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SOCIAL CONFLICT RESOLUTION & PEACE BUILDING: A LITERATURE REVIEW

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Abstract

Social conflict is the result of a confrontation between social powers. The fight for social control is known as social conflict. Conflict or group conflict happens when two or more people condemn each other in social contact, bilaterally using social power in an attempt to accomplish scarce and conflicting goals while preventing the adversary from achieving them. This article seeks to provide a review of research literature that discusses conflicts and social conflicts arising process, reasons of conflict, conflict management, and their resolution towards peace building by reviewing the current trend in this article, it sets to find a chance for how to resolve social conflict easily and the purpose of this article is to establish a current overview of related literature that can become the foundation of future studies in this field. Thus this review is based on the view of the needs of today's issues.

Key words: Conflict, Social Conflict, Conflict management and Conflict Resolution Peace Building.

Introduction

This literature review begins with an introduction to reason of social conflict and management of social conflict study. It will show that the current work on social conflict resolution study. A process for supporting two or more parties in finding a peaceful solution to a conflict is known as social conflict resolution. When a conflict occurs, the safest course of action is always to find a compromise. The following are the negotiation objectives:-

- To come up with a solution that is appropriate to all parties.
- To come up with a plan that everybody would agree on.
- To strengthen rather than cause a rift between the opposing parties.

Negotiation may be helpful to all parties involved in a social conflict. Then all parties engage in talks, they also get more than they would if they walked away, and that can be a way for the party to access resources that would otherwise be inaccessible. To find a solution as soon as possible. This research opened up new dimensions for education. This research could apply a fresh and dynamic approach to the design of the curriculum. In resolving disputes and bringing peace and prosperity in Society, Educators and others can be able to play a proactive role.

Causes of Conflict

Differences between individuals or classes, discord, struggles, disputes, tiffs, or conflicts creates social tensions, where there is variation of views, disparities of preferences, assortment of beliefs and values, and individual desires, conflict can arise. Conflict is inevitable and can be felt in various ways in everyone's life. Whenever there is human contact, it can occur in any environment, anywhere.

Rashid (2005) Conflict exists in a variety of ways and arises at different levels of human activity and function. There is a lot of diversity in human nature and society, which leads to a lot of diversity in conflicts. A conflict is actually the transition in society, civilization, customs, behaviours, rituals, and traditions. It is the natural result of differing ideals and opinions, changing attitudes, and disparities in aspirations among people of various socioeconomic and ethnic groups clashing socioeconomic, cultural, and political interests.

Kibul, A., Kibera, L., & Bradshaw, G. (2014) noted that violence is rampant in secondary schools. Approximately 60% of teachers have not received conflict resolution training and therefore are

unaware of the importance of peer mediation. As a result, the vast majority of principals do not have such services in their colleges. It indicates that students are not well-informed on how to deal with adolescent social-emotional issues.

R. S. Balica (2015) noted that Our lives are revolving around the idea of "conflict," and each of us has been directly or indirectly involved in certain conflict circumstances, states that have either existed at the level of awareness, or have gone beyond that and manifested themselves in various types of aggression. As a result, it is said that conflict is as old as the earth, and that it is a "ingredient" of ordinary people; some of them seem to be born with the sole purpose of causing conflicts, while others appear to be born to resolve them.

Conflict Management

Kenneth E. Boulding (1978) noted that at present, no country has something which resembles a peace plan. They all have a defensive strategy, but it is something entirely different. We would be able to pull ourselves out of this slough of sterility and impotence at which we seem to have sunk if the peace research community devoted a significant effort to determining what an agenda for peace, even on the part of a single country, would look like and what international institutions might make it more likely.

Mura, Bonsignore & Diamantini (2009) examined the function of environmental perception as a deciding factor in conflict resolution approach preference. The study was based on a group of secondary school students, who were taking part in conflict resolution training. The intervention promoted a constructive reading of the conflicts episode, providing advanced learners with their resolution and greater encouragement to implement them. The study findings indicate that the students with the most optimistic view of their schoolmates are also those who are most likely to pursue proactive methods for conflict management.

