COPING WITH FAMILY CONFLICT: STRATEGIES USED BY SECONDARY SCHOOL STUDENTS IN LUNGLEI, MIZORAM

A dissertation submitted in the fulfillment of the requirements of the Degree of Master of Philosophy in Social Work

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Certificate

This is to certify that the dissertation, "*Coping with Family Conflict: Strategies Used By Secondary School Students In Lunglei, Mizoram*" for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student's bonafide research.

The scholar has fulfilled all the required norms laid down for the M.Phil Regulations by the Mizoram University. The dissertation has not been submitted for award of any degree in this or any other university or institute of learning.

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Declaration

I, Lalduhsanga Sailo, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to the best of my knowledge, to anybody else; and that the dissertation has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Social Work.

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Chapter I

INTRODUCTION

The study attempts to understand the challenges and coping strategies of school-going adolescents who are undergoing Family Conflict.

In this chapter, the introduction and concept of the study as well as the concept of family, coping, types of coping strategies, adolescence, family conflict, causes of family conflict, types of family conflict, statement of the problems, research objectives and research question are discussed.

1.1 Family

Family is a primary institution and one of the most important social institutions for human being, it is a place where most of the world's population lives. According to Burgess & Locke, (1976) "Family is a group of persons united by ties of marriage, blood or adoption constituting a single household interacting with each other in their respective social role of husband and wife, mother and father, brother and sister creating a common culture". Family plays a vital role in the socialization of individuals; it has a profound impact on children's behavior, attitudes and maturity of emotions. The children's personalities are formed by his/her experiences in which where they live.

MacIver and Page, (1977) Family is a group defined by a sex relationship, sufficiently precise and enduring to provide for the procreation and upbringing of children. Family stability plays an important role in developing the capacity of the individuals; it depends on the environment of a persons' the behavior, psychological and social development can be different because the individual learns the social interaction, participation in everyday life as well as the personal independence from the environment.

According to Lundberg (1956), the following are the basic functions of family:

(1) Regulation of sexual behavior.

(2) Care and training of the children.

(3) Cooperation and division of labour.

(4) Primary group satisfaction.

1.2 Coping

The word "cope" is derived from the Latin word "colpus" meaning "to alter" and, Webster's Dictionary define as, "dealing with and attempting to overcome problems and difficulties. Coping is a conscious effort to resolve a stressor a difficulty of intrapersonal or interpersonal nature, in order to manage or minimize stress or conflict (Sahaya & Selvam 2014). Pearlin & Schooler, (1978) defined Coping strategies (or specific coping responses) as "behaviors, cognitions, and perceptions in which people engage when actually contending with their life problems".

1.2.1 Types of coping strategies (Lazarus & Folkman, 1984)

Problems are a part of human nature, in order to tackle or solve problems, there is a need for coping strategies, depending on the person and environment how he/she tackle the problems may differ. Mature coping skills help in dealing with life's difficult challenges in a healthy and productive way.

Appraisal-focused: Directed towards challenging one's own assumptions; it could be adaptive but cognitive-based (Eg. Denial or Reframing)

Problem-focused Problem focused strategies aim to remove or reduce the cause of the stressor, including: problem-solving, Time-management and obtaining instrumental social support. Eg. Prevention/moving away from the stressor; or learning new skills.

Emotion-focused Coping - Emotion-focused coping involves trying to reduce the negative emotional responses associated with stress such as embarrassment, fear, anxiety, depression, excitement and frustration. Eg. Distracting oneself, or systematically relaxing.

Meaning-focused Coping - aimed at deriving meaning from stressful experience (eg. What can I learn from this?)

1.3 Adolescence

Adolescence is a transition between childhood and adult life, is one of the most dynamic stages of human development. Adolescence has usually been thought of as a period characterized by good health; however, adolescents have been face significant challenges that can result in physical, emotional, and social morbidities. The challenges can be high-risk behaviors such as alcohol, tobacco, and other drug use, and sexual behaviors

The growth and changes in adolescence usually begins at about ages 10 to 12 in girls and 12 to 14 in boys and is complete at around age 17 to 19 in girls and 20 in boys (Hofmann & Greydanus, 1997)

The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19 years of age. It is a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities. Adolescents who have the opportunity to develop a relationship with an adult role model (parental or otherwise) are more successful than their peers in coping with the everyday stresses of life.

Generally in India, adolescents are in the secondary school going age. Adolescence has been considered as a period of storm and stress (Hall 1904) due to the many changes experienced; including physical maturation, drive for independence, increased salience of social and peer interactions, and brain development (Blakemore, 2008; Casey, Getz, & Galvan, 2008; Casey, Jones, & Hare, 2008). Secondary education in India has been categorized as Grades 9-12, covering age between 14-18 years (National Education Policy 2020).

1.4 Family conflict

Coser (1956) state that conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure or eliminate the rival.

Family conflict involves active opposition and argument between family members (Marta & Alfieri, 2014). It depends on the nature of family relationships, family conflict may inform, including verbal, physical, sexual,

financial, or psychological. Conflicts may involve different combinations of arguments within family members: it can be conflict within the couple or between parents and children or, between siblings.

Children behaviour are influenced by his/her observation on parental conflict, the experience of family conflict may lead to act as anti-social behavior (Grych & Fincham, 1990).

According to Achenbach and Rescorla (2004), child behavior problems are maladaptive dysfunctional behaviors of children and can be categorized into two large groups, namely, externalizing behavior problems and internalizing behavior problems that involve experiences of stress, which represents reactions directed inward.

Divorce and parental infidelity often lead to unhealthy and risky behaviors to their child, in term of poor attachment styles, and relationship with others which may effect on the present time and in the future for children in the family (Sori, 2007).

Divorce is prevalent in the United States today as over 50% of marriages end in dissolution and 50% of children will be impacted by divorce (Lansford, 2009). Researchers have shown that divorce has important psychosocial effects on children, sometimes resulting in insecure attachment styles, behavioral problems, health-compromising behaviors, cognitive and social deficits, psychological distress, poor academic achievement, and poor self-concepts (Crowell, Treboux, & Brockmeyer, 2009).

1.4.1 Causes of Family Conflict

Close and good relationships in the family give joy and support for the family members, lack of good relationships can also bring familial problems and stress among those family members, especially when they do not know how to cope with family stress (Singh, 2012). Causes of family conflicts may include:

- Separation or divorce of parents.
- Friction among family members.
- Loss of happiness in the family.
- Lack of communication among family members.
- Disagreements on bringing up children.
- Lack of family time and togetherness.

• A child or teenager asserting his or her independence.

• Children showing disrespect towards family members.

• Disagreements among siblings.

• Difference of opinion over career direction, land disputes, or transfer of property.

• Difference in age, gender, and culture between family members.

• Change in financial conditions, division of income, or disagreements over money.

• Needs or requirements of one or both partners that don't get met.

1.4.2 Types of Family Conflict (Rachel Pancare, 2017)

Extramarital Affairs – Extramarital affairs include unfaithfulness between couples, separation or divorce, lacks of emotional support, intimacy, respect or admiration, selfishness.

Financial Difficulties - Financial problems are one of the most important causes of divorce. When disagree occurs between couples on how, where or when money is spent, financial stress can take place. Unemployment may also one of the causes of financial difficulties.

Communication Failure - Communication issues that can cause conflict in the family, including using of offensive language, doing the opposite of what others say, and lack of time for sharing

Parenting Issues – Parenting issues includes disagreement on whether to have child, problems on parenting style which may bring stressful and family conflict.

1.5 Statement of the problem

Adolescence, as characterized by several studies, is a period of stress and strain (Hall, 1904) as well as that of identity vs. role confusion (Eric Eriksson). Adolescent behavior is influenced by so many factors other than formal education. Behavior is affected by family relationship, support, or conflict as well as by other elements in the adolescent's environment. Several studies have shown how parenting style, parent-child relationship, parental substance abuse, marital conflict, financial strains, and lack of family communication have adverse effects on adolescent behavior and academic performance. An adolescent unable to handle family environment and conflict may resort to negative coping and risk behaviors such as drugs, pre-marital sex, deviance and depression further hampering one's future career and well-being.

It becomes imperative to understand the various ways how family conflict affects a school-going adolescent especially the emotional and behavioral challenges. Along with this, the coping strategies used by adolescents as well as availability of social support for them and their families need to be identified. This study attempts to understand how family conflict affects school-going adolescents' behavior and wellbeing in Mizo society. It also seeks to identify the social support system available for them and what measures can be taken to strengthen the Mizo family system.

1.6 Objectives of the Study

The following are the objectives of the study-

i. To understand the types of familial conflict prevalent in Mizo communities.

ii. To identify the family-related challenges experienced by Secondary School students in Lunglei.

iii. To understand the social support and coping strategies of adolescents in times of family conflict

iv. To suggest suitable social work intervention to strengthen family system.

1.6.1 Research Questions

1. How are adolescents affected by communication pattern within the family?

2. How does divorce affect the adolescent's identity and academic performance?

3. Whom do an adolescents turn to for support in time of family conflict?

4. Does parent-child bonding affect the use/abstinence from substance use and other forms of deviance?

5. How does Mizo society address issues related to family conflict?

1.7 Chapter Scheme

The study is arranged into five chapters. The first chapter gives introduction to the concept of Family, Coping, coping strategies, Adolescence, Family conflict, Causes of family conflict and types of family conflict.

The second chapter is dedicated entirely to the review of literature related to family conflict and its effect, based on research findings.

The third chapter describes the research methodology. It includes the objectives of the study, research design, and sampling, tools of data collection and data processing, analysis and operational definitions.

The fourth chapter comprises of the findings and discussion presented in the form of tables, figures, case studies and interview highlights.

The fifth chapter concludes the study by summarizing the findings as well as making suggestions for social workers, policy makers and research scholars.

In this chapter the introduction of research topic was discussed, which include meaning and concept of family, coping, types of coping strategies, adolescence, family conflict, causes of family conflict, types of family conflict, statement of the problems, research objectives and research question. In the next chapter review of literature will be discussed.

Chapter II

LITERATURE REVIEW

In the previous chapter, the introduction and concept of the study as well as concepts like family, coping, types of coping strategies, adolescence, family conflict, causes of family conflict, types of family conflict, statement of the problems, research objectives and research question were discussed. In this chapter, the reviews of literature is discussed in 4 sections; the first section discusses studies related to family influence on Adolescence behavior, section two discusses studies on Family Conflict and Adolescence, section three contains studies on coping strategies of adolescents and studies on Social support while section four highlights the research gaps.

Review of related literature involves the systematic identification and analysis of documents containing information related to the research problem or study. The literature review provides the researcher with an opportunity to identify and understand of the research problem which includes theoretical background, dimensions and any gaps that exist in the body of literature or study. The literature review helps the researcher to formulate research objectives, research question and methodology.

2.1 Studies on family influence on Adolescent behaviour

According to **Pirskane (2019),** Family is the first social instituion for emotional learning. A close emotional bonding and adequate communication and relationship between children and parents help the children in order to achieve emotionally and socially competent, responsible, independent and confident.

There are several studies which have found that social environment plays a role in shaping the personal behavior of the child. Behavior of child is shape depends upon parenting style; parenting style may be external environment, support, love, affection and opportunities. Effective communication between parents and children has ultimately outcome that effect child behavior. **(Rashid Zaman, Arslan, Malik & Mehmood, 2017; William D. Tillier Calgary Alberta, 2019; Gerrig & Zimbardo, 2002**).

A life of children is influence by their parents, the more connection between adolescence and their parents; the less likely they are to commit acts of substance use and delinquency, specifically violence (**Worthman, Tomlinson & Borus, 2016**).

Substantial literature suggests that supportive family and parenting behaviors may effects adolescents' behavior from engaging in early and risky sexual activities, and regular family activities and hostile parenting during mid-adolescence may leads to lower sexual risk behaviors during late adolescence **(Coley, Medeiros & Schindler, 2008).**

There are several studies which have found that spending family time together has an influence on children's development. Family time has significantly related to children's development on social/emotional, cognitive and language, family strengths also has significantly related child's development (**Amato et. Al, 2013; Ellington, 2011; Laurent, Kim & Capaldi, 2008**).

There are several studies which have found that there were generational patterns of conflict and that children often learn their behaviors from generations before. Children and adults can be highly adaptive and resilient when experiencing family conflicts and that strength may decrease negative implications such as higher likelihood of relational struggles and patterns of negative conflict. Much of the literature reviewed regarding family conflict supports that friendships have impact on child's development in a negative and positive way of bahavour (**Kearns & Lee, 2015; Borst, 2005; Breinbauer & Maddaleno, 2005**).

Rambha (2008) found that a large number of the adolescents suffer from emotional, behavioural and mental health problems which have their roots in the family environment. These data suggested that establishing a school based mental health service.

There are several studies which have found that family conflict leads to act of anti social behavior by their children, especially pre-adolescents because of experiencing family conflict. Most of the prevalent form of antisocial behavior was swearing or using offensive language. The parent-child relationship has more effect than the family environment, because the child is closer to the parent or parental figure than other family members or

siblings who are in conflict (**Kader & Roman, 2018; Moffitt & T. E. 1993; Gaik & Chong, 2010**).

Martens (1944) estimated that two to three percent of school age children showed behaviour which was severe enough to incapacitate them from regular schools. The behaviour problem child, whether his problems are aggressively acted out or are manifested in quiet withdrawal, influences the behaviour of others around him/her. Often the behaviour problem child becomes a major obstacle to effective class room learning environment.

Several studies have found that adolescent have experience feelings of loneliness, alienation and social isolation, when they do not experience or received a sense of relatedness within their family. Preadolescents' psychological needs, such as their sense of autonomy, competence and relatedness, as well as their externalizing behavior were affected by family conflict in the family environment (**Kader, Child, J. H., Centre, Y. C., & Roman, 2018; Tilburg, 2006**). Adolescents who grow up from poverty are sensitive and at risk for a wide range of psychological problems (**Loyd, 1998**).

Studies showing that parental alcoholism often have lifelong effects on their child, even if the parents give up on alcohol use, the damage must still exist to their child. Alcoholism has effect on family system, especially when the parents are excessive drinkers it leads to dysfunction family. When the parent alcoholic receives a treatment in order to give up, their children also need to take a treatment with the purpose of preventing for not to following what they experience. Marital stress may cause by alcoholism and it can creates an environment which can be emotionally unhealthy for the children, they may feel unsafe to their family (**Buddy T, 2020; Burns, 2010; Zwaluw, Scholte, Vermulst, Buitelaar, Verkes & Engel, 2008; Jacob & Johnson, 1997**).

There are several studies which have found that children who are living in joint family have been show and act better behavior and they have less behavioral problems comparing with the children who are living in nuclear families. Children who have experience good family environment also shown better behavior comparing with a child who are living in poor

family environment (**Lassi, Mahmud Syed & Janjua, 2011; Kauts & Kaur, 2005**).

Healthy family relationship has deeply influences emotional intelligence of the children and adolescents. Family is a place where the children learned to understand and cope with their problems and their physical world (**Greenberg, Baker, Smith, Warren, Brady & Hong, 2013; Ryan, Claessens & Markowitz, 2013**)

Several studies suggest that the quality of the relationship between parent-adolescent has greatly significantly affects to the development of adolescent behaviors. Parenting style has affected the behavior of adolescents, authoritative households' leads to fewer risk behavior than adolescents who are from non-authoritative families. Parenting style also has greatly influence on adolescent's behaviors related to communication and disciplinary, academic achievement and psychosocial adjustment (**Newman K, Harrison L, Dashiff C & Davies, 2008**).

Study was found that rate of suicide attempts was higher among adolescence who have experience hopelessness, family conflict, and contagion, rather than to general emotional disturbance (**Spirito & Esposito-Smythers, 2006**). Study also reveal that who has more likely to use drugs have more suicidal ideation, even who are hopeless and to combine with drugs among adolescent (**Brent, 1987**).

Studies by **Crosnoe, Prickett, Smith & Cavanagh** (2014) conclude that family instability may actually matter more for children in low-income families than for those in higher-income families. If low-income parents have fewer emotional resources on average than those with higher incomes, then parent-child interactions as well as child well-being could suffer more as a result of family change in poorer families.

Savitha (2008) revealed that problems of adolescents are more among the nuclear families, especially where both the parents are working.
Children in nuclear families receive strength and stability from the two-parent structure and generally have more opportunities due to the financial ease of two adults (Blessing 2019).

2.2 Studies on Family Conflict and Adolescence

Children who are experience of Separated and/or divorced parents are expected that to have more problems on emotional, social, behavioral and academic, comparing to children who are still living together with their parents. A higher possibility of being in poverty and poor housing are shown to a child of separated families, and being poorer when they are adults. And at risk in behavioral problems, dropout, becoming sexually active, pregnant, or early marriage, mental health issues, high levels of substance use; smoking and drinking, and drug use during their adolescence and adulthood (**Callan et.al, 2006; Pryor & Rodgers, 2001**).

Jekielek (1998) found that inter-parental conflict affects children's externalizing problems through disrupted mother-child and father-child relationships. Inter-parental conflicts have greater disruptive influence on father-child compared to mother-child relationship.

Al-Qudah (2016) study found that students are facing family problems including communication problems between family members, problems on emotional expression, lack of respect and trust in the relationship with the parents or family members. Depression among adolescents may caused by lack of good relationship within their family or the environment, substance abuse, academic performance, problematic behavior and financial problems (**Chhakchhuak, 2010**)

Studies on youth suicidal behaviors have revealed that psychosocial influences from both the family and peers correlated with suicide attempts and ideation. **Harter et.al** (1992) stated that lack of social support from parents and peers were related to suicide ideation through inducing hopelessness and low self-worth. More recently, **Prinstein et.al** (2000) similarly demonstrated that peer and family functioning related to psychosocial risk factors on children, directly predicted suicide ideation and depressive symptoms in psychiatric patients. It is necessary to understand the significance of the family and peer relationships in the social life/world of children's and adolescents' and how interpersonal relationships can leads to youth at risk of psychopathology (**C.Y.Au, Sing lau & Lee, 2009**).

Family economic instability and hardship was related to aggression and anxiety/depression primarily through two proximal stressors: perceived

economic strain and conflict among family members. Family conflict partially mediated the relation between economic strain and adolescent adjustment, and coping further mediated the relation between family conflict and adjustment (**Wadsworth & Compas, 2002**)

2.3 Studies on coping strategies and Social support for Adolescence

Study reveal that the most used of coping strategies of secondary school students are planning, reinterpreting, active coping and seeking instrumental support (**Cocoradă & Mihalaşcu, 2012**). The study revealed that coping strategies used by adolescent in time of facing problems and stress are distraction, avoiding, dislocation, isolation. Boys used to getting angry on others, going out with friends but did not preferred sharing their problems with others. Girls used to have sharing about their problems with family and friends, and started taking advice from internet (**Priyanka & Kshipra, 2017**)

Social support helps a child to show better health behaviors' because it decreases the amount of stress which can be individual experiences, social coping mechanisms are helpful in order to reducing stress and the stressful situations for their well-being (**Barboza & Thomas 2016**). Higher levels of stress have been linked to poorer health behaviours (**Glaser & Glaser, 1995**).

The study made by **Vaez, Indran, Abdollahi, Juhari & Mansor** (2015) suggested that parents should build healthy communication and resolve the conflicts within their family and must learn a skills of communication and conflict resolution styles to achieved healthy family environment. Parents should consider the child's age, gender, temperament, and previous experience in facing conflict to find a resolution. Open communication in family and sharing their own perception in family is an important factor for adolescents' psychological adjustment. Parents should be given support and guidance in managing stress and to ensure positive child development.

More constructive conflict behaviors are found to have more positive effects on the children, which include positive emotional consequences (e.g. more positive emotional reactions and increased emotional security) and behavioral outcomes (e.g. more prosocial behaviors and less aggressiveness).

Correspondingly, more destructive conflict behaviors are found to result in more negative effects on the children, which have emotional implications (e.g. more negative emotional reactions and decreased emotional security) and behavioral effects (e.g. more aggressiveness and less effective problem-solving strategies) (**Barthassat, 2014; Kouros, Merrilees, & Cummings, 2008; Baron, 1991**).

Social support from peers and the family are important coping resources, lack of social support can influence individuals to self-damaging cognitions and suicidal behavior during stressful life events (**Lau & Lee, 2009**). Thus, a supportive family environment and robust social self-concept could serve as buffers during stressful times. Studies have focused on finding a relationship between psychosocial variables and suicide behaviors, more empirical evidence shows that family cohesion and peer support would moderate the effect of negative cognitions and emotions on suicidal behaviors. Social environment influences stress and coping (**Lalchhandami, 2020**).

