

**ROLE OF TEACHERS AS AGENTS OF SOCIAL
CONFLICT RESOLUTION TOWARDS PEACE
BUILDING AT SECONDARY LEVEL**

SUMMARY

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SUMMARY

INTRODUCTION:

Education is the most effective tool for bringing about change. Therefore, in order for a society to progress, it must not only provide its citizens with high-quality education, but also create an environment that allows for their success. Therefore, it is essential that conflicts within the school organisation be resolved promptly and diplomatically in order to maximize their positive effects instead than the negative result. As the future of nations, students are a crucial component of society. In addition to teaching students the skills they will need for the workplace, secondary education must also instill in them the values of respect, cooperation, and help from one another. Numerous conflict forms are present in educational institutions, according to literature reviews.

In recent years, conflict situations in education system the students have been a common occurrence in India. Because of their impact on overall performance of educational system including performance of students and teachers, psychologists and professionals in the field of education research have long been concerned with how to recognize, understand, and handle these circumstances. The effectiveness of the teachers and the learning environment are both impacted by these conflict situations. Meyer and Turner, 2007 stated in their research work that positive emotion increases the likelihood that conflicts will be successfully resolved since emotions influence the teacher-student interaction and aid in understanding the classroom climate profile.

Conflict with others, one's self, and the institution is ingrained in the human condition and is at the core of the educational relationship (**Perez-de-Guzman et al., 2011**). These conflicts have a variety of root causes, including

differences in culture, personality, values, needs, interests, and power (**Almost et al., 2016**). As a result, it is hard to imagine a school where there are no conflict situations; rather, conflict is a natural component of life and manifests itself in social conflict, making schools environments that encourage conflict to occur.

According to **Perez-de-Guzman et al. (2011)** "school conflict" is described as disagreements between individuals or groups over principles, interests, ideas, and values inside the school community, even when the parties may not really be excluded.

Silva and Dota (2013) said that "Conflict events are part of the regular life of any school, making teachers need to work with conflict rather than against it" (p. 69). One of the most significant time-wasting issues that must be used in students' education and instruction is presented by teachers who lack the required abilities to resolve and handle dispute situations (Argon, 2014).

According to **Hojbota et al. (2014)**, student-student and student-teacher disputes occur most frequently in schools. In this approach, Shahmohammadi (2014) illustrated the divergent attitudes of pupils, which include a variety of inappropriate behaviors such absenteeism from class, upsetting and disrupting peers, and violent situations.

Goksoy and Argon (2016) identified the following causes for conflicts in the teacher-student relationship: (a) communication breakdown (e.g., disregard, personal judgment, persistence, and misunderstanding); (b) personal origin (e.g., needless complaints, high expectations/ambitions, prejudices, and cultural-economic differences); (c) political/ideological (e.g., contempt for different ideas, intolerance, and insistence on personal judgments); and (d) organizational factors (e.g., failure to follow rules, neglect of duty, negative impact of social

environment, curriculum, failure to educate, and unfair practices in the distribution of tasks).

Thapa (2015) stated that every culture has a great deal of conflict. Conflicts in schools can take many different forms, and they differ from school to school. The typical sorts of disagreements typically arise between the students and the school administration. The reasons of various norms and values, as well as desires and selfishness, are the subject of intrapersonal conflict between teachers and pupils, among other types of disputes. Conflicts have negative effects on teaching and learning and can escalate to violence if they are not resolved in a timely manner.

According to the findings (**Victor, 2022**), institutional, workplace, or leadership factors were the main causes of conflict. The development of leadership skills and adherence to standards and guidelines were two important dispute resolution strategies. Accepting change, using resources wisely, taking part in decision-making, having training opportunities, and being aware of the responsibilities and distinctions between different people, there are several methods for resolving disputes, including negotiation, compulsion, threats, compromising, avoidance, and ignorance.

Overall performance of the schools depends on performance of teachers and students which are impacted by conflict outcomes, and whether or not outcomes are positive or negative depends on how interpersonal conflict is managed (**Park and Antonioni, 2007**). **Morris-Rothschild and Brassard (2006)** concluded that maintaining a positive learning environment in the classroom requires the use of constructive conflict management strategies. However, little is known about the interpersonal or institutional factors that may be associated with teachers' use of these strategies with students. The absence of

this kind of research in the educational setting was confirmed by researchers at national or international level, thus investigator decided to conduct a study on ‘The role of teachers as agent of social conflict resolution towards peace building at secondary level’.

NEED OF THE STUDY:

Conflicts between members of the faculty, students, parents, sponsors, or any other parties involved in the school may fall under this category. The conflicts between people are called interpersonal conflicts. Conflict between certain teachers and parents or between some staff members and pupils may fall under this category. Disputes between groups inside a group can be similar to conflicts between groups in an educational institution. In the present study, investigator decided to explore the cause of social conflicts among students at secondary school level, to identify social conflict resolution strategies for peace building among the students and also assessed the how implemented the various identified conflict resolution strategies by teachers at school level to resolve the conflicts among the students. Thus, it is necessary to draw a clear picture about the cause of social conflicts among secondary level students, about the conflict resolution strategies for peace building among the students and about the what the role of teachers to implement the identified strategies at school level. In the light of present importance of study, following research question were framed in the following manner-

RESEARCH QUESTIONS:

1. Which endogenous factors will be significant for raising social conflicts among students at secondary school level?

2. What will be found significant difference in the perception of male and female students towards endogenous factors raising social conflicts at secondary school level?
3. Which strategies will be play significant role for social conflict resolution among students towards their peace building at secondary school level?
4. What will be found significant difference in the perception of male and female students towards efficacy of explored strategies for social conflict resolution towards their peace building at secondary school level.
5. What will be role of teachers as agent of implementing the strategies for social conflict resolution towards peace building among the students at secondary school level?

STATEMENT OF THE PROBLEM:

*THE ROLE OF TEACHERS AS AGENT OF SOCIAL CONFLICT RESOLUTION
TOWARDS PEACE BUILDING AT SECONDARY LEVEL*

OPERATIONAL DEFINITIONS OF KEY WORDS USED IN THE TITLE:

1. TEACHER AS AGENT:

Teacher designs the appropriate learning environment in such a way that the pupils are restless until they have satisfied their curiosity by interacting with other components of the instructional system which includes the contents, media, materials and other environmental situations.

The present investigation aimed to assess the social conflicts among the students and their conflict resolution strategies used by teachers. Thus, teacher as a agent operationally defined as how teacher effectively mediated, resolved or rooted out the cause of conflicts.

2. SOCIAL CONFLICT:

Social conflict occurs when two or more people oppose each other in social interaction, and each exerts social power with reciprocity in an effort to achieve incompatible goals but prevent the other from attaining their own.

In the presents study, Social conflicts refer to discomfort (frustration, feeling of hatred, scuffling behavior, tediousness, mental collision and inferiority) among the students which raised due to either school administrative or students oriented malpractices. In the present investigation, Pedagogical malpractices, Biased Evaluation system, Autocratic teaching environment, Discriminatory behavior towards students, Non-Psychological Feedback, Biased Personality of Teacher, Limited Resources and their Allocation, Ideological and Ethnic Differences, Pseudo Identity or Superiority competing among Students encapsulated under various school administrative or students oriented malpractices known as school endogenous factors raising the social conflict among the students.

3. SOCIAL CONFLICT RESOLUTION:

In the present investigation, Social Conflict resolution (SCR) may be defined as strategies or any process used by teachers to rooted out the cause of conflicts among the students such as teacher should be keep in mind the principle of individual difference of the students, use of innovative teaching method and imparting ICT in classroom teaching to manage the conflicts among students which raised due to mal-pedagogical practices.

As such, social conflict resolution encapsulated various strategies which are implemented by teachers to settle or manage the various conflicts raised among students due to certain endogenous factors i.e Pedagogical malpractices, Biased Evaluation system, Autocratic teaching environment, Discriminatory

behavior towards students, Non-Psychological Feedback, Biased Personality of Teacher, Limited Resources and their Allocation, Ideological and Ethnic Differences, Pseudo Identity or Superiority competing among Students

4. SOCIAL CONFLICT RESOLUTION TOWARDS PEACE BUILDING:

Peace building is a process intended to resolve current conflicts and prevent future conflicts by addressing the causes of the problem and there is no single process or strategy used in peace building. Thus, in the present investigation, social conflict resolution towards peace building used as compressed variable which operationally defined as various strategies or process used by teachers to rooted out the cause of conflicts among the students and practiced such type of intervention activities to prevent the future oriented conflicts may be raised among the students.

5. SECONDARY LEVEL:

Basically, there are three levels of education known as primary, secondary and higher level. The secondary level of education deals with class-9th to class-12th. In the present investigation, the students of class-12th (intermediate class) and teachers who appointed as PGTs and TGTs were considered as participants of secondary level.

OBJECTIVES OF THE STUDY:

1. To identify the endogenous factors raising social conflicts among students at secondary school level.
2. To compare the perception of male and female students towards social conflict raising endogenous factors at secondary school level.
3. To explore the strategies for social conflict resolution among students towards their peace building at secondary school level.

4. To compare the perception of male and female students towards identified conflict resolution strategies for peace building among students at secondary school level.
5. To study the role of teachers as agent of implementing the strategies for social conflict resolution towards peace building among the students at secondary school level.

HYPOTHESES OF THE STUDY:

1. There is no significant difference in the perception of male and female students towards social conflict raising endogenous factors at secondary school level.
2. There is no significant difference in the perception of male and female students towards identified conflict resolution strategies for peace building among students at secondary school level.

