INSTRUCTIONS

Consider situations in which you find your wishes differing from those of another person. How do you usually respond in such situations?

The following pages contain 30 pairs of statements describing possible behavioral responses. For each pair, please circle the letter ("A" or "B") of the statement that best characterizes your behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior; but please select the response you would be more likely to use.
1. A. There are times when I let others take responsibility for solving the problem.
   B. Rather than negotiate the things on which we disagree, I try to stress those things on which we both agree.

2. A. I try to find a compromise solution.
   B. I attempt to deal with all of his/her and my concerns.

3. A. I am usually firm in pursuing my goals.
   B. I might try to soothe the other's feelings and preserve our relationship.

4. A. I try to find a compromise solution.
   B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other's help in working out a solution.
   B. I try to do what is necessary to avoid useless tensions.

6. A. I try to avoid creating unpleasantness for myself.
   B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think it over.
   B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.
   B. I attempt to get all concerns and issues immediately out in the open.

9. A. I feel that differences are not always worth worrying about.
   B. I make some effort to get my way.

10. A. I am firm in pursuing my goals.
    B. I try to find a compromise solution.
11. A. I attempt to get all concerns and issues immediately out in the open.
   B. I might try to soothe the other’s feelings and preserve our relationship.

12. A. I sometimes avoid taking positions that would create controversy.
   B. I will let the other person have some of his/her positions if he/she lets me
   have some of mine.

13. A. I propose a middle ground.
   B. I press to get my points made.

14. A. I tell the other person my ideas and ask for his/hers.
   B. I try to show the other person the logic and benefits of my position.

15. A. I might try to soothe the other’s feelings and preserve our relationship.
   B. I try to do what is necessary to avoid tensions.

16. A. I try not to hurt the other’s feelings.
   B. I try to convince the other person of the merits of my position.

17. A. I am usually firm in pursuing my goals.
   B. I try to do what is necessary to avoid useless tensions.

18. A. If it makes other people happy, I might let them maintain their views.
   B. I will let other people have some of their positions if they let me have some
   of mine.

19. A. I attempt to get all concerns and issues immediately out in the open.
   B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences.
   B. I try to find a fair combination of gains and losses for both of us.
21. A. In approaching negotiations, I try to be considerate of the other person's wishes.  
   B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between his/hers and mine.  
   B. I assert my wishes.

23. A. I am very often concerned with satisfying all our wishes.  
   B. There are times when I let others take responsibility for solving the problem.

24. A. If the other's position seems very important to him/her, I would try to meet 
   his/her wishes.  
   B. I try to get the other person to settle for a compromise.

25. A. I try to show the other person the logic and benefits of my position.  
   B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. A. I propose a middle ground.  
   B. I am nearly always concerned with satisfying all our wishes.

27. A. I sometimes avoid taking positions that would create controversy.  
   B. If it makes other people happy, I might let them maintain their views.

28. A. I am usually firm in pursuing my goals.  
   B. I usually seek the other's help in working out a solution.

29. A. I propose a middle ground.  
   B. I feel that differences are not always worth worrying about.

30. A. I try not to hurt the other's feelings.  
   B. I always share the problem with the other person so that we can work it out.
THE EQ TEST
(Developed by Professor N.K. Chadha and Dr Dalip Singh)

Know your emotional quotient (EQ) How do you FEEL about yourself and people around you? This psychological test will help you to know more about yourself and about people around you. This test measures the way you use your emotional skills in your personal and professional life.

The 22 situations given below will measure your emotional responses to different situations. Answer on the basis of how you FEEL, and not what you THINK. There are no right or wrong answers. Answer honestly and do not spend too much time. Usually your first response is the best response. Do not leave any question unanswered. You can also attempt the EQ Test online at www.eqindia.com.

Your Name: __________ Age: _______ Profession: ____________
Gender: Male/Female. Qualifications: ______________________
Country: __________ Date: __________

Attempt the EQ Test Now

1. You have been denied a promotion by the management for which you were eligible. Moreover, one of your juniors has been promoted. You are emotionally upset and feel frustrated. What will you do?
   a. Talk it over with your boss and ask for reconsideration of the management's decision.
   b. Start abusing the colleague who superseded you.
   c. Move the court and obtain a stay order to get justice.
   d. Identify your shortcomings and try to improve your performance.

2. A freshly recruited professional graduate joins your organisation as a management trainee. After a few weeks, she complains to you that she was not being taken seriously by her subordinates. What will you suggest her?
   a. Ask her to handle the situation herself and not bother you with trivial matters.
   b. Tell her that such behaviour should be ignored.
c. Ask her to be bold, face the challenge and overcome the problem.
d. Empathise with her and help her figure out ways to get others to work with her.

3. **At the workplace, due to some misunderstanding, your colleagues stop talking to you. You are convinced that there was no fault of yours. How will you react?**
   a. Wait till they come and start talking to you again.
b. Take the initiative, go forward and start talking to them.
c. Let things take their own time to improve.
d. Ask someone to mediate.

4. **You get into an argument with your colleague and end up attacking him/her personally. Later you realise that you never intended to tarnish the image of your colleague. How will you handle such an ugly situation?**
   a. Sit calmly and consider what triggered off the arguments, and if it was possible to control your anger at that point of time.
b. Avoid future arguments and leave the room.
c. Apologise to your colleague for your behaviour.
d. Continue with the argument till you reach some definite conclusion.

