria. The main objective of this study was to examine the relation b/w parent adolescent conflict & academic performance of adolescents. The sample for this study consisted of 300 high school students from 6 high schools. Purposive sampling was used. Tools used for study consisted of Conflict Behaviour Questionnaire and examination score of participants in Maths and English. Results showed that conflict b/w adolescents & their parents influence the performance of male adolescents, but no influence was found in case of female adolescents.

Cotar (2016) conducted this study to find out age & gender difference in parent adolescent conflict styles & outcomes of conflict. Sample consisted of 514 adolescents out of which 54% were female. Tool used was Slovenian version of the "When we Disagree" scale (2009). Results showed that mothers were perceived to have more aggressive or more compromising conflict styles in comparison to fathers. Age wise difference was also found. Participants in late adolescence reported that they had more frustration and aggression in conflict with their father and mother compared to adolescents younger to them. Middle aged adolescents reported that they had more frustration and aggression with their father and mother compared to juniors.

Weymouth et al. (2016) made a synthesis of the literature available from 52 studies on parent adolescent conflict. Result showed that parent adolescent conflict was positively related to youth maladjustment. Disagreement and hostility between parents and adolescents have adverse effect on youth development.

Mazur et al. (2016) conducted this study in Poland. The main objective of this study is to examine link between school achievement and problem behaviour among secondary students. The sample for study consisted of 4085 students selected randomly from 70 schools. Tools used for the study consisted of 2 standardised scales taken from Polish version of Child Health & Illness Profile- Adolescent Edition. Results showed that a definite relation exists between school achievement and problem behaviour of adolescents (both alcohol use and delinquency). The results further indicate that better schooling may reduce the negative effect of factors causing problem behaviour among adolescents.

Gadallah et al. (2016) conducted this study in Upper Egypt. The objective of this study was to find out the relation between adolescent parent conflict and its relation to school achievement & self esteem of adolescents. Research design used was descriptive and correlational. Sample consisted of 1018 adolescents. Tools used were constructed by the



investigators. They were parent adolescent issue checklist, demographic questionnaire for parents and adolescents, self-esteem scale for adolescents and adolescents' school achievement. The results showed that more than 93% of adolescents had conflict with their parents. As conflict b/w parents and adolescents increased, school achievement also increased. However no relation was found between conflict and the self esteem of adolescents. The frequency of conflict was high but the intensity was not severe.

Zahedani et al. (2016) conducted a study to find out relationship between academic achievement & parenting styles in Iran. The sample for study consisted of 310 students randomly selected from a population of 1600 students. Tools used were Baumrind's Parenting Style and Moquimi's Career Path Questionnaire. Results showed that authoritarian parenting and academic success were significantly correlated. There was a significant relation between firm parenting, authoritarian parenting, educational success with career path of students ($p= 0.001$)

Contreras and Cano (2016) conducted this study in Spain. The main objective of this study was to find out whether adolescents' expression to violence has relation to exposure to violence within the family, school, community etc. The sample consisted of 90 adolescents, Results showed that those who showed violence were themselves exposed to violence at home.

Athanatius, Unogo and Oriji (2017) conducted a study to find out the influence of gender, parenting style & peer pressure on conflict of adolescents with their parents. The sample consisted of 200 students purposively selected out of which 109 were male and 91 were females. A tool was constructed by the researcher named Adolescent Conflict with Parents. Results showed that there is difference in conflict b/w adolescent boys and girls with parents. Significant difference also exists between authoritative and permissive parenting style on adolescent conflict with parents. The researchers are of the view that students should be counselled on peer relationship to avoid conflict with parents.

Sadia (2017) conducted a study to find out whether greater use of social networking sites led to a decline in family relationship. Sample consisted of 384 youth in Dhaka. Result showed that excessive use of social networking sites led to breakdown of family relationships.

Aggarwal et al. (2017) conducted this study in Uttar Pradesh. The main objective of this study was to study generation gap b/w adolescents and their parents. The sample consisted of adolescents who have reached puberty and older adolescents too, along with their parents who are above 40 years. The tool consisted of a questionnaire constructed by the investigator regarding issues related to generation gap and its day to day effect on out life. Result showed that 85.18% parents of different generations have different outlook about generation gap.