METHOD OF THE STUDY:

In the present study, it was aimed to assess the social conflicts among the students of secondary level and further, explored the conflict resolution strategies for peace building through the perception of teachers. The present study was compiled under two phases i.e. identified the endogenous factors raising social conflicts among students and further explore the strategies for social conflict resolution among students towards their peace building. The perception of students were encapsulated for identification of endogenous factors raising social conflicts among them and further, the perception of teachers were encapsulated for exploration of social conflict resolution strategies for peace building among the students. In the present study, the role of teachers as agent for social conflict resolution among students was obtained through assessing the percentage of teachers and their allied weighted mean towards adaptation of

explored strategies for conflict resolution among the students. The present study is descriptive and exploratory in nature

POPULATION AND SAMPLE DESIGN:

The students and teachers are considered as population of the present study. The selection of students and teachers as sample units were categorized into two phases i.e. Phase-I (Sample design for selection of students) and Phase-II (Sample design for selection of teachers). The process under both phases are justified as under-

PHASE-I (Sample Design for Selection of Students):

In the present study, endogenous factors raising social conflicts among students at secondary level, thus initially, 20 senior secondary schools which affiliated to U.P. secondary board of education were selected through purposive sampling method from the territory of Kanpur city (Uttar Pradesh) for the same purpose. Investigator decided to selected 400 students (200 male and 200 female) studying in class 12th through stratified random sampling method from various senior secondary schools located in Kanpur city.

PHASE-II (Sample Design for Selection of Staff):

To explore the strategies for social conflict resolution toward peace building among the students and role of teachers as agent for social conflict resolution through implementing the conflict resolution strategies as explored in the earlier objectives, investigator decided to select the teachers appointed as PGTs and TGTs. Thus, 200 teachers were selected through simple random sampling method from the various senior secondary schools (N=40) affiliated to U.P. Board of secondary education and located in Kanpur city. Initially, these

senior secondary school (N=40) were selected through purposive sampling method. In this phase, selection of schools was increased because 200 teachers would be found from these schools.

SELECTION AND DESCRIPTION OF THE TOOLS

Investigator developed various scales to attain the aim and objectives of the present study and cited as under-

1. Scale for Cause of Social Conflict among Students (SCSC)

(Summary of the scale)

Tool	Scale for cause of social conflict among students (SCSC)
Author	Constructed by Investigator
Group/Individual	Both
Nature	Verbal
Age-Range	16 to 20 years (Secondary and Senior Secondary School)
Structure	Five point likert scale
Reliability	0.974 (External Reliability) and 0.967 (Internal Reliability)
Validity	Content and Face validity

2. Students' Conflict Resolution Strategic Scale (SCRS scale):

(Summary of the scale)

Tool	Students' Conflict Resolution Strategic Scale (SCRS scale)
Author	Constructed by Investigator
Group/Individual	Both
Nature	Verbal
Target group	Students and Teachers of secondary schools
Structure	Three point rating scale
Composition:	31 conflict situations and 104 allied resolution strategies

Reliability	0.911 (Test-retest coefficient of Reliability)
Validity	Content Validity, Content Validity Index (CVI) and Content Validity Ratio (CVR)

2. Reaction Scale for Implementation of Social Conflict Resolution Strategies (ISCRS)

Tool	Reaction Scale for Implementation of Social Conflict Resolution Strategies (ISCRS)
Author	Constructed by Investigator
Group/Individual	Both
Nature	Verbal
Target group	Teachers of secondary schools
Structure	Three point rating scale
Composition:	09 endogenous factors and 84 resolution strategies
Reliability	0.842 (Test-retest coefficient of Reliability)
Validity	Content Validity and Face validity

STATISTICAL TECHNIQUES EMPLOYED:

“The data was processed through descriptive statistics using SPSS software. The questions and responses were coded and entered in the computer using Microsoft Excel Software. Required analysis was done with the aid of Statistical Package for Social Sciences 26.0 Version.

A. Percentage: In the present study, the percentage of frequencies of the students and teachers were obtained through their perception towards various statements/strategies of the constructed scales.

B. Weighted Mean: Weighted Mean was obtained through frequencies of the students and teachers in terms their perception towards various

statements/strategies of the constructed scales which indicated the worthiness of the statements/strategies.

C. Chi-square: Chi-square was employed to assess the significant difference between perception of male and female students towards endogenous factors raising social conflicts among them.

FINDINGS OF THE STUDY:

1. To identify the endogenous factors raising social conflicts among students at secondary school level.

In relation to identify the endogenous factors raising social conflicts among students at secondary school level, Investigator identified total nine domains or endogenous factors raising social conflicts among the students such as Pedagogical malpractices, Biased Evaluation system, Autocratic teaching environment, Discriminatory behavior of teachers towards students, Non-constructive Feedback by teachers, Impoverished Personality of Teachers, Limited Resources and their Allocation, Ideological and Ethnic Differences and Pseudo Identity or Superiority competing among Students. Further, investigator assessed the severity of various components/aspects which were encapsulated or covered under these identified endogenous factors raising social conflicts among the students. The allied findings of the present objective are presented in the following manner-

➤ **Pedagogical malpractices and its components:** Weighted Mean (\bar{x}_w) for various components of Pedagogical malpractices i.e. Ignorance of individual differences ($\bar{x}_w = 3.72$), Mostly use of traditional teaching techniques ($\bar{x}_w = 3.99$), Lack of ICT in teaching-learning ($\bar{x}_w = 3.99$), Lack of practical cum empirical teaching practices ($\bar{x}_w = 3.99$) and Lack of content knowledge ($\bar{x}_w = 4.13$) were found significant ($\bar{x}_w > 3.5$) which indicate its key role for raising social conflicts among the students at secondary level. Further, overall value

of weighted mean for endogenous factor “Pedagogical malpractices” was found 3.96 and placed at rank-2nd among the various identified conflict raising endogenous factors. Thus, it can be said that Pedagogical malpractices and its allied components were identified as prominent determinants for raising social conflicts among students.

- **Biased Evaluation system and its components:** Weighted Mean (\bar{x}_w) for various components of Biased Evaluation system i.e. Lack of transparent evaluation system ($\bar{x}_w = 3.58$), Disequilibrium b/w essay and objective type questions in test paper ($\bar{x}_w = 3.61$), Biased assessment in practical based examination ($\bar{x}_w = 3.59$) and Biased selection of students in co-curricular activities ($\bar{x}_w = 3.56$) were found significant ($\bar{x}_w > 3.5$) which indicate that all these identified components under endogenous factor “Biased Evaluation system” play considerable role for raising social conflicts among the students at secondary level. Further, overall value of weighted mean for endogenous factor “Biased Evaluation system” was found 3.58 and placed at rank-8th among the various identified conflict raising endogenous factors. Thus, it can be said that Biased Evaluation system and its allied components were identified as considerable determinants for raising social conflicts among students.
- **Autocratic teaching environment and its components:** Weighted Mean (\bar{x}_w) for various components of Autocratic teaching environment i.e. Authoritarian teaching environment ($\bar{x}_w = 3.95$), Impolite nature of teachers in classroom ($\bar{x}_w = 3.90$), Depriving the students from opportunities of self expression ($\bar{x}_w = 4.18$), Suppression the sentiments of students ($\bar{x}_w = 3.91$), Overlook the active learning of students ($\bar{x}_w = 4.00$) and Discouraging the students’ response in classroom assessment ($\bar{x}_w = 4.22$) were found significant ($\bar{x}_w > 3.5$) which indicate that all these identified components under endogenous factor “Autocratic teaching environment” play prominent role for raising social

conflicts among the students at secondary level. Further, overall value of weighted mean for endogenous factor “Autocratic teaching environment” was found 4.03 and placed at rank-1st among the various identified conflict raising endogenous factors. Thus, it can be said that Autocratic teaching environment and its allied components were identified as prominent determinants for raising social conflicts among students.

- **Discriminatory behavior of teachers and its components:** Weighted Mean (s) for various components of Discriminatory behavior of teachers i.e. Extreme intimacy towards students of a particular community ($\bar{x}_w = 3.94$), Too praising the gifted students only ($\bar{x}_w = 3.86$), Extra affinity towards students of a particular gender ($\bar{x}_w = 3.95$), Negative attitude of teachers towards disabled students ($\bar{x}_w = 3.70$) and Inattentive behavior towards socially deprived students ($\bar{x}_w = 3.85$) were found significant ($\bar{x}_w > 3.5$) which indicate that all these identified components under endogenous factor “Discriminatory behavior of teachers” play notable role for raising social conflicts among the students at secondary level. Further, overall value of weighted mean for endogenous factor “Discriminatory behavior of teachers” was found 3.86 and placed at rank-3rd among the various identified conflict raising endogenous factors. Thus, it can be said that Discriminatory behavior of teachers and its allied components were identified as significant determinants for raising social conflicts among students.
- **Non-constructive Feedback by teachers and its components:** Weighted Mean (s) for various components of Non-constructive Feedback by teachers i.e. Negative criticism of students among their peer group ($\bar{x}_w = 4.08$), Lack of rational reinforcement for excellent performance ($\bar{x}_w = 3.87$), Irrational praise to particular students ($\bar{x}_w = 3.78$) and Non discriminatory reinforcement between high and low achievers ($\bar{x}_w = 3.63$) were found significant ($\bar{x}_w > 3.5$) which indicate that all these identified components under endogenous factor

“Non-constructive Feedback by teachers” play significant role for raising social conflicts among the students at secondary level. Further, overall value of weighted mean for endogenous factor “Non-constructive Feedback by teachers” was found 3.84 and placed at rank-5th among the various identified conflict raising endogenous factors. Thus, it can be said that Non-constructive Feedback by teachers and its allied components were identified as significant determinants for raising social conflicts among students.