Pandey, Saroj (2007) noted that this study highlights the implications of the paradigm shift in the approach to learning to promote the culture of peace, as both the constructivist approach and Peace Education are linked to the humanistic philosophy dedicated to developing a more mature and self-directed learner. The pedagogy of education needs to be broad, diverse and geared towards lifelong learning to develop a culture of peace. Active listening, problem-solving, and conflict-solving skills, which are also central to the constructivist way of learning, help to inculcate a sense of working together. The epistemological reform proposed in the NCF-2005 therefore offers a greater chance than ever before to foster the culture of peace.

Howell, S. E. (2014) defines that the dimensions and intensity of impending conflict is specifies by how the conflict is addressed. Effective conflict management fosters excitement, enhances morale, and promotes individual and organisational development, while ineffective conflict management creates more conflict and has a negative impact on the entire organisation.

Carol, E., Loyee, O., & Okoye, F. (2015) noted that One of the most difficult challenges that principals face today is promoting a culture of peace through successful conflict management techniques. This is especially significant in light of the rising incidences of aggression, various issues, misunderstandings, and in-disciplinary behavior, among other things, in secondary schools. According to the findings of this paper, secondary school principals in Anambra State may be unable to meet this challenge. This is because their adoption and use of successful conflict resolution and management techniques that could help them achieve the highest educational achievement on a platform of proven peace-culture was restricted.

Chinda, N., & Harcourt, P. (2015) discussed that other tactics should be utilized in managing student conflicts, but the dominant approach should be avoided at all costs because the long-term implications can be terrible. Since these approaches are interactive and egalitarian in design and deployment, the study's findings show that the compromising and integrating modes of conflict management must be employed simultaneously in the resolution of student disagreements.

Conflict Resolution

Wagner, T., Shapiro, J., Xuan, P., & Lesser, V. (1999) defines that at any and all stages of agent control, there is interaction and conflict. Most areas of agent control problem solving, and most forms of agent control and domain problem solving, are interdependent in a very real way. Simplified agent control models or expectations of independence are often used to prevent this interdependence.

Bercovitch, J., & Kadayifci, A. (2002) suggested that mediation must be considered as a fundamental component of peace initiatives that can be used at different levels of a conflict. The study develops a methodology for assessing the scenarios in which mediation can aid in the resolution of conflict. Contextual and perceptual aspects are highlighted throughout the system. This article indicates that, when used correctly, mediation can achieve not only a resolution of a conflict, but also, in the long run, a complete transformation of relationships. Any effective peacebuilding initiative must include some sort of mediation.

McKinley, Lourdes Velasco (2007) noted that the types of conflict resolution, and modes of peacemaking behaviour in an early childhood classroom were analysed using an inductive grounded theory approach. Field observations of 39 children aged 4 to 5 in a rural classroom environment were used to collect data on prekindergarten children. The fieldwork took place over the course of 30 weeks, with the researcher acting as an observer during the field observations. The implications of the findings for practice are illustrated in the dissertation, which indicates that enhancing children's ability to use caring language in the classroom could reduce conflict and promote a culture of peace.

Mohanty Atasi (2008) writes that Peace education aims to foster the full growth of a person's behavior as well as the reinforcement of respect for human rights and fundamental freedoms. Peace education currently focuses on the wider aim of promoting a positive society. As a result, a comprehensive system of education and training for all groups at all levels is needed. At the school level, the most pressing need is to foster a stable environment and a peace culture by cultivating attitudes and behaviours of gratitude, solidarity, belonging, confidence, mutual respect, and a learning spirit. Children would inevitably absorb the spirit of peace and follow a living system of peace principles, norms, and activities in such a society. As a result, a shift from teacher-centered classrooms to child-centered learning is needed. Peace can arise naturally when there is constructive and participative learning in the classroom, using interesting teaching and learning approaches in a pleasant and vibrant environment, marked by imaginative expressions of potentials and self-discipline. Teachers must recognise successful techniques and activities that will enable the school to become a peaceful environment.

