War of Minds among Young Adults: A Psychological Perspective

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Abstract : The intra-psychic conflicts in the minds of youth are detrimentally affecting their physical & psychological health. The existential anxiety of what life is, what to do after getting a degree, what's the meaning of life, etc is shattering their equilibrium. The gap between the knowledge they are receiving from schools & colleges and their virtual life is expanding day by day. Our present education and training systems do not provide young people with the basic skills needed to have a fulfilling and satisfied life, and they are continuously receiving formal education.Conflicts and wars do not only represent the physical aggression but it also includes the conflicts running in psyche of individual which at first place give birth to any kind of violence or war. It all starts with unbridled emotions, distorted cognitions, the maladaptive thinking patterns, the differences between the proficiency they are receiving and the actual problems they are facing, highlights the need of better educational system in life. The existential vacuum of their life makes them troublesome rather than troubled leading to psychopathology, anti-social and futile behavior.Thus, change of mind is the need of hour and non-formal education should not be seen as an alternative to formal education, but rather recognized for its complementariness in providing a more holistic and skills based approach, equipping youth to meet the competing demands of work and personal life. Young adulthood is an important period for the development of preventive interventions which should be designed to prevent the development of more serious psychopathology in adulthood. The present paper explores the conflicts in the psyche of individuals which may give birth to all kinds of violence and also suggest importance of life skills development for eradicating the war of values among youth.

Keywords: conflict, life skills, war of values.

Introduction : From the realms of positive psychology, war or violence is not because of the presence of conflict but because of the inability to cope with it. According to the Joseph Rowntree Foundation (2002) approximately half of young people have committed at least one criminal act in their life, such as experience of drinking, drug use, assault, bullying, or teasing. The intra-psychic conflicts (conflicts between incompatible or opposing wishes, impulses, needs, thoughts, or demands within one's own mind), negative emotions (loneliness, sad, hurt), lack of meaning or purpose in life, lack of life skills (deficit of basic skills necessary for optimal living), etc dig deep in their existential vacuum which leads to lack of appropriate behavior or anti-social behavior.Victor Frankl (1984) has perfectly expounded that man is not smashed by his suffering; rather he is smashed by suffering without meaning. It is seen that during the last half of the 20th century, rates of psychopathology among young adults have genuinely increased. The trend has spurred some psychologists to coin the term 'emerging adulthood/ hovering adulthood' to illustrate the period from 18 to 25 years as a new transitional phase between adolescence and adulthood. The popular media also call it the 'failure to launch' and 'boomerang generation' to characterize this phenomenon, and the increasing number of young people returning home after college rather than sketching a more independent life course. Questions like who am I? Do I have a meaning or purpose in my life? What sort of person do I want to become? What kind of world do I want to help create? How strong I am? What is my contribution in the universe? The abilities to deal with and finding answers to these questions are absolutely relevant to the development of individual qualities, such as understanding themselves, caring, compassion, forgiveness, and social responsibility. On the other hand, inability to deal with these questions create a mess in one's life and people hover here and there to achieve the control over their life. Young adults are characterized by cognitive, behavioral, psychological, and social revolution in which an individual transits from dependent to more independent lifestyle. According to Parks (1986, 2000), individuals between the ages of 17 and 30

develop in their meaning-making abilities, and become more conscious of their conception of reality. But now a day's youth is in lack of these abilities and are bending towards anti-social and criminal activities. Different viewpoints holding different causes for this war of minds include.

Psycho-pathological view point- It links the personality characteristics of offenders and victims as chief determinants of criminal violence. This model includes analysis that links mental illness (i.e. a small number of mentally ill persons are violent), alcohol (i.e. what one does under the influence of alcohol and other drugs) and other intra-individual phenomenon to acts of violence (Ahuja, 1998).

Socio-psychological viewpoint- The socio-psychological model assumes that criminal violence can best be understood by careful examination of external environmental forces that exercise impact on an individual offender. This model also examines the types of everyday interactions (say, stressful situations or family interactional patterns) which are precursors of violence (Straus, Gelles and Steninmantz, 1980). Socio-cultural viewpoint- The sociological or socio-cultural model provides a macro level analysis of criminal violence. This model examines criminal violence in terms of socially structured inequality and social and cultural attitudes and norms regarding anti-social behaviour and inter-personal relations (Ahuja, 1998). Youth development viewpoint - Besides that lack of adequate life skills (psychosocial skills and abilities that can be exercised to promote desirable characteristics, such as self-control and sociability) are also considered as prime cause of anti-social behavior and negative consequences towards self and others (Trama and Modi, 2017). The self-attitude theory also explains that in a society, a culture, or a group that values violence, persons of low self-esteem may seek to bolster their image in the eyes of others and themselves by carrying out violent acts.