- **Impoverished Personality of Teachers and its components:** Weighted Mean (s) for various components of Impoverished Personality of Teachers i.e. Rude behavior of teachers towards students ($\bar{x}_w = 3.99$), Non effective communication skills of teachers ($\bar{x}_w = 3.70$), Impoverished leadership style of teachers ($\bar{x}_w = 3.62$) and Non-sympathetic behavior of teacher ($\bar{x}_w = 3.70$) were found significant ($\bar{x}_w > 3.5$) which indicate that all these identified components under endogenous factor “Impoverished Personality of Teachers” play significant role for raising social conflicts among the students at secondary level. Further, overall value of weighted mean for endogenous factor “Impoverished Personality of Teachers” was found 3.75 and placed at rank-7th among the various identified conflict raising endogenous factors. Thus, it can be said that Impoverished Personality of Teachers and its allied components were identified as significant determinants for raising social conflicts among students.
- **Limited Resources and their Allocation:** Weighted Mean (s) for various components of Limited Resources and their Allocation i.e. Insufficient arrangement of furniture in schools ($\bar{x}_w = 3.71$), Inadequate sports equipments in schools ($\bar{x}_w = 3.62$), Limited seating space in classroom ($\bar{x}_w = 3.83$) and Inadequate physical facilities (drinking water, toilet etc.) in schools ($\bar{x}_w = 4.15$) were found significant ($\bar{x}_w > 3.5$) which indicate that all these identified components under endogenous factor “Limited Resources and their

Allocation” play significant role for raising social conflicts among the students at secondary level. Further, overall value of weighted mean for endogenous factor “Limited Resources and their Allocation” was found 3.83 and placed at rank-6th among the various identified conflict raising endogenous factors. Thus, it can be said that Limited Resources and their Allocation and its allied components were identified as significant determinants for raising social conflicts among students.

- **Ideological and Ethnic Differences and its components:** Weighted Mean (s) for various components of Ideological and Ethnic Differences i.e. Ideological differences among students ($\bar{x}_w = 3.78$), Perception differences towards administrative issues ($\bar{x}_w = 3.91$) and Social animosity among students of different castes ($\bar{x}_w = 3.85$) were found significant ($\bar{x}_w > 3.5$) which indicate that all these identified components under endogenous factor “Ideological and Ethnic Differences” play significant role for raising social conflicts among the students at secondary level. Further, overall value of weighted mean for endogenous factor “Ideological and Ethnic Differences” was found 3.85 and placed at rank-4th among the various identified conflict raising endogenous factors. Thus, it can be said that Ideological and Ethnic Differences and its components were identified as significant determinants for raising social conflicts among students.
- **Pseudo Identity or Superiority among Students and its components:** Weighted Mean (s) for various components of Pseudo Identity or Superiority among Students i.e. Feeling of superiority or Pseudo identity among students ($\bar{x}_w = 3.51$) and Extra-affection among heterosexual group of students ($\bar{x}_w = 3.58$) were found significant ($\bar{x}_w > 3.5$) for raising social conflicts among students whereas weighted Mean for other component of Pseudo Identity or Superiority among Students i.e. Urge to receive false praise from teachers ($\bar{x}_w = 3.34$) was found insignificant ($\bar{x}_w < 3.5$) and considered as comparatively less severe for raising social conflicts among the students. Further, overall value

of weighted mean for endogenous factor “Pseudo Identity or Superiority among Students” was found 3.48 and placed at rank-9th among the various identified conflict raising endogenous factors. Thus, it can be said that Pseudo Identity or Superiority among Students and its components were identified as considerable domain for raising social conflicts among students.

2. To compare the perception of male and female students towards social conflict raising endogenous factors at secondary school level.

Investigator compared the perception of male and female students towards various allied components of identified endogenous factors raising social conflicts at secondary school level and findings are encapsulated under following heads-

➤ **Perception difference between male and female students in the light of allied components of endogenous factor ‘Pedagogical malpractices’:**

In the light of various allied components of endogenous factor ‘Pedagogical malpractices’ such as Ignorance of individual differences ($\chi^2=1.92$, $df=4$, $p=.750$), Mostly use of traditional teaching techniques ($\chi^2=2.58$, $df=4$, $p=.629$), Lack of ICT in teaching-learning ($\chi^2=2.27$, $df=4$, $p=.685$), Lack of practical cum empirical teaching Practices ($\chi^2=2.06$, $df=4$, $p=.724$) and Teachers having lack of content knowledge ($\chi^2=3.05$, $df=4$, $p=.548$), there were found no significant difference (s) in the perception of male and female students at 0.05 level. Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor ‘Pedagogical malpractices’.

➤ **Perception difference between male and female students in the light of allied components of endogenous factor ‘Biased Evaluation system’:**

In the light of various allied components of endogenous factor ‘Biased Evaluation system’ such as Lack of transparent evaluation system ($\chi^2=1.07$, $df=4$, $p=.899$), Disequilibrium b/w essay and objective type questions in test

paper ($\chi^2=4.51$, $df=4$, $p=.342$), Biased assessment in practical based examination ($\chi^2=1.66$, $df=4$, $p=.797$) and Biased selection of students in co-curricular activities ($\chi^2=3.77$, $df=4$, $p=.438$), there were found no significant difference (s) in the perception of male and female students at 0.05 level. Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor 'Biased Evaluation system'.

➤ **Perception difference between male and female students in the light of allied components of endogenous factor 'Autocratic teaching environment':**

There were found no significant difference (s) in the perception of male and female students at 0.05 level towards various allied components of endogenous factor 'Autocratic teaching environment' such as Authoritarian teaching environment ($\chi^2=1.74$, $df=4$, $p=.783$), Impolite nature of teachers in classroom ($\chi^2=3.55$, $df=4$, $p=.469$), Depriving the students from opportunities of self expression ($\chi^2=2.69$, $df=4$, $p=.661$), Overlook the active learning of students ($\chi^2=3.01$, $df=4$, $p=.557$) and Discouraging the students' response in classroom assessment ($\chi^2=3.06$, $df=4$, $p=.547$) whereas the value of chi-square for one of its allied components like Suppression the sentiments of students ($\chi^2=17.42$, $df=4$, $p=.002$) shows significant difference in the perception of male and female students at 0.01 level. Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor 'Autocratic teaching environment' but they have discriminatory perception towards one of its allied components like Suppression the sentiments of students.

➤ **Perception difference between male and female students in the light of allied components of endogenous factor ‘Discriminatory behavior by teachers’:**

There were found no significant difference (s) in the perception of male and female students at 0.05 level towards various allied components of endogenous factor ‘Discriminatory behavior by teachers’ such as Extreme intimacy towards students of a particular community ($\chi^2=1.88$, $df=4$, $p=.758$), Too praising the gifted students only ($\chi^2=4.17$, $df=4$, $p=.384$), Negative attitude of teachers towards disabled students ($\chi^2=2.39$, $df=4$, $p=.664$) and Inattentive behavior towards socially deprived students ($\chi^2=2.48$, $df=4$, $p=.647$) whereas the value of chi-square for one of its allied components like Extra affinity of teachers towards students of a particular gender ($\chi^2=36.57$, $df=4$, $p=.000$) shows significant difference in the perception of male and female students at 0.01 level. Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor ‘Discriminatory behavior by teachers’ but they have discriminatory perception towards one of its allied components like Extra affinity of teachers towards students of a particular gender.

➤ **Perception difference between male and female students in the light of allied components of endogenous factor ‘Non-constructive Feedback of teachers’:**

There were found no significant difference (s) in the perception of male and female students at 0.05 level towards various allied components of endogenous factor ‘Non-constructive Feedback of teachers’ such as Lack of rational reinforcement for excellent performance ($\chi^2=1.35$, $df=4$, $p=.853$), Irrational praise to particular students ($\chi^2=1.19$, $df=4$, $p=.879$) and Non discriminatory reinforcement between high and low achievers ($\chi^2=0.90$,

df=4, p=.924) whereas the value of chi-square for one of its allied components like Negative criticism of students among their peer group ($\chi^2=10.56$, df=4, p=.032) shows significant difference in the perception of male and female students at 0.05 level. Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor 'Non-constructive Feedback of teachers' but they have discriminatory perception towards one of its allied components like Negative criticism of students among their peer group.

➤ **Perception difference between male and female students in the light of allied components of endogenous factor 'Impoverished Personality of Teachers':**

There were found no significant difference (s) in the perception of male and female students at 0.05 level in the light of various allied components of endogenous factor 'Impoverished Personality of Teachers' such as Rude behavior of teachers towards students ($\chi^2=2.73$, df=4, p=.604), Non effective communication skills of teachers ($\chi^2=0.87$, df=4, p=.929), Impoverished leadership style of teachers ($\chi^2=1.92$, df=4, p=.751) and Non-sympathetic behavior of teacher ($\chi^2=3.61$, df=4, p=.461). Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor 'Impoverished Personality of Teachers'.

➤ **Perception difference between male and female students in the light of allied components of endogenous factor 'Limited Resources and their Allocation':**

There were found no significant difference (s) in the perception of male and female students at 0.05 level in the light of various allied components of endogenous factor 'Limited Resources and their Allocation' such as

Insufficient arrangement of furniture in schools ($\chi^2=1.14$, $df=4$, $p=.888$), Inadequate sports equipments in schools ($\chi^2=2.29$, $df=4$, $p=.682$), Limited seating space in classroom ($\chi^2=1.99$, $df=4$, $p=.736$) and Inadequate physical facilities (drinking water, toilet etc.) in schools ($\chi^2=2.64$, $df=4$, $p=.619$). Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor 'Limited Resources and their Allocation'.

➤ **Perception difference between male and female students in the light of allied components of endogenous factor 'Ideological and Ethnic Differences':**

In the light of allied component of endogenous factor 'Ideological and Ethnic Differences' such as Perception differences towards administrative issues ($\chi^2=2.70$, $df=4$, $p=.609$), there was found no significant difference between male and female students at 0.05 level whereas significant difference (s) between male and female students were observed at 0.01 level in the light of other allied component of endogenous factor 'Ideological and Ethnic Differences' like Ideological differences among students ($\chi^2=17.03$, $df=4$, $p=.001$) and Social animosity among students of different castes ($\chi^2=11.86$, $df=4$, $p=.014$).

➤ **Perception difference between male and female students in the light of allied components of endogenous factor 'Pseudo Identity or Superiority competing among Students':**

There were found no significant difference (s) in the perception of male and female students at 0.05 level in the light of various allied components of endogenous factor 'Pseudo Identity or Superiority among Students' such as Feeling of superiority or Pseudo identity among students ($\chi^2=8.74$, $df=4$, $p=.067$), Extra-affection among heterosexual group of students ($\chi^2=1.77$,

df=4, p=.777) and Urge to receive false praise from teachers ($\chi^2=3.32$, df=4, p=.505). Thus, it can be said that male and female students expressed non-discriminatory perception towards various allied components of endogenous factor ‘Pseudo Identity or Superiority among Students’.