Saidin Ernas (2012) discussed that the Malino Agreement's implementation process and its implications for the Maluku conflict resolution. Employing descriptive analytical techniques and even a qualitative research approach, this research will examine some key findings. The Malino Agreement is one strategy (policy) for overcoming SARA(racial) conflict successfully and democratically. This can be apparent in the negotiations' calm, open, and democratic tone. The stakeholders made an agreement on 11 issues because to a great desire to end the war in Maluku, and thus the Malino Agreement seems to have a good impact, with no aggravation of discrimination and war in Maluku even a year after it was signed.

Karpouzis, K., Yannakakis, G., Paiva, A., Nielsen, J. H., Vasalou, A., & Jhala, A. (2013) noted that combating and resolving conflicts is an inevitable part of social life, since they appear in almost every aspect and developmental stage of human life. The individual and collective benefits of conflict resolution have inspired researchers from a variety of fields to argue for the use of pro-social processes in conflict resolution. The Siren serious game goals to support teachers' role to teach teenagers on a way to resolve conflicts, by combining affect-awareness, user-adaptivity, and cultural adaptivity to create engaging and relevant conflict scenarios and resolution strategies.

Oduunuga, A. Funmilayo(2013) discussed the role of music in addressing social and political crises in the modern world. It was found that music has an impact on humans and that it can be used to

settle a variety of conflict. Music is a societal unifier that encourages stability, unity, and cooperation. Music education should aid children's sociocultural growth. In light of the foregoing assertions, this paper suggests:- Children and young people should be actively involved in all conflict prevention programs and approaches, both on the ground and at the policy level, in a way that is inclusionary and matches their changing capabilities. In order to encourage practical musicianship, schools can provide musical tools and instruments. Music groups from the national, statewide, district and regional level should be permitted and supported. All Nigerian children's and youth education must include music. At regular intervals, avenues for inter-tribal, inter-cultural musical performance should be produced at the nation - wide, state, divisional, and local levels, with attractive prizes for winners, just as we do in sporting competitions. All of these things would help to create a peace wall and resolve conflicts.

Wahab & Adetunji (2015) defines that Conflict occurring from community-driven project activities should be minimised in order to create a sustainable and peaceful housing climate. At each stage of the project cycle, project committees must keep all residents fully informed, sufficiently communicated, and periodically updated on progress. Residents must be consulted and given a voice in decisions such as where a facility should be built, the amount of money residents should contribute, and the formation of a project committee. Community meetings should be held on a regular basis by project committees on days and times that are convenient for the majority of residents. Members should receive electronic or printed copies of minutes from such meetings. In the minutes, there should be a financial report. Thus, blocks of houses should have representatives on the project committee to ensure financial and moral support from residents. This would make it easier to disseminate information about the project's progress and challenges in a timely and effective manner. Minor misunderstandings, false assumptions, and conflicts may be easily settled by these members without the participation of a wider group of mediators.

Narula, S. (2016) noted that behavioral, cognitive, and attitudinal shifts are all induced by conflict prevention and peacebuilding practises. According to the research, digital media can aid in the creation of peace by bringing conflict resolution and strategies to a social network forum, resulting in peacebuilding dialogues among social setup participants, and developing theories on the subject. Creating awareness among young people about the importance of peacebuilding in society, followed by persuading them to take action, will yield positive results.

Conclusion

Thus we can say that there are many ways to successfully negotiating the resolution of a social conflict, like- understand the social conflict, consider all of the options for addressing the issue, communicate with the opposit party, use third party mediator, explore more option. Mediation is characterised as a process in which parties to a conflict may freely choose to participate in its resolution. Furthermore, the parties make decisions on the resolution of a conflict on their own. A mediator is a neutral third party that supports the dispute resolution process and is appointed by the parties involved in the social conflict.

This paper focuses on the contexts of some of the well-known unresolved social conflicts towards peacebuilding. We recognize that social conflict resolution is a thing in itself and that any study of it should be focused on this liminal period of transition, as we sort out the various theoretical postures and positions that guide this area.

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