2.4 Research gaps

The review of literature found several studies focusing on family forms and types of family challenges. Some have put forward the relationship between family conflict and adolescent violence and aggression. Several studies have also centered around parental alcoholism and its long lasting impact on children's behavior. However, most of these studies have been conducted by Western scholars and may not be fully applicable in the Indian or North Eastern context. The few Indian studies available have mostly focused on praising the joint family system and also most of these studies are from a purely psychological or mental health standpoint.

The lacunae here is that though studies on and related to family are not scarce, yet the emphasis on a Social Work perspective and that which is emic for the Mizo people is only in the initial stages. There are no studies in Mizoram that have specifically identified type of emotional bonding between parent and child; and no studies have been found that focus on the challenges and coping strategies of adolescents in the face of family conflict.

In this chapter, the reviews of studies related to adolescent development and family conflict were discussed based on which research gaps were identified. In the next chapter, the methodology used in the study will be discussed.

Chapter III

METHODOLOGY

In the previous chapter, the analysis of review of literature was discussed. The present chapter discusses the settings and methodology of the present study. The first section presents the profile of the study areas including the core and peripheral communities. The second section deals with the methodological aspects of the present study, and research design, sampling, tools of data collection, data processing, and analysis of the present study. Section three deals with Ethical Considerations and section four discusses Operational Definitions used in the study.

Methodology is the systematic, theoretical analysis of the methods applied to a field of study or research. Methodology helps in understanding which method, set of methods or best practices which can be applied to the study or specific case.

3.1 The setting

The setting of the present study describes profiles of the state of Mizoram and Lunglei Town.

3.1.1 Mizoram

The state of Mizoram is located in the North-Eastern region of India. The erstwhile Lushai Hills District of Assam became a Union territory on 21st January 1972 and received statehood on 20th February 1987. Mizoram is bound on its north by Cachar District of Assam and the state of Manipur; on the east and south by Myanmar, on the west by Bangladesh and Tripura. The state is geographically located between 21.58^{o} to 24.35^{o} N latitude and 92.15^{o} to 93.29^{o} E longitude. The Tropic of Cancer runs through the territory. Its boundary with Myanmar extends 404kms and Bangladesh over 318 kms. Thus it occupies an area of strategic importance having a total boundary length of 722kms with Bangladesh and Myanmar. The length of the state from North to South is about 277kms and the width from East to West is about 121kms. The total area of the state is 21, 081 km^{2}.

As per 2011 census, the population of Mizoram is 1,091,014 consisting of 5, 52, 339 males and 538,675 females. The population density is

52 persons km^2. Among the eight districts, the capital city, Aizawl has the highest population density of 113 persons per km$^2.$ So far Urban Areas are concerned, there are 23 towns in Mizoram. The urban population is 571,771 making up 52.11 percent of the entire state population.

Fig. 3.1- Map of Mizoram

3.1.2 Lunglei

The present study is conducted in Lunglei, Lunglei District Mizoram. As of 2011 Indian Population Census, Lunglei has a population of 137,223 of which males were 71,402 and remaining 65,821 were females. It is the second most populous district in the state, after Aizawl. It is also the largest district in Mizoram with an area of 4,536 km^2 (1,765 sq. mi). Lunglei is located south of the Tropic of Cancer in the southern part of Mizoram. Lunglei Town is located between longitudes 920 42' 45" E – 92050'05" E and latitudes 22048' 18" N to 22056'55" N.
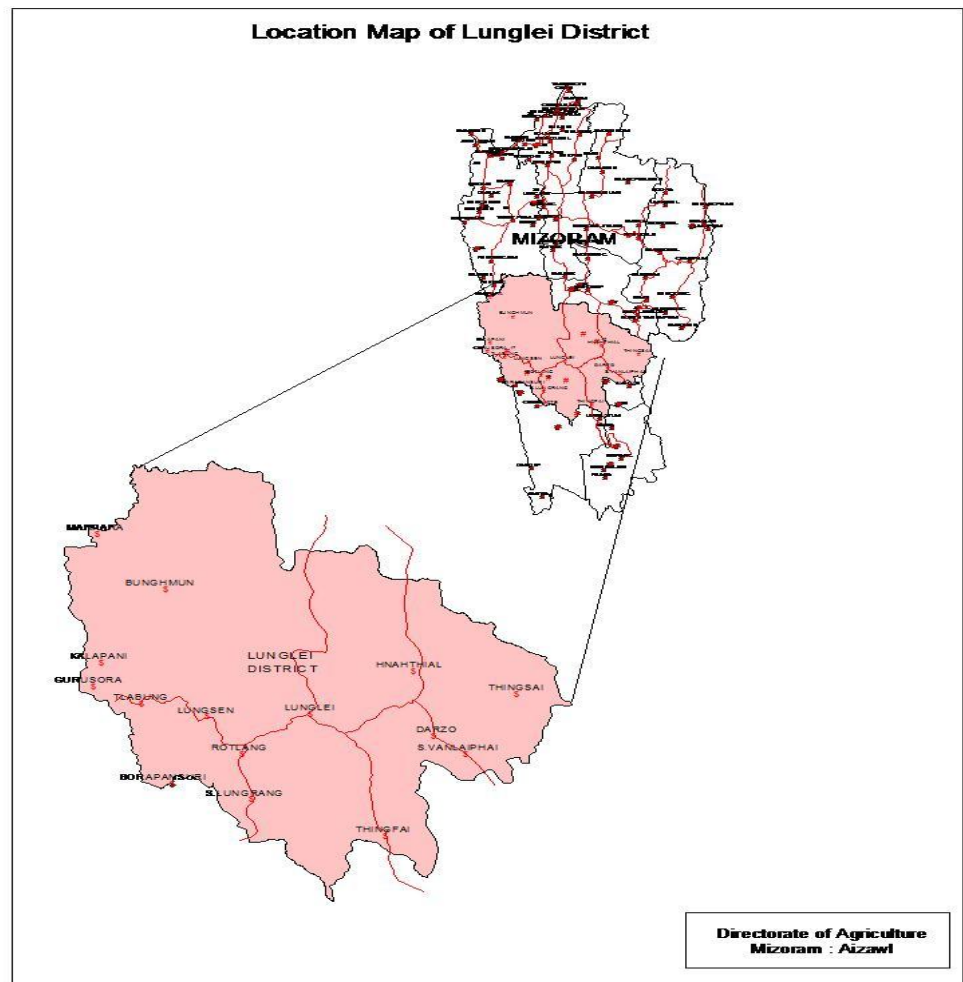
Fig.3.2- Map of Lunglei Town

3.1. 3 Secondary Schools in Lunglei

The following are the secondary schools identified for the purpose of the study:

Sl No.	Name of School	Type of School	Location
1	Government Higher Secondary School, Lunglei	Government	Core
2	Government High School, Lunglei	Government	Core
3	Sacred Heart	Private	Core
4	Holy Faith	Private	Core
5	Baptist Higher Secondary School	Private	Periphery
6	Zomuana Memorial School	Private	Periphery
7	Zotlang Higher Secondary School	Government	Periphery
8	Government Pukpui High School	Government	Periphery

3.2 Research Design

The study is exploratory in nature and makes use of both primary and secondary data. Primary data are collected using both qualitative and quantitative research methods. Field Survey using Interview Schedule was administered among Secondary school students to probe into their family environments and family experiences. Case Interviews were conducted to understand the lived experiences of students who are undergoing family conflict. Secondary data is acquired from books, journals and online research related to the study.

3.2.1 Sampling –

A multi stage sampling procedure was adopted for identification of study sample.

Selection of Study Area

In the first stage, Lunglei town was identified as sample area. In the second stage, all High Schools and Higher Secondary Schools of Lunglei town were identified. In the third stage, selection of two government and two private schools was made based on location (core and periphery). In the fourth stage, field survey was conducted among secondary school students (classes IX-XII) in the selected schools in order to identify those undergoing family conflict.

Due to the Covid situation, all students of the selected school could not be identified and therefore snowball and convenience sampling had to be utilized for conducting the survey.

Selection of Respondents

In the final stage, Students were purposively selected for in-depth interview based on screening. All students of High Schools and Higher Secondary Schools in Lunglei constitute the population of the study. The unit of the study comprise of Individuals (students).

3.2.2 Tools of data collection –

Survey using structured questionnaire was used in order to identify students undergoing family conflict (screening for identification of sample). The tool was constructed based on the Brief Family Relationship Scale (Fok, Allen & Henry, 2011). A Pilot study using structured questionnaire was firstly conducted among 30 respondents. Some modifications were made in the questionnaire in the light of findings from pilot study. The final survey was then conducted using convenience and snowball sampling among secondary school students. The major sections of the questionnaire are Profile of the respondents, types of family conflict, effects of family conflict on adolescents, copping strategies and social support of adolescents who are undergoing family conflict (see appendix).

Interview guide was used for conducting case study with secondary students undergoing family conflict. The respondents for case study were selected from the participants of the survey.

3.2.3. Data Processing and Analysis

Survey findings were processed and analyzed using Microsoft Excel and SPSS software; and presented in the form of simple averages. Case Interviews are presented in the form of first person case narratives.

3.3 Operational Definitions

In this section, some of the important concepts related to the study are presented along with their operational definitions.

3.3.1 Coping- Coping comprises the cognitive and behavioural efforts required to manage the internal or external environment when a level of dissonance exists in a person's perception of their ability and resources to deal with the psychological stress (Lazarus & Folkman, 1984). For the purpose of the study, coping strategies have been understood to comprise of confrontational coping, distancing, escape avoidance, positive reappraisal and self controlling

3.3.2 Family conflict - Family conflict develops when members of a family have different beliefs or viewpoints, when people misunderstand one another, when someone gets hurt feelings and develops resentment, and when miscommunication leads to mistaken assumptions and subsequent arguments (Caprez, 2016). There are different types of family conflict; they are Extramarital Affairs, Financial Difficulties, Communication Failure, Parenting Issues (Pancare, 2017). This study will focus on students who have experience on family conflict; financial difficulties, divorce, domestic violence, substance abuse.

3.3.3 Secondary school - Secondary Stage of education covering 4 years of academic study which is classes 9th-12th. Consisting students aged between 14-18 years. (Draft National Education Policy 2019). The study identifies those students currently studying in Classes IX-XII for inclusion in the survey, irrespective of their age.

3.3.5 Social Support- Social support as an individual's perception that he or she is loved and valued by people in his or her social network (Demaray and colleagues 2005).

3.3.6 Brief Family Relationship Scale (BFRS) - The BFRS is adapted from the 27-item Relationship dimension of the FES (Moos & Moos, 1994), consisting of Cohesion, Expressiveness, and Conflict subscales (9 items each). These subscales measure support, expression of opinions, and angry conflict within a family. The current study uses a pre-tested structured Questionnaire to understand respondent' experience of family conflict, based on BFRS. The tool used has been constructed in the context of Mizo families and modified as per findings from a Pilot Study.

The present chapter discussed the settings and methodology of the present study including the profile of the study areas including the core and peripheral communities, the methodological aspects of the present study, including objectives and research design, sampling, tools of data collection, data processing and analysis of the present study and Operational definitions. The next chapter encompasses the discussion of research findings.

Chapter IV

RESULTS AND DISCUSSION

In the previous chapter, the methodological aspects of the study as well as the research design comprising of sampling, methods of data collection, and tools of data analysis and limitations of the study were discussed. In this chapter, the findings and results are interpreted with descriptive statistics. The findings are discussed in six sections. The first section introduces the Socio-Demographic Details of Respondents, the second section discusses the Perceptions on Family Environment, section three focuses on Family Conflict, section four deliberates upon the Coping and Social Support for Family Conflict and section five discusses on patterns of relationship between respondent particulars and family conflict while section six reflects on Case Studies of adolescents undergoing Family Conflict.

4.1 Profile of Respondents

In this section, the profile of the respondents consists of Socio-Demographic economic, Family Structure and Socio-economic characteristics of respondents.

4.1.1 Socio-Demographic Details of Respondents

A Socio-demographic detail is necessary to know the distribution of the demographic characteristics of the respondents. Which include social-status composition and distribution of a population such as age, gender, ethnicity, education level, income and location.

Figure. 4.1 Gender of Respondents
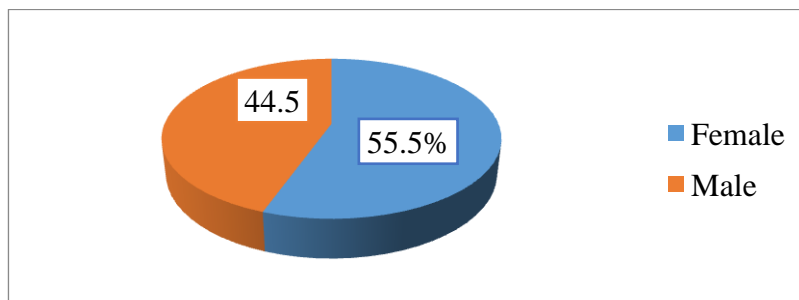
The Socio Demographic details were collected from 211 respondents from different high and higher secondary schools in Lunglei town. The

respondents were identified as per the permission of the school and the convenience and willingness of students. Gender of the respondents were divided into Male and Female

Fig. 4.1 shows that more than half of the respondents (55.5%) were female while more than two fifth of the respondents were (44.5%) male in the study. Due to the pandemic situation, educational institutions were closed at the time of data of data collection. Respondents were identified from among students who visited the schools occasionally and through online platform. More girls (female respondents) consented to participate in the study, and as such the number of female respondents is slightly higher.

Figure 4.2 Age group of Respondents
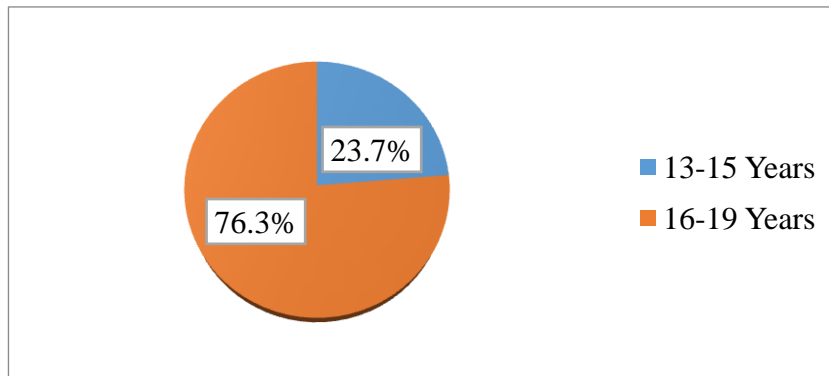
There are three stages of Adolescent Development: Early Adolescence (10-14 years of age), Middle Adolescence (15-16 years of age) and Late Adolescence (17-21 years of age). Secondary education in India has been categorized as Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering age between 14-18 years (National Education Policy 2020). In the study, respondents' age group has been divided into 13 to 15 years and 16-19 years. Age groups of the respondents were divided into age between 10-12 years, 13- 15 years and 16-19 years.

Figure 4.2 shows that majority of the respondents were in the age group of 16-19 (76.3%) which is late adolescence under the three stages of Adolescent Development, while a fourth (23.7%) were aged between 13-15 years of age.

Figure 4.3 School-wise distributions of respondents
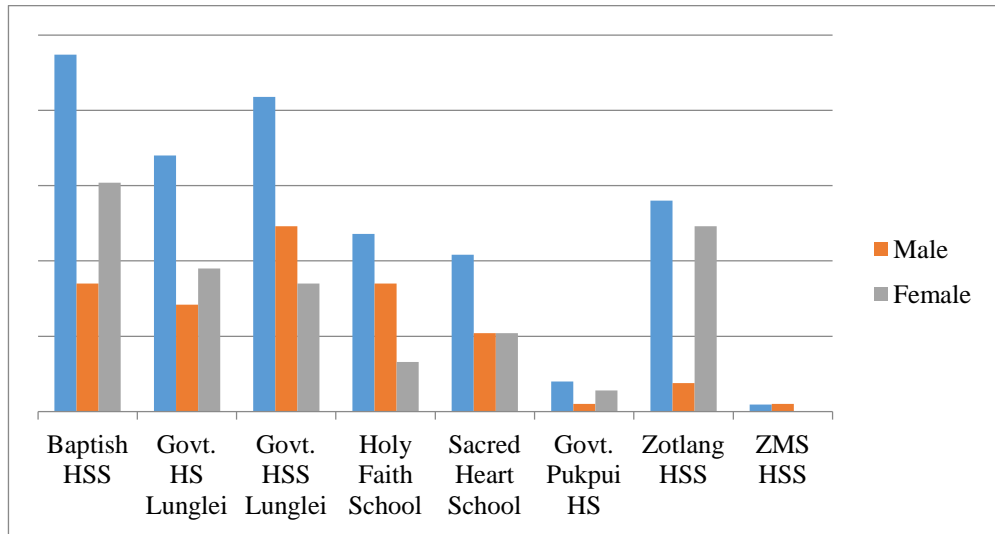
All High Schools and Higher Secondary Schools of Lunglei town were identified. Two Government High School and Higher Secondary were selected (core and periphery) and two private High school and Higher Secondary School were selected for the sample (core and periphery).

Figure 4.3 shows the school-wise distribution of respondents. Almost a fourth (23.7%) of the respondents were from Baptist Higher Secondary School followed by a little more than a fifth (20.85) who were from Government Higher Secondary School, Lunglei. More than a sixth (16.6%) were from Government High School, Lunglei followed by Zotlang Higher Secondary School (14%), Holy Faith (11.85%), Sacred Heart (10.42%), Government Pukpui High School (1.9%) and Zomuana Memorial School (0.47%).

4.1.2 Family Structure

Family structure of the respondents, for the purpose of the study includes Religious Denomination of Respondents, Level of Parents' Community Participation, Family size of Respondents, Type of Family of Respondents, Respondents' Birth order position

Figure 4.1 Religious Denomination of Respondents
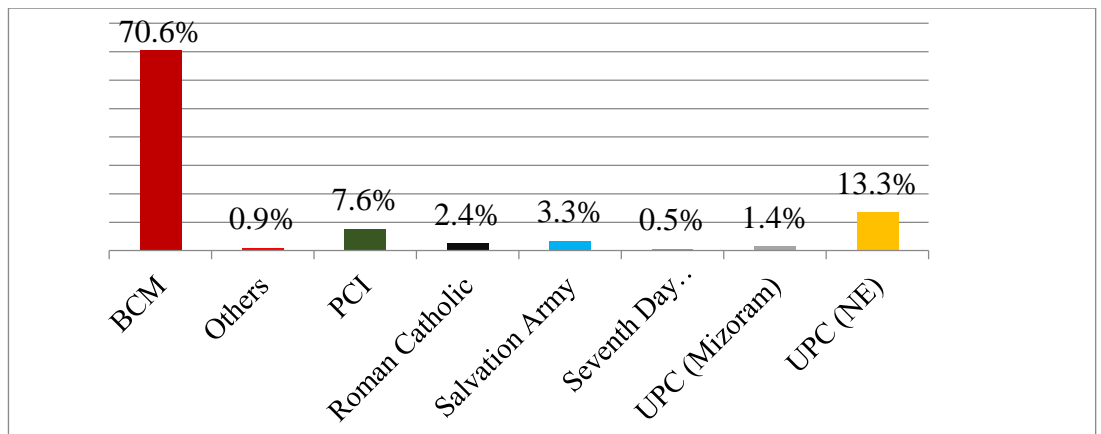
Majority of Mizos (92%) are Christians (National Family Health Survey India 2015-16), but are distributed into different denominations. Majority denomination in Mizoram is Presbyterian but in Southern Mizoram such as Lunglei, the Baptists form the majority. Subsequently, majority of the respondents belonged to Baptist (70.6%) followed by UPC –NEI (13.3%), Presbyterian (7.6%), Salvation Army (3.30%)

Figure 4.2 Level of Parents' Community Participation
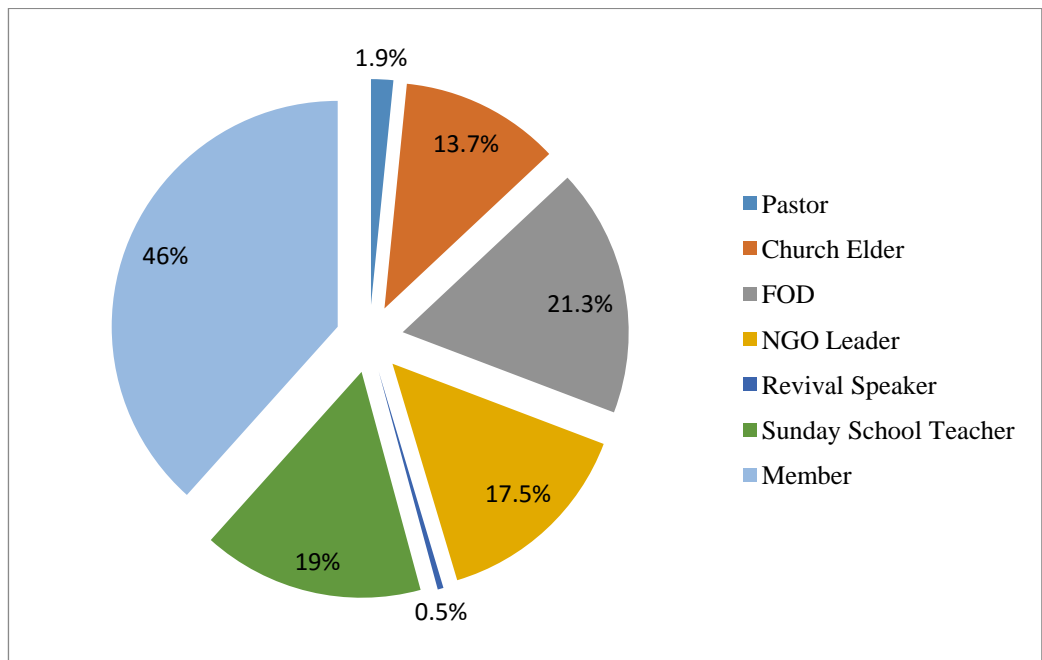
Figure 4.2 shows that parents' involvement in Church & Community. Involvement of a parent/parent(s) in Church and Community is considered important in Mizo family and is often used as a standard to measure the

position and status of family in the community. At the same time, active involvement of parents in such activities may also result in lesser family time which can affect family function and dynamics. Almost half of the respondents' (46%) parents do not have any position in the Church or community, more than a fifth of the respondents (21.3%) parents are active in the Fellowship Organization Department Leader in Church (Sub-groups and Sub-Committees) followed by those who are Sunday School Teachers (19%), Non-Governmental Organization Leaders (17.5%), Church Elders (13.7%), Pastor (1.9%) and Revival Speaker (0.5%).