3. To explore the strategies for social conflict resolution among students towards their peace building at secondary school level.

- In the light of resolution strategies for social conflict (dissatisfaction) among students due to ignorance of their individual differences, ‘Identify the diversity of students through collaborative strategy ($\bar{x}_w=2.50$)’ and ‘Continuous assessment of strengths and weaknesses of students ($\bar{x}_w=2.51$)’ were found as most significant or favorable resolution strategies whereas other proposed strategies like ‘Student-teacher dialogue before classroom teaching ($\bar{x}_w=2.43$)’ and ‘Maintenance and periodic review of students’ cumulative records ($\bar{x}_w=2.47$)’ were also found as significant but comparatively less effective for conflict resolution among the students
- In the light of resolution strategies for social conflict (inattentiveness) among students due to frequently use of only traditional teaching techniques in classroom teaching, ‘Use of innovative teaching methods for effective learning ($\bar{x}_w=2.55$)’ and ‘Motivational dialogue during disinterest among students ($\bar{x}_w=2.50$)’ were found as most significant or favorable resolution strategies whereas other proposed strategies like ‘Use of effective teaching aids ($\bar{x}_w=2.40$)’ and ‘Ensuring students participation during teaching learning ($\bar{x}_w=2.43$)’ were also found as significant but comparatively less effective for conflict resolution among the students due to frequently use of only traditional teaching techniques.
- In the light of resolution strategies for social conflict (feeling of tedious) among students due to teaching learning without use of ICT in classroom, ‘Teaching learning through effective use of ICT ($\bar{x}_w=2.52$)’ was found as most significant or favorable resolution strategies whereas other proposed

strategies like as ‘Use of other innovative teaching techniques while unavailability of ICT ($\bar{x}_w=2.41$)’ and ‘Warm up technique for effective interaction ($\bar{x}_w=2.46$)’ were also found as significant but comparatively less effective for conflict resolution among the students due to teaching learning without use of ICT in classroom.

- In the light of resolution strategies for social conflict (frustration) among students due to absence of practical and empirical based teaching-learning process, ‘Teaching learning with emphasis on practical aspect of curriculum ($\bar{x}_w=2.56$)’ and ‘Promote experiential learning among students ($\bar{x}_w=2.59$)’ were found as most significant or favorable resolution strategies whereas other proposed strategies like ‘Ensuring students participation during teaching learning ($\bar{x}_w=2.40$)’ and ‘Periodic assessment and diagnosis of students’ mood ($\bar{x}_w=2.29$)’ were also found as significant but comparatively less effective for conflict resolution among the students.
- In the light of resolution strategies for social conflict (indiscipline) among students due to teachers’ lack of content knowledge, ‘Preparation of constructive lesson plan before teaching ($\bar{x}_w=2.53$)’ and ‘Explore true facts while having any doubt in subject ($\bar{x}_w=2.58$)’ were found as most significant or favorable resolution strategies whereas other proposed strategy like ‘Rehearsal of subsequent lesson plan ($\bar{x}_w=2.42$)’ was also found as significant but comparatively less effective for conflict resolution among the students due to teachers’ lack of content knowledge.
- In the light of resolution strategies for social conflict (dissatisfaction) among students due to lack of transparent evaluation system, ‘Distribution of answer sheets among students after evaluation ($\bar{x}_w=2.60$)’, ‘Assessment of students’ feedback towards their Marks or Grades’ ($\bar{x}_w=2.50$)’ and ‘Demonstration of evaluation pattern in classroom before examination ($\bar{x}_w=2.57$)’ were found as most significant or favorable resolution strategies

for conflict (dissatisfaction) among students due to lack of transparent evaluation system.

- In the light of resolution strategies for social conflict (discomfort) among students due to disequilibrium between objective type and subjective type questions in test papers, ‘Pre-demonstration of blue print/pattern of question papers in classroom ($\bar{x}_w=2.62$)’, ‘Proportional representation of objective and essay type questions in test paper ($\bar{x}_w=2.58$)’ and ‘Balanced representation of knowledge, understanding and application based questions in test paper ($\bar{x}_w=2.54$)’ were found as most significant or favorable resolution strategies whereas other proposed strategy like ‘Rational division of Essay type questions into objective Subsections ($\bar{x}_w=2.42$)’ was also found as significant but comparatively less effective for conflict resolution among the students due to disequilibrium between objective type and subjective type questions in test papers.
- In the light of resolution strategies for social conflict (disrespect) among students due to unfairly assigned marks or grades by the teachers in the practical examination, ‘Multi-teachers based rating assessment ($\bar{x}_w=2.53$)’ and ‘Mean of assigned marks by multi-teachers in practical examination ($\bar{x}_w=2.56$)’ were found as most significant or favorable resolution strategies whereas other proposed strategy like ‘Use of structured objective pattern in practical examination ($\bar{x}_w=2.43$)’ was also found as significant but comparatively less effective for conflict resolution among the students due to unfairly assigned marks or grades by the teachers in the practical examination.
- In the light of resolution strategies for social conflict (inferiority complex) among students due to unfair selection of students for co-curricular activities by the teachers, ‘Open selection procedure of students for co-curricular activities ($\bar{x}_w=2.57$)’ and ‘Multi-teachers based rating assessment ($\bar{x}_w=2.52$)’ were found as most significant or favorable resolution strategies

whereas other proposed strategy like ‘Planning and organization of multidimensional co-curricular activities ($\bar{x}_w=2.44$)’ was also found as significant but comparatively less effective for conflict resolution among the students due to unfair selection of students for co-curricular activities.

- In the light of resolution strategies for social conflict (frustration) among students due to teacher-centered or authoritarian classroom environment, ‘Creating democratic classroom environment ($\bar{x}_w=2.58$)’ and ‘Ensuring students participation during teaching learning ($\bar{x}_w=2.56$)’ were found as most significant or favorable resolution strategies whereas other proposed strategies like ‘Motivational dialogue during disinterest among students ($\bar{x}_w=2.43$)’ and ‘Constructive feedback on students’ response ($\bar{x}_w=2.46$)’ were also found as significant but comparatively less effective for conflict resolution among the students.
- In the light of resolution strategies for social conflict (indiscipline) among students due to violent nature of teachers, ‘Healthy communication between students and teachers ($\bar{x}_w=2.57$)’ and ‘Appreciative behavior of the teachers towards the various activities of the students ($\bar{x}_w=2.52$)’ were found as most significant or favorable resolution strategies whereas other proposed strategy like ‘Imponderable behavior of teachers towards students ($\bar{x}_w=2.41$)’ was also found as significant but comparatively less effective for conflict resolution among the students due to violent nature of teachers.
- In the light of resolution strategies for social conflict (inattentiveness) among the students due to ignorance of their self-expression in classroom teaching, ‘Creating environment for self expression of students($\bar{x}_w=2.57$)’, ‘Use of various motivational techniques for self expression of the students ($\bar{x}_w=2.61$)’ and ‘Determination of rationale value towards self expression of the students ($\bar{x}_w=2.62$)’ were found as most significant or favorable resolution strategies for conflict (inattentiveness) among the students due to ignorance of their self-expression in classroom teaching.

- In the light of resolution strategies for social conflict (indiscipline) among the students due to unsympathetic attitude of teachers, ‘Warm up technique for effective interaction ($\bar{x}_w=2.30$)’, ‘Imponderable behavior of teachers towards students ($\bar{x}_w=2.39$)’ and ‘Sympathetic attitude towards students ($\bar{x}_w=2.44$)’ were found as significant but comparatively less effective resolution strategies for conflict (indiscipline) among the students due to unsympathetic attitude of teachers.
- In the light of resolution strategies for social conflict (inattentiveness) among the students due to ignorance of their participation during teaching learning, ‘Appreciative behavior of the teachers towards the various activities of the students ($\bar{x}_w=2.51$)’ was found as most significant or favorable resolution strategy for conflict (inattentiveness) among the students due to ignorance of their participation during teaching learning whereas other proposed strategies like ‘Proportionate reinforcement for students ($\bar{x}_w=2.43$)’ and ‘Creating democratic classroom environment ($\bar{x}_w=2.44$)’ were also found as significant but comparatively less effective for conflict resolution among the students due to ignorance of their participation during teaching learning.
- In the light of resolution strategies for social conflict (negativity) among the students due to suppression of their response during class room evaluation, ‘Motivate the students for responding in the classroom assessment ($\bar{x}_w=2.62$)’ was found as most significant or favorable resolution strategy whereas other proposed strategies like ‘Supportive feedback towards students’ mistakes ($\bar{x}_w=2.39$)’ and ‘Creating students’ centered teaching-learning environment in classroom ($\bar{x}_w=2.41$)’ were also found as significant but comparatively less effective for conflict resolution among the students.
- In the light of resolution strategies for social conflict (feeling of hatred) among the students due to affinity of the teacher towards the students of a

particular community, 'Inclusive attitude of teachers towards students ($\bar{x}_w=2.65$)' was found as most significant or favorable resolution strategy whereas other proposed strategies like 'Organizing theatrical programs and workshops to increase social tolerance among students($\bar{x}_w=2.42$)' and 'Representation of students from all communities in various co-curricular activities ($\bar{x}_w=2.14$)' were also found as significant but comparatively less effective for conflict resolution among the students.

