



African Journal of Biological Sciences



SOCIAL CONFLICTS DUE TO PEDAGOGICAL MALPRACTICES AMONG STUDENTS AT SECONDARY LEVEL AND ITS RESOLUTION STRATEGIES FOR PEACE BUILDING: AN EXPLORATORY STUDY

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Article History

Volume 6, Issue 4s, June 2024

Received : 03 May 2024

Accepted : 28 Aug 2024

Published: 07 Sep 2024

doi:10.48047/AFJBS.6.Si4.2024.6573-6584

ABSTRACT:

The aim of this study was to assess social conflicts due to pedagogical malpractices among students at secondary level and its resolution strategies for peace building. Descriptive research method was employed and this study was bifurcated into two phases. In the first objectives, components of pedagogical malpractices raising social conflicts among the students are assessed using Scale for cause of social conflict among students (SCSC) and perception of students (N=400) were recorded. In the second phase, both students and teachers (N=600) responded Students' Conflict Resolution Strategic Scale. Investigator employed descriptive statistical techniques i.e. frequencies, percentage and weighted mean for analyzing the data. It is concluded that 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. Further, most prominent strategies for conflict resolution were found as i.e. 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, Preparation of constructive lesson plan before teaching and Explore true facts while having any doubt in subject.

Key words: Social Conflicts, Pedagogical Malpractices, Resolution Strategies for Peace Building and Secondary Level

INTRODUCTION:

India is a second largest country in the world. Its educational system has much diversity and varieties of conflicts at educational institutions. The diversity of human beings is one of the most striking characteristics. The school is a society micro-system, in which are reflected constant

changes. Thus, one of the most important school functions is to prepare students, teachers, and parents to live and overcome the difficulties of a world full of rapid changes and interpersonal conflicts, contributing to the development process of each individual. For being a society micro-system and bringing together different ways of life, thinking, feeling, relationship, constitutes a space conducive to interpersonal conflicts.

School conflicts can be characterized based on the causes and parties involved. According to **Martinez (2005)**, teacher conflicts are primarily caused by a poor communication, self-interests, prior conflicts, political infighting, or ideological and political disagreements. Conflicts between students and teachers occur as a result of a poor understanding of the teacher's explanation, arbitrary grades and deviation in the evaluation criteria, lack of instructional material, unequal treatment, indifference in the study material, and because the pupils are ears, according to this author. Tensions amongst students can be caused by misconceptions, fights, group rivalry, prejudice, bullying, use of spaces and assets, dating, sexual harassment, damage or loss of school assets, numerous elections, travel, and parties. Conflicts between parents, teachers, and administrators can happen as a result of student and teacher aggressiveness, loss of work supplies, and other problems, issues in the school canteens, lack of instructional aid from teachers, and the inability to meet administrative and bureaucratic standards, assessment, approval, and disapproval criteria management needs. Teachers frequently see disputes as indiscipline, violence, and contempt, as well as any situation that threatens his authority, and both new and veteran outlines the important teacher-student conflict as a common occurrence in challenging classrooms **Diamond (2002)**. **Silva and Flores (2014)** state that these scenarios have a detrimental impact on student achievement and motivation, and that it is critical to identify solutions to avoid or mitigate these consequences.

REVIEW OF RELATED LITERATURE

It is possible to deduce and emphasize the many causes of school conflict based on the literature review. Communication difficulties, interpersonal, political/ideological, and institutional issues were identified by respondents in the **Goksoy and Argon (2016)** study as causes of school conflict. According to **Jares (2002)**, there are four main causes: ideological-scientific, which are related to different pedagogical, philosophical, and organizational options, as well as the type of school environment or cultures that coexist; power causes, which are related to workplace management, professional advancement, availability of resources, and decision-making; systemic causes, which are related to ambiguity of objectives and functions, overall organizational fragility, organizational and variable contexts; and individual causes, Related to communication, self-esteem, professional dissatisfaction and security. **Sichalwe, C. et. al (2021)** found that sources of conflict within schools include factors such as poor communication, favouritism, lack of resources, beating of students and procrastination in submitting teaching files. Due to these conflicts, teaching and learning process was affected as results of the school became poor. **Ismail, S. (2020)** concluded that as in school children come from different communal backgrounds teachers act as one of the core influencers in promoting social understanding and teaching peace building skills to children. **Ghaffar, A. (2019)** concluded that various techniques such as collaboration, avoidance, negotiation and mediation can be used to avoid conflicts in schools. No study was found which focused on components of pedagogical malpractices raising social conflicts among the students and its allied conflict resolution strategies for peace building at secondary level.

