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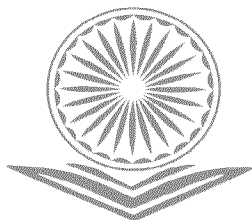
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23. A Study of Endogenous Factors for Raising Social Conflicts among Students at Secondary Level

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Abstract

The aim of the present investigation was to assess the severity of various components of the endogenous factors for raising conflicts among the students i.e. 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. Descriptive research method was employed to carry the aim and objectives of the present investigation. A sample group of 400 students (200 male and 200 female) was taken from senior secondary schools located in Kanpur city through stratified random sampling method. Investigator constructed a five point rating scale having 35 items for assessing the severity of various components of endogenous factors. Investigator employed descriptive statistical techniques i.e. frequencies, percentage and weighted mean for analyzing the data. Results indicated that 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.

Key words: Endogenous factors, Social Conflicts and Secondary level

Introduction

In recent years, conflict situations in education system among 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). Conflicts among the students are vital issues in the educational culture and most severe for progress of the students as well as institutions. Thus, In the present study, investigator decided to explore the cause of social conflicts among students at secondary school level

Objectives of the Study

1. Identify the severity of Pedagogical malpractices and its components raising conflicts among the students
2. Identify the severity of Biased Evaluation system and its components raising conflicts among the students
3. Identify the severity of Autocratic teaching environment and its components raising conflicts among the students
4. Identify the severity of Discriminatory behavior of teachers towards students and its components raising conflicts among the students.
5. Identify the severity of Non-constructive Feedback by teachers and its components raising conflicts among the students
6. Identify the severity of Impoverished Personality of Teachers and its components raising conflicts among the students
7. Identify the severity of Limited Resources and their Allocation and its components raising conflicts among the students
8. Identify the severity of Ideological and Ethnic Differences and its components raising conflicts among the students
9. Identify the severity of Pseudo Identity or Superiority competing among Students and its components raising conflicts among the students

Method of the Research

Descriptive research method was employed to study the severity of various components of endogenous factors for raising social conflicts among students at secondary level

Sample Design

A sample group of 400 students (200 male and 200 female) was taken from senior secondary schools located in Kanpur city through stratified random sampling method.

Tools of the Study

Investigator constructed a five point rating scale having 35 items for assessing the severity of various components of endogenous factors i.e. 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.

Statistical Techniques

Investigator employed descriptive statistical techniques i.e. frequencies, percentage and weighted mean for showing the severity of various components of endogenous factors raising social conflicts among the students.

Findings of the Study

Objective 01: Identify the severity of Pedagogical malpractices and its components raising conflicts among the students

Table 01: Statistical results (Frequencies, Percentage and Weighted Mean) with reference to students' perception towards Pedagogical malpractices and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Ignorance of individual differences	101 (25.2%)	154 (38.5%)	92 (23%)	39 (9.8%)	14 (3.5%)	3.72
Frequently use of traditional teaching techniques	130 (32.5%)	180 (45%)	56 (14%)	25 (6.2%)	09 (2.3%)	3.99
Lack of ICT in teaching-learning	125 (31.2%)	177 (44.3%)	69 (17.2%)	26 (6.5%)	03 (0.8%)	3.99
Lack of practical cum empirical teaching practices	131 (32.7%)	180 (45%)	52 (38%)	29 (7.3%)	08 (2%)	3.99
Lack of content knowledge	162 (40.5%)	158 (39.5%)	55 (13.7%)	21 (5.3%)	04 (1%)	4.13
Overall Weighted Mean						3.96 (Rank-2)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 01 that Lack of content knowledge of teachers ($\bar{x}_w = 4.13$) was identified as most severe component under malpractices as well as Frequently 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 ($\bar{x}_w = 3.99$) were also found categorized under most severe components for raising social conflicts among the students. Another component of the key factor 'Pedagogical malpractices' i.e. Ignorance of individual differences ($\bar{x}_w = 3.99$) play vital role to raising social conflict among the students. Overall value of weighted mean for factor "Pedagogical malpractices" was found 3.96 which categorized under most severe endogenous factor for raising social conflict among the students at secondary level.