- In the light of resolution strategies for social conflict (discouragement) among the students due to appreciative behavior of teachers towards only gifted students, 'Logical based appreciative behavior of teachers towards all students ($\bar{x}_w=2.53$)' and 'Inclusive attitude of teachers towards students ($\bar{x}_w=2.63$)' were found as most significant or favorable resolution strategy for conflict (discouragement) among the students due to appreciative behavior of teachers towards only gifted students whereas other proposed strategies like 'Planned framework for healthy Competition among Students($\bar{x}_w=2.26$)' and 'Use of various motivational techniques for encouragement of students ($\bar{x}_w=2.17$)' were also found as significant but comparatively less effective for conflict resolution among the students due to appreciative behavior of teachers towards only gifted students.
- In the light of resolution strategies for social conflict (feeling of insecurity) among the students due to extra affection of teachers towards students of a particular gender, 'Gender sensitive behavior of teacher towards students ($\bar{x}_w=2.65$)', 'Inclusive attitude of teachers towards students ($\bar{x}_w=2.62$)' and 'Providing equal opportunities to all students without any discrimination ($\bar{x}_w=2.56$)' were found as most significant or favorable resolution strategy for conflict (feeling of insecurity) among the students due to extra affection of teachers towards students of a particular gender.
- In the light of resolution strategies for social conflict (discouragement) among the students due to avoiding behavior of the teachers towards

physically handicapped or socially disadvantaged students, 'Inclusive attitude of teachers towards students ($\bar{x}_w=2.64$)' and 'Providing equal opportunities to all students without any discrimination ($\bar{x}_w=2.57$)' were found as most significant or favorable resolution strategies whereas other proposed strategy like 'Planned strategy to create a sense of social inclusion among students ($\bar{x}_w=2.26$)' was also found as significant but comparatively less effective for conflict resolution among the students due to avoiding behavior of the teachers towards physically handicapped or socially disadvantaged students.

- In the light of resolution strategies for social conflict (frustration) among the students due to non-constructive criticism by teachers, 'Positive and acceptable behavior of the teacher towards the students ($\bar{x}_w=2.56$)' was found as most significant or favorable resolution strategy whereas other proposed strategies like 'Constructive Feedback to the students ($\bar{x}_w=2.42$)' and 'Rectification by teachers in their authoritarian behavior($\bar{x}_w=2.40$)' were also found as significant but comparatively less effective for conflict resolution among the students due to non-constructive criticism by teachers.
- In the light of resolution strategies for social conflict (inattentiveness) among the outstanding students due to not receiving the requisite reinforcement, 'Proportionate reinforcement for students ($\bar{x}_w=2.67$)' was found as most significant or favorable resolution strategy whereas other proposed strategies like 'Providing opportunities to outstanding students for leadership ($\bar{x}_w=2.43$)' and 'Ensuring participation of outstanding students in higher mental activities ($\bar{x}_w=2.45$)' were also found as significant but comparatively less effective for conflict resolution among the students.
- In the light of resolution strategies for social conflict (feeling of suppression) among the students due to uninspired reaction of teachers towards excellent task of the students, 'Proportionate reinforcement for students ($\bar{x}_w=2.67$)' and Appreciative reactions by teachers to outstanding

performance of students ($\bar{x}_w=2.67$)' were found as most significant or favorable resolution strategies whereas other proposed strategy like 'Sensitivity of teachers towards outstanding performance of students ($\bar{x}_w=2.39$)' was also found as significant but comparatively less effective for conflict resolution among the students due to uninspired reaction of teachers towards their excellent task.

- In the light of resolution strategies for social conflict (feeling of nonentity) among the students due to excessive praise of a particular student by the teachers, 'Proportionate reinforcement for students ($\bar{x}_w=2.68$)' and 'Inclusive attitude of teachers towards students ($\bar{x}_w=2.65$)' were found as most significant or favorable resolution strategies whereas other proposed strategy like 'Planned framework for healthy Competition among Students ($\bar{x}_w=2.43$)' was also found as significant but comparatively less effective for conflict resolution among the students due to excessive praise of a particular student by the teachers.
- In the light of resolution strategies for social conflict (feeling of boredom) among the students due to poor communication skills of teachers, 'Planned rehearsal by teachers to enhance their communication skills ($\bar{x}_w=2.64$)' and 'Self-rectification in the communication skills by teachers ($\bar{x}_w=2.68$)' were found as most significant or favorable resolution strategies whereas other proposed strategy like 'Periodic assessment of feedback of students towards teachers' communication skills ($\bar{x}_w=2.42$)' was also found as significant but comparatively less effective for conflict resolution among the students.
- In the light of resolution strategies for social conflict (feeling of disrespect and indiscipline) among the students due to impoverished leadership of teachers, 'Providing opportunities for enrichment teachers' leadership by school administration ($\bar{x}_w=2.63$)' was found as most significant or favorable resolution strategy whereas other proposed strategies like 'Periodic assessment of teachers' leadership by school management ($\bar{x}_w=2.38$)' and

‘Weightage to students’ feedback in assessing the leadership style of teachers ($\bar{x}_w=2.33$)’ were also found as significant but comparatively less effective for conflict resolution among the students due to impoverished leadership of teachers.

- In the light of resolution strategies for social conflict (disputation) among the students due to insufficient physical infrastructure in the schools, ‘Periodic qualitative and quantitative inspection of physical infrastructure by the administration ($\bar{x}_w=2.69$)’, ‘Allotment of students according to classroom space by the administration ($\bar{x}_w=2.59$)’, ‘Reconstruction of new sections as per large number of students ($\bar{x}_w=2.59$)’ and Effective management of physical facilities available in the school ($\bar{x}_w=2.65$)’ were found as most significant or favorable resolution strategies for conflict (disputation) among the students due to insufficient physical infrastructure in the schools whereas other proposed strategies like ‘Organizing theatrical programs and workshops to increase social tolerance among students ($\bar{x}_w=2.38$)’, Immediate mediation by teachers to resolve mutual animosity among students due insufficient infrastructure ($\bar{x}_w=2.42$)’ and ‘Availability of material resources for co-curricular activities as per diversity among students’ interest ($\bar{x}_w=2.39$)’ were also found as significant but comparatively less effective for conflict resolution among the students.
- In the light of resolution strategies for social conflict (tension) among the students due to implementation of administrative orders, ‘Specific weightage to students’ feedback before administrative decisions ($\bar{x}_w=2.66$)’ and ‘Participation of students in school planning and its implementation ($\bar{x}_w=2.57$)’ were found as most significant or favorable resolution strategies whereas other proposed strategy like ‘Constructive communication among administrators, teachers and students ($\bar{x}_w=2.44$)’ was also found as significant but comparatively less effective for conflict resolution among the students.

- In the light of resolution strategies for social (feeling of social animosity) among the students due to Casteism, ‘Negotiation by the teachers to resolve the conflict among students ($\bar{x}_w=2.58$)’, ‘Allocation of Democratic values and their practical aspect in the curriculum ($\bar{x}_w=2.61$)’ and ‘Preparing future action plan on the basis of hypothetical cause of social animosity among students ($\bar{x}_w=2.53$)’ were found as most significant or favorable resolution strategies for (feeling of social animosity) among the students due to Casteism whereas other proposed strategy like ‘Organizing special camps and workshops to increase social inclusion among students ($\bar{x}_w=2.41$)’ was also found as significant but comparatively less effective for conflict resolution among the students.
- In the light of resolution strategies for social conflict (Feeling of unhealthy competition) among the students due to demonstrate one's own superiority or identity in schools, ‘Negotiation by the teachers on conflicts among the students ($\bar{x}_w=2.63$)’ and ‘Periodic guidance and counseling by the teacher to the students ($\bar{x}_w=2.66$)’ were found as most significant or favorable resolution strategies whereas other proposed strategy like ‘Organizing workshops for promotion of self-realization among students ($\bar{x}_w=2.47$)’ was also found as significant but comparatively less effective for conflict resolution among the students due to demonstrate one's own superiority or identity in schools.
- In the light of resolution strategies for social conflict (feeling of animosity) among the students due to competition of students of heterosexual group to impress each other, ‘Negotiation by the teachers on conflicts among the students ($\bar{x}_w=2.58$)’ and ‘Periodic guidance and counseling by the teacher to the students ($\bar{x}_w=2.61$)’ were found as most significant or favorable resolution strategies whereas other proposed strategy like ‘Teacher's ignorance towards usual and natural conflicts among students ($\bar{x}_w=2.26$)’ was also found as significant but comparatively less effective for conflict

resolution among the students due to competition of students of heterosexual group to impress each other.

- In the light of resolution strategies for social conflict (unhealthy competition) among the students due to urge of receiving false praise from the teacher or classmates, ‘Special training for students for self-evaluation and self-regulation ($\bar{x}_w=2.62$)’, ‘Negotiation by the teachers on conflicts among the students ($\bar{x}_w=2.56$)’ and ‘Periodic guidance and counseling by the teacher to the students ($\bar{x}_w=2.57$)’ were found as most significant or favorable resolution strategies for conflict (unhealthy competition) among the students due to urge of receiving false praise from the teacher or classmates.

4. To compare the perception of male and female students towards identified conflict resolution strategies for peace building among students at secondary school level.

- In the light of identified resolution strategies for conflicts among students raising due to endogenous factor “Pedagogical malpractices”, there were found no significant difference (s) between male and female students towards identified resolution strategies like Student-teacher dialogue before classroom teaching ($\chi^2=1.75$, $df=2$, $p=.416$), Identify the diversity of students through collaborative strategy ($\chi^2=4.20$, $df=2$, $p=.122$), Continuous assessment of strengths and weaknesses of students ($\chi^2=0.53$, $df=2$, $p=.767$), Maintenance and periodic review of students’ cumulative records ($\chi^2=1.87$, $df=2$, $p=.393$), Use of innovative teaching methods for effective learning ($\chi^2=1.74$, $df=2$, $p=.419$), Use of effective teaching aids ($\chi^2=1.24$, $df=2$, $p=.538$), Motivational dialogue during disinterest among students ($\chi^2=1.68$, $df=2$, $p=.443$), Ensuring students participation during teaching learning ($\chi^2=1.97$, $df=2$, $p=.373$), Teaching learning through effective use of ICT ($\chi^2=3.39$, $df=2$, $p=.183$), Use of other innovative teaching techniques

while unavailability of ICT ($\chi^2=3.27$, $df=2$, $p=.194$), Warm up technique for effective interaction ($\chi^2=2.41$, $df=2$, $p=.299$), Teaching learning with emphasis on practical aspect of curriculum ($\chi^2=2.16$, $df=2$, $p=.340$), Promote experiential learning among students ($\chi^2=2.93$, $df=2$, $p=.231$), Periodic assessment and diagnosis of students' mood ($\chi^2=2.59$, $df=2$, $p=.274$), Preparation of constructive lesson plan before teaching ($\chi^2=1.79$, $df=2$, $p=.408$), Rehearsal of subsequent lesson plan ($\chi^2=1.17$, $df=2$, $p=.556$) and Explore true facts while having any doubt in subject during teaching ($\chi^2=0.44$, $df=2$, $p=.799$). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor 'Pedagogical malpractices' and its allied components.