5. **Imagine you are an insurance salesperson selling insurance policies. You approach a number of prospective clients who slam the door on your face and refuse to buy policies. What will you do?**
   a. Blame yourself and stop work for the day.
b. Reassess your capabilities as an insurance salesperson.
c. Come out with fresh strategies to overcome similar situations in future.
d. Contact the clients again some other day.

6. **When someone directly criticises your behaviour, how will you behave?**
   a. Tend to close up and stop listening.
b. Carefully listen to their opinion.
c. Tend to get upset about it.

D. Think of ways to change your behaviour.

7. You are on an aircraft and suddenly the air hostess announces that it has been hijacked by the terrorists. Everyone is in a state of shock. What will be your reaction?

a. Blame yourself for choosing an inauspicious day for travelling.

b. Be in emotional control and attend to the instructions of the pilot/air hostess.

c. Continue to read your magazine and pay little attention to the incident.

d. Cry out and vow not to travel by air in future.

8. Imagine you are a police officer posted in a sensitive area. You get information of violent ethnic clashes between two religious communities in which people have been killed from both sides and property damaged. What action will you take?

a. Decide not to visit the spot personally as there may be a danger to your life.

b. Relax; this is not the first time riots have taken place.

c. Try to handle the situation by taking action according to the law.

d. Reach the spot and assuage the feelings of the victims.

9. Your grown up daughter starts arguing with you every now and then. She tells you that you cannot impose your old-fashioned attitudes and outdated values on her. How will you tackle her?

a. Accept her statement in helplessness and take a low-profile position in the family.

b. Send her to a psychologist to learn how to adjust with her environment.

c. Manage your emotions and explain your point of view as patiently as possible.

d. Talk to her and understand her emotions, beliefs and attitudes.
10. After weeks of merger of two largest financial firms, hundreds of employees were expected to lose their jobs. You, being the General Manager (HQ), were told to convey to the employee the decision of the management. How will you convey the message?

a. Give a gloomy picture and tell them you have no option but to fire half of them.
b. Give a bright picture and tell them that the company will be blessed with talented people from both firms.
c. Tell them that you will collect more information to be fair and update them every few days on how things will take shape.
d. Announce the decision and let the employees take a decision about what they want.

11. You are a professor in a college. While delivering a lecture, a student comments that you have not prepared the topic properly and you are just passing the time. This has hurt your self-esteem. What will be your reaction?

a. Report to the principal of the college about the unruly behaviour of the student.
b. Order the student to leave the classroom at once.
c. Ask him/her to meet you in your chamber after the class to explain what he/she wants.
d. Judge the emotions of the class and promise to make amendments accordingly.

12. As CEO of a company, during a meeting with the union, one of the union leaders levels serious allegations of corruption and favouritism against you. How will you react?

a. Continue with the discussion and listen to their demands with a cool head.
b. Ask the union leader to make allegations in writing and offer an impartial enquiry.
c. Cancel further negotiation and ask the union leader to apologise first.
d. Leave the room after assigning the responsibility to your subordinate to continue with the meeting.

13. You had an argument with your spouse on some trivial family matter and are not on speaking terms for some time. The situation is causing mental disturbance to both of you. What will you do?

a. Stick to your stand; after all you were never at fault.
b. Try to break the ice by analysing the reasons for the conflict.
c. Make the first move and ease the situation.
d. Wait for your spouse to make the first move to restore normalcy.

14. You hail from a rural area and take admission in a city college. You find your classmates taunting you as you are not smart and are unable to speak good English. How will you manage yourself?

a. Ignore them.
b. Shout back and tell them to mind their own business.
c. Leave studies half way and go back to your village.
d. Accept their challenge and prove that you can match them.

15. While speaking to an audience, you feel that:

a. It is difficult to convey your speech.
b. You are partially comfortable in conveying your speech.
c. You are comfortable in conveying your speech.
d. You feel that you will do better with some more practice.

16. Your friend's sister, who got married just one year back, is heading for a divorce. She is highly educated and economically self-dependent. She comes to you for guidance. What will you advise her?

a. Tell her to go ahead with the divorce as she is a first class MBA and her husband cannot take her for granted.
b. Empathise with her for marrying an academically average person.
c. Advise her to talk to her husband and figure out the reasons behind the maladjustment.
d. Tell her that academic qualifications are important but these do not help in leading a successful married life.

17. There is a blind girl in your class. She trips on her way out of the class. You see a few of your friends making fun of her and laughing at her. What will you do?

a. Laugh along with your friends.
b. Ignore the incident, as they are your friends.
c. Help the blind girl make her way out of the classroom but say nothing to your friends.
d. Help the girl and then confront your friends for being so insensitive.

18. While having an argument with someone, if you lose, you:

a. Feel totally beaten.
b. Wait for the next opportunity to beat your opponents.
c. Winning and losing are part of the game.
d. Analyse the reasons for the loss.