Figure 4.3 Family size of Respondents
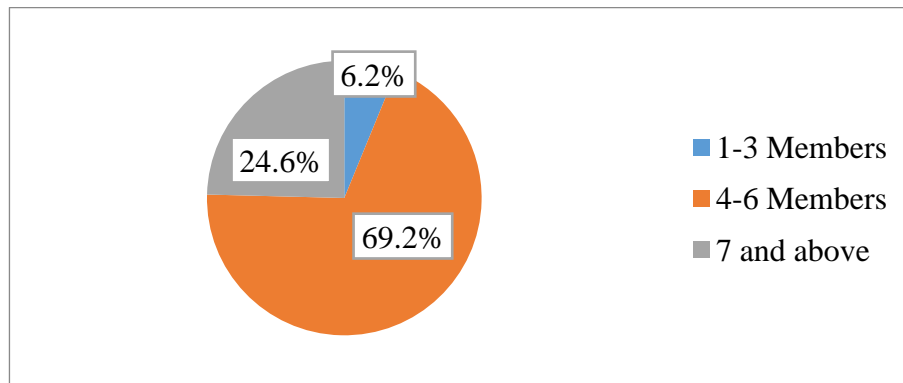
Smaller families tend to result in higher IQ, academic achievement, and occupational performance. Large families produce more delinquents and alcoholics (Wagner, Schubert, Schubert 1985). Figure 4.3 shows that majority of the respondents (69.2%) had 4-6 family members. Almost a fourth of the respondents (24.6%) have 7 and above family members and less than a tenth of the respondents (6.2%) have 1-3 family members. This may reflect the report of District Level Household Survey(2012-2013) undertaken by the Ministry of Health and Family Welfare, Government of India where the household size of Mizoram is 4.5.

Figure 4.4 Type of Family of Respondents
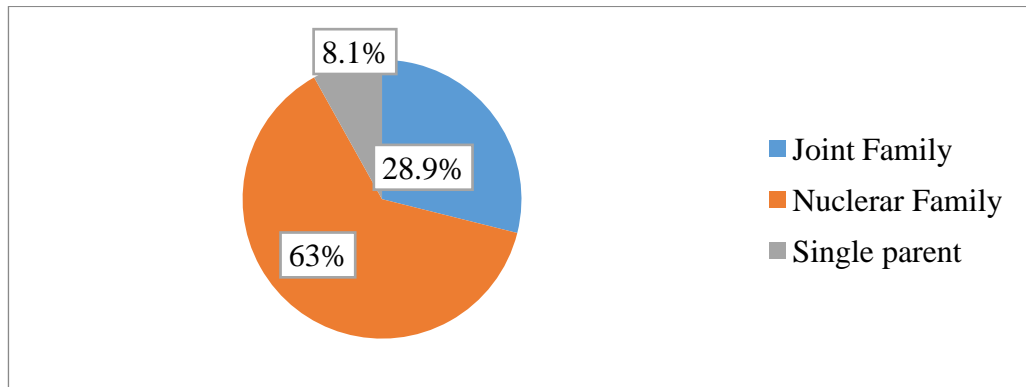
A classification of families divided into joint, nuclear and single parent based on the way in which families are organized. The traditional joint family refers to man, his wife, his unmarried daughters, his sons and their wives and children living together. Joint family show better behavior and have less behavioral problems than children living in nuclear families. Child behavior is better in families with good family environment than in families with poor family environment (Lassi, Mahmud Syed & Janjua, 2011; Kauts & Kaur, 2005).

The nuclear family type consists of two parents and children. Children in nuclear families receive strength and stability from the two-parent structure and generally have more opportunities due to the financial ease of two adults (Blessing Unpublished). The single parent family consists of one parent living with one or more children. This family may include a single mother with her children, a single dad with his kids, or a single person with their kids.

Figure 4.4 shows that almost two third of the respondents (63%) were living in Joint Family, more than a fourth of the respondents (28.9%) were living in Nuclear family and less than a tenth of the respondents (8.1%) were living with a Single Parent.

Figure 4.5 Respondents' Birth order position

	Firstborn	Secondborns	Middleborns	Secondlast borns	Lastborns	The Only Child
■ Total	39.8%	13.3%	14.2%	7.6%	18.5%	6.6%
■ Male	14.2%	5.7%	8.5%	2.8%	10%	3.3%
■ Female	25.6%	7.6%	5.7%	4.7%	8.5%	3.3%
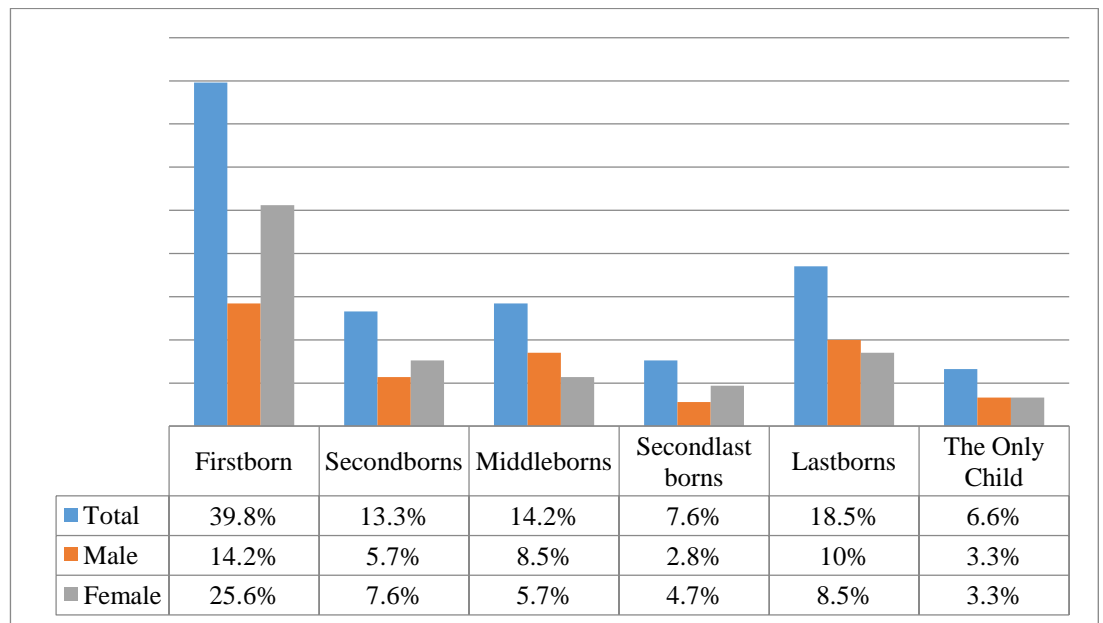
Figure 4.5 shows the position in birth order of the respondents. Birth order theory was developed by Alfred Adler, he classified birth order into three categories- First Born, Second/Middle Child, Youngest child and only child. In this study, birth order is classified into 6 groups- Firstborn, Second born, Middle born, Second last born, Lastborns and the only child.

Figure 4.5 shows the birth order of the respondent where more than a third of the respondents (39.8%) are first born, and reported more female (25.60%) than male (14.20%) respondents. More than an eight of the respondents (13.30%) are second child, reported by more female (7.60%) than male (5.70%) respondents. More than an eight of the respondents (14.20%) are middle born, reported by more males (8.50%) as compared to females (5.70%). Less than a tenth of the respondents (7.60%) are second lastborn, reported more from female (4.70%) compared to male (2.80%) respondents. More than a sixth of the respondents (18.50%) are last born, reported by more males (10%) as compared to female (8.50%). Less than a tenth of the respondents (6.60%) are the only child with an equal number of male and female (3.30%) respondents in this category.

Figure 4.6 Socio-economic characteristics of respondents
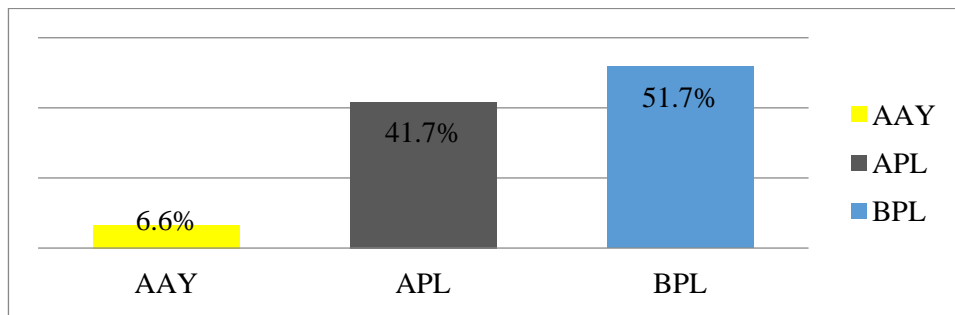
Socioeconomic status is important, with evidence that family conflict occurs in low status individuals, middle status and high status individuals. This can reflect on coping strategies of family conflict to its members, especially the adolescent. Family instability may actually matter more for children in low-income families than for those in higher-income families (Crosnoe, Prickett, Smith & Cavanagh 2014). Socio-economic statuses of the respondents were dived into Above Poverty line (APL), Below Poverty Line (BPL) and Antyodaya Anna Yojona (AAY).

Figure 4.6 shows the socio-economic status of participants. More than half of the respondents (51.70%) belong to Below Poverty Line (BPL), more than two fifth of the respondents (41.70%) were Above Poverty Line (APL) and less than a tenth of the respondents (6.6%) belonged to Antyodaya Anna Yojana. (AAY)

4.2 Perceptions on Family Environment

In this section, perceptions of respondents on family environment are discussed, including family cohesion, family cooperation, family support and family members helping each other in household chores.

Table 4.1 Respondents' Perceptions on Family Environment

Our family is very cohesive			
Response	**Male(n=94)**	**Female(n=117)**	**Total(N=211)**
Yes	89 (42.18)	100 (47.5)	189 (89.7)
No	5(2.37)	17 (8.05)	22 (10.42)
Our family is very cooperative			
Yes	94(44.55)	117 (55.45)	211(100)
No	Nil	Nil	Nil
We help each other in household chores			
Yes	81(38.38)	94(44.45)	175(82.93)
No	23(10.9)	23(10.9)	46(17.07)
My family support my interests			
Yes	87(41.23)	101(47.86)	188(89.09)
I am proud of my family			
Yes	91(43.12)	110(52.13)	201(95.27)
No	3(1.42%)	6(2.84)	9(4.73)

Figures in parenthesis are percentages   Source: Computed

The family environment "involves the circumstances and social climate conditions within families (Stanescu, N. 2019). Close parent/adolescent relationships, good parenting skills, shared family activities and positive parent role modeling all have well-documented effects on adolescent health and development while Adolescents who report difficulty talking with their parents are more likely to drink alcohol frequently, have problems with binge drinking, smoke, and feel unhappy (Aufseeser et al., 2006).

Table 4.1 shows the perception of the respondent on their family. Majority of the respondent (89.7%) agree that there is a close relationship in their family, a sense of closeness to family is one of the requirements for the development of a young soul (Triyanto & Iskandar, 2015). All of the

respondents (100%) agree that there is a familial bond with their family.

Communicating in a positive way can help reduce conflict so that family members can reach a peaceful resolution (Dryden 2019). Majority of the respondents (82.93%) agree that the family member helps each in term of washing, cooking and housecleaning. Majority of the respondent (89.09%) agree that they get support from family on their interest. Majority of the respondents (95.27%) reported being proud of their family. Adolescents need support as they struggle with problems that may seem unimportant to their parents and families; they need praise when they've done their best, they need encouragement to develop interests and personal characteristics (Spellings, M. 2005).

4.3 Family Conflict

In this section, perceptions of respondents on family conflict were discussed, including Respondents' experience of Family Conflict, Effects of Family Conflict on Respondents, Types of Family Conflict, Respondents' Experience of Abuse, and Instigator of Conflict in Family.

Table 4.2 Respondents' experience of Family Conflict

I	Arguments and conflicts are a common occurrence in our family		
	Responses	Male(n=94)	Female(n=117)	Total(N=211)
	Often	Nil	14(6.63)	14(6.63)
	Sometime	61(28.9)	86 (40.75)	147(69.65)
	Never	33(15.63)	17(8.05)	50(23.68)
II	Disagreements and quarrels arise out of small matters in our family		
	Often	1(0.48)	12(5.76)	13(6.24)
	Sometime	38(18.24)	61(29.28)	99(46.60)
	Never	55(26.4)	44(20.72)	99(46.60)
III	I/we (children) witness Domestic violence in our family		
	Often	2(0.96)	3(1.44)	5(2.4)
	Sometime	18(8.64)	43(20.63)	61(29.27)
	Never	74(35.51)	71(33.08)	145(68.59)
IV	Fights and violent arguments take place in our family		
	Often	2(0.96)	Nil	2(0.96)
	Sometime	25(11.9)	47(22.55)	72(34.45)
	Never	67(31.16)	70(33.58)	137(64.74)
V	Misunderstandings and physical fights take place among siblings in our family		
	Often	2(0.96)	2(0.96)	4(1.92)
	Sometime	26(12.47)	56(26.07)	82(38.54)
	Never	66(31.25)	58(27.25)	124(55.05)
VI	Verbal abuse and use of offensive language takes place in our family		
	Often	3(1.44)	3(1.44)	6(2.88)
	Sometime	33(15.63)	53(24.92)	86(40.55)
	Never	58(27.83)	58(27.83)	116(55.66)
VII	I/we (children) try and stop fights and arguments between my/our parents		
	Often	19(9.12)	31(14.86)	50(23.98)
	Sometimes	37(17.75)	56(26.87)	93(44.62)
	Never	38(18.24)	30(14.5)	68(32.74)

Figures in parenthesis are percentages   Source: Computed

Family Conflict refers to active opposition between family members (Marta, Alfieri 2014). Conflict is part of family life; it can be stressful and damaging to relationships. Some people find it difficult to manage their feelings and become intentionally hurtful, aggressive or even violent (Dryden 2019).

Table 4.2 shows the experiences of the respondent regarding family conflict. Out of 211 respondents, less than a tenth of the respondents (6.63%) female had regularly experience argument in their family. More than two-third of the respondents (69.65%) experience arguments in their family while more female respondents (40.75%) than males (28.9%) reported the same. At the same time, almost a fourth of the respondents (23.68%) reported not having family arguments at all.

Domestic Violence can include harms or injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the aggrieved person and includes causing physical abuse, sexual abuse, verbal and emotional abuse and economic abuse (The Protection of Women from Domestic Violence Act, 2005). Witnessing domestic violence can lead children to develop an array of age-dependent negative effects, Children who witness violence in the home and children who are abused may display many psychological effects. These children are at greater risk for internalized behaviors such as anxiety and depression, and for externalized behaviors such as fighting, bullying, lying, or cheating. They also are more disobedient at home and at school, and are more likely to have social competence problems, such as poor school performance and difficulty in relationships with others (Pingley, 2017; Unicef et al., 2009; Stiles, 2002).

Among the respondents, 2.4% report having often witnessed domestic violence take place in their family. This was reported by more females (1.44%) as compared to males (0.96%). Almost a third (29.27%) reported having to sometimes witness such type of conflict in their family. This was considerably more among female adolescents (20.63%) than males (8.64%). Witnessing of domestic violence was reported more by females than male respondents perhaps because females are more sensitive to acts of violence and abuse while males tend to internalize and not admit to witnessing such

traumatic events. Similarly, study on adolescent problem and psychology (Kakkad et al., 2014) state that out of 580 respondents 18% of them witnessed domestic violence in their families.

More than a third (34.45%) of the respondents had experienced physical fighting in their family and more than a third (38.54%) of the respondent also had experience physical fighting among siblings when family face argument while more than half of the respondents (55.05%) never experience physical fighting among siblings.

More than a third of respondents reported to fights and violence sometimes taking part in their family (34.45%) while this was found to be reported by more females (22.55%) than males (11.9%). Only a few male respondents (0.96%) reported that this was a common occurrence in their family.

Conflict in family situations not only refers to parent-child or marital relationship but between siblings as well. The statement, 'Misunderstandings and physical fights take place among siblings in our family' was reported as often taking place by an equal number of male and female respondents (0.96%) while almost two-fifth (38.54%) reported that the same happened 'sometimes'. This was reported by more females (26.07%) as compared to their male (12.47%) counterparts.

Verbal abuse is the use of derogatory, negative language to harm another person; Verbal abuse can be communicated by silence, damaging gossip, and other passive-aggressive behaviors (Stark 2015). A few respondents (2.88%) reported that they often experience verbal abuse and use of offensive language in their family. Almost a fourth female respondent (24.92%) reported that verbal abuse and use of offensive language in the family happened 'sometimes' while more than an eighth of the male respondent (15.63%) the same happened 'sometimes'. More than half of the respondent (55.66%) reported that they never experience verbal abuse and use of offensive language in their family.

Table 4.3 Effects of Family Conflict on Respondents

I	I feel uncomfortable/insecure at home due to family conflict		
	Responses	**Male(n=94)**	**Female(n=117)**	**Total(N=211)**
	Often	5(2.4)	14(6.63)	19(9.6)
	Sometime	40(19)	68(22.2)	108(51.2)
	Never	49(23.2)	35(16.6)	84(39.8)
II	I feel uncomfortable/insecure being in social situations due to conflict in my family		
	Often	4(1.9)	12(5.7)	16(7.6)
	Sometime	36(17.1)	62(29.4)	98(46.4)
	Never	54(25.6)	43(20.4)	97(46)
III	I am unable to concentrate in my studies due to conflict in my family		
	Often	4(1.9)	10(4.8)	14(6.6)
	Sometime	37(17.6)	55(26.1)	92(43.6)
	Never	53(25.1)	52(24.5)	105(49.8)

Figures in parenthesis are percentages   Source: Computed

Table 4.3 shows that the effect of family conflict on respondents. Almost a tenth of the respondents (9.6%) often feel uncomfortable / insecure at home due to family conflict, while this was found to be reported by more females (6.63%) than males (2.4%). More than half of the respondents (51.2%) sometimes feel uncomfortable / insecure at home due to family conflict; this was reported by more females (22.2%) as compared to the male (19%).

Almost a tenth of the respondents (7.6%) often feel uncomfortable / insecure being in social situation due to family conflict. Almost half of the respondents (46.4%) sometimes feel uncomfortable / insecure being in social institution due to family conflict; this was reported by more females (29.4%) as compared to male (17.1%).

Less than a tenth of the respondents (6.6%) often unable to concentrate on their studies due to family conflict, this was reported by more females (4.8%) as compared to male (1.9%). More than two fifth of the respondents (43.6%) reported that sometime family conflict effect on their

concentration towards their studies. This was reported by more females (26.1%) as compared to male (17.6%).