- In the light of identified resolution strategies for conflicts among students raising due to endogenous factor "Biased Evaluation System", there were found no significant difference (s) between male and female students towards identified resolution strategies like Distribution of answer sheets among students after evaluation ($\chi^2=1.31$, $df=2$, $p=.517$), Assessment of students' feedback towards their Marks or Grades ($\chi^2=3.85$, $df=2$, $p=.145$), Demonstration of evaluation pattern in classroom before examination ($\chi^2=5.11$, $df=2$, $p=.077$), Pre-demonstration of blue print/pattern of question papers in classroom ($\chi^2=1.13$, $df=2$, $p=.568$), Proportional representation of objective and essay type questions in test paper ($\chi^2=0.58$, $df=2$, $p=.747$), Balanced representation of knowledge, understanding and application based questions in test paper ($\chi^2=2.17$, $df=2$, $p=.338$), Rational division of Essay type questions into objective Subsections ($\chi^2=0.72$, $df=2$, $p=.698$), Multi-teachers based rating assessment ($\chi^2=0.46$, $df=2$, $p=.795$), Mean of assigned marks by multi-teachers in practical examination ($\chi^2=1.16$, $df=2$, $p=.559$), Use of structured objective pattern in practical examination ($\chi^2=1.26$, $df=2$,

p=.533), Open selection procedure of students for co-curricular activities ($\chi^2=0.69$, df=2, p=.707) and Planning and organization of multidimensional co-curricular activities ($\chi^2=2.07$, df=2, p=.356). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor 'Biased Evaluation System' and its allied components.

- In the light of identified resolution strategies for conflicts among students raising due to endogenous factor "Autocratic Teaching Environment", there were found no significant difference (s) between male and female students towards identified resolution strategies like Creating democratic classroom environment ($\chi^2=1.80$, df=2, p=.406), Ensuring students participation during teaching learning ($\chi^2=3.02$, df=2, p=.221), Motivational dialogue during disinterest among students ($\chi^2=1.95$, df=2, p=.377), Constructive feedback on students' response ($\chi^2=2.98$, df=2, p=.226), Imponderable behavior of teachers towards students ($\chi^2=2.45$, df=2, p=.293), Healthy communication between students and teachers ($\chi^2=1.26$, df=2, p=.531), Appreciative behavior of the teachers towards the various activities of the students ($\chi^2=3.86$, df=2, p=.145), Creating environment for self expression of students ($\chi^2=2.13$, df=2, p=.345), Use of various motivational techniques for self expression of the students ($\chi^2=0.78$, df=2, p=.678), Determination of rationale value towards self expression of the students ($\chi^2=2.41$, df=2, p=.229), Warm up technique for effective interaction ($\chi^2=0.33$, df=2, p=.849), Sympathetic attitude towards students ($\chi^2=1.69$, df=2, p=.428), Proportionate reinforcement for student ($\chi^2=2.20$, df=2, p=.332), Supportive feedback towards students' mistakes ($\chi^2=1.26$, df=2, p=.531), Motivate the students for responding in the classroom assessment ($\chi^2=0.28$, df=2, p=.868) and Creating students' centered teaching-learning environment in

classroom ($\chi^2=0.42$, $df=2$, $p=.810$). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor ‘Autocratic Teaching Environment’ and its allied components.

- In the light of identified resolution strategies for conflicts among students raising due to endogenous factor “Discriminatory Behavior of Teachers”, there were found no significant difference (s) between male and female students towards identified resolution strategies like Inclusive attitude of teachers towards students ($\chi^2=0.18$, $df=2$, $p=.915$), Organizing theatrical programs and workshops to increase social tolerance among students ($\chi^2=0.91$, $df=2$, $p=.635$), Representation of students from all communities in co-curricular activities ($\chi^2=3.88$, $df=2$, $p=.144$), Logical based appreciative behavior of teachers towards all students ($\chi^2=1.31$, $df=2$, $p=.518$), Planned framework for healthy Competition among Students ($\chi^2=2.05$, $df=2$, $p=.359$) and Use of various motivational techniques for encouragement of students ($\chi^2=2.17$, $df=2$, $p=.337$), Gender sensitive behavior of teacher towards students ($\chi^2=0.33$, $df=2$, $p=.848$), and Providing equal opportunities to all students without any discrimination ($\chi^2=0.35$, $df=2$, $p=.837$). Thus, it can be said that male and female students have no significant difference (s) in their perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor ‘Discriminatory Behavior of Teachers’ and its allied components.
- In the light of identified resolution strategies for conflicts among students raising due to endogenous factor “Non-constructive Feedback by Teachers”, there were found no significant difference (s) between male and female students towards identified resolution strategies like Constructive Feedback to the students ($\chi^2=2.39$, $df=2$, $p=.301$), Positive and acceptable behavior of

the teachers towards the students ($\chi^2=0.94$, $df=2$, $p=.625$), Rectification by teachers in their authoritarian behavior ($\chi^2=1.41$, $df=2$, $p=.495$), Providing opportunities to outstanding students for leadership ($\chi^2=0.51$, $df=2$, $p=.775$), Proportionate reinforcement for students ($\chi^2=0.55$, $df=2$, $p=.758$), Ensuring participation of outstanding students in higher mental activities ($\chi^2=4.38$, $df=2$, $p=.112$), Sensitivity of teachers towards outstanding performance of students ($\chi^2=0.59$, $df=2$, $p=.742$), Appreciative reactions by teachers to outstanding performance of students ($\chi^2=2.53$, $df=2$, $p=.282$) and Planned framework for healthy competition among students ($\chi^2=0.84$, $df=2$, $p=.658$). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor ‘Non-constructive Feedback by Teachers’ and its allied components.

- In the light of identified resolution strategies for conflicts among students raising due to endogenous factor “Impoverished Personality of Teachers”, there were found no significant difference (s) between male and female students towards identified resolution strategies like Periodic assessment of feedback of students towards teachers’ communication skills ($\chi^2=1.30$, $df=2$, $p=.521$), Planned rehearsal by teachers to enhance their communication skills ($\chi^2=0.56$, $df=2$, $p=.755$), Self-rectification in the communication skills by teachers ($\chi^2=0.29$, $df=2$, $p=.863$), Periodic assessment of teachers’ leadership by school management ($\chi^2=0.88$, $df=2$, $p=.643$), Providing opportunities for enrichment teachers’ leadership by school administration ($\chi^2=3.12$, $df=2$, $p=.211$) and Weightage to students’ feedback in assessing the leadership style of teachers ($\chi^2=1.01$, $df=2$, $p=.594$). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified

resolution strategies for conflict among students due to endogenous factor ‘Impoverished Personality of Teachers’ and its allied components.

➤ In the light of identified resolution strategies for conflicts among students raising due to endogenous factor “Limited Resources and Their Allocation”, there were found no significant difference (s) between male and female students towards identified resolution strategies like Periodic qualitative and quantitative inspection of physical infrastructure by the administration ($\chi^2=0.58$, $df=2$, $p=.749$), Allotment of students according to classroom space by the administration ($\chi^2=3.36$, $df=2$, $p=.118$), Reconstruction of new sections as per large number of students ($\chi^2=0.76$, $df=2$, $p=.684$), Organizing theatrical programs and workshops to increase social tolerance among students ($\chi^2=0.83$, $df=2$, $p=.659$), Immediate mediation by teachers to resolve mutual animosity among students due insufficient infrastructure ($\chi^2=0.97$, $df=2$, $p=.615$), Effective management of physical facilities available in the schools ($\chi^2=2.47$, $df=2$, $p=.291$) and Availability of material resources for co-curricular activities as per diversity among students’ interest ($\chi^2=0.44$, $df=2$, $p=.803$). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor Limited Resources and Their Allocation and its allied components.

➤ In the light of identified resolution strategies for conflicts among students raising due to endogenous factor “Ideological and Ethnic Differences”, there were found no significant difference (s) between male and female students towards identified resolution strategies like Specific weightage to students’ feedback before administrative decisions ($\chi^2=1.42$, $df=2$, $p=.490$), Participation of students in school planning and its implementation

($\chi^2=0.92$, $df=2$, $p=.631$), Constructive communication among administrators, teachers and students ($\chi^2=0.42$, $df=2$, $p=.810$), Negotiation by the teachers to resolve the conflict among students ($\chi^2=0.17$, $df=2$, $p=.919$), Organizing special camps and workshops to increase social inclusion among students ($\chi^2=1.22$, $df=2$, $p=.542$), Allocation of Democratic values and their practical aspect in the curriculum ($\chi^2=184$, $df=2$, $p=.399$) and Preparing future action plan on the basis of hypothetical cause of social animosity among students ($\chi^2=1.21$, $df=2$, $p=.545$). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor 'Ideological and Ethnic Differences' and its allied components.

- In the light of identified resolution strategies for conflicts among students raising due to endogenous factor "Pseudo Identity or Superiority among Students", there were found no significant difference (s) between male and female students towards identified resolution strategies like Negotiation by the teachers on conflicts among the students ($\chi^2=2.12$, $df=2$, $p=.346$), Organizing workshops for promotion of self-realization among students ($\chi^2=0.67$, $df=2$, $p=.715$), Periodic guidance and counseling by the teacher to the students ($\chi^2=0.39$, $df=2$, $p=.819$), Teacher's ignorance towards usual and natural conflicts among students ($\chi^2=0.47$, $df=2$, $p=.790$) and Special training for students for self-evaluation and self-regulation ($\chi^2=1.95$, $df=2$, $p=.377$). Thus, it can be said that male and female students have no significant discriminatory perception at 0.05 level towards identified resolution strategies for conflict among students due to endogenous factor 'Pseudo Identity or Superiority among Students' and its allied components.

5. To study the role of teachers as agent of implementing the strategies for social conflict resolution towards peace building among the students at secondary school level.