19. You are working as HRD General Manager in a large multinational company which recruits dozens of fresh MBAs, engineers and other professionals in senior positions every year. This requires time, energy and money. However, you find that 75 per cent of the young recruits are leaving the company after around two years of work experience to join more attractive jobs. What will you do?

a. Ignore the trend. There is rampant unemployment and you can find more people lined up to join your company.
b. Try to find out the root cause of their leaving the job and take corrective measures to retain them as you have already invested heavily in them.
c. Increase the pay package and lure them in working with you.
d. Change the selection criteria and recruit people on the basis of their need and requirements.
20. You have been involuntarily transferred to a remote project and posted under a new boss. Although you have been given a pay hike and also a promise for promotion in the near future, yet you are not comfortable. Your family cannot shift along with you due to education of your children. You are in a sensitive area and your security is also at risk. You are undergoing a mild level of stress. How will you diffuse the stress?
   a. Enjoy. After all there has been a hike in your pay for working in a sensitive area.
   b. Wait. It may turn out to be an opportunity for early promotion.
   c. Lament. Why should such terrible things happen to only you?
   d. Act in haste. Think of resigning and find a new job for yourself.

21. You have lived your life for so many years on this earth. How would you like to explain your life at the moment in one sentence?
   a. Successful: Well, I am a contented person who has got whatever could make me feel happy.
   b. OK: Well, it’s a mixed experience for me. It’s 50:50.
   c. Comfortable: Well, destiny is in the hands of God. Man is just a puppet.
   d. Uncomfortable: Well, I feel I deserved better but could not get it.

22. As an HRD manager, you have to recruit a large number of employees for a multinational firm. After the written test and interview you find that most of candidates who qualified are women. What will be your reaction?
   a. Hire women employees. They deserve it as they have qualified the selection criteria.
   b. Well it’s a women’s world. Hire them any way.
   c. Hire male and female employees in equal number.
   d. Avoid women employees as they are a liability.
The following statements are designed to measure various behaviors, thought processes, and mental characteristics. Read each statement carefully and choose which one of the five possible responses best reflects you by circling the corresponding number. If you are not sure, or if a statement does not seem to apply to you, choose the answer that seems the best. Please answer honestly and make responses based on how you actually are rather than how you would like to be. The five possible responses are:

0 – Not at all true of me | 1 – Not very true of me | 2 – Somewhat true of me | 3 – Very true of me | 4 – Completely true of me

For each item, circle the one response that most accurately describes you.

| 1. I have often questioned or pondered the nature of reality. | 2. I recognize aspects of myself that are deeper than my physical body. | 3. I have spent time contemplating the purpose or reason for my existence. | 4. I am able to enter higher states of consciousness or awareness. | 5. I am able to deeply contemplate what happens after death. | 6. It is difficult for me to sense anything other than the physical and material. | 7. My ability to find meaning and purpose in life helps me adapt to stressful situations. | 8. I can control when I enter higher states of consciousness or awareness. | 9. I have developed my own theories about such things as life, death, reality, and existence. | 10. I am aware of a deeper connection between myself and other people. | 11. I am able to define a purpose or reason for my life. | 12. I am able to move freely between levels of consciousness or awareness. | 13. I frequently contemplate the meaning of events in my life. | 14. I define myself by my deeper, non-physical self. | 15. When I experience a failure, I am still able to find meaning in it. | 16. I often see issues and choices more clearly while in higher states of consciousness/awareness. | 17. I have often contemplated the relationship between human beings and the rest of the universe. | 18. I am highly aware of the nonmaterial aspects of life. | 19. I am able to make decisions according to my purpose in life. | 20. I recognize qualities in people which are more meaningful than their body, personality, or emotions. | 21. I have deeply contemplated whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc.). | 22. Recognizing the nonmaterial aspects of life helps me feel centered. | 23. I am able to find meaning and purpose in my everyday experiences. | 24. I have developed my own techniques for entering higher states of consciousness or awareness. |
INSTRUCTIONS

This is a questionnaire of your attitudes - what you do, or how you feel about certain situations. Some people feel one way; others feel another way. Thus, there are no "right" or "wrong" answers as everyone has right to his or her own views.

Some sample questions are given below which you will answer, to see that you understand what you have to do in the following questionnaire. There are three possible answers to each question. You should answer either "Yes" or "No" (or "A" or "B"), by marking a (X) in the appropriate box. Mark the middle answer only when it is impossible to say "Yes" or "No". Now answer the five practice questions given below:

I find it hard to carry on a conversation, when music or T.V. is on.............

   Yes                      Slightly         No
   \   \                    (A) Uncertain   (B)

I would like to be: (A) a mechanic; (B) a salesman..........................

   Yes                      Sometimes       No

When I sleep, I see a lot of dreams........................................

   Yes                      In Between  (B)

I like a person who is:
(A) interactive with people; (B) cool and aloof to people

   Yes                      Occasionally  No

I like outdoor exercises and team games..................................

   Yes                      Slightly         No

In the following pages, you will find more questions similar to those above. As you answer the questions, keep these four rules in mind:

1) Answer the questions as frankly and truthfully as possible. There is no advantage in giving the wrong impression as to how you feel about these activities. Never give an untrue answer about yourself, because you think it is the "right thing to say."

2) Answer the questions as rapidly as you can. Do not spend too much time pondering over the questions. Read each question, and then answer it in the way you feel about it. Put down your first natural reaction, and then go on to the next question.

3) Mark the "Yes" (or A) answer or the "No" (or B) answer for most of the questions. Mark the middle answer only when it is impossible to say "Yes" or "No". In some cases it may be hard for you to make a choice, but do the best you can.

4) Be sure to answer every question. Some of the questions may not be pertinent to your interest, but answer each question somehow and do not skip any question. Please note that your answers will be kept confidential.