Table 4.4 Types of Family Conflict (as experienced by respondents)

Sl No.	Type of Family Conflict	Male (n=94)	Female (n=117)	Total (N=211)
1	**Parental Substance Abuse**	20(9.5)	38(18.5)	58(27.5)
2	**Divorce of Parents**	10(4.7)	33(15.7)	43(20.4)
3	**Parents' Marital Conflict**	19(8.9)	52(24.6)	71(33.6)
4	**Family Financial crisis**	25(11.8)	42(19.9)	67(31.8)
5	**Lack of respect and Lack of trust among family members**	5(2.5)	31(14.7)	36(17.2)
6	**Others**	37(17.9)	25(11.8)	62(29.4)

Figures in parenthesis are percentages   Source: Computed

Table 4.4 consists of types of familial challenges which are experience by adolescent. More than a fourth of the respondents (27.5%) have experience on parent's substance abuse; female respondents (18.5%) have more experience parents substance abuse than male respondents (9.5%). A fifth of the respondents (20.4%) have experience on parental divorce; female respondents (15.7%) have more experience on parental divorce than male respondents (4.7%), which may reflect on Mizoram which has the highest divorce rate in North East India (BBC, 2016).

Almost a third of the respondents (31.8%) have financial problems. Almost a fifth of the respondents (17.2%) have experience on lack of trust and lack of respect within their family; female respondents (14.7%) have more experience while a few male respondents experience (2.5%). Parental trusts of the child have positive impact on child's behavior which may promote parent-adolescent relationship and positive behavior (Shek 2010). Children need to be treated with respect, which requires to recognize and appreciate their differences and to treat them as an individual, respect also requires to show compassion by trying to see things from the child's point of view and to consider their needs and feelings (Spellings, M. (2005).

More than a fourth of the respondents (29.4%) have experience on other forms of challenges which may include family argument, In-law related conflict, step parent-step child conflict etc.

Table 4.5 Respondents' Experience of Abuse

Sl. No	Abuse Experience	Male (n=94)	Female (n=117)	Total (N=211)
1	**Experienced Abuse from parents**	20(9.5)	47(22.3)	67(31.8)
2	**Physical Abuse**	1(0.5)	2(0.9)	3(1.4)
3	**Verbal/Emotional Abuse**	17(8.1)	42(19.9)	59(28)
4	**Neglect**	2(0.9)	8(3.8)	10(4.7)

Figures in parenthesis are percentages   Source: Computed

Child abuse and neglect is any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation of a child. It is an act or failure to act which presents an imminent risk of serious harm to a child. (U.S. Child Abuse Prevention and Treatment Act). Several types of Child maltreatment are Physical abuse, Sexual abuse, Verbal abuse and Neglect (WHO).Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development (Ward, H. 2011).

Table 4.5 shows those child abuses which were experience by the respondents. A few respondents (1.4%) have an experience on physical abuse from their parents, more than a fourth of the respondents (28%) have experience on verbal abuse; female respondent (19.9%) have more experience on verbal abuse than male respondents (8.1%), a few respondents

(4.7%) have an experience on neglect while more than two-third of the respondent (68.2%) never experience those child abuse from their parents.

Fig. 4.6 Instigator of Conflict in Family
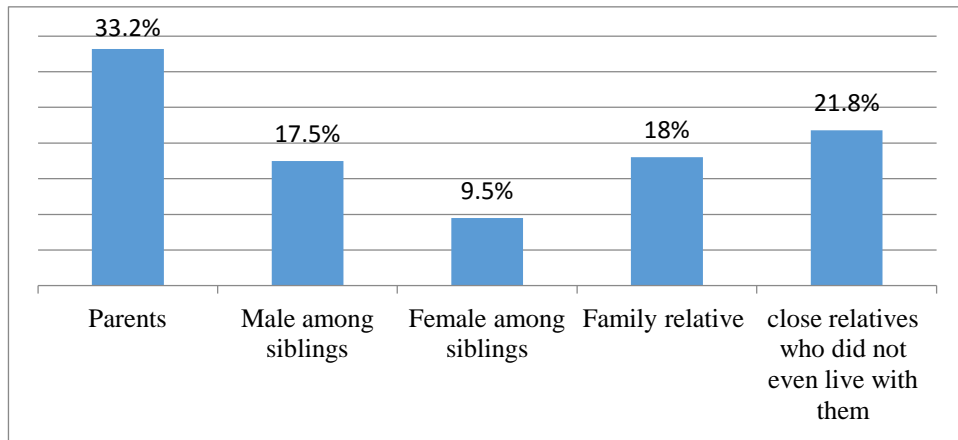
Every family has conflict and arguments; they are a normal part of family life. The cause of conflict and arguments can be unaccepted different opinion or ideas, lack of respect, lack of trust, poor communication, financial problems and/or substance abuse.

The most conflicts in families are between husband and wife, then between children and parents, and finally, between a daughter-in-law and a mother-in-law. The initiators of conflicts are basically husband and wife and mother-in law (Shelia 2015; Apter 2009).

Fig. 4.6 shows the main person(s) creating or instigating conflict within the family. Respondents perceived that majority of family conflict arose out of marital or parental conflict (33.20%) followed by close relatives who did not even live with them (21.8%), relatives or others co-habiting in the same household (18%), a male sibling (17.5%) among siblings and a female sibling (9.5%).

4.4 Coping and Social Support for Family Conflict

In this section, perceptions of respondents on family conflict were discussed, including Personal coping and responses to Family Conflict, Sources of Social support in Family conflict situations and Respondents' Perceptions on Family support

Table 4.7 Personal coping and responses to Family Conflict

Coping Strategies	Male (n= 94)	Female (n= 117)	Total(N= 211)
Confrontational Coping			
Cause problems in the family	2(0.9)	6(2.8)	8(3.8)
Conflict with friends	4(1.9)	7(3.3)	11(5.2)
Suicidal ideation	0(0)	4(1.9)	4(1.9)
Indulge in Substance use	2(0.9)	Nil	2(0.9)
Resort to smoking	7(3.3)	1(0.5)	8(3.8)
Conflict with family	5(2.4)	4(1.9)	9(4.3)
Escape Avoidance			
Listening to music	24(11.4)	37(17.5)	61(28.9)
Resort to social media	6(2.8)	2(0.9)	8(3.8)
Use social network site	16(7.8)	8(3.8)	24(11.4)
Sleep away stress	5(2.4)	30(14.2)	35(16.6)
Positive Reappraisal			
Improve situation	12(5.7)	22(10.4)	34(16.1)
Exercise	7(3.3)	4(1.95)	11(5.2)
Sport activities	11(5.2)	8(3.8)	19(9)
Resort to prayer	25(11.8)	45(21.3)	70(33.2)
Seek to understand the problem	11(5.2)	22(10.4)	33(15.6)
Self Controlling			
Control Situation	25(11.8)	43(20.4)	68(32.2)
Manage own stress	11(5.2)	32(15.2)	43(20.4)
Resort to crying	8(3.8)	35(16.6)	43(20.4)
Isolation from others	9(4.2)	5(2.4)	14(6.6)

Figures in parenthesis are percentages   Source: Computed

Family conflict is detrimental to adolescent mental health (Wadsworth & Santiago 2008). Coping is efforts to prevent or diminish threat, harm, and loss, or to reduce the distress that is often associated with those experiences (Carver C. 2013). Stress management techniques are more general and range from cognitive; mindfulness, cognitive therapy, meditation to physical; yoga, art, natural medicine, deep breathing to environmental; spa visits, music, pets, nature (Walinga 2018).

Ways of Coping (WOC) Checklist was developed by Lazarus and Folkman. They have been categorized Way of Coping into eight categories. These categories include: accepting responsibility (e.g. criticizing or lecturing oneself), confrontational coping (e.g. expressing anger), distancing (e.g. trivializing the situation), escape avoidance (e.g. wishing that the situation would go away), planned problem solving (e.g. making a plan of action and following it), positive reappraisal (e.g. changing or growing as a person in a good way), seeking social support (e.g. talking to someone to find out about more about the situation), and self controlling (e.g. keeping feelings to oneself).

Table 4.7 shows that personal coping from family conflict. Coping strategies of respondents is categories based on Way of Coping checklist which was developed by Lazarus and Folkman. Less than a tenth of the respondents (3.8%) reported that they used conflict with friends as coping strategies. A few respondent (1.9%) have suicidal ideation for coping strategies, this was reported by only females (1.9%) while no male response. A few respondents (0.9%) have indulged in substance used to cope with their problems, this was reported by only males (0.9%) while no female response. A few respondent (3.8%) resort to smoking for coping strategies, report shows that more male (3.3%) indulge to this while single response from female (0.5%). A few respondents (4.3%) involved to conflict with family members, response more from male (2.4%) rather than female (1.9%).

Almost two-third (60.7%) of the respondent applied Escape Avoidance for their coping strategies such as listening music, resort to social media, use social network site and sleep away stress. More than a fourth (28.9%) of the respondents reported that they used listening music as their

coping strategies, more female (17.5%) reported as compare to male (11.4%). A few of the respondents (3.8%) resort to social media for their coping strategies, more male (2.8%) response as compare to female (0.9%). More than a tenth of the respondent (11.4%) use social network site for coping strategies, more male (7.8%) reported as compared to female (3.8%). More than a sixth of the respondents (16.6%) sleep away from stress to respond familial conflict.

Less than a third (31.7%) of the respondents applied Positive Reappraisal coping such as Improve situation, exercise, sport activities, resort to prayer and Seek to understand the problem. A sixth of the respondents (16.1%) reported that effort was made on improve situation for coping to response family conflict, this was reported by more females (10.4%) than males (5.7%). A few of the respondents (5.2%) used exercise as their coping, more response from male (3.3%) rather than female (1.95%). Almost a tenth of the respondents (9%) used sport activities as coping strategies, the male response was more (5.2%) as compared to female (3.8%). A third of the respondent (33.2%) reported that they resort to praying which was reported by more females (21.3%) as compared to male (11.8%). More than an eighth of the respondents (15.6%) reported that effort was made on seeking to understand the problem and reported by more female (10.4%) than male (5.2%) respondents.

More than half of the respondents (57.4%) applied Self control for coping strategies to respond family conflict which include control situation, manage own stress, resort to cry and isolation from others. Almost a third (32.2%) of the respondents try to control themselves from family conflict. More than a fifth of the respondents (20.4%) tried to manage their own stress to cope with family conflict, reported more female (15.2%) as compared to male (5.2%). More than a fifth of the respondents (20.4%) resort to crying for coping strategies, reported more female (16.6%) as compare to male (3.8%). Less than a tenth of the respondents (6.6%) isolate from others as their coping strategies, reported more from male (4.2%) as compare to female (2.4%).

Table 4.8 Sources of Social support in Family conflict situations

Sl No.	Source of Support	Male(n=94)	Female(n=117)	Total(N=211)
1	Community Leaders	9(4.3)	12 (5.7)	21(10)
2	Church Elder/Pastor	48(22.7)	28(13.3)	76(36)
3	Neighbour	6(2.8)	17(8.1)	23(10.9)
4	Relative not within the household	23(10.9)	32(15.2)	55(26.1)
5	Telling Others	22(10.4)	46(21.8)	68(32.2)
6	No support	6(2.8)	15(7.1)	21(10)

Figures in parenthesis are percentages   Source: Computed

Social support refers to providing of assistance or comfort to other people to help them cope with a variety of problems. Support comes from interpersonal relationships, family members, neighbours, support groups, religious groups and friends (Pam 2013). Types of social support have been investigated, such as instrumental (assist with a problem), tangible (donate goods), informational (give advice), and emotional (give reassurance), among others (Schulz, U., & Schwarzer, R. 2004).

Table 4.8 shows that social support which is available and used by the respondents. More than a third of the respondents (36%) reported that church elder and church leaders are one of the most social support systems which is available in time of need and help, follow by family relative (26.1%), neighbors (10.9%), community leaders (10%) and others (32.2%) social support system which may include Family members, Friends, Teachers. However, a tenth of the respondents (10%) had no social support.

Table 4.9 Respondents' Perceptions on Family support

I	I would rather confide my personal problems to my family than with friends/others		
	Response	**Male(n=94)**	**Female(n=117)**	**Total(N=211)**
	Yes	79(37.13)	71(33.12)	150(70.35)
	No	15(7.2)	46(22.08)	61(29.28)
II	My family empathize with me in my hardships		
	Yes	88(42.24)	88(42.24).	176(84.48)
	No	6(2.82)	26(12.22)	32(14.04)
III	Frequency of Family prayer		
	Never	7(3.31)	16(7.58)	23 (10.9)
	Once a Month	20(9.47)	11(5.21)	31(14.69)
	Once or Twice a week	39(18.48)	45(21.32)	84(39.81)
	Everyday	28(13.27)	45(21.32)	73(34.6)

Figures in parenthesis are percentages   Source: Computed

Family time is significantly related to children's social/emotional, cognitive and overall development. (Ellington 2011; Fernandez 2012). Family is the main source of care and emotional support for any individual. Family support, in the study has been operationalized in terms of respondents' preference on confiding their problems with their family, finding empathy, family prayer time and frequency of family devotion and prayer.

Table 4.9 shows that majority (70.35%) of the respondents agree that when they face challenges in life they prefer to share their problems to their Parents/family, whereas almost a third (29.28%) of the respondents prefers sharing with problems with friends. Majority of the respondent (84.48%) agree that when facing challenges, their family are there to console them, while 14.04% of the respondents lack support from their parents/family. Family prayer served important functions and influenced relationships in various ways including a time of family togetherness and interaction, space for social and emotional support, helped reduce relational tensions and

provided feelings of connectedness, unity, and bonding for family members/individual (Triyanto & Iskandar, 2015).

Mizos being predominantly Christians have been measuring the quality of family based on the frequency and ability to pray together and therefore is used to measure the level of support and strength received by respondents. More than half of the respondents (55.46%) state that they did not have family prayer while 44.54% did not. More than a third of the respondents (34.6%) state that they have family prayer every day while a little more than a tenth of the respondents (10.9%) never had family prayer.

4.5 Patterns of relationship between Respondent particulars and Family Conflict

In this section, the patterns of relationship between Respondent particulars and Family Conflict have been analyzed.

Table 4.10 Relationship between gender, type of family, birth order position and types of coping

	Gender	Type of family	Birth order position	Confrontational Coping	Escape Avoidance	Positive Reappraisal	Self Controlling
Gender	1	.040	-.129	.022	.006	.197**	.176*
Type of family	.040	1	.173*	-.013	.097	-.029	-.073
Birth order position	-.129	.173*	1	.014	.125	.016	-.092
Confrontational Coping	.022	-.013	.014	1	-.026	.095	.088
Escape Avoidance	.006	.097	.125	-.026	1	.044	-.051
Positive Reappraisal	.197**	-.029	.016	.095	.044	1	-.048
Self Controlling	.176*	-.073	-.092	.088	-.051	-.048	1

*P<0.05   **P<0.01   Source: Computed

Table 5.1 shows the relationship between gender, type of family, birth order position and types of coping. Relationship between gender, type of family, birth order position and types of coping was analyzed using Pearson's correlation coefficient. It was found that Gender is highly significant to positive reappraisal coping and self-control coping while type of family is significant to birth order position.

Table 4.11 Relationship between Socio-economic condition, types of family and types of family conflict.

	Socio-economic condition	Types of family	Parental Substance Abuse	Divorce of Parents	Parents' Marital Conflict	Family Financial crisis	Lack of respect	Lack of trust	Physical Abuse	Verbal Abuse	Neglect
Socio-economic condition	1	.063	.006	.119	-.002	.280**	-.069	.019	.070	.188**	.019
Types of family	.063	1	-.035	.123	.049	.053	-.116	-.153*	-.096	-.179**	-.075
Parental Substance Abuse	.006	-.035	1	.110	.123	.013	.092	.063	.105	.042	.063
Divorce of Parents	.119	.123	.110	1	.163*	-.042	.132	-.057	.039	-.001	.109
Parents' Marital Conflict	-.002	.049	.123	.163*	1	.010	.221**	.172*	.169*	.227**	-.017
Family Financial crisis	.280**	.053	.013	-.042	.010	1	.085	.135*	.090	.165*	.183**
Lack of respect	-.069	-.116	.092	.132	.221**	.085	1	.459**	.199**	.184**	.120
Lack of trust	.019	-.153*	.063	-.057	.172*	.135*	.459**	1	.350**	.209**	.160*
Physical Abuse	.070	-.096	.105	.039	.169*	.090	.199**	.350**	1	.104	.350**
Verbal Abuse	.188**	-.179**	.042	-.001	.227**	.165*	.184**	.209**	.104	1	.010
Neglect	.019	-.075	.063	.109	-.017	.183**	.120	.160*	.350**	.010	1

*P<0.05   **P<0.01   Source: Computed

Table shows that relationship between Socio-economic condition, types of family and types of family conflict. The relationship between Socio-economic condition, types of family and types of family conflict was analyzed using Pearson's correlation coefficient. The findings are; Socio-economic condition is highly significant to family financial crisis and verbal abuse, Parent marital conflict also has highly significant to verbal abuse, Family financial crisis is highly significant to neglect, Lack of respect is highly significant to parents' marital conflict, Lack of trust is highly significant to lack of respect, physical abuse is highly significant to lack of respect, lack of trust and neglect, Verbal abuse is highly significant to parents' marital conflict lack of respect and lack of trust, Neglect is highly significant to family financial crisis Divorce of parents is significant to parents' marital conflict, and types of family is negatively significant to lack of trust and verbal abuse.

4.6 Case Studies

Mitchell (1983) defined a case study as a "detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles". Case study refers to a problem that needs to be studied which helps for in-depth understanding of a "case" or bounded system. It involves exhaustively understanding an event, activity, process, or one or more individuals (Creswell, 2002).

In this section, the case interviews conducted with identified respondents is discussed to understand the lived experiences of adolescents who are undergoing Family Conflict. Such respondents were selected through screening questionnaire.

4.6.1 Case Studies of adolescents experiencing Family Conflict

Case interviews were conducted among 15 students, selected purposively from participants of the survey. Those who responded to family conflict statements were contacted and interview was carried out only after informed consent. The following cases are presented in first person narratives and analyzed for the purpose of the study. Each case is given a fictitious name so as to protect their identity and respect their privacy.

Case I: A Church Elder's Reputation

My name is Maya, I am 19 years of age and studying in Class XII. I am the middle child of my parents and we are a nuclear family belonging to low Socio-economic category. My father is a Government servant and he is a Church elder. I am not much interested in studies but I love writing. I aspire to become a Writer someday. I am a loner and prefer staying at home and I dare not go out without my parents' permission. My opinion is never taken in my family and I go along with whatever my Father decides is best for us. I am often scolded severely and most arguments in our family is due to misunderstandings. I am often verbally and emotionally abused and sometimes physically too. Most of our family arguments are started by my mother and elder brother. They have once even told me to leave the house.

My studies are much affected by our family environment and I often have thoughts of suicide. I prefer staying at a friend's place instead of our home as I am not comfortable to share my thoughts and feelings at home. If there are problems I cannot share even with my friends, I prefer to bear it on my own instead of telling my family. I cope by listening to music and writing stories. Writing distracts my mind from the problem as I am fully immersed in the task. I have sought the help of a Counsellor in 2018 and was fine for some time but it does not last long. I do not approach our Church elders because my Father is also an Elder and they might tell him again. I had a boyfriend in 2017 and I was happy because I had someone to share and pour out my family problems to. My friends often come to me with their personal problems but I usually do not share with others regarding our family.

Case Analysis: The above case is of a secondary school student who is introverted and copes through family conflict by writing. The case portrays the loneliness and helplessness of a young girl whose family environment is emotionally disruptive but has to keep it a secret for the sake of her father's reputation in Church. It throws light on the religious system which is a source of stigma rather than a source of support for individual and family problems.

Case II: The ramification of Substance Abuse

I am Layla and I am 19 years of age. We are four siblings and I am the second youngest. My parents are daily wage labourers, we live in a rented house and we belong to a low socio-economic status. I am studying in Class XII in a government school. I love dancing and hanging out with friends. I am not much interested in my studies and my dream is to start a dance academy. My older siblings' opinions are accounted for in our family and I sometimes help out in household chores. Whenever I make mistakes, I am often reprimanded by my parents and I used to tell all my problems to my mother but not so much anymore. Most of the conflict in my family is due to substance abuse, finances, misunderstandings, distrust and marital conflict between my parents. On such occasions, I feel frustrated and leave the house to a friend's place for some time. I often think of running away from home.

