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Analysis of the Perceptions of Secondary Schools Teachers Regarding the Factors That Causes Social Conflicts

ABSTRACT

Social conflicts are the unavoidable and undeniable phenomena of human life. It destroyed the peace of the society. These social conflicts arise of human interaction, where there is interaction there are differences, discords, disagreements, struggles, clashes and tiffs between the individuals and groups that lead to social conflicts in society. The aim of the study was to evaluate the perceptions of secondary schools teachers regarding the factors that cause social conflicts. Objectives of the study were to explore awareness of the teachers about the social conflicts and to explore the factors that lead to social conflicts. All the 23651 Male Secondary School Teachers constituted the population

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for this study. A sample of 560 was selected randomly. Data were collected from eight districts out of 25 districts of Khyber Pakhtunkhwa i.e. Peshawar, Nowshera, Mardan, Abbottabad, Swabi, Kohat, Swat, and Dera Ismail Khan. Questionnaire was used for the collection of data. The collected data were tabulated, analyzed and interpreted by using chi square and percentages.

It was found out that there were factors that caused social conflicts. These factors were related to the values, behaviors and structure of the society. It was recommended that the teachers' education and training programmes at all levels i.e. PTC, CT, B.Ed, M.Ed, and other such trainings and refresher courses to be re-structured and rationalized that develop a system of education to train educators to find out the factors that cause conflicts and how to cope with these factors. It was also recommended that the education department should organize workshops, seminars and symposia in education for understanding the phenomenon of social conflicts and how to resolve these conflicts for teachers, principals, parents and students as well. The media in all their forms i.e. print, electronic and other channels have to play a constructive role in the awareness of social conflicts and its resolution process. The government should keep vigilant eyes on such programmes that promote conflicts and prejudices.

Key Words: Social Conflicts, Teachers

Introduction

To live in peace is the dream of every human being, family, community and nation. Everyone does all he can for peace according to their top, best and finest approach. But one

thing is sure that conflicts will occur, it is inevitable. Social conflicts create disorder, confusion in society and disturbed the peace. It is crystal clear that education has to play a central role in identifying the underlying causes of social conflicts.

Social conflict is a situation of tiff, disorder, bickering and turmoil or antagonism. When two parties or individuals, two or more groups are engaged in protracted fight, struggle or quarrels with each other. It is a situation where resistance feels.

The word conflict is its origin a Latin word *confligere*, which mean to "strike together" (Barash & Webel, 2002). So conflict means to collide with each other. Bercovitch (1990) is of the opinion that conflict is a situation which creates incompatibility of goals or values among different parties. There is always opposing, antagonistic and aggressive behavior exhibited by the parties.

Causes of Conflicts

There are many roots from which conflicts stem out. It may involve human nature, competition and contest between individuals or groups for authority and sources. It arises from the design of the social setup, the organization of the institutions and associations, and from the unavoidable tussles among the different classes of the society. Apart from these; values, beliefs, emotions, communication style, mode of interaction among the individuals and other social, emotional, and behavioral characteristics of human are the root causes of social conflicts.

Namande (2008), holds that things like egoistic trends, racism based beliefs, intolerance, disputation, strive for substantial things, exertion for identification, ignorance,

dignity, and fear are the causes of conflicts. He adds that anything that generates disappointment or discontent can swell up the conflicts among individuals. Ayoko, Hartel, & Callan (2002), state that when there is disagreements or differences of opinions, needs and desires between the individuals or group of individuals and are apparent and exhibit from their behavior is called conflict.

Nature of Conflicts

Conflict has a lot of appearances and takes place at a number of stages of human operation and working. There is great deal of variation in human nature and society; therefore, there is a lot of variation in conflicts. Actually, a conflict is the result of the change in the human society, civilization, traditions, practices, rites and rituals. It is the natural result of multiplicity in beliefs and values, dissimilarity in attitudes and gap in perceptions that contend social, economical and political interests among human beings, different ethnic and social groups (Rashid, 2005).

Mughal and Khan (2013), state that research on conflict signifies that conflict is dynamic and not a static one, it always varies. Conflict is not the picky occurrence or phenomenon that one can feel straight away or instantaneously. It may be possible that conflict is already there but not picked out or felt by the parties yet. Human beings feel fear or frightened of the conflict yet they affirm that there is peace and there is no conflict. As time passed the conflict slowly and steadily stemmed out and then individuals realized its existence.