Objective 02: Identify the severity of Biased Evaluation system and its components raising conflicts among the students

Table 02: Statistical results (Frequencies, Percentage and Weighted Mean) with reference to students' perception towards Biased Evaluation system and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Lack of transparent evaluation system	98 (24.5%)	138 (34.5%)	88 (22%)	50 (12.5%)	26 (6.5%)	3.58
Disequilibrium b/w essay and objective type questions in test paper	113 (28.2%)	123 (30.8%)	86 (21.5%)	50 (12.5%)	28 (7%)	3.61
Biased assessment in practical based examination	97 (24.2%)	119 (29.8%)	126 (31.5%)	40 (10%)	18 (4.5%)	3.59
Biased selection of students in co-curricular activities	87 (21.8%)	139 (34.7%)	103 (25.8%)	53 (13.2%)	18 (4.5%)	3.56
Overall Weighted Mean						3.58 (Rank-8)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 02 that Weighted Mean (s) 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 indicates that these components of Biased Evaluation system play significant role to raise various type of conflicts i.e. dissatisfaction, discomfort,

feeling of disrespect, frustration, indiscipline and inferiority complex among the students of secondary level. Further, it is clearly indicated in the table 02 that the all the components of Biased Evaluation system were found as moderate level key aspects for raising conflicts among students. Overall, the value of weighted mean for factor “Biased Evaluation system” was found 3.58 and placed at rank-8th which is comparative less significant for raising social conflicts among students.

Objective 03: Identify the severity of Autocratic teaching environment and its components raising conflicts among the students

Table 03: Statistical results (Frequencies, Percentage and Weighted Mean) with reference to students’ perception towards Autocratic teaching environment and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Authoritarian teaching environment	133 (33.2%)	158 (39.5%)	77 (19.3%)	22 (5.5%)	10 (2.5%)	3.95
Impolite nature of teachers in classroom	127 (31.7%)	148 (35%)	91 (22.8%)	28 (7%)	06 (1.5%)	3.90
Depriving the students from opportunities of self expression	153 (38.2%)	190 (45.5%)	39 (9.8%)	15 (3.7%)	03 (0.8%)	4.18
Suppression the sentiments of students	144 (36%)	131 (32.7%)	81 (20.3%)	33 (8.2%)	11 (2.8%)	3.91
Overlook the active learning of students	145 (36.2%)	162 (40.5%)	52 (13%)	30 (7.5%)	11 (2.8%)	4.00
Discouraging the students’ response in classroom assessment	175 (43.7%)	166 (41.5%)	35 (8.8%)	20 (5%)	04 (1%)	4.22
Overall Weighted Mean						4.03 (Rank-1)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 03 that Weighted Mean (s) 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 indicates that these components of Autocratic

teaching environment play significant role to raise various type of conflicts Overall, the value of weighted mean for factor “Autocratic teaching environment” was found 4.03 and placed at rank-1th which is comparative highly significant for raising social conflicts among students.

Objective 04: Identify the severity of Discriminatory behavior of teachers towards students and its components raising conflicts among the students.

Table 04: Statistical results (Frequencies, Percentage and Weighted Mean) for students’ perception towards Discriminatory behavior of teachers and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Extreme intimacy towards students of a particular community	164 (41%)	125 (31.2%)	54 (13.5%)	37 (9.3%)	20 (5%)	3.94
Too praising the gifted students only	110 (27.5%)	187 (46.8%)	60 (15%)	26 (6.5%)	17 (4.2%)	3.86
Extra affinity towards students of a particular gender	141 (35.2%)	159 (39.8%)	56 (14%)	29 (7.2%)	15 (3.8%)	3.95
Negative attitude of teachers towards disabled students	120 (30%)	110 (27.5%)	120 (30%)	30 (7.5%)	20 (5%)	3.70
Inattentive behavior towards socially deprived students	117 (29.2%)	150 (37.5%)	100 (25%)	23 (5.8%)	10 (2.5%)	3.85
Overall Weighted Mean						3.86 (Rank-3)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 04 that 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 indicates that these components of Discriminatory behavior of teachers play significant role to raise various type of conflicts Overall, the value of weighted mean for factor “Discriminatory behavior of teachers” was found 3.86 and placed at rank-3rd. The weighted mean for factor “Discriminatory behavior of teachers” was much closed to range of most severe domain and identified as significant factor for raising social conflicts among students.