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New Delhi - 110 029 (India), Phone:606433.
1. I would rather be: (A) a lawyer; (B) a navigator

2. I am annoyed by conceited people, who claim to be superior to others

3. I have been active in organizing a club, team or similar social group

4. I complain about bad service, even when it is fairly satisfactory

5. People have sometimes told me that I am a proud, or an egotistic person

6. When travelling, I would rather look at the scenery than talk to people

7. I have learnt more in school: (A) by going to class; (B) by reading textbooks

8. I find it hard to admit when I am wrong

9. I would enjoy more an evening: (A) with a hobby of my own; (B) at a lively party

10. I think it is more important: (A) to keep the national military forces strong; (B) to seek to develop international fellowship

11. Most people act as if they hate to see me coming

12. In a factory, I would rather be: (A) in charge of mechanical work; (B) a specialist in interviewing and hiring people

13. I have had a number of disagreements with people with whom I worked

14. If members of my family disagree with neighbours and show their independence, I don’t worry

15. I like to be in the middle of great deal of excitement and bustle

16. I tend to be depressed, if my opinions differ from those of my acquaintances

17. I would feel out of place in a nudist colony

18. I take prominent part in social affairs

19. When I undertake a new job, I never feel tired

20. I would prefer to have a spouse, who is able to: (A) impress people and exert a strong social influence; (B) give interesting intellectual companionship.
21. I have difficulty in - collecting my thoughts, settling down
to write a letter, working on a problem, etc.

22. I can deliberately lie to a friend, and keep a straight face

23. I get concerned about whether I shall always have enough money to live on

24. I think that society ought to pay more attention to scientific thinking about its
problems

25. I spend much time in thinking or talking about social events which I enjoyed in
the past

26. I sometimes get so angry that I am speechless

27. I care what other people think about me

28. I never gossip about fellow workers

29. I try to avoid doing things, that might make me seem odd

30. If a person behaves in a dictatorial and domineering fashion, I:
   (A) simply avoid him; (B) seek an occasion to "have it out with him"

31. I believe that divorce should generally be made easier

32. For a hobby, I would rather belong to:
   (A) a photographic club; (B) a debating society

33. I am interested in the social problems of today

34. I enjoy being in really large gatherings, such as at parties or dances

35. If I wanted to find out something about certain social problem, I would read:
   (A) a recent novel on that issue; (B) a textbook giving statistical facts

36. I tend to be slow in expressing my ideas in words

37. I think my personal appearance might be a bit against me on some kind of jobs

38. I believe in censorship of movies and magazines

39. I remember names of people fairly well

40. I would like to be: (A) a school teacher; (B) a forester

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Comparative Effectiveness of ABCS Model and Premack's Principle in the Reduction of Aggressive Behavior of School going Mentally Retarded Children

Dr. Batani Devi* & Mrs. Amrita Bhullar**

Abstract

The present study was undertaken with a view to reduce the aggressive behavior of school going mentally retarded children by using the ABCS model and Premack's Principle, and to compare the effectiveness of both the techniques. Pre-test post-test experimental and control group design was used. The sample was divided into three groups- one control and two experimental groups. The tools used for the study were Behaviour Problems Inventory by Muralidharan (1961), Vineland Social Maturity Scale (Nagpur Edition) by Malin (1965), Developmental Screening Test by by Bhartraj (1977) and Stanford-Binet Intelligence Scale (Hindi adaptation) by Kulkshreshtha (1960). Results indicate that both the techniques were significantly effective in the reduction of aggressive behavior of school going mentally retarded children. Further the ABCS model was more effective than the Premack's Principle. Also as a result of the treatment provided to reduce aggressive behaviour of MR children, a reduction in their other behavior problems was recorded.

Introduction

The world today is afflicted with varied and numerous problems. One such problem with its frightening multi-dimensional complications is the increasing number of disabilities with which many people are affected. This particular problem has now bruised many prominent educationists, psychologists and health workers in finding ways and means to combat this menace, while devoting time, energy and resources to this noble task. The size and severity of the problem dealing with the mentally retarded/developmentally delayed children tops the list in the multitude of other disabilities. The magnitude of the problem can be understood only by the parents and those who come in contact with the retarded individuals.

Bringing up a child with mental retardation throws a lot of challenge for different members of the family. A child with mental handicap in the family calls for a lot of adjustment on the part of the parents as well as other family members. Equal role has to be played by the teachers or the trainers of the mentally retarded. These children have special needs because the normal instructions of the teachers in a classroom may not cater to the needs of these children. The education and training of the mentally retarded children demands expertise and discrimination.

These children show various behaviour problems. To name a few are antisocial behaviour, withdrawal, mixed patterns, unsocial behaviour and aggressive behaviour. Many procedures, such as the reinforcements (differential reinforcement procedures, token economy, contingencies etc.) and punishers (e.g. aversive stimulation, shock treatment, response cost, time out etc.) have been employed successfully. The effectiveness of reinforcement procedures has been successfully demonstrated by Greene and Hoats (1971), Peterson

*Associate Professor, Dev Samaj College of Education, Sector 36, Chandigarh
**Lecturer (Home Science), Govt. Girls Sr. Sec. School, Sector 18, Chandigarh
and Peterson (1968), Ragain and Anson (1976), Repp et al. (1976) and Schneider et al. (1970) in the reduction of aggressive behaviour. On the other hand, negative results in the use of reinforcement procedures for the reduction of aggression have been reported by Young and Wincez (1974). Studies conducted by Dianne (1992), Geiger (1996) and McNamee-McGrory & Cipani (1995) have reported Premack's Principle to be effective in reducing behaviour problems of children.