OBJECTIVES OF THE STUDY:

1. To study the key components of pedagogical malpractices raising social conflicts among the students at secondary level schools.
2. To study the resolution strategies for social conflicts among students due to pedagogical malpractices at secondary level schools.

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.

DESIGN OF THE STUDY:

This study was bifurcated in the light of objectives of the present investigation. In the first objectives, components of pedagogical malpractices raising social conflicts among the students are assessed using Scale for cause of social conflict among students (SCSC) and perception of students (N=400) were recorded. In the second phase, both students and teachers (N=600) responded towards conflict resolution strategies for social conflicts among students due to pedagogical malpractices at secondary level schools.

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. In the same manner, 200 teachers were selected through simple random method from the same school and same geographic area.

TOOLS OF THE STUDY:

In the first phase, Investigator constructed a five-point rating scale to identify various components of Pedagogical malpractices and further, investigator constructed another tool i.e. Students' Conflict Resolution Strategic Scale for assessing the worthiness of strategies for resolution the conflict among the students due to pedagogical malpractices at secondary level schools

STATISTICAL TECHNIQUES:

Investigator employed descriptive statistical techniques i.e. frequencies, percentage and weighted mean for analyzing the data.

FINDINGS OF THE STUDY:

1. To study the key components of pedagogical malpractices raising social conflicts among the students at secondary level schools.

In relation to study the key components of pedagogical malpractices raising social conflicts among the students at secondary level schools, investigator obtained the frequencies of students as they expressed their response on the scale "Causes of Social Conflicts among Students" and further, Investigator obtained Weighted Mean through analyzing the perception of students. The statistical results are shown in the table 01.

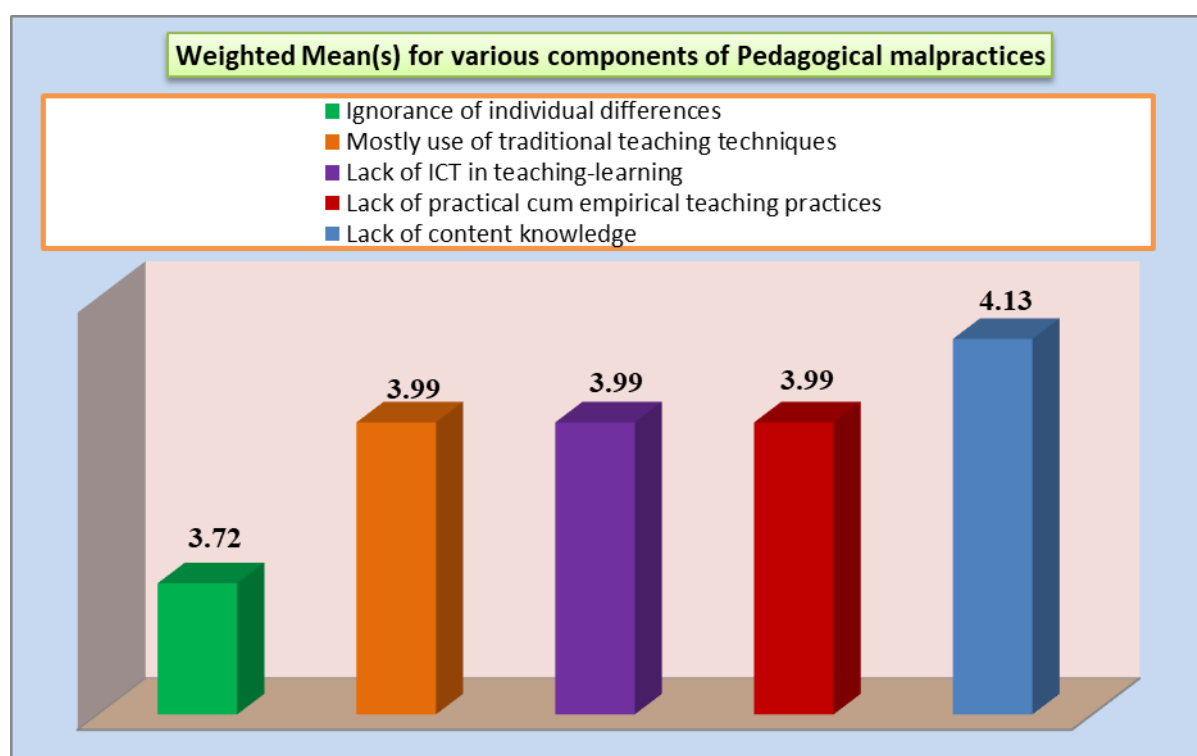
Table 01: Statistical results (Frequencies, Percentage and Weighted Mean) with reference to students' perception towards Pedagogical malpractices and its components raising conflicts among the students