Objective 05: Identify the severity of Non-constructive Feedback by teachers and its components raising conflicts among the students

Table 05: Statistical results (Frequencies, Percentage and Weighted Mean) for students' perception towards Non-constructive Feedback by teachers and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Negative criticism of students among their peer group	159 (39.7%)	148 (37%)	64 (16%)	26 (6.5%)	03 (0.8%)	4.08
Lack of rational reinforcement for excellent performance	131 (32.7%)	155 (38.8%)	60 (15%)	40 (10%)	14 (3.5%)	3.87
Irrational praise to particular students	120 (30%)	148 (37%)	78 (19.5%)	33 (8.2%)	21 (5.3%)	3.78
Non discriminatory reinforcement between high and low achievers	106 (26.5%)	139 (34.7%)	82 (20.5%)	48 (12%)	25 (6.3%)	3.63
Overall Weighted Mean						3.84 (Rank-5)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 05 that 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 indicates that these components of Non-constructive Feedback by teachers play significant role to raise various type of conflicts. Overall value of weighted mean for factor “Non-constructive Feedback by teachers” was found 3.84 and placed at rank-5th. The weighted mean for factor “Non-constructive Feedback by teachers” was much closed to range of most severe domain and identified as significant factor for raising social conflicts among students.

Objective 06: Identify the severity of Impoverished Personality of Teachers and its components raising conflicts among the students

Table 06: Statistical results (Frequencies, Percentage and Weighted Mean) for students' perception towards Impoverished Personality of Teachers and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Rude behavior of teachers towards students	150 (37.5%)	142 (35.5%)	73 (18.2%)	24 (6%)	11 (2.8%)	3.99
Non effective communication skills of teachers	104 (26%)	154 (38.5%)	82 (20.5%)	40 (10%)	20 (5%)	3.70
Impoverished leadership style of teachers	116 (29%)	113 (28.2%)	99 (24.8%)	47 (11.7%)	25 (6.3%)	3.62
Non-sympathetic behavior of teacher	125 (31.2%)	115 (28.7%)	97 (24.3%)	44 (11%)	19 (4.8%)	3.70
Overall Weighted Mean						3.75 (Rank-7)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 06 that 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 indicates that these components of Impoverished Personality of Teachers play significant role to raise various type of conflicts Further, it is clearly indicated in the table 06 that the component of Impoverished Personality of Teachers i.e. Rude behavior of teachers towards students was found as most severe key component for raising conflicts among students Overall value of weighted mean for factor “Impoverished Personality of Teachers” was found 3.75 and placed at rank-7th. The weighted mean for factor “Impoverished Personality of Teachers” was found under the moderate level of their severity and identified as significant factor for raising social conflicts among students.

Objective 07: Identify the severity of Limited Resources and their Allocation and its components raising conflicts among the students

Table 07: Statistical results (Frequencies, Percentage and Weighted Mean) for students’ perception towards Limited Resources and their Allocation and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Insufficient arrangement of furniture in schools	102 (25.5%)	157 (39.2%)	83 (20.8%)	38 (9.5%)	20 (5%)	3.71
Inadequate sports equipments in schools	107 (26.7%)	143 (35.8%)	72 (18%)	49 (12.3%)	29 (7.2%)	3.62