Deutsch (2000) is of the opinion that conflicts are neutral. He viewed the concept of conflict by distinguishing between destructive and constructive conflicts. A conflict is neither

destructive nor constructive by its fundamental nature; it is the dealing and management of conflict that makes it destructive or constructive.

Role Educational Academies

Education is the most powerful tool that changes the behaviors of the child mind. It played significant role in past to uplift the human from pity position to the peak of civilization. It has to play a role in future to avoid the inconveniences and the factors that pose threat to humanity. It deals with factors like social inequality, unfairness, groundless beliefs, ruthless custom which serve the base for disputes and conflicts.

All the factors that cause social conflicts and pose threat to the peace of the society are directly or indirectly related to education. Academies have to keep vigilant eyes on such factors to play their constructive role. Teachers are one of the key components of education. They are to keep aware themselves and other as will to encounter such things. They should be fully trained and skillful to impart true, realistic and unbiased knowledge to students and build their character.

The involvement of academics in the field of conflict studies are multidimensional subjects of studies. Extensive acknowledgment and the use of a multi-dimensional method and approaches to conflicts resolution strategies recognized academics one of the key players in the process of handling the dispute.

Objectives of the Study

1. To explore awareness of the teachers about the social conflicts.

2. To explore the factors that causes social conflicts.

Method and Procedure

Population

All the 23651 Secondary/Higher Secondary School Teachers for Boys of Khyber Pakhtunkhwa constituted the population of the research study. There were 1592 total numbers of schools i.e. 241 higher secondary and 1351 secondary schools. Total numbers of teachers were 23651 i.e. 6182 higher secondary and 17469 teachers (EMIS, 2014).

Table 1: Population from 25 Districts of Khyber Pakhtunkhwa

S.No	Schools	No of Schools	Teachers
1	Higher Secondary	241	6182
2	Secondary	1351	17469
3	Total	1592	23651

Sample

A sample of 560 from eight districts was randomly selected. Out of 25 districts, eight districts of Khyber Pakhtunkhwa i.e. Abbottabad, Dera Ismail Khan, Kohat, Mardan, Nowshera, Peshawar, Swat, and Swabi were selected randomly. For the proper representation from each district 10 schools and from each school seven teachers who thought to secondary classes were chosen as respondents for the study.

Research instruments

A questionnaire was used as data collection instrument. The questionnaire was composed of 27 items. It was close-ended questionnaire and prepared with the consultation of experts and subject specialists of the concern field. There were three section of the questionnaire i.e. structural, behavioral and values. In each section there are nine statements. It was a dichotomous study and there were two options i.e. agreed and disagreed. The respondents have to check one of the options.

Data analysis

The data were collected by the researcher from the teachers through questionnaire. The collected data were tabulated and analyzed through percentage and chi square. Statement was supported, when the chi-square value was found greater than the table value of 3.841 at the 0.05 level of significance at the df=1 and was not supported when was found less than the table value.

Formula for calculating chi-square

$$\chi^2 = \frac{(O - E)^2}{E}$$

Where as

O = Observed Frequency in each category

E = Expected Frequency in the corresponding category

df = Degree of freedom (N-1)

χ^2 = Chi-square

Related Literature

Wilmot and Hocker (2011) are of the opinion that conflict is a perceived resistance among the inter-reliant individuals over irreconcilable disparities that are felt in ideas, standards, and dogmas, tenets and targets. It may arise where disagreement takes place for respect and esteem, power and authority, and alliances. Manjor (2011), expressed that Conflict is an unavoidable, inevitable and undeniable fact of our daily lives, be different a lot for its various elements, and even with a change of space and time it also retort in a different form and fashion. Its nature, facets, and other characteristics are so varied that it is impossible to resolve it with one method. However, there is one method or other that can be used for conflict settlement, which requires appropriate changes according to the situation and nature of the conflict.

Conflicts are not of the same nature and identical characteristics or features. It is a multiple phenomenon. There is uniqueness in all conflicts; every conflict has its own perspectives, backgrounds, origins, milieu and indigenous structure. Neither conflicts have the same characteristics nor do they pass through the same phases. All the countries that are liable to conflicts some way or other they have some root causes if it gets proper environment can easily be grown into objectively possible conflict (Thruelsen, 2009).