In relation to the present objective, investigator assessed the role of teachers as agent of implementing the strategies for social conflict resolution towards peace building among the students at secondary school level through obtaining the weighted mean (\bar{s}) in the light of responses of teachers (Frequently implemented, Moderately implemented and Rarely implements). The findings of the present objective are presented below-

*****Frequently Implemented Strategies by the Teachers*****

Frequently implemented strategies by the teachers for resolving the social conflicts among the students were identified that are Balanced representation of knowledge, understanding and application based questions in test paper ($\bar{x}_w=2.66$), Open selection procedure of students for co-curricular activities ($\bar{x}_w=2.68$), Use of structured objective pattern in practical examination ($\bar{x}_w=2.66$), Appreciative behavior of the teachers towards the various students' activities ($\bar{x}_w=2.63$), Motivate the students for responding in the classroom assessment ($\bar{x}_w=2.76$), Gender sensitive behavior of teacher towards students ($\bar{x}_w=2.62$), Appreciative reactions by teachers to outstanding performance of students ($\bar{x}_w=2.82$), Providing opportunities to outstanding students for leadership ($\bar{x}_w=2.73$), Sensitivity of teachers towards outstanding performance of students ($\bar{x}_w=2.79$), Effective management of physical facilities available in the school ($\bar{x}_w=2.67$) and Immediate mediation by teachers to resolve mutual animosity among students due insufficient infrastructure ($\bar{x}_w=2.79$).

****Moderately Implemented Strategies by the Teachers****

Moderately implemented strategies by the teachers for resolving the social conflicts among the students were identified that are Continuous

assessment of strengths and weaknesses of students ($\bar{x}_w=2.16$), Use of innovative teaching methods for effective learning ($\bar{x}_w=2.28$), Motivational dialogue during disinterest among students ($\bar{x}_w=2.12$), Teaching learning through effective use of ICT ($\bar{x}_w=2.31$), Teaching learning with emphasis on practical aspect of curriculum ($\bar{x}_w=2.24$), Promote experiential learning among students ($\bar{x}_w=2.43$), Preparation of constructive lesson plan before teaching ($\bar{x}_w=2.15$), Explore true facts while having any doubt in subject ($\bar{x}_w=2.31$), Use of effective teaching aids ($\bar{x}_w=2.25$), Ensuring students participation during teaching learning ($\bar{x}_w=2.14$), Use of other innovative teaching techniques while unavailability of ICT ($\bar{x}_w=2.44$), Demonstration of evaluation pattern in classroom before examination ($\bar{x}_w=2.27$), Proportional representation of objective and essay type questions in test paper ($\bar{x}_w=2.43$), Rational division of Essay type questions into objective Subsections ($\bar{x}_w=2.29$), Planning and organization of multidimensional co-curricular activities ($\bar{x}_w=2.48$), Healthy communication between students and teachers ($\bar{x}_w=2.26$), Creating environment for self expression of students ($\bar{x}_w=2.44$), Use of various motivational techniques for self expression of the students ($\bar{x}_w=2.20$), Imponderable behavior of teachers towards students ($\bar{x}_w=2.22$), Warm up technique for effective interaction ($\bar{x}_w=2.15$), Sympathetic attitude towards students ($\bar{x}_w=2.42$), Proportionate reinforcement for students ($\bar{x}_w=2.29$), Creating democratic classroom environment ($\bar{x}_w=2.40$), Creating students' centered teaching-learning environment in classroom ($\bar{x}_w=2.37$), Inclusive attitude of teachers towards students ($\bar{x}_w=2.32$), Logical based appreciative behavior of teachers towards all students ($\bar{x}_w=2.49$), Providing equal opportunities to all students without any discrimination ($\bar{x}_w=2.36$), Representation of students from all communities in co-curricular activities ($\bar{x}_w=2.22$), Positive and acceptable behavior of the teachers towards the students ($\bar{x}_w=2.23$), Constructive

Feedback to the students ($\bar{x}_w=2.30$), Ensuring participation of outstanding students in higher mental activities ($\bar{x}_w=2.32$), Planned framework for healthy Competition among Students ($\bar{x}_w=2.28$), Periodic qualitative and quantitative inspection of physical infrastructure by the administration ($\bar{x}_w=2.32$), Availability of material resources for co-curricular activities as per diversity among students' interest ($\bar{x}_w=2.27$) and Periodic guidance and counseling by the teacher to the students ($\bar{x}_w=2.35$), Teacher's ignorance towards usual and natural conflicts among students ($\bar{x}_w=2.40$).

Rarely Implemented Strategies by the Teachers

Rarely implemented strategies by the teachers for resolving the social conflicts among the students were identified that are Identify the diversity of students through collaborative strategy ($\bar{x}_w=1.72$), Student-teacher dialogue before classroom teaching ($\bar{x}_w=1.62$), Maintenance and periodic review of students' cumulative records ($\bar{x}_w=1.52$), Warm up technique for effective interaction ($\bar{x}_w=1.69$), Periodic assessment and diagnosis of students' mood ($\bar{x}_w=1.59$) and Rehearsal of subsequent lesson plan ($\bar{x}_w=1.55$), Distribution of answer sheets among students after evaluation ($\bar{x}_w=1.46$), Assessment of students' feedback towards their Marks or Grades ($\bar{x}_w=1.56$), Pre-demonstration of blue print/pattern of question papers in classroom ($\bar{x}_w=1.64$), Multi-teachers based rating assessment ($\bar{x}_w=1.47$), Mean of assigned marks by multi-teachers in practical examination ($\bar{x}_w=1.42$), Determination of rationale value towards self expression of the students ($\bar{x}_w=1.74$), Supportive feedback towards students' mistakes ($\bar{x}_w=1.72$), Organizing theatrical programs and workshops to increase social tolerance among students ($\bar{x}_w=1.30$), Planned framework for healthy Competition among Students ($\bar{x}_w=1.52$), Planned strategy to create a sense of social inclusion among students ($\bar{x}_w=1.83$), Rectification by teachers in their authoritarian behavior ($\bar{x}_w=1.67$), Planned rehearsal by teachers to enhance their communication skills

($\bar{x}_w=1.56$), Self-rectification in the communication skills by teachers ($\bar{x}_w=1.61$), Providing opportunities for enrichment teachers' leadership by school administration ($\bar{x}_w=1.47$), Periodic assessment of feedback of students towards teachers' communication skills ($\bar{x}_w=1.35$), Periodic assessment of teachers' leadership by school management ($\bar{x}_w=1.43$), Weightage to students' feedback in assessing the leadership style of teachers ($\bar{x}_w=1.60$), Allotment of students according to classroom space by the administration ($\bar{x}_w=1.66$), Reconstruction of new sections as per large number of students ($\bar{x}_w=1.33$), Organizing theatrical programs and workshops to increase social tolerance among students ($\bar{x}_w=1.40$), Specific weightage to students' feedback before administrative decisions ($\bar{x}_w=1.70$), Participation of students in school planning and its implementation ($\bar{x}_w=1.28$), Allocation of Democratic values and their practical aspect in the curriculum ($\bar{x}_w=1.79$), Preparing future action plan on the basis of hypothetical cause of social animosity among students ($\bar{x}_w=1.57$), Organizing workshops for promotion of self-realization among students ($\bar{x}_w=1.62$) and Special training for students for self-evaluation and self-regulation ($\bar{x}_w=1.59$).

TESTING OF HYPOTHESIS:

1. There is no significant difference in the perception of male and female students towards social conflict raising endogenous factors at secondary school level.

As per findings of the present investigation, there were found significant difference (s) in the perception of male and female students towards various components of social conflict raising endogenous factors like Suppression the sentiments of students ($\chi^2=17.42$, $df=4$, $p=.002$), Extra affinity of teachers towards students of a particular gender ($\chi^2=36.57$, $df=4$, $p=.000$), Negative criticism of students among their peer group ($\chi^2=10.56$, $df=4$, $p=.032$),

Ideological differences among students ($\chi^2=17.03$, $df=4$, $p=.001$) and Social animosity among students of different castes ($\chi^2=11.86$, $df=4$, $p=.014$) whereas no significant difference (s) were observed between male and female students towards other identified components of social conflict raising endogenous factors. Thus, the said null hypothesis has been partially rejected in the light of various components like Suppression the sentiments of students, Extra affinity of teachers towards students of a particular gender, Negative criticism of students among their peer group, Ideological differences among students and Social animosity among students of different castes.

2. There is no significant difference in the perception of male and female students towards identified conflict resolution strategies for peace building among students at secondary school level.

As per findings of the present study, no significant differences (s) were observed between the perception of male and female students towards identified conflict resolution strategies for peace building among students at secondary school level, they expressed non-discriminatory perception towards identified conflict resolution strategies, thus, the said null hypothesis has been accepted at 0.05 level.

CONCLUSION:

It is concluded that there were identified total nine domains or endogenous factors raising social conflicts among the students such as Pedagogical malpractices, Biased Evaluation system, Autocratic teaching environment, Discriminatory behavior of teachers towards students, Non-constructive Feedback by teachers, Impoverished Personality of Teachers, Limited Resources and their Allocation, Ideological and Ethnic Differences and Pseudo Identity or Superiority among Students in which Autocratic teaching environment, Pedagogical malpractices and Discriminatory behavior of teachers

were identified as primary or highly severe key domains for raising conflicts among the students whereas Ideological and Ethnic Differences, Non-constructive Feedback by teachers and Limited Resources and their Allocation were identified as secondary or moderately severe for raising conflicts among the students. Other domains like Impoverished Personality of Teachers, Biased Evaluation system and Pseudo Identity or Superiority among Students were found significant domain but listed as tertiary domains for raising social conflicts among the students at secondary level. These findings also supported through previous studies i.e. **Chisha, et. al. (2018)**, **Dady, N. (2015)**, **Goksoy, S. et. al. (2015)**, **Johdi, S.M. (2012)**, **Makaye, J. et. al. (2012)** which concluded that there are some common cause of conflicts among the students in school such as favoritism of some students by some teachers, relationships involving boys and girls, difference in opinions on social matters, poor communication, different background, different beliefs and interests, misunderstanding between one another, difference in economic status, bullying, harassment, superiority and inferiority complex. These are also identified in the present investigation as key aspects encapsulated in the identified endogenous conflict raising factors.