The years 2006- 2008 were the worst times as there was a lot of arguments and fights in our family mostly because of my Father and Brother's substance abuse. My father often abuses my mother and I remember they separated in 2008. I was still young and remember being very hurt and hoping that they would be separated for good as my father is so abusive. During my parents' separation, I withdrew from friends and did not join them during playtime because I felt miserable and insecure. Once, my father came to take me away from my mother and I remember having been very afraid and my heart beating fast. I turned on loud music and wished that I were dead.

Nowadays, our family environment is much better as compared to those years and whenever there are fights, I leave the house to get fresh air as the environment is too infuriating. I often feel that I am the odd one in my family and feel neglected as compared to my siblings. I am not good in studies and when I failed Class IX, I was scolded very harshly and from then on, "no matter how hard I work and do things right, they remember that one failure." "No matter how much effort I give in my studies and know that I can do it, they give preference to my younger sibling which makes me lose my confidence." I just cannot please or make my family happy no matter what I do. I often wonder whether I will succeed following my passion or my parents' decisions. I have resorted to taking pills to cope with my family problems and often thought of running away from home. I often long for someone I can confide into as I need some release for my troubled thoughts. I have never reached out to Community or Church leaders or professional help but if there was one person whom I could trust, then I do want somebody to help me. I am not able to solve my own or my family problems and I wish someone could understand me. I have a boyfriend who listens to my problems and is supportive and helpful.

Case Analysis: Layla's case represents a family in conflict due to substance abuse. She copes in ways that she thinks is best but questions her worth due to the disharmony in family relationships. Her experiences make her long for a different life and looks for comfort and security outside of her home.

Case III: The physically abused child

My name is Natalia and I am a female 19 years of age. My parents are daily wage labourers and though we are poor, we live in a house of our own. I am studying in Class XII and I am the eldest of three siblings. I am interested in going for higher education and I aspire to become a Teacher. My parents are very supportive in my studies. I prefer to stay at home than hang out with friends also because I have to do the household chores. My parents take all the decisions and we follow them without question. My parents scold me a lot but most of the time, the reasons of the scolding are minute and I cannot understand why they become so worked up. They often use harsh words in situations which can be managed with a calmer tone and more constructively. The rules in our house are very strict and absolute and I sometimes wish that I had the freedom like my friends. I do not share any personal problems at home and would rather share with my friends. Many a times, I just want to be alone or run away from all our family problems. I feel so helpless that I just cry or listen to music to calm myself.

Whenever I face hardships, I wish there was someone to whom I can turn to but I do not know whom I can trust. I have once confided into a Church Elder. I had a boyfriend once but the relationship interfered in my studies so I steer clear of such relationships for now. I often do not know how to handle my problems so I just turn to God in prayer. My parents are always fighting and this has been since our childhood. Especially when we were younger, we often witnessed our Father beating up our mother and our parents abused us physically on many occasions. During those times, my studies were badly affected and I did not like to mingle with other children. My parents had separated once and though we were still very young and cannot recollect the event entirely, I remember that it was a terrible time for us. Our family problems start way back from the time my parents got married. My paternal grandmother did not approve of my mother and since I am the firstborn, I also feel like my grandmother and other family members treat me differently.

Case Analysis: Natalia has witnessed Domestic abuse and the separation of her parents. The case shows how family conflict has multiple and historical causes and how it affects an adolescent's studies. It also illuminates how lack of parenting skills has

negative consequences and how the lack of positive family communication has emotionally scarring results on the children.

Case IV: The foster daughter

My name is Karen and I am 16 years of age, female and studying in Class XII. I was born out of wedlock and my mother raised me. I am the only child of my parents and I have no contact with my biological father. It was only the two of us till 2017 when she got married and I did not have anywhere to go. I did not go to her new marital home as I do not want to and also because it is awkward for her. So the next year, I stayed with a family friend who is a Spinster living with her mother. My foster mother is a Government servant and they have a house of their own; and provide me with all that I require materially. Though I am not related by blood to them, I am comfortable and happy except on occasions when the School calls our parents to come to school for meetings. My aim in life is to be a High School or Higher secondary school teacher and my 'foster' family are very supportive in all my endeavours. Secondary school is the most important time of our lives when our values and behaviours can still be molded, and based on my experiences, I really want to provide guidance to adolescents in schools. My other dream is to have a normal family. I do not have many friends and every time I make friends, I feel insecure and uncomfortable when I see them with their families. I envy my friends when I see them happy with their own family and I feel hurt that my family is not together. There are times when I feel that I have no one in this world to call my own and I long for my parents. I want to share and express my pain but I do not know who will understand and I do not know whom I can trust.

My foster family include me in all their decision-making and treat me with care but a sense of emptiness still pervades in me. They scold me like they would their own child but I am easily hurt by such words. They also have their own family arguments and I feel suffocated. I pray as much as I can and I often cry too. I keep a diary and write stories which help me cope with my feelings. In times of trouble, I listen to songs and sing along. I tried smoking a few times to ease my stress but no longer o so as it does not help. I have not reached out to anyone for help not so much because of distrust but rather

I have no motivation to do so and do not believe that anyone could help me solve my problems. I need someone to understand me rather than someone offering me life advice. I often feel that I am all alone and singing and shouting are ways I let out my frustrations. I dream of moving to a place where nobody knows me and being all alone.

Case Analysis: Karen's case shows how much children need a 'normal' family to grow up in, and the requirement of Counselling facilities where adolescents can have a space to open up their feelings and learn how to cope with their hardship.

Case V: The Alcoholic's son

My name is Fred and I am a male of 18 years studying in Class XII. My father is a government servant and I am the younger of two children. I spend more time at home than with friends and I help out with household chores. We live with our fraternal grandmother and step-mother. My father and step-mother have one child between them. A lot of arguments and fights take place in my family mostly because my father is an alcoholic. When my biological parents divorced, I was so heartbroken that I did not go to school for two days. I felt as if people would look down on me or joke about us. I feel uncomfortable and insecure making friends and hanging out with my peers because I am a son of an alcoholic. It is shameful and painful to see my father drunk in the streets and having a step- mother makes it worse. I feel all alone in the world and I avoid social situations as much as possible. But when I am scolded for many things at home, I prefer to be with my friend's in order to get away from my complicated family situation and atmosphere. Even when my biological parents were married, our family atmosphere was tense and full of arguments and abuse due to my father's alcoholism. His abusive behaviour increased even after he remarried and I cannot recall a time when there was laughter and joy in our family. Though I have never been physically abused, there has never been any positive or constructive communication in our household and it is very stressful. I often feel alone and neglected by my parents and I feel that my step brother is given all the attention and favoritism. I cope mainly by praying and sharing my feelings with my biological mother. I love to play the guitar and sing which helps me in managing depressive thoughts. I have a few good friends and I often tell them my hardships. They

are always very supportive and have helped me get through many bad days. Before I used to share everything with my elder brother but he is now living with my Aunt in the city for his studies and our contacts have become less. His going away has led to worsening feelings of isolation and neglect. Having a mobile phone really helps me as online games and social media distracts my thoughts away from my problems. I have had have suicidal ideation on many occasions.

(Fred's father passed away during this interview)

My father's passing has left me dumbfounded as this has left me more alone in this world. I pour out my heart to God in prayer and I am sometimes angry with him for my ill fate. I wish that I had died instead of my father as life now seems even more hopeless. Though my father was the source of all our family troubles, now that he is gone, there is only emptiness. There are many nights when I did not sleep and cried out to God. My biological mother is remarried too but I tell her all my problems and she offers me comfort and wise words for life.

Case Analysis: Fred's story throws light on the disruption of family by alcoholism and divorce. It shows the frustration of a young boy in the midst of divorce and remarriage. Close relationship with his biological mother, faith in God and emotional support from friends are his mainstay.

Case VI: Poverty and Alcoholism in the Family

I am Claudia, 17 years of age and studying in Class XI. I am the eldest of four siblings and lived with my parents and fraternal grandparents in our own house. My father is a daily wage labourer while my mother sells *kuhva* for a living. My grandfather passed away eight years back and my grandmother receives his pension. I do not have many friends and mostly stay at home. Being the eldest, I help in all the household chores. We often come across financial crisis as a family especially when my father is unable to find employment. Monetary issues are often the source of arguments and problems in our family. Since my parents are mostly out looking for work, they are home very less for us. Besides this, they both drink alcohol which is another source of tension

and conflict in our household. My father drinks more whenever he finds work to do but my mother drinks only sometimes. Having alcoholic parents is shameful and has affected my self-esteem considerably. Neighbours and other people talk about us and make fun of us. I refrain from all social situations and feel insecure near other people. I am average in my studies and since I have to help out my mother in making *kuhva at* night, I have little time to study. I love to do art and craft; and if I am unable to continue my studies because of our financial situation, I think I will make craft items and sell them for a living.

When my parents get drunk and fight, our family atmosphere is intolerable and I feel helpless and disturbs my concentration and decision-making. Though I have not been abused by my parents, they have often separated on many occasions and this has affected me especially in studies. I do not participate in Church or YMA activities neither do any of my family members. If I were to do so, my family would not object my doing so but neither do they encourage me to do so. I know it is the right thing to participate in our community activities but I really am not comfortable being near others. I mostly keep my problems to myself and even though I share some things to my friends, I cannot fully express all my miserable situation with them. I feel that I and my family will be judged because of our predicament. Though it does not solve my problems, I find comfort when I am making craft items such as flowers as the activity distracts my mind from my problems.

Investigator's comment: Claudia is shy and withdrawn. Though she did not open up initially, she was able to share and express her thoughts freely even without prompting only after 4 sessions.

Case Analysis: The above case shows the vicious effects of poverty on an adolescent's life coupled with her parents' alcoholism. Their family situation has led to her poor self-esteem and withdrawal from social situations. It also portrays how the eldest female sibling is expected to carry out and take over household management.

Case VII: The Mother's only

I am George, 17 years male and studying in Class XII. My parents divorced when I was 2 years old due to my father's infidelity. I grew up in my maternal grandmother's house and though they are poor, they are a God-fearing family and prayed in all situations. Because of this, I was quite secure and happy as a child. Since I am the only child in the family, I help out in all the household chores. I am interested in my studies and aspire to work hard and become a Mechanical engineer. My family is supportive in my studies and interests and tries their best to meet my needs. I usually do not hang out much with friends and prefer to stay at home. It was in 2002 that my parents were divorced and I was too young to remember anything but I know that it affects me in many ways. There are times I wish I have a father to interact with and look up to. I often envy my friends when their parents picked and dropped them at school. I do not know who my father is and my maternal family does not discuss anything about him. I do not know what it is to have a father and when friends discuss about their fathers, I have nothing to contribute and I just listen.

We have many financial problems and I used to think that we are poor because there is no man in the house but now I know how hard my mother works selling vegetables to earn a living. I am never scolded or treated with harsh words at home and my mother and grandmother love and care for me. There have been instances when I have gotten into an argument with friends and they have insulted me for not having a father. It is very hurtful to hear such insults. Whenever I face any problems, I can share everything with my family and I am especially close to my grandmother. They always take wisdom from the Bible and pray for me. I too pray whenever I have any problems instead of sharing with friends. Because of our financial situation, I often wonder whether I should give up my dreams, not continue higher studies and do business instead to provide for my family.

Case Analysis: The above case illuminates how divorce can affect a young boy's life and leave him yearning for a male role model. It however shows how positive family communication, support, prayer and proper parenting can motivate and instill good values in a young person's mind.

Case VIII: Outside is better

My name is Dave and I am a 17 year old male studying in Class XII. We live in a house of our own and my parents are active members and Group Leaders in our Church. I am the older of two siblings and I would describe myself as outgoing as I like to socialize and hang out with my peers rather than stay at home. I am not very interested in studies and I wish to become a professional football player someday. I am often reprimanded because I spend too much time outside with friends playing football. I have a few close friends and they are usually older than me in age.

There are a lot of duties and responsibilities that my parents expect me to perform due to my being the older son but I usually do not fulfill them. Till I was 13 years old, my father was a heavy drinker and my parents have separated twice due to his drinking problem. My father's alcoholism has caused a lot of difficulties in our family and I have experienced a lot of verbal and emotional abuse. I have even witnessed my Father abusing my mother physically. My family environment was so chaotic that I almost got used to it. It was one of the reasons why I prefer playing with friends rather than stay at home. My father is a Teacher in a private school but we are always short of money due to his heavy drinking. My mother would always try to make up for his bad behaviour by providing whatever she can for us through petty business. However in 2015, my father became sober and started taking part in community and church activities. Our family environment has thus improved considerably but sometimes, his past mistakes catch up with him.

Whenever I have any problems, I never share with my family and would rather confide in my friends. My coping strategies were playing football and mingling with friends. It took my mind away from the things going on at home and I dreaded going home as I knew what kind of atmosphere awaited when I enter our door. My mother has always taught us to pray in any situation so prayer has always been my comfort on bad days. I had often thought of running away from home due to my Father's behaviour and had even turned to smoking and sniffing Dendrite to cope with my feelings of frustration and stress.

Case Analysis: Dave's case speaks of how parental alcoholism causes conflict in the family and affects a young person's life. The mother is seen as the supportive figure in the midst of it all and how faith and prayer can cushion life's hardships. Family conflict is also seen as the reason why adolescents experiment with addictive substances.

Case IX: The female household

I am Anna, aged 15 and studying in Class X in a Government school. I am the eldest of 5 siblings and we are all girls. My father passed away when I was 8 years old and we live with our mother in our own house. My mother works in a government office and supports all of us. I am a person who does not like to socialize and have two very close friends. I am uncomfortable in larger circles because when they talk about their fathers, I feel like I am the odd one out. I help my mother in household tasks and being the eldest, I have a lot of responsibility at home. Though there are no fights or arguments at home, we are not so close as to share our problems with each other. Though my mother has a job, she is the sole earner and her income is often not sufficient to provide all our needs. Our financial strains often affect my concentration in studies. I feel I am responsible of looking after my younger siblings' needs as I am the eldest. I worry and fret over how we will manage with the costs of daily living and our education. I often feel anxious and even have suicidal thoughts. I have been in a relationship once and having a boyfriend took my mind off family matters temporarily but since I take things seriously, the break up was really hard on me. I share my problems only with my two closest friends and do not express myself apart from them since I feel that they will look at us with contempt. I am interested in drawing and designing clothes so I often undertake such activities as a means of coping with stress. My uncle bought me a phone and I distract myself with Social media and internet browsing in my leisure time.

Case Analysis: The above case is that of financial strain in the family especially where the head of the household- the sole provider and only adult is female. Young Anna is burdened with thoughts about the future in relation to meeting all of her and her siblings' education.

Case X: Authoritative parenting

I am Sheila, female, 19 years of age and studying in Class XI. I am the second eldest and the only girl among 4 siblings. Being the only girl, I have a lot of responsibility and tasks at home and have no free time. I do not go out much because of this and have few friends. My aim in life is to become a Teacher and hope to be the best daughter for my parents. I remember my father drinking a lot when we were very young and though I do not recall the entire situation, I know that our family environment was a stressful one. My father does not drink anymore but our family environment is still full of heated arguments and tension. Most of the tension is between my father and elder brother and involves not just verbal abuse but physical fights as well. My father is afraid that we will turn out to follow the wrong path so he is overly strict with us. Though I never express this with my parents, I feel that they favour my younger brother and often feel left out in my family. Just as we are not allowed to go out, my father does not approve of friends coming over to our house. Even when they do come over to visit, they do not feel welcome and leave early. My father tends to scold us even in front of our friends which is extremely embarrassing and shameful. I have cried on such occasions because I was so hurt and embarrassed.

When I have problems, my only outlet is prayer as I do not see my friends often to be able to share with them. I have no one to share my problems with so sometimes I write in my journal. I feel fettered in my family environment and often consider running away or committing suicide. My peers have boyfriends and hang out with each other but because my father is so authoritative, I am not able to enjoy what my age mates are enjoying. I wish I have a friend with whom I can share my innermost hurts and confide into but for fear of being judged with contempt, I usually keep everything bottled up inside me.

Case Analysis: Sheila is affected by a tense family environment with a very authoritative father. It shows how patriarchal norms expects from a girl child, especially single girl children which affects a young girl's self-esteem and her perception of gender roles is hugely affected by the negative role her father and brothers play in her life.

Case XI: Divorce, Remarriage and Alcoholism

My name is Candy and I am female, 16 years of age studying in Class X. I am the oldest of 3 siblings and we are a nuclear family living with a step father. We live in our own house and belong to a lower socio-economic category. My parents are daily wage labourers. I was born out of wedlock and my parents got married only after I turned two. However, they divorced when I was 11 years old and my mother remarried when I was 14 years of age. Our step father is a good person and cares for us just like his own. I am an outgoing person and I love to be with friends all the time but my siblings are still young and I have a lot of responsibility towards them along with household chores so I have very less time for friends.

My biological father is an alcoholic and created may problems at home. He was verbally and physically abusive towards us. He also had a mistress which was one of the reasons he drove my mother and us out of the house. We took refuge in my maternal grandparents' house and it was from there that my mother remarried after three years. Their divorce was an embarrassing and shameful experience for me and I wanted to die. My step father also takes to alcohol and since he is a daily wage labourer, his earnings are often spent on alcohol. We have a lot of financial problems due to this. He and my mother have separated on certain occasions. Their marital conflict and separation is shameful for us and I feel humiliated and insecure at school. I feel that my peers and neighbours look at us with contempt because of our family. My step father often says that he treats us as his own but I have my own apprehensions and still feel alone and left out. I feel insecure about our family's brokenness and wish that people know less about our situation. I wish we could attend a good school and get quality education but we cannot do so because we are poor. My mother rears pigs and poultry at home and works hard to provide for our needs which is why I am deeply hurt whenever my step-father abuses her and calls her *chawmhlawm* (a mere dependent). I have witnessed and experienced many hardships but what hurts me the most is that I am afraid to express my feelings especially after having a step-father. I tell most of my problems to my mother but I am closer to my maternal grandparents and confide in them as I feel they are the only ones who can help

me. I don't share my problems much with my friends but being with them and chatting makes me forget my troubles. Singing is also another way that I cope with hardship. Watching funny videos on youtube and social media is another way that I distract myself from daily hardships. I often cry and am unable to sleep. I have often considered running away from home because of family troubles. I have occasionally run away from school and loitered with friends.

Case Analysis: The above case portrays the life of a teenager affected by the divorce of her parents, remarriage of her mother, alcoholism and poverty. It has hugely affected her self-esteem and little interest in studies. Emotional support from her maternal grandparents has helped her cope with difficult circumstances along with Social media as a positive distraction.

Case XII: A brother's vice

I am Kylie, female, 17 years of age and studying in Class XII. I am the middle child of three siblings and the only girl among them. My father is a Government servant and we live in our own house. We are a close family but there are occasions when heated arguments take place. My aim in life is to become a professor and my parents are also very supportive in my studies. My elder brother uses drugs which is often the cause of conflict in our family. He tends to either come home late or not at all, due to which my Father often considered admitting him to a rehabilitation facility. Physical violence also takes place occasionally on his account. Though my father has a government job, we still face financial strains because my paternal relatives often ask for financial help. The latter is another cause of misunderstanding between my parents. I have many friends and I love hanging out with them. I am closer to them more than I am with my siblings. I sometimes feel ashamed of my family situation among friends but I also blame my father's relatives for disturbing our family. There is a lot of marital discord between my parents but at least, they have not divorced. To add to this, I have problems in my relationship with my boyfriend. I can share many problems with my friends but when it comes to relationships, I confide to my mother. Social media is my main source of comfort and distraction from my problems. I have run away from school and even

experimented with drugs to deal with my problems. I am often unable to sleep at night and my mother is my only source of solace.

Case Analysis: Kylie's family conflict involves substance abuse of her brother and the relationship strains in family as a resulting factor. Financial strains and negative involvement of relatives rather than support leads to marital conflict which in turn has a huge bearing on family life and adolescent mental health. The Mother is seen here again as the sole source of emotional support.

Case XIII: Protecting a Mother

I am Suresh, male, 17 years of age and studying in Class XII. I am the youngest of three siblings. My eldest sister is married and we are currently a nuclear family of four. My father is a carpenter and my mother is a fourth grade in a government office. I give importance to fitness and sports; and have often considered dropping out from school to play sports. My parents are totally against dropping out so I have carried on with very little interest in my studies. I am also outgoing and spend most of the time with friends. I participate in Church and community activities as much as I can. Whenever I have time and on weekends, I try to earn my own pocket money so as not to burden my parents. My father is an alcoholic which causes a lot of problems in our family. He is hot-tempered and violent and often abuses my mother when he is drunk. My brother and I have often had to physically fight him in order to protect my mother being hit by him. He does not talk or communicate much when he is sober. I also smoke and have taken to occasional drinking.