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
Mostly 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 Weighted Mean (s) 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 indicates that these components of Pedagogical malpractices play significant role to raise various type of conflicts i.e. dissatisfaction, disinterest, feeling of tedious, frustration, indiscipline and negative attitude towards teaching learning practices among the students of secondary level. Further, it is clearly indicated in the table 01 that the component of Pedagogical malpractices i.e. teachers having lack of content knowledge was found as most severe factor for raising conflicts among students. Overall value of weighted mean for factor "Pedagogical malpractices" was found 3.96 and placed at rank-2 which is significant for raising social conflicts among students. The values of weighted mean of various components of Pedagogical malpractices are shown through the bar diagram 01 as under-



Graph 01: Showing Weighted Mean (s) for various components of Pedagogical malpractices raising conflicts among the students

2. To study the resolution strategies for social conflicts among students due to pedagogical malpractices at secondary level schools.

In the light of present objective, investigator explored various strategies through perception of students and teachers for resolution of specific conflict raising among the students due to pedagogical malpractices at secondary level schools.

Section-2.1

Strategies for conflict resolution among students due to key component of pedagogical malpractices i.e. ignorance of individual differences

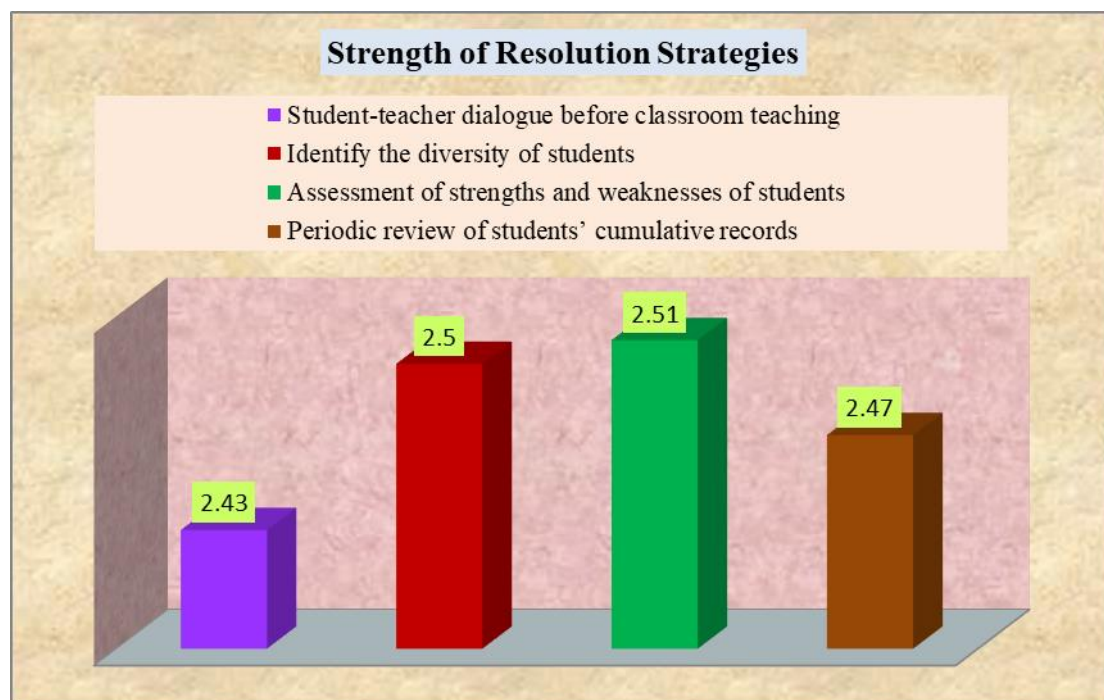
In this section, investigator assessed the strength of the various resolution strategies in the light of conflict (dissatisfaction) among the students due to ignorance of individual differences by the teachers and related statistical values (Frequencies and Weighted Mean) cited in the table 02 as under-