Forces behind Conflicts

How Conflicts originated? Many hypotheses have been formulated to know about the start of these conflicts in the societies. Conflicts have many roots; conflicts and clashes are there in human nature, as they are the outcomes of those struggles which are for the capturing of more and available

source, from power struggle and unrealistic shapes and forms of the social setup. It arises from association and organization people create, and from the class struggle. The five basic forces or sources which originate conflicts are: communication, emotions or feelings, environments and process of interaction, historical changes which had been taking place from time to time in history.

a. Communication

Communications is one of the forces behind the conflict. Humans are very defective and imperfect communicators. This deficiency and defectiveness leads to breed conflict. Communication affects the whole body of the society. Decent, respectable and positive communication is the necessity for peace-building in society. These includes all walks of the life and people of the society i.e. class differences, age level, gender biased and even way of living. But majority of the world's dwellers believed on their visualization of imperfect and imprecise perceptions, and their communications conclusions drawn from past experiences or previous relations and contacts.

b. Emotions

Emotions, sentiments or feelings play the role of fuel that originate or provide the energy to conflict. It is the previous experiences and specific interaction that promotes feelings and emotions. When emotions or feelings are directly expressed it may accelerate conflict. People who are parties to the dispute or conflict should discuss their feelings without showing or displaying them in order to promote safe environment for emotional expression so that to reduce

emotional outbreak. For this purpose mediation should be given a chance to curb the explosion of emotions.

c. Values

Values are the beliefs i.e. philosophy and standards of life are the basics of living. Values are very important and give effects to our lives. These are the guidelines and basics that we follow in every walk of life. The important thing is to know about the different angle of the society. Each and every thing has got two tokens i.e. bad and good. Conflict may not be there, if our lives are being spent in positive way and positive outlook. While conflict arises of values it becomes more bothersome and vexing. Because molested and attacked, they feel they are being attacked. People never compromise on their values and beliefs. Because to them compromise on beliefs is compromise on their own and their integrity. In conflicting situation one considers as righteous, uprightness, good and honorable while the opponent as devilish, spiteful, wicked, malevolent, mean and dangerous.

d. Structure

A framework, where the conflict really started on issue or nourishes is called structure. It is also a cause which gives arise to conflict. The availability of assets, time limit, physical environment, managerial techniques and the way to communicate may be the main components of the structure. Propinquity or nearness of the opposing parties, resource's allocation and information approaches, and legitimate consideration, configuration of the organization or association, and political pressures are the other structural components that cause conflicts.

e. *History*

For understanding of conflict it is necessary to understand its historical context. It should be given historical consideration. The written records of those people, who were involved in the dispute and the issue themselves that make influence in shaping the conflict. History provides impetus to the growth of conflicts (Mayer, 2000).

Karip (2000) stated that conflict will occur when there is diversity in opinions, differences in interests, assortment in beliefs and values, and the wishes of individuals. Plunkett and Attner (1989), expressed that shared resources, goals differences, gape in perceptions, divergence view about values, dissent in the role requirements, nature of work , peoples attitude, and the phases of advancement in developing the structure and shape of an organization are the sources that cause conflicts.

Durojaye (2010), under the title of "Understanding Conflict and War" categorized these into four namely:

- a. Conflicts related to resources
- b. Psychological requirements or needs
- c. Conflicts over values
- d. Conflicts over insufficient or defective information (Durojaye, 2010).

Perspective of Social Conflicts

According to Mayer (2000), as mentioned in Lorraine Schaffer (2007) Perspective of conflicts are three dimensional i.e. the thinking faculties, the feelings and the empirical aspects of the attitude.

- e. *Conflict as Perception*: In this capacity both the personal and impersonal factors are there. As the collection of thoughts, disputes is a conviction or discerning or

comprehending that there is incompatibility of interest, wishes, needs, beliefs and want of one individual with others.

- f. *Conflict as Feeling*: Conflict also involves feelings; an emotive behavior or response to a situational interaction that indicate some kind of difference and disparity among individuals. Conflict exists when one individual perceives himself in conflict with another individual, it may be possible that those feelings are not shared by or even known to the other individuals or parties. These emotions, sensations and feelings are fright, fury, gloom, rejection and dejection, or the combination of such kind of emotions.
- g. *Conflict as Action*: Actions may be one of the causes that conflict rise to express feelings which articulate our thinking and enable us to achieve our needs in such a way that has the power of interrupting another's ability. In such kind of situation exercise of power, violent a devastating behavior may be attempted to make something happen at another expense (Mayer, 2000, as mentioned in Lorraine Schaffer, 2007).