Many behaviour modification techniques have been formulated. One such teaching technique is the ABCS model which is an integrated approach for teaching the retarded children developed by Bijou (1978) from Japan. It takes into consideration the Antecedents of teaching, Behaviour required in learning task, Consequences and Settings for the teaching. Premack's Principle is the use of a high probability behaviour to reinforce a low probability behaviour.

**Objectives**

1. To study the effectiveness of ABCS model in reducing the aggressive behavior of school going mentally retarded children.
2. To study the effectiveness of Premack's Principle in reducing the aggressive behavior of school going mentally retarded children.
3. To study the comparative effectiveness of ABCS model and Premack's Principle in the reduction of aggressive behavior of school going mentally retarded children.
4. To study the side effect of treatment provided to reduce aggressive behaviour of mentally retarded children.

**Hypotheses**

1. ABGS model will be effective in reducing the aggressive behaviour of school going mentally retarded children.
2. Premack's Principle will be effective in reducing the aggressive behaviour of school going mentally retarded children.
3. There will be differentials in effectiveness of ABCS model and Premack's Principle in the reduction of aggressive behaviour of school going mentally retarded children.
4. Reduction in aggression may result in the decrease of other behaviour problems of school going mentally retarded children.

**Design of the Study:**

A variety of experimental designs are used in behaviour modification studies to determine whether a given intervention is responsible for modification or not. In the present study, pre-test, post-test experimental and control group design was used. The control group experimental design includes at least two groups; one experimental and one control group, whose subjects are randomly assigned. In the present study, there were three groups and the treatments were assigned to each of the groups. Each group comprised of six students. All the three groups were assessed before and after treatment on the measure of aggressive behaviour and IQ. EG1 was given intervention through ABCS model and EG2 was given intervention through Premack's Principle. Control group was given no treatment but was given pre-test and post-test on the criterion measure of aggression and IQ.

**Sample**

The initial sample of the study comprised 33 mentally retarded children. These 33 children were administered Vineland Social Maturity Scale (VSMS), Developmental Screening test (DST), Stanford Binet Intelligence Scale (SBIS), and Behaviour Problems Inventory (BPI). On the basis of these tests, the children who fulfilled the following criteria were included in the final sample.

(i) Children who fall in the age group of 9-14 years
(ii) Children who had development quotient (DQ) comb between 30-60 on the basis of VSMS, DST and SBIS tests, and
(iii) Children who scored between 15 to 28 on
aggressive behaviour in the Behaviour Problems Inventory.

In the final sample, only 18 children were selected.

**Tools**

1. Behaviour Problems Inventory (BPI) by Muralidharan (1961)
2. Vineland Social Maturity Scale (VSMS, Nagpur Adaptation) by Malin (1965)

**4. Standford-Binet Intelligence Scale (SBIS) Hindi adaptation by Kulshreshtha (1960)**

**Statistical Analysis**

The following statistical techniques were employed:

1. Raw scores of VSMS, DST and SBIS were converted into DQ1, DQ2, DC3 and DQcomb.
2. Means and SDs of all variables were obtained.
3. t-test was applied to test the effectiveness of two behaviour modification techniques.

**Results**

**Table 1: Mean differentials between pre-test and post-test scores of EG₁, EG₂ and CG in aggressive behaviour**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Test</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG₁</td>
<td>Pre-test</td>
<td>18.8</td>
<td>5.7</td>
<td>7.47</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>12.0</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EG₂</td>
<td>Pre-test</td>
<td>15.5</td>
<td>1.9</td>
<td>4.09</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>12.5</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CG</td>
<td>Pre-test</td>
<td>18.5</td>
<td>5.4</td>
<td>0.91</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>18.2</td>
<td>4.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant t-values were found between the pre-test and post-test scores with regard to aggressive behaviour for experimental groups. On the other hand, insignificant t-values were found between the pre-test and post-test scores with regard to aggressive behaviour for control groups. The results indicate that both ABCS model and Premack's Principle were effective in reducing the aggressive behaviour of school going mentally retarded children.

**Table 2: Mean differentials between post-test scores of EG₁-CG and EG₂-CG with regard to aggressive behaviour**

<table>
<thead>
<tr>
<th>Groups Compared</th>
<th>Test</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG₁-CG</td>
<td>Post-test of EG₁</td>
<td>12.0</td>
<td>3.5</td>
<td>2.62</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Post-test of CG</td>
<td>18.2</td>
<td>4.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EG₂-CG</td>
<td>Post-test of EG₂</td>
<td>12.5</td>
<td>2.1</td>
<td>2.47</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Post-test of CG</td>
<td>18.2</td>
<td>4.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean differentials (t-values) between EG₁-CG and between EG₂-CG on the basis of post-test scores of aggression were found significant. It can be concluded that both ABCS model and Premack's Principle were effective in reducing the aggressive behaviour of school going mentally retarded children.
Table 3: Mean differentials between reduced scores of EG₁-EG₂ with regard to aggressive behaviour

<table>
<thead>
<tr>
<th>Groups Compared</th>
<th>Test</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG₁-EG₂</td>
<td>Reduced Scores of EG₁</td>
<td>6.8</td>
<td>3.5</td>
<td>2.47</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>Reduced Scores of EG₂</td>
<td>3.0</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean differentials (t-values) between EG₁ and EG₂ of aggressive behaviour on the basis of reduced scores were found to be significant, meaning thereby that the ABCS model was more effective than the Premack’s Principle in reducing the aggressive behavior of school going mentally retarded children.