Nilsson (2017) conducted this study in Sweden to examine gender difference in several aspects of family related variable. Sample consisted of 889 young adolescents. Results showed that while conflict affect between parents and adolescents. Results showed that while conflict rate & total conflict decreases from early to middle adolescence, conflict increases with increase in age.



Valizadeh et al. (2018) conducted a study on parenting in Iran. The main objective of this study was to find out parents' concern about their adolescent children. The sample consisted of 23 parents with adolescents. Purposive sampling was used. Data was collected through semi-structured interviews. Results showed that as children enter adolescence, parents feel that they are going out of paternal hands.

Bi et al. (2018) conducted a study in China. The main objective of this study was to find out the link between parenting style and parent-adolescent relationship, adolescents' beliefs about parental authority and gender-wise comparisons. The sample consisted of 633 students of which 48.5% were females. Students belonged to the 7th, 9th and 11th classes from four schools. Survey research was done. The findings indicated that level of conflict was the same for all parenting styles. Regarding intensity of conflict, children of parents using authoritarian and neglectful parenting had more conflict with parents than indulgent parents. Children of authoritative parents showed highest harmony followed by those of parents with indulgent, authoritarian and neglectful parenting styles. Adolescents having authoritative or indulgent mothers had greater cohesion with their mothers.

Gabriel et al. (2018) conducted a qualitative study to examine adolescents' aggression and violence towards their parents in UK. Data was obtained through semi-structured interview with parents. The sample consisted of 18 participants of which 3 were parents, 5 were practitioners and 8 were practitioner focus group and 2 were young people. Interview and focus group meeting was undertaken. Findings showed that adolescents who were aggressive with their parents are often victims themselves.

By comparing migrant and urban children's literacy and mathematics performance, Jun Wang et al. (2021) sought to investigate the developmental trajectories of migrant and urban children's literacy and math performance, as well as the impact of family socioeconomic status (SES) and parenting styles, including the mediating effect of parenting styles. Migrant children's positive development in China is limited by uneven access to quality urban schooling resources. This study emphasizes the significance of concentrating on various trajectories of migrant and urban children's reading and mathematics success in order to improve their school accomplishment.

Iqra Mushtaque et al. (2021) wanted to know how inter-parental disputes affected teenage psychological distress, social and academic adjustment, and suicide ideation during the COVID-19. The findings were concerning, with 22% of the participants exhibiting suicidal inclinations, 9% having attempted suicide once, 4.6% having attempted suicide twice, and 11% expressing that they were likely to do so again. As a result, the media and government may organize public awareness campaigns and counseling efforts to improve mental health and prevent suicide conduct. Furthermore, parents may be taught on a community level about the impact of inter-parental fights on their children's mental health.

RESEARCH METHODOLOGY

INDEPENDENT VARIABLE

Conflict Score – It is the extent of conflict (Banerjee and Ghose, 2012)

DEPENDENT VARIABLES

Achievement Motivation- Measures an individual's drive to strive for achievement in rivalry with others by setting some standard of excellence (Deo and Mohan, 1985). Achievement motivation is influenced by evaluated performance in which competition for a level of excellence is vital (McClelland et al.,1953).

Aggression- Aggression is “Any behaviour that harms another individual who is motivated to avoid such harm” (Benjamin, 2016).

- S Anger –Measures intensity of angry feelings at a particular time
- T Anger-Measures individual differences in disposition to experience anger
- Anger Expression- Index of frequency with which anger is expressed regardless of direction of expression. (Spielberger,1988)

Adjustment- Adjustment is a process by which human beings and animals maintain a balance between their needs and the barriers of their environment. (Adjustment, 2018)

Adjustment related variable

- Emotional Adjustment
- Social Adjustment and
- Educational Adjustment

CONFLICT BETWEEN YOUNG ADULTS AND THEIR PARENTS

The following is a table showing descriptive statistics for Conflict Score, Achievement Motivation, S-Anger, T-Anger, AX/ EX, Emotional Adjustment, Social Adjustment and Educational Adjustment