Table 02: Statistical results (Frequencies, Percentage and Weighted Mean) for various resolution strategies for conflict among students due to ignorance of their individual differences

Sr.	Strategies for conflict resolution among students	Levels of Effectiveness N=600 (Students and Teachers)			Weighted Mean
		Most	Moderate	Least	
1	Student-teacher dialogue before classroom teaching	309 (51.5%)	240 (40%)	51 (8.5%)	2.43
2	Identify the diversity of students through collaborative strategy	330 (55%)	243 (40.5%)	27 (4.5%)	2.50
3	Continuous assessment of strengths and weaknesses of students	339 (56.5%)	228 (38%)	33 (5.5%)	2.51
4	Maintenance and periodic review of students' cumulative records	324 (54%)	237 (39.5%)	39 (6.5%)	2.47

($\bar{x}_w \geq 2.00$ shows significant value and $\bar{x}_w \geq 2.50$ shows most significant value)

It is observed from the table 02 that in the light of various 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 for conflict (dissatisfaction) among students due to ignorance of their individual differences 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 same situation. The weighted mean (s) of various resolution strategies under section-2.1 has been shown through the bar diagram 02.



Graph 02: Weighted Mean for resolution strategies towards conflicts among the students due to ignorance of individual differences by the teachers

Section-2.2

Strategies for conflict resolution among students due to key component of pedagogical malpractices i.e. frequently use of only traditional teaching techniques in classroom teaching

In this section, investigator assessed the strength of the various resolution strategies in the light of conflict (inattentiveness) among the students due to frequently use of only traditional teaching techniques in classroom teaching and related statistical values (Frequencies and Weighted Mean) cited in the table 03 as under–