Further, it is concluded that various allied components under the endogenous conflict raising factor “Pedagogical malpractices” like Ignorance of individual differences, Use of traditional teaching techniques, Lack of ICT in teaching-learning, Lack of practical cum empirical teaching practices and teachers having lack of content knowledge were identified as prominent determinants for raising social conflicts among students. In the same manner, Lack of transparent evaluation system and Disequilibrium b/w essay and objective type questions in test paper were identified as notable components under endogenous conflict raising factor “Biased Evaluation system”. Authoritarian teaching environment, Impolite nature of teachers in classroom,

Depriving the students from opportunities of self expression, Suppression the sentiments of students, Overlook the active learning of students and Discouraging the students' response in classroom assessment under key domain 'Autocratic teaching environment' were identified as most severe allied components for raising social conflicts among the students.

In relation to various components of prominent domain 'Discriminatory behavior of teachers', Extreme intimacy towards students of a particular community, Too praising the gifted students only, Extra affinity towards students of a particular gender, Negative attitude of teachers towards disabled students and Inattentive behavior towards socially deprived students were identified as most severe components for raising conflicts among the students, it may be due to discriminatory behavior of teachers creates a kind of conflicts like feeling of insecurity, feeling of disrespect and disobedience among the students. Negative criticism of students among their peer group, Lack of rational reinforcement for excellent performance, Irrational praise to particular students were identified as prominent allied components of key domain 'Non-constructive Feedback by teachers' and in the same manner, prominent allied components of key domain 'Impoverished Personality of Teachers' like Rude behavior of teachers towards students, Non effective communication skills of teachers play vital role to raise conflicts among the students. Further, it is observed that the key domain 'Limited Resources and their Allocation' play significant role for raising social conflicts among the students at secondary level.

In relation to various components of domain 'Ideological and Ethnic Differences', Ideological differences among students, Perception differences towards administrative issues and Social animosity among students of different castes were identified as prominent determinants for raising social conflicts

among students. Additionally, it can be said that Pseudo Identity or Superiority among Students and its components were identified as considerable domain for raising social conflicts among students.

In relation to perception difference of male and female students towards allied components of social conflict raising endogenous factors at secondary school level, it is concluded that significant difference (s) were observed in the perception of male and female students towards various components of social conflict raising endogenous factors like Suppression the sentiments of students, Extra affinity of teachers towards students of a particular gender, Negative criticism of students among their peer group, Ideological differences among students and Social animosity among students of different castes whereas no significant difference (s) were observed between male and female students towards other identified components of social conflict raising endogenous factors. It may be due to the allied components under identified key domains influence the students regardless their gender.

In the present study, various strategies like Identify the diversity of students through collaborative strategy, Continuous assessment of strengths and weaknesses of students, Use of innovative teaching methods for effective learning, Motivational dialogue during disinterest among students, Teaching learning through effective use of ICT, Teaching learning with emphasis on practical aspect of curriculum, Promote experiential learning among students, Preparation of constructive lesson plan before teaching, Distribution of answer sheets among students after evaluation, Demonstration of evaluation pattern in classroom before examination, Pre-demonstration of blue print/pattern of question papers in classroom, Creating democratic classroom environment, Inclusive attitude of teachers towards students, Providing equal opportunities to

all students without any discrimination, Self-rectification in the communication skills by teachers, Periodic qualitative and quantitative inspection of physical infrastructure by the administration, Participation of students in school planning and its implementation, Allocation of Democratic values and their practical aspect in the curriculum, Periodic guidance and counseling by the teacher to the students and Negotiation by the teachers on conflicts among the students were identified as most prominent strategies for resolution of social conflicts among the students. These identified strategies also cited in the findings of the previous studies i.e. **Lamidi, K.O. (2021), Zembylas, M. et.al. (2021), Ghaffar, A. (2019), Chisha, et. al. (2018), Dogan, S. (2016)** proposed various resolution strategies and stated that negotiation, mediation of differences, quick intervention and cross examination were the prime peace building strategies adopted by different communities for enhancement of peaceful coexistence.

Further, in relation to perception difference (s) of male and female students towards identified conflict resolution strategies, it is concluded that no significant differences (s) were observed between the perception of male and female students towards identified conflict resolution strategies for peace building among students at secondary school level, they expressed non-discriminatory perception towards identified conflict resolution strategies. In the present study, the role of teachers were determined as moderate for resolution of social conflicts among the students raised due to various key domains like Pedagogical malpractices, Biased Evaluation system, Autocratic teaching environment, Discriminatory behavior of teachers towards students, Non-constructive Feedback by teachers, Impoverished Personality of Teachers, Limited Resources and their Allocation, Ideological and Ethnic Differences and Pseudo Identity or Superiority among Students.

Additionally, role of teachers are found questionable due to rarely implementation of various prominent strategies for social conflict resolution like Identify the diversity of students through collaborative strategy, Rehearsal of subsequent lesson plan, Distribution of answer sheets among students after evaluation, Assessment of students' feedback towards their Marks or Grades, Pre-demonstration of blue print/pattern of question papers in classroom, Multi-teachers based rating assessment, Determination of rationale value towards self expression of the students, Organizing theatrical programs and workshops to increase social tolerance among students, Planned framework for healthy Competition among Students, Planned strategy to create a sense of social inclusion among students, Rectification by teachers in their authoritarian behavior, Planned rehearsal by teachers to enhance their communication skills, Providing opportunities for enrichment teachers' leadership by school administration, Periodic assessment of feedback of students towards teachers' communication skills, Periodic assessment of teachers' leadership by school management, theatrical programs and workshops to increase social tolerance among students, Participation of students in school planning and its implementation, Allocation of Democratic values and their practical aspect in the curriculum, Preparing future action plan on the basis of hypothetical cause of social animosity among students. The significance of the role of teachers also cited in the previous studies i.e. **Parker, C. et. al (2020), Ramani, K. et.al. (2010), Adeyemi, T.O (2009), Kantek, F., et. al (2009), Fetherston, B. (2007), Balay, R. (2006)** stated that the teachers of the schools facilitated peace circles where the main goals were responsive peace-making, engaging pedagogy and proactive peace education.

EDUCATIONAL IMPLICATIONS

In this section, the study offers some recommendations on the basis of the findings. It is being recommended as following-

- The guidance and counseling staff of the various secondary schools should work to motivate the principals and teachers so that they can better collaborate with specialists to present seminars and training workshops on conflict identification and management, enabling schools to become or maintain healthy learning communities.
- In order to prevent themselves from being unnecessarily overworked, school administrators and instructors should acquire or enhance their collaboration skills. They would also benefit from having help in spotting conflict, particularly at the emerging stage.
- School heads and their team members should take full advantage of the expertise and inputs of the Boards of Governors, Parent Teacher Associations, student leadership, as well as local, district and municipal Assemblies. Since conflicts come in a variety of forms, and they have the potential to disturb the peace that schools require for their healthy running, educational administrators ought to be humble and willing to pay attention to the realities that prevail in schools.
- To the greatest extent possible, an environment should be created where pupils do not frequently feel as though their freedom is being violated. The conditions that could make parents, guardians, and even teachers hesitate should also be minimized, if not completely eliminated, according to school administrators. While there should be a lot of listening and watching, there also has to be clear decisions and actions so that as many staff members as possible feel comfortable contributing to making schools fulfill their proper role as agents of positive social change and national development.

- Administrators in schools should always practice democratic governance. In this approach, both faculty and students should always have the chance to express their opinions in an open forum on issues that are on their minds.
- The school community should be organised seminars, workshops, and conferences on conflict as frequently as possible. Everyone gets exposed to a broader knowledge of conflict and conflict resolution techniques as a result.
- Conflict and conflict resolution should be included in the secondary school curriculum, including the programme of teacher education.
- Governments should as a matter of utmost importance take workers welfare more serious to avoid incessant strike actions.
- There should be clear job specifications for all school staff.
- Management and other staff should ensure strict adherence to probity, transparency and accountability.
- Favoritism and discrimination should as much as possible be eliminated from the schools.
- Adequate infrastructure should be provided in the various schools to make the school environments more conducive to teaching and learning.
- Management and teachers should both be concerned with students' feelings and emotions. Use of verbal abuse as much as possible should be checked as it creates a sense of dislike in the students.

DELIMITATIONS OF THE STUDY:

1. The present study was conducted on the students and teachers of the Government aided secondary schools affiliated to U.P. Board and located in the Kanpur city.
2. In the present study, 400 students (200 male and 200 female) from the senior secondary class (Class-12th) and 200 teachers (PGTs and TGTs) were taken for the investigation.

3. In the present study, only endogenous factors (related to school surrounding) raising social conflicts among students were considered and its allied conflict resolution strategies were identified in this investigation. Exogenous factors like Socio-economic status, parental education, habitation and caste etc. were not considered as field of study.

SUGGESTIONS FOR FURTHER RESEARCHES

- The study may be undertaken on a large sample for better generalization of results.
- A study may be conducted on endogenous conflict raising factors among students and its impact on their academic performance.
- The present study may be conducted in the same manner including students of different streams like Science, Arts and Commerce.
- A comparative study may be conducted pertaining endogenous and exogenous factors raising social conflicts among the students.
- A futuristic action plan and policy document may be developed through observing the findings of the present study for awaking the Administrators, Teachers, Parents and students about the conflict raising factors and its allied resolution strategies.
- A comparative study, in the same manner, may be conducted on social conflicts of students inhabited in rural and urban areas.
- A comparative study may be conducted on the social conflicts of students in the light of their socio economic status.
- A comparative study may be conducted on perception of personnel (students, staff and administrators) of self financed and government financed secondary schools towards conflict raising factors and its allied resolution strategies.
- A SWOT study may be conducted on the basis of findings of the present investigation to draw clear picture of strengths, weaknesses, opportunities and threats of conflict raising factors and its allied resolution strategies.