Conflict Structure

Every conflict has a structure. According to Galtung (1996) attitudes, behavior and contradiction/the basic issues of the dispute are the three main components of the disputes. By contradiction he means incompatibility of goals etc. He is of the opinion that wants and needs form the contradiction or issue, which he named goal and the attainment is the goal state.

To Mitchell (1981); attitudes, behavior and situation form the structure of the conflict. This model makes it easier to

comprehend the conflict. According to this model the following process held.

1. At first stage individual or group of individuals attempt to obtain goals, needs that generate annoyance and disturbance. Eagerness for the achievement of the goal gets intensified and thus the situation acts upon the behavior of the actor.
2. Now the situation acts upon the attitudes, things like suspicion and doubts, mistrust or skepticism arise among the actors.
3. In this stage the behavior of the actor effects the situation and new queries arise as the demands get multiplied.
4. Now attitudes change due to the behavior. Hatred swells-up, group solidarity and cohesion give effect through the results of success or triumph.
5. Attitudes affect the behavior such as expectations we have conventional foes or rival and be attacked yet again; it will affect our planning and measures taken defensively.
6. As long as the dispute or conflict remain existed there will be more and more issues and problems will arise. In this stage the attitude acts or impact upon the situation (Mitchell, 1981).

Drivers of Conflicts

Although Conflicts are natural yet there are many drivers that bring conflicts in to action. In their findings the PBEA, (2012) (Consolidated Annual Report's findings) identified the following drivers of conflicts:

a. Weak governance

Weak and feeble governance is one of the drivers that contribute to conflicts. Disruptive political situation, restricted strategies, inadequate policies and legislation are

some of the characteristics or indicators of the feeble governance. This type governance fails to provide safety or protection and also fail to promote just services to the masses.

b. Political corruption and exclusion

Another driver of conflict is the political corruption and exclusion. When there is centralization of authority or command, in resource distribution, there will be short of confidence as well as expulsion while taking the decision.

c. Poverty and economic disparity

Poor infrastructure, lack of fundamental progress caused by injustice, unfairness, deficient devolution, austerity in educational system and other social services are the originators and accelerators of conflict.

d. Inequitable social services

Discriminatory and unjust social services provisions are also sources of conflicts. Lack-ness to the educational amenities and services especially at secondary and university level; teachers problem, quality education and services provided to different regions, locality and urban and rural areas.

e. Intergroup intolerance

Things like racial intolerance and other such prejudices, stereotyping, sectarianism, limited ability or reluctance to ease tension and to solve conflicts before it become furious are some of the main constituents of conflicts.

f. A culture of violence

Hostility and feeling of aggression in social setup i.e. in communities and families, violence especially against children; gender prejudices such as kidnapping, child marriages and down beaten or negative feelings toward female education are the culture of violence. It can work as conflicts drivers.

g. Environment and natural resources

It also provides base for conflicts. Struggle for scanty and inadequate resources, grievances, mining of natural resources that profiting overseas corporation and companies or political privileged classes.

h. Ethnic and religious divisions

It involves various racial and religious groups. Racial groups consist of different races in the social setup and religious groups consist of people with different dogmas. There is always a political and religious division in such groups resulting in grievances of inequality and discrimination.

i. Political, economic and social disengagement of youth

There is always a lack of the youth's employment in the public sector employment. There is also a lack of basic and relevant education. Lacking in these youths fall prey to tension and conflicts. This leads the youth to a feeling of insecurity and frustration.

j. Lack of livelihoods

Unemployment faced by adolescents and parents in despair, economic disparity and inequality, shows the weak and low standard of the running system if minimize the growth opportunities in the local market. The money or fiscal resources are very limited and there is no job satisfaction.

k. Migration, displacement

Migration and dislocation is another driver of conflict. Due to various reasons people have been relocated, because of which a continuous pressure in rural and mostly in urban areas has increased. This put a serious impact on the indigenous communities and resources (PBEA, 2012).

Analysis and Interpretation

Tables show the analysis of the responses of the teachers about the factors that causes social conflicts in society.

Table 2 shows the factors that related to the structure of the society that cause social conflicts.