Limited seating space in classroom	134 (33.5%)	138 (34.5%)	72 (18%)	41 (10.3%)	15 (3.7%)	3.83
Inadequate physical facilities (drinking water, toilet etc.) in schools	169 (42.2%)	158 (39.5%)	46 (11.5%)	20 (5%)	07 (1.8%)	4.15
Overall Weighted Mean						3.83 (Rank-6)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 07 that 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 indicates that these components of Limited Resources and their Allocation play significant role to raise various type of conflicts. Further, it is clearly indicated in the table 07 that the component of Limited Resources and their Allocation i.e. Inadequate physical facilities (drinking water, toilet etc.) in schools was found as most severe key component for raising conflicts among students. Overall value of weighted mean for factor “Limited Resources and their Allocation” was found 3.83 and placed at rank-6th. The weighted mean for factor “Limited Resources and their Allocation” was closed to range of most severe domain and identified as significant factor for raising social conflicts among students.

Objective 08: Identify the severity of Ideological and Ethnic Differences and its components raising conflicts among the students

Table 08: Statistical results (Frequencies, Percentage and Weighted Mean) for students’ perception towards Ideological and Ethnic Differences and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Ideological differences among students	130 (32.5%)	144 (36%)	61 (15.2%)	41 (10.3%)	24 (6%)	3.78
Perception differences towards administrative issues	129 (32.2%)	174 (43.5%)	46 (11.5%)	36 (9%)	15 (3.8%)	3.91
Social animosity among students of different castes	128 (32%)	161 (40.2%)	57 (14.3%)	33 (8.3%)	21 (5.2%)	3.85
Overall Weighted Mean						3.85 (Rank-4)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 08 that 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 indicates that these components of Ideological and Ethnic Differences play significant role to raise various type of conflicts i.e. feeling of opposition, mental conflict, pulling, indiscipline and violent behaviour among the students of secondary level. Further, it is clearly indicated in the table 08 that all the components of Ideological and Ethnic Differences were found as moderate level key domains for raising conflicts among students. Overall value of weighted mean for factor “Ideological and Ethnic Differences” was found 3.85 and placed at rank-4th. The weighted mean for factor “Ideological and Ethnic Differences” was found under the moderate level of their severity and identified as significant factor for raising social conflicts among students.

Objective 09: Identify the severity of Pseudo Identity or Superiority competing among Students and its components raising conflicts among the students

Table 09: Statistical results (Frequencies, Percentage and Weighted Mean) for students' perception towards Pseudo Identity or Superiority competing among Students and its components raising conflicts among the students

Components	Perception of students (N=400)					Weighted Mean
	SA	A	U	D	SD	
Feeling of superiority or Pseudo identity among students	105 (26.2%)	122 (30.5%)	82 (20.5%)	55 (13.8%)	36 (9%)	3.51
Extra-affection among heterosexual group of students	104 (26%)	131 (32.7%)	69 (17.3%)	60 (15%)	36 (9%)	3.58
Urge to receive false praise from teachers	95 (23.7%)	108 (27%)	85 (21.3%)	63 (15.7%)	49 (12.3%)	3.34
Overall Weighted Mean						3.48 (Rank-9)

($\bar{x}_w \geq 3.5$ indicating significant value)

It is revealed from the table 09 that Weighted Mean (s) for various components of Pseudo Identity or Superiority competing 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 ($\bar{x}_w > 3.5$) whereas weighted Mean for a component of Pseudo

Identity or Superiority competing among Students i.e. Urge to receive false praise from teachers ($\bar{x}_w = 3.34$) was found insignificant ($\bar{x}_w < 3.5$). Thus, it can be said that the components of Pseudo Identity or Superiority competing among Students i.e. Feeling of superiority or Pseudo identity among students and Extra-affection among heterosexual group of students play significant role to raise various type of conflicts Overall value of weighted mean for factor “Pseudo Identity or Superiority competing among Students” was found 3.48 and placed at rank-9th. The weighted mean for factor “Pseudo Identity or Superiority competing among Students” was found under the low level of their severity and identified as not significant factor for raising social conflicts among students.

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.

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