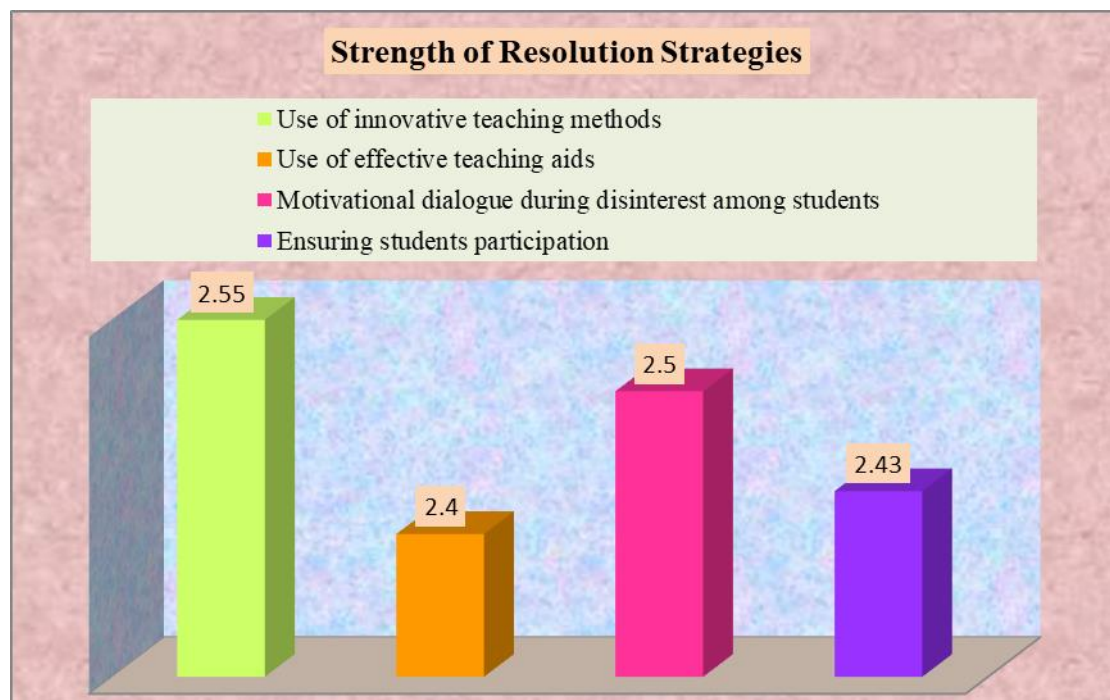
Table 03: Statistical results (Frequencies, Percentage and Weighted Mean) for various resolution strategies for conflict among students due to frequently use of only traditional teaching techniques

Sr.	Strategies for conflict resolution among students	Levels of effectiveness N=600 (Students and Teachers)			Weighted Mean
		Most	Moderate	Least	
1	Use of innovative teaching methods for effective learning	351 (58.5%)	231 (38.5%)	18 (3%)	2.55
2	Use of effective teaching aids	297 (49.5%)	246 (41%)	57 (9.5%)	2.40
3	Motivational dialogue during disinterest among students	330 (55%)	243 (40.5%)	27 (4.5%)	2.50
4	Ensuring students participation during teaching learning	300 (50%)	261 (43.5%)	39 (6.5%)	2.43

($\bar{x}_w \geq 2.00$ shows significant value and $\bar{x}_w \geq 2.50$ shows most significant value)

It is observed from the table 03 that in the light of various 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 for conflict (inattentiveness) among students due to frequently use of only traditional teaching techniques in classroom teaching 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. The weighted mean (s) of various resolution strategies under section-2.2 has been shown through the bar diagram 03.



Graph 03: Weighted Mean for resolution strategies towards conflicts among the students due to frequently use of only traditional teaching techniques

Section-2.3

Strategies for conflict resolution among students due to key component of pedagogical malpractices i.e. teaching learning without use of ICT in classroom

In this section, investigator assessed the strength of the various resolution strategies in the light of conflict (feeling of tedious) among the students due to teaching learning without use of ICT in classroom and related statistical values (Frequencies and Weighted Mean) cited in the table 04 as under-