Table 4: Mean differentials between in the pre-test and post-test scores of aggression and other behavior problems of EG₁, EG₂, and CG

<table>
<thead>
<tr>
<th>Problem</th>
<th>Group</th>
<th>Test</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression</td>
<td>EG₁</td>
<td>Pre-test</td>
<td>18.8</td>
<td>5.7</td>
<td>7.47</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td>12.0</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EG₂</td>
<td>Pre-test</td>
<td>15.5</td>
<td>1.9</td>
<td>4.09</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td>12.5</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG</td>
<td>Pre-test</td>
<td>18.5</td>
<td>5.4</td>
<td>0.91</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td>18.2</td>
<td>4.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other behavior problems</td>
<td>EG₁</td>
<td>Pre-test</td>
<td>68.8</td>
<td>9.4</td>
<td>7.05</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td>56.3</td>
<td>8.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EG₂</td>
<td>Pre-test</td>
<td>55.0</td>
<td>3.2</td>
<td>4.35</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td>51.2</td>
<td>3.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG</td>
<td>Pre-test</td>
<td>59.5</td>
<td>6.02</td>
<td>2.32</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
<td>58.2</td>
<td>5.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant t-values were obtained between the differences of pre-test and post-test scores of reduction of other behaviour problems of both the experimental groups. It means that a decrease in aggression leads to a decrease in other behaviour problems of school going mentally retarded children. Further, there is no significant reduction of aggressive behaviour as well as other behaviour problems of the control group.

Conclusions

In the light of the findings of the present study, the following major conclusions have been drawn:

1. With regard to the effectiveness of various behaviour modification techniques, ABCS model and Premack’s Principle effectively reduced the aggressive behaviour of school going mentally retarded children.

2. ABCS model is more effective than Premack’s Principle in reducing the aggressive behaviour of school-going mentally retarded children.

3. The reduction in aggression leads to a decrease in other behaviour problems of school going mentally retarded children.
Implications

Following are the major implications of the present study:

1. The mentally retarded children have special needs and they need special education, so they can be benefited from these techniques.

2. Mental retardation is associated with many behaviour problems, aggression being a major one. These techniques can be effectively used in the reduction of aggressive behaviour of school going mentally retarded children.

3. These behaviour modification techniques can be successfully utilized in the reduction of other behaviour problems like sense of self-inadequacy, non-compliant behaviour etc.

4. These are quite easy methods of teaching and even parents with the help of the special educator can use and apply these methods for teaching their children.

5. Reduction in the behaviour problems with these techniques can help in bringing these children somewhat at par with the normal children.

6. These techniques can be used to reduce the developmental deficits of school going mentally retarded children.

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</tbody>
</table>
Conflict Management Styles of Undergraduates in Relation to their Emotional Intelligence

Mrs Amrita Bhullar*

Abstract

The present study was undertaken with a view to study the conflict management styles of undergraduates in relation to their emotional intelligence. The sample comprised 471 male and 483 female undergraduates from four Govt. colleges of Chandigarh. The tools used for the study were Thomas - Kilmann Conflict Mode Instrument by Thomas-Kilmann (2007) and Know Your EQ (Emotional Quotient test) by Chadha and Singh (2006). Results indicated significant difference between male and female undergraduates in their use of conflict management styles. The male undergraduates were found to be more competing and avoiding than their female counterparts while dealing with conflicts; the female undergraduates were more collaborating and accommodating than the male undergraduates. Further, there were significant differences in the competing, collaborating, avoiding and accommodating conflict management styles in relation to the emotional intelligence of undergraduates.

Introduction

Conflict is inevitable in any interpersonal relationship or among members of any group. People encounter various types of conflicts in many life situations and vision of what is really appropriate to do. Conflict and conflicting situations are most evidently viewed in adolescence and early adulthood as these are the phases of heightened energies and emotions in a person's life. Most adolescents find the conflict in their personal relationships quite stressful, thus any conflict at this time becomes overwhelmingly unbearable (http://www.ncta-testing.org).

Ability to manage conflict is in fact one of the most important social skills that an individual can possess. In psychological terms, conflict management is the skillful art of dealing with conflict which is unique to every individual. An individual may use different strategies to deal with conflict which we call the conflict management styles. While dealing in a conflicting situation, an individual might try to satisfy his own viewpoint without listening to anybody else; might mellow down and give up; or further might tread a middle path to satisfy himself and the other. The conflict management style that he chooses depends upon him as an individual. It is affected by many traits of his individuality including his intelligence and personality (http://www.ncta-testing.org).

Conflict management has always been a subject of research in management but much work has not been done on it in the education. Some recent studies have identified some psychological skills such as emotional intelligence, communication skill, leadership skill, assertiveness skill, self-efficacy, critical thinking skill and a host of others that can stimulate positive general behaviour in individuals including conflict management behaviour, not much has been done relating to the specific effects of the skills on conflict management styles of humanities undergraduates.

There are many strategies that can be used in conflict situations, but everybody tends to habitually use some strategies more often than others. To most effectively resolve a conflict, one should use the strategy that is most appropriate.