Table: 2

STRUCTURAL					
S.#	Statements	Category	Agreed	Disagreed	X ²
1	In social conflicts disagreement exists between the parties.	Score	501	59	348.84
		Percentage	89.5 %	10.5 %	
2	Shared sources cause social conflicts.	Score	464	96	241.82
		Percentage	82.9 %	17.1 %	
3	An individualistic trend in our society creates social conflicts.	Score	486	74	303.11
		Percentage	86.8 %	13.2 %	
4	Social conflicts may arise due to the abuse of power.	Score	495	65	330.14
		Percentage	88.4 %	11.6 %	
5	Social conflicts arise with incompatibilities of needs.	Score	456	104	221.25
		Percentage	81.4 %	18.6 %	
6	Abuse of law leads to social conflicts in society.	Score	515	45	394.46
		Percentage	92 %	8%	
7	Ignorance breads social conflicts.	Score	507	53	368.06
		Percentage	90.5 %	9.5 %	
8	Poverty in our society is the main cause of the social conflicts.	Score	438	122	178.31
		Percentage	87.2 %	21.8 %	
9	Economic disparity leads to social conflicts.	Score	495	65	330.17
		Percentage	88.4 %	11.5 %	

Significant level = 0.05

df = 1

Table value= 3.841

Table 2 indicates that the calculated chi-square value in each of case was found to be greater than the table value (3.841) at 0.05 level of significance at the df = 1. So, each and every statement was found to be significant and was accepted. The

percentages also clarify the results. The table indicates that social conflicts were social phenomena in which disagreement existed between the parties or individuals. The table shows that there were factors that are related the structure of the particular society that causes social conflicts in society. These factors were shared resources, abuse of power, individualistic trends in society, incompatibility of needs, abuse of laws, poverty, ignorance and economic disparity were the sources that caused social conflicts.

Table 3 indicates the factors that related the behaviors that causes social conflicts.

Table: 3

BEHAVIOURAL					
S.#	Statements	Category	Agreed	Disagreed	X ²
1	Social conflicts arise over psychological needs.	Score	436	124	173.82
		Percentage	77.9 %	22.1 %	
2	Misunderstanding leads to social conflicts.	Score	468	92	252.45
		Percentage	83.6 %	16.4 %	
3	Poor communication is the main reason of the social conflicts.	Score	407	153	115.20
		Percentage	72.7 %	27.3 %	
4	Differences in opinions cause social conflicts.	Score	473	87	266.06
		Percentage	85.5 %	15.5 %	
5	Discriminatory attitude leads to social conflicts.	Score	521	39	414.86
		Percentage	93 %	7 %	
6	Emotional aggression creates social conflicts.	Score	488	72	309.02
		Percentage	87.1 %	12.9 %	
7	Differences of goals among the members of the society create social conflicts.	Score	407	153	115.20
		Percentage	72.7 %	27.3 %	
8	Competitive behavior causes social conflicts.	Score	397	163	97.77
		Percentage	70.9 %	29.1 %	
9	Lack of tolerance creates social conflicts.	Score	505	55	361.60
		Percentage	90.2 %	9.8 %	

Significant level = 0.05

df = 1

Table value= 3.841

Table 3 shows that the calculated chi-square value in each of case was found to be greater than the table value (3.841) at 0.05 level of significance at the $df = 1$. So, each and every statement was found to be significant and was accepted. The percentages also clarify the results. It reveals that there were factors that related to the behavior aspect of the individual that are the source of social conflicts. These factors were psychological needs, misunderstanding, poor communication, emotional aggression that cause social conflicts. The table also shows that differences in opinion, discriminatory attitudes and differences in goals were the factors that cause social conflicts. It was also found out that competitive behavior and lack of tolerance were the sources that created social conflicts.

Table 4 shows factors that related the values that cause social conflicts.

Table: 4

VALUES					
S.#	Statements	Category	Agreed	Disagreed	X ²
1	Social conflicts are due to cultural differences.	Score	40	153	115.20
		Percentage	72.7 %	27.3 %	
2	Religious extremism causes social conflicts.	Score	475	85	271.60
		Percentage	84.8 %	15.2 %	
3	Poor democratic structure is one of the causes of Social conflicts in our society.	Score	457	103	223.77
		Percentage	81.6 %	18.4 %	
4	Lack of moral education breeds social conflicts.	Score	526	34	432.55
		Percentage	93.9 %	6.1 %	
5	Conservative thinking creates social conflicts in our society.	Score	438	122	178.31
		Percentage	78.2 %	21.8 %	
6	Ideological differences create social conflicts.	Score	445	115	194.46
		Percentage	79.5 %	20.5 %	
7	Gender discrimination is the cause of creating social conflicts.	Score	436	124	173.82
		Percentage	77.9 %	22.1 %	