Table 1 Descriptive Statistics of the variables

	N	Mini mum	Maxi mum	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Conflict Score	400	7	219	97.14	43.49	.28	.106	-.57	.208
Achievement Motivation	400	11	186	134.93	21.69	-.57	.106	1.50	.208
S Anger	400	10	40	13.45	4.52	1.97	.106	4.77	.208
T Anger	400	2	37	20.37	5.49	.33	.106	-.18	.208
AxEx	400	1	48	24.25	7.44	-.13	.106	.02	.208

Emotional Adjustment	400	0	18	4.25	2.61	1.11	.106	1.96	.208
Social Adjustment	400	0	17	6.54	2.98	.71	.106	.22	.208
Educational Adjustment	400	0	17	5.04	3.39	.78	.103	-.07	.208
valid N (list wise)	400							.	

With the exception of Conflict Score, none of these distributions are normal. The relationship between Conflict Score and each of these variables were calculated.

Whole Sample the Null Hypotheses are

H01- There is no significant correlation between Conflict Score and Achievement Motivation

H02- There is no significant correlation b/w Conflict Score and S Anger.

H03- There is no significant correlation between Conflict Score and T Anger

H04- There is no significant correlation between Conflict Score and Anger Expression

H05- There is no significant correlation between Conflict Score and Emotional Adjustment

H06- There is no significant correlation between Conflict Score and Social Adjustment

H07- There is no significant correlation b/w Conflict Score & Educational Adjustment

Table 2 Correlation Table

			Conflict Score	Achievement Motivation	S Anger	T Anger	AxEx	Emotional Adjustment	Social Adjustment	Educational Adjustment
Spearman's rho	Conflict Score	Correlation Coefficient	1.000	-.041	.200**	.270**	.189*	.227**	.112**	.222**
		Sig. (2-tailed)		.336	.000	.000	.000	.000	.009	.000
		N	400	400	400	400	400	400	400	400

*. Correlation is significant at 0.01 level (2-tailed).

*.Correlation is significant at 0.05 level (2-tailed)

RESULTS

The above table shows that correlation b/w Conflict Score and Achievement Motivation is not significant, Therefore, H01 is to be retained. That is conflict does not affect achievement motivation significantly. However the correlation being negative indicates that conflict lessens achievement motivation.

The correlation between Conflict Score and S Anger is positive and highly significant at 1% level. Therefore, H02 is to be rejected. That is, as conflict increases S Anger also increases.

The correlation between Conflict Score and T Anger is positive and highly significant at 1% level. Therefore, H03 is to be rejected. That is as conflict increases T Anger also increases.

The correlation between Conflict Score and AX/ EX is positive and highly significant at 1% level. Therefore, H04 is to be rejected. That is, as conflict increases AX/ EX also increases.

The correlation between Conflict Score and Emotional Adjustment is positive and significant at 1% level. Therefore, H05 is to be rejected. Thus, as conflict increases, Emotional Adjustment Score increases. That is, increased conflict has a deleterious effect on emotional adjustment (Sinha and Singh, 2005).

The correlation between Conflict Score and Social Adjustment is positive and significant at 1% level. As conflict increases social adjustment score increases which implies that increased conflict improves social adjustment. Therefore, H06 is to be rejected. That is, conflict does not have a deleterious effect on Social Adjustment (Sinha and Singh, 2005).

The correlation between Conflict Score and Educational Adjustment is positive and significant at 1% level. Therefore, H7 is to be rejected. That is, conflict has a deleterious effect on Educational Adjustment(Sinha and Singh, 2005).

CONCLUSIONS

Conflict does not affect achievement motivation significantly. However the negative nature of the correlation between the two variables indicates that conflict can influence achievement motivation adversely. The results show that conflict with parents increases young adults' anger and provokes them to express their anger. It is possible that young adults try to control expressing their anger when they feel conflicted, but increasing frequencies of conflict can lead to eruptions which can lead to violence, sorrow, frustration and even suicide. Conflict with parents hampers emotional and educational adjustment of young adults. However, conflict appears to have a beneficial effect on social adjustment of young adults. Though this may appear enigmatic it can be explained by the need of the young adult to associate with his/her peers and other significant people when he/she feels that a distance has been created through conflict with parents.



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