*Research Scholar, Deptt. of Education, P.U., Chandigarh
for that particular conflict situation.

Emotional intelligence refers to abilities for identifying, processing and managing emotions in both self and others (Goleman, 2001). According to Singh (2006), the key dimensions constituting emotional intelligence are:

(a) Emotional competency: The capacity to tactfully respond to emotional stimuli elicited by various situations; having high self-esteem and optimism; communication skills; ability to tackle emotional upsets such as frustrations, conflicts, egoism and inferiority complexes; enjoying emotions; doing what succeeds; ability to relate to others; emotional self-control; capacity to avoid emotional exhaustion such as stress and burn out and learning to avoid negativity of emotions.

(b) Emotional maturity: The ability to evaluate emotions of oneself and others; identify and express feelings; balance the state of heart and mind; appreciate others' point of view; develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible.

(c) Emotional sensitivity: Being honest in interpersonal dealings, interpreting emotional cues truthfully; realizing communicability of emotions, moods and feelings; and having an insight into how others evaluate and relate to a person.

Objectives:
1. To compare the conflict management styles of male and female undergraduates.
2. To study the conflict management styles of undergraduates in relation to their emotional intelligence.

Hypotheses
The following hypotheses were formulated to test the objectives:
1. There will be significant differences in the conflict management styles of male and female undergraduates.
2. There will be significant differences in the conflict management styles of under graduates in relation to their emotional intelligence.

Design of the Study
The present study is essentially a descriptive research which uses the comparative method in interrelationship studies.

Sample
The investigator conducted the survey in four Govt. colleges of Chandigarh. The third year students from the humanities stream were considered for the research. The sample comprised of 1000 students which included 500 males and 500 females. The sampling was purposive in nature. After eliminating the respondents with incomplete responses, the final sample comprised of 954 undergraduates, which included 471 male undergraduates and 483 female undergraduates.

Tools:
The following tools were used for data collection in the present study:
2. Know Your EQ (Emotional Quotient test) by Chadha and Singh (2006)

Statistical Analysis
t-test was applied to compare the male and female undergraduates on the variables of conflict management styles and emotional intelligence.
Results and Discussion

Table 1: Mean differentials in conflict management styles of male and female undergraduates

<table>
<thead>
<tr>
<th>Conflict management style</th>
<th>Mean Male</th>
<th>S D Male</th>
<th>Mean Females</th>
<th>S D Females</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competing</td>
<td>5.153</td>
<td>2.171</td>
<td>2.035</td>
<td>7.492</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>Collaborating</td>
<td>6.423</td>
<td>1.999</td>
<td>1.789</td>
<td>6.880</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>Compromising</td>
<td>6.601</td>
<td>1.804</td>
<td>1.874</td>
<td>6.674</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Avoiding</td>
<td>5.136</td>
<td>2.111</td>
<td>2.141</td>
<td>6.625</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>Accommodating</td>
<td>6.688</td>
<td>1.996</td>
<td>2.160</td>
<td>7.479</td>
<td>0.01</td>
<td></td>
</tr>
</tbody>
</table>

Results entered in Table 1 regarding the differences in the conflict management styles of male and female undergraduates indicate that there are significant differences in the mean scores of male and female undergraduates in competing (t=7.492), collaborating (t=6.880), avoiding (t=6.625), and accommodating (t=7.479) conflict management styles. Further, the difference in the mean scores of male and female undergraduates in the compromising style of conflict management (t=0.674) is not significant. In the competing style of conflict management, the mean score of male undergraduates (M=5.153) is greater than the mean score of female undergraduates (M=4.133) which indicates that the male undergraduates use the competing conflict management style more often than the female undergraduates. It can be interpreted that as compared to females, males are more assertive but uncooperative. When competing, the male undergraduates pursue their own concerns at the other person's expense using whatever power seems appropriate to win their position as compared to the female undergraduates. The results given in this table further show that the mean score of female undergraduates in the collaborating conflict management style (M=7.267) is higher than the mean score for male undergraduates (M=6.423), which means that female undergraduates tend to be more assertive as well as cooperative as compared to their male counterparts. The results entered in this table reveal that the mean score of male undergraduates in the avoiding conflict management style (M=5.136) is greater than that of female undergraduates (M=4.224). It can be interpreted that the males try to win their position and use the competing conflict management strategy, but when it cannot be done, they tend to be more unassertive as well as uncooperative as compared to the female undergraduates. Table 1 also shows significant t-value between the mean scores in accommodating conflict management style of male and female undergraduates. The mean scores of female undergraduates are higher (M=7.696) than the mean scores of male undergraduates (M=6.688). It means that in a conflicting situation, the females neglect their own concerns to satisfy the concerns of the other person.