8	Injustice in our society is one of the causes of social conflicts.	Score	544	16	497.82
		Percentage	97.1 %	2.9 %	
9	Sectarianism is the root cause of social conflicts.	Score	469	91	255.15
		Percentage	85 %	15 %	

Significant level = 0.05 df = 1 Table value= 3.841

Table 4 shows that the calculated chi-square value in each of case was found to be greater than the table value (3.841) at 0.05 level of significance at the df = 1. So, each and every statement was found to be significant and was accepted. The percentages also clarify the results. It indicates the factors that were related to the values that caused social conflicts. Things like culture differences, religious extremism, poor democratic structure, conservative thinking, moral degradation, social strata i.e. class feelings, ideological differences, gender discrimination, injustices in societies and the feeling of sectarianism caused social conflicts.

Discussion

The study identified that social conflict is a social phenomenon in which disagreement exists between the parties or individuals, as the view of Dubrin (2005), and Duzrgbe (2006). The study exposed the factors that caused social conflicts and these factors related to the structural areas of the phenomenon. Things like shared resources, as by Plunkett and Attner (1989), abuse of power as by Deutch (2000), individualistic trends in society as by Hocker and Wilmot (2011), incompatibility of needs and aspirations as to Rahim (2000), psychological tension and needs as viewed by Durojaya (2010) were the sources that caused social conflicts and these social conflicts always led to violence and aggression in the society. Education is always helpful to

overcome these things to a great extent and also to inculcate abilities to cope with these things.

Individual behavior is important and it plays a key role in promotion, preservation and transformation of the norms of the society. The study revealed that most of the behavioral agents when misappropriated and were not positively controlled that became the sources of social conflicts and disturbed the peace of the society. These characteristics of behavior are misunderstandings as perceived by Mayer (2000), poor communication as viewed by Deutch (2000), discriminatory attitudes as by Denohue and Kott (1992), emotional aggression or antagonism as by Dubrin (2005) and Mayer (2000), differences in opinions, and differences in goals as by Bercovitch (1990). Sometime things like competitive behaviour as by Hocker and Wilmot (2011), abuse of law and lack of tolerance lead to social conflicts. The study also indicated that ignorance led to social conflicts. This is also the views of Namande (2008).

Values are always weighed in the societies and are the spirit of life. When these values are molested, the peace of the society will be disturbed. This study indicated that these molested values might cause the social conflicts as said by Davies (2004). Things like culture differences as the view of Rashid (2005), religious extremism and fanaticism, poor democratic structure, conservative thinking, moral degeneration, social strata i.e. upper and lower class feelings, ideological differences, gender discrimination, injustices in societies and the feelings of sectarianism cause social conflicts. The study found out that ignorance and intolerance also bred social conflicts, as viewed by Nomande (2008). Education is the main actor that can refine these molested values of the society into constructive force that brings

peace and prosperity in the society and makes the road clear for the development and progress.

Recommendation

1. It was recommended that the teachers education and training programmes at all levels .i.e. PTC, CT , B.Ed, M.Ed, and other such trainings and refresher courses to be re-structured and rationalized that develop a system of education to train educators to find out the factors that cause conflicts and how to cope these factors.
2. It was found that aggressiveness, hostile attitudes, and abhorring feelings on the bases of race, culture, religion, ethnicity, sex and other such social chauvinisms and injustices are the factors that led to the social conflicts. It was recommended that government should analyze and check out the existing curriculum and textbooks to detect if there were any such contents in them which caused to promote antagonizing feelings.
3. It was recommended that the education department should conduct such activities to make possible the enhancement of students' socialization via taking part in cooperative and interactive learning strategies to train and educate them how to hack these factors.
4. It was recommended that education department should organize workshops, seminars and symposia in education for understanding the phenomenon of social conflicts and how to resolve these conflicts for teachers, principals, parents and students as well.
5. Community programmes for the awareness of social conflicts should be conducted by the education department. Furthermore in this respect projects for

awareness of social conflicts and its resolution should be run by the government by itself or through NGO'S to manage these types of trainings.

6. The media in all their forms i.e. print, electronic and other channels have to play a constructive role in the awareness of social conflicts and its resolution process. The government should keep vigilant eyes on such programmes that promote conflicts prejudices.
7. It was highly recommended that at provincial level an agency should be setup to monitor and supervise teacher education, textbooks writings, classroom and learning process, and the whole school environment, if there any such thing that are the source of social conflicts. It would be responsible for the conduction of proper research in education in turn to make reforms in the curriculum in the light of findings.

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