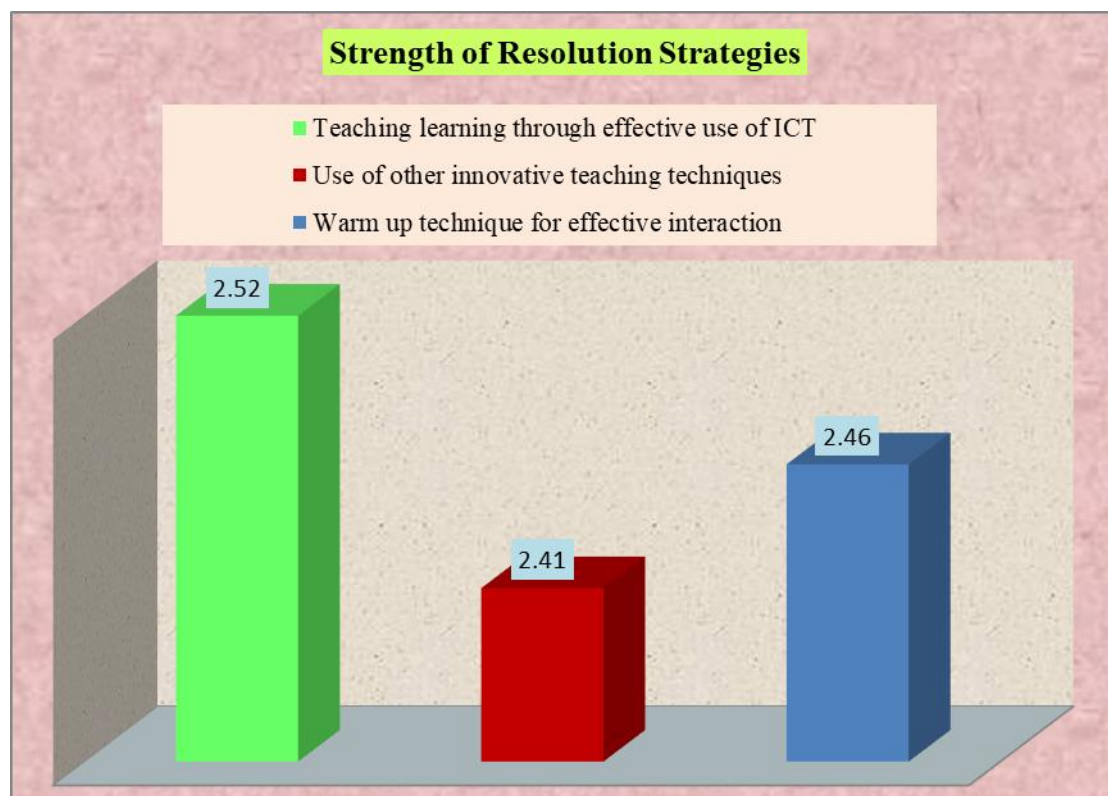
Table 04: Statistical results (Frequencies, Percentage and Weighted Mean) for various resolution strategies for conflict among students due to teaching learning without use of ICT in classroom

Sr.	Strategies for conflict resolution among students	Levels of effectiveness N=600 (Students and Teachers)			Weighted Mean
		Most	Moderate	Least	
1	Teaching learning through effective use of ICT	348 (58%)	219 (36.5%)	33 (5.5%)	2.52

2	Use of other innovative teaching techniques while unavailability of ICT	294 (49%)	258 (43%)	48 (08%)	2.41
3	Warm up technique for effective interaction	321 (53.5%)	237 (39.5%)	42 (07%)	2.46

($\bar{x}_w \geq 2.00$ shows significant value and $\bar{x}_w \geq 2.50$ shows most significant value)

It is observed from the table 04 that in the light of various 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 for conflict (feeling of tedious) among students due to teaching learning without use of ICT in classroom 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. The weighted mean (s) of various resolution strategies under section-2.3 has been shown through the bar diagram 04.



Graph 04: Weighted Mean for various resolution strategies for conflict among students due to teaching learning without use of ICT in classroom

Section-2.4

Strategies for conflict resolution among students due to key component of pedagogical malpractices i.e. absence of practical and empirical based teaching-learning process

In this section, investigator assessed the strength of the various resolution strategies in the light of conflict (frustration) among the students due to absence of practical and empirical based