Since my family environment is chaotic, I find excuses to spend time with different peer groups and have taken to drinking alcohol. I have also experimented with drugs once but alcohol is more my vice than drugs. My parents know about my smoking but not about drinking. I do not share any of my problems with anyone but rather drown my sorrows in alcohol. It does not solve my problems but I am able to forget them for a short while. I am a male and it is not manly or even comfortable to share emotional problems with others. I have a girlfriend but I do not share my problems with her.

Case Analysis: The above case stems from a father's alcoholism and abusive behaviour. Suresh and his brothers are witnesses of domestic violence and he is affected much by their negative home environment. He copes using aerobic activities and sports but has also resorted to alcohol. The case is that of a young boy lacking a male role model and unable to make correct lie choices as a result.

Case XIV: Without a Mother

My name is Lilya, 17 years female and studying in class-XII. My mother died when I was 13 years old due to cancer. My father is a government servant and I have 2 siblings and I am the eldest. I spend more time at home as I have to do most of the household chores, moreover I prefer to stay alone without friends as I cannot hangout with the most of the time as they wish. My father is an occasional drinker, when he drink he usually pour out his anger to our siblings there are times when he bit us with stick and we just stay quiet because if we try to have an argument the more angry he become. I feel bad for my two brothers as they feel ashamed but could not do anything. When my father does not drink, our home is quiet and we do not talk much with him because of his abusive behavior, we are afraid to make him angry so we prefer to stay quiet in his presence. My maternal grandparents died before we were born and my paternal grandparents are afraid of my father so they don't interfere much and we don't have relatives with whom we could pour out.

My aim in life is to become a doctor but looking at our family condition I don't think I will be able to pursue my dreams, I have not decided which path I should follow. If I have time to study, I score good marks but most of the time, I have to do household chores so my grade depends on the time I put for studies. I envy my friends as they have mothers to take care of them and I really want to have a better childhood like my friends as I have two brothers to take care of I really want them to have a better childhood so I try my best in doing whatever is needed at home so they could spend time with their friends. I have my diary with me this helps me a lot in times of my hardships this is where I pour out my feelings and I used to listen to YouTube comedy to keep my mind distracted from my present situation. I really wish that my father could stop his abusive

behavior and alcohol dirking, I pray every night, if God answer my prayer we can still be a happy family.

Case Analysis: The above case shows how family environment is affected by alcoholism and abuse; and further by death of a parent. It also portrays the importance of one parent to be the source of support in times of family conflict. This is also another case where the eldest child is burdened with family responsibility.

Case XV: Resorting to Substance Abuse

I am Argus and I am 18 years old male. I have one sister and I am the elder one. My father died when I was 4 years old and my mother remarried when I was 10 years old. My parents run a shop and we live in a rented house just above our shop. After my biological father died, my mother and I lived with my maternal grandparents and after she got remarried, we live with my step father and I now have a step sister who is now 6 years old. I am studying class XII Arts. I have lots of friends and I love to spend time with them more than staying at home.

My step father does not like me that much sometimes I heard their argument with my mother, the argument are usually about sending me to another place or hostel but my mother refuses to do so. When I was around 10-15 years he abuse me physically but after 15 years he verbally abuses me so I do not like spending times with him so I prefer to spend most of my times with my friends, If I have to go to school I go with them and right after our class is over we used to play football and after dinner we have a hangout spot and we played online games together. My parents are busy with our shop so they do not care about how I spend time and they take my step sister with them, sometimes I feel bad for me if my father was still alive, I won't spend time like this my mother does care about me but she cannot show much concern towards me for fear that my step father will not approve.

I have indulged in drinking alcohol and smoking cigarettes for coping with my problems. Apart from this, I smoke marijuana and playing online games with friends also helps me a lot in my coping. I do not like studying and I do not have any future plan right

now, I wish to stay with my maternal grandparents but they are living with my uncle who have his own family so I do not want to be a burden for them, so right now I am just living as I am.

Case Analysis: Argus is a teenager who has to experience the loss of his father and his mother's remarriage. He faces abuse from his step-father and has resorted to negative coping coping. Family conflict has left him unmotivated and has no interest in his studies.

Table 4.12 Summary of Case Interviews

Conditions	Male	Female
APL	4	4
BPL	1	6
Divorce	2	5
Likes staying alone	1	7
Likes to be with friends	4	2
Abusive father	3	6
Alcoholic father	4	5
Alcoholic mother	Nil	1
Interested in studies	3	5
Not interested in studies	1	4
Experimented with Alcohol/Substance use	2	4
Suicidal ideation	1	4
Feelings of neglect	Nil	3
Sought professional help	Nil	1
Sought religious help	Nil	1
Music as coping	1	3

Want to run away from home	1	5

Source: computed

Most Family conflict experienced by adolescents are Arguments and misunderstandings, Verbal, physical and emotional abuse, substance abuse, distrust and marital conflict between parents, domestic violence, financial problems, separation and divorce. The main causes of family conflict are found to be parental substance abuse and poverty. Coping strategies of adolescents from family conflict are listening to music, writing stories, indulging substance, Praying, crying, maintain dairy, singing, playing online games, sharing with friends, use of social media, reading Bible, sharing with family member, playing football, mingling with friends, drawing, designing clothes and writing personal journal. Most adolescents who have experienced or are experiencing

family conflict prefer to be alone instead of socializing. Adolescents feel ashamed and fearful of social contempt because of the existing stigma associated with belonging to a dysfunctional family. Thus, Family conflict hugely lowers self-esteem of adolescents. Most of them lack motivation and interest in studies. Lack of healthy role models especially among male adolescents result in substance use and other risk behavior, Social media is found to be a positive distraction for adolescents undergoing family conflict. While there is very low level of social support, whether institutional or community, the Mother is the pillar of strength in the midst of conflict.

In this chapter, the analyses of both qualitative and quantitative study findings were discussed. In the next chapter, the results of the findings will be discussed on an integrated manner according to the objectives of the study.

Chapter V

CONCLUSION

In the previous chapter, the analysis of both qualitative and quantitative study findings were discussed. This chapter summarizes the results of the findings from the preceding chapter in an integrated manner according to the objectives of the study. This chapter is divided into three sections; the first section presents the integrated discussion of findings including profile of the respondents, types of familial conflict prevalent in

Mizo communities, challenges experienced by Secondary School students in Lunglei, Social support and coping strategies of adolescents in times of family conflict. The second section deals with the overall conclusion. Suggestions for scope of social work intervention and further need for research are also highlighted.

5.1 Integrated Discussion of Findings

This chapter summarizes the result by presenting it into different sections. The first section attempted to emphasize the profile of the respondents where the Socio-Demographic economic, Family Structure and Socio-economic characteristics of respondents. The second section discussed the types of familial conflict prevalent in Mizo communities. The third section deals with Challenges experienced by Secondary School students in Lunglei and the fourth section deals with Social support and coping strategies of adolescents in times of family conflict

5.1.1 Profile of respondents

Socio-demographic profiles of the respondents reveals that more than half of the respondents were female, while more than two fifth of the respondents were male. Majority of the respondents were in the age group of 16-19 and less than a fourth were aged between 13-15 years of age. More than half of the respondents belong to Below Poverty Line (BPL), more than two fifth of the respondents were Above Poverty Line (APL) and less than a tenth of the respondents belonged to Antyodaya Anna Yojana (AAY). Majority of the respondents belonged to Baptist, more than an eight of the respondents belongs to United Pentecostal Church (NEI) and less than a tenth of the respondents were Presbyterian and Salvation Army.

More than half of the respondent's parent have position in the community and the church, while almost half of the respondent's parents' does not have any position in the Church or Community. More than two-third of the respondents family size were 4-6 family member, almost a fourth of the respondents were 7 and above family member, while less than a tenth are 1-3 family member. Almost two third of the respondents were living in Joint Family, more than a fourth of the respondents were living in Nuclear

family and less than a tenth of the respondents were living with a Single Parent. In the Birth order position, more than a third of the respondents are first born, more than an eight of the respondents are second child, more than an eight of the respondents are middle born, less than a tenth of the respondents are second lastborn, more than a sixth of the respondents are last born and less than a tenth of the respondents are the only child.

5.1.2 Types of familial conflict prevalent in Mizo communities.

It was found that the type of family conflict which are prevailing in Mizo community are Parents' Marital Conflict, Parental Substance Abuse, Divorce of Parents, Family Financial crisis, Lack of respect and Lack of trust among family members, Domestic violence, Fights and violent arguments and Verbal abuse and use of offensive language. Verbal abuse and use of offensive language is the most common type of abuse reported by respondents.

Almost a tenth of the female respondents reported regularly experiencing arguments in their family while more than two-thirds of the respondents said arguments in their family took place sometimes. A small number of the respondents report having often witnessed domestic violence take place in their family while almost a third reported having to sometimes witness such type of conflict in their family.

More than a third of the respondents had often experienced physical fighting in their family and more than a fourth of the respondents also had sometimes experienced physical fighting among siblings in the heat of family arguments. More than a third of respondents reported that fights and violence sometimes took place in their family; only a few male respondents reported that this was a common occurrence in their family. The statement, 'Misunderstandings and physical fights take place among siblings in our family' was reported as often taking place by an equal number of male and female respondents while almost two-fifth reported that the same happened 'sometimes'. A few respondents reported that they often experience verbal abuse and use of offensive language in their family. Almost a fourth female respondent reported that verbal abuse and use of offensive language in the family happened 'sometimes' while more than a

tenth of the male respondent the same happened 'sometimes'.

It was found that Witnessing of family conflict was reported more by females than male respondents perhaps because females are more sensitive to acts of violence, abuse and conflict while males tend to internalize and not admit to witnessing such traumatic events. A study made by Spear (2000) also found that adolescent girls experience feelings of stress and emotional troubles more strongly than those of adolescent boys.

From the case studies, it was found that divorce, parental substance abuse, marital conflict, financial crisis, lack of support from parents on their interest, fights and arguments are the common types of family conflicts. Parental substance abuse can be a source of marital conflict, marital conflict can be a source of Domestic violence, fights, violence argument, verbal abuse and use of offensive language which may the root cause of Divorce of parents. Likewise, Divorce of Parents may lead to family financial crisis, parents substance abuse and others types of family conflict.

5.1.3 Challenges experienced by Secondary School students in Lunglei.

It was found that more than half of the respondents have feelings of discomfort and insecurity at home due to family conflict. Among female respondents, more than a fourth of the respondents have such feelings while more than a fifth of the male respondents feel the same way. More than half of the respondents feel uncomfortable and insecure being in social situations due to conflict in their family. Almost a tenth of male respondents often feel uncomfortable/insecure being in social situations due to their family situation, while almost half of female respondents report the same.

More than a half of the respondents said they are unable to concentrate in their studies due to conflict in the family, this was reported by less than a tenth of males while almost half of the female respondents were unable to concentrate in their studies *(see table 4.3)*. More than a sixth of the respondents face challenges such as lack of trust and lack of respect from their parents, experienced by more than an eighth of the female respondents *(See table 4.4)*.

From case studies, it can be understood that most adolescents undergoing family conflict prefer to be by themselves rather than seeking help from others which portrays the lack of community support for family conflict and for adolescent problems.

5.1.4 Social support and coping strategies of adolescents in times of family conflict

It was found that more than a fourth of the respondents had consulted a church elder when undergoing family related problems. It may reflect the religious and belief of Mizos, as majority of Mizos are Christians (National Family Health Survey India 2015-16). Even when they faced such kind of problems, they used to seek help from God and some sought the help and prayers of church leaders and church elders. More than a fourth of the respondents sought the help of relatives, more than a tenth of the respondents confided in their neighbors, another tenth took help from community leaders and almost a third of the respondents said they told somebody else. However, the remaining tenth did not know or have any form of social support in time of need and help.

Coping strategies used by person/individuals can be different in a positive and negative ways; it depends on one's personality and social environment. It was found that coping strategies used by adolescence are Control Situation, Resort to crying, Manage own stress, Isolation from others, Seek to understand the problem, Resort to prayer, Sport activities, Exercise, Improve situation, Sleep away stress, Use social network site, Resort to social media, Listening to music, Cause problems in the family, Conflict with friends, Suicidal ideation, Indulge in Substance use, Resort to smoking and Conflict with family *(see table 4.7)*.

Almost a third of the respondents resorted to praying as a coping strategy. When problems and family conflict occurred, almost a third of the respondents made effort to control the situation and more than a fourth of the respondents listened to music as a coping strategy. Priyanka & Kshipra (2017)'s study also reveal that the most common copying strategy of adolescent for facing stress was watching television, movies, music, games, internet chatting. Most female respondents used self controlling coping strategies which include Control Situation, Resort to crying, Manage own stress and Isolation from others. Most male adolescents used positive reappraisal coping strategies which include seeking to understand the problem, resorting to prayer, Sport activities, Exercise and

made effort to improve the situation. More than two-thirds of the respondents used positive coping strategies while less than a fifth of the respondent used negative coping strategies in facing their family situation.

Evidence from the case interviews indicate that family conflict is mainly arises due to substance abuse and poverty. It was found that adolescent also used praying, writing and maintaining a dairy, singing, shouting, sharing with friends and family, playing online games, use of social media, running away from school and loitering with friends, smoking tobacco and marijuana and drinking alcohol. While some adolescents have positive self-care and coping strategies, family conflict results in negative coping for adolescents in the secondary school age where they resort to truancy which affects their scholastic life. Most of them lack motivation and interest in studies. The eldest child bears the burden of household management in a dysfunctional home. Most adolescents who have experienced or are experiencing family conflict prefer to be alone instead of socializing as their family experiences hugely lowers their self-esteem. Many resort to substance abuse and other risk behaviours as a means of coping. Social Media is seen as a positive distraction for such adolescents.

The Mother is seen as the major form of Social support for an adolescent traumatized by conflict in the family. This is followed by maternal grandparents who provide emotional support. Altogether, there is a very low level of social support for families undergoing family conflict, whether institutional or community based.

5.2 Conclusion

The focus of the study is on family conflict and coping strategies used by secondary school students in Lungei. Unstructured interview and structure questionnaire

was used for data collection. Due to the Pandemic situation, more than half of data collection was done through online platforms.

The objectives of the study are fulfilled, and also the study reveals that majority of the respondents who are adolescent have undergone some type of family conflict which have an impact on their behavior including feelings of unease and insecurity at home, avoiding social situations and inability to concentrate in their studies.

Adolescence is a period of storm and stress and identity vs. role confusion, where they need guidance to shape their behavior. Adolescents' behavior is influence by many social factors even so parenting plays a major role in their character/behavior because family is the primary social institution.

Almost half of the respondents reported that verbal abuse and use of offensive language takes place in their family. Adolescents do not feel safe or secure in their own families. Their studies are negatively affected by their family situation and they have no motivation to perform well. Spirituality and seeking God in prayer is an important coping strategy they used while some of them used to share their problems with friends and family. Most prefer sharing with others rather than with their family.

5.3 Suggestions

Suggestion is made based on study findings including scope of social work intervention and further need for research.

5.3.1 Suggestions for Social Workers

Social workers need to concentrate more in the school and study on family conflicts because a large number of students facing physical and mental problems which can be known from there behavior, but some problems may keep inside. As seen from this study, the students of this age need a healthy environment where mental health is given prior emphasis. A multi-level approach for the possible Social Work interventions is suggested as follows:

Micro Level

1. Positive steps must be taken for enhancement of home environment such as regular home visit by a school social worker to assess the needs and problems of student and family.

2. School Social Workers and Counsellors should be prioritized in all schools so that Counselling and effective case management can be made for prevention and treatment for those who are undergoing family conflict. Students will have the platform to discuss mental and emotional issues that concern them and which affects their academic performance.

3. Family Counselling and Guidance is a must as most problems stem from the family. Family conflict affects not just school-going adolescents but all members of the family physically, mentally and emotionally. Strengthening of family system will not only help build healthy adolescents but will strengthen communities as well. Rebuilding of the smallest but most important unit of society is the need of the hour.

Macro Level

1. Counseling rooms must be provided in every school so students with emotional and mental health issues can approach School Social Worker/ Counselor/Teachers in a safe and confidential environment.

 2. Adolescents in the High and Higher Secondary stages of education need Career Counselling as they often tend to take up careers that they have no interest in often because of popular culture. By understanding students' thinking and potential, Social Workers will be able to guide students to the best career suitable to him/her and help them make well-informed decisions that ensure healthy life goals and positive career outcomes.

3. Establishment of more an Agency focusing on Adolescent needs. Adolescent Health Clinic cum Counselling Centre can be established in Mizoram to cater solely to the needs of adolescents in terms of teenage pregnancy, drug use, coping and self-management.

4. Family Guidance and Counselling. Though there are a few Family Counselling Centres in Mizoram, there is a huge need to strengthen existing facilities as they provide mainly for spiritual guidance and not all centres have trained professionals to provide psycho-social counselling. Pre-marital Counselling, Marital Counselling and Parenting Skills education is imperative to strengthen family system in Mizo society.

5. Promotional films on Parenting and Mental Health. Since media and Social media play an important role in educating and influencing individuals, productions on family life and values need to be promoted on Social Media and television. This can be done by Church Youth Groups or Young Mizo Associations in the form of competitions and re-educating the society on the importance of family and proper parenting.

5.3.2 Suggestions for Policy Makers

1. There is an urgent need to introduce School Social Work in Mizoram. School social workers can help the students in many issues apart from their studies. The Ministry of Human Resource Development needs to take measures to ensure that there is a Social Worker in every School.

2. There is an impending need to create an Education Policy that caters to the psycho-social and emotional health of adolescents. This would also incorporate change in curriculum, teaching methods and school system in general.

3. Career Guidance and Skill Education as a compulsory part of Educational syllabus must be included at least from Middle School level.

4. Life Skill Education must be made mandatory for all levels of Education and included in their syllabus. According to Aparna & Raakhee (2011), "the main objective of life skill education is to empower the learner to develop a perception of oneself as an individual of

worth and dignity. Imparting life skill training is an imminent need of the society as it will help adolescents to enhance their life and endow them with strategies to make healthy choices that contribute to a meaningful life. The education system should include life skill education as a part of its curriculum to ensure positive and healthy behavior, positive interpersonal relationships and well-being of individuals.

5.3.3 Suggestions for further research

The results of the study reveal the lacunae in the psycho-social and emotional development of adolescents in Mizoram. There is much to be done before effective measures can be put in place. The following are the suggestions for further research:

1. There is scope for studying stress and related psychological problems among school students. This is evident from the findings where adolescent students undergo different types of stress in their academic, family and personal life.

2. Family environment and conflict has a great bearing on adolescent learning and behaviour. Thus, it is necessary to explore the effects of family conflict on school going students as evident from findings where students are highly affected by family financial issues, family substance abuse, family conflict and illness.

3. Further research is necessary in understanding adolescent behaviour and gateway drugs. This is supported by the findings of the study on the patterns of gateway drugs and adolescents. Alcohol and marijuana use are on the rise which are correlated to other hard core substance use therefore studies on Alcohol and Marijuana need to be carried out.

"Coping With Family Conflict: Strategies Used By Secondary School Students"

Questionnaire (Mizo)

Chhungkua a harsatna leh buaina tawh thin chungchang a zawhna

He online survey hi kum 10-19 (adolescent)inkar, High School leh Higher Secondary School zirlai te chhan tur a buatsaih a ni.

1. I chhanna te hi research atan chauh a hman tur a ni anga, i nihna puanzar a ni lovang.
2. Heng zawhna te hi mahni duhthu a chhan tur a ni.
3. Phone number hi mahni hman lai ngei dah theih hram ni se.
4. Zawhna te hi chhan vek tur a ni.