Table 2: Mean differentials in the competing conflict management style (CMS) of undergraduates with low and high scores in emotional intelligence (EI)

<table>
<thead>
<tr>
<th>Dimension of emotional intelligence</th>
<th>Groups</th>
<th>Mean (N=258)</th>
<th>S D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>Low</td>
<td>5.767</td>
<td>1.957</td>
<td>9.689</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.050</td>
<td>2.067</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>Low</td>
<td>5.023</td>
<td>2.115</td>
<td>3.821</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.314</td>
<td>2.102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Low</td>
<td>5.198</td>
<td>2.217</td>
<td>4.662</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.302</td>
<td>2.145</td>
<td></td>
<td></td>
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<tr>
<td>Emotional intelligence (total)</td>
<td>Low</td>
<td>5.543</td>
<td>2.025</td>
<td>8.498</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.031</td>
<td>2.015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: Mean differentials in the collaborating conflict management style (CMS) of undergraduates with low and high scores in emotional intelligence (EI)

<table>
<thead>
<tr>
<th>Dimension of emotional intelligence</th>
<th>Groups</th>
<th>Mean (N=258)</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>Low</td>
<td>6.035</td>
<td>1.905</td>
<td>8.160</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.388</td>
<td>1.860</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>Low</td>
<td>6.581</td>
<td>1.864</td>
<td>2.888</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.074</td>
<td>2.005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Low</td>
<td>6.341</td>
<td>1.900</td>
<td>4.777</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.147</td>
<td>1.933</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional intelligence (total)</td>
<td>Low</td>
<td>6.252</td>
<td>1.919</td>
<td>6.824</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.380</td>
<td>1.834</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Mean differentials in the compromising conflict management style of undergraduates with low and high scores in emotional intelligence (EI)

<table>
<thead>
<tr>
<th>Dimension of emotional intelligence</th>
<th>Groups</th>
<th>Mean (N=258)</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>Low</td>
<td>6.252</td>
<td>1.889</td>
<td>2.449</td>
<td>0.05</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>6.647</td>
<td>1.776</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>Low</td>
<td>6.539</td>
<td>1.945</td>
<td>0.697</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>6.659</td>
<td>1.711</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Low</td>
<td>6.442</td>
<td>1.840</td>
<td>1.928</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>6.748</td>
<td>1.767</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional intelligence (total)</td>
<td>Low</td>
<td>6.275</td>
<td>1.992</td>
<td>2.780</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>6.725</td>
<td>1.748</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Mean differentials in the avoiding conflict management style (CMS) of undergraduates with low and high scores in emotional intelligence (EI)

<table>
<thead>
<tr>
<th>Dimension of emotional intelligence</th>
<th>Groups</th>
<th>Mean (N=258)</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>Low</td>
<td>5.779</td>
<td>1.899</td>
<td>8.176</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.298</td>
<td>2.204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>Low</td>
<td>5.182</td>
<td>2.272</td>
<td>3.791</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.453</td>
<td>2.091</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Low</td>
<td>5.341</td>
<td>2.189</td>
<td>5.805</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.244</td>
<td>2.102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional intelligence (total)</td>
<td>Low</td>
<td>5.779</td>
<td>2.048</td>
<td>9.072</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4.112</td>
<td>2.124</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6: Mean differentials in the accommodating conflict management style (CMS) of undergraduates with low and high scores in emotional intelligence (EI)

<table>
<thead>
<tr>
<th>Dimension of emotional intelligence</th>
<th>Groups</th>
<th>Mean (N=258)</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity</td>
<td>Low</td>
<td>6.167</td>
<td>1.869</td>
<td>8.383</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.616</td>
<td>2.055</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>Low</td>
<td>6.674</td>
<td>2.188</td>
<td>4.495</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.508</td>
<td>2.020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Low</td>
<td>6.678</td>
<td>2.207</td>
<td>4.776</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.558</td>
<td>1.970</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional intelligence (total)</td>
<td>Low</td>
<td>6.151</td>
<td>1.881</td>
<td>9.549</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>7.752</td>
<td>1.927</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results entered in Tables 2, 3, 4, 5 and 6 reveal that there are significant differentials in the conflict management style and emotional intelligence of undergraduates. The significant differences in the competing conflict management style of undergraduates with low and high scores in emotional intelligence and its components suggest that the undergraduates who have low scores in sensitivity, maturity, competency and emotional intelligence (total) tend to be more competing than their counterparts with high scores in components of emotional intelligence. There are significant differentials in the collaborating conflict management style of undergraduates with low and high scores in emotional intelligence and its components. The undergraduates who have high scores in sensitivity, maturity, competency and emotional intelligence (total) tend to be more collaborating than their counterparts with low scores in various components of emotional intelligence.

Further, the significant differentials between compromising conflict management style and sensitivity and emotional intelligence (total) indicates that undergraduates with low sensitivity and emotional intelligence (total) are higher in the use of compromising conflict management style. On the other hand, the undergraduates with low and high score in maturity and competency components of emotional intelligence do not differ in the use of compromising conflict management style. The undergraduates scoring low in sensitivity, maturity, competency and emotional intelligence (total) use the avoiding conflict management style more often than their counterparts with low scores in sensitivity, maturity, competency and emotional intelligence (total), as is indicated by significant differences in the means of emotional intelligence and avoiding conflict management style. On the contrary, the undergraduates scoring low in sensitivity, maturity, competency and emotional intelligence (total) use the accommodating conflict management style less often as is indicated by statistically significant mean differences in components of emotional intelligence and accommodating conflict management style.

**Educational Implications**

Following are the major implications of the present study:

1. The study is beneficial to know the conflict management styles of undergraduates. It would help the parents and the teachers to know their wards better. The knowledge of conflict management style can be beneficial in figuring out the reasons behind specific behaviors of
undergraduates.

2. The undergraduates can be trained to use their conflict management style effectively. The favorable conflict management style can be used effectively and the use of unfavorable style can be limited.

3. The emotional intelligence of the undergraduates can be helpful in choosing specific profession apt to their interest.

References