So it can be said that frustration, aggression, low self-esteem etc leads to conflictual mental states which give rise to violent acts towards self and others. It all starts with mind, and ones the mind get troublesome (and not being treated well) its caught in vicious cycle of maladaptive behavior pattern (including, anti-social, criminal activities, revengeful acts, bullying etc).

Need Of The Study: In general, youth is considered as a period of high risk. The period of young adulthood is marked by the initiation of new life experiences. Youth must synchronize earlier life events as they shift into a period filled with new and exciting challenges. There are a lot of critical issues that they face in social, cultural, economic, and psychological spheres. Some of these issues serve as serious obstructions to their development. Very high population of young adults is tending to move towards addiction, anti-social activities, self-centeredness, and lack of moral values. The youth are generally spiritually disconnected. This is the grievance of many concerned adults who sense that problems among young people are growing greater, and even those young people, who grow up in religious homes, are often the victims of a number of social ills and evils. The disconnect leads young people learning religion but not practicing it, not adapting it, and not having it affect their lives in a meaningful way. In reality, this disconnect occurs between the knowledge that they are receiving and that knowledge translating into meaningful actions, and positive, optimal human and spiritual development. Youth researchers across the globe acknowledge the war of values taking place inside the hearts and minds of young people. Young adults are in desperate need of the skills, expertise, knowledge, and competencies to moderate the worldliness of our age with the understanding that can only come from wisdom and spiritual orientation. They are in need to learn new skills and abilities, cope with stressors, overcome obstacles, and maintain or develop a healthy sense of self. As these skills can be difficult and demanding to develop when left to mature on their own, the result is that, too often, young people display dysfunctional, unsociable, and maladaptive behaviors. While higher education focuses with new intensity on test scores, grades, courses, persistence, and degrees, it has increasingly come to neglect students' "inner" development - the sphere of values and beliefs, moral development, virtues, spirituality, and self-understanding. Our present education and training system do not provide young people with the basic skills needed to have a fulfilling, meaningful, and satisfied life as they are continuously receiving formal conservative education. Non-formal education programs strive to fill this gap by providing learning and skills development opportunities that are relevant to the changing environment in which young people live and seek their livelihoods. Often provided through youth- and community-based organizations,

non-formal education facilitates the learning of life-relevant principles and skills, especially for disadvantaged, minor, and marginalized groups. Non-formal education should not be contemplated as an alternative to formal education, but rather recognized for its complementariness in providing a more fully rounded and skills-based approach, and equipping youth to meet the competing demands of personal and interpersonal life. Many countries have introduced new and innovative schemes of recognition of non-formal and informal learning methods. In the field of education, faculty was assumed to illustrate and inculcate the important values, beliefs, intellectual virtues, professional knowledge, etc., which would then rub off on students without the need for much being said and enforced. But most students do not effectively and efficiently pick up values and virtues in this manner, and this is particularly true in higher education where there is not capacious and close contact between students and faculty. Putting it simply, dependence on such tacit modeling and absorption is inappropriate, and inadequate, almost everywhere. This leads to increase in faulty behavior pattern and lack of morality in youth, and there is urgency to prevent young people from taking or being exposed to risk, from becoming socially perverted, deviant, unhealthy or unproductive.

Due to meaninglessness in life, negligent attitude, and changing values, the youth are confronting problems, such as being care leavers, juvenile parents, young homeless, addicts, troublesome rather than troubled, offending or simply being offensive. It is high time that we should prevent young people from taking risks or from being exposed to risk, from socially excluding themselves, and from being deviant, unhealthy or unproductive. Thus, young adults are in need of re-orientation which means change in set of attitudes and beliefs that is fresh orientation. Re-orientation is also an act of changing direction in which one is already oriented or it can be termed as a turnaround, a reversal or a change of course. A change from idleness to productive work, from despair to hope, from fear of youth to love of our youth, change from lack of integrity to overflowing of integrity is required because our youth is our future, and must be preserved and directed through moral instructions or enlightenment.Providing opportunity to youth people in exploring their inner selves has been squeezed out of their present educational system. Although young