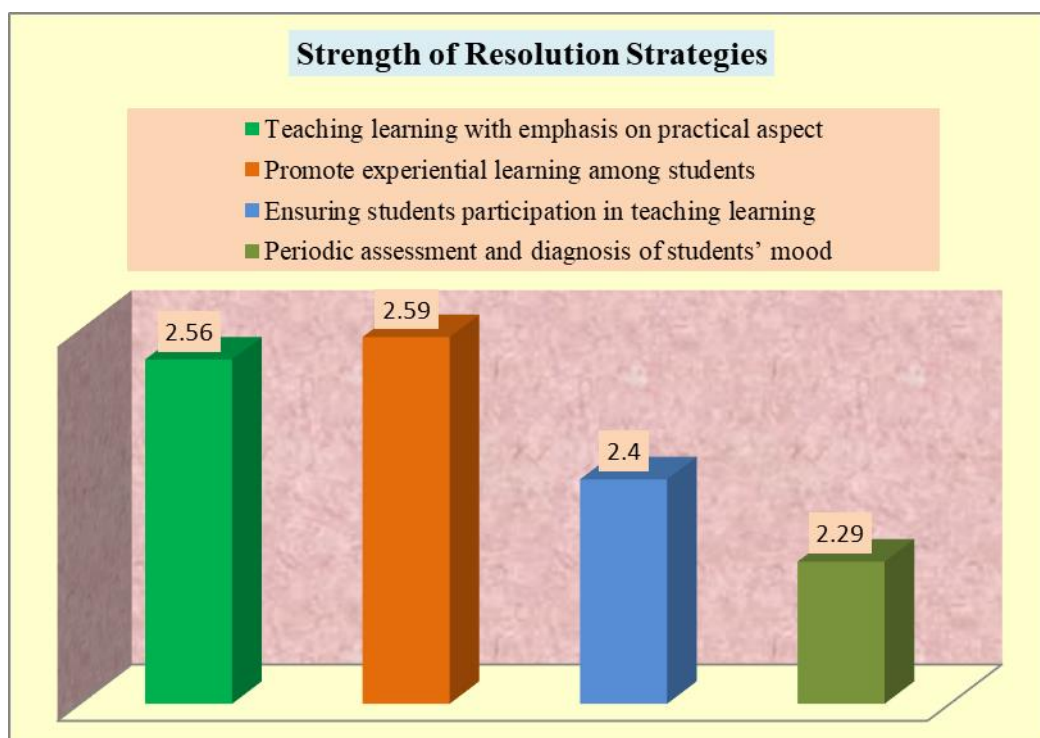
teaching–learning process and related statistical values (Frequencies and Weighted Mean) cited in the table 05 as under–

Table 05: Statistical results (Frequencies, Percentage and Weighted Mean) for various resolution strategies for conflict among students due to absence of practical and empirical based learning experiences

Sr.	Strategies for conflict resolution among students	Levels of effectiveness N=600 (Students and Teachers)			Weighted Mean
		Most	Moderate	Least	
1	Teaching learning with emphasis on practical aspect of curriculum	354 (59%)	228 (38%)	18 (03%)	2.56
2	Promote experiential learning among students	360 (60%)	234 (39%)	06 (01%)	2.59
3	Ensuring students participation during teaching learning	279 (46.5%)	282 (47%)	39 (6.5%)	2.40
4	Periodic assessment and diagnosis of students' mood	243 (40.5%)	291 (48.5%)	66 (11%)	2.29

($\bar{x}_w \geq 2.00$ shows significant value and $\bar{x}_w \geq 2.50$ shows most significant value)

It is observed from the table 05 that in the light of various 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 for conflict (frustration) among students due to absence of practical and empirical based teaching–learning process 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 same situation. The weighted mean (s) of various resolution strategies under section–2.4 has been shown through the bar diagram 05.