Personal Information

1. Gender

   Mipa ☐   Hmeichhia ☐

2. Phone number

   ----

3. Kum zat

   10-12 ☐   13-15 ☐   16-19 ☐

4. Nu leh pa Hnathawh

   Sawrkar hnathawk ☐   Mahni dawr/office/eizawnna nei ☐

   Nitin a inhlawhfa ☐   Lo/ Huan enkawl tu/ kuthnathawk ☐

   Adangte

5. Socio-economic condition

   AAY (Ration card rawng Eng) ☐   BPL (Ration card rawng Pawl) ☐

   APL (Ration card rawng Var) ☐

6. In luahlai/chenna In neitu te

   Mahni in a cheng ☐   Mi inluah ☐   Government quarters ☐

7. Types of family

   Nu leh Pa te nen a cheng ho (Nuclear Family) ☐

   Pi leh Pu, Nu leh Pa te nen a cheng ho (Joint Family)☐

   Nu emaw Pa nen chauh a cheng ho (Single Parent)☐

8. Class

   Class IX ☐   Class X ☐   Class XI ☐   Class XII ☐

9. Sikul Hming

Government HS Lunglei ☐ Holy Faith School ☐
Government HSS Lunglei ☐ Sacred Heart School ☐
Government Pukpui HS ☐ ZMS Higher Secondary School ☐
Zotlang HSS ☐ Baptist HSS ☐

10. Kohhran hming

Baptist Church of Mizoram ☐ Presbyterian Church of India ☐
Roman Catholic ☐ Salvation Army ☐
Seventh Day Adventist ☐ UPC (Mizoram) ☐
UPC (NE) ☐ Adangte ☐

11. Nu leh pa khawtlang a in hman dan (1 aia tam a thlan theih)

Pastor ☐ Kohhran Upa ☐
Kohhran a Pawl Hruaitu ☐ Revival Speaker ☐
Nihna nei lo ☐ Sunday Sikul zirtirtu ☐
Tlawmngai Pawl (YMA, MHIP, MUP) hruaitu ☐

12. Chhungkaw member zat

1-3 ☐ 4-6 ☐ 7 and above ☐

13. Birth position order

Unau zinga upa ber ☐ Unau zing a upa ber dawttu ☐
Unau zing a ami lai ☐ Unauzing a naupang ber dawttu ☐
Unau zing a naupang ber ☐ Fapa/Fanu mal ☐

14. Address

Lunglei Khawchhung ☐ Lunglei Khawpawn ☐

Chhungkaw Chungchang a Mimal ngaihdan

15. Kan chhungkua hi Chhungkaw in pawh tak kan ni.

Aw ☐ Aih ☐

16. Chhungkaw tangrual tak kan ni

Aw ☐ Aih ☐

17. Inchhungkhur (eirawngbawl, insuk, In tihfel) chet ah chhungkua kan in pui tlang vek thin

Aw ☐ Aih ☐

18. Harsatna ka tawh in thiante/midang hnen a sawi aiin chhungte bul a sawi ka duh zawk thin

Aw ☐ Aih ☐

19. Ka chhungte hian ka tuina ah min tuipui in hma min lakpui thin

Aw ☐ Aih ☐

20. Chhung inkhawm kan nei thin

Aw ☐ Aih ☐

21. A chung ami khi AW ti a i chhan chuan, engtiang in nge in neih thin?

   Nikhat ah vawi 1 emaw vawi 2 ☐   Kar 1 ah vawi 1 emaw vawi 2 ☐

   Thla khat ah vawi 1 ☐   Kan nei ngai lo ☐

22. Lungngaihna ka neih laiin ka chhung te ka bul ah min tawrhpui tur in an awm thin

   Aw ☐   Aih ☐

23. Kan chhungkaw nihna hi ka zahpui ngai lo

   Aw ☐   Aih ☐

24. Kan chhungkua ah inhauhbuaina/ Innghirnghona a thleng fo thin.

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

25. Thil engemaw ho te te ah chhungkua kan in haukual vak thin

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

26. Nu leh Pa te naupang hmuh ah kut an inthlak thin

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

27. In chhungkhurah Nu leh Pa inkar a inhauhbuina/innghirnghona athlen in naupang ten khapdaih kan lo tum thin

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

28. Kan inchhungkhur ah buaina/inhmuhthiam lohna a awm in kut inthlak leh insual buaina a thleng thin

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

29. Engemaw buaina leh inhmuhthiam loh avangin U leh nau inkar ah kut inthlak leh insual buaina a thleng thin

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

30. Chhungkaw member zing ah thinrim an awm in midangte tawngkam mawilo leh na tak tak in a tawngkhum thin

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

31. Chhungkua ah inhauhbuaina/ Innghirnghona atam avangin In a awm nuam lo ka ti thin.

   Fo thin ☐   A chang changin ☐   Ngai lo ☐

32. Chhungkua ah buaina leh harsatna ka tawh thin avangin thiante/midang bul a awm hreawm ka ☐ hin   ☐   ☐

   Fo thin   A chang changin   Ngai lo

33. Chhungkua ah buaina leh harsatna ka tawh thin avangin zirlai ah rilru pek harsa ka ti thin.   ☐   ☐   ☐

   Fo thin   A chang changin   Ngai lo

34. A hnuaia harsatna chhungkua a thleng thin te hi enge i paltlang tawh? (1 aia tam a thlan thei)

   Nu leh pa emaw chhungkaw member zing a ruihtheihthil ti thin

   Nu leh pa Inthen ☐   Nu leh Pa, Chhungkua a in hauhbuaina ☐

   Sum leh pai a chhungkaw harsatna ☐   In zahtawn loh na (lack of respect) ☐

In rintawn na awm lo (Lack of trust) ☐   Adangte   ☐

35. Heng buaina leh harsatna te hi i chhungte atangin i tawk ngai em? (1 aia tam a thlan thei)
 Tullo uchuak a kut inthlak (Physical Abuse) ☐
 Rilru hliam thei tawngkamna a intawng khum (Verbal Abuse) ☐
 Ngaihthah / Thlahthlam/ Enhranna (Neglect) ☐
 Ka tawk ngai lo ☐

36. In chhungkua ah buaina leh harsatna tam zawk hi tunge siam thin?
   Nu leh Pa ☐   Unau zing a Mipa ☐
   Unau zing a hmeichhia ☐   Kan chenpui midangte ☐
   Chhungkhat laina hnai kan chenpui nilo te ☐

37. Chhungkua ah harsatna alo thlen in engtin nge chinfel itum thin (1 aia tam a thlantheih)
   Control the situations   ☐   Improve the situations   ☐
   Manage own stress   ☐   Resort to praying   ☐
   Seek to understand problems   ☐   Cause problem in the family   ☐
   Conflicts with friends   ☐   Conflicts with my family   ☐
   Suicidal attempt   ☐   Resort to social media   ☐
   Use Social Networking site   ☐   Use mobile phone excessively ☐
   Indulge in substance abuse   ☐   Resorts to drinking alcohol   ☐
   Resorts to smoking   ☐   Sleep away stress   ☐
   Isolate from others   ☐   Listen to music   ☐
   Exercise   ☐   Sports Activities   ☐
   Resort to crying   ☐

38. Chhungkua ah harsatna ka/kan tawh in hengte hian min pui thei tih ka hria (1 aia tam a thlan theih)
   Khawtlang hruaitu ☐   Pastor / Kohhran Upa ☐
   Thenawm te ☐   Chhungkhat laina hnai kan chenpui ni lo te ☐
   Adangte ☐   Min pui thei an awm ka hre lo ☐

"Coping With Family Conflict: Strategies Used By Secondary School Students"

Questionnaire (English)

Questionnaire on family conflict and family problems

This online survey is make for adolescent who are age between 10 -19 years and who are enrolled in High School and Higher Secondary school.

1. Confidential and for research purpose only.
2. Answer the question as per your choice.
3. Please enter valid phone number.
4. All questions must be answer.

Personal Information

1. Gender
   Male ☐   Female ☐
2. Phone number

   ----

3. Age group
   10-12 ☐   13-15 ☐   16-19 ☐
4. Parent's ocuupation
    Govt servant ☐   Self employee ☐
    Daily wages labourer ☐   Farmer ☐
    Others ☐
5. Socio-economic condition
    AAY (Ration card Yellow colour) ☐   BPL (Ration card Blue colour) ☐
    APL (Ration card White colour) ☐
6. Ownership of house
    Self ☐   Rented House ☐   Government quarters ☐
7. Types of family
    Nuclear Family ☐   Joint Family ☐   Single Parent ☐
 8. Class
    Class IX ☐   Class X ☐
    Class XI ☐   Class XII ☐
9. Name of school

    Government HS Lunglei ☐   Holy Faith School ☐
    Government HSS Lunglei ☐   Sacred Heart School ☐
    Government Pukpui HS ☐   ZMS Higher Secondary School ☐
    Zotlang HSS ☐   Baptist HSS ☐
10. Denomination
    Baptist Church of Mizoram ☐   Presbyterian Church of India ☐
    Roman Catholic ☐   Salvation Army ☐
    Seventh Day Adventist ☐   UPC (Mizoram) ☐
    UPC (NE) ☐   Others ☐

11. Parents involvement in the community (you can choose one or more)

    Pastor ☐   Church Elder ☐

    FOD Leader ☐   NGO Leader ☐

    Revival Speaker ☐   No Position ☐

    Sunday Sikul Teacher ☐

12. Number of family

    1-3 ☐   4-6 ☐   7 and above ☐

13. Birth position order

    First born ☐   Second born ☐

    Middle Child ☐   Second Last born ☐

    Youngest child ☐   Only child ☐

14. Address

    Lunglei Town area ☐   Outside Lunglei Town ☐

Perception on family

15. Our family is very cohesive

    Yes ☐   No ☐

16. Our family is very cooperative

    Yes ☐   No ☐

17. We help each other in household chores

    Yes ☐   No ☐

18. I would rather confide my personal problems to my family than with friends/others

    Yes ☐   No ☐

19. My family support my interests

    Yes ☐   No ☐

20. We have a time of family prayer

    Yes ☐   No ☐

21. If Yes, Frequency of Family prayer

    Everyday ☐   Once or twice a week ☐

    Once a month ☐   Never ☐

22. My family empathize with me in my hardships

    Yes ☐   No ☐

23. I am proud of my family

    Yes ☐   No ☐

24. Arguments and conflicts are a common occurrence in our family.

    Often ☐   Sometimes ☐   Never ☐

25. Disagreements and quarrels arise out of small matters in our family

    Often ☐   Sometimes ☐   Never ☐

26. I/we (children) witness Domestic violence in our family

    Often ☐   Sometimes ☐   Never ☐

27. I/we (children) try and stop fights and arguments between my/our parents
　　　　Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐
28. Fights and violent arguments take place in our family
　　　　Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐
29. Misunderstandings and physical fights take place among siblings in our family
　　　　Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐
30. Verbal abuse and use of offensive language takes place in our family
　　　　Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐
31. I feel uncomfortable/insecure at home due to family conflict
　　　　Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐
32. I feel uncomfortable/insecure being in social situations due to conflict in my family
　　　　Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐
33. I am unable to concentrate in my studies due to conflict in my family
　　　　Often ☐　　　　　　Sometimes ☐　　　　　　Never ☐
34. Have you experience this type of family conflict? (You can choose one or more)
　　　Parental Substance Abuse ☐　　　Divorce of Parents ☐
　　　Parents' Marital Conflict ☐　　　Family Financial crisis ☐
　　　Lack of respect ☐　　　　　　Lack of trust ☐
　　　Others ☐
35. Have you experience this type of abuse? (you can choose one or more)

　　　Physical Abuse ☐　　　　　　Verbal Abuse ☐
　　　Neglect ☐　　　　　　　　Experienced Abuse from parents ☐
36. Instigator of Conflict in Family
　　　Parents ☐　　　　　　　　Male among siblings ☐
　　　Female among siblings ☐　　　Family relatives ☐
　　　Close relative who did not even live with us ☐
37. Personal coping and responses to Family Conflict (you can choose one or more)

　　　Control the situations　　　☐　　　Improve the situations　　　☐
　　　Manage own stress　　　　☐　　　Resort to praying　　　　☐
　　　Seek to understand problems ☐　　　Cause problem in the family　☐
　　　Conflicts with friends　　　☐　　　Conflicts with my family　　☐
　　　Suicidal attempt　　　　　☐　　　Resort to social media　　　☐
　　　Use Social Networking site　☐　　　Use mobile phone excessively ☐
　　　Indulge in substance abuse　☐　　　Resorts to drinking alcohol　☐
　　　Resorts to smoking　　　　☐　　　Sleep away stress　　　　☐
　　　Isolate from others　　　　☐　　　Listen to music　　　　　☐
　　　Exercise　　　　　　　　☐　　　Sports Activities　　　　　☐
　　　Resort to crying　　　　　☐
38. Sources of Social support in Family conflict situations (you can choose one or more)

Community Leaders ☐　　　　　Church Elder/Pastor ☐
Neighbour ☐　　　　　　　　Relative not within the household ☐
Telling Others ☐　　　　　　　No support ☐

"Coping With Family Conflict: Strategies Used By Secondary School Students"

Interview Guide

1. Are you interested in your study? What is your aim?

2. Do you prefer to stay home or hanging out?

3. When you make a mistake do your parents scold or show any violence against you? Or show you the right patch

4. Do you help your family member in household chores?

5. Do your Parents take your ideas or consent in decision making?

6. Do disagreements and quarrels arise out of small matters in our family?

7. When facing problems do you share it with your family/Parents?

8. When you find happiness or satisfactory in life do you share it with your parents?

9. Are you satisfy with your parents on how they look after you?

10. When arguments occurred in family does it ever occurred due to substance abuse, financial problems, lack of trust and extramarital affairs?

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DEGREE: Master of Philosophy

DEPARTMENT: Department of Social Work

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INTRODUCTION

The study attempts to understand the challenges and coping strategies of school-going adolescents who are undergoing Family Conflict.

In this chapter, the introduction and concept of the study as well as the concept of family, coping, types of coping strategies, adolescence, family conflict, causes of family conflict, types of family conflict, statement of the problems, research objectives and research question are discussed.

1.1 Family

Family is a primary institution and one of the most important social institutions for human being, it is a place where most of the world's population lives. According to Burgess & Locke, (1976) "Family is a group of persons united by ties of marriage, blood or adoption constituting a single household interacting with each other in their respective social role of husband and wife, mother and father, brother and sister creating a common culture". Family plays a vital role in the socialization of individuals; it has a profound impact on children's behavior, attitudes and maturity of emotions. The children's personalities are formed by his/her experiences in which where they live.

MacIver and Page, (1977) Family is a group defined by a sex relationship, sufficiently precise and enduring to provide for the procreation and upbringing of children. Family stability plays an important role in developing the capacity of the individuals; it depends on the environment of a persons' the behavior, psychological and social development can be different because the individual learns the social interaction, participation in everyday life as well as the personal independence from the environment.

According to Lundberg (1956), the following are the basic functions of family:

(1) Regulation of sexual behavior.

(2) Care and training of the children.

(3) Cooperation and division of labour.

(4) Primary group satisfaction.

1.2 Coping

The word "cope" is derived from the Latin word "colpus" meaning "to alter" and, Webster's Dictionary define as, "dealing with and attempting to overcome problems and difficulties. Coping is a conscious effort to resolve a stressor a difficulty of intrapersonal or interpersonal nature, in order to manage or minimize stress or conflict (Sahaya & Selvam 2014). Pearlin & Schooler, (1978) defined Coping strategies (or specific coping responses) as "behaviors, cognitions, and perceptions in which people engage when actually contending with their life problems".

1.2.1 Types of coping strategies (Lazarus & Folkman, 1984)

Problems are a part of human nature, in order to tackle or solve problems, there is a need for coping strategies, depending on the person and environment how he/she tackle the problems may differ. Mature coping skills help in dealing with life's difficult challenges in a healthy and productive way.

Appraisal-focused: Directed towards challenging one's own assumptions; it could be adaptive but cognitive-based (Eg. Denial or Reframing)

Problem-focused Problem focused strategies aim to remove or reduce the cause of the stressor, including: problem-solving, Time-management and obtaining instrumental social support. Eg. Prevention/moving away from the stressor; or learning new skills.

Emotion-focused Coping - Emotion-focused coping involves trying to reduce the negative emotional responses associated with stress such as embarrassment, fear, anxiety, depression, excitement and frustration. Eg. Distracting oneself, or systematically relaxing.

Meaning-focused Coping - aimed at deriving meaning from stressful experience (eg. What can I learn from this?)

1.3 Adolescence

Adolescence is a transition between childhood and adult life, is one of the most dynamic stages of human development. Adolescence has usually been thought of as a period characterized by good health; however, adolescents have been face significant challenges that can result in physical, emotional, and social morbidities. The challenges

can be high-risk behaviors such as alcohol, tobacco, and other drug use, and sexual behaviors

The growth and changes in adolescence usually begins at about ages 10 to 12 in girls and 12 to 14 in boys and is complete at around age 17 to 19 in girls and 20 in boys (Hofmann & Greydanus, 1997)

The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19 years of age. It is a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities. Adolescents who have the opportunity to develop a relationship with an adult role model (parental or otherwise) are more successful than their peers in coping with the everyday stresses of life.

Generally in India, adolescents are in the secondary school going age. Adolescence has been considered as a period of storm and stress (Hall 1904) due to the many changes experienced; including physical maturation, drive for independence, increased salience of social and peer interactions, and brain development (Blakemore, 2008; Casey, Getz, & Galvan, 2008; Casey, Jones, & Hare, 2008). Secondary education in India has been categorized as Grades 9-12, covering age between 14-18 years (National Education Policy 2020).

1.4 Family conflict

Coser (1956) state that conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure or eliminate the rival.

Family conflict involves active opposition and argument between family members (Marta & Alfieri, 2014). It depends on the nature of family relationships, family conflict may inform, including verbal, physical, sexual, financial, or psychological. Conflicts may involve different combinations of arguments within family members: it can be conflict within the couple or between parents and children or, between siblings.

Children behaviour are influenced by his/her observation on parental conflict, the experience of family conflict may lead to act as anti-social behavior (Grych & Fincham, 1990).

According to Achenbach and Rescorla (2004), child behavior problems are maladaptive dysfunctional behaviors of children and can be categorized into two large groups, namely, externalizing behavior problems and internalizing behavior problems that involve experiences of stress, which represents reactions directed inward.

Divorce and parental infidelity often lead to unhealthy and risky behaviors to their child, in term of poor attachment styles, and relationship with others which may effect on the present time and in the future for children in the family (Sori, 2007).

Divorce is prevalent in the United States today as over 50% of marriages end in dissolution and 50% of children will be impacted by divorce (Lansford, 2009). Researchers have shown that divorce has important psychosocial effects on children, sometimes resulting in insecure attachment styles, behavioral problems, health-compromising behaviors, cognitive and social deficits, psychological distress, poor academic achievement, and poor self-concepts (Crowell, Treboux, & Brockmeyer, 2009).

1.4.1 Causes of Family Conflict

Close and good relationships in the family give joy and support for the family members, lack of good relationships can also bring familial problems and stress among those family members, especially when they do not know how to cope with family stress (Singh, 2012). Causes of family conflicts may include:

• Separation or divorce of parents.

• Friction among family members.

• Loss of happiness in the family.

• Lack of communication among family members.

• Disagreements on bringing up children.

• Lack of family time and togetherness.

• A child or teenager asserting his or her independence.

• Children showing disrespect towards family members.

• Disagreements among siblings.

• Difference of opinion over career direction, land disputes, or transfer of property.

• Difference in age, gender, and culture between family members.

• Change in financial conditions, division of income, or disagreements over money.

• Needs or requirements of one or both partners that don't get met.

1.4.2 Types of Family Conflict (Rachel Pancare, 2017)

Extramarital Affairs – Extramarital affairs include unfaithfulness between couples, separation or divorce, lacks of emotional support, intimacy, respect or admiration, selfishness.

Financial Difficulties - Financial problems are one of the most important causes of divorce. When disagree occurs between couples on how, where or when money is spent, financial stress can take place. Unemployment may also one of the causes of financial difficulties.

Communication Failure - Communication issues that can cause conflict in the family, including using of offensive language, doing the opposite of what others say, and lack of time for sharing

Parenting Issues – Parenting issues includes disagreement on whether to have child, problems on parenting style which may bring stressful and family conflict.

1.5 Statement of the problem

Adolescence, as characterized by several studies, is a period of stress and strain (Hall, 1904) as well as that of identity vs. role confusion (Eric Eriksson). Adolescent behavior is influenced by so many factors other than formal education. Behavior is affected by family relationship, support, or conflict as well as by other elements in the adolescent's environment. Several studies have shown how parenting style, parent-child relationship, parental substance abuse, marital conflict, financial strains, and lack of family communication have adverse effects on adolescent behavior and academic performance. An adolescent unable to handle family environment and conflict may resort to negative coping and risk behaviors such as drugs, pre-marital sex, deviance and depression further hampering one's future career and well-being.

It becomes imperative to understand the various ways how family conflict affects a school-going adolescent especially the emotional and behavioral challenges. Along with this, the coping strategies used by adolescents as well as availability of social support for them and their families need to be identified. This study attempts to understand how family conflict affects school-going adolescents' behavior and wellbeing in Mizo society. It also seeks to identify the social support system available for them and what measures can be taken to strengthen the Mizo family system.

1.6 Objectives of the Study

The following are the objectives of the study-

i. To understand the types of familial conflict prevalent in Mizo communities.

ii. To identify the family-related challenges experienced by Secondary School students in Lunglei.

iii. To understand the social support and coping strategies of adolescents in times of family conflict

iv. To suggest suitable social work intervention to strengthen family system.