people ought to be trained to be employable, but they may miss the abilities to locate a deep sense of worthiness in themselves, understating their unique roles or exploring their connections to others.Youth are in immediate need of the skills, knowledge and competencies to moderate the worldliness of their age with the acknowledgement that can only be gained from the wisdom and spiritual intelligence (Abdul Lateef, 2009). There are many institutions that are working on this philosophy and towards similar goals such Art of living, Satyug Darshan, and Brahma Kumaris, etc., but there is no systematic effort in the realm of psychology to educate and re-orient the young adults towards spiritual orientation. Early adulthood is an important period for the development of preventive interventions which are designed to prevent and control the development of more serious psychopathology in later life.Youngsters learn with observation, but still, they need supporting adults, who could rectify their dysfunctional or maladaptive thoughts, show them a better face of reality, and inculcate in them more and more virtues for a better today and tomorrow. Programs like these grasp their interest, and make learning a fun-loving task. With training like this, their existential quest finds a way, and it helps them to be more humane and self-actualized. Danish (2002) noted that to attain success in life, it is not sufficient to know what to shun, but one must also be familiar with how to succeed. The emphasis should be on creating the positive rather than eradicating the negative. The field of positive psychology recognizes young people as resources of potential to be developed. They are in need of a variety of skills and competencies, such as the capacity to make responsible decisions, understand their values and beliefs, form smooth relationships and communicate with others (Boyd, Herring, & Briers, 1992). These broad ranges of personal skills should be flexible enough to deal with novel scenarios, and should be applicable to the growing range of changing contexts which are meaningful to the individual.Being raised right doesn't mean one doesn't drink, party, and smoke; being raised right is how one treats people, one's manners and respect. Youth needs appropriate platform so that individuals from diverse backgrounds and perspectives can delve into their life issues in an intellectually rigorous way that also encourages them to be insightful, self-reflective, and inquire about bigger questions and issues in life.

Objectives

The following objectives have been framed for the present investigation:

To examine the war of values among young adults.

To examine the various cause behind the intra-psychic conflicts of young adults.

1.To examine the need of youth development programs for maintain good psychological health of young adults.

2.To examine the need of change in present mechanical educational system. The healthy development of youth is a fundamental building block of our society. Endeavors to encourage positive personal growth and optimal functioning in young people should spread throughout every salient social sphere including the family, education, occupation, religion, media, economics, and sports. They are in urgency to learn new skills, cope with life stressors, overcome stumbling blocks, and maintain or develop a sense of self. As these skills can be burdensome to develop when left to mature on their own, the result is that too often, gloomy young people show maladaptive, anti-social, and risk-taking behaviors (e.g., drug abuse, unsafe sexual behaviors, and violent activities) that illustrate poor personal development. A spotlight on the prevalence of these negative behaviors has historically dominated the field of youth development, reinforcing the standpoint that young adults are deficit in spiritual orientation.While many young people do not indulge in risky behaviors and demonstrate signs of healthy development, it is clear that young people can aid from external support for the promotion of their individual competencies to facilitate positive growth. The process of optimal youth development is an everlasting one, in which individuals aim to fulfill their basic personal and social needs to feel secure, responsible, cared for, valued, and emotionally embedded (Miller, 2003). During this process, young people have the highest potential for growth but are also at their most vulnerable. Diverse studies have examined that formative year problems can be settled with applied programs intended at re-orienting youth by reducing engagement in high-risk behaviors (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002). Also, there has been growing evidence that the removal of negative behaviors is not the same as the encouragement of adaptive behaviors resulting in healthy development. That is, absence of signs of psychological or behavioral problems is not necessarily reflective of a fully functional young person. Danish (2002) noted that to attain success, the knowledge of what to avoid is not enough, and one must also know how to succeed. The more recent sensational shift in perspective, broadly adopted throughout general psychology, places importance on building the strengths and positive behaviors of young people rather than eliminating or eradicating negative behaviors (Seligman & Csikszentmihalyi, 2000). The approach of positive psychology recognizes young people as resources of potential to be nurtured. This recent switch in perspective means that youth can now be viewed as a period of psychological and social growth.Achieving a stable equilibrium of protective factors could be a pivotal factor in maintaining overall health. To optimally support the young adults in their search for meaning, we must minutely consider the tools they require, known as Life Skills. On these lines, an overall composite life skills training program like, Trama and Modi (2017) based on diverse aspects of inner self-enhancement which is a self-regarding approach (viz., self-acceptance, mindfulness, positive/negative affect, and emotion regulation) and basic virtues which is a self-reflective approach (viz., compassion, forgiveness, and gratitude) should be imparted at school and universities level.

Implications-Institutions of higher education should recognize the significance of the spiritual dimension for students' lives, and play a more active role in shaping values that are healthy (e.g., Parks, 2005). Researches in this area too, demonstrate the beneficial effects of spirituality on individual's adaptation, and coping with social pressure and life stressors (Vannes & Kasel, 2003). Thus, such enlightening, life-changing programs should be arranged at college and university levels to direct our youth towards self-actualization because spirituality is all about creating space in which mystery and human potential meet.In sum, it can be said that young adults must be encouraged to end the war of minds or conflicts they have and should search the meaning in life. Youth should be motivated to fill their existential vacuum, and for this, supplementary programs are needed to cover this weak point. Youth is the hope of future thus the role of institutions of higher education in towards psychological development should e enhanced and positive youth development should be promoted with zest and zeal.

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