Graph 05: Weighted Mean for various resolution strategies for conflict among students due to absence of practical and empirical based learning experiences

Section-2.5

Strategies for conflict resolution among students due to key component of pedagogical malpractices i.e. teachers' lack of content knowledge

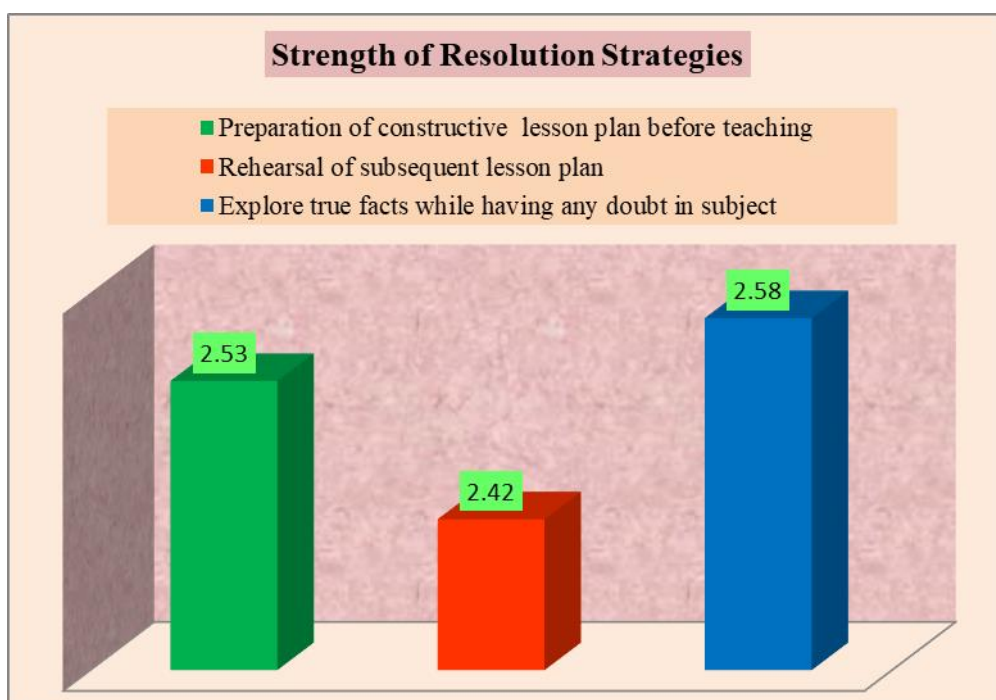
In this section, investigator assessed the strength of the various resolution strategies in the light of conflict (indiscipline) among the students due to teachers' lack of content knowledge and related statistical values (Frequencies and Weighted Mean) cited in the table 06 as under-

Table 06: Statistical results (Frequencies, Percentage and Weighted Mean) for various resolution strategies for conflict among students due to teachers' lack of content knowledge

Sr.	Strategies for conflict resolution among students	Levels of effectiveness N=600 (Students and Teachers)			Weighted Mean
		Most	Moderate	Least	
1	Preparation of constructive lesson plan before teaching	354 (59%)	213 (35.5%)	33 (5.5%)	2.53
2	Rehearsal of subsequent lesson plan	297 (49.5%)	261 (43.5%)	42 (07%)	2.42
3	Explore true facts while having any doubt in subject	363 (60.5%)	222 (37%)	15 (2.5%)	2.58

($\bar{x}_w \geq 2.00$ shows significant value and $\bar{x}_w \geq 2.50$ shows most significant value)

It is observed from the table 06 that in the light of various 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 for conflict (indiscipline) among students due to teachers' lack of content knowledge 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. The weighted mean (s) of various resolution strategies under section-2.5 has been shown through the bar diagram 06.



Graph 06: Weighted Mean for various resolution strategies for conflict among students due to teachers' lack of content knowledge

CONCLUSION:

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.

Further, investigator explored various strategies through perception of students and teachers for resolution of specific conflict raising among the students due to pedagogical malpractices at secondary level schools in which most prominent strategies were found as i.e. 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 and Explore true facts while having any doubt in subject. Thus, in the schools, teachers should highly sensitive towards various conflict raising components of Pedagogical malpractices and follow most prominent strategies for conflict resolution among students.

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