1.6.1 Research Questions

1. How are adolescents affected by communication pattern within the family?

2. How does divorce affect the adolescent's identity and academic performance?

3. Whom do an adolescents turn to for support in time of family conflict?

4. Does parent-child bonding affect the use/abstinence from substance use and other forms of deviance?

5. How does Mizo society address issues related to family conflict?

1.7 Chapter Scheme

The study is arranged into five chapters. The first chapter gives introduction to the concept of Family, Coping, coping strategies, Adolescence, Family conflict, Causes of family conflict and types of family conflict.

The second chapter describes the research methodology. It includes the objectives of the study, research design, and sampling, tools of data collection and data processing, analysis and operational definitions.

The thir chapter concludes the study by summarizing the findings as well as making suggestions for social workers, policy makers and research scholars.

In this chapter the introduction of research topic was discussed, which include meaning and concept of family, coping, types of coping strategies, adolescence, family conflict, causes of family conflict, types of family conflict, statement of the problems, research objectives and research question. In the next chapter research methodology will be discussed.

METHODOLOGY

In the previous chapter, introduction of research topic was discussed. The present chapter discusses the settings and methodology of the present study. The first section presents the profile of the study areas including the core and peripheral communities. The second section deals with the methodological aspects of the present study, and research design, sampling, tools of data collection, data processing, and analysis of the present study. Section three deals with Ethical Considerations and section four discusses Operational Definitions used in the study.

Methodology is the systematic, theoretical analysis of the methods applied to a field of study or research. Methodology helps in understanding which method, set of methods or best practices which can be applied to the study or specific case.

The setting

The setting of the present study describes profiles of the state of Mizoram and Lunglei Town.

Mizoram

The state of Mizoram is located in the North-Eastern region of India. The erstwhile Lushai Hills District of Assam became a Union territory on 21st January 1972 and received statehood on 20th February 1987. Mizoram is bound on its north by Cachar District of Assam and the state of Manipur; on the east and south by Myanmar, on the west by Bangladesh and Tripura. The state is geographically located between 21.58^{o} to 24.35^{o} N latitude and 92.15^{o} to 93.29^{o} E longitude. The Tropic of Cancer runs through the territory. Its boundary with Myanmar extends 404kms and Bangladesh over 318 kms. Thus it occupies an area of strategic importance having a total boundary length of 722kms with Bangladesh and Myanmar. The length of the state from North to South is about 277kms and the width from East to West is about 121kms. The total area of the state is 21, 081 km^{2}.

As per 2011 census, the population of Mizoram is 1,091,014 consisting of 5, 52, 339 males and 538,675 females. The population density is 52 persons km^{2}. Among the eight districts, the capital city, Aizawl has the highest population density of 113 persons

per km$^{2.}$ So far Urban Areas are concerned, there are 23 towns in Mizoram. The urban population is 571,771 making up 52.11 percent of the entire state population.

Lunglei

The present study is conducted in Lunglei, Lunglei District Mizoram. As of 2011 Indian Population Census, Lunglei has a population of 137,223 of which males were 71,402 and remaining 65,821 were females. It is the second most populous district in the state, after Aizawl. It is also the largest district in Mizoram with an area of 4,536 km^2 (1,765 sq. mi). Lunglei is located south of the Tropic of Cancer in the southern part of Mizoram. Lunglei Town is located between longitudes 920 42' 45" E – 92050'05" E and latitudes 22048' 18" N to 22056'55" N.

Secondary Schools in Lunglei

The following are the secondary schools identified for the purpose of the study:

Sl No.	Name of School	Type of School	Location
1	Government Higher Secondary School, Lunglei	Government	Core
2	Government High School, Lunglei	Government	Core
3	Sacred Heart	Private	Core
4	Holy Faith	Private	Core
5	Baptist Higher Secondary School	Private	Periphery
6	Zomuana Memorial School	Private	Periphery
7	Zotlang Higher Secondary School	Government	Periphery
8	Government Pukpui High School	Government	Periphery

Research Design

The study is exploratory in nature and makes use of both primary and secondary data. Primary data are collected using both qualitative and quantitative research methods. Field Survey using Interview Schedule was administered among Secondary school students to probe into their family environments and family experiences. Case Interviews were conducted to understand the lived experiences of students who are undergoing family conflict. Secondary data is acquired from books, journals and online research related to the study.

Sampling –

A multi stage sampling procedure was adopted for identification of study sample.

Selection of Study Area

In the first stage, Lunglei town was identified as sample area. In the second stage, all High Schools and Higher Secondary Schools of Lunglei town were identified. In the third stage, selection of two government and two private schools was made based on location (core and periphery). In the fourth stage, field survey was conducted among secondary school students (classes IX-XII) in the selected schools in order to identify those undergoing family conflict.

Due to the Covid situation, all students of the selected school could not be identified and therefore snowball and convenience sampling had to be utilized for conducting the survey.

Selection of Respondents

In the final stage, Students were purposively selected for in-depth interview based on screening. All students of High Schools and Higher Secondary Schools in Lunglei constitute the population of the study. The unit of the study comprise of Individuals (students).

Tools of data collection –

Survey using structured questionnaire was used in order to identify students undergoing family conflict (screening for identification of sample). The tool was constructed based on the Brief Family Relationship Scale (Fok, Allen & Henry, 2011). A Pilot study using structured questionnaire was firstly conducted among 30 respondents. Some modifications were made in the questionnaire in the light of findings from pilot study. The final survey was then conducted using convenience and snowball sampling among secondary school students. The major sections of the questionnaire are Profile of the respondents, types of family conflict, effects of family conflict on adolescents, copping strategies and social support of adolescents who are undergoing family conflict (see appendix).

Interview guide was used for conducting case study with secondary students undergoing family conflict. The respondents for case study were selected from the participants of the survey.

Data Processing and Analysis

Survey findings were processed and analyzed using Microsoft Excel and SPSS software; and presented in the form of simple averages. Case Interviews are presented in the form of first person case narratives.

Operational Definitions

In this section, some of the important concepts related to the study are presented along with their operational definitions.

Coping- Coping comprises the cognitive and behavioural efforts required to manage the internal or external environment when a level of dissonance exists in a person's perception of their ability and resources to deal with the psychological stress (Lazarus & Folkman, 1984). For the purpose of the study, coping strategies have been understood to comprise of confrontational coping, distancing, escape avoidance, positive reappraisal and self controlling

Family conflict - Family conflict develops when members of a family have different beliefs or viewpoints, when people misunderstand one another, when someone gets hurt feelings and develops resentment, and when miscommunication leads to mistaken assumptions and subsequent arguments (Caprez, 2016). There are different types of family conflict; they are Extramarital Affairs, Financial Difficulties, Communication Failure, Parenting Issues (Pancare, 2017). This study will focus on students who have experience on family conflict; financial difficulties, divorce, domestic violence, substance abuse.

Secondary school - Secondary Stage of education covering 4 years of academic study which is classes 9th-12th. Consisting students aged between 14-18 years. (Draft National Education Policy 2019). The study identifies those students currently studying in Classes IX-XII for inclusion in the survey, irrespective of their age.

Social Support- Social support as an individual's perception that he or she is loved and valued by people in his or her social network (Demaray and colleagues 2005).

Brief Family Relationship Scale (BFRS) - The BFRS is adapted from the 27-item Relationship dimension of the FES (Moos & Moos, 1994), consisting of Cohesion, Expressiveness, and Conflict subscales (9 items each). These subscales measure support, expression of opinions, and angry conflict within a family. The current study uses a pre-tested structured Questionnaire to understand respondent' experience of family conflict, based on BFRS. The tool used has been constructed in the context of Mizo families and modified as per findings from a Pilot Study.

The present chapter discussed the settings and methodology of the present study including the profile of the study areas including the core and peripheral communities, the methodological aspects of the present study, including objectives and research design, sampling, tools of data collection, data processing and analysis of the present study and Operational definitions. In the next chapter conclusion will be discuss.

CONCLUSION

In the previous chapter, the methodology of research were discussed. This chapter summarizes the results of the findings from the preceding chapter in an integrated manner according to the objectives of the study. This chapter is divided into three sections; the first section presents the integrated discussion of findings including profile of the respondents, types of familial conflict prevalent in Mizo communities, challenges experienced by Secondary School students in Lunglei, Social support and coping strategies of adolescents in times of family conflict. The second section deals with the overall conclusion. Suggestions for scope of social work intervention and further need for research are also highlighted.

Integrated Discussion of Findings

This chapter summarizes the result by presenting it into different sections. The first section attempted to emphasize the profile of the respondents where the Socio-Demographic economic, Family Structure and Socio-economic characteristics of respondents. The second section discussed the types of familial conflict prevalent in Mizo communities. The third section deals with Challenges experienced by Secondary School students in Lunglei and the fourth section deals with Social support and coping strategies of adolescents in times of family conflict

Profile of respondents

Socio-demographic profiles of the respondents reveals that more than half of the respondents were female, while more than two fifth of the respondents were male. Majority of the respondents were in the age group of 16-19 and less than a fourth were aged between 13-15 years of age. More than half of the respondents belong to Below Poverty Line (BPL), more than two fifth of the respondents were Above Poverty Line (APL) and less than a tenth of the respondents belonged to Antyodaya Anna Yojana (AAY). Majority of the respondents belonged to Baptist, more than an eight of the respondents belongs to United Pentecostal Church (NEI) and less than a tenth of the respondents were Presbyterian and Salvation Army.

More than half of the respondent's parent have position in the community and the church, while almost half of the respondent's parents' does not have any position in the Church or Community. More than two-third of the respondents family size were 4-6 family member, almost a fourth of the respondents were 7 and above family member, while less than a tenth are 1-3 family member. Almost two third of the respondents were living in Joint Family, more than a fourth of the respondents were living in Nuclear family and less than a tenth of the respondents were living with a Single Parent. In the Birth order position, more than a third of the respondents are first born, more than an eight of the respondents are second child, more than an eight of the respondents are middle born, less than a tenth of the respondents are second lastborn, more than a sixth of the respondents are last born and less than a tenth of the respondents are the only child.

Types of familial conflict prevalent in Mizo communities.

It was found that the type of family conflict which are prevailing in Mizo community are Parents' Marital Conflict, Parental Substance Abuse, Divorce of Parents, Family Financial crisis, Lack of respect and Lack of trust among family members, Domestic violence, Fights and violent arguments and Verbal abuse and use of offensive language. Verbal abuse and use of offensive language is the most common type of abuse reported by respondents.

Almost a tenth of the female respondents reported regularly experiencing arguments in their family while more than two-thirds of the respondents said arguments in their family took place sometimes. A small number of the respondents report having often witnessed domestic violence take place in their family while almost a third reported having to sometimes witness such type of conflict in their family.

More than a third of the respondents had often experienced physical fighting in their family and more than a fourth of the respondents also had sometimes experienced physical fighting among siblings in the heat of family arguments. More than a third of respondents reported that fights and violence sometimes took place in their family; only a few male respondents reported that this was a common occurrence in their family. The statement, 'Misunderstandings and physical fights take place among siblings in our

family' was reported as often taking place by an equal number of male and female respondents while almost two-fifth reported that the same happened 'sometimes'. A few respondents reported that they often experience verbal abuse and use of offensive language in their family. Almost a fourth female respondent reported that verbal abuse and use of offensive language in the family happened 'sometimes' while more than a tenth of the male respondent the same happened 'sometimes'.

It was found that Witnessing of family conflict was reported more by females than male respondents perhaps because females are more sensitive to acts of violence, abuse and conflict while males tend to internalize and not admit to witnessing such traumatic events. A study made by Spear (2000) also found that adolescent girls experience feelings of stress and emotional troubles more strongly than those of adolescent boys.

From the case studies, it was found that divorce, parental substance abuse, marital conflict, financial crisis, lack of support from parents on their interest, fights and arguments are the common types of family conflicts. Parental substance abuse can be a source of marital conflict, marital conflict can be a source of Domestic violence, fights, violence argument, verbal abuse and use of offensive language which may the root cause of Divorce of parents. Likewise, Divorce of Parents may lead to family financial crisis, parents substance abuse and others types of family conflict.

Challenges experienced by Secondary School students in Lunglei.

It was found that more than half of the respondents have feelings of discomfort and insecurity at home due to family conflict. Among female respondents, more than a fourth of the respondents have such feelings while more than a fifth of the male respondents feel the same way. More than half of the respondents feel uncomfortable and insecure being in social situations due to conflict in their family. Almost a tenth of male respondents often feel uncomfortable/insecure being in social situations due to their family situation, while almost half of female respondents report the same.

More than a half of the respondents said they are unable to concentrate in their studies due to conflict in the family, this was reported by less than a tenth of males while almost half of the female respondents were unable to concentrate in their studies *(see*

table 4.3). More than a sixth of the respondents face challenges such as lack of trust and lack of respect from their parents, experienced by more than an eighth of the female respondents *(See table 4.4).*

From case studies, it can be understood that most adolescents undergoing family conflict prefer to be by themselves rather than seeking help from others which portrays the lack of community support for family conflict and for adolescent problems.

Social support and coping strategies of adolescents in times of family conflict

It was found that more than a fourth of the respondents had consulted a church elder when undergoing family related problems. It may reflect the religious and belief of Mizos, as majority of Mizos are Christians (National Family Health Survey India 2015-16). Even when they faced such kind of problems, they used to seek help from God and some sought the help and prayers of church leaders and church elders. More than a fourth of the respondents sought the help of relatives, more than a tenth of the respondents confided in their neighbors, another tenth took help from community leaders and almost a third of the respondents said they told somebody else. However, the remaining tenth did not know or have any form of social support in time of need and help.

Coping strategies used by person/individuals can be different in a positive and negative ways; it depends on one's personality and social environment. It was found that coping strategies used by adolescence are Control Situation, Resort to crying, Manage own stress, Isolation from others**,** Seek to understand the problem, Resort to prayer, Sport activities, Exercise, Improve situation, Sleep away stress, Use social network site, Resort to social media, Listening to music, Cause problems in the family, Conflict with friends, Suicidal ideation, Indulge in Substance use, Resort to smoking and Conflict with family *(see table 4.7*).

Almost a third of the respondents resorted to praying as a coping strategy. When problems and family conflict occurred, almost a third of the respondents made effort to control the situation and more than a fourth of the respondents listened to music as a coping strategy. Priyanka & Kshipra (2017)'s study also reveal that the most common copying strategy of adolescent for facing stress was watching television, movies, music, games, internet chatting. Most female respondents used self controlling coping strategies which include Control Situation, Resort to crying, Manage own stress and Isolation from

others. Most male adolescents used positive reappraisal coping strategies which include seeking to understand the problem, resorting to prayer, Sport activities, Exercise and made effort to improve the situation. More than two-thirds of the respondents used positive coping strategies while less than a fifth of the respondent used negative coping strategies in facing their family situation.

Evidence from the case interviews indicate that family conflict is mainly arises due to substance abuse and poverty. It was found that adolescent also used praying, writing and maintaining a dairy, singing, shouting, sharing with friends and family, playing online games, use of social media, running away from school and loitering with friends, smoking tobacco and marijuana and drinking alcohol. While some adolescents have positive self-care and coping strategies, family conflict results in negative coping for adolescents in the secondary school age where they resort to truancy which affects their scholastic life. Most of them lack motivation and interest in studies. The eldest child bears the burden of household management in a dysfunctional home. Most adolescents who have experienced or are experiencing family conflict prefer to be alone instead of socializing as their family experiences hugely lowers their self-esteem. Many resort to substance abuse and other risk behaviours as a means of coping. Social Media is seen as a positive distraction for such adolescents.

The Mother is seen as the major form of Social support for an adolescent traumatized by conflict in the family. This is followed by maternal grandparents who provide emotional support. Altogether, there is a very low level of social support for families undergoing family conflict, whether institutional or community based.

Conclusion

The focus of the study is on family conflict and coping strategies used by secondary school students in Lungei. Unstructured interview and structure questionnaire was used for data collection. Due to the Pandemic situation, more than half of data collection was done through online platforms.

The objectives of the study are fulfilled, and also the study reveals that majority of the respondents who are adolescent have undergone some type of family conflict which have an impact on their behavior including feelings of unease and insecurity at home, avoiding social situations and inability to concentrate in their studies.

Adolescence is a period of storm and stress and identity vs. role confusion, where they need guidance to shape their behavior. Adolescents' behavior is influence by many social factors even so parenting plays a major role in their character/behavior because family is the primary social institution.

Almost half of the respondents reported that verbal abuse and use of offensive language takes place in their family. Adolescents do not feel safe or secure in their own families. Their studies are negatively affected by their family situation and they have no motivation to perform well. Spirituality and seeking God in prayer is an important coping strategy they used while some of them used to share their problems with friends and family. Most prefer sharing with others rather than with their family.

Suggestions

Suggestion is made based on study findings including scope of social work intervention and further need for research.

Suggestions for Social Workers

Social workers need to concentrate more in the school and study on family conflicts because a large number of students facing physical and mental problems which can be known from there behavior, but some problems may keep inside. As seen from this study, the students of this age need a healthy environment where mental health is given prior emphasis. A multi-level approach for the possible Social Work interventions is suggested as follows:

Micro Level

1. Positive steps must be taken for enhancement of home environment such as regular home visit by a school social worker to assess the needs and problems of student and family.

2. School Social Workers and Counsellors should be prioritized in all schools so that Counselling and effective case management can be made for prevention and treatment for those who are undergoing family conflict. Students will have the platform to discuss mental and emotional issues that concern them and which affects their academic performance.

3. Family Counselling and Guidance is a must as most problems stem from the family. Family conflict affects not just school-going adolescents but all members of the family physically, mentally and emotionally. Strengthening of family system will not only help build healthy adolescents but will strengthen communities as well. Rebuilding of the smallest but most important unit of society is the need of the hour.

Macro Level

1. Counseling rooms must be provided in every school so students with emotional and mental health issues can approach School Social Worker/ Counselor/Teachers in a safe and confidential environment.

2. Adolescents in the High and Higher Secondary stages of education need Career Counselling as they often tend to take up careers that they have no interest in often because of popular culture. By understanding students' thinking and potential, Social Workers will be able to guide students to the best career suitable to him/her and help them make well-informed decisions that ensure healthy life goals and positive career outcomes.

3. Establishment of more an Agency focusing on Adolescent needs. Adolescent Health Clinic cum Counselling Centre can be established in Mizoram to cater solely to the needs of adolescents in terms of teenage pregnancy, drug use, coping and self-management.

4. Family Guidance and Counselling. Though there are a few Family Counselling Centres in Mizoram, there is a huge need to strengthen existing facilities as they provide mainly for spiritual guidance and not all centres have trained professionals to provide psycho-social counselling. Pre-marital Counselling, Marital Counselling and Parenting Skills education is imperative to strengthen family system in Mizo society.

5. Promotional films on Parenting and Mental Health. Since media and Social media play an important role in educating and influencing individuals, productions on family life and values need to be promoted on Social Media and television. This can be done by Church Youth Groups or Young Mizo Associations in the form of competitions and re-educating the society on the importance of family and proper parenting.

Suggestions for Policy Makers

1. There is an urgent need to introduce School Social Work in Mizoram. School social workers can help the students in many issues apart from their studies. The Ministry of Human Resource Development needs to take measures to ensure that there is a Social Worker in every School.

2. There is an impending need to create an Education Policy that caters to the psycho-social and emotional health of adolescents. This would also incorporate change in curriculum, teaching methods and school system in general.

3. Career Guidance and Skill Education as a compulsory part of Educational syllabus must be included at least from Middle School level.

4. Life Skill Education must be made mandatory for all levels of Education and included in their syllabus. According to Aparna & Raakhee (2011), "the main objective of life skill education is to empower the learner to develop a perception of oneself as an individual of worth and dignity. Imparting life skill training is an imminent need of the society as it will help adolescents to enhance their life and endow them with strategies to make healthy choices that contribute to a meaningful life. The education system should include life skill education as a part of its curriculum to ensure positive and healthy behavior, positive interpersonal relationships and well-being of individuals.

Suggestions for further research

The results of the study reveal the lacunae in the psycho-social and emotional development of adolescents in Mizoram. There is much to be done before effective measures can be put in place. The following are the suggestions for further research:

1. There is scope for studying stress and related psychological problems among school students. This is evident from the findings where adolescent students undergo different types of stress in their academic, family and personal life.

2. Family environment and conflict has a great bearing on adolescent learning and behaviour. Thus, it is necessary to explore the effects of family conflict on school going

students as evident from findings where students are highly affected by family financial issues, family substance abuse, family conflict and illness.

3. Further research is necessary in understanding adolescent behaviour and gateway drugs. This is supported by the findings of the study on the patterns of gateway drugs and adolescents. Alcohol and marijuana use are on the rise which are correlated to other hard core substance use therefore studies on Alcohol and Marijuana need to